

LORI CONNORS-TADROS
NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY
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PROFESSIONAL PREPARATION

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

CURRENT POSITION

Senior Research Fellow

National Institute for Early Education Research, Rutgers, State University of New Jersey, Graduate School of Education.

Preschool Development Grant Birth to Five (PDG B-5) Technical Assistance Center, Leadership Team and Subject Matter Expert on Finance and Governance. PI on study of Highly Effective State Offices of Early Learning. PI on study of Using Data to Strengthen the Quality of the Early Learning System in Indiana. Lead the development of tools and resources for state advocates on advancing early childhood policy and provide technical assistance and consultation to federal, state, and national leaders in early care and education.

OVERVIEW OF EXPERTISE

- Extensive experience managing complex national projects involving multiple partners and expert staff to ensure delivery of high quality product and services to diverse stakeholders.
- 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.
- Provide research-based technical assistance on implementing high quality early childhood programs, including Race to the Top-Early Learning Challenge grantees, Preschool Expansion Grantees, Preschool Development Grant Birth to Five grantees and state early education administrators across the country.
- Strong relationships and proven success in working effectively with public education leaders, researchers, national organizations and federal, state and local policymakers.
- Excels at presenting research and policy information to state education agencies and local education staff and partners, researchers, legislators, and other stakeholders, in written resources, conference and meeting presentations, and webinars.
- Skilled professional with proven success in facilitating diverse groups to achieve common goals and assisting decision makers to use research-based information to develop and implement policies and align policies and resources to improve early learning programs.

PROFESSIONAL EXPERIENCE

Center on Enhancing Early Learning Outcomes (2012-2019). Senior Project Director, National Institute for Early Education Research. 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 providing

technical assistant to state early education leaders and leading a team of 12 staff from three organizations. Collaborated with other federal and privately funded early childhood technical assistance centers. Led the development of cost of quality preschool calculator, designed and wrote policy briefs, conducted research, and presented at state and national conferences.

The Finance Project, Washington, DC (2008-2012). Vice President, Children and Family Services. Provided oversight and strategic direction to federally funded, national technical assistance projects, including the Office of Head Start National Center on Program Management and Fiscal Operations and the U.S. Dept. of Education's National Resource Center on Charter School Finance and Governance. Supervised and provided guidance to program managers and staff to ensure projects followed timeline and remained within budget. Author of research and development projects on financing education and human service supports for children, families, schools and communities.

ICF, International, Fairfax, VA (2002-2008). Early Learning and State Technical Assistance Specialist. Provided targeted technical assistance to federal Office of Child Care staff (ACF, HHS); and State Child Care and Development Fund Administrators, state early learning partners and other stakeholders. Conducted numerous briefings and presentations for national audiences, participated in Federal Interagency Workgroups and the Early Childhood System Workgroup.

University of New Mexico, Albuquerque, NM (1996-2002). Senior Research Consultant. Designed and executed research projects related to education reform, including the Ne 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; conducted research on Even Start to improve the school readiness and success of children.

Johns Hopkins University, Center for Social Organization of Schools, Baltimore, MD (1991-1996). Associate Research Scientist and Postdoctoral Research Fellow. Designed and managed a research program on 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.

Massachusetts Department of Education, Boston, MA (1987-1991). Early Childhood Specialist. Developed guidance 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. Co-authored the annual Future Trends in early learning reports for state legislators and program standards for early childhood programs.

BOARD MEMBER AND SELECTED AWARDS

Vice Chair, National Parents as Teachers

Secretary's (ACYF, U.S. Department of Health and Human Services) Award, Partnering for Excellence, Early Learning Team (2003)
National Rural Education Association, Research Award (2000)

SELECTED RELEVANT PUBLICATIONS

- Connors-Tadros, L., Grafwallner, R., & Sorge, M. (June 2021) Ideas and Inspiration for Targeting Federal American Recovery Act Funds to Early Childhood Education. Policy Brief. New Brunswick, NJ: National Institute for Early Education Research.
- Connors-Tadros, L., Northey, K., Frede, E., Hodges, K. & Jost, T. (2021). Effective State Offices of Early Learning: Structural Features, Enabling Conditions, and Key Functions in Four States. Research Report. New Brunswick, NJ: National Institute for Early Education Research.
- Workman, S., Capito, J., & Connors-Tadros, L. (2021). A review of fiscal strategies in PDG B-5 Renewal Grants. Preschool Development Grant, Birth to 5 TA Center, SRI International.
- Connors-Tadros, L., Fried, R. & James, J. (2021) How Governance Influences State Early Childhood Systems, video. Preschool Development Grant, Birth to 5 TA Center, SRI International.
- Dichter, H., Connors-Tadros, L., Horen, N. (2021) Early Childhood Governance: A Toolkit of Curated Resources to Assist State Leaders. SRI International.
- Connors-Tadros, L. & Weisenfeld, G. (February 2020). Guide to PreK Expansion: Ensuring Adequate Resources for Expanding High Quality. (NIEER Policy Report) New Brunswick, NJ: National Institute for Early Education Research.
- 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. (May 2015). *Discussion guide: State financing strategies for early care and education systems*. New Brunswick, NJ: Center on Enhancing Early Learning Outcomes.
- 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.
- Connors-Tadros, L., Clarke Brown, K., & Schilder, D. (2015). *Examples of state guidance to determine and verify income eligibility for prekindergarten programs* (CEELO FastFact). New Brunswick, NJ: 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.
- Silloway, T., Connors-Tadros, L. and Hayes, C. (2012). *Sharing Risks and Returns: Social Impact Investment to Scale-Up Effective Programs*. Washington, DC: The Finance Project.
- Connors-Tadros, L., Mayman, J., Silloway, T., and Dahlin, M. (February 2012). *Moving Toward A Comprehensive Early Childhood System: An Analysis of the Fiscal Resources Supporting Young Children in Hawaii*. Washington, DC: The Finance Project.
- Silloway, T., Bhat, S. and Connors-Tadros, L. (2011). *Investing in Kentucky's Young Children: A fiscal mapping study of the resources supporting young children and promising practices for financing and sustaining the early childhood system*. Washington, DC: The Finance Project.

