

Michael H. Little, PhD

Assistant Professor, North Carolina State University
Email: mhlittle@ncsu.edu | Phone: 704-756-9002

Education

Ph.D., Education, Royster Fellow, December 2018
University of North Carolina at Chapel Hill, Chapel Hill, N.C.

B.A., Public Policy Analysis, Honors and Distinction, Phi Beta Kappa, May 2013
Second major in Political Science
University of North Carolina at Chapel Hill, Chapel Hill, N.C.

Publications

Peer-Reviewed Journal Articles

In Review

Pentimonti, J., **Little, M.**, Holod, A., Shaw, D. Impacts of a Parent-Implemented Language Intervention on Child Development Within Home Visiting: A Randomized Controlled Pilot Study.

Griffard, M., Sadler, J., **Little, M.** & Cohen-Vogel, L. Governing across systems: State efforts towards alignment in early learning. Manuscript submitted for publication.

Bezdek, K., Foster, T., **Little, M.**, Bratsch-Hines, M., Burchinal, M. & Cohen-Vogel, L. Unequal opportunities? School transition practices in the Pre-K and kindergarten year. Manuscript submitted for publication.

Cohen-Vogel, L., **Little, M.**, Jang, W. & Burchinal, M. (2020). Explaining Pre-K fade-out? Content coverage redundancy in PreK and kindergarten. Manuscript submitted for publication.

Little, M. (2019). Putting ‘Pre’ in ‘School’: The Location of Preschool in Elementary Schools. Revised manuscript under review.

Cohen-Vogel, L., Sadler, J., **Little, M.**, Merrill, B., Curran, C. (2019). *The politics of policy change in pre-k education: An event history analysis*. Revised manuscript under review.

Published

Cohen-Vogel, L., **Little, M.**, Sadler, J., Merrill, B. (in press). (Mis)alignment of instructional supports in pre-k and kindergarten: Evidence from North Carolina. *Early Childhood Research Quarterly*.

Merrill, B., Cohen-Vogel, L., **Little, M.**, Sadler, J., Lee, K. (2020). “Quality” Assurance Features in State-funded Early Childhood Education: A Policy Brief. *Children and Youth Services Review*, 112(104792).

- Little, M.,** Cohen-Vogel, L., Sadler, J., Merrill, B. (2020). Moving kindergarten entry assessments from policy to practice: Evidence from North Carolina. *Early Education and Development*. Online First.
- Curran, C., **Little, M.,** Cohen-Vogel, L., & Domina, T. (2020). School readiness assessments for class placements and academic sorting in kindergarten. *Education Policy*, 34(3) 518-547.
- Willoughby, M., Wylie, A., & **Little, M.** (2019). Testing longitudinal associations between executive function and academic achievement. *Developmental Psychology*, 55(4) 767-779.
- Cohen-Vogel, L., **Little, M.,** & Fierro, C. (2019). Evidence-based staffing in high schools: Using student achievement data in teacher hiring, evaluation, and assignment. *Leadership and Policy in Schools*, 18(1) 1-34.
- Little, M.,** Cohen-Vogel, L., Sadler, J., & Merrill, B. (2019). Data-driven decision making in early education: Evidence from North Carolina's Pre-K program. *Education Policy Analysis Archives*, 27(18) 1-27.
- Little, M.** (2017). School-based kindergarten transition practices and child outcomes: Revisiting the issue. *Elementary School Journal*, 18(2) 335-356.
- Gottfried, M. & **Little, M.** (2017). Full- versus part-day kindergarten for children with disabilities: Effects on executive function skills. *Early Education and Development*, 29(2) 288-305.
- Little, M.** & Cohen-Vogel, L. (2017). Ready for school? Assessing America's kindergarteners. *Teachers College Record*, 21959.
- Little, M.** (2017). Racial and socioeconomic gaps in executive function skills in early elementary school: Nationally representative evidence from the ECLS-K:2011. *Educational Researcher*, 46(2), 103-109.
- Little, M.** (2016) Measuring more: Schools, teachers, and the development of kindergartners executive function skills. *AERA Open*, 2(3), 1-14.
- Little, M.,** Cohen-Vogel, L., & Curran, F.C. (2016). Facilitating the transition to kindergarten: What ECLS-K data say about school practices then and now. *AERA Open*, 2(3), 1-18.
- Little, M.** & Cohen-Vogel, L. (2016). Too much too soon? An analysis of the discourses used by policy advocates in the debate over kindergarten. *Education Policy Analysis Archives*, 24(106), 1-38.

