

TODD ALAN GRINDAL

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Education

- 2013 Ed.D., Educational Policy Leadership, and Instructional Practice,
Harvard Graduate School of Education
- 2006 Ed.M., School Leadership
Harvard Graduate School of Education
- 1998 BA., History
New College of Florida

Experience

- 2021- Lecturer, Harvard Graduate School of Education.
- 2020- Co-Director, Center for Learning and Development, SRI Education.
- 2017- Senior Principal Researcher, Center for Learning and Development, SRI Education.
- 2016-2017 Senior Associate, Social and Economic Policy Division, Abt Associates.
- 2013-2015 Associate, Social and Economic Policy Division, Abt Associates.
- 2010-2013 Project Director, Thomas Hehir and Associates.

Honors and Awards

- Journal Article of the Year, Journal of Research on Education Effectiveness, 2018.
- Applied Research Award for Advances in Methodology, American Education Research Association Research, Division H, 2016.
- Child Care Research Scholars Grant, Office of Planning, Research and Evaluation, 2012–13.
- Julius B. Richmond Fellowship, Harvard Center on the Developing Child, 2011–12.
- Emerging Education Policy Scholar, American Enterprise Institute/Fordham Foundation, 2010–11.
- Edward J. Meade Fellowship, Institute for Educational Leadership, 2009.

Grants and Contracts

- Co-Principal Investigator (with K. Chow (PI) and S. Smith (Co-PI)). *Improving Participation of Children in Foster Care in Stable, High Quality Early Care and Education*. Administration for Children and Families (2022-2026), #90YE0289. \$1.6M.
- Principal Investigator, *Special Education Cost Study Design*, Institute for Education Sciences, (2021-2023), # GS-10F-0554N/BPA Order ED-PEP-16-A-0005/ 91990019F0329. \$500K.
- Principal Investigator, *Study of Early Childhood Classroom Observation Tools*, Bill and Melinda Gates Foundation (2021-2024), \$2.5M.
- Co-Principal Investigator, *Reading Together*, Institute for Education Sciences Transformative Research in Education Grant (2021-2024), #R305T210038. \$900K subcontract on \$3M grant.
- Principal Investigator, *Arkansas Implementation of Suspension and Expulsion Reduction Policies*. Administration for Children and Families, (2019-2023), #90YE0222. \$1.5M.

- Principal Investigator, *Sound Town Implementation and Impact study*, Institute for Education Sciences Small Business Innovation Research Grant (2021-2023), #91990021C0044. \$250K of \$900,000 grant.
- Study design and analysis lead, *Study of Disability Services Coordinators and Inclusion in Head Start*. Administration for Children and Families, Office of Planning Research and Evaluation, (2020-2024). #233201500048I. \$262K subcontract of \$2.2M contract.
- Principal Investigator, *Smart Beginnings Evaluation and Policy Analysis*. Virginia Early Childhood Foundation (2019-2020), \$300K. **Completed**
- Principal Investigator, *Evaluation of the Early Childhood Funders Collaborative*, Ewing Marion Kauffman Foundation (2018-2020), \$200K. **Completed**
- Co-Principal Investigator, (with C. Richey (Co-PI)), *Speech Metrics for Advanced Rich Talk (SMARTalk)*, SRI International Internal Research and Development Grant (2018-2021), 750K. **Completed**
- Co-Principal Investigator, (with L. Tuss Co-PI), *Montana Partnership Project*, Institute for Education Sciences (2017-2019), #R305H150003, \$2.5M. **Completed**
- Co-Principal Investigator (with T. Hehir PI), *Review of Evidence on the Effectiveness of Inclusive Education*, Alana Institute (2016-2017), \$300K. **Completed**
- Co-Principal Investigator, (with T. Hehir Co-PI and L. Schifter Co-PI), *Multi-state Study of the Identification and Placement of Low-income Students in Special Education*, Spencer Foundation (2015-2016), \$50K. **Completed**
- Co-Principal Investigator, (with T. Hehir PI and H. Eidelman Co-PI), *Review of Special Education in the Commonwealth of Massachusetts*. Massachusetts Department of Elementary and Secondary Education (2011-2013). \$300K. **Completed**
- Co-Principal Investigator, (with T. Hehir (PI), E. Marcell, (Co-PI), and H. Eidelman (Co-PI), *Review of Special Education Services*, Houston Independent School District (2010-2011), \$150K. **Completed**

