

TERRI J. SABOL*Curriculum Vitae*

School of Education and Social Policy
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PROFESSIONAL POSITIONS

Assistant Professor , Human Development and Social Policy, School of Education and Social Policy, Northwestern University Evanston, IL	2014-
Faculty Fellow , Institute for Policy Research; Northwestern University Evanston, IL	2018-
Faculty Affiliate, Social Policy Institute, Washington University in St. Louis	2022-
<i>Faculty Affiliate</i> , Institute for Policy Research; Northwestern University Evanston, IL	2014-2018
<i>Postdoctoral Fellow</i> ; Institute for Policy Research, Northwestern University Evanston, IL	2011-2014
<i>Research Affiliate</i> ; National Center for Research in Early Childhood Education (NCRECE) and Center for the Advanced Study of Teaching and Learning (CASTL), University of Virginia, Charlottesville, VA	2007-2012
<i>First Grade Lead Teacher</i> ; Lavizzo Elementary School Teach for America, Chicago, IL	2004-2006

EDUCATION

Ph.D.	University of Virginia, Charlottesville, VA; August 2011 Applied Developmental Science, Curry School of Education <i>Dissertation title</i> : A multi-systemic approach to improving school readiness Committee: Robert Pianta, James Wyckoff, Daphna Bassok, & Jason Downer
M.A.T.	Dominican University through Teach for America River Forest, IL; May 2006 Graduate School of Education State of Illinois Teaching Certification, Kindergarten-Grade 9
B.A.	University of Michigan, Ann Arbor, MI; May 2004 College of Literature, Science, and the Arts Psychology and English; Graduated with Highest Honors

GRANT AWARDS

Peterson Foundation, "Effects of COVID on the Early Care and Education Market in Chicago" \$49,862 (Role: Co-Principal Investigator; Principal Investigator Diane Schanzenbach)	2021-2023
SESP Venture Funds, "On the Road to Discovery: Building a Measurement Toolkit to Address Race-Based Disparities in Preschool Discipline Practices" \$69,325 (Role: Principal Investigator; Co-Principal Investigators Onnie Rogers and Sandy Waxman)	2021-2023
Harvard Center on the Developing Child, "Combatting the Streetlight Effect in Early Childhood Research: Shining a Light on an Expanded Set of Developmental Skills and Behaviors" \$50,000 (Role: Co-Principal Investigator; Principal Investigator Dana McCoy)	2021-2022
Dolores Kohl Foundation "Color of Us" Exhibit at the Kohl Children's Museum" \$12,000 (Role: Principal Investigator)	2021-2022
Institute for Education Sciences, "Moving Beyond the Average: Building a Comprehensive Model of Classroom Quality that Incorporates Children's Individual Experiences," Grant #R305A200308, \$500,000 (Role: Co-Principal Investigator; Principal Investigator Sandra Soliday Hong).	2020-2022
U.S. Department of Health and Human Services, Administration for Children and Families, OPRE, Child Care Research Scholar Grant. "The Effect of Targeted Public Pre-K on the Broader Child Care Landscape in Illinois." Grant #90YE01214, \$50,000 (Role: Faculty Principal Investigator; Student Principal Investigator Olivia Healy).	2019-2021
Institute for Education Sciences, "Contexts Inside and Outside of School Walls as Predictors of Differential Effectiveness in Preschool Professional Development," Grant #R305A160013, \$700,000 (Role: Principal Investigator; Co-Principal Investigator Dana McCoy).	2016-2021
U.S. Department of Health and Human Services, Administration for Children and Families "The Northwestern University Two-Generation Study of Parent and Child Human Capital Advancement." Grant #90HG1002, \$1,200,000 (Role: Co-Principal Investigator; Principal Investigator Terese Eckrich Sommer).	2016-2019
McCormick Foundation, "Strengthening the Definition and Measurement of Family Partnership in Illinois' Quality Ratings and Improvement System for Early Childhood Education", \$200,000 (Role: Principal Investigator).	2015-2021
Foundation for Child Development, "Expanding Career <i>Advance</i> : A Two-Generation Program for Low-Income Parents and Children." Grant # 06-2014, \$495,000 (Role: Co-Investigator; Principal Investigator Lindsay Chase-Lansdale).	2014-2016

U.S. Department of Health and Human Services, Administration for Children and Families, “Expanding the Cycle of Opportunity: Simultaneously Educating Parents and Children in Head Start.” Grant #90YR0073, \$2,500,000 (Role: Co-Investigator; Principal Investigator Lindsay Chase-Lansdale). 2013-2018

National Institutes for Health, Individual National Research Service Award (NRSA), National Institute of Child Health and Human Development (NICHD): “Intersecting Roles of Parents and Early Education in Promoting Children’s Learning.” Grant #F32- F32 HD076557-01A1, \$95,000 (Role: Principal Investigator). 2013-2014

U.S. Department of Health and Human Services, Administration for Children and Families, OPRE, Child Care Research Scholar Grant. “Improving Child Care Quality: An Evaluation of the Star Quality Initiative in Virginia.” Grant #90YE0115, \$50,000 (Role: Student Principal Investigator). 2009-2011

PUBLICATIONS

*indicates Northwestern graduate or undergraduate student

Peer Reviewed Journal Articles

Sabol, T. J. (2021). Improving preschool accountability systems: Bringing individual children’s experiences back to child policy. *Policy Insights from the Behavioral and Brain Sciences*, 8(2), 217-224. doi.org/10.1177/23727322211031591

Sabol, T. J., Kessler, C.*, Rogers, O & Silver, J.*, Briggs-Gowan, M., & Wakschlag, L. (in press). A window into racial disparities in preschool disciplinary action using developmental methodology. *Annals of the New York Academy of Sciences*

Sabol, T. J., McCoy, D., Gonzalez, K., Miratrix, L., Hedges, L., Spybrook, J., & Weiland, C. (2021). For whom, where, and when? Exploring cross-site treatment impact variation and why early childhood researchers should care. *Early Childhood Research Quarterly*. Advanced Online Publication. doi.org/10.1016/j.ecresq.2021.07.005