In Preparation

- Little, M.** Preschool participation and executive function skills in early elementary school.
- Little, M.** Progress monitoring and early literacy achievement: A regression-discontinuity analysis of North Carolina's M-Class Assessment System.
- Little, M.** What is P-3 Alignment? A Unifying Conceptual Framework.

Little, M.H. A trojan horse to promote social-emotional learning in kindergarten? The case of kindergarten entry assessments.

Reports

Little, M., Park, S., Nathenson, R., Henry, C., Michaelson, L., Dahlke K. (2020). *Study of Full-Day Kindergarten in Pennsylvania: Preliminary Impact Study Findings Memo*. Report delivered to the Pennsylvania Department of Education.

Dahlke, K., Karoly, L., Perera, R., **Little, M.**, Henry, C., Lasserre-Cortez, S. (2019). *State-funded Prekindergarten Participation in Oklahoma*. (REL 2019). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

Funded Research Projects

American Institutes for Research

Full-Day Kindergarten in Pennsylvania, Pennsylvania Department of Education. (2019-2010). (\$200,000). **Project Director**, American Institutes for Research.

Coaching to Plan for an Early Learning Inventory Pilot Study in Oklahoma, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. (2019-2020). (\$300,000). **Project Director**, American Institute for Research.

State-Funded Prekindergarten Participation in Oklahoma, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. (2018-2019). (\$230,000). **Investigator**, American Institute for Research.

Efficacy of a Targeted Shared Book Reading Intervention, Institute for Education Sciences. (2018-2022). (\$3,300,000). **Investigator**, American Institutes for Research.

Early Language Home Visiting Study, American Institutes for Research. (2018-2019). (\$1,500,000). **Investigator**, American Institutes for Research.

Early Career Dissertation Publication Grant, American Institutes for Research. (2018-2019). (\$20,000). **Principal Investigator**, American Institutes for Research.

Early Education in Rural North Carolina, Institute for Education Sciences, United States Department of Education. (2016-2021). (\$4,500,000). **Graduate Researcher**, University of North Carolina at Chapel Hill.

Making Pre-K Count, Robin Hood Foundation. (2013-2016). (\$8,000,000). **Analyst**, RTI International (sub contractor to MDRC).

Presentations

Refereed Conference Presentations

- Little, M.** & Cohen-Vogel, L. (2020). Crafting Coherence in P-3 Education: A Conceptual Framework. Annual Meeting of the Association for Education Finance and Policy. Fort Worth, TX.
- Pentimonti, J., Holod, A., **Little, M.**, Shaw, D. (2020). Examining Early Learning Profiles at Pre-K Entry. Annual Meeting of the Society for Research on Educational Effectiveness. Washington DC.
- Shaw, D., **Little, M.**, Pentimonti, J., Holod, A. (2020). Technology-based Implementation Supports: Approach Used in the TeacherRead Study. Annual Meeting of the Society for Research on Educational Effectiveness. Washington DC.
- Sass, T., Fazlul, I, **Little, M.**, Pearman, F. (2019). Effects of School-Based Pre-K Programs. Annual Meeting of the Association for Public Policy Analysis and Management. Denver, CO.
- Little, M.**, Springer, M., Swain, W. (2019). Did the Race to the Top-Early Learning Challenge Boost Pre-K Enrollment and Spending? Annual Meeting of the Association for Public Policy Analysis and Management. Denver, CO.
- Cohen-Vogel, L., **Little, M.**, Sadler, J, Burchinal P. (2019). Explaining Pre-K Fadeout? Content Coverage Redundancy in Pre-K and Kindergarten. Annual Meeting of the American Educational Research Association. Toronto, CA.
- Little, M.**, Cohen-Vogel, L., Sadler, J., Merrill, B. (2018). From Policy to Practice: Implementation of North Carolina’s Kindergarten Entry Assessment. Administration for Children and Families’ National Research Conference on Early Childhood. Washington, D.C.
- Little, M.**, Cohen-Vogel, L., Sadler, J., Merrill, B. (2018). From Policy to Practice: Implementation of North Carolina’s Kindergarten Entry Assessment. Annual meeting of the Association for Education Finance and Policy. Portland, OR.
- Little, M.** (2018). Putting “Pre” in “School”: The Institutionalization of Preschool in Elementary Schools. Annual meeting of the Society for Research on Educational Effectiveness. Washington, D.C.
- Little, M.**, Sadler, J., Cohen-Vogel, L. (2018). Teacher Effectiveness in Elementary Science Education: Nationally Representative Evidence from the ECLS-K:2011. Annual meeting of the American Educational Research Association. New York, NY.
- Cohen-Vogel, L., Sadler, J., **Little M.**, Merrill, R. (2018). Aligning Standards, Curricula, and Assessments in Early Education: Evidence from Rural North Carolina. Annual meeting of the American Educational Research Association. New York, NY.
- Little, M.** & Gottfried, M. (2017). Preschool Participation and Executive Function Skills in Early Elementary School. Annual meeting of the Association for Education Finance and Policy. Washington D.C.

