Michael H. Little, PhD

mhlittle@ncsu.com

Professional Appointments

Associate Professor (with Tenure), College of Education, North Carolina State University, 2025 - present

Assistant Professor, College of Education, North Carolina State University, 2020 - 2025

Researcher, American Institutes for Research, 2018 - 2020

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 & Book Chapters

**Published with a graduate student.*

Published

(43) **Little, M.**, Drake, T., Rowan, R.*, McKenzie, L.*, White, R., Cohen-Vogel, L. (2026). Superintendents' Leadership of Early Childhood Education: A National Survey. *American Educational Research Journal.*

(42) **Little, M.** & Rowan, R.* (2026). Teaching Toward Equity: Kindergarten Teachers' Responses to Readiness Variation and Preschool Skill Gaps. *Early Childhood Education Journal. 54.* 6307-6317.

(41) Gragson, A.*, **Little, M.**, Pham, L., Cadilla, V.*, Drake, T. (2026). Understanding School District Support for Early Education Principal Leadership: Evidence from North Carolina. *Journal of School Leadership.*

(40) White, R., McKenzie, L.*, Rowan, R.*, **Little, M.**, Drake, T. (2025). Case for Closing Superintendent Gender Gap: Pre-K Commitment. *Educational Researcher, 55*(3), 216-219.

(39) **Little, M.**, Gottfried, M., Cohen-Vogel, L., Kim, P.* (2026). School-Versus Center-Based Pre-K: Are There Differences in Student Achievement, Executive Function, and Social-Emotional Outcomes? *Early Education and Development, 37*(1), 166-180.

(38) Gottfried, M., Kreda, S.*, **Little, M.**, Kim, P*., Cohen-Vogel, L. (2026). Does the "Where" Matter? School-Based Pre-K versus Center-Based Pre-K and Its Link to Students' Absenteeism. *Early Childhood Education Journal, 54*, 2567-2578.

(37) Gottfried, M., **Little, M.**, Cohen-Vogel, L., Kim, P.* (2025). Does Going to School-Based Prekindergarten Predict Access to Disability Services in Elementary School? *Remedial and Special Education.*

(36) Bratsch-Hines, M., Bastian, K., **Little, M.**, Cohen-Vogel L., Burchinal, P., Peisner-Feinberg, E., (In Press). Pre-K Associations of State-Funded Prekindergarten with Early Elementary Literacy and Absences. *Early Childhood Research Quarterly, 72*(3), 250-261.

(35) Cohen-Vogel, L., Brooks, C.*, **Little, M.**, Domina, T., Drake, T., Gragson, A.*, Cadilla, V.* & Springer, M. (In Press). Is 2nd Grade the Zone of Instructional Development for Teachers? A Sequential Mixed Methods Study of Teacher Quality and Assignment. *Educational Evaluation and Policy Analysis, 48*(2), 613-647.

(34) **Little, M.** (2025). Exploring a Theory of Preschool Skill Convergence Through a National Survey of Kindergarten Teachers. *Early Education and Development, 36*(3), 625-639.

(33) **Little, M.**, Drake, T., Chapman, K., Gragson, A.* (2024). Preparing Early Education Leaders: An Analysis of UCEA Principal Preparation Programs. *Educational Administration Quarterly, 60(5),* 718-749.

(32) **Little, M.,** Drake, T., Cohen-Vogel, L., Gragson, A.*, Cadilla, V.* (2025). Principal Leadership of Pre-K Programs in Elementary Schools: Evidence from North Carolina. *Educational Policy, 39*(5), 984-1018.

(31) **Little, M.**, Bastian, K., Cohen-Vogel, L., Bratsch-Hines, M., Burchinal, P., Peisner-Feinberg, E. (2024). Is skill heterogeneity in kindergarten classrooms associated with the persistence of Pre-K gains? Evidence from the IES Early Learning Network. *Early Childhood Research Quarterly, 68,* 35-44.

