

North Carolina Racializes Preschool Educator Professional Development:

**Misuse of Federal IDEA Grant Funds by
UNC Frank Porter Graham Child Development Institute &
NC Department of Instruction**

June 2022

**NO
LEFT TURN**
in Education

Purpose of Report:

During 2021 and into 2022 significant controversy arose regarding Critical Race Theory (CRT) indoctrination in NC schools by school administrations, teachers, state educational agencies and state officials at the highest levels.

A public records request initiated by No Left Turn in Education from UNC resulted in numerous internal emails, communications, and documents detailing plans, conversations, and intentions of officials within the NC educational hierarchy to suffuse the public educational system with CRT.

These documents clearly demonstrate that:

- *NC educational officials & university officials were actively involved in establishing Critical Race Theory (CRT) based training throughout the state.*
- *This included training of teacher/instructor cadres and student materials for disabled preschool children ages 3-5.*
- *Agencies/officials actively involved included the North Carolina Department of Public Instruction, UNC-Frank Porter Graham Institute, and Supt. Catherine Truitt, among others.*
- *Agencies/individuals spent significant time & resources discussing tactics to knowingly mislead the public and otherwise disguise their intentions.*

In our opinion, the materials also show that NC Department of Instruction:

- *Misappropriated federal funds to further CRT instruction; purposely misled the public about its actions,*
- *Actively denied its roles(s) and knowledge of its CRT activities; employed rationalizations such as material was “taken out of context”,*
- *Suppressed & concealed previously public materials that proved ideological subversion of the NC public educational system by installing race essential-ism training on a statewide basis,*
- *Identified teachers who opposed CRT, acted without authority and in many cases subverted authority,*
- *Concurrently denied and concealed their actions when challenged or questioned.*

Appearing as a central concern for the agencies/officials involved, these efforts required considerable time & attention all while devoting much less time to practical educational problems and improvements. These lopsided priorities are especially concerning given the overall performance of the state educational system.

Common Terms and Abbreviations:

IDEA Grant: The Federal Office of Special Education Programs administers grant programs authorized by the Individuals with Disabilities Act (IDEA). Part B Formula Grants help states provide a free appropriate public education for children with disabilities ages 3-21. Section 619 specifically deals with children ages 3-5 years.

NC-ELN: North Carolina Early Learning Network. A professional development system directed by the NCDPI in collaboration with UNC-Frank Porter Graham Child Development Institute. Begun in 2013, this project is funded with IDEA Part B 619 state set-aside funds.

NCDPI: North Carolina Department of Public Instruction: "is charged with implementing the state's public school laws for pre-kindergarten through 12th grade public schools at the direction of the State Board of Education and the Superintendent of Public Instruction."

FPG: Frank Porter Graham Child Development Institute. A UNC-Chapel Hill research institute, FPG conducts research and informs public policy, collaborating with schools, university entities and community entities regarding child care and education.

Amendment 7: This is the proposed Amendment contract for the continuation of the NC-ELN from October 1, 2021-10 31, 2025 for the amount of \$7,096,080. It was brought to the state school board for a vote by Supt. Catherine Truitt on 1/5 and 1/6/22 and approved. It has yet to be signed.

OEL: Office of Early Learning. This is a department in the NCDPI that provides support for preK-Grade 3 learning. Amy Rhyne is the OEL Director. **OEL oversees the NC-ELN.**

ECTA: Early Childhood Technical Assistance. A national collaboration between several organizations including the FPG. Federally funded by the Office of Special Education, ECTA works to enhance outcomes for disabled children and their families. **NCDPI uses resources** from ECTA through the NC-ELN/FPG program.

SEL: Social Emotional Learning: SEL is the set of "soft skills" students use to manage emotions and behaviors. NCDPI uses **CASEL** as the state recommended curricula for SEL. CASEL is a **controversial program** that has been criticized for its political and ideological undertones.

CRT: Critical Race Theory: A movement based on the thought that race is a socially constructed idea, and is used to oppress people of color. CRT determines that racism is inherent in the systems and institutions of the United States of America, even if it is not overtly seen.

DCDEE: Division of Childhood Development and Early Education: DCDEE operates under the NC Dept. of Health and Human Services to ensure quality child care programs that are accessible to the public.

