

## EMILY C. HANNO

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### ACADEMIC APPOINTMENTS

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- Postdoctoral Research Fellow** 2020 – present  
Saul Zaentz Early Education Initiative, Harvard University | Cambridge, MA
- Lecturer on Education** 2021 – present  
Harvard Graduate School of Education, Harvard University | Cambridge, MA

### EDUCATION

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- Harvard University** | Cambridge, MA November 2020  
Ph.D., Education, concentration in Education Policy and Program Evaluation
- Harvard University** | Cambridge, MA May 2017  
M.Ed., Human Development and Psychology
- Tufts University** | Medford, MA May 2011  
B.A., Economics and International Relations, *summa cum laude*

### PUBLICATIONS

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#### *Peer-Reviewed Publications*

- Hanno, E.C.**, Fritz, L., Jones, S.M., & Lesaux, N.K. (in press). School learning format and children's behavioral health during the pandemic. *JAMA Pediatrics*.  
<https://doi.org/10.1001/jamapediatrics.2021.5698>
- Hanno, E.C.** (in press). Patterns of preschool educators' beliefs and practices over the course of a coaching intervention. *Journal of School Psychology*.
- Hanno, E.C.** (in press). Immediate changes, trade-offs, and fade-out in high-quality teacher practices during coaching. *Educational Researcher*. <https://doi.org/10.3102/0013189X211062896>
- McCoy, D.C., Sabol, T.J., **Hanno, E.C.**, & Odgers, C.L. (in press). Assessing school communities using Google Street View: A virtual systematic social observation approach. *AERA Open*.
- McCoy, D.C., Sabol, T.J., Wei, W.S., Busby, A.K., & **Hanno, E.C.** (in press). Pushing the boundaries of education research: A multidimensional approach to characterizing preschool neighborhoods and their relations with child outcomes. *Journal of Educational Psychology*.
- Hanno, E.C.**, Cuartas, J., Miratrix, L.W., Jones, S.M., & Lesaux, N.K. (2021). Changes in children's behavioral health and family well-being during the COVID-19 pandemic. *Journal of Developmental & Behavioral Pediatrics*. <https://doi.org/10.1097/DBP.0000000000001010>
- Hanno, E.C.**, Gonzalez, K.E., Jones, S.M., & Lesaux, N.K. (2021). Linking structural and process quality across the landscape of early education and care. *AERA Open*, 7(1), 1-21.  
<https://doi.org/10.1177/23328584211044519>