Publications

Articles

- Chow, K. A., Gaylor, E., **Grindal, T.**, Tunzi, D., Wei, X., & Tiruke, T. (2021). Associations of teacher characteristics with preschool suspensions and expulsions: Implications for supports. *Children and Youth Services Review*, 129, 106162.
- Christensen, C., Silander, M., **Grindal, T.**, Adair, A., Garcia, E., Vahey, P., & Hupert, N. (2020). Comparing parent report and telemetry measures of child media use. In Kalir, J. H., & Filipiak, D. (Eds.), *Proceedings of the 2020 Connected Learning Summit* (pp. 29-35). Pittsburgh, PA: ETC Press.
- López, M., & **Grindal, T.** (2020). Early care and education among Latino families: Access, utilization, and outcomes. *Early Childhood Research Quarterly* 52(3), 1-3
- Grindal, T.**, Schifter, L., Schwartz, G., Hehir, T. (2019). *Racial differences in special education identification and placement: Evidence across three states*. *Harvard Educational Review*, 89(4), 525-553.
- Dougherty, S., **Grindal, T.**, & Hehir, T. (2018). The impact of career and technical education on students with disabilities. *Journal of Disability Policy Studies*, 29(2), 108-118.

- Schwartz, G., **Grindal**, T., Wilde, P., Klerman, J., & Bartlett, S. (2018). Supermarket Shopping and The Food Retail Environment among SNAP Participants. *Journal of Hunger & Environmental Nutrition*, 13(2), 154-17.
- Furey, J., Klerman, J. A., & **Grindal**, T. (2018). Retailer proximity and nutrition program redemptions: evidence from the Summer Electronic Benefit Transfer For Children Program. *Applied Economic Perspectives and Policy*, 41(1), 71-95.
- Miratrix, L., Furey, J., Feller, A., **Grindal**, T., & Page, L. C. (2017). Bounding, an accessible method for estimating principal causal effects, examined and explained. *Journal of Research on Educational Effectiveness*, 11(1), 133-162.
- Grindal**, T., Bowne, J., Yoshikawa, H., Schindler, H., Magnuson, K., Duncan, G., & Shonkoff, J. (2016). The added impact of parenting education in early childhood education programs: A meta-analysis. *Children and Youth Services Review*, 70, 238–249.
- Feller, A., **Grindal**, T., Miratrix, L., & Page, L. C. (2016). Compared to what? Variation in the impacts of early childhood education by alternative care type. *The Annals of Applied Statistics*, 10(3), 1245–1285.
- Grindal**, T., Wilde, P., Schwartz, G., Klerman, J., Bartlett, S., & Berman, D. (2016). Does food retail access moderate the impact of fruit and vegetable incentives for SNAP participants? Evidence from western Massachusetts. *Food Policy*, 61, 59–69.
- Page, L. C., Feller, A., **Grindal**, T., Miratrix, L., & Somers, M. A. (2015). Principal stratification: A tool for understanding variation in program effects across endogenous subgroups. *American Journal of Evaluation*, 36(4), 514–531.
- Grindal**, T., West, M., Willet, J., & Yoshikawa, H. (2015). Impact of home-based child care provider unionization on the cost, type, and availability of subsidized child care in Illinois. *Journal of Policy Analysis and Management*, 34(4), 853–880.

Book Chapters

- Grindal**, T. (2013). Unequal access: Hidden barriers to achieving both quality and profit in early care and education. In F. Hess & M. Horn (Eds.) *Private enterprise and public education*, New York, NY: Teachers College Press.
- Grindal**, T., Hinton, C., & Shonkoff, J. (2012). Neuroscience and its implications for teaching and learning. In B. Falk (Ed.), *In Defense of Childhood*, New York, NY: Teachers College Press.
- McCartney, K., Burchinal, M., & **Grindal**, T. (2011). The case for public preschool. In E. Zigler (Ed.), *Current debates and issues in pre-kindergarten education*. Baltimore, MD: Brookes Publishing Company.