(30) Gottfried, M., **Little, M.,** Ansari, A. (2024). Novice teachers and student attendance in early elementary school. *Educational Policy, 39*(3), 607-639*.*

(29) Drake, T., **Little, M.**, Cohen-Vogel, L., Gragson, A.*, Cadilla, V.* (2023). What shapes principals' early childhood leadership practices? A mixed-methods study of North Carolina school leaders. *Leadership and Policy in Schools,* 1-22

(28) **Little, M.** (2023). The alignment agenda: Examining the movement to bridge the early childhood and K-12 sectors. *AERA Open, 9*(1), 1-18.

(27) **Little, M.,** Gragson, A.* (2023). Nationally representative evidence on the association between preschool and school-based parental involvement in elementary school. *Educational Policy, 38*(4), 771-793.

(26) Gottfried, M., **Little, M.,** Ansari, A. (2023). Student-teacher ethnoracial matching in the earliest grades: Benefits for executive function skills? *Early Education and Development, 34*(8), 1799-1815.

(25) **Little, M.** & Gragson, A.* (2023). State leaders in early childhood education: Perspectives on instructional policy supports and alignment. *Early Childhood Research Quarterly, 62*(2), 288-298.

(24) Bratsch-Hines, M., Cohen-Vogel, L., **Little, M.,** Lindsay, C., Carr, R. (2023). Teacher-child racial/ethnic match from prekindergarten through first grade: Understanding early exposure and outcomes. *Early Childhood Research Quarterly, 63*(2), 145-155.

(23) Griffard, M.*, Sadler, J., **Little, M.** & Cohen-Vogel, L. (2022). Governing across systems: State efforts towards alignment in early learning. *Children and Youth Services Review,* (143), 1-8.

(22) **Little, M.**, Gottfried, M., King, C.. Li, W. (2025). Data assets and informatics in early learning and development. In *Handbook of Education Policy Research*. Washington, DC: American Educational Research Association.

(21) Pentimonti, J., Shaw Attaway, D.*, **Little, M**., Holod, A., Buysse, V., Walker, D., & Bigelow, K. (2022). Impacts of a parent-implemented language intervention on child development within home visiting. *Infants and Young Children, 53*(4), 285-302.

(20) Bezdek, K*., Foster, T.*, **Little, M.,** Bratsch-Hines, M., Burchinal, M. & Cohen-Vogel, L. (2022). Transition practices of rural Pre-K and kindergarten teachers and their relations to children's academic and social skills. *Early Education and Development, 34*(2) 426-448.

(19) **Little, M.**, Drake, T., Cohen-Vogel, L., & Eagle, J.* (2022). When school doesn't start at age 5: Elementary principal leadership of Pre-K programs in schools. *Elementary School Journal, 123*(1), 176-202.

(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. (2021). A missed opportunity? Instructional content redundancy in Pre-K and kindergarten. *AERA Open, 7*(1) 1-15.

(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. H**., Merrill, B., & Curran, F. C. (2022). The Adoption of Public Pre-Kindergarten among the American States: An Event History Analysis. *Educational Policy*, 36(6), 1407–1439.

(14) Cohen-Vogel, L., **Little, M.**, Sadler, J., Merrill, B. (2020). (Mis)alignment of instructional supports in pre-k and kindergarten: Evidence from North Carolina. *Early Childhood Research Quarterly, 52*(Part B) 30-43.

(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*. *31*(5), 796-815.

(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.

In Review

Cohen-Vogel, L., **Little, M**., Smith, C.*, Gottfried, M. "Demographic and Geospatial Patterns in Public Prekindergarten: Understanding Who has Access to School-based Pre-K and Who Does Not" [Unpublished Manuscript] School of Education, University of North Carolina at Chapel Hill.

Auger, A. & **Little, M.** Bridging the Divide: The Politics of Aligning the Early Childhood and K-12 Education Sectors. Revise and resubmit. Fusarelli Politics of Education Handbook.

Rowan, R.*, Witoska, N.*, Cohen-Vogel, L., Little, M., Gragson, A., Drake, T., Yohe, K.* Early Grades Leadership: Activating the NAESP Competencies in Principal Practice. Manuscript in review.