Sabol, T. J. Busby, A. K.*, & Hernandez, M. (2021). A critical gap in early childhood policies: Children’s meaning making. *Translational Issues in Psychological Science*. 7(1), 9-20. doi:10.1037/tps0000241

Sabol, T. J., Sommer, T. E., Chase-Lansdale, P. L., & Brooks-Gunn, J. (2021). Intergenerational economic mobility for low-income parents and their children: A dual developmental science framework. *Annual Review of Psychology*, 72, 265-92. doi:10.1146/annurev-psych-010419-051001

Hanno, E., McCoy, D., **Sabol, T. J.**, & Gonzalez, K. (2021). Early educators’ collective workplace stress as a predictor of professional development’s impacts on children’s development. *Child Development*, 92(3), 833-843. doi:10.1111/cdev.13566

- Elliott, W., Zheng, H., **Sabol, T. J.**, and O'Brien, M. (2021). A step toward measuring children's college-bound identity in children's savings accounts programs: The case of Promise Scholars. *Children and Youth Service Review*, *123*, 105945. doi:10.1016/j.chidyouth.2020.105791
- Wei, W., McCoy, D., 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*. Advance online publication. doi:10.1002/ajcp.12507
- Hong, S. S., **Sabol, T. J.**, Burchinal, M. R., Forestieri, N., Tarullo, L., Zaslow, M., Peisner-Feinberg, E.S. (2020). 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
- Sommer, T.E., Schneider, W., Chor, E., **Sabol, T.J.**, Chase-Lansdale, P.L., Brooks-Gunn, J., Yoshikawa, H., Morris, A., & King, C. (2020). A two-generation education intervention and children's attendance in Head Start. *Child Development*. *91*(6), 1916-1933. doi:10.1111/cdev.13397
- Sabol, T. J.**, Ross, E.*, & Frost, A.* (2020). Are all Head Start classrooms created equal?: Variation in classroom quality within Head Start centers and implications for accountability systems. *American Education Research Journal*, *57*(2), 504-534. doi:10.3102/0002831219858920
- Sommer, T. E., Gomez, C J. Yoshikawa, H., **Sabol, T. J.**, Chor, E., Sanchez, A.*, Chase-Lansdale, P. L., & Brooks-Gunn, J. (2020). Head Start, two-generation ESL services, and parent engagement. *Early Childhood Research Quarterly*, *52*, 63-73. doi:10.1016/j.ecresq.2018.03.008
- Hoyt, L., **Sabol, T. J.**, Chaku, N., & Kessler, C.* (2019). Family income from birth through adolescence: Implications for positive youth development. *Journal of Applied Developmental Psychology*, *64*, 101055. doi:10.106/j.appdev.2019.101055
- Chase-Lansdale, P. L., **Sabol, T. J.**, Sommer, T. E., Chor, E., Brooks-Gunn, J., Yoshikawa, H., King, C. & Morris, A. (2019). Effects of a two-generation human capital program on low-income parents' education, employment, and psychological wellbeing. *Journal of Family Psychology*, *33*(4), 433-443. doi:10.1037/fam0000517
- Goble, P., Pianta, R. C., & **Sabol, T. J.** (2019). Forecasting youth adjustment at age 15 from school readiness profiles at 54 months. *Applied Developmental Science*, *23*(4), 353-370. doi:10.1080/10888691.2018.1436439
- Sabol, T. J.**, Sommer, T. E., Sanchez, A.*, & Busby, A.* (2018). A new approach to defining and measuring family engagement in early childhood education program. *AERA Open*, *4*(3), 1-12. doi:10.1177/2332858418785904
- Jenkins, J. M., **Sabol, T. J.** & Farkas, G. (2018). Double down or switch it up: Should low-income children stay in Head Start for two years or switch programs? *Evaluation Review*, *42*(3), 283-317. doi:10.1177/0193841X18786591

- Sabol, T. J., Bohlmann, N., & Downer, J. (2018).** Low-income ethnically diverse children's engagement as a predictor of school readiness above preschool classroom quality. *Child Development, 89*(2), 556-576. doi:10.1111/cdev.12832
- Sabol, T. J. & Till-Hoyt, L. (2017).** The long arm of childhood: Preschool associations with adolescent health. *Developmental Psychology, 53*(4), 752-763. doi:10.1037/dev000028
- Sommer, T. E., **Sabol, T. J.**, Chase-Lansdale, P. L., Small, M., Wilde, H., Brown, S., & Huang, Z.* (2017). Promoting parents' social capital to increase children's attendance in Head Start: Evidence from an experimental intervention. *Journal of Research on Education Effectiveness, 10*(4), 732-766. doi:10.1080/19345747.2016.1258099
- Sabol, T. J., Sommer T. E., Chase-Lansdale, P. L., Brooks-Gunn, J, Yoshikawa, H., King, C. T., Kathawalla, U. K.*, Alamuddin, R.*, Gomez, C., & Ross, E. C.* (2015).** Parents' persistence and certification in a two-generation education and training program. *Children and Youth Services Review, 58*, 1-10. doi:10.1016/j.chilyouth.2015.08.012
- Sabol, T. J., Chase-Lansdale, P. L. & Brooks-Gunn, J. (2015).** Advancing the science of child and adolescent development: Do we need a new household panel survey? *Journal of Economic and Social Measurement, 40*(1-4), 221-255. doi:10.3233/JEM-150394
- Jamil, F. M., **Sabol, T. J.**, Hamre, B. K., & Pianta, R. C. (2015). Assessing teachers' skills in detecting and identifying effective interactions in the classroom: Theory and measurement. *The Elementary School Journal, 115*(3), 407-432. doi:10.1086/680353
- Sabol, T. J. & Chase-Lansdale, P. L. (2015).** The influence of low-income children's participation in Head Start on their parents' education and employment. *Journal of Policy Analysis and Management, 34*(1), 136-161. doi:10.1002/pam.21799
- Sabol, T. J. & Pianta, R. C. (2015).** Validating Virginia's Quality Rating and Improvement System among pre-kindergarten programs. *Early Childhood Research Quarterly, 30*, 183-198. doi:10.1016/j.ecresq.2014.03.004
- Pianta, R. C., Burchinal, M., Jamil, F., **Sabol, T. J.**, Grimm, K., Hamre, B. K., Downer, J., Locasale-Crouch, J., & Howes, C. (2014). A cross-lag analysis of longitudinal associations between preschool teachers' instructional support identification skills and observed behavior. *Early Childhood Research Quarterly, 29*(2), 144-154. doi:10.1016/j.ecresq.2013.11.006
- Sabol, T. J. & Pianta, R. C. (2014).** Do standard measures of preschool quality used in statewide policy predict school readiness? *Education, Finance, and Policy, 9*(2), 116-164. doi:10.1162/EDFP_a_00127
- Sabol, T. J., Hong, S. S., Pianta, R. C., & Burchinal, M. R. (2013).** Can rating pre-k programs predict children's learning? *Science, 341*(6148), 845-846. doi:10.1126/science.1233517
- Sabol, T. J. & Pianta, R. C. (2012).** Patterns of school readiness forecast achievement and socioemotional development at the end of elementary school. *Child Development, 83*(1), 282-

