

Sandra L. Soliday Hong

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Early Care and Education/Applied Developmental Psychology and Policy Ph.D. with 15 years of experience in early care and education research with increasing levels of responsibility including the last 5 years managing large complex studies of state and national early childhood systems and state Pre-K.

- Expertise in early care and education quality measurement, early academic readiness and social skills, experiences of minoritized populations and dual language learners
- Expertise in state Pre-K and Quality Rating and Improvement Systems Research & Evaluation using quasi-experimental designs
- Advanced statistical skills and knowledge of statistical software (SAS, Mplus, R, and some SPSS)
- Project management of large research and evaluation studies and supervision of research team
- Excellent oral & written communication
- Experience with qualitative research
- Interest in translational research related to brain development and chronic health conditions
- Serve as an expert on the study of the systems-level early childhood experts and child outcomes through participation in the INQUIRE workgroup.

Education

Ph.D. in Education, University of California, Los Angeles, June 2012
Master of Education, Harvard Graduate School of Education, June 2002
Bachelor of Arts in Child Development and Family Studies, May 2001

Professional Experience

Research Scientist

Frank Porter Graham Child Development Institute - UNC Chapel Hill, NC February 2015-present

- Successful grant and contract awards for large multi-million dollar research and evaluation studies.
- Play a key role in the management of large research and evaluation studies on the implementation and impact of the state Pre-K program in Pennsylvania (Co-I), conducted a systematic review of the literature on ECE interventions (PI), examined the implementation of a nation-wide network of high-quality Educare Schools/Head Start programs (Investigator and Statistician), conducted validation study of the Illinois Quality Rating and Improvement System (Co-PI).
- Manage a staff of four research assistants and a data collection team of ten.
- Disseminate results to stakeholders, policy and professional audiences through publications in highly ranked journals, white papers, research briefs, policy reports, and presentations at practitioner-focused and professional meetings and conferences, and workshops.
- Lead initiatives to coordinate and facilitate publication among the Educare Learning Network local evaluation partners.
- Utilize sophisticated research design and analytic techniques including quasi-experimental and cross-sectional designs and multi-level regression, propensity score analysis, and geo-mapping to examine questions of importance to the field of early care and education.
- Idea generation and pilot work to examine the biological and physiological components of individual children's learning in early care and education settings, including brain signaling in struggling emergent readers ages 3-5 using EEG, and allergic conditions in early childhood using parent and teacher report, and child assessments to better inform teaching strategies that drive growth in child outcomes.

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IES Postdoctoral Fellow – Quantitative Methods

Frank Porter Graham Child Development Institute - UNC Chapel Hill, NC August 2012-January 2015

- Studied quantitative methods in early care and education research under the mentorship of Dr. Margaret Burchinal
- Focused on simulations of Quality Rating and Improvement Systems (QRIS) to inform federal and state decision-making during the roll-out of the Race-to-the-Top Early Learning Challenge Grant.
- Analyses utilized existing data from large studies of early care and education to examine which indicators related to child outcomes and combinations of indicators had strongest predictive validity for QRIS design.
- Submitted two first authored papers and one second-authored collaborative paper for publication in peer reviewed journals, a first-authored handbook chapter, and a collaborative handbook chapter.

QRIS Data Manager and Research Assistant

Center for Improving Child Care Quality, UCLA September 2006-June 2012

- Supported research design, recruitment of participants, data management, analysis, and technical writing of research projects involving young children and families in local, state-wide, and national studies and evaluations of programs that serve young children and families, including quality improvement.
- Presentation and participation in local and national meetings related to issues that affect young children. Research Studies and Policy Projects: Family Literacy Project (2006-2007), LAExCELS (2006-2007), State of Play in LA Kindergarten Classrooms (2007-2008).
- Served as research expert on the design committee for the Steps to Excellence Quality Rating and Improvement System in Los Angeles County.
- Promoted to data manager for the Steps to Excellence LA County Quality Rating System (Data Manager, 2008-2012).
- Invited to present data on the Classroom Assessment Scoring System to stakeholders within LA Unified School District, the LA County Office of Education, and the LA County Office of Child Care.