Griffard, M., Cohen-Vogel, L., **Little, M.** Cross-Agency Governance of Early Learning: The Case of North Carolina's Birth Through Third Interagency Council. Manuscript in review at Contemporary Issues in Early Childhood.

Drake, T., **Little, M.**, Rowan, R.* From the Classroom to the Corner Office: Examining the Early Childhood Teacher-to-Principal Pipeline and Its Implications for Leadership in the Early Grades. Under Review at EAQ.

Little, M., Drake, T., Rowan, R. Early Education Leadership in Elementary Schools: Principals' Beliefs, Practices, and Early Childhood Background. Under Review (AERA Open revise and resubmit)

Working Papers

Little, M. The Case for Loose Coupling: Leadership and the Organization of Early Learning in Elementary Schools.

Rowan, R.*, **Little, M.**, Drake, T., White, R., Cohen-Vogel, L., McKenzie, L.* Superintendent Leadership Beliefs and Practices Related to Early Education.

Little, M. The District Layer: Principal Supervisors as Gatekeepers of Early Childhood Leadership.

Little, M. Preschool Leadership. Association for Education Finance and Policy Live Handbook.

Edited Volumes

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

Reports and Briefs

Little, M. (2026). Supporting Principal Leadership for Early Education. EdNC Perspectives. https://www.ednc.org/perspective-supporting-principal-leadership-for-early-learning/

Little, M., Drake, T., Cohen-Vogel, L., Gragson, A., Cadilla, V. Principal Leadership of Pre-K Programs in Elementary Schools: Evidence from North Carolina. NC State University Policy Brief.

Little, M. (2021). The New American Elementary School? Prekindergarten in Public Schools and Implications for the Build Back Better Framework. The Urban Institute. https://www.urban.org/research/publication/new-american-elementary-school-prekindergarten-public-schools-and-implications-build-back-better-framework

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

Evaluating the North Carolina Rural Childcare Pilot (2026). ($10,000). **Investigator,** North Carolina Department of Health and Human Services, Office of the Governor.

From Early Educator to Principal: Examining and Expanding Leadership Pathways–Evidence from Chicago Public Schools (2026-2027). ($17,500). **Principal Investigator,** Schrieber Family Foundation.

Developing the Early Education Leadership Development System in North Carolina. (2024-2028) ($2,000,000). **Principal Investigator**, Institute of Education Sciences. Initial review score: 2.24, resubmitting in 2026

Improving Early Grades Leadership in North Carolina: Co-Designing and Piloting a Data Dashboard-informed Principal Learning Model (2023-2025). ($181,234). **Principal Investigator,** The Belk Foundation and the Cornwell Foundation.

Sustaining Pre-K Gains Into Elementary School: Exploring the Role of School-Based Pre-K in Equity, Continuity, and Collaboration. (2022-2025). ($531,230). **Principal Investigator,** Institute of Education Sciences.

Responsible Translation of Evidence in Policy and Practice in Literacy Teacher Education. (2022-2023). ($25,000). **Investigator,** NC State University Foundation Grant.

Explaining Pre-K Fadeout? Understanding the Role of Kindergarten Teacher Practices. (2022-2023). ($8,000). **Principal Investigator,** NC State Faculty Research and Professional Development (FRPD) Program.

North Carolina Early Grades Leadership Collaborative. (2022-2023). ($75,000). **Principal Investigator,** The Belk Foundation.

Enhancing Pre-K-3rd Grade Principal Practice in North Carolina. (2022). ($75,000). **Principal Investigator,** The Belk Foundation.

The New American Elementary School? Prekindergarten in Public Schools and Implications for the Build Back Better Framework. (2021). ($1,000). **Principal Investigator,** The Urban Institute "Learning Curve" essay series funded by the Walton Family Foundation and the Bill & Melinda Gates Foundation.

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.

Pending

LEED Coach: AI-Supported Coaching as the First Component of a Holistic PreK-3 Principal Support System. (2027-2028). ($500,000). **Principal Investigator**, Institute of Education Sciences. Under review.