299. doi:10.1111/j.1467-8624.2011.01678.x

Sabol, T. J. & Pianta, R. C. (2012). Recent trends in research on teacher-child relationships. *Attachment and Human Development, 14*(3), 213-231. doi:10.1080/14616734.2012.672262

Downer, J., **Sabol, T. J.**, & Hamre, B.K. (2010) Teacher-child interactions in the classroom. Special topics issue: Overlaps between socio-emotional and academic development. *Early Education and Development, 21*(5), 699-723. doi:10.1080/10409289.2010.497453

Book Chapters and Invited Reports

Sabol, T. J., Viragh, T., Healy, O., & Nerella, A. (2021, September). Child care in the time of COVID: How Illinois resourced programs to support (re)opening. *Institute for Policy Research Rapid Research Report*. Evanston, IL: Institute for Policy Research. <https://www.ipr.northwestern.edu/our-work/rapid-research-reports/>

Sommer, T. E., **Sabol, T. J.**, Chor, E., Schneider, W., Chase-Lansdale, P., Brooks-Gunn, J., Small, M. L., King, C., & Yoshikawa, H. (2018). A two-generation human capital approach to anti-poverty policy in Head Start. *The Russell Sage Foundation Journal of the Social Sciences, 4*(3): 118-43. doi: 10.7758/RSF.2018.4.3.07.

Sabol, T. J., & Pianta, R.C. (2017). The state of young children in the United States: School readiness. In E. Dearing & E. Votruba-Drzal (Eds.), *The Handbook of Early Childhood Development Programs, Practices, and Policies*. Oxford, UK: Wiley.

Sabol, T. J., & Busby, A. K.* (2016). Conceptual framework for teacher preparation programs. In D. Couchenour & J.K. Chrisman (Eds.), *The SAGE Encyclopedia of Contemporary Early Childhood Education* (pp. 319-320). Thousand Oaks: SAGE Publications.

Sommer, T.E., **Sabol, T.J.**, Chase-Lansdale, P. L., Brooks-Gunn, J. (2016). Two-generation education programs for parents and their children. In S. Jones & N. Lesaux (Eds.), *The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation of Pre-Kindergarten*. (pp. 135-158). Boston, MA: Harvard Education Press.

Sabol, T.J., Sommer T.E., & Chase-Lansdale, P.L. (2015). Transforming the lives of parents and children together: two-generation educational programs as anti-poverty strategies. *Illinois Kids Count 2015*. Chicago, IL: Voices for Illinois Children. <http://www.voices4kids.org/our-priorities/kids-count/illinois-kids-count-data-book/illinois-kids-count-2015/>

Sabol, T.J. & Chase-Lansdale, P. L. (2015). Does Head Start promote outcomes for low-income parents? *The Aspen Journal of Ideas*. Washington, D.C.: Ascend at the Aspen Institute. <http://aspen.us/journal/editions/januaryfebruary-2015/does-head-start-promote-outcomes-low-income-parents>

Sommer, T.E., **Sabol, T.J.**, Smith, T., Dow, S., Barczak, M., Chase-Lansdale, P. L., Brooks-Gunn, J., Yoshikawa, H., & King, C. T. (2015). Promoting education: The two-generation approach of the Community Action Project of Tulsa, OK. In C. T. King, P. L. Chase-Lansdale, & M. Small (Eds.). *Two Generations. One Future. An Anthology from the Ascend Fellowship*. pp. 107-119. Washington, D.C.: Ascend at the Aspen Institute.

Sabol, T.J., & Pianta, R.C. (2013). Relationships between teachers and children. In W. M. Reynolds, G. E. Miller & I. B. Weiner (Eds.), *Handbook of Psychology, Educational Psychology* (2nd ed., vol. 7) (pp. 199-211). Hoboken, NJ: John Wiley & Sons Inc.

Manuscripts Under Review

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

McCoy, D.C., **Sabol, T.J.**, Wei, W., Busby, A.K.*, & Hanno, E. C. (revise and resubmit). Pushing the boundaries of neighborhood research in the developmental sciences: A multidimensional approach to understanding low-income preschoolers' school communities. *Journal of Educational Psychology*.

Sabol, T. J., Chor, E., Sommer, T. E., Chase-Lansdale, P. L., Brooks-Gunn, J., Yoshikawa, H., King, C. & Morris, A. (revise and resubmit). The effects of a two-generation human capital intervention for parents on low-income children in Head Start. *Developmental Psychology*.

Busby, A.*, & **Sabol, T. J.** (revise and resubmit). Variation in home-ECCE caregiving consistency for children in low-income families and associations with developmental outcomes through middle childhood. *Child Development*.

McCoy, D., **Sabol, T. J.**, Hanno, E., & Odgers, C. (under review). Moving beyond zip codes: Virtual assessments of school neighborhoods predict inequities in children's learning and social-emotional outcomes. *AERA Open*

Healy, O. J.*, Gonzalez, K., Miratrix, L., & **Sabol, T.J.** (under review). Variation in teacher quality over the preschool year and its implications for early childhood education accountability systems. *Journal of Policy Analysis and Management*.