Lecturer

California State University Los Angeles Department of Child Development and Family Studies March 2010-June 2010

- Co-taught two sections of an undergraduate course on language development in childhood. Designed syllabus and instruction, including lectures and class discussions intended to engage student learning in collaboration with a fellow doctoral student.
- Adapted the traditionally linguistics focused course to encourage students to critically apply the course content to their work with young children, particularly children with exposure to multiple languages, and children with special needs.
- Received student evaluation scores above the department average.

Community Assessment Specialist

Los Angeles Universal Preschool, Research and Evaluation Team September 2005-September 2006

- Developed a system to track the supply and demand of preschool programs in Los Angeles County, and utilized existing public data to inform internal policy decisions.
- Designed a survey of early childhood programs in Los Angeles County to track program quality measures, family uptake patterns, and density of provider services.

Research and Evaluation Consultant

Massachusetts Department of Education, Early Learning Services, Boston, MA July 2004-February 2005

- Jointly collaborated in the collection, analysis, and dissemination of data from a survey designed to evaluate the early care and education network in Massachusetts.
- Compiled and analyzed data to report on the evaluation of a collaboration of community early care and education councils which was distributed to the Massachusetts State Legislature.
- Conducted additional research to support publications, and statistical analysis.

Lead Pre-Kindergarten Teacher

Park Street Kids, Boston, MA

September 2002-June 2004

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- Engaged in intentional, sensitive, and individualized interactions with three to six year olds in an enriched learning environment designed to promote social development and academic learning.
- Collected dynamic assessments of children's development and cultivated strong relationships with parents and families.
- Taught an after-school program focused on science exploration.
- Developed and directed a week-long summer program for 200 children in the Boston area.

Early Head Start Study, Social-Emotional Coding Team

Harvard University Graduate School of Education, Cambridge, MA September 2001-August 2002

- Participated on a research team evaluating the launch of the Early Head Start Program.
- Utilized a social-emotional coding scheme to code video-taped parent-child interactions during the Three Bag Task.

Research Graduate Student Assistant

Long Beach Unified School District, Long Beach, CA January 2001-August 2001

- Evaluated the design of the research department website for dissemination of local, state, and national data relevant to the district.
- Scanned state testing scantrons and ran statistical programs to analyze data pertinent to public schools.

Assistant Teacher and Summer Lead Teacher:

Mountain View Christian School, Fresno, CA September 1997-December 1998,
May 2000-September 2000

- Assisted the lead teacher in an after-school child care program for kindergarten and elementary-aged students.
- Lead teacher for the full-time four-year-old classroom summer program.

SERVICE

Ad-Hoc Journal Reviewer

- Child Development (2013-present)
- Early Childhood Research Quarterly (2012-present)
- Journal for Teacher Education (2009-present)

Professional Organizations

- Society for Research in Child Development (January 2007-present)
- Society for Research on Educational Effectiveness (2012-218)
- National Association for the Education of Young Children (2005-2006)

Committee Membership

- North Carolina State Board of Education Literacy Taskforce – Member Appointed to Represent the North Carolina Birth-5 Interagency Council (December 2019-June 2020).

RESEARCH FUNDING

2020-2022 *Moving Beyond the Average: Building a Comprehensive Model of Classroom Quality That Incorporates Children's Individual Experiences*. Institute of Education Sciences Award Number R305A200308, \$594,427 (Principal Investigator).

2020-2021 *Rapid and Sustained Response to Early Reading Disparities*. IDEA grant from the UNC-Chapel Hill Office of Research Development, \$19,797 (Co-Principal Investigator).

2019-2020 *Addressing Racial Disparities: Focus on Black-Majority Educare Schools*. Subcontract from HighScope Educational Research Foundation, Primary Contract to HighScope from the Gates Foundation, \$21,805 (Principal Investigator).