From Early Educator to Principal: Examining and Expanding Leadership Pathways–Evidence from Chicago Public Schools. (2027-2028). ($374,000). **Principal Investigator**, Spencer Foundation Large Research Grant. Finalist.

Statewide Principal Prep Early Education Reform. (2027). ($50,000). **Principal Investigator**, Joyce Foundation. Under review.

Evaluation of the North Carolina Rural Child Care Pilots. (2027-2028). ($600,000). **Investigator**, Brady Foundation (with the American Institutes for Research). Under review.

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 of 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.

University of North Carolina at Chapel Hill

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.

RTI International

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

Policy and Practice Impact

Testimony and Policy Briefings

Little, M. (2026). Invited testimony on the effectiveness of NC Pre-K. North Carolina Task Force on Child Care and Early Education.

Little, M. What do we know about principals are early education leaders? A review of recent and ongoing research. (2024). Invited presentation to the California Department of Education, Sacramento CA.

Little, M. (2022). Advancing Systemic Change and Alignment in the Pre-K Mixed-Delivery System. Invited presentation to the Council of Chief State School Officers, Indianapolis, IN.

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.

Practitioner Briefings

Little, M. & Drake, T. (2025). Grounding P-3 Leadership in Practice and Equity. Invited PLC presentation to the Wallace Foundation Equity Center Pipeline Initiative. Atlanta, G.A.

Little, M., Drake, T., Cohen-Vogel, L. (2022). Early Education Leadership in North Carolina: Findings from a Statewide Survey. Public webinar featuring key findings from a project funded by the Belk Foundation.

Little, M. & Drake, T. (2022). Leadership of Pre-K programs in schools. Invited presentation to the North Carolina School Board Association annual meeting. Greensboro, N.C.

Advisory Roles and Practice Leadership

Director, North Carolina Early Grades Leadership Collaborative, North Carolina State University.

Member, Committee on the Future of Early Childhood Data Infrastructure in North Carolina, 2026-Present.

Consultant, Pre-K for San Antonio, 2024-present

Expert Review Panel Member, RAND Corporation, American Public School Pre-K Teacher Survey.

University Faculty Affiliate, North Carolina Practitioners Network, UNC System.

PRESENTATIONS

Refereed Conference Presentations *(Count: 53)*

**Presented with a graduate student.*

Little, M., Drake, T., Rowan, R.* (2026). From Classrooms to the Principal's Office: Early Learning Leadership and Pipeline Pathways. Paper presented at the annual meeting of the Association for Education Finance and Policy. Chicago, IL.

Chapman, K, **Little, M.**, Curran, C., Markowitz, A. (2026). State and Local Innovation in Early Care and Education Amidst Federal Retraction. Discussion panel at the annual meeting of the Association for Education Finance and Policy. Chicago, IL.

Cohen-Vogel, L., **Little, M.**, Rowan, R.* (2026). Leading the Littlest Learners: Working Toward a Pre-K Inclusive Research Agenda in Educational Administration. Paper presented at the annual meeting of the American Educational Research Association. Los Angeles, CA.

Little, M., Drake T., Rowan, R.*, Yohe, K., Bastian, K. (2025). Examining the Early Childhood Teacher-to-Principal Pipeline and Its Implications for Leadership in the Early Grades. Paper presented at the annual meeting of the University Council for Educational Administration. San Juan, Puerto Rico.

Kim, P.* Gottfried, M., **Little, M.**, Cohen-Vogel, M. (2025). Does Location Matter? School Pre-K versus Center Pre-K and Its Link to Elementary School Absenteeism. Paper presented at the annual meeting of the American Educational Research Association. Denver, CO.

Little, M. & Rowan, R.* (2024). Kindergarten Teachers' Perspectives on the "Hotspot" Theory of Pre-K Skill Convergence and Fadeout. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Washington, D.C.

Kreda, S.*, Kim, P.* Gottfried, M., **Little, M.**, Cohen-Vogel, M. (2024). Does Location Matter? Prekindergarten Settings and Their Link to Elementary School Absenteeism. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Washington, D.C.