- Hanno, E.C.**, Jones, S.M., & Lesaux, N.K. (2021). Back to basics: Developmental catalysts of quality improvement in early education and care. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 200-207. <https://doi.org/10.1177/23727322211032258>
- Hanno, E.C.**, McCoy, D.C., Sabol, T.J., & Gonzalez, K.E. (2021). Early educators' collective workplace stress as a predictor of professional development's impacts on children's development. *Child Development*, 92(3), 833-843. <https://doi.org/10.1111/cdev.13566>
- McCoy, D.C., **Hanno, E.C.**, Ponczek, V., Pinto, C., Fonseca, G. & Marchi, N. (2021). Um compasso para aprender: A randomized trial of a social-emotional learning program in homicide-affected communities in Brazil. *Child Development*, 92(5), 1951-1968. <https://doi.org/10.1111/cdev.13579>
- Wei, W.S., McCoy, D.C., Busby, A.K., **Hanno, E.C.**, & Sabol, T.J. (2021). Beyond neighborhood socioeconomic status: Exploring the role of neighborhood resources for preschool classroom quality and early childhood development. *American Journal of Community Psychology*, 67(3-4), 470-485. <https://doi.org/10.1002/ajcp.12507>
- Wei, W.S., McCoy, D.C., & **Hanno, E.C.** (2021). Classroom-level peer self-regulation as a predictor of individual self-regulatory and social-emotional development in Brazil. *Journal of Applied Developmental Psychology*, 77. <https://doi.org/10.1016/j.appdev.2021.101347>
- Cuartas, J., Rey-Guerra, C., McCoy, D.C., & **Hanno, E.C.** (2020). Maternal knowledge about child development, maternal stimulation, and early childhood development in low-income families in Colombia. *Infancy*, 25(5), 526-534. <https://doi.org/10.1111/infa.12335>
- Hanno, E.C.** & Gonzalez, K.E. (2020). The effects of teacher professional development on student attendance in preschool. *Journal of Research on Educational Effectiveness*, 13(1), 3-28. <https://doi.org/10.1080/19345747.2019.1634170>
- Hanno, E.C.**, Gonzalez, K.E., Lebowitz, R.B., McCoy, D.C., Lizárraga, A., & Korder Fort, C. (2020). Structural and process quality features in Peruvian early childhood education settings. *Journal of Applied Developmental Psychology*, 67. <https://doi.org/10.1016/j.appdev.2019.101105>
- Jones, S.M., Lesaux, N.K., Gonzalez, K.E., **Hanno, E.C.**, & Guzman, R. (2020). Exploring the role of quality in a population study of early education and care. *Early Childhood Research Quarterly*, 53, 551-570. <https://doi.org/10.1016/j.ecresq.2020.06.005>
- Hanno, E.C.** & Surrain, S. (2019). The direct and indirect relations between self-regulation and language development among monolinguals and dual language learners. *Clinical Child and Family Psychology Review*, 22(1), 75-89. <https://doi.org/10.1007/s10567-019-00283-3>
- Book Chapters*
- Gonzalez, K.E. & **Hanno, E.C.** (forthcoming). Impacts of the Great Recession on public and private preschool enrollment. In Downes, T. & Killeen, K. (Eds.), *Recent Advancements in Education Finance and Policy*. Information Age Press.
- Hanno, E.C.**, Jones, S.M., & McCoy, D.C. (2020). Self-regulation and early literacy development: Towards an integrated framework. In Moje, E. & Lesaux, N.K (Eds.), *Handbook of Reading Research* (Vol. 5). Taylor & Francis Group.

*Reports*

**Hanno, E.C.**, Wiklund Hayhurst, E., Fritz, L., Gardner, M., Turco, R.G., Jones, S.M., ..., Goodson, B. (2021). *Persevering through the Pandemic: Key Learnings about Children from Parents and Early Educators*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.

**Press coverage:** [Boston Herald](#), [Early Learning Nation](#), [Hechinger Report](#), [K-12 Dive](#), [LA Times](#), [National Geographic](#), [The Sector](#), [The Sun Chronicle](#), [WBUR](#), [WSHU](#), [The 74](#)

**Hanno, E.C.**, Gonzalez, K. E., Gardner, M., Jones, S.M., Lesaux, N.K., Hofer, K., Checkoway, A., & Goodson, B. (2020). *Pandemic meets preschool: Impacts of the COVID-19 outbreak on early education and care in Massachusetts*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.

**Press coverage:** [WBUR](#)

Gonzalez, K.E., **Hanno, E.C.**, Cuartas, J., Jones, S.M., Lesaux, N.K., Hofer, K., Checkoway, A., & Goodson, B. (2020). *How are they faring? Impacts of the COVID-19 pandemic on the lives of families and young children in Massachusetts*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.

**Press coverage:** [Hechinger Report](#), [New York Times](#), [Seattle Times](#)

Jones, S.M., Lesaux, N.K, **Hanno, E.C.**, Gonzalez, K.E., & Guzman, R. (2018). *Early Learning Study at Harvard Household Survey report*. Saul Zaentz Early Education Initiative, Harvard Graduate School of Education.