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- 2019-2020 *Babies First North Carolina Program Evaluation Model*. Child Care Services Association, \$74,975 (Principal Investigator).
- 2018-2020 *Pennsylvania Pre-K Counts Evaluation*. William Penn Foundation, \$1,799,988 (Co-Principal Investigator).
- 2017-2018 *Systematic Review of Literature on Early Childhood Education*. Heising-Simon Foundation to Foundation Center, FPG Subcontractor, \$113,000 (Principal Investigator).
- 2017-2018 *Pre-K Counts Evaluation*. Third Sector New England via BUILD Initiative, \$100,000 (Co-Principal Investigator).
- 2014-2017 *Illinois Quality Rating and Improvement System Validation and Child Outcomes Study*. Illinois State Board of Education, \$2,500,000 (Co-Investigator).
- 2014-present *Educare Implementation Study*. Buffet Early Childhood Fund, \$4,178,387 (Investigator).
- 2011-2012 *UCLA Dissertation Year Fellowship*, \$15,000
- 2007 and 2008 *UCLA Graduate Summer Research Mentorship Program*
- UCLA Research Conference Funding* (2007, 2008, 2009, 2010, 2011, 2012)

Honors

- October 2015, *Joanne Erwich Roberts Early Career Award*, FPG Child Development Institute

PUBLICATIONS – Peer Reviewed Journals

- Hammer, C. S.; Burchinal, M. R., **Soliday Hong, S.**, LaForett, D. R., Paéz, M., Buysse, V., Espinosa, L., & Castro, D. C. (2020). Change in language and literacy knowledge for Spanish-English dual language learners at school-entry: Analyses from three studies. Manuscript submitted to *Early Childhood Research Quarterly*, 51, 81-92. DOI: 10.1016/j.ecresq.2019.07.001
- Soliday Hong, S.L.**, Sabol, T.J., Burchinal, M.R., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. (2019). ECE Quality Indicators and Child Outcomes: Analyses of Six Large Child Care Studies. *Early Childhood Research Quarterly*, 49, 202-217. DOI: 10.1016/j.ecresq.2019.06.009
- Soliday Hong, S.**, Yazejian, N., Guss, S., Stein, A., Connors, M., Horm, D., Kainz, K., & the Educare Learning Network (ELN) Investigative Team (2019). Broadening the Definition of Collaboration in Early Care and Education. *Early Education & Development*. DOI: 10.1080/10409289.2019.1656987
- Soliday Hong, S.L.**, Howes, C., Marcella, J., Zucker, E., & Huang, Y. (2015). Quality Rating and Improvement Systems: Validation of a local implementation and children's school-readiness. *Early Childhood Research Quarterly*, 30, 227-240. DOI:10.1016/j.ecresq.2014.05.001
- Sabol, T.J., **Soliday Hong, S.L.**, Pianta, R., & Burchinal, M. (2013). Can ratings of pre-k programs predict children's learning? *Science*, 341, 845-846. DOI: 10.1126/science.1233517
- Howes, C., Fuligni, A.S., **Soliday Hong, S.**, Huang, Y.D., & Lara-Cinisomo, S. (2013). The preschool instructional context and child-teacher relationships. *Early Education and Development*, 24, 273-291. DOI: 10.1080/10409289.2011.649664
- Fuligni, A.S., Howes, C., Huang, Y.D., **Soliday Hong, S.**, Lara-Cinisomo, S., & Karoly, L. (2012). Activity settings and daily routines in preschool classrooms: Diverse experiences in early learning settings for low-income children. *Early Childhood Research Quarterly*, 198-209. DOI:10.1016/j.ecresq.2011.10.001
- Howes, C. & **Soliday Hong, S.** (2008). Early emotional availability: Predictive of pre-kindergarten relationships among Mexican heritage children? *Journal of Early Childhood and Infant Psychology*, 4, 4-25.

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PUBLICATIONS - Dissertation

Soliday Hong, S. (2012). *Effect of teacher-child interactions on low-income children's early self-regulation development* (Doctoral dissertation). Retrieved from Proquest. (10351).

PUBLICATIONS - Book Chapters, White Papers, and Reports

Yazejian, N., Burchinal, M.R., Soliday Hong, S., & Howard, E. (December 2017). ExceleRate Illinois Validation Study Report. Chapel Hill, NC: FPG Child Development Institute.

Burchinal, M., Magnuson, K., Powell, D., & **Soliday Hong, S.L.** (2015). Early childcare and education. In Lerner, R.M., Bornstein, M.H., & Levanthal, T. (Eds.). *Handbook of child psychology and developmental science, 7th Ed., vol. 4*. New York, NY: Wiley.

Soliday Hong, S.L. & Udommana, P. (2014). Early childhood teacher-child relationships in the United States: Theory, practices, and regulation. In Fleeer, M., Van Oers, B., Goncu, A. & Howes, C. (Eds.). *International Handbook on Early Childhood Education*. Garland Science.