PD: Professional Development

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INTRODUCTION:

The North Carolina Early Learning Network (NC-ELN) is funded ([including employee salaries](#)) by the NCDPI through the federal IDEA Part B Sec 619 Preschool Handicapped Grant. NC-ELN is a collaboration between the UNC Frank Porter Graham Institute and the NCDPI Office of Early Learning (OEL). The NC-ELN works at the directed vision of the NCDPI according to the NC-ELN website:

“The North Carolina Early Learning Network, funded by the [North Carolina Department of Public Instruction](#) (DPI), provides early learning communities with professional development and technical assistance to support preschool children with disabilities and their families through the vision of DPI's [Office of Early Learning](#):”

The NC-ELN is heavily involved with the NCDPI as evidenced by the following table from the NC-ELN 2020-2021 Annual Report:

VI. Support to NC DPI Office of Early Learning (OEL) Division

NC-ELN project staff provided support to the OEL Division during the 2020-2021 contract year by participating in, providing technical assistance for, and/or helping to facilitate or present at the events shown in Table 5.

Table 5. Support for NC DPI OEL Division During 2020-2021 Contract Year

Activity Name	Count
9	
NC Early Learning Network Project 2020 Annual Report	
MTSS/PPM Collaboration Planning Meeting	7
NC Cross-Sector Pyramid State Leadership Team Meeting	4
NC Cross-Sector Pyramid State Leadership Team Planning Meeting	7
NC Initiative- Parenting Education & System Navigation Work Group Meeting	8
NC Initiative- Preschool EC Work Group Meeting	4
NC Initiative- Young Children's S-E Health and Development Work Group	1
NCPMI Coaching to Advance Equity Team Meeting	18
NCPMI Cross-State Workgroup on Scale-Up Planning Meeting	3
NCPMI Cross-State Workgroup on Scale-Up Team Meeting	6
OEL Assessment Support Planning	23
OEL Early Literacy Support Planning	4
OEL Planning for Expansion of Pyramid Implementation	1
OEL Planning Meeting	1
Planning for/with Preschool Regional Representatives	9
Planning with Preschool Regional Representatives	2
Preschool Implementation and Coaching Database Planning Meeting	2
Presentation on ELN work	12
Grand Total	112

The NC-ELN also works with the NCDPI and DCDEE (Division of Child Development & Early Education) through a Memorandum of Understanding. NC-ELN is heavily involved with state-wide CASEL/SEL implementation.

VII. Collaborative Meetings with NC Department of Public Instruction (DPI) and other Early Childhood Partners

NC-ELN project staff participated in the activities shown in Table 6 to support collaboration between DPI and other Early Childhood Partners in the 2020-21 contract year.

Table 6. Collaboration Activities by Date During 2019-2020 Contract Year

Activity Name	Count
DCDEE Planning for Expansion of Pyramid Implementation	18
DPI CASEL CSI Meeting	11
DPI SEL State Implementation Team Mtg	14
DPI State Implementation Team Meeting	13
NC Birth-Third Grade Council Meeting	1
NC Cross-Sector Pyramid State Leadership Team Planning Meeting	3
NC Cross-Sector TA System Planning Meeting	2
NC ICC Meeting	1
NC PDG B-5 Stakeholder meeting	1
DCDEE Curriculum/Assessment Review Committee	11
Presentation on ELN work	1
Grand Total	76

Central Figures in NC-ELN

Sherri Britt Williams: Director; also with ECTA (Early Childhood Technical Assistance Center)

Janet Sockwell: Associate Director

Catasha Williams: Associate Director; also with ECTA

Shana LeGrant: Consultant/trainer

Paula Grubbs: Consultant/trainer

The salaries of the above figures are included in the IDEA Grant Amendment 7.

Aysenil Belger: Director of Frank Porter Graham Child Development Institute

Iheoma Iruka: FPG, Founding Director of Equity Research Action Coalition, policy initiatives based in [anti-racism](#) and [Critical Race Theory](#)

[ECTA](#) is a collaboration between many organizations including Frank Porter Graham. According to its website, “The ECTA Center supports state Part C and Section 619 programs in developing high-quality early intervention and preschool special education service systems, increasing local implementation of evidence-based practices, and enhancing outcomes for young children with disabilities and their families.” ECTA staff includes several people involved with NC-ELN, including the NC-ELN director Sheri Britt Williams.