*Newspaper Editorials*

**Hanno, E.C.** (2012, April 27). Access to early learning is essential for all students. *The Houston Chronicle*.

**Hanno, E.C.** (2014, January 31). Our children deserve more access to education. *The Houston Chronicle*.

*Manuscripts Under Review*

**Hanno, E.C.**, Gardner, M., Jones, S.M., & Lesaux, N.K. (conditionally accepted). An ecological perspective on early educator well-being at the start of the COVID-19 pandemic.

**Hanno, E.C.** (conditionally accepted). Nudging early educators' knowledge, beliefs, and practices: An embedded randomized control trial of text message supports.

Cuartas, J., **Hanno, E.C.**, Jones, S.M., & Lesaux, N.K. (revise and resubmit). Social-emotional skills and socioeconomic status in early childhood.

Sabol, T.J., McCoy, D.C., Gonzalez, K.E., **Hanno, E.C.**, Busby, A.K., Wei, W.S., & Downer, J.T. (revise and resubmit). Contextual characteristics inside and outside of school walls as predictors of differential effectiveness in teacher professional development.

Gardner, M., **Hanno, E.C.**, Wei, W.S., Turco, R.G., Jones, S.M., & Lesaux, N.K. (under review). Residential and preschool neighborhoods: Exploring patterns of socioeconomic match and its association with child skills across Massachusetts

*Manuscripts in Preparation*

- Gardner, M., **Hanno, E.C.**, Jones, S.M., & Lesaux, N.K. (in preparation). Exploring early educator burnout and process quality in a statewide sample.
- Gonzalez, K.E., **Hanno, E.C.**, Jones, S.M., & Lesaux, N.K. (in preparation). Thresholds in the associations between micro-features of process quality and child outcomes in early education and care.
- Hanno, E.C.**, Gardner, M., Jones, S.M., & Lesaux, N.K. (in preparation). Patterns of early educator well-being during the COVID-19 pandemic.
- Jones, S.M., **Hanno, E.C.**, Gonzalez, K.E., & Lesaux, N.K. (in preparation). Micro-features of quality across early education and care settings: Examining links to children's development over the transition to school.
- McCoy, D.C., **Hanno, E.C.**, Ponczek, V., Pinto, C., Fonseca, G. & Marchi, N. (in preparation). Exploring the effects of a social-emotional learning intervention in Brazilian primary schools: Findings from year two of implementation.
- Turco, R.G., de Villiers, J., **Hanno, E.C.**, Jones, S.M., Lesaux, N.K., Golinkoff, R., Hirsh-Pasek, K., Sweig Wilson, M. (in preparation). Preschool production and processing language abilities as predictors of reading skills in elementary school.

**INVITED PRESENTATIONS**

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- Hanno, E.C.** & Jones, S.M. (2021, November). Unpacking variation in children's day-to-day experiences in early education and care settings. Invited presentation to the Center on the Ecology of Early Development, Boston University.
- Hanno, E.C.** (2021, October). Changes in children's behavioral health and family well-being during the COVID-19 pandemic. Invited presentation at the Developmental Psychology Department, Virginia Tech.
- Jones, S.M. & **Hanno, E.C.** (2020, October). Unpacking the role of micro-features of quality for children's development. Invited plenary session at the Tribal, State & Territory Administrators Meeting (TSTAM) hosted by the U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care.
- Hanno, E.C.** (2020, February). Quality and the early education and care workforce. Invited presentation at Education Department, Wheaton College - Massachusetts.

**CONFERENCE PRESENTATIONS**

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- Fritz, L., **Hanno, E.C.**, Li, J., Jones, S.M., & Lesaux, N.K. (2021, September). Examining the psychometric properties of an observational measure of interactional quality in early education and care settings. Presentation at the Society for Research on Educational Effectiveness (SREE) Annual Conference.