- Gottfried, M. & **Little, M.** (2017). Full- Versus Part-Day Kindergarten for Children with Disabilities: Effects on Executive Function Skills. Annual meeting of the Association for Education Finance and Policy. Washington D.C.
- Merrill, B., Cohen-Vogel, L., **Little, M.**, Sadler, J., Lee, K. (2017). A Portrait of Pre-K Quality in the United States. Annual meeting of the Association for Education Finance and Policy. Washington D.C.
- Curran, C., **Little, M.**, Cohen-Vogel, L., Domina, T. (2017). Does Using School Readiness Assessments for Class Placements Lead to Academic Sorting in Kindergarten? Annual meeting of the American Educational Research Association. San Antonio, TX.
- Cohen-Vogel, L., Sadler, J., **Little, M.**, Merrill, B., Lee, K. (2017). The Politics of Policy Change in Pre-K Education: An Event History Analysis. Annual meeting of the American Educational Research Association. San Antonio, TX.
- Little, M.**, Cohen-Vogel, L., Curran, C. (2016). Facilitating the Transition to Kindergarten: What ECLS-K Data Say about School Practices Then and Now. Annual meeting of the Association for Education Finance and Policy. Denver, CO.
- Little, M.** (2016). A Profile Analysis of Kindergarten Teachers' Views on School Readiness. Annual meeting of the American Educational Research Association. Washington D.C.
- Little, M.** (2016). Measuring More: Teacher Effects on Executive Function in Kindergarten. Annual meeting of the American Educational Research Association. Washington D.C.
- Cohen-Vogel, L.A., **Little, M.**, Fierro, C. (2015). Evidence-Based Staffing: Using Student Achievement Data in Teacher Hiring and Assignment. Paper presented at the annual meeting of the Association for Public Policy Analysis and Management. Miami, FL.

Other Presentations

- Little, M.** (2019). Putting 'Pre' in 'School': The Location of Pre-K in Elementary Schools. Presentation to the Birth to Third Grade Interagency Council, North Carolina Department of Health and Human Services and Department of Public Instruction, Raleigh, N.C.
- Little, M.** (2019). Putting 'Pre' in 'School': The Location of Pre-K in Elementary Schools. Presentation to the Early Childhood Practice Area, American Institutes for Research, Chapel Hill, N.C.
- Little, M.**, Domina, T., Jenson T., McComish, K. (2016). Ensuring the American Dream for Our Children. Panel moderator and chair at the UNC Royster Society of Fellows 20th Anniversary Celebration, Chapel Hill, N.C.
- Little, M.** & Edwards, T. (2016). Education Policy in 2016: A Turn to the States? Invited presentation to UNC School of Education Minor in Education students, Chapel Hill, N.C.
- Little, M.**, Cohen-Vogel, L., Curran, C. (2016). Facilitating the Transition to Kindergarten: What ECLS-K Data Say about School Practices Then and Now. Paper presented at the UNC School of Education's 8th Biannual Research Symposium. Chapel Hill, N.C.

Little, M. and Cohen-Vogel, L. (2015) Ready for School? Assessing America's Kindergarteners. Paper presented at UNC School of Education student visitation day, Chapel Hill, N.C.

Willoughby, M. and **Little, M.** (2015). Executive Functions are Causally Related to Academic Achievement from Kindergarten Through 2nd Grade. Paper presented at the UNC Department of Psychology and Neuroscience's "Developmental Lunch," Chapel Hill, N.C.

Little, M. (2013). Teachers' Qualifications And Academic Achievement: Effects Of Experience, Degree, Certification, And Course-work History On Kindergarten Achievement Gains. Poster presented at the 2013 Celebration of Undergraduate Research, Chapel Hill, N.C.

Honors and Awards

David L. Clark National Graduate Student Research Seminar in K-12 Education Educational Administration and Policy (2018), American Educational Research Association.

Carol and William Malloy Travel Award (2017), University of North Carolina at Chapel Hill.

Roe L. Johns Travel Grant (2017), Association for Education Finance and Policy.

Graduate School Travel Grant (2017), University of North Carolina at Chapel Hill.

Graduate Student Association Travel Award (2016), University of North Carolina at Chapel Hill.