Central Figures in NC-DPI:

Office of Early Learning (OEL)

Amy Rhyne: Director

Dan Tetreault: Project Coordinator

Keashia Walker: Preschool EC 619 Co-Coordinator

Dawn Meskil: Preschool EC 619 Co-Coordinator

NC-ELN, with the knowledge of the NCDPI (as shown in the following emails), made 2 webinars on March 17th and May 19th 2021 with accompanying materials. The webinars and additional cohort trainings were included in Amendment 7 of the IDEA grant approved by the State School Board of Education on 1/6/22. The full Amendment 7 is [here](#).

These materials included handouts and links to a [BuzzFeed Survey](#) on white privilege and how to [perform a privilege walk](#). A screen-recording to the introduction of the first webinar exists [here](#). On 1/5/22 these materials were removed from public view suddenly & without commentary.

The [NCDPI denied](#) knowledge of these training sessions. Superintendent Truitt received and acknowledged emails on December 30th and January 5th from No Left Turn in Education, warning that these trainings were based on CRT. Supt. Truitt avoided discussion of the controversial materials during the NC State Board of Education meetings, and the board voted to approve the contract on 1/6/22.

Following reporting in several national news outlets--[Breitbart](#), [Daily Wire](#), [Daily Caller](#) and a [press release](#) by Ed First Alliance--Supt. Truitt stated she would not sign the approved contract. Yet, the Superintendent publicly [tweeted & supported an article](#) claiming that there was no proof CRT existed in these trainings and this concern was based on rumor.

In addition to the two culturally responsive training webinars, a 10-month project entitled, Early Education Equity (E3) Cohort, was developed. This Cohort, based on the 2 webinars, was designed to “promote and support educational equity and family partnership.” The NCDPI was also involved and aware of this project. Participants in the E3 project are documented [here](#).

The following are documents from a public records request filled by UNC, requested dates between 2/1/21 – 2/1/22. Also included are materials from the webinars downloaded before removal, upon which the E3 Cohort is based.

SUMMARY OF PUBLIC RECORD EMAILS:

UNC public record documents demonstrate the following:

- NCDPI OEL was significantly involved with development of the E3 Cohort and the divisive materials contained within the NC-ELN project.
(17,18,20-27,32-38,43,44,64,65,70,80,82,84-86,90,91,103,107,111-113,131,133,136-138)
- NC-ELN employees & directors concealed wording--with NCDPI acknowledgment--within training sessions to avoid “red flags” about content. (Ex: Exceptional Children Office substituted “Racial Equity” with “Educational Equity” on page 28) (22-28,33-38,55,86)
- NC-ELN employees reached out to Iheoma Iruka of FPG, a research professor whose work is grounded in [critical race theory](#) to collaborate with NC-ELN. This included a payment of \$1000 ([pg 30](#)) to have her speak at a NC-ELN preschool conference with NCDPI approval. (12,13,30-34)
- The NC-ELN “culturally responsive” trainings promoted anti-racism, identity exploration, and activism. The E3 Cohort was based upon the 2-part webinar, "Equity and Cultural Responsiveness" with materials including BuzzFeed links to privilege surveys. (9-11,14-16,19,21,39, 45-47,52-54, 112,199-124)
- While a [clarification was sent out on behalf of Supt. Truitt](#) that PD related to CASEL, SEL or Equity must be reviewed by her, there was no follow-up to this by NCDPI leadership. Furthermore, Supt Truitt made no mention of reviewing the webinars when No Left Turn in Education emailed her about them.
- OEL director, Amy Rhyne, was aware of the training by NC-ELN; OEL director and project managers reviewed IDEA Amendment 7 drafts which included the webinars and E3 Cohort. (37,56,57,65,66,80,82,85,90,136-138)
- NC-ELN employees also work with ECTA and were present for a meeting in which ECTA determined that masses of white supremacists need education and there are “uninformed and racist senators and Lt Gov who spread misinformation.” ([40,41,42](#))
- The [race of teachers](#) in training sessions who said, “we don’t see racism in my classroom” was noted and these teachers needed to grow “awareness”. “Race neutrality” (colorblindness) is unacceptable. (47,52,53)
- Significant confusion from NC-ELN with the relationship with DCDEE. (49,50)