- Hanno, E.C.**, Jones, S.M., Hofer, K., & Lesaux, N.K. (2021, September). Unpacking variation in children's engagement throughout the preschool day. Presentation at the Society for Research on Educational Effectiveness (SREE) Annual Conference.
- McCoy, D.C., **Hanno, E.C.**, Ponczek, V.P., Campos, C., Fonseca, G., & Marchi, N. (2021, September). Exploring the effectiveness of a social-emotional learning intervention in Brazilian primary schools: Year two findings and the role of implementation. Presentation at the Society for Research on Educational Effectiveness (SREE) Annual Conference.
- Hanno, E.C.** & Lizárraga, A. (2021, May). Ayudando a los profes: El uso de herramientas de apoyo para los docentes de educación inicial que implementan educación remota. Presentation at the Seminario Nacional de Investigación Educativa (National Seminar on Education Research in Peru).
- Hanno, E.C.**, Cuartas, J., Jones, S.M., & Lesaux, N.K. (2021, April). The impacts of the COVID-19 pandemic on family wellbeing and child behaviors. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Hanno, E.C.**, Barnes, S.P., Jones, S.M., & Lesaux, N.K. (2021, April). Nudging young children's self-regulation through behaviorally informed text messages for parents. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Hanno, E.C.**, Gonzalez, K.E., Hofer, K.G., Guzman Turco, R., Jones, S.M., & Lesaux, N.K. (2021, April). Linking micro-features of quality to children's skills in a statewide population study of children's early education. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Fritz, L., **Hanno, E.C.**, Li, J., Jones, S.M., & Lesaux, N.K. (2021, April). Validating the Simple Interactions Tool as a measure of interaction quality in early education and care settings. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Gardner, M., **Hanno, E.C.**, Jones, S.M., & Lesaux, N.K. (2021, April). Exploring early educator burnout and its classroom correlates in a statewide sample. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Gonzalez, K.E., **Hanno, E.C.**, Guzman Turco, R., Jones, S.M., & Lesaux, N.K. (2021, April). Thresholds in micro-features of process quality in early education and care. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- McCoy, D.C., Sabol, T.J., Wei, W.S., Busby, A., & **Hanno, E.C.** (2021, April). A multidimensional, neighborhood-centered approach to understanding low-income preschoolers' school communities. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting.
- Hanno, E.C.** (2020, October). Nudging early educators' knowledge, beliefs, and practices. Presentation to the Research and Evaluation Conference on Self-Sufficiency (RECS).
- Hanno, E.C.**, Gonzalez, K.E., Guzman Turco, R., Jones, S.M., Lesaux, N.K. (2020, March). Linking micro-features of quality to children's academic, social-emotional, and executive function skills in a statewide population study of children's early education. Accepted presentation at the Society for Research on Educational Effectiveness (SREE) Annual Conference, Crystal City, VA. (Canceled due to COVID-19).