INVITED PRESENTATIONS

Sabol, T. J. (2021, May). *The early childhood education and care enterprise in the 21st century: Successes, failures, and opportunities,* "Fay Lomax Cook Monday Colloquium. Institute for Policy Research, Virtual Speaker Series.

Sabol, T. J. (2021, March). *Contexts inside and outside of school walls as predictors of differential effectiveness in teacher professional development.* MDRC Virtual Speaker Series.

Sabol, T. J. (2021, February). *ELearning During COVID.* Northwestern University Transportation Center Virtual Webinar.

Sabol, T. J. (2020, March). *A window into racial disparities in preschool disciplinary action using developmental methodology.* Institute for Innovations in Developmental Sciences (DevSci). *Issues of Diversity Scientific Exchange.* Northwestern University

- Sabol, T. J., & McCoy, D.** (2020, January). *Application of treatment effect heterogeneity to a large-scale study of teacher professional development*. Institute for Education Sciences Principal Investigators Meeting, Washington, D. C.
- Sabol, T. J.** (2019, May). *Assessing young children's internal representations of school and college*. Children's Savings Accounts in 2019 Conference. University of Michigan. Ann Arbor, MI.
- Sabol, T. J.** (2018, December). *Whole family approaches to research and practice: A look at CAP Tulsa's 2Gen CareerAdvance program*. Self Sufficiency Clearinghouse Research, Webinar.
- Sabol, T. J.** (2018, December). *2Gen Impact: Findings from CAP Tulsa's CareerAdvance Program*. Ascend at the Aspen Institute, Webinar.
- Sabol, T. J.** (2017, May). *What is 'high quality' early childhood education?* Fay Lomax Cook Monday Colloquium. Institute for Policy Research, Northwestern University. Evanston, IL.
- Sabol, T. J.** (2017, March). *Defining quality in early childhood education programs*. Community Psychology Brownbag. University of Illinois Chicago. Chicago, IL.
- Sabol, T. J.** (2016, June). *A vision for a brighter future: A two-generation approach for children and families*. Sylvia Cotton Center for Policy Innovation Inaugural Symposium. Illinois Action for Children. Chicago, IL.
- Sabol, T. J.** (2016, May). *Not all preschools are created equal: What matters most and how best to measure quality*. Ready for School, Ready for Life Policy Research Briefing. Institute for Policy Research. Washington, D.C.
- Sabol, T. J.** (2016, April). *What is 'high quality' early care and education? Promising Programs to Reduce the Intergenerational Transmission of Poverty: Research on the Early Years of Life* Conference. Institute for Research on Poverty. Madison, WI.
- Sabol, T. J.** (2015, June). *QRIS panel: Illinois' QRIS and the national context*. Invited Panel at the Illinois Early Childhood Research-Policy Forum, Naperville, IL.
- Sabol, T. J.** (2015, May). *The job you want- paths to academic and non-academic careers*. University-Based Child and Family Policy Consortium. Webinar, Online.
- Sabol, T. J.** (2015, February). *QRIS Ratings and outcomes: Psychometric issues and validation*. "Let's Talk Series" by The BUILD Initiative and the QRIS National Learning Network. Webinar, Online.
- Chase-Lansdale, P. L. & **Sabol, T. J.** (2015, January). *Research and evaluation for two-generation programs*. National Head Start Association, Washington, D. C.
- Sommer, T. E., **Sabol, T. J.**, Chase-Lansdale, P. L., Brooks-Gunn, J. (2014, December). The complexity of effecting two-generational change. *The Leading Edge of Early Childhood Education: Linking Science to Policy for a New Generation of Pre-Kindergarten*. Harvard Graduate School of Education, Boston, MA.

Sabol, T. J. (2014, July). *What are we learning about quality, QRIS, and child outcomes?* QRIS National Meeting, Denver, Colorado.

Hong, S. H., **Sabol, T. J.**, Burchinal, P., Forestieri, N., Tarullo, L., Zaslow, M., & Peisner-Feinberg, E. (2014, July). *The promise of Quality Rating and Improvement Systems: Psychometric issues and QRIS validation.* QRIS National Meeting, Denver, Colorado.

Sabol, T. J. & Vitiello, V. (2014, March). *Quality Rating and Improvement Systems: How the CLASS measure fits in.* Teachstone Webinar, Online.

Sabol, T. J. (2014, February). *Does early childhood education really matter? Unpacking evidence from the field.* Child Care Network of Evanston, Evanston, IL

Sabol, T. J., Hong, S. S., Pianta, R. C., Burchinal, M. R. (2013, March). *Quality Rating and Improvement Systems (QRIS) and high stakes decision making.* National Center on Early Childhood Education (NCRECE) Quality Improvement Meeting, Washington, D.C.

Sabol, T. J., Hong, S. S., Pianta, R. C., Burchinal, M. R. (2013, March). *Quality Rating and Improvement Systems (QRIS) and high stakes decision making.* National Center on Early Childhood Education (NCRECE) Quality Improvement Meeting, Washington, D.C.

Chase-Lansdale, P. L., & **Sabol, T. J.** (2013, February). *Head Start participation and parents' educational attainment.* Fay Lomax Cook Monday Colloquium, Institute for Policy, Northwestern University, Evanston, IL.

Sabol, T. J. (2013, January). *Applied data management in Stata.* Human Development and Social Policy Brownbag, Northwestern University, Evanston, IL.

Sabol, T. J., Hong, S., Pianta, R. C., Burchinal, M. (2012, July). *Using existing datasets to model QRIS indicators and structures.* Quality Initiatives Research and Evaluation Consortium (INQUIRE) meeting, Washington, D.C.

Chase-Lansdale, P. L., Sommer, T. E., & **Sabol, T. J.** (2011, October). *Defining a research agenda: Dual-generation education.* Roundtable on Two-Generation Education at the Aspen Institute, Washington, D.C.

Sabol, T. J. (2011, June). *Quality Rating and Improvement Systems: A focus on measurement.* Teachstone Training, Charlottesville, VA.

PROFESSIONAL PRESENTATIONS

*indicates Northwestern graduate or undergraduate student

Sabol, T. J., Viragh, T.*, Healy, O.*, Rosengren, A.* (2021, April). *Child care in the time of COVID: Do we observe disparities in access to resources that support (re)opening?* Paper presented at the Society for Research in Child Development Conference, Virtual.