- Orders to remove the training material from the NC-ELN website came from Supt. Truitt on 1/5/22 after the first state board meeting (87). Concern was the materials could prevent contract approval (80,82). The materials were saved (80,81,84,86) so they could be reposted. Supt. Truitt saw no issues with Amendment 7, according to OEL director Amy Rhyne (90).(67-100,113)
- After Supt. Truitt received public pressure to not sign the contract, the FPG head, Dr. Aysenil Belger, wrote a letter (104,105) to Supt. Truitt justifying the project. According to Dr. Belger, there was to be discussion with UNC Chancellor Guskiewicz (132) about the controversy. (97,98,101,102,104-106,108,109,114-117,125,128,129,132)
- Despite the unsigned contract, E3 trainings continued--although the focus changed from race to self-care. (103,107,118)
- Catherine Truitt responded (126,127) to Dr. Belger's letter, officially stating the NCDPI was not consulted (the NCDPI had been consulted 111-113,131,133) about the NC-ELN trainings, and the NCDPI logo was used without permission. NCDPI was aware of the logo (138). (125-127,131)
- Emails from 12/2/21 and 1/5/22 directing Supt. Truitt by No Left Turn in Education to the worrisome materials, and her acknowledgment and reassurance are included. (139-141)

CONCLUSIONS:

Critical Race Theory ([Janel George, "A Lesson on Critical Race Theory" Jan 2021](#)) recognizes the following:

1. race is not biologically real, but socially constructed
2. racism is a normal feature of society, intrinsic to systems and institutions.
3. racist incidents are not unusual, but result from systemic and structural racism
4. rejection of meritocracy and colorblindness
5. embracing "lived experiences" of people of color, as past research has excluded people of color

NCDPI oversees professional development training with Frank Porter Graham through an entity entitled The North Carolina Early Learning Network (NC-ELN) funded by federal grant money from IDEA 619 part B. NC-ELN, with NCDPI support, created and presented webinars and handouts based in CRT as fact to teachers of disabled preschool students statewide, bypassing local board of education entities.

These trainings--rife with the tenets of CRT--included focusing on the "[racial identification](#)" of children and teaching children to question norms based in "whiteness." Trainers identified teachers by race and found attitudes of colorblindness unacceptable. This program brought racial incitement strategies directly to the most vulnerable of our population: disabled 3-5 year-olds.

The Office of Early Learning, under director Amy Rhyne, supported these trainings, & collaborated with employees of NC-ELN to disguise incendiary material through word play. In email communications, the NC-ELN employees describe concern that people would take their information "out of context," therefore proving that NC-ELN knew this program was highly controversial if not overtly wrong.

Supt. Catherine Truitt [was forewarned](#) about the problems of this program, but ignored these warnings. Upon exposure of the radical materials, she directed the materials' removal from the NC-ELN website and did not expose them to the NC State Board of Education before the vote on 1/6/22.

The material was [removed expressly to ensure an affirmative vote](#) on the contract by the Board of Education. Only after several days of citizen concern and national press did Supt. Truitt state she would not sign the contract. Even then she promoted articles stating public concern was based on rumor. She falsely claimed that DPI was unaware of this material.

In short, NCDPI and Frank Porter Graham used federal funds to bring critical race theory to disabled preschool children, denied the materials were based in CRT, and attempted to hide evidence so the contract would be approved by the NC State Board of Education.

RECOMMENDATIONS:

1. The Frank Porter Graham Childhood Development Institute is ideologically and politically driven. It deceived the public by hiding training materials in order to receive federal funds. The state should no longer enter into contracts with this entity. Dissolve the NC-ELN.
2. The current director of the Office of Early Learning should be removed, as she was aware of the trainings being developed and helped direct the removal of evidence from the NC-ELN website.
3. Superintendent Catherine Truitt should publicly admit to her role in hiding the training material. She should publicly apologize for supporting the idea that citizen concerns were based in rumor and no evidence existed regarding these trainings.
4. The General Assembly should consider asking Supt. Truitt to resign for misleading the state board of education regarding this material, and her role in presenting a contract using federal funds to bring CRT-based teacher training and materials to preschool children with disabilities.
5. A full audit of the NCDPI finances and contracts is required, with serious consideration given to dissolving the NCDPI.