- Hanno, E.C.** & Gonzalez, K.E. (2019, October). Preschool quality and its relation to children's vocabulary in Peru. Presentation at the Professional Learning Network to Advance Early Education Reform (ProLEER) Annual Meeting, Cambridge, MA.
- Hanno, E.C.**, McCoy, D.C., Ponczek, V.P., Pinto, C.C., Fonseca, G., Marchi, N.Z., & Lamoreau, R. (2019, April). Lessons learned from the large-scale implementation of a social-emotional learning program in Brazilian primary schools. Presentation at the Comparative and International Education Society (CIES) Annual Conference, San Francisco, CA.
- Hanno, E.C.** (2019, March). Using latent transition analysis to understand professional learning's impact on teachers' knowledge, beliefs, and practices. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
- Goldemberg, D. & **Hanno, E.C.** (2019, March). The effects of community violence on on-time grade progression in Rio de Janeiro. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
- McCoy, D.C., **Hanno, E.C.**, Ponczek, V.P., Campos, C.P., Fonseca, G., Marchi, N.Z., & Wei, W.S. (2019, March). Um compasso para aprender: Evaluating the impact of a social-emotional learning program in Brazilian primary schools. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
- McCoy, D.C., Sabol, T.J., & **Hanno, E.C.** (2019, March). Quantifying school neighborhoods and their relations with child outcomes: A virtual systematic social observation approach. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Baltimore, MD.
- Hanno, E.C.** (2019, March). The short-term effects of instructional coaching on teacher quality in early childhood education. Presentation at the Society for Research on Educational Effectiveness (SREE) Annual Conference, Washington D.C.
- Gonzalez, K.E., **Hanno, E.C.**, Guzman, R., Wei, W.S., Lesaux, N.K., & Jones, S.M. (2019, March). Exploring the role of quality in a statewide population study of children's early learning and care. Presentation at the Society for Research on Educational Effectiveness (SREE) Annual Conference, Washington D.C.
- Hanno, E.C.** & Gonzalez, K.E. (2018, November). The effects of teacher professional development on student attendance in preschool. Presentation at the Association for Public Policy Analysis and Management (APPAM) Annual Conference, Washington D.C.
- Hanno, E.C.** & Gonzalez, K.E. (2018, April). Differential impacts of the Great Recession on public and private early childhood enrollment. Presentation at the American Educational Research Association (AERA) Annual Meeting, New York, NY.
- Gonzalez, K.E. & **Hanno, E.C.** (2017, April). State early childhood education finance: The trade-off between increasing access and improving quality. Presentation at the American Educational Research Association (AERA) Annual Meeting, San Antonio, TX.
- Hanno, E.C.** & Healy, O. (2017, April). Virtual school neighborhood observation: A digital tool for estimating and understanding the impact of school neighborhoods. Presentation at the Society for Research in Child Development (SRCD) Biennial Meeting, Austin, TX.

Gonzalez, K.E. & **Hanno, E.C.** (2017, March). State early education finance structures and preschool enrollment: Evidence from the Great Recession. Presentation at the Association for Education Finance and Policy (AEFP) Annual Conference, Washington D.C.

Dallas-McSorley, L., **Hanno, E.C.**, & Monson, J. (2014, November) Values to vision: Vision setting to guide our work with children, families, and communities. Presentation at the National Association for Education of Young Children (NAEYC) Annual Conference, Dallas, TX.

## RESEARCH EXPERIENCE

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**Graduate Research Assistant** 2015 – 2020  
Harvard University | Cambridge, MA

The Early Learning Study at Harvard (ELS@H)  
PIs: Stephanie Jones and Nonie Lesaux, Harvard University

Assessing the Impact of *Programa Compasso* on Children's Social-Emotional and Academic Skills in Brazil

PIs: Dana Charles McCoy, Harvard University; Cristine Pinto and Vladimir Ponzcek, Fundação Getulio Vargas - São Paulo School of Economics

Contexts Inside and Outside of School Walls as Predictors of Differential Effectiveness in Preschool Professional Development

PIs: Dana Charles McCoy, Harvard University; Terri Sabol, Northwestern University

Proving Ground

PI: Thomas Kane, Center for Education Policy Research, Harvard University

**Research Consultant** 2019  
Start Early (formerly Ounce of Prevention Fund) | Chicago, IL

**Research Fellow** 2017  
Community Action Project (CAP) of Tulsa County | Tulsa, OK

## TEACHING & FIELD EXPERIENCE

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**Instructor**  
Harvard Graduate School of Education | Cambridge, MA

Early Childhood Proseminar 2021 – 2022  
(co-taught with Stephanie Jones)

Leadership, Policymaking, and Strategic Action for High-Quality Early Education and Care Expected 2022

**Graduate Teaching Fellow** 2017 – 2020  
Harvard Graduate School of Education | Cambridge, MA

Early Childhood Development in Global Contexts 2020  
Professors Dana Charles McCoy and Aisha Yousafzai  
(co-listed at Harvard T.H. Chan School of Public Health)

Empowering Human Relations Across Developmental Contexts 2019  
Professor Junlei Li

Latent Variable Analysis: Structural Equation Modeling 2018, 2019  
Professor Dana Charles McCoy