- McCoy, D., **Sabol, T. J.**, Wei, W., Busby, A.*, Hanno, E. (2021, April). *A multidimensional, neighborhood-centered approach to understanding low-income preschoolers' school communities*. Chair of the panel at the Society for Research in Child Development Conference, Virtual.
- Sabol, T. J.** (2020, May). *Examining implicit and explicit biases in individual children, schools, and communities: Implications for racial disparities in school discipline*. Paper presented at the Association for Psychological Science Annual Conference, Chicago, IL {cancelled due to COVID}
- Dela Cruz, K., **Sabol, T. J.**, Sommer, T. E., & Chase-Lansdale, P.L. (2020, March). *Relation of maternal psychosocial functioning and children's development among low-income families* Poster presented at the Annual American Psychological Association Conference, Washington, D.C.
- Sommer, T. E., **Sabol, T. J.**, Dela Cruz, K., Chase-Lansdale, P. L., Brooks-Gunn, J., Yoshikawa, H., & King, C. (2019, November). *Using parent perspectives to explain effects of a two-generation human capital program on parent outcomes*. Paper presented at the Association for Public Policy Analysis and Management Annual Fall Conference. Denver, CO.
- Kessler, C. L.*, Estabrook, C. R., **Sabol, T. J.**, Norton, E. S., Heard-Garris, N., Briggs-Gowan, M. J., & Wakschlag, L. S. (2019, March). *The effects of early life stress on children's disruptive behaviors: Perceptions matter*. Poster presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD
- Gonzelez, K., Healy, O.*, Miratrix, L. & **Sabol, T. J.** (2019, March). *The impacts of professional development for early childhood educators on trajectories of classroom quality*. Paper presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Healy, O.*, Gonzelez, K., Miratrix, L. & **Sabol, T. J.** (2019, March). *Does classroom quality change over the school year?: Implications for accountability in early education*. Paper presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- McCoy, D., **Sabol, T. J.**, & Hanno, E. (2019, March). *Quantifying school neighborhoods and their relations with child outcomes: A virtual systematic social observation approach*. Paper presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Busby, A.*, **Sabol, T. J.**, & McCoy, D. (2019, March). *Neighborhood effects on teachers and children: A causal study using violent crime*. Paper presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Sabol, T. J. (2019, March). *Holding early childhood education accountability systems accountable: Findings from classroom, state, and national level analyses*. Chair at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.
- Sommer, T.E., Schneider, W., Chor, E., **Sabol, T.J.**, Chase-Lansdale, P.L., Brooks-Gunn, J., Yoshikawa, H., Morris, A., & King, C. (2019, March). *The effects of a two-generation human capital program on children's chronic absence in Head Start*. Paper presented at the Society for Research in Child Development Biennial Meeting, Baltimore, MD.

Sabol, T. J., Sommer, T. E., Chase-Lansdale, P. L., Chor, E., Brooks-Gunn, J., Yoshikawa, H., King, C. & Morris, A. (2018, November). *The “longer” term effects of a two-generation human capital program on parents and children in Head Start*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.

Sabol, T. J., McCoy, D., Gonzalez, K., Guminski, S., Miratrix, L & Hedges, L (2018, November). *Scaling-up an early childhood professional development program: Exploring variation in treatment effects by cities and centers*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.

Sabol, T. J. (2018, June). *The effects of a two-generation human capital program on parents of young children in Head Start*. Paper presented at the Administration for Children and Families’ National Research Conference on Early Childhood, Arlington, VA.

Sabol, T. J. (2017, November). *It’s about time: Evidence on time use and its effects in early childhood educational contexts*. Discussant at the Association for Public Policy Analysis & Management Conference, Chicago, IL.

Chase-Lansdale, P. L., **Sabol, T. J.,** Sommer, T. E., Chor, E., Brooks-Gunn, J., Yoshikawa, H., King, C. & Morris, A. (2017, November). *The effects of using Head Start as a platform to provide education and training program for low-income parents*. Paper presented at the Association for Public Policy Analysis & Management Conference, Chicago, IL.

Sommer, T. E., & **Sabol, T. J.** (2017, November). *Immigrant parents’ success in an English as a Second Language (ESL) program combined with Head Start services for children*. Paper presented at the Association for Public Policy Analysis & Management Conference, Chicago, IL.

Ross, E.*, **Sabol, T. J.,** Chase-Lansdale, P. L., & Adam, E. (2017, November). *Above and beyond the Head Start classroom: The relationship between parents and low-income children’s development*. Paper presented at the Association for Public Policy Analysis & Management Conference, Chicago, IL.

Sabol, T. J., Ross, E.C., Kessler, C. L., Morris, A., & Sommer, T. (2017, April). *Assessing young children’s internal representations of home and school experiences*. Paper presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.

Sabol, T. J., Sanchez, A., & Busby, A. (2017, April) *Early care and education centers’ readiness to support parents in the 21st century*. Paper presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.

Sabol, T. J. (2017, April). *A vision for birth to five public policy to nurture development*. (Chair). Society for Research in Child Development Biennial Meeting. Austin, TX.

Sabol, T. J. (2017, April). *New approaches to understanding and improving early childhood classroom quality*. Discussant at the Society for Research in Child Development Biennial Meeting. Austin, TX.

