

Sandra L. Soliday Hong

University of North Carolina, Chapel Hill • Frank Porter Graham Child Development Institute
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EDUCATION

University of California, Los Angeles, Los Angeles, CA
Doctor of Philosophy in Education, June 2012
Committee: Carollee Howes (Chair), Rashmita Mistry, Alison Bailey, Allison Sidle
Fulgini, and Thomas Weisner

Harvard Graduate School of Education, Cambridge, MA
Master of Education Degree, June 2002
Focus of coursework in Early Childhood Education
Advisor: Kathleen McCartney

California State University Long Beach, Long Beach, CA
Bachelor of Arts Degree in Family and Consumer Sciences, May 2001
Concentration in Child Development and Family Studies
Advisor: Richard Tuveson

RESEARCH and TEACHING

Research Scientist: Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC

Principal Investigator of a systematic literature review on family engagement and professional development for the Heising-Simons Foundation. Co-Investigator of an evaluation of the Pennsylvania State Pre-K program, Pre-K Counts, funded by the William Penn Foundation, and Investigator providing leadership and support for family engagement within the Implementation Study of the Educare Intervention Early Learning Network supported by the Buffett Early Childhood Foundation. Previously Co-Principal Investigator on a validation study of the Illinois State Quality Rating and Improvement System. 2/2015-present

IES Postdoctoral Fellow – Quantitative Methods: Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill, NC

Under the mentorship of Dr. Margaret Burchinal, this Institute for Education Sciences Postdoctoral Fellowship focused on educational research methods including statistical analysis. During the first year of the fellowship I 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. 8/2012-1/2015

Research Project and QRIS Data Manager: Center for Improving Child Care Quality, University of California, Los Angeles, CA

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,

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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), Steps to Excellence LA County Quality Rating System (Data Manager, 2008-2012). 9/2006-6/2012

Lecturer: California State University Los Angeles Department of Child Development and Family Studies, Los Angeles, CA

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. 3/2010-6/2010

Community Assessment Specialist: Los Angeles Universal Preschool Quality Rating System, Research and Evaluation, Los Angeles, CA

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. 9/2005-9/2006.

Research and Evaluation Consultant: Massachusetts Department of Education, Early Learning Services, Boston, MA

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. 7/2004-2/2005

Lead Pre-Kindergarten Teacher: Park Street Kids, Boston, MA

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. 9/2002-6/2004

Early Head Start Social-Emotional Coding Team: Harvard University Graduate School of Education, Cambridge, MA

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. 9/2001-8/2002

Research Graduate Student Assistant: Long Beach Unified School District, Long Beach, CA

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. 1/2001-8/2001

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Assistant Teacher and Summer Lead Teacher: Mountain View Christian School, Fresno, CA
Assisted the lead teacher in an after-school child care program for kindergarten and elementary-aged students, and taught the full-time preschool four-year-old classroom during the summer. 9/1997-12/1998, 5/2000-9/2000

PUBLICATIONS – *Peer Reviewed Journals*

Soliday Hong, S., Yazejian, N., Guss, S., Stein, A., Connors, M., Horm, D., Kainz, K., & the Educare Learning Network (ELN) Investigative Team (*Accepted pending revisions*). Continuous improvement: Research collaborations to improve early care and education quality. Manuscript submitted to *Early Education & Development*.

Sidle Fuligni, A., **Soliday Hong, S.**, Wishard Guerra, A., Shihhui Lee, L., & Howes, C. (*Under Review*). Observing and identifying child-teacher attachment patterns among low-income preschoolers: Associations with classroom and child characteristics. Manuscript submitted to *Attachment & Human Development*.

Soliday Hong, S.L., Sabol, T.J., Burchinal, M.R., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. (*Under Review*). ECE Quality Indicators and Child Outcomes: Analyses of Six Large Child Care Studies. Manuscript submitted to *Early Childhood Research Quarterly*.

Peisner-Feinberg, E., Yazejian, N., **Soliday Hong, S.**, Garwood, J.D. & Odom, S.L. (*Under Review*). Reconciling the differences: North Carolina and Tennessee state Pre-Kindergarten results. Manuscript submitted to *Early Childhood Research Quarterly*.

Hammer, C. S.; Burchinal, M. R., **Soliday Hong, S.**, LaForett, D. R., Paéz, M., Buysse, V., Espinosa, L., & Castro, D. C. (*Accepted with Revisions*). 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*.

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

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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.

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_Vali_dation%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., 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.

Soliday Hong, S.L. (February 2018). A model for practitioner-researcher partnerships that foster professional learning from research evidence in early childhood education

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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

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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.

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.

JOURNAL REVIEWS

Child Development (2013-present)

Early Childhood Research Quarterly (2012-present)

Journal for Teacher Education (2009-present)

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PROFESSIONAL ORGANIZATIONS

Member

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

RESEARCH FUNDING

2017-2018 *Systematic Review of Literature on Early Childhood Education*. Heising-Simon Foundation to Foundation Center, FPG Subcontractor, \$113,000 (Principal Investigator).

2018-2019 *Pennsylvania Pre-K Counts Evaluation*. William Penn Foundation, \$1,799,988 (Co-Investigator).

2017-2018 *Pre-K Counts Evaluation*. Third Sector New England via BUILD Initiative, \$100,000 (Co-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