Message

From: UNC FPG NC ELN [elntraining@unc.edu]
Sent: 2/16/2021 6:44:34 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: [ncpen] Registration for the Equity and Cultural Responsiveness Professional Development Series

Dear NC Early Childhood Educators,

The NC Early Learning Network (NC-ELN) project is pleased to announce a new series of professional learning centered on **addressing racial equity and culturally responsive practices in early childhood**. This two-session series will address four key goal areas of **Identity, Equity, Diversity and Action**. Within the sessions there will be opportunities for self-reflection, looking at current teaching practices, and identifying culturally responsive practices in working with children and their families.

These sessions will be offered on **March 17th and May 19th, 2021 from 3:00-4:30 pm**. You will be registered for both sessions by using the link provided. CEUs will be provided within 30 days of the session date.

This series is open to all early childhood educators: coordinators, teachers, teacher assistants, related service providers. We are excited to offer this professional learning opportunity and hope you can join us.

Please register at this link: https://unc.az1.qualtrics.com/jfe/form/SV_6znrlqPIRYGAjiu

A pre-learning assignment and log-in information will be provided at the time of registration.

If you have any questions, please contact elntraining@unc.edu.

Please note: During this equity training series, you will hear about the Early Education Equity (E3) Cohort, an exciting opportunity for teacher and teaching assistant teams in LEAs to receive TA support to help apply what they learn during this equity training series to implement action steps for their classroom instruction and environment. There is an application process for the E3 Cohort which will be announced soon and explained during the equity training series.

Message

From: Grubbs, Paula [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=87C3C084BC7C4B8282E2C6858DE7E576-PAULA1]
Sent: 2/16/2021 8:51:36 PM
To: Kara Ballard [kara_ballard@abss.k12.nc.us]
Subject: RE: Registration for the Equity and Cultural Responsiveness Professional Development Series

Coordinators, teachers, Tas... coaches... anyone

From: Kara Ballard <kara_ballard@abss.k12.nc.us>
Sent: Tuesday, February 16, 2021 3:50 PM
To: Grubbs, Paula <paula.grubbs@unc.edu>
Subject: Fwd: Registration for the Equity and Cultural Responsiveness Professional Development Series

Good Afternoon,

Who can attend this? I wasn't sure who I could share this with. Good to see you today!

Have a great week. Kara

----- Forwarded message -----

From: FPG_NCELN_training <elntraining@unc.edu>
Date: Tue, Feb 16, 2021 at 1:33 PM
Subject: Registration for the Equity and Cultural Responsiveness Professional Development Series
To: FPG_NCELN_training <elntraining@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>, Williams, Catasha A. <catasha.williams@unc.edu>, Hartley, Lori <ha10rt@email.unc.edu>, Earl, Kris <krisearl@email.unc.edu>, Lewis, Katie <klewis@unc.edu>, LeGrant, DelShana <shana.legrant@unc.edu>, Grubbs, Paula <paula.grubbs@unc.edu>

Dear NC Early Childhood Educators,

Registration is now open for the **Equity and Cultural Responsiveness Professional Development Series** that is taking place on **March 17 and May 19, 2021 from 3:00-4:30pm**. This two-session series will address four key goal areas of Identity, Equity, Diversity and Action. Within the sessions there will be opportunities for self-reflection, looking at current teaching practices, and identifying culturally responsive practices in working with children and their families. Upon registration, you will be registered for both sessions.

Registration links and additional details are included in the attached memo.

If you have any questions, please contact us at elntraining@unc.edu.

We hope to see you soon!

Message

From: Regina Baity [regina.baity@stokes.k12.nc.us]
Sent: 2/17/2021 2:28:28 PM
To: Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]
Subject: Re: FW: Registration for the Equity and Cultural Responsiveness Professional Development Series

Thanks Paula,

I sent it to our teachers and assistants. I have read that in the training description. YAY!