Science-Driven Innovation in the Early Childhood Ecosystem 2018  
Professor Jack Shonkoff  
(co-listed at Harvard T.H. Chan School of Public Health)

Introduction to Applied Data Analysis 2017  
Professor Joe McIntyre

**Professional Education Programs Designer and Facilitator** 2016 – 2020  
Harvard Graduate School of Education | Cambridge, MA

- Developed online module taken by several hundred early childhood educators and leaders on responsive, research-based practices to support young children facing stress and adversity
- Facilitated online coursework and in-person institutes for early childhood educators and leaders from across the globe

**Manager, Teacher Leadership Development** 2013 – 2015  
Teach For America | Houston, TX

- Managed and coached over 50 early childhood through fifth grade teachers
- Designed and led professional development experiences focused on instructional quality in a variety of content areas, data-driven practices, and diversity, equity, and inclusion
- Developed and delivered a sequence of supports to aid preservice early childhood education teachers in building positive partnerships with families

**Prekindergarten Teacher** 2011 – 2013  
Sharpview Head Start, BakerRipley (formerly Neighborhood Centers Inc.) | Houston, TX

- Selected from a group of more than 200 teachers as Houston nominee for national Sue Lehmann Award for excellence in teaching
- Designed and executed developmentally appropriate and individualized lessons for three- and four-year-old dual language learner students

## **GRANTS, FELLOWSHIPS, & AWARDS**

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*Ayudando a los profes: El uso de herramientas de apoyo para los docentes de educación inicial que implementan educación remota/Helping the teachers: Tools to support early educators conducting remote learning* 2020 – 2022

Ministry of Education Peru

E. Hanno (co-PI), Armida Lizárraga (co-PI, Luminario [Lima-based non-profit])

*A novel approach to professional development for early childhood educators and caregivers* 2019 – 2021

Behavioral Interventions Scholar, Office of Planning, Research & Evaluation,  
Administration for Children & Families

E.Hanno (PI), Stephanie Jones (faculty sponsor)



\$49,996

Science and Innovation Fellowship 2019 – 2020  
 Center on the Developing Child, Harvard University  
 \$10,000

Student Travel Award 2019  
 Society for Research in Child Development  
 \$300

Institute of Education Sciences (IES) Partnering in Education Research (PIER) Fellowship 2016 – 2019  
 Center for Education Policy Research, Harvard University  
 approximately \$75,000

*Place-Based Impact Variation of a School-Based Socioemotional Learning Intervention in Rio de Janeiro* 2017 – 2018  
 Brazil Cities Fund Research Grant, David Rockefeller Center for Latin American Studies, Harvard University  
 \$4,530

Presidential Fellow 2015 – 2016  
 Harvard University

Charles C. Bluhdorn Prize in Economics (for “outstanding scholastic ability”) 2011  
 Phi Beta Kappa, Sigma Iota Rho (International Relations Honor Society)  
 Tufts University

## **PROFESSIONAL SERVICE, ACTIVITIES, & AFFILIATIONS**

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**Faculty Co-Chair**, Early Childhood Master’s Concentration 2021 – present  
 Harvard Graduate School of Education

*Ad hoc reviewer*, *AERA Open*, *Children & Society*, *Child Development*, *Developmental Psychology*, *Infant and Child Development*, *Journal of Research on Educational Effectiveness*, *PLOS One*, *Prevention Science*, *Psychological Bulletin* 2016 – present

**Member**, American Educational Research Association, 2016 – present  
 Association for Public Policy Analysis and Management, Comparative and International Education Society, Society for Research in Child Development, Society for Research on Educational Effectiveness

**Texas Teaching Certificate**, Bilingual EC – 6, 4 – 8 2011 – 2018

**Co-Chair**, Harvard Student Research Conference 2016

## **SKILLS**

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**Languages:** English (native), Spanish (fluent)

**Statistical Software:** Stata, Mplus, R, ArcGIS/QGIS