In review & In preparation

- Silander, M., **Grindal**, T., Maxon Gerard, S. Learning Science and Engineering from Videos and Games; A Randomized Trial of PBS KIDS The Cat in the Hat Knows a Lot About That!
- Chow, K., **Grindal**, T., Smith, S. Implementation of a Comprehensive State Effort to Reduce Exclusionary Discipline: Arkansas' Policy to Prevent Exclusionary Discipline in Early Care and Education Settings.
- Grindal**, T., Silander, M., Gerard, S., Maxon, T. Experimental Evaluation of the Parent Science & Engineering Texting Program.

Grindal, T., Gaylor, E., Chow, K. & Golan, S. Impacts of Participation in the Virginia Preschool Initiative Plus Program on Children's Early Academic Skills.

Technical Reports

- Grindal, T., Parker, C.E., Garcia, E. & Rodriguez, S.** (2021). Determining Special Education Eligibility of English Learners (Practitioner Brief February 2021). Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast & Islands.
- Grindal, T. Smith, S., Nakamura, J., & Granja, M.** (2021). *Early childhood education during COVID-19: The experiences of Arkansas educators.* SRI International.
- Grindal, T., Nunn, S., D'Amelio, E., & McCracken, M.** (2021). *Factors associated with grade 3 reading outcomes of students in the Commonwealth of the Northern Mariana Islands Public School System* (REL 2021–116). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Pacific.
- Smith, S., Nakamura, J., Granja, M., Chow, K., **Grindal, T.,** & Perez, N. (2021). *Early childhood education throughout the COVID-19 pandemic: The experiences of Arkansas educators.* SRI International.
- Chow, K., **Grindal, T.,** Golan, S., Nakamura, J., & Davies-Mercier, B. (2020). *Virginia Early Childhood Foundation Local Early Childhood Systems Building Strategy Map and Indicators.* Arlington, VA: SRI International.
- Grindal, T., Silander, M., Gerard, S., Maxon, T., Garcia, E., Hupert, N., Vahey, P., Pasnik, S.** (2019). *Early Science and Engineering: The Impact of The Cat in the Hat Knows a Lot About That! on Learning.* New York, NY, & Menlo Park, CA: Education Development Center, Inc., & SRI International.
- Gaylor, E., Golan, S., Chow, K., **Grindal, T.,** Davies-Mercier, B., & Williamson, C., & Tiruke, T. (2019). *Virginia Preschool Initiative Plus (VPI+): Final Evaluation Report.* Menlo Park, CA: SRI International.
- Schifter, L., **Grindal, T.** Schwartz, G., & Hehir, T. (2019). *Students from Low-Income Families and Special Education.* Century Foundation.
- Silander, M., **Grindal, T.,** Hupert, N., Garcia, E., Anderson, K., Vahey, P. & Pasnik, S. (2018). What Parents Talk About When They Talk About Learning: A National Survey About Young Children and Science. New York, NY, & Menlo Park, CA: Education Development Center, Inc., & SRI International.
- Golan, S., Gaylor E., Chow, K., Davies-Mercier, B., **Grindal, T.,** Tunzi, T., & Williamson, C. (2017) *VPI+ Comprehensive Evaluation Annual Report Year 2.*
- López, M., **Grindal, T.,** Zanoni, W., & Goerge, R. (2017). *Hispanic Children's Participation in Early Care and Education: A Look at Utilization Patterns of Chicago's Publicly Funded Programs.* National Center for Research on Hispanic Children and Families.
- Checkoway, A., Goodson, B., **Grindal, T.,** & Hofer, K. (2016). *Year 1 Massachusetts Preschool Expansion Grant (PEG). Evaluation Report.* Abt Associates.
- Hehir, T., **Grindal, T.,** Freeman, B., Lamerau, R., Borquaye, Y., & Burke, S. (2016). *A summary of the evidence on inclusive education.*