On Wed, Feb 17, 2021 at 9:13 AM Grubbs, Paula <paula.grubbs@unc.edu> wrote:

This is appropriate for teachers AND TAs...

From: FPG_NCELN_training <elntraining@unc.edu>
Sent: Tuesday, February 16, 2021 1:33 PM
To: FPG_NCELN_training <elntraining@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Hartley, Lori <hal0rt@email.unc.edu>; Earl, Kris <krisearl@email.unc.edu>; Lewis, Katie <klewis@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>
Subject: Registration for the Equity and Cultural Responsiveness Professional Development Series

Dear NC Early Childhood Educators,

Registration is now open for the **Equity and Cultural Responsiveness Professional Development Series** that is taking place on **March 17 and May 19, 2021 from 3:00-4:30pm**. This two-session series will address four key goal areas of Identity, Equity, Diversity and Action. Within the sessions there will be opportunities for self-reflection, looking at current teaching practices, and identifying culturally responsive practices in working with children and their families. Upon registration, you will be registered for both sessions.

Registration links and additional details are included in the attached memo.

If you have any questions, please contact us at elntraining@unc.edu.

We hope to see you soon!

Message

From: Kasprzak, Christina M [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B389C47063014A28808A4D47011174A5-CHRISTINA M]
Sent: 2/19/2021 2:11:40 AM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: Re: Equity Research Action Coalition

Yes, that sounds perfect.

Sent from my iPhone

On Feb 18, 2021, at 9:07 PM, Williams, Sherri Britt <sherri@email.unc.edu> wrote:

Sounds good. Should I let her know **we are going to touch base with the ECTA LT** next week to talk about possibilities, and I'll follow up with her after?

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

From: Kasprzak, Christina M <christina.kasprzak@unc.edu>
Sent: Thursday, February 18, 2021 8:35 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: Re: Equity Research Action Coalition

Hi Sherri- I'm so glad you two talked about possibilities. I'd like to talk with our leadership team about her ideas or others based on needs from the field.

Sent from my iPhone

On Feb 18, 2021, at 6:57 AM, Williams, Sherri Britt <sherri@email.unc.edu> wrote:

Hi, Christina,
Iheoma and I connected yesterday and she was sharing info about the FPG Equity Research Action Coalition she is starting up. We ended up chatting about the work we're doing on ELN and ECTA related to equity. She emailed me last

night (see below). Iheoma is wondering about the possibility of doing some collaborative work with either ECTA or ELN--she provides an example below. I was thinking it would be more impactful as an ECTA collab; but I'm certainly open to working with her through ELN, as well. I have a couple of things I've been working on related to equity for ELN that I would love for her to review and give feedback on anyway--I just haven't asked her yet. (:

What do you think? If it's easier to chat by phone, just let me know and I'll find a time for us to talk.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

UNC FPG Trohanis TA Projects

UNC FPG Child Development Institute

University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

From: Iruka, Iheoma U <iruka@unc.edu>

Sent: Wednesday, February 17, 2021 9:22 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Subject: Re: Equity Research Action Coalition

Hi Sherri,

Thank you for reaching out and it was wonderful to see you at the meeting. Actually, it would be great to connect and think about some joint work with you on your NC-ELN work or ECTA work. For example, I would like to write a brief that examines current policies and practices that may lead to disproportionality in access, quality or outcomes in EI/SPED for Black children, and potential mitigators using an anti-racist lens. Would that be of interest? Is there something like that available? We can start from the report I just released with Shantel Meek as a backdrop. I can provide some FTE if needed.

Other ideas?

Iheoma

Sent from my iPhone



March 8, 2021

Dear NC Early Childhood Educators,

The NC Early Learning Network (NC-ELN) project is pleased to announce a technical assistance (TA) opportunity for early childhood classroom staff focused on improving and enhancing capacity for educators to implement resources and practices supporting equity and partnerships with families. This 10-month initiative will bring Teacher/Teacher Assistant teams from across the state together to learn from and share with one another.

