

Yoonkyung Oh

The University of Texas-Health Science Center at Houston (UTHealth)
7000 Fannin St., Suite 2478
Houston, TX 77030
Email: yoonkyung.oh@uth.tmc.edu
Work Phone: 713-500-3706

EDUCATION

Ph.D. Educational Policy Studies with External Minor in Sociology
University of Wisconsin-Madison
M.A. Education, Korea University
B.A. Education with Minor in Sociology, Korea University

POSITIONS & EMPLOYMENT

07/2018–Present Assistant Professor (Tenure-Track)
Department of Pediatrics, Children’s Learning Institute
The University of Texas-Health Science Center at Houston

06/2016–06/2018 Assistant Research Professor (07/2017–06/2018)
Research Associate (06/2016–06/2017)
Prevention Research Center, Pennsylvania State University

06/2016–06/2018 Assistant Director, Center for Educational Disparities Research
College of Education, Pennsylvania State University

10/2013–05/2016 Assistant Professor (Non-tenure track) (07/2015–05/2016)
Research Associate (10/2013–06/2015)
College of Education, Pennsylvania State University

09/2011–09/2013 Postdoctoral Research Associate, LEGACY Together Afterschool
Department of Human Development and Family Studies
Pennsylvania State University

RESEARCH

Funded Grants & Research Support

Examining the Cost-effectiveness of Continuous Improvement Models for Preschool Teachers: Balancing PD Structures to Match Teacher Need (PI: Crawford, A., 7/1/18–6/30/2023, IES Award # R305A180406, \$ 3,299,982)

Goal of the project: evaluate the efficacy of a statewide professional development program called Texas School Ready

Role: Co-Investigator

Vocabulary and Reading Difficulties in Preschool and 1st Grade and Their Consequences for Mathematics and Science Achievement in 1st-5th Grade (PI: Morgan, P.L., 5/1/18–4/30/2021, NSF Award# 1761012, \$1,495,255; Subaward to UTHealth, \$69,000)

Goal of the project: identify risk factors for early oral vocabulary difficulties and examine to what extent oral vocabulary and reading difficulties during kindergarten and 1st grade increase children's risk of experiencing mathematics and science difficulties in 1st-5th grade

Role: Principal Investigator of the Subaward to UTHealth

The Role of Executive Function in Mathematics and Science Learning Difficulties of Students with Disabilities (PI: Morgan, P.L., 9/1/16–8/31/19, NSF Award#1644355, \$707,187)

Goal of the project: investigate whether executive functions deficits are related to lower mathematics and science achievement

Role: Co-Investigator

Science Learning Difficulties: Patterns and Predictors in a Nationally Representative Cohort (PI: Morgan, P.L., 7/1/15–6/30/17, IES Award# R324A150126, \$700,000)

Goal of the project: examine a wide range of opportunity, propensity and antecedent factors that may be relevant to experiencing science learning difficulties

Role: Co-Investigator

Learning to BREATHE: Promoting Adolescent Well-being through Emotion Regulation Skills Instruction (PI: Greenberg, M., 7/1/14–6/30/18, IES Award# R305A140113, \$1,464,537)

Goal of the project: promote adolescent well-being by integrating mindfulness practices and teachings into the regular high school health curriculum

Role: Co-Investigator (6/1/16–6/30/17)

Science 20/20: Bringing Language Learners into Focus through Community-School-University Partnership (PI: Zembal-Saul, C.M., 9/1/16-8/31/17, U.S. Department of Education, Award# T365Z160311, \$2,141,442)

Goal of the project: provide professional learning opportunities for supporting academic success of English Learners in science to preservice and inservice elementary teachers, administrators, and community educators

Role: Project Correspondent

Exploring the Efficacy of Engineering is Elementary

(PI: Cunningham, C., 09/15/12–05/31/17, NSF Award# 1220305, \$2,999,827; Sub-award to PSU (9/1/14–5/31/17, \$37,973)

Goal of the project: implement and evaluate an engineering curriculum intervention for elementary school students and teachers