- Limlingan, M. C., **Grindal**, T., López, M., Blocklin, M., & Bumgarner, E. (2015). *Integrated data systems: An emerging tool to support services for low-income Hispanic families with young children*.
- Grindal**, T., Schwartz, G., Klerman, J., Bartlett, S., & Wilde, P. (2014). *Evaluation of the Healthy Incentives Pilot (HIP): Spatial analysis*. Washington, D.C.: U.S. Department of Agriculture, Food and Nutrition Service.
- Gwaltney, M., Goodson, B., **Grindal**, T., & Darrow, C. (2014). *Outcomes of Project LAUNCH: Cross-site evaluation findings, Volume II*. OPRE Report 2014-88. Washington, D.C.: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- Hehir, T., Shifter, L., **Grindal**, T., Ng, M., & Eidelman, H. (2014). *Review of special education in the Commonwealth of Massachusetts: A synthesis report*. Study commissioned by the Massachusetts Department of Elementary and Secondary Education.
- Hehir, T., **Grindal**, T., Ng, M., Shifter, L., Eidelman, H., & Dougherty, S. (2013). *Use of out-of-district programs by Massachusetts students with disabilities*. Study commissioned by the Massachusetts Department of Elementary and Secondary Education.
- Hehir, T., Dougherty, S., & **Grindal**, T. (2013). *Students with disabilities in Massachusetts career and technical education programs*. Study commissioned by the Massachusetts Department of Elementary and Secondary Education.
- Ralabate, P., Hehir, T., Dodd, E., **Grindal**, T., Vue, G., Eidelman, H., Krager, J., Smith, F., & Carlisle, A. (2012). *Universal design for learning: Initiatives on the move: Understanding the impact of the race to the top and ARRA funding on the promotion of universal design for learning*. Wakefield, MA: National Center on Universal Design for Learning.
- Hehir, T., **Grindal**, T., Ng, M., Shifter, L., Eidelman, H., & Dougherty, S. (2013). *Use of out-of-district programs by Massachusetts students with disabilities*. Study commissioned by the Massachusetts Department of Elementary and Secondary Education.
- Hehir, T., **Grindal**, T., & Eidelman, H. (2012). *Special education in the commonwealth of Massachusetts*. Study commissioned by the Massachusetts Department of Elementary and Secondary Education.
- Hehir, T., Eidelman, H., **Grindal**, T., & Marcel, E. (2011). *Review of special education in the Houston Independent School District*. Report commissioned by the Houston Independent School District.

Research Tools

- Furey, J., **Grindal**, T., & Page, L. (2017). Calculating Bounds for Principal Causal Effects: Interactive Analysis Tool (Version 1.0, Software). Retrieved from <http://pstrattool.abtassociates.com/>
- Schwartz, G., **Grindal**, T., (2015). Interactive Data Tool, Unpacking Hispanic Diversity, National Center for Research on Hispanic Children and Families. Retrieved from <https://www.hispanicresearchcenter.org/research-resources/data-tool-unpacking-hispanic-diversity/>

Invited Presentations

- Grindal T.**, Smith, S. (2021). Impacts of COVID-19 on early childhood educator practices, Alliance for Early Success, Virtual.
- Grindal, T.** (2020). Racial and family income related differences in special education Identification and Placement. National Center for Learning Disabilities working group on educational equity, Washington, D.C.
- Grindal, T.** (2017). Poverty and Inequality: Societal and Psychological Costs. Harvard Law School, Cambridge, MA.
- Grindal, T.** (2016). Early childhood education interventions: Best bets and next steps. Pew Charitable Trusts, Washington, D.C.
- Grindal, T.** (2016). Research evidence on the effectiveness of inclusive education. United Nations, New York, NY.
- Grindal, T.** (2015). Childcare worker unionization: A brief history & potential implications. Invited presentation to the American Enterprise Institute Early Childhood Education Working Group, Washington, D.C.
- Grindal, T.** (2015). Race, Family Income, and Special Education Identification and Placement. Harvard Graduate School of Education Colloquium in Education Policy (S-810E), Cambridge MA.
- Grindal, T.** (2015). *The science of early childhood development*. Clinton Global Initiative. Cambridge, MA.
- Grindal, T.** (2014). *Effective family engagement in early childhood programs*. Council of Chief State School Officers, Louisville, KY.
- Grindal, T.** (2013). *The added impact of parenting education in early childhood education Programs*. Summit of the Alliance for Early Success and the Ounce of Prevention Fund. Boston, MA.
- Michnaactt, M., Hehir, T., & **Grindal, T.** (2012). Special education in Massachusetts: What's next? annual meeting of the Massachusetts Administrators for Special Education. Marlborough, MA.
- Grindal, T.** (2012). *The brain and early childhood development: Lessons for teachers and caregivers*. Vermont Higher Education Collaborative. Montpelier, VT.
- Grindal, T.** (2012). *Domains of brain development and early childhood brain science*. Economic Policy Institute's Broader Bolder Approach to Education & Opportunity to Learn webinar series. Washington, D.C.
- Grindal, T.** (2012). *Insights from the pre-K space*. Invited presentation to Private Enterprise in American Education Working Group Meeting. American Enterprise Institute, Washington, D.C.
- Hehir, T., **Grindal, T.**, & Eideman, H. (2012). *The identification, placement and performance of students with disabilities*. Massachusetts Board of Education. Malden, MA.