Little, M., Drake, T., White, R., Rowan, R.* (2024). Superintendents' Leadership of Early Childhood Education: A National Survey. Paper presentation at the annual meeting of the University Council for Educational Administration. Los Angeles, CA.

Cohen-Vogel, L., Gottfried, M., **Little, M.** (2024). After the Pandemic: Understanding the Potential of School-based Pre-Kindergarten for Four-Year-Olds. Paper presentation at the Oxford Education Research Symposium at the University of Oxford. Oxford, United Kingdom.

Gragson, A.*, Rowan, R.*, Little., M. (2024). Racial Segregation in City and State-Funded Preschool Programs: A Systematic Review. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Baltimore, MD.

Little, M. Gragson, A.*, Cohen-Vogel, A., Drake, T., Rowan, R.*, Yohe, K.* (2024).Improving Early Grades Education Leadership in North Carolina Through a Networked Improvement Approach. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Baltimore, MD.

Little, M., Gottfried, M., Cohen-Vogel, L. (2024). Nationally-Representative Evidence on the Association Between School-Based Pre-K and Student Achievement, Executive Function, and Social-Emotional Outcomes in Elementary School. Paper presented at the annual meeting of the American Educational Research Association. Philadelphia, PA.

Gottfried, M., **Little, M.**, Cohen-Vogel, L., Kim, P.* (2023). Does Attending School-Based Prekindergarten Improve Kindergarten Outcomes for Students with Disabilities? Paper presentation at the annual meeting of the Association for Public Policy Analysis and Management. Atlanta, GA.

Little, M., Bastian, K., Cohen-Vogel, L., Bratsch-Hines, M. (2023). Is Skill Heterogeneity in Kindergarten Classrooms Associated with the Persistence of Pre-K Gains? Evidence from the IES Early Learning Network. Paper presentation at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.

Gottfried, M., **Little, M.**, Cohen-Vogel, L. (2023). School-Based Pre-Kindergarten: Can Eliminating a Common Transition Point Improve School Readiness for Students with Disabilities? Paper presentation at the annual meeting of the Society for Research on Educational Effectiveness. Arlington, VA.

Cohen-Vogel, L., **Little, M.**, Gottfried, M. (2023). "This is the Way to go to School": A Descriptive Analysis of Who attends Pre-K in Elementary Schools and Who Stays. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Denver, CO.

Gragson, A.*, **Little, M.**, Pham, L. (2023). School District Supports for Early Education Principal Leadership: A Mixed Method Analysis. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Denver, CO.

Cohen-Vogel, L.**,** Brooks, C.*, Drake, T., Domina, T., **Little, M.**, Gragson, A.*, Springer, M. & Cadilla, V.* (2023). Is 2nd grade the zone of instructional development for teachers? A sequential mixed methods study of teacher assignment. Paper presentation at the annual meeting of the Association of Education Finance and Policy. Denver, CO.

Drake, T., **Little, M.,** Cohen-Vogel, L., Gragson, A.,* Cadilla, V.* (2023). What Shapes Educators' Early Childhood Leadership Practice? A Mixed-Methods Study of North Carolina School Leaders. Annual Meeting of the American Educational Research Association. Chicago, IL.

Little, M., Drake, T., Cohen-Vogel, L., Gragson, A.*, Cadilla, V.* (2023). Early Education Leadership in North Carolina. Annual Meeting of the American Educational Research Association. Chicago, IL.

Little, M., Gragson, A.* (2022). State Leaders in Early Childhood Education: Perspectives on Instructional Policy Supports and Alignment. Annual Meeting of the Association for Public Policy Analysis and Management. Washington, D.C.

Little, M., Drake, T., Chapman, K., Gragson, A*. (2022). An Analysis of Principal Preparation Programs and Early Childhood Leadership. Annual Meeting of the University Council for Educational Administration. Seattle, WA.

Little, M., Drake, T., Cohen-Vogel, L., Gragson, A.*, Cadilla, V*. Principal Leadership of Pre-K Programs in Elementary Schools: Evidence from North Carolina. Annual Meeting of the Society for Research on Educational Effectiveness. Washington, D.C.