Role: Principal Investigator for Sub-award to PSU

Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial

(PI: Jennings, P., 3/1/12–2/29/18, IES Award# R305A120180, \$3,478,904)

Goal of the project: multi-site randomized controlled trial to examine the efficacy of a professional development program designed to improve teachers' emotional well-being and competence

Role: Research Support (Methodologist: 1/1/15-2/29/17)

Stress, Self-regulation and Psychopathology in Middle Childhood (Family Life Project)

(PI: Greenberg, M., Subaward to PSU from New York University, F4330-03, 9/21/16-8/31/17, \$783,465)

Goal of the project: analyze the interconnections between family, community, and school processes and various child outcomes over time, from birth to adolescence

Role: Research Support

Education Systems' Effects on Math and Science Achievement

(PI: Bodovski, K., 9/1/14-8/31/15, NSF Award# 1421590, \$130,670)

Goal of the project: conduct cross-national comparative study to examine the effect of institutional features of educational systems on student achievement

Role: Consultant

Developing Community-Based Afterschool Programs for Prevention and Promotion with Youth (PI: Smith, E. P & Osgood, D.W., NIDA Award# 1R01DA025187-01A2, \$403,221; William T. Grant Foundation, \$1,499,920; Wallace Foundation, \$325,000)

Goal of the project: implement and evaluate a randomized-controlled trial of a behavioral intervention in community-based afterschool settings

Role: Research Support (Methodologist: 9/1/11-9/30/13)

Publications

Oh, Y., Greenberg, M., & Willoughby, M. (Accepted with minor revision). Examining Longitudinal Associations between Externalizing and Internalizing Behavior Problems at Within- and Between-Child Levels. *Journal of Abnormal Child Psychology*.

Jennings, P.A., Doyle, S., Oh, Y., Rasheed, D., Frank, J.L., Brown, J.L. (2019). Long-term Impacts of the CARE Program on Teachers' Social and Emotional Competence and Well-Being. *Journal of School Psychology*. 76. 186-202

<https://doi.org/10.1016/j.jsp.2019.07.009>

Morgan, P.L., Farkas, G., Wang, Y., Hillemeier, M., Oh, Y., & Maczuga, S. (2019). Executive functions deficits in kindergarten predict repeated academic difficulties across elementary school. *Early Childhood Research Quarterly*, 46, 20-32

Lachapelle, C. P., Cunningham, C. M., & Oh, Y. (2019). What is technology? Development and evaluation of a simple instrument for measuring children's conceptions of technology. *International Journal of Science Education*, 41(2). 188-209.

<https://doi.org/10.1080/09500693.2018.1545101>

Smith, E.P., Osgood, W., Oh, Y., & Caldwell, L. (2018). Promoting afterschool quality and positive youth development: Cluster randomized trial of the Pax Good Behavior Game. *Prevention Science*. 19(2), 159-173. <https://doi.org/10.1007/s11121-017-0820-2>

- Levitán, J., Schussler, D.L., Mahfouz, J., Frank, J.L., Kohler, K., Broderick, P., Mitra, J., Oh, Y., Berrena, E., & Greenberg, M. (2018). Evaluating student cognitive and social-emotional growth during a high school mindfulness course using mixed-method design. *SAGE Research Methods*. <https://dx.doi.org/10.4135/9781526446428>
- Jennings, P.A., Brown, J.L., Frank, J.L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., & Greenberg, M. (2017). Impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions. *Journal of Educational Psychology*. 109(7), 1010-1028. <http://dx.doi.org/10.1037/edu0000187>
- Oh, Y., Osgood, W., & Smith, E.P. (2015). Measuring afterschool program quality using setting-level observational approaches. *Journal of Early Adolescence*. 35(5-6). 681-713.