- Ross, E.C., **Sabol, T. J.**, & Chase-Lansdale, P.L. (2017, April). *Above and beyond the Head Start classroom: The relationship between parenting practices and low-income children's development*. Paper presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.
- Sanchez, A., **Sabol, T. J.**, & Sommer, T. (2017, April). *Parent perspectives on family engagement services in early childhood education*. Poster presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.
- Hong, S., **Sabol, T. J.**, & Burchinal, M. (2017, April). *Early care and education center quality and child outcomes: A meta-analysis of six datasets*. Paper presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.
- Chaku, N., Hoyt, L. T. & **Sabol, T. J.** (2017, April). *Continuity and change in EF across the transition to adolescence*. Paper presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.
- Busby, A., & **Sabol, T. J.** (2017, April). *Responsivity and harshness in home and early education environments*. Poster presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.
- Goble, P., Pianta, R., & **Sabol, T. J.** (2017, April). *Forecasting positive youth adjustment at age 15 from school readiness profiles at 54 months*. Poster presented at the Society for Research in Child Development Biennial Meeting. Austin, TX.
- Cooperman, A. W., **Sabol, T. J.**, Sommer, T. E., Chase-Lansdale, P. L., Chor, E., Busby, A., & Morris, A. (2017, March). *Concurrent interactions of parent and child executive functioning skills as a predictor of child cognitive and socioemotional outcomes*. Poster presented at the Tenth Biennial Federal Reserve System Community Development Research Conference, Washington, D.C.
- Sabol, T. J.** (2016, November). *Does increased investment in parents' human capital relate to changes in investment in early education quality?* Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.
- Hong, S H., **Sabol, T. J.**, & Burchinal, M. R. (2016, November). *Early care and education center quality and child outcomes: A meta-analysis of six datasets*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.
- Sommer, T. E., **Sabol, T. J.**, Chase-Lansdale, P. L. Small, M., Wilde, H., Brown S., Huang, Z. (2016, November). *Promoting parents' social capital to increase children's attendance in head start: evidence from an experimental intervention*. Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.
- Sommer, T. E., Schneider, W., **Sabol, T. J.**, Chase-Lansdale, P. L., Brooks-Gunn, J., Small, M., King, C., & Yoshikawa, H. (2016, October). *A two-generation human capital approach to anti-poverty policy in Head Start*. Invited presentation at the Russell Sage Foundation's Conference on Anti-Poverty Policy Initiatives for the United States, New York City, NY.

- Sabol, T. J.** (2016, July). *Can early childhood education support both parents and children, or does one come at a cost to the other?* Paper presented at the Administration for Children and Families' National Research Conference on Early Childhood. Washington, D.C.
- Ross, E., Kessler, C., **Sabol, T. J.**, & Morris, A. (2016, July). *Assessing Head Start children's perceptions of themselves and their parents as learners: Evaluation of the Child-Parent-School Puppet Interview (CPSPI) tool.* Poster presented at the Administration for Children and Families' National Research Conference on Early Childhood. Washington, D.C.
- Kessler, C. & **Sabol, T. J.** (2016, July). *The effect of children's Head Start participation on maternal depression.* Poster presented at the Administration for Children and Families' National Research Conference on Early Childhood. Washington, D.C.
- Glazier-Torgerson, A., **Sabol, T. J.**, Sommer, T. E. (2016, July). *New definitions of parent engagement at the state level.* Poster presented at the Administration for Children and Families' National Research Conference on Early Childhood. Washington, D.C.
- Sommer, T. E., **Sabol, T. J.**, Chase-Lansdale, P. L., Small, M., Wilde, H., Brown, S., & Huang, Z. Y. (2015, October). *Promoting parent social capital to increase child Head Start center attendance: Evidence from an experimental intervention.* Invited presentation for the 2015 Aspen ThinkXChange, Aspen, CO.
- Sabol, T. J.** (2015, July). *Family counts: Strengthening family-provider partnerships within QRIS.* Panel discussion at 2015 QRIS National Meeting, National Harbor, MD.
- Sabol, T. J.** & Till Hoyt, L. (2015, April). *The effect of preschool on adolescent health.* Paper presented at American Education Research Association Conference, Chicago, IL
- Sommer, T. E. & **Sabol, T. J.** (2015, April). *Promoting parent and child outcomes together: The role of two-generation interventions in Head Start.* Presentation at the Illinois Head Start Association Edward Zigler Midwest Research Institute: Two-Generation Approaches, Chicago, IL.
- Sabol, T. J.** (2015, March). *Head Start, alternative child care, and parent outcomes: Re-analyzing data of Head Start Impact Study (HSIS).* Paper presented at the Society for Research in Child Development Biennial Meeting. Philadelphia, PA.
- Sabol, T. J.**, Sommer T. E., Chase-Lansdale, P. L., Brooks-Gunn, J, Yoshikawa, H., King, C. T., Kathawalla, U. K., Alamuddin, R., Gomez, C., & Ross, E. C. (2015, March). *Maternal education, parenting, and children's academic outcomes: Implications for intervention.* Paper presented at the Society for Research in Child Development Biennial Meeting. Philadelphia, PA.
- Kathawalla, U., Ross, E., **Sabol, T. J.** & Morris, A. (2015, March). *Does parenting play a role in the relation between child temperament and children's executive functioning?* Poster presented at the Society for Research in Child Development Biennial Meeting. Philadelphia, PA

- Ross, E., **Sabol, T. J.** & Chase-Lansdale. (2015, March). *What is the role of parenting in Head Start children's development? A classroom fixed effects design.* Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA
- Hong, S. S., Burchinal, M., & **Sabol, T.J.** (2015, March). *Do Quality Rating and Improvement System ratings work in different settings? Ratings, quality, and child outcomes.* Poster presented at the Society for Research in Child Development Biennial Meeting, Philadelphia, PA
- Sabol, T. J.** (2014, November). *New Evidence on Head Start.* Discussant at the Association for Public Policy Analysis & Management Conference, New Mexico.
- Sabol, T. J.,** & Chase-Lansdale. (2014, July). *Investing in Head Start parents' human and social capital: Evidence from two-generation research and practice.* Paper presented at Head Start's 12th National Research Conference on Early Childhood, Washington, D.C.
- Ross, E., **Sabol, T. J.** & Chase-Lansdale. (2014, July). *The influence of parenting on children attending Head Start: A classroom fixed-effects design.* Poster presented at Head Start's 12th National Research Conference on Early Childhood, Washington, D.C.
- Sommer, T. S., Chase-Lansdale, P. L., **Sabol, T. J.,** Yoshikawa, H., Brooks-Gunn, J., King, C. (2014, June). *Barrier or opportunity to promote parental employment?: Early childhood education programs for low-income children.* Poster presented at the Work Family Research Network Conference, New York City, New York.
- Sabol, T. J.,** Chase-Lansdale, P. L., & Brooks-Gunn, J. (2014, June). *Advancing the science of child development: Do we need a new household survey?* Presenter at the "Assessing the Need for a New Nationally Representative Household Panel Survey in the United States", National Science Foundation Conference, Washington, D.C.
- Alamuddin, R. A., **Sabol, T. J.,** Sommer, T. E., & Chase-Lansdale, P. L. (2014, May). *The relationship between exposure to postsecondary education and parenting among low-income mothers.* Poster presented at the 17th Annual Welfare Research Evaluation Conference, Washington, D.C.
- Sabol, T. J.,** Chase-Lansdale, P. L. & Ross, E. (2013, November). *Does classroom quality matter in Head Start? Evidence from a family-fixed effects design.* Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.
- Sabol, T. J.,** Hong, S. S., Pianta, R. C., & Burchinal, M. R. (2013, April). *Focusing on the R in QRIS: Modeling state rating systems and links to school readiness.* Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.
- Bohlmann, N., Downer, J., & **Sabol, T. J.** (2013, April). *Understanding how children's engagement in different preschool classroom contexts contributes to social and academic development.* Paper presented at the Society for Research in Child Development Biennial Meeting, Seattle, Washington.