Selected Conference Presentations

- Nakamura, J., Smith, S., **Grindal, T.**, Granja, M., Chow, K. (2022). Early Childhood Education during the COVID-19 Pandemic: The Experiences of Arkansas Educators Association for Public Policy and Management Fall Conference, Austin, TX.

- Silander, M., **Grindal**, T., Maxon, T., & Gerard, S. (2021). *Learning Science and Engineering from Videos and Games: A Randomized Trial of PBS KIDS The Cat in the Hat Knows a Lot About That*. Society for Research Child Development, (Virtual meeting).
- Grindal**, T., Silander, M., Gerard, S. & Maxon, T. (2021). *Using Mobile Messaging to Improve Parents' Support of Preschool Children's Science Learning*. Society for Research Child Development, (Virtual meeting).
- Chow, K., Nakamura, J., **Grindal**, T., Golan. (2020). *Building Local Early Childhood Systems: Evidence from a Statewide Survey*. National Research Conference in Early Childhood, (Virtual meeting).
- Gaylor, E., Chow, K., & **Grindal**, T. (2020). *How Much Play in a Typical Preschool day? Time use Data as Proxy*. Society for Research in Child Development, Special Topic Meeting, Learning through Play and Imagination. (Conference canceled).
- Grindal**, T., Silander, M., Maxon, T., & Gerard, S. (2020). *Using Mobile Messaging to Improve Parents Support of Preschool Children's Science Learning*. Society for Research in Educational Effectiveness (Conference canceled).
- Silander, M., **Grindal**, T., Maxon, T., & Gerard, S. (2020). *Learning Science and Engineering from Videos and Games; A Randomized Trial of PBS KIDS The Cat in the Hat Knows a Lot About That*. Society for Research in Educational Effectiveness (conference canceled).
- Grindal**, T., Gaylor, E., Chow, K., & Tiruke, T. (2019). *Teacher Wellbeing and Support in a State-wide Preschool Initiative*. Poster presented at the Child Care and Early Education Policy Research Consortium, Washington D.C.
- Chow, K. **Grindal**, T., Gaylor, E., Golan, S., & Williamson, C. (2019). *Improving Preschool Classroom Quality Through a State-wide Initiative*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Grindal**, T., Gaylor, E., Chow, K. & Golan, S (2019). *The Implementation and Impacts of a Large-Scale Public Preschool Program: Evidence from Virginia Preschool Initiative Plus*. Pater presented at the Biennial meeting of the Society for Research in Child Development, Baltimore, MD.
- Grindal**, T Gaylor, E., Chow, K., & Golan, S. (2018). *Impacts of Participation in Preschool Expansion in the Commonwealth of Virginia (VPI+) on Children Early Academic Skills*. Association for Public Policy and Management Fall Conference, Washington, D.C.
- Furey, J., Klerman, J., & **Grindal**, T. (2018). *Retailer Proximity and Nutrition Program Redemptions: Evidence from the Summer EBT for Children Program*. Association for Public Policy and Management Fall Conference, Washington, D.C.
- Gaylor, E., Chow, K., & **Grindal**, T. (2018). *Associations of Teacher Characteristics with Preschool Suspensions and Expulsions: Implications for Supports* Association for Public Policy and Management Fall Conference, Washington, D.C.
- Grindal**, T. Garcia, E., Silander, M. (2018). *Differences and similarities in the science-learning beliefs and media practices of parents of preschool-aged children by family income: Findings from a nationally representative survey*. Administration for Children and Families' National Research Conference in Early Childhood Conference, Arlington VA).
- Lamoreou, R., & **Grindal**, T. (2017). *Examining time use in preschool classrooms with high levels of instructional support*. Biennial meeting of the Society for Research in Child Development, Austin, TX.