Manuscripts under review or in revision

- Bailey, D.H., Oh, Y., Farkas, G., Morgan, P., & Hillemeier, M. (Revise & Resubmit). Reciprocal effects of reading and mathematics? Beyond the cross-lagged panel model. *Developmental Psychology*
- Frank, J.L., Broderick, P.C., Oh, Y., Mitra, J.L., Kohler, K., Schussler, D.L., Geier, C., Roeser, R.W., Berrena, E., Mahfouz, J., Levitan, J., & Greenberg, M. (Revise & Resubmit). The effectiveness of a teacher delivered mindfulness-based curriculum on adolescent social-emotional and executive functioning. *Mindfulness*.
- Mihic, J., Oh, Y., & Greenberg, M. (Under Review). Effectiveness of Mindfulness-Based Social Emotional Learning Program CARE for Teachers within European Context. *Mindfulness*.
- Schussler, D. L., Oh, Y., Mahfouz, J., Levitan, J., Frank, J. L., Broderick, P. A., Mitra, J.L., Berrena, E., Kohler, K., & Greenberg, M. (Under Review). Stress and Well-Being: A systematic case study of adolescents' experiences in a mindfulness-based intervention. *Journal of Youth and Adolescence*.
- Oh, Y., Morgan, P., Farkas, G., & Hillemeier, M. (In Revision). Identifying and explaining heterogeneity in the trajectories of children's externalizing and internalizing problems over the elementary school years.
- Morgan, P., Farkas, G., Oh, Y., Hillemeier, M., & Maczuga, S. (In Revision) Trajectories and risk factors for persistently low science achievement in U.S. elementary and middle schools

Work in progress

- Oh, Y., Hsu, H., & Byun, S. (tentative title and author list). Heterogeneity in trajectories of parent school involvement from Kindergarten through eighth grade: Predictors and outcomes
- Oh, Y., Zucker, T., & Crawford, A. (tentative title and author list). Causal directionality of longitudinal relations between parent school involvement and children's social-behavioral and academic performance
- Oh, Y. Spillover effects of school-based parent involvement on children's achievement growth during elementary grades

Oh, Y., Jennings, P.A., Brown, J.L., Doyle, S., Rasheed, D., & Greenberg, M.T. (tentative title and author list). Sustainability of intervention impacts of the CARE for Teachers Professional Development Program

Oh, Y., Frank, J.L., Geier, C., Broderick, P.C., Berrena, E., Mitra, J.L., Levitan, J., Schussler, D.L., Roeser, R.W., & Greenberg, M. (tentative title and author list). Differential impacts of a mindfulness-based curriculum intervention on adolescent social-emotional and cognitive outcomes: Role of different baseline risk profiles

Presentations to Professional Meetings

Oh, Y., Morgan, P., Farkas, G., & Hillemeier, M. (April 2019). Identifying and explaining heterogeneity in the trajectories of children's externalizing and internalizing problems over the elementary school years. Presented at American Educational Research Association (*AERA*) Annual Meeting, Toronto, Canada.

Bailey, D., Oh, Y., Farkas, G., Morgan, P., & Hillemeier, M. (Marh 2019). Reciprocal effects of reading and mathematics? Beyond the cross-lagged panel model. Presented at the Society for Research on Educational Effectiveness (*SREE*) Annual Meeting, Washington, D.C.

Oh, Y., & Greenberg, M. (April 2018). Reciprocal longitudinal relationships between externalizing and internalizing problems in childhood. Presented at *AERA* Annual Meeting, New York, NY.

Morgan, P.L., Farkas, G., Wang, Y., Hillemeier, M., & Oh, Y. (April 2018). Executive function deficits in kindergarten predict repeated academic difficulties across elementary school. Presented at *AERA* Annual Meeting, New York, NY.

Smith, E.P., Osgood, W., Oh, Y., Caldwell, L. (May 2017). Impacting the afterschool settings that affect youth: Cluster randomized trial of the Pax Good Behavior Game. Presented at Society for Prevention Research (*SPR*) Annual Meeting, Washington, D.C.

Oh, Y. (April 2017). Trajectories of parent school involvement from kindergarten to eighth grade: Antecedents and outcomes. Presented at *AERA* Annual Meeting, San Antonio, TX.