Chase-Lansdale, P. L., Sommer, T. E., Ross, E., **Sabol, T. J.**, King, C., & Alamudin, R., & Kathawalla, U. (2013, April). *Two-generation workforce and education programs: Why do some parents persist and others do not?* Poster presented at the Society for Research in Child Development, Seattle, Washington.

Sabol, T. J. & Chase-Lansdale, P. L. (2012, November). *The influence of low-income children's participation in Head Start on parents' educational attainment.* Paper presented at the Association for Public Policy Analysis & Management Conference, Baltimore, MD.

Chase-Lansdale, P. L., Sommer, T. E., **Sabol, T. J.**, & Ross, E. (2012, June). *Promoting dual-generation anti-poverty programs: The promise of combining adult workforce training with early childhood education.* Poster presented at Head Start's Eleventh National Research Conference, Washington, D.C.

Sabol, T. J., & Pianta, R. C. (2011, November). *Risk and resources: Do standard measures of quality predict learning?* Paper presented at the Association for Public Policy Analysis & Management Conference, Washington, D.C.

Sabol, T. J., Pianta, R. C., Downer, J., & Cao, Y. (2011, April). *Quality Rating and Improvement Systems: Validation of rating strategies and linkages between ratings and child outcomes.* Paper presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Sabol, T. J., Bassok, D., & Pianta, R. C. (2011, April). *Risk and resources: Are certain components of quality more important for children with socioemotional risk?* Poster presented at the Society for Research in Child Development Biennial Meeting, Montreal, Canada.

Sabol, T. J., & Pianta, R. C. (2010, November). *Improving child care quality in Virginia: An evaluation of the Star Quality Initiative.* Paper presented at the Association for Public Policy Analysis & Management Conference, Boston, MA.

MEDIA (select examples)

WBEZ Chicago, NPR (2021): [Pritzker Makes Pandemic Child Care Policy Permanent](#)

Parents® (2021): [How Shelling Out for Daycare Costs Helps You, Your Kids, and The Economy.](#)

Chicago Tribune (2020): [Thinking of home schooling? Here's how to do it](#)

Boston Globe (2020): [As schools prepare to reopen, the gap between 3 and 6 feet is feeling hard to bridge](#)

NBC Chicago (2020): ['It will not be easy': Experts weigh in on masks, social distancing in schools](#)

Northwestern University, School of Education and Social Policy Newsletter (2020): [Final exam: Presenting to the Governor's Office](#)

Chicago Tribune (2020): [Some kids rely on schools for much more than an education. So schools are trying to find ways to reach them during the shutdown](#)

Northwestern University, School of Education and Social Policy Newsletter (2020): [Sabol offers advice for caregivers during COVID-19](#)

Illinois Public Media, NPR (2020): [What caregivers can do with kids home from school due to Coronavirus closings](#)

- Consortium for Policy Research in Education Knowledge Hub (2020): [Study: Quality of Head Start centers can vary by classroom](#)
- Politico (2019): [What did Joe Biden really say about working moms?](#)
- The Atlantic (2019): [About That Joe Biden Op-Ed From 1981](#)
- Northwestern University, School of Education and Social Policy Newsletter (2017): [SESP students present to Illinois Governor's Office](#)
- Hindustan Times (2017): [Children's interactions with peers linked to improved literacy](#)
- Evanston Now (2014): [Study says Head Start helps parents' education](#)
- Northwestern Now (2014): [Parents benefit from Head Start program](#)
- Science Daily (2014): [Head Start program benefits parents](#)
- The Journal of Blacks in Higher Education (2014): [University research finds Black parents benefit when their children are in Head Start](#)
- New America, Education Policy (2014): [Evaluating the design of quality rating and improvement systems](#)
- Education Week (2014): Study: [Preschool evaluation tool does not track with child outcomes](#)

TEACHING AND MENTORSHIP

Courses:

Child Development and Social Policy, graduate course that teaches the core foundation of developmental science and applications to social policy programs.

*Assistant Professor, School of Education and Social Policy, Northwestern University
Winter 2015, 2017, 2019, 2020, 2021*

Crafting Child Policy, undergraduate course where students apply the science of child development to pressing policy questions in Illinois; final presentations at the Illinois Governor's Office

*Assistant Professor, School of Education and Social Policy, Northwestern University
Spring 2017, Winter 2020*

Human Development: Childhood and Adolescence, undergraduate course that teaches the principals of cognitive, biological, and social development from inception to late adolescence, and how the science of child development applies to practice and policy.

*Assistant Professor, School of Education and Social Policy, Northwestern University
Spring 2016, Spring 2018, Winter 2019, Winter 2021*

K-12 Education Policy, graduate course that focuses on the theory and evidence behind education policy to understand the best ways for policy to improve outcomes for students.