Gragson, A.*, **Little, M.** (2022). Nationally Representative Evidence on the Association Between Preschool and School-Based Parental Involvement in Elementary School: Variation by Race/Ethnicity and Socioeconomic Status. The Administration for Children and Families' National Research Conference on Early Childhood. Online conference due to COVID-19 pandemic.

Gragson, A.*, **Little, M.** (2022). Nationally Representative Evidence on the Association Between Preschool and School-Based Parental Involvement in Elementary School. Annual Meeting of the Association for Education Finance and Policy. Denver, CO.

Little, M. (2022). The Alignment Agenda: Examining the Movement to Bridge the Early Childhood and K-12 Sectors. Annual Meeting of the Association for Education Finance and Policy. Denver, CO.

Griffard, M.*, Cohen-Vogel, L., **Little, M.** (2022). Cross-sector Governance of Early Learning: The Case of North Carolina's Birth through Grade 3 Interagency Council. Annual meeting of the American Educational Research Association. San Diego, CA.

Bratsch-Hines, M., Cohen-Vogel, L., **Little, M.,** Lindsay, C. (2022). Understanding Children's Early Exposure to Same-Race Teachers. Annual meeting of the American Educational Research Association. San Diego, CA.

Gottfried, M., **Little, M.,** Ansari, A. (2022). Do Students with a Same Race or Ethnicity Teacher Have Higher Executive Function Skills in Early Elementary School? Annual meeting of the American Educational Research Association. San Diego, CA.

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 and Other Presentations

Little, M. The Critical Role of Educational Leaders in Supporting Early Childhood Education. (2025). Invited presentation to the NC State Leadership Academies MSA Year 1 Cohort. North Carolina State University, Raleigh, N.C.

Little, M. Values underpinning the provision of publicly-funded Pre-K. (2025). Invited presentation to an education policy doctoral research seminar. University of North Carolina at Chapel Hill. Chapel Hill, N.C.

Little, M. New Research on Principal Leadership of Early Education. (2024). Invited presentation to the Northeast Leadership Academic Cumberland Cohort at North Carolina State University

Cohen-Vogel, L., Gottfried, M., **Little, M.** (2024). Rebuilding After COVID-19: Does School-Based Pre-K Hold Promise? Crane Research Forum Keynote Presentation at The Ohio State University.

Little, M. (2023). Enhancing Early Education Principal Leadership in North Carolina. In-person invited presentation to the University of Florida's Early Childhood Policy Centers Collaborative. Hosted by Drs. Christopher Curran and Katy Chapman.

Little, M. (2022). Developing a Dissertation Proposal. Invited presentation to "Proposal Development" graduate seminar, North Carolina State University, Raleigh, NC.

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 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

Essential Voices in Education Leadership in North Carolina (2026), Clarity Consultancy.

AERA Early Childhood SIG Travel Award (2022), American Educational Research Association.

Emerging Education Policy Scholar, Cohort 11, AEI and Fordham Institute.

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; Spring 2022; Fall 2022; Spring 2023; Fall 2023; Spring 2024; Fall 2025; Spring 2026; Fall 2026; Spring 2027

ELP 795 Special Topics Seminar on Early Childhood Education Leadership and Policy

Spring 2023

ELP 795 Special Topics Seminar on Navigating Academia

Spring 2024

ED 750 Mixed Methods Research

Spring 2027

Comprehensive Exam Committees

Catherine Noonan, Committee Member (In Process)

Corrie Dobis, Committee Member (In Process)

Dissertation Committees (NC State)

Laura Ivey, PhD Committee Co-Chair (Completed, Spring 2022)

Elizabeth Uzzell, PhD Committee Member (Completed, Spring 2022)

Daniela Barriga, PhD Committee Member (Completed, Fall 2023)

Catherine Noonan, PhD Committee Member (Completed, Fall 2024)

Sarah Lane, PhD Committee Member (In Process)

Corrie Dobis, PhD Committee Member (Completed, Fall 2025)