- Checkoway, A., **Grindal**, T., Goodson, B., Yudron, M., & Bowne, J. (2017). *Massachusetts Preschool Expansion Grant: Year 1 Implementation and Classroom Quality Findings*. Society for Research in Child Development, Austin, TX.
- Peck, L., Bell, S., & **Grindal**, T. (2016). *The role of teacher-child interactions and academic content in determining the short-term impact of Head Start on child development*. Association for Public Policy and Management Fall Conference, Washington, D.C.
- Page, L., Feller, A., Miratrix, L. C., & Somers, M. A., Unterman, R., Fuery, J., & **Grindal**, T. (2016). *Bounds for principal causal effects in multisite trials*. Association for Public Policy and Management Fall Conference, Washington, D.C.
- Grindal**, T., & Schwartz, G. (2016). *Evaluating community-level impacts of place-based health interventions: A new approach to measuring and analyzing spatial data*. American Public Health Association Annual Meeting, Denver, CO.
- Schwartz, G., & **Grindal**, T. (2016). *Highways, rivers, and food deserts: Using Euclidian vs. network distances to measure the food retail environment and its relationship to nutrition outcomes*. American Public Health Association Annual Meeting, Denver, CO.
- Feller, A., **Grindal**, T., Miratrix, L., Page, L. C., Somers, M. A., & Unterman, R. (2016). *Assessing dosage-related variation in treatment effects with principal stratification*. Society for Research on Educational Effectiveness Meeting Washington, D.C.
- Lopez, M., Goerge, R., Zanoni, W., & **Grindal**, T. (2015). *Pathways to kindergarten: Use of publically-funded early care and education among Hispanic children in Chicago*. Child Care Policy Research Consortium Meeting, Washington, D.C.
- Grindal**, T., & Lopez, M. (2015). *Comparing the impact of attending school-based and non-school-based preschools on young children's pre-academic skills and social behavior*. Association for Public Policy and Management Fall Conference, Miami, FL.
- Schwartz, G., **Grindal**, T., Wilde, P., Klerman, J., & Bartlett, S. (2015). *Reconsidering food deserts: Supermarket shopping and the food retail environment*. Association for Public Policy and Management Fall Conference, Miami, FL.
- Grindal**, T., Wilde, P., Schwartz, G., Klerman, J., Bartlett, S., & Berman, D. (2015). *Does food retail access moderate the impact of fruit and vegetable incentives for SNAP participants?* American Public Health Association Annual Meeting, Chicago, IL.
- Dougherty, S., **Grindal**, T., & Hehir, T. (2015). *Does participation in career and technical education in high school improve the probability of on-time graduation for students with disabilities?* Presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Grindal**, T., Shifter, L., Eidelman, H., & Hehir, T. (2015). *A tale of two systems: Family income and special education*. Presentation at the American Educational Research Association Annual Meeting, Chicago, IL.
- Grindal**, T., West, M., Willet, J., & Yoshikawa, H. (2014). *The impact of home-based child care provider unionization on the cost, type and availability of subsidized child care in Illinois*. Association for Public Policy and Management Fall Conference, Washington, D.C.
- Grindal**, T. (2014). *The science of early childhood development: Lessons for policy and practice*. Invited presentation as part of a symposium on the Economics and Policy of Early Child Development at the Carsey School of Public Policy, Durham, NH.

- Feller, A., **Grindal**, T., Page, L., & Miratrix, L. (2013). *Compared to what? Variation in the impacts of early childhood education by alternative care-type settings*. Association for Public Policy and Management Fall Conference, Washington, D.C.
- Grindal**, T. (2013). *How did childcare unionization impact the costs, type and amount of subsidized childcare in Illinois? A synthetic control study*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Seattle, WA.
- Grindal**, T., Hinton, C., & Shonkoff, J. (2012). *The science of child development: Implications for parents and caregivers*. American Educational Research Association. Vancouver, Canada.
- Grindal**, T. (2011). *Does attending a school-based preschool affect children's school readiness? A propensity score analysis*. Poster presented at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.
- Grindal**, T., Bowne J., Yoshikawa H., Schindler, H., Magnuson, K., & Duncan, G. (2011). *What is the added impact on children of parent-targeted services in early childhood education programs? A meta-analytic study*. Symposium panel presented at the Biennial meeting of the Society for Research in Child Development, Montreal, Canada.