Lachapelle, C., Oh, Y., & Cunningham, C. (April 2017). Effectiveness of an engineering curriculum intervention for elementary school: Moderating roles of student background characteristics. Presented at *AERA* Annual Meeting, San Antonio, TX.

Morgan, P., Farkas, G., Oh, Y., Hillemeier, M., & Maczuga, S. (April 2017). Persistently low science achievement in U.S. schools: Multiyear longitudinal trajectories and early risk factors. Presented at *AERA* Annual Meeting, San Antonio, TX.

Jennings, P.A., Brown, J.L., Frank, J.L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A., & Greenberg, M. (April 2017). The long-term effects of the CARE for teachers program on teachers' well-being and classroom quality: Results from a randomized controlled trial of CARE. Presented at *AERA* Annual Meeting, San Antonio, TX.

Lachapelle, C. P., Cunningham, C. M., & Oh, Y. (April 2017). An efficacy study of Engineering is Elementary: Quantitative modeling of outcomes. Presented at the National Association for Research in Science Teaching (*NARST*) Annual International Conference, San Antonio, TX.

- Jennings, P.A., Brown, J.L., Frank, J.L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A., & Greenberg, M. (April 2016). Enhancing teachers' well-being and classroom quality: Results from a randomized controlled trial of Cultivating Awareness and Resilience in Education. Presented at *AERA Annual Meeting*, Washington, D.C.
- Oh, Y., Lachapelle, C., Hertel, J., & Cunningham, C. (April 2016). Evaluation of efficacy of an elementary engineering curriculum for student learning of engineering and science. Presented at *AERA Annual Meeting*, Washington, D.C.
- Jennings, P.A., Brown, J.L., Frank, J.L., Doyle, S., Oh, Y., Tanler, R., Rasheed, D., DeWeese, A., DeMauro, A., & Greenberg, M. (April 2016). Enhancing teachers' well-being and classroom quality: Results from a randomized controlled trial of Cultivating Awareness and Resilience in Education. Presented at *AERA Annual Meeting*, Washington, D.C.
- Lachapelle, C., Oh, Y., Shams, M., Hertel, J., & Cunningham, C. (June 2015). HLM Modeling of pre/post-assessment results from a large-scale efficacy study of elementary engineering. Presented at *American Society of Engineering Education (ASEE)*, Seattle, WA.
- Smith, E.P., Osgood, W., Caldwell, L., Oh, Y., & Rosen, H. (May 2013). Using empirically based practices in afterschool programs: Effects of a behavioral intervention on children's socio-emotional adjustment and behavior. Presented at the *SPR Annual Meeting*, San Francisco, CA.
- Oh, Y., Osgood, W., & Smith, E.P. (May 2013). Effect of afterschool program quality on children's behavioral and emotional outcomes: Findings from the LEGACY Together afterschool project. Presented at *SPR Annual Meeting*, San Francisco, CA.
- Smith, E.P., Osgood, W., Caldwell, L., Oh, Y., & Rosen, H. (March 2013) Community-based approaches to prevention and promotion with youth. Presented at the Virginia Commonwealth University, School of Education Research Symposium. Richmond, VA.
- Oh, Y. (April 2012). School-level contextual effects of parent involvement on children's achievement growth during elementary grades. Presented in *AERA Annual Meeting*. Vancouver, BC, Canada.
- Smith, E. P., & Oh, Y. (December 2011). LEGACY Together: Strengthening afterschool programs. Presentation at the W. T. Grant Foundation Grantee Meeting, Washington, D.C.
- Oh, Y. (October 2011) School-level contextual effects of parent involvement on children's achievement growth during elementary grades. Invited Presentation at the *AERA Dissertation Grantee Meeting*, Washington, DC
- Oh, Y. (August 2009). Does parent involvement reduce educational inequality? A critical review of the quantitative and qualitative literature. Presented in *American Sociological Association (ASA) Annual Meeting*, San Francisco, CA.
- Oh, Y. (August 2008). Consequences of the social class of schools for what happens within schools: How can quantitative and qualitative research inform each other?, Presented in *ASA Annual Meeting*, Boston, MA.
- Oh, Y. (March 2008). Social class-based differences in the relationship between parent involvement and student achievement: Implications for school policy and practice, Presented in *AERA Annual Meeting*, New York, NY.