Soliday Hong, S., Walters, T., & Minz, T. (2010). Professional development systems for Early Childhood Educators and the policy context. In Howes, C. & Pianta, R. (Eds.). Ensuring Effective Teachers in Early Education: Linking States' Professional Development, Quality Rating Systems, and Competency Systems. Brooks Publishing.

Yazejian, N., Burchinal, M.R., **Soliday Hong, S.**, & Howard, E. (2017). ExceleRate Illinois: Validation Study Report. Chapel Hill, NC: Frank Porter Graham Child Development Institute, University of North Carolina. Available Online: https://www2.illinois.gov/sites/OECD/Documents/FINAL_ExceleRate%20Illinois_Validation%20Study%20and%20Child%20Outcomes%20Report_12-31-17.pdf

Howes, C., Pianta, R., Bryant, D., Hamre, B., Downer, J., & **Soliday-Hong, S.** (2008). Ensuring effective teaching in early childhood education through linked professional development systems, quality rating systems and state competencies: The role of research in an evidence-driven system. *A National Center for Research in Early Childhood Education White Paper*.

CONFERENCE PRESENTATIONS

Soliday Hong, S.L., Peisner-Feinberg, E., Yazejian, N., & Zadrozny, S. (March 2020). Kindergarten Effects of the Pennsylvania Pre-K Counts Program: Dosage and Outcomes. Poster accepted for presentation at the Society for Research on Educational Effectiveness, Washington, D.C. *Conference cancelled due to COVID-19.

Soliday Hong, S.L., Peisner-Feinberg, E., Yazejian, N., & Zadrozny, S. (June 2020). Kindergarten Effects of the Pennsylvania Pre-K Counts Program: Dosage and Outcomes. Poster accepted as part of a Poster Symposium entitled "Early Care and Education Collaboration Research: Innovative Methodological Approaches and Findings." Poster accepted for presentation at the National Research Conference on Early Childhood, Washington, D.C. *Conference cancelled due to COVID-19.

Soliday Hong, S.L. (March 2019). Peer Effects on Low-Income DLL Children's English and Spanish Vocabulary. Session Chair at the Society for Research in Child Development, Baltimore, MD.

Soliday Hong, S.L., Yazejian, N., & Bryant, D. (June 2018) Starting younger and staying longer: Early care and education dosage and differential child outcomes. Presentation at the National Research Conference on Early Childhood, Washington, D.C.

