

**LORI CONNORS-TADROS  
6385 HAWK VIEW LANE  
ALEXANDRIA, VA 22312  
LTADROS@NIEER.ORG**

**Current Employment:**

National Institute for Early Education Research, Graduate School of Education, Rutgers University  
Director, Center on Enhancing Early Learning Outcomes, 2012-2019  
Senior Research Fellow, 2019- present

**ACADEMIC BACKGROUND**

Ph.D., Developmental and Educational Psychology, Boston College, 1991  
M.S., Early Childhood Special Education, South Connecticut State University, 1982  
B.S., Special Education, Southern Connecticut State University, 1977  
Certified Coach, Leading and Coaching Certificate Program, Robert O. Anderson Graduate School of Management, University of New Mexico, 2001

**Specialized Professional Competence** – Broad expertise and deep knowledge of state and local early childhood education policy, systems, early learning research, federal and state early childhood programs, and financing; Proven experience providing research-based technical assistance on implementing high quality early childhood programs to state early education administrators across the country; Experience designing and researching leadership, organizational effectiveness, and systems thinking in early childhood systems; Strong relationships and proven success in working effectively with public education leaders, researchers, national organizations and federal, state and local policymakers; proven success in facilitating diverse groups to achieve common goals and assisting decision makers to use implementation science to develop and implement policies to improve early learning programs.

**RESEARCH AND TECHNICAL ASSISTANCE (TA) ASSIGNMENTS**

Current: Subject Matter Expert for the PDG B-5 TA Center, TA to advocates and national leaders in the Alliance for Early Success Network; PI on study of Highly Effective State Offices of Early Learning; PI on study of the quality of early learning programs in Indiana.

Former: Served as Senior Project Director for the Center on Enhancing Early Learning Outcomes from 2012-2019, funded by the U.S. Department of Education to support effective state policy birth through age 8; Led technical assistance to child care administrators, and Head Start grantees through TA centers funded by ACF|OCC, including the National Child Care Information Center, the Head Start Performance Management and Fiscal Operations Center and the Afterschool Investments Project. Partner and advisor to the Council of Chief State School Officer’s TA projects--“Chiefs Supporting High Quality Pre-K network” and “Early Childhood State Collaborative on Standards and Assessment”. Currently PI on a study of highly effective state offices of early learning. Provide consultation to national, state, and local governmental agencies, National Council of State Legislators, NGA, and national partner in the Alliance for Early Success network.

**SELECTED OTHER PROFESSIONAL EXPERIENCE**

**2008-2012, The Finance Project, Washington, DC. Vice President, Children and Family Services.**

Provided oversight and strategic direction to federally funded, national technical assistance projects; PI on state and local studies of financing and sustainability.

**2002-2008, ICF, International, Fairfax, VA. Early Learning and State Technical Assistance Specialist.**

Provided technical assistance to federal Office of Child Care staff (ACF, HHS) on child development and early learning; and State Child Care and Development Fund Administrators, state early learning partners and other stakeholders.

**1996-2002, University of New Mexico, Albuquerque, NM, Senior Research Consultant.** PI on research projects related to education reform, including the New Mexico Culturally Responsive Teacher Preparation Project funded by the Eisenhower Federal Activities Program on Professional Development and the Albuquerque (NM) Learning Community Network, funded by the Rockefeller Foundation.

**1991-1996, Johns Hopkins University, Center for Social Organization of Schools, Baltimore, MD, Associate Research Scientist and Postdoctoral Research Fellow.** Co-PI of research program studying the impact of adult education level on family literacy; family/community impact on at-risk student performance, and family involvement in schools. Lead/co-lead research team to develop and validate survey instruments, data collection, and analyses, and presentations.

**1986-1991, Massachusetts Department of Education, Boston, MA, Early Childhood Specialist.**

Developed guidance and provided TA to local districts to implement policy to significantly increase the number of young children with special needs in school and community-based inclusive early care and education settings as well as standards for after-school care settings. Led the expansion of the Dept. of Early Learning to include a focus on services and support for families.

**Teaching Experience.** 1981-1985, New Britain (CT) Public Schools, Preschool Special Education Teacher. 1977-1980, Board of Cooperative Educational Services, Patchogue, New York, Preschool Special Education Teacher and Trainer.

**SELECTED PUBLICATIONS**

Connors-Tadros, L. & Weisenfeld, G. (February 2020). *Ensuring Adequate Resources for Expanding High Quality Pre-K*. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Connors-Tadros, L. & Dicrecchio, N. (March 2019). *The Views of State Early Childhood Education Agency Staff on Their Work and Vision for Young Children: Informing a Legacy for Young Children by 2030*. (CEELO Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Connors-Tadros, L. & Gardner, M. (January 2018). *Looking Back, Looking Forward: Tracing the Arc of Early Childhood Policy*. The Standard, Special Issue on Early Childhood Education. Alexandria, VA: National Association of State Boards of Education. Available at: [http://www.nasbe.org/wp-content/uploads/2018/01/Connors-Tadros-Gardner\\_Jan-2018-Standard.pdf](http://www.nasbe.org/wp-content/uploads/2018/01/Connors-Tadros-Gardner_Jan-2018-Standard.pdf)

Connors-Tadros, L., & Hammond, J. (2017). *Information and resources to assist states in developing policy and early childhood suspension and expulsion* (CEELO Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Connors-Tadros, L. (June 2017). *Putting the Every in ESSA: How States Can Prioritize Pre-K to Grade 3*. Preschool Matters. New Brunswick, NJ: Rutgers University, National Institute for Early Education Research.

Carolan, M. & Connors-Tadros, L. (May 2015). *Eligibility policy for state pre-K programs: Research on risk factors and approaches to developing state policy* (CEELO Policy Report). New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

Tarrant, K., Connors-Tadros, L., Martella, J. and Mathias, D. (November 2015). *Sharpening the Focus: State Policy to Promote Effective Teaching that Improves Learning*. BUILD Initiative and Center on Enhancing Early Learning Outcomes.

Connors-Tadros, L., Dunn, L., Martella, J., and McCauley, C. (January 2015). *Incorporating Early Learning Strategies in the School Improvement Grants (SIG) Program: How three schools integrated early childhood strategies into school turnaround efforts to improve instruction for all students*. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.

### **SELECTED PRESENTATIONS**

Connors-Tadros, L., Martella, J. & D'Amelio, E. (March 2019). *Early Learning Programs: Ensuring Young Children are Successful*. U.S. Department of Education, Insular Areas Technical Assistance Meeting, Washington, D.C.

Connors-Tadros, L., Martella, J. & Bruder, MB. (August 2018). *Taking Leadership to a New Level: Helping Early Intervention Leaders Adapt to Change and Move Programs and Policies to Success for Young Children*. Office of Special Education Programs, Improving Data, Improving Outcomes, 2018 National Conference, Arlington, VA.

Connors-Tadros, L. (June 2015) *Approaches to State Pre-K Eligibility Policy: Considerations for Virginia Policy Makers*. Virginia Joint Legislative Committee, Richmond, VA.

Connors-Tadros, L. (May 2015). *Strategic Financing for Early Care and Education Systems*. Sustainability Planning Peer Exchange for Race to the Top- Early Learning Challenge Grantees, Atlanta, GA.

Connors-Tadros, L. (May 2015). *Strategic Financing for Early Care and Education Systems*. Sustainability Planning Peer Exchange for Race to the Top- Early Learning Challenge Grantees, Atlanta, GA.