**Michael H. Little, PhD**

Assistant Professor, North Carolina State University

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**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 and Book Chapters***

*\*Published with a graduate student.*

*In Review*

**Little, M.**, Pentimonti … IHI reflection.

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.

*Published*

(20) **Little, M.**, Gottfried, M., King, C. (In Press). Data assets and informatics in early learning systems. In *Handbook of Education Policy Research*. Washington, DC: American Educational Research Association.

(19) **Little, M.**, Drake, T., Cohen-Vogel, L., & Eagle, J.\* (In Press). When School Doesn’t Start at Age 5: Elementary Principal Leadership of Pre-K Programs in Schools. *Elementary School Journal.*

(18) **Little, M.** (2021). Nationally representative evidence on the association between preschool and executive function skills in elementary school. *AERA Open,* 7(1) 1-16.

(17) Cohen-Vogel, L., **Little, M.,** Jang, W. & Burchinal, M. (In Press.). A missed opportunity? Instructional content redundancy in Pre-K and kindergarten. *AERA Open.*

(16) **Little, M.** (2020). Educators’ views on the location of Pre-K programs and its relation to features of P-3 alignment: An exploratory study. *Children and Youth Services Review,* 118, 105455.

(15) Cohen-Vogel, L., Sadler, J., **Little, M.,** Merrill, B., Curran, C. (2020). The adoption of public pre-kindergarten among the American states: An event history analysis. *Educational Policy.* Advance online publication.

(14) 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.* Advance online publication.

(13) 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).

(12) **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.

(11) 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.

(10) Willoughby, M., Wylie, A., & **Little, M.** (2019). Testing longitudinal associations between executive function and academic achievement. *Developmental Psychology,* 55(4) 767-779.

(9) 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.

(8) **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.

(7) **Little, M.** (2017). School-based kindergarten transition practices and child outcomes: Revisiting the issue. *Elementary School Journal,* 18(2) 335-356.

(6) 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.

(5) **Little, M.** & Cohen-Vogel, L.(2017). Ready for school? Assessing America’s kindergarteners. *Teachers College Record,* 21959.

(4) **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.

(3) **Little, M.** (2016) Measuring more: Schools, teachers, and the development of kindergartners executive function skills. *AERA Open,* 2(3),1-14.

(2) **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.

(1) **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.

***Edited Volumes***

**Little, M.**, Ansari, A., Curenton, S. (Eds.) (2022) Demographic (mis)match in early childhood education. [Special Issue] *Early Childhood Research Quarterly.*

*In Preparation*

**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 and Briefs***

Davis, D., Alston, C., Falter, M., Grifenhagen, J, Little, M, Relyea, J. (2020). Responsible Translation of Evidence in Policy and Practice in Literacy Teacher Education.

Drake, T., Ayscue, J., Little, M., Pham, L. (2020). COVID-19 & the Achievement Gap: Implications for North Carolina.

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**

*North Carolina State University*

Estimating the Relationship Between Preschool Attendance and Executive Function in Elementary School. (2020-2021). ($25,000). **Principal Investigator,** American Educational Research Association Research Grant funded by the National Science Foundation.

*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***

*\*Presented with a graduate student.*

**Little, M.** (2021). Early Grade Teacher Collaboration and the Persistence of Pre-K Benefits: Nationally-Representative Evidence from the ECLS-K:2011. Presented in special poster session for AERA Grant awardees entitled, “Excellence in Education Research: Early Career Scholars and Their Work”. Annual Meeting of the American Educational Research Association. Online conference due to COVID-19 pandemic.

**Little, M.** (2021). Estimating the Relationship Between Preschool Attendance and Executive Function in Elementary School. Annual Meeting of the American Educational Research Association. Online conference due to COVID-19 pandemic.

**Little, M.** (2021). The New American Elementary School? A Descriptive Analysis of Pre-K in Public Schools. Annual meeting of the Association for Education Finance and Policy. Online conference due to COVID-19 pandemic.

Griffard, M.\*, Sadler, J.\*, **Little, M.,** Cohen-Vogel, L. (2021). Governing Across Systems: State Efforts Toward Alignment in Early Learning. Annual meeting of the Association for Education Finance and Policy. Online conference due to COVID-19 pandemic.

**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.

***Invited Presentations***

**Little, M.** (2021). Developing a Dissertation Proposal. Invited presentation to “Proposal Development” graduate seminar, North Carolina State University, Raleigh, NC.

**Little, M.** (2021). Critical Issues in Pre-K and Early Grade Education Policy. Invited presentation to “Introduction to Education Policy” undergraduate seminar, Davidson College, Davidson, NC.

**Little, M.** (2021). Delivering on the Promise of Pre-K through P-3 Alignment. Presentation for “ExpandED: Broadening the Understanding of Contemporary Issues in Education and Policy” series, Texas Tech University College of Education, Lubbock, TX.

**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**

**North Carolina State University**

***Courses Taught***

ED 756 Scholar Leader: Systemic Change

Fall 2020

Spring 2021

Fall 2021

***Dissertation Committees***

Laura Ivey, Committee Co-Chair (In Process)

Elizabeth Uzzell, Committee Member (In Process)

Daniela Barriga, Committee Member (In Process)

***Academic Advisees***

Austin Gragson, 2021-Present

Laura Ivey, 2021-Present

**UNC Chapel Hill**

**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

2022 Conference Program Committee Member, Section A: Early Childhood

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 Mentions and Coverage*

Brugal, S. (2021, July 15). How will schools prepare for the ‘kindergarten bubble,’ with more students, wider learning gaps? TCPalm. Retrieved from <https://www.tcpalm.com/story/news/education/2021/07/15/treasure-coast-schools-prepare-incoming-kindergarten-bubble/7875514002/>

Bell, L. (2021, February 15). ‘A lot of people think pre-K is separate.’ How a small, rural district united two different worlds. *EducationNC.* Retrieved from: <https://www.ednc.org/polk-county-nc-pre-k-separate-how-small-rural-district-unites-two-different-worlds/>

Bell, L. (2020, November 6). Where are the kindergartners? Three superintendents weigh in. *EducationNC*. Retrieved from: <https://www.ednc.org/kindergartners-nc-north-carolina-enrollment-adm-membership-school-pandemic-covid/>

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*

Pierce, J, Holod, A, Little, M. (2020, June 30). Four steps to help home visitors increase use of evidence-based practices. <https://www.air.org/resource/four-steps-help-home-visitors-increase-use-evidence-based-practices?utm_source=hootsuite&date=063020>

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/>