Oh, Y. (April 2008) Returns for parental efforts during the early elementary years: Does the effect of parent Involvement differ across social class and racial/ethnic groups? Presented in Population Association of America (PAA) Annual Meeting, New Orleans, LA

Professional Development and Training Courses Taken

Item Response Theory, Statistical Training Seminar by Statistical Horizon, Philadelphia, PA. October 26-27, 2018

Designing Adequately Powered Cluster Randomized Trials to Detect Main Effects, Moderation, and Mediation, AERA Professional Development Course, New York, NY, April 16, 2018

Longitudinal Data Analysis Using SEM, Statistical Training Seminar by Statistical Horizon, Chicago, IL., June 2-3, 2016

Instrumental Variable Analysis, Statistical Training Seminar by Statistical Horizon, Philadelphia, PA. November 7-8, 2014

Sensitivity Analysis: Quantifying the Discourse about Causal Inference, AERA Professional Development Course, Philadelphia, PA, April 4, 2014

Improving Generalizations from Experiments: New Methods, AERA Professional Development Course, Philadelphia, PA, April 4, 2014

Missing Data Analysis, SPR Pre-conference Workshop, San Francisco, CA. May 28, 2013

Designing Adequately Powered Cluster Randomized Trials using Optimal Design Plus, AERA Professional Development Course, San Francisco, CA. April, 29, 2013

Covariate Balancing Propensity Score, Society for Research on Educational Effectiveness Pre-conference Workshop, Washington, D.C. March 7, 2013

Workshop on Quasi-Experimental Design and Analysis in Education, Sponsored by Institute of Education Science and Northwestern University, Northwestern University, Evanston, IL August 6-10, 2012

National Assessment of Educational Progress (NAEP) Database Training Seminar, Sponsored by the National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education. Washington, D.C., July 11-13, 2012

Summer Institute on Innovative Methods: Propensity Score Methods for Causal Inference, hosted by the Methodology Center at the Pennsylvania State University, June 21-22, 2012

Summer Methods Workshop: Introduction to Bayesian Statistics, hosted by the Population Research Center at the Pennsylvania State University, May 08, 2012

Marginal Mean Weighting through Stratification: A Generalized Method for Causal Inference, AERA Professional Development and Training Course, April 15, 2012

Early Childhood Surveys at the NCES, PAA Annual Meeting Training Course, April 16, 2008

An Overview of Causal Inference Theories and Methods in Education, AERA Professional Development and Training Course, March 23, 2008

AERA Institute on Statistical Analysis for Education Policy: Early Childhood Longitudinal Study: Kindergarten Class of 1998-1999 (ECLS-K), Co-Sponsored by AERA Grants Program and NCES, April 13 - 15, 2007

Analysis of Missing Data, AERA Professional Development and Training Course, April 11, 2007

NCES Advanced Training Seminar on the National Educational Longitudinal Study of 1988 (NELS:88) and Educational Longitudinal Study of 2002 (ELS:2002), Sponsored by NCES, July 19 – 21, 2006

FELLOWSHIP & AWARDS

American Educational Research Association (AERA) Dissertation Grant Award, 2007-2011
Metz Award, Department of Educational Policy Studies, University of Wisconsin-Madison, 2008

EPS Graduate Student Travel Grant, Department of Educational Policy Studies, University of Wisconsin-Madison, 2007

TEACHING

Instructor, EDPSY 507 Multivariate Procedures in Educational Research (Spring 2014),
Educational Psychology, Pennsylvania State University

Instructor, EDPSY 406 Applied Statistical Inference for the Behavioral Sciences (Spring 2016), Educational Psychology, Pennsylvania State University