Commentary

- Grindal**, T. Silander, M. (2018). Want scientifically literate students? Start with their parents. Brookins Brown Center Chalkboard [3/9/2018].
- Lamoreau, R., Lopez, M. & **Grindal**, T. (2017). If You Build It, They Will Come: New Evidence On Latino Families' Use Of Early Care And Education [4/25/2017].
- Freeman, B. & **Grindal**, T. (2016). Inclusion Matters For All Students. Huffington Post. [12/12/2016].
- Grindal**, T., & Yoshikawa, H. (2016). Intensive and targeted parenting education can build on the benefits of prekindergarten but many programs miss the mark . Huffington Post. [10/26/2016].
- Grindal**, T., Page, L., Feller, A., Miratrix, L. (2016). When It Comes To Publicly Funded Preschool, Are We Asking The Wrong Questions And Getting The Wrong Answers? [7/15/2016].
- Grindal**, T. (2016). The Long Reach of Inclusive Education, Huffington Post. [4/1/2016].
- Grindal**, T. (2016). Sometimes, the story is in the subgroups, Perspectives. [2/19/2016].
- Grindal**, T., & Schifter, L. (2016). The Special Education Graduation Gap, Huffington Post. [1/14/2016].
- Grindal**, T., & McCoy, D. (2015). Social Entrepreneurs Offer New Thinking on Old Challenges in Early Childhood, Huffington Post. [9/22/2015].
- Lopez, M., & **Grindal**, T. (2015). Big Data can Mean Big Insights on Low-income Hispanic Children & Families. National Center for Research on Hispanic Children and Families [8/19/2015].
- Grindal**, T. (2015). Who Cares for the Caregivers? What Unionization Could Mean for the Future of Publically Funded Childcare. Huffington Post. [7/29/2015].
- Grindal**, T., & Schifter, L. (2015). The Well-Intentioned But Misguided Advice of Neil deGrasse Tyson: Why Allocating More Time for Reading Is the Wrong Approach for Dyslexics, Huffington Post. [5/19/2015].

- Schwartz, G., & **Grindal**, T. (2014). Another Bite at the Apple: How SNAP Is Making Us a Healthier Nation, Huffington Post. [12/10/2014].
- Grindal**, T., & Boulay, B. (2014). State Tests Help to Make What Works in Education an Open Book Huffington Post. [10/6/2014].
- Schifter, L., & **Grindal**, T., Hehir, T. (2014). Don't Believe the Hype: Students With Disabilities Should Benefit From the Common Core, Huffington Post. [4/16/2014].
- Grindal**, T., & Lubell, J. (2013). In Economically Improving Neighborhoods, the Rising Tide Lifts Some Boats Higher Than Others Huffington Post. [11/13/2013].
- Grindal**, T., & Yoshikawa, H. (2013). The Next Stage of Global Development Goals Must Include a Focus on Early Childhood Development Huffington Post. [10/7/2013].

Post-Secondary Teaching

Disability in Context, EQ011B, Harvard Graduate School of Education, 2021 & 2022.

Dissertation Committee Service

Ann Shapiro, Over-diagnosed or overlooked? The effect of relative age at time of school entry on students receiving special education services, University of Michigan, 2020.

Reviewer

Journals

American Journal of Evaluation

Child Development

Developmental Psychology

Early Childhood Research Quarterly (Special Issue Guest Editor)

Educational Evaluation and Policy Analysis

Evaluation Review

Exceptional Children

Review of Educational Research

Government, Foundations, and Conferences

Childcare Policy Research Partnership Grants, Spencer Foundation, Child Care Policy Research Consortium, National Research Conference in Early Childhood, Association for Public Policy & Management, (Education Co-chair for 2021 and 2022 conferences), Society for Research on Education Effectiveness, Society for Research on Child Development.

Professional Memberships

National Center for Learning Disabilities, Policy Advisory Committee

Association for Public Policy & Management (Co-chair of Education subcommittee for fall 2021 and 2022 conferences)

Society for Research in Educational Effectiveness

Certifications

Moderate risk security clearance, adjudicated August 2019.