The E3 Cohort activities will build upon foundational information provided during the NC-ELN virtual training series: Addressing Equity and Cultural Responsiveness in Early Childhood provided on March 17 and May 19. Participants in the cohort will be expected to complete these virtual sessions (or review the recordings of these sessions if unable to attend the live sessions).

This opportunity is open to early childhood teacher and teacher assistant teams based in a Local Education Agency (LEA). An application process will be used to select teams for participation. Applications must be submitted by April 23, 2021. Selected teams will be notified by May 7, 2021.

Please register at this link to gain access to the application, pre-requisite information and other guidance: https://unc.az1.qualtrics.com/jfe/form/SV_d7stBQo5VlzBXRr

We look forward to this opportunity to work with teams from across the state. If you have any questions, please contact eltraining@unc.edu.

Message

From: Hildebrand, Allison [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=4E217A3FD3784A15A84097DD35D1045F-ALLISON MIC]
Sent: 3/9/2021 6:57:02 PM
To: LeGrant, DelShana [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2a8cbd5e18e3454a95d2fa2f0817d858-delshana]; Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]
Subject: Re: Objectives for 3/17/21 Equity and Cultural Responsiveness Webinar

Thank you Shana!

Allison

Allison Hildebrand
Social Research Assistant
Trohanis TA Projects
FPG Child Development Institute | UNC-Chapel Hill
517 South Greensboro Street | Carrboro, NC 27510
trohanis.fpg.unc.edu

From: LeGrant, DelShana <shana.legrant@unc.edu>
Sent: Tuesday, March 9, 2021 1:53 PM
To: Hildebrand, Allison <allison.hildebrand@unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>
Subject: RE: Objectives for 3/17/21 Equity and Cultural Responsiveness Webinar

Hi Allison,
Here are the objectives:

Session Objectives

In this session, participants will:

- explore the four essential goals (Identity, Diversity, Equity, and Action)
- develop an awareness and understanding of their roles in providing equitable, anti-racist and culturally responsive early care and education for all children

Shana LeGrant, Ed.D.
Northeast Regional Consultant
NC Early Learning Network
FPG Child Development Institute
University of North Carolina at Chapel Hill
shana.legrant@unc.edu
757-285-2754

From: Hildebrand, Allison <allison.hildebrand@unc.edu>
Sent: Tuesday, March 9, 2021 1:49 PM
To: LeGrant, DelShana <shana.legrant@unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>
Subject: Objectives for 3/17/21 Equity and Cultural Responsiveness Webinar

Hi Shana and Paula,

I hope you're both doing well.

I'm working on the eval survey for the 3/17/21 Equity and Cultural Responsiveness Webinar.

- What are the objectives?

Thanks,
Allison

Allison Hildebrand
Social Research Assistant
Trohanis TA Projects
FPG Child Development Institute | UNC-Chapel Hill
517 South Greensboro Street | Carrboro, NC 27510
trohanis.fpg.unc.edu

NO LEFT TURN IN EDUCATION

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 3/23/2021 5:55:27 PM
To: Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]; Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
Subject: ELN Contract Amendment DRAFT
Attachments: Draft_ NC ELN Budget- Amend.xlsx; DRAFT_FPG NCELN AMEND_SOW_BUDGET NARR.docx

Hi, Ladies,

I'm attaching a **draft** of the ELN Contract to include the amended amount for the 2021-2022 (current) cycle for the PK-K Transition activities PLUS the new 2022-2025 cycle.

To get a sense of the activities, take a look at the SOW tables on page 6 (2021-2022 add-on) and on page 18 (2022-2025) of the word doc. I wasn't able to squeeze in another consultant like I hoped without significantly increasing the budget, so there aren't many "extras" added. It's still a really hefty scope with lots of activities like we normally do. (:

If there is some opportunity to increase the budget enough to add another consultant, that will give us space to put some significant support into the Pyramid in K scale-up and also the early literacy support work -- and we would still have a little more wiggle room to add in activities and products as needed throughout the contract.

I'll talk you through it tomorrow. Talk to you then!

Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

UNC FPG Trohanis TA Projects

UNC FPG Child Development Institute

University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599

919-215-5832

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 3/24/2021 1:06:14 PM
To: Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]
Subject: Re: OSEP Proposal

I agree with all of the examples you provided--they each have an emphasis on equity and family voice. