

TERRI J. SABOL

Curriculum Vitae

School of Education and Social Policy
Northwestern University
Annenberg Hall; Room 211
2120 Campus Drive
Evanston, IL 60208-0001
terri.sabol@northwestern.edu

PROFESSIONAL POSITIONS

Associate Professor , Human Development and Social Policy, School of Education and Social Policy, Northwestern University, Evanston, IL	2023-
Assistant Professor , Human Development and Social Policy, School of Education and Social Policy, Northwestern University	2014-2023
Faculty Fellow , Institute for Policy Research; Northwestern University	2018-
Faculty Co-Director , Early Childhood Research Alliance of Chicago	2023-
Faculty Affiliate, Social Policy Institute, Washington University in St. Louis	2022-
<i>Faculty Affiliate</i> , Institute for Policy Research; Northwestern University	2014-2018
<i>Postdoctoral Fellow</i> ; Institute for Policy Research, Northwestern University	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, 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

American Diabetes Association “Child Diabetes Health and Education Research Collaborative in Chicago” \$30,000 (Role: Principal Investigator)	2024-2026
Anonymous Funder “Early Childhood Research Alliance of Chicago” \$1,000,000 (Role: Principal Investigator)	2023-2025
Crown Foundation, “Early Childhood Research Alliance of Chicago” \$500,000 (Role: Principal Investigator)	2023-2026
Individual grants from: Steans Family Foundation, Brinson Foundation, Schreiber Family Foundation, Anonymous Funder, CME Group Foundation “Early Childhood Research Alliance of Chicago” Approximately \$300,000 (Role: Principal Investigator)	2023-2026
Foundation for Child Development, “Early Childhood Research Alliance of Chicago” \$30,000 (Role: Principal Investigator)	2023-2025
Spencer Foundation, “Early Childhood Research Alliance of Chicago” \$50,000 (Role: Principal Investigator)	2023-2025
Race and Justice Collaborative Seed Fund, Northwestern University “Diabetes Health and Education Research (HERE) Collaborative in Chicago: A Community and Stakeholder Based Approach to Supporting Healthy Development Across the Life Course,” \$50,000 (Role: Principal Investigator with Amisha Wallia)	2023-2024
U.S. Department of Health and Human Services, Administration for Children and Families “The Effect of School-Based Prekindergarten Roll-Out during COVID-19 on CCDF Funded and Head Start Programs in Chicago.” Grant #90YE0273, \$100,000 (Role: Principal Investigator)	2022-2024
Crown Family Philanthropies, “Studying the Impact of Chicago's Universal PreK Expansion”, \$400,000 (Role: Principal Investigator with Diane Schanzenbach)	2022-2023
Steans Family Foundation, “Evaluation of Chicago’s universal prekindergarten rollout” \$75,000 (Role: Principal Investigator with Diane Schanzenbach)	2022-2024
CME Group Foundation, “Studying the Impact of Chicago’s Universal Pre-Kindergarten” \$150,000 (Role: Principal Investigator with Diane Schanzenbach)	2022-2024
Anonymous, “Studying the Impact of Chicago’s Universal Prekindergarten Expansion”, \$50,000 (Role: Principal Investigator with Diane Schanzenbach)	2022-2024

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" \$125,000 (Role: Principal Investigator at Northwestern; Principal Investigator Dana McCoy)	2021-2023
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	2013-2018

(Role: Co-Investigator; Principal Investigator Lindsay Chase-Lansdale).

National Institutes for Health, Individual National Research Service Award 2013-2014
(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).

U.S. Department of Health and Human Services, Administration for Children 2009-2011
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).

PUBLICATIONS

*indicates Northwestern graduate or undergraduate student

Peer Reviewed Journal Articles

McCoy, D. C., & **Sabol, T. J.** (2025). Overcoming the streetlight effect: Shining light on the foundations of learning and development in early childhood. *American Psychologist*, 80(2), 135-147. <https://doi.org/10.1037/amp0001432>

Gonzalez, K., **Sabol, T. J.**, & Schanzenbach, D. W. (2024). Impact of the Chicago universal pre-kindergarten expansion: Effects on pre-kindergarten capacity and enrollment and implications for equity. *Early Childhood Research Quarterly*, 69, 154-165

Sabol, T. J., Chor, E., Sommer, T. E., Tighe, L. A., Chase-Lansdale, P. L., Morris, A. S., ... & King, C. (2024). Does adding parent education and workforce training to Head Start promote or interfere with children's development?. *Child Development*, 2102–2118, <https://doi.org/10.1111/cdev.14141>

Tighe, L. A., Sommer, T. E., **Sabol, T. J.**, & Chase-Lansdale, P. L. (2024). Improving the education and wellbeing of student parents. *Annals of the New York Academy of Sciences*, 1532(1), 10-17. <https://doi.org/10.1111/nyas.15094>

Prince, G., Lewis, D. R., Pollack, T., Karam, S., Touma, E., Khorzad, R., Bailey, S. C., Gatchell, D., Ankenman, B., Kravarusic, J., **Sabol, T. J.**, Holl, J., & Wallia, A. (2024). Employing user-centered design and education sciences to inform training of diabetes survival skills. *Journal of Clinical and Translational Endocrinology*, 37, 100364. <https://doi.org/10.1016/j.jcte.2024.100364>

Chor, E., Chase-Lansdale, P. L., Sommer, T. E., **Sabol, T. J.**, Tighe, L., Brooks-Gunn, J., ... & King, C. (2024). Three-year outcomes for low-income parents of young children in a two-generation education program. *Journal of Research on Educational Effectiveness*, 17(4), 936-977

Ahun, M. N., McCoy, D. C., **Sabol, T. J.**, Kim, Y., Warren, W., & Jeong, J. (2024). Overcoming the streetlight effect: Qualitative examination of community experts’ perceptions of foundations of learning and development (FOLD) skills. *Annals of the New York Academy of Sciences*.

- Tighe, L. A., Sommer, T. E., **Sabol, T. J.**, Chase-Lansdale, P. L., Yoshikawa, H., Brooks-Gunn, J., ... & King, C. T. (2024). A family-centered approach to learning English as a second language: A mixed-methods experimental evaluation. *Educational Evaluation and Policy Analysis*, <https://doi.org/10.3102/016237372412680>
- Sommer, T. E., Tighe, L. A., Sabol, T. J., Chor, E., Chase-Lansdale, P. L., Yoshikawa, H., ... & King, C. T. (2024). The effects of a two-generation English as a second language (ESL) intervention on immigrant parents and children in Head Start. *Applied Developmental Science*, 28(3), 227-246. <https://doi.org/10.1080/10888691.2023.2174118>
- Sabol, T. J.**, McCoy, D., Gonzalez, K., Hanno, E., Busby, A.*, Wei, W. & Downer, J. (2023). Contextual characteristics inside and outside of school walls as predictors of differential effectiveness in teacher professional development. *Journal of Research on Educational Effectiveness*. <https://doi.org/10.1080/19345747.2022.2141164>
- McCoy, D. C., **Sabol, T. J.**, Wei, W., Busby, A*, & Hanno, E. C. (2023). Pushing the boundaries of education research: A multidimensional approach to characterizing preschool neighborhoods and their relations with child outcomes. *Journal of Educational Psychology*, 115(1), 143. <https://doi.org/10.1037/edu000072>
- Sabol, T. J.**, McCoy, D., Gonzalez, K., Miratrix, L., Hedges, L., Spybrook, J. K., & Weiland, C. (2022). Exploring treatment impact heterogeneity across sites: Challenges and opportunities for early childhood researchers. *Early Childhood Research Quarterly*, 58, 14-26. <https://doi.org/10.1016/j.ecresq.2021.07.005>
- Sabol, T. J.**, Kessler, C. L.*, Rogers, L. O., Petittlerc, A., Silver, J., Briggs-Gowan, M., & Wakschlag, L. S. (2022). A window into racial and socioeconomic status disparities in preschool disciplinary action using developmental methodology. *Annals of the New York Academy of Sciences*, 1508(1), 123-136. <https://doi.org/10.1111/nyas.14687>
- McCoy, D. C., **Sabol, T. J.**, Hanno, E. C., & Odgers, C. L. (2022). Assessing school communities using Google Street View: A virtual systematic social observation approach. *AERA Open*, 8, 23328584221085247.
- McCoy, D. C., **Sabol, T. J.**, Wei, W., Busby, A*, & Hanno, E. C. (2022). Pushing the boundaries of education research: A multidimensional approach to characterizing preschool neighborhoods and their relations with child outcomes. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000728>
- 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.** 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](https://doi.org/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, 265-292. 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.childyouth.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*. 67(3-4), 470-485. 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.

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.

INVITED PRESENTATIONS

Sabol, T. (2024, November). *Child Diabetes and Metabolic Health in Chicago*. Paper presented at the American Diabetes Association Innovative Approaches to Psychosocial Care and Equity in Youth and Adult Diabetes Prevention and Management Workshop, Washington, D.C.

Sabol, T. J. (2024, November). *Rolling out early learning in Big Ten states and beyond: Impact on local early care and education market in Chicago*. Big Ten Early Learning Alliance Flash Talk. Virtual Speaker.

Sabol, T. J. (2024, October). *The impact of the Chicago pre-K expansion on school-based pre-K access and the local early care and education market*. Ford School of Public Policy, University of Michigan, Ann Arbor, MI.

Sabol, T. J. (2023, December). *Shining light on under-represented skills of human development in early childhood*. Department of Psychiatry & Behavioral Neuroscience. University of Chicago. Virtual Speaker.

Sabol, T. J. & McCoy, D. (2023, November). *Overcoming the Streetlight Effect: A focus on curiosity and creativity*. Rohit and Harvanit Kumar Conference on Early Childhood Development: Parenting – Measurement, Impact, and Behavior Change, University of Chicago. Chicago, IL

Sabol, T. J. (2023, May). *Research-practice partnerships in early childhood*. Strategic Data Partners, Harvard University, Chicago, IL.

Sabol, T. J. (2023, March). *Building a universal prek system in North Chicago: Lessons from Chicago*. Steans Family Foundation and North Chicago School District, Virtual.

Sabol, T. J. (2023, January). *COVID-19 and young Children*. Fay Lomax Cook Monday Colloquium. Institute for Policy Research, Evanston, IL

- Sabol, T. J.** (2022, November). *The early care and education enterprise in the 21st century: Revisioning its inputs and outputs based on the science of child development*. NYU Department of Child and Adolescent Psychiatry Grand Rounds. Virtual Speaker
- Sabol, T. J. & McCoy, D.** (2022, Feb). *Expanding the Conceptualization of Child Outcomes in Early Childhood*. 2022 Rohit & Harvanit Kumar Conference on the Economics of Early Childhood Education, University of Chicago.
- 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, Evanston, IL.
- 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., Schanzenbach, D. W., Gonzalez, K., & Wang, T. (2024, November). *System-level impacts: Chicago's universal prekindergarten expansion and the local early care and education market*. Paper presented at the APPAM Fall Research Conference, Arlington, VA

Sabol, T. J. (2023, March) *Beyond letters and numbers: Conceptualizing and measuring the inputs and outcomes of play across contexts*. Chair of panel presented at the Society for Research in Child Development Biennial Meeting, Salt Lake City, Utah.

Sabol, T. J., Hong, S. H., & Kuhn, L. (2022, August) *Variation in children's experiences in Pre-K Classrooms*. Institute for Education Sciences, Virtual

Hong, S. H., **Sabol, T. J.**, Zgourou, E., & Kuhn, L. (2022, August) *Variation in children's experiences in Pre-K Classrooms: Content and Quality*. Society for Research in Education Effectiveness, Virtual

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
- Gonzalez, 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. *, Gonzalez, 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)

Fortune. (2025). [Want to be a good parent? Experts boil it down to 4 things you should do](#)

The Daily Northwestern (2025). [SESP Prof. Terri Sabol reflects on research and career](#)

Chicago Tribune (2023). [Gov. J.B. Pritzker has vowed to bring preschool to every Illinois child. But big hurdles remain for that to happen.](#)

Scientific American (2023). [Half of the 250 Kids Expelled from Preschool Each Day Are Black Boys](#)

Block Club Chicago (2022) [This West Side Charter Expelled More Students Than Any Other School. Can That Change?](#)

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

The Daily Northwestern (2021) [Universal pre-K could benefit Evanston's public childcare centers, potential impact on private providers unclear](#)

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, 2023

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, Winter 2022, Winter 2023

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 – 2023
Timea Viragh (co-advisor; HDSP)	2018 – 2023
Tiril Wilhelmsen (member of dissertation committee; University of Oslo)	2021 – 2022
Nicole Guarino (member of dissertation committee; HDSP)	2020 - present
Julia Honoroff (main advisor; HDSP)	2019 – present
Zina Noel (main advisor; HDSP)	2020 – present
Melanie Muskin (co advisor; HDSP)	2021 – present
Sosthene Guei (main advisor; HDSP)	2023 – present

Undergraduate Honor's Thesis Advisor/Reader

Lola Knight (SESP)	2022
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

Senior Mentor for the Foundation for Child Development Promising Scholars	2023-2024
Advisor for the Early Childhood Research Alliance of Chicago (EC-REACH) (Led by Start Early)	2022- 2023
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

Board of Trustees, Lincoln Park Cooperative Nursery School	2022-
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 (SESP)	2021- 2023
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 (2015-2022)

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; Cognition and Emotion, 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; Proceedings of the National
Academy of Science, 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/>

Early Childhood Research Alliance of Chicago (EC-REACH):

www.ecreach.org