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- Soliday Hong, S.L.** (February 2018). A model for practitioner-researcher partnerships that foster professional learning from research evidence in early childhood education settings. Presented as part of a panel at the Society for Research on Educational Effectiveness, Washington, D.C.
- Soliday Hong, S.L.,** Yazejian, N., Burchinal, M.R., & Connors, M. (April 2017). Changes in Environmental and Teaching Quality Over Time in Educare Schools. Presentation at the Biennial Meeting for the Society for Research in Child Development, Austin, TX.
- Stein, A. & **Soliday Hong, S.L.** (April 2017). Attendance Patterns in Educare and Child Outcomes. Presentation at the Annual Educare Learning Network Meeting, Washington, D.C.
- Soliday Hong, S.L.,** Sabol, T.J., & Burchinal, M.R. (July 2016). Early Care and Education Center Quality and Relations to Child Outcomes: A Meta Analysis of Six Secondary Datasets. Washington, D.C.
- Soliday Hong, S.L. &** Kainz, K. (April 2016). High Quality Teaching Practices. Presentation at the Annual Educare Learning Network Meeting, Atlanta, GA.
- Soliday Hong, S.L.,** Burchinal, M.R., & Sabol, T. (March 2015). Do Quality Rating and Improvement System Ratings work in different settings? Ratings, quality, and child outcomes. Poster presented at the Biennial Meeting for the Society for Research in Child Development, Philadelphia, PA.
- Soliday Hong, S.L.,** Burchinal, M.R., & Sabol, T. (September 2014). Do Quality Rating and Improvement System Ratings work in different settings? Ratings, quality, and child outcomes. Poster presentation at the Institute for Education Sciences Principal Investigator Meeting Postdoctoral Fellow Session, Washington, D.C.
- Soliday Hong, S.L.,** Sabol, T., Burchinal, M.R., Forestieri, N., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. (July 2014). The promise of Quality Rating and Improvement Systems: Psychometric issues and QRIS validation. Sponsored talk for the BUILD QRIS National Learning Network Conference, Denver, CO.
- Soliday Hong, S.L. &** Burchinal, M.R. (March 2014). Change in Language and Literacy Knowledge for Spanish-English Dual Language Learners at School-Entry: A Replication Study. Presented as part of a paper symposium at the Society for Research on Educational Effectiveness, Washington, D.C.
- Soliday Hong, S.L.,** Howes, C., Marcella, J., Zucker, E., & Huang, Y. (April 2013). Quality Rating and Improvement Systems: Validation of a Local Implementation and Children's School-Readiness. Presented as part of a paper symposium at the Biennial Meeting for the Society for Research in Child Development, Seattle, Washington.
- Soliday Hong, S.,** Howes, C., & Fuligni, A.S. (March 2013). *Early self-regulation development of low-income Latino dual language learners in early care and education contexts.* Presented a poster at the Society for Research on Educational Effectiveness, Washington, D.C.
- Sabol, T.J., **Soliday Hong, S.L.,** Pianta, R., & Burchinal, M. (July 2012). *Do ratings of pre-kindergarten programs used in statewide policy predict school readiness?* Invited presentation at the Child Trends Quality Initiatives Research and Evaluation Consortium Research Conference, Washington, D.C.
- Soliday Hong, S.,** Howes, C., & Fuligni, A.S. (June 2012). *Effect of Teacher-Child Interactions on Low-Income Children's Self-Regulation Development.* Presented a poster at the Head Start's Eleventh National Research Conference, Washington, D.C.
- Soliday Hong, S. &** Howes, C. (April 2011). *The development of self-regulation skills in early care and education contexts over time.* Poster presentation at the Biennial Meeting for the Society for Research in Child Development, Montreal, Quebec, Canada.

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Soliday Hong, S., Fuligni, A.S., Howes, C., & Huang, Y.D. (June 2010). *Diversity of experiences in early learning settings for low income children*. Presented a poster at the Head Start's Tenth National Research Conference, Washington, D.C.

Fuligni, A.S., Howes, C., **Soliday Hong, S.**, Huang, Y.D., Lara-Cinisomo, S. & Karoly, L. (April 2009). *Diversity of experiences in early learning settings for low income children*. Presented a poster as part of a poster symposium entitled "Everyday Child Care Experiences of Economically Disadvantaged Preschoolers: Descriptions and Implications" at the Biennial Meeting for the Society for Research in Child Development, Denver, Colorado.

Soliday Hong, Sandra (April 2009). *The push-down effect: The current state of play in kindergarten*. Poster presentation at the Biennial Meeting for the Society for Research in Child Development, Denver, Colorado.

Soliday Hong, Sandra (June 2008). *Are preschool curriculum statements related to classroom quality? Examining the association between philosophy and practice*. Presented a poster at the Head Start's Ninth National Research Conference, Washington, D.C.

Soliday Hong, Sandra & Howes, C. (March 2008). *Can emotional availability at home and child care experiences at age three predict relationships with teachers and peers in pre-kindergarten Mexican heritage children?* Presented a poster at the Biennial International Conference on Infant Studies sponsored by the International Society on Infant Studies, Vancouver, Canada.

Soliday Hong, Sandra (April 2007). *Language and Culture in a Korean American Preschool*. Poster presented at the Spencer Symposium on Immigration and Education at UCLA: "We Are Here": (Im)migrant Youth at the Center of Social Activism and Critical Scholarship, Los Angeles, California.

MEDIA MENTIONS

Publications

- 11/19/2019: <https://fpg.unc.edu/news/collaborating-all-levels-leads-high-quality-educational-experiences-young-children>

North Carolina State Board of Education Literacy Taskforce:

- 01/23/2020: <https://www.ednc.org/state-leaders-ask-how-can-north-carolina-better-teach-kids-to-read/>
- 05/12/2020: <https://www.ednc.org/here-are-a-literacy-task-forces-initial-ideas-on-bettering-the-teaching-of-reading/>