*Teaching Assistant to Dr. James Wyckoff, Curry School of Education, University of Virginia
Fall 2009*

Mentorship:

Graduate

Emily Ross (chair of dissertation; HDSP)	2014 – 2018
Rayane Alamudin (member of dissertation committee; HDSP)	2014 – 2015
Courtenay Kessler (chair of dissertation HDSP)	2015 – 2021
Andrea Busby (chair of dissertation; HDSP)	2015 – 2021
Katie Dahlke (member of dissertation committee; HDSP)	2015 – 2016

Olivia Healy (co-chair of dissertation; HDSP)	2016 – 2021
Michelle Bezark (policy advisor for Doris Duke fellowship; History Dept.)	2016 – 2021
Christina Padilla (member of dissertation committee; Georgetown University)	2018 – 2019
Lynn Meissner (member of dissertation committee; HDSP)	2019 – 2021
Sebastian Kiguel (member of dissertation committee; HDSP)	2020 – present
Timea Viragh (co-advisor; HDSP)	2018 – present
Julia Honoroff (main advisor; HDSP)	2019 – present
Zina Noel (main advisor; HDSP)	2020 – present

Undergraduate Honor's Thesis Advisor/Reader

Adina Barg (SESP)	2021
Jamilah Silver (SESP)	2019
Samantha Oberman (SESP)	2019
Amy Glazier-Torgerson (SESP)	2016
Zong Huang (Mathematical Methods and Social Sciences)	2016
David Gorsky (SESP)	2014

CONSULTATION AND ADVISORY ROLES

Consultant for “ <i>A Two-Generation Approach to Addressing Young Adult Justice for Healthy Families and Communities</i> ” Northwestern University-UTEC, Inc. Funded by Robert Wood Johnson Foundation. (PI: UTEC Inc.; Massachusetts)	2018-2020
Consultant for “ <i>Oakland Promise: Kindergarten to College Evaluation</i> ” Funded by Oakland County. (PI: Marc Hernandez; NORC at the University of Chicago).	2017-2020
Consultant for “ <i>Specifying the Nature of the Vocabulary Gap</i> ” funded by the National Science Foundation (PI: Amy Booth; Vanderbilt University).	2016-2019
Expert Advisory Panel Member for “ <i>A New Formative Assessment Tool for Parent, Family and Community Engagement for the National Head Start Association</i> ” Funded by Region 5 Head Start (PI: Marc Hernandez; NORC at the University of Chicago).	2016-2017
Consultant for “ <i>The Market for Quality Child Care: Supply, Demand and Quality Rating and Improvement Systems (QRIS)</i> ” funded by the Administration for Children and Families (PI: Erin Bumgarner; Abt Associates).	2015-2018
Technical Advisor for Illinois Quality Rating and Improvement Study; Governor’s Office of Early Childhood Education	2014-2016
Working group member for <i>Next Decade of Pre-K Evaluation</i> ; Georgetown University	2015
Data Consultant for the Virginia Early Childhood Foundation	2009-2012

OTHER PROFESSIONAL EXPERIENCE/AWARDS

Public Voices Fellowship, OpEd Project; Northwestern University	2020
Association for Psychological Science Rising Star	2019
AERA-SRCD Early Career Fellow in Early Childhood Education and Development	2017-2019
Searle Teaching Fellow; Northwestern University	2016-2017
SRCD Early Career Travel Award	2015
Trainer, Classroom Assessment Scoring System, Teachstone Inc.	2008-2018
Trainer, Video Assessment of Interactions and Learning, University of Virginia	2008-2011
Tutor, McGuffey Reading Program; University of Virginia	2008-2009
Mentor, Summer Undergraduate Research Program; University of Virginia	2008
Volunteer Assistant Teacher, Greenbrier Elementary School; Charlottesville, VA	2007-2008
Research Assistant, Commission on Children and Families; Charlottesville, VA	2007
Tutor, Lavizzo Elementary School; Chicago, IL	2005-2006
Summer English Teacher, Pitusanurok Monk School; Chiang Mai, Thailand	2003
Kid's Club Leader; Safehouse Women's Shelter; Ann Arbor, MI	2003-2004

SERVICE

School/University:

Member of the Equity and Inclusion Committee	2021- present
Member of the Teacher Education Policy Committee (SESP)	2017-2021
Executive committee for the Innovations in Developmental Science (DevSci)	2016-2018
Steering committee member for the Graduate Student Cluster for the Innovations in Developmental Science (DevSci)	2016-2018
Human Development and Social Policy Colloquium Series, School of Education and Social Policy	2015-2017
The Graduate School Advisory Council for Graduate Student Funding	2014-2017
Co-Director of the Data Repository Task Force through Innovations in Developmental Science (DevSci)	2014-2016

Editorial and Review Activities:**Editorial Board***Social Policy Report* (since 2015)

Ad Hoc Reviewer for Grants/Conferences

Administration for Children and Families, Office of Planning, Research and Evaluation (OPRE), “Child Care Research Partnership Grants”; American Education Research Association Annual Meeting; Biennial Meeting of the Society for Research in Child Development; American Education Research Association Annual Meeting; University of Chicago, “Successful Pathways from School to Work” Grant

Ad-hoc Journal Reviewer;

American Economic Journal; Economic Policy; American Educational Research Journal; Applied Developmental Science; British Journal of Educational Psychology; BMC Pediatrics; Child Development; Children and Youth Services Review; Contemporary Economic Policy; Developmental Science; Developmental Psychology; Early Childhood Research Quarterly; Early Education and Development; Education Evaluation and Policy Analysis; Education Finance and Policy; Educational Researcher; Elementary School Journal; Journal of Applied Developmental Psychology; Journal of Child Psychology and Psychiatry; Journal of Experimental Child Psychology; Journal of Human Resources; Journal of Research on Educational Effectiveness; Journal of Policy Analysis and Management; Population Research and Policy Review; Psychological Bulletin; Social Science Research; Social Service Review

WEBSITES

Northwestern Faculty Site:

<https://sites.northwestern.edu/terrisabol/>

Development, Early Education, and Policy (DEEP) Lab :

<https://sites.northwestern.edu/deep/>

Childhood Assessment Tool- Electronic (CHAT-E):

<https://sites.northwestern.edu/chate/>

iSNAP: Internet School Neighborhood Assessment Protocol:

<https://sites.northwestern.edu/isnap/>