Division L Travel Award (2016), American Educational Research Association.

Five-Year Royster Society of Fellows Doctoral Fellowship (2015), University of North Carolina at Chapel Hill.

Education Policy Analysis Team Grantee (2015), RTI International.

Phi Beta Kappa (2013), University of North Carolina at Chapel Hill.

Best Undergraduate Thesis Award (2013), Department of Public Policy, University of North Carolina at Chapel Hill.

Carolina Research Scholar (2013), University of North Carolina at Chapel Hill.

AmeriCorps Education Award (2010), Corporation for National and Community Service.

Eagle Scout (2009), Boy Scouts of America.

Teaching and Advising

Instructor. *The Measured Life* (Undergraduate First Year Seminar). University of North Carolina at Chapel Hill, Spring 2017.

Guest Lecturer, Politics and Policymaking in America's Schools (Undergraduate, Instructor: Dr. Matthew Springer). University of North Carolina at Chapel Hill, Fall 2018, Spring 2019.

Guest Lecturer, Issues in Educational Policy and Research (Graduate, Instructor: Dr. Lora Cohen-Vogel). University of North Carolina at Chapel Hill, Spring 2018.

Mentor, Royster Advanced Mentorship Program. University of North Carolina at Chapel Hill, 2015-2018. Advised 6 undergraduate students in the Carolina Covenant program with interest in research careers.

Graduate Student Mentor, McNair Scholars Program. University of North Carolina at Chapel Hill, 2018. Assisted Dr. Lora Cohen-Vogel in advising an undergraduate McNair Scholar who collaborated on a IES-funded research study.

Professional Service

Peer-Reviewer of Journal Articles

AERA Open; American Educational Research Journal; Early Education and Development; Educational Researcher; Education Evaluation and Policy Analysis; Urban Review

Professional Associations

American Educational Research Association

Member, 2015 - present

Graduate Student Reviewer, 2017 Annual Meeting, Division L

Graduate Student Reviewer, 2018 Annual Meeting, Division L

Panel Chair, 2018 Annual Meeting, Division L

Reviewer, 2020 Annual Meeting, Early Education and Child Development SIG

Reviewer, 2021 Annual Meeting, Early Education and Child Development SIG

Association for Education Finance and Policy

Member, 2016 - present

Association for Public Policy Analysis and Management

Member, 2016 - present

Discussant, 2019 Annual Meeting

Society for Research on Educational Effectiveness

Member, 2018 - present

UNC-Chapel Hill

President (2015-2017), Carolina Education Policy Student Association.

Undergraduate Thesis Committee Member (2017), Department of Public Policy.

20th Anniversary Planning Committee Member (2016), Royster Society of Fellows.

Undergraduate Mentor (2015- Present), Royster Advanced Mentoring Program, Royster Society of Fellows.

Buckley Public Service Scholar (2009-2013), Carolina Center for Public Service.

Professional Experience

Researcher (2018- Present), American Institutes for Research.

Graduate Research Assistant (2016-2018), IES Early Learning Network, U.S. Department of Education.

Research Analyst (2013-2015), Education and Workforce Development, RTI International.

Undergraduate Research Assistant (2012-2013), James B. Hunt Institute for Educational Leadership and Policy.

Undergraduate Research Assistant to Gary T. Henry (2011-2012), Department of Public Policy, University of North Carolina at Chapel Hill.

Literacy Corps Member (2010-2011), Corporation for National and Community Service.

Media Coverage and Blogs

Media Coverage

Bell, L. (2020, March 10). The path from pre-K to kindergarten crossed a great divide—where students can stumble. *EducationNC*. Retrieved from: <https://www.ednc.org/prek-kindergarten-path-not-aligned-students-can-stumble/>

Samuels, C. (2017, June 22). Payoffs seen in smooth transition to kindergarten. *Education Week*. Retrieved from: <https://www.edweek.org/ew/articles/2017/08/23/payoffs-seen-in-smooth-transition-to-kindergarten.html>

Wall, P. (2017, June 15). The high-speed preschool experiment. *The Atlantic*. Retrieved from: <https://www.theatlantic.com/education/archive/2017/08/the-high-speed-preschool-experiment/536856/>

Wall, P. (2017, August 15). Cramming for Kindergarten. *The Hechinger Report*. Retrieved from: <https://hechingerreport.org/cramming-for-kindergarten/>

Blogging

Little, M. & Bratsch-Hines, M. (2020, April 23). How can I support my child's transition into kindergarten from home? <http://earlylearningnetwork.unl.edu/2020/04/23/how-can-i-support-my-childs-transition-into-kindergarten-from-home/>