Kelsie Yohe, PhD Committee Chair (Completed, Spring 2024)

Will Lamb, EdD Committee Member (In Process)

Heather Finster, PhD Committee Member (Completed, Spring 2024)

Leanna Martin, PhD Committee Member (In Process)

Shawna Daniels, PhD Committee Co-Chair (In Process)

Cam Ellis, EdD Committee Co-Chair (In Process)

Jodie Robertson, PhD Committee Member (In Process)

Austin Gragson, PhD Committee Chair (In Process)

Rachel Rowan, PhD Committee Chair (In Process)

Leo Santana-Ramos, PhD Committee Member (In Progress)

Melissa Watterson, PhD Committee Member (In Progress)

Jennifer DeLarm, PhD Committee Member (In Progress)

Micaha Dean Hughes, PhD Committee Member (In Progress)

Master's Thesis Committees (NC State)

Brina Tasker, Master of Arts in Liberal Studies, Committee Chair (In Progress)

Dissertation Committees (External)

Angela Cox, PhD Committee Member, Vanderbilt University (In Process)

Jaleesa Steward, PhD, Committee Member, University of Colorado, Denver (In Process).

Academic Advisees

Rachel Rowan, PhD in Education, 2023-Present

Rodney O'Neil, PhD in Education, 2022- Present

Austin Gragson, PhD in Education, 2021-Present

Laura Ivey, PhD in Education, 2021-2022 (Graduated Summer 2022)

Kelsie Yohe, PhD in Education, 2022-Present

Abbygain Harrison, PhD in Education, 2025-Present

Ann Poisson, PhD in Education, 2026-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 an 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 an IES-funded research study.

Professional Service

Service at NC State University

University

Elected Senator, North Carolina State University Faculty Senate College of Education Representative, 2026-2028

Member, Graduate Faculty, 2020-present

Member, University Libraries Committee, 2022-2024

College

Chair, College of Education Budget Advisory Committee, 2026-2027.

Member, College of Education Budget Advisory Committee, 2025-2026.

Member, RPT Rules, 2025- Present.

Member, College of Education Awards for Excellence Committee, 2020-present

Member, College of Education Committee Developing Early Literacy Center, "Responsible Translation of Evidence in Policy and Practice in Literacy Teacher Education," 2020-2022

Department and Program

Search Committee Member, Principal Development Advisor, Educational Leadership Program

Program Coordinator, Policy Analysis for Educational Transformation Online Master's Program, 2025-present

Co-Chair, ELPHD Departmental Voting Faculty, 2026-2027

Co-Chair, Educational Evaluation and Policy Analysis Student Success and Engagement Committee, 2022-2025

Member, Selection Committee for Wilcox-Hognott Fellowship, 2024-present

Member, Educational Evaluation and Policy Analysis Program Area Speaker Series Committee, 2021-present

Member, Educational Leadership, Policy, and Human Development Department Committee on RPT Policy Revision for Professional Track Faculty, 2021-2022

Professional Association Service

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

Program Chair, 2022-2023, School Effectiveness and School Improvement SIG

Clark Seminar Reviewer, 2022

Association for Education Finance and Policy

Member, 2016 – present

Program Committee Member, Section A: Early Childhood, 2027 Conference

Program Committee Member, Section A: Early Childhood, 2026 Conference

Program Committee Member, Section A: Early Childhood, 2022 Conference

Panel Chair, 2022 Annual Meeting, 9.01- Race, Ethnicity, and Early Childhood.

Panel Chair, 2023 Annual Meeting, 4.04- COVID-19:Early Childcare and Education Staff and Settings

Program Committee Member, Section A: Early Childhood, 2023 Conference

Program Chair, Section A: Early Childhood, 2024 Conference

Association for Public Policy Analysis and Management

Member, 2016 - present

Discussant, 2019 Annual Meeting

Discussant, 2022 Annual Meeting

Society for Research on Educational Effectiveness

Member, 2018 – present

Symposium Organizer, 2022 Annual Meeting. "New Evidence on Vertical Alignment and the Persistence of Pre-K Effects"

University Council for Educational Administration

Member, 2024-Present

Other Service

Member, Early Childhood Policy in Institutions of Higher Education (ECPIHE) Network, 2025-Present

Editorial Board Member, *American Educational Research Journal* (2026-Present); *AERA Open (2023-Present)*; *Early Childhood Research Quarterly* (2023-2026).

Lead Guest Editor, *Early Childhood Research Quarterly* Special Issue on Demographic (Mis)Match in Early Education, 2022-2023

Interview Participant, *Education Week, The Hechinger Report, EdNC, The Atlantic, ChalkBeat, US News,* 2020-present

Research Affiliate, Early Learning Network, Institute of Education Sciences, 2020-present

Research Affiliate, Consortium on Early Childhood Intervention Impact, University of California, Irvine.

Research Affiliate, Early Education in Rural North Carolina, IES Early Learning Network, University of North Carolina at Chapel Hill.

Faculty Affiliate, Responsible Translation of Evidence in Policy and Practice in Literacy Teacher Education, North Carolina State University.

Journal Referee, *AERA Open, American Educational Research Journal, Child Development, Early Education and Development, Educational Administration Quarterly, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Infant and Child Development, Review of Educational Research, Teaching and Teacher Education, Urban Review,* 2017-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

Assistant Professor (2020-Present), North Carolina State University.

Researcher (2018- 2020), 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 of Scholarship

Rash, M. (2026, October 28). NC Pre-K in Action: Task Force gets a master class on this program with 'positive outcomes for children and communities.' Retrieved from https://www.ednc.org/10-27-2026-nc-pre-k-in-action-task-force-gets-a-master-class-on-this-program-with-positive-outcomes-for-children-and-communities/

Wood, S. (2026, October 20). Where is kindergarten mandatory? Retrieved from https://www.usnews.com/education/k12/articles/where-is-kindergarten-mandatory

Banerji, O. (2026, September 2). If district leaders support Pre-K, then why is it not a top priority? https://www.edweek.org/teaching-learning/if-district-leaders-support-pre-k-then-why-is-it-not-a-top-priority/2026/09

Austin, D. (2025, April 30). How preschool can boost your child's mental health. Retrieved from https://www.forbes.com/sites/darylaustin/2025/04/30/how-preschool-can-boost-your-childs-mental-health/

Schimke, A. (2024, May 3). Preschool is popular, and more Colorado school districts are adding it. Retrieved from https://www.chalkbeat.org/colorado/2024/05/03/colorado-public-schools-cherry-creek-increasingly-add-preschool/

Sparks, S. (2023, November 28). A new study shows how schools can maximize full-day Pre-K's benefits. Retrieved from https://www.edweek.org/teaching-learning/a-new-study-shows-how-schools-can-maximize-full-day-pre-ks-benefits/2023/11

LoBouno, L. (2023, April 11). Just like me: Even the youngest students learn better when they share a racial or ethnic identity with their teacher. Retrieved from https://www.thedoctorwillseeyounow.com/content/kids/art6818.html

Sparks, S. (2022, October 7). Principals matter for preschools, but studies show they lack training. Retrieved from https://www.edweek.org/leadership/principals-matter-for-preschools-but-studies-show-they-lack-training/2022/10

Bauld, A. (2022, August 11). Getting ready for kindergarten: Children aren't expected to come in knowing how to read. Here's what they do need for kindergarten. Retrieved from

https://www.usnews.com/education/k12/articles/getting-ready-for-kindergarten?src=usn_tw

Early Learning Network. (2022, January 28). Study finds factors that influence states' adoption of pre-K programs. Early Learning Network. Retrieved from https://earlylearningnetwork.unl.edu/2022/01/28/public-prek-adoption/

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

Little, M., Cohen-Vogel, L., Drake, T. (2022, December 5). Principals support early education programs in schools, but need support to lead them effectively. https://www.newamerica.org/education-policy/edcentral/principals-support-early-education-programs-in-schools-but-need-support-to-lead-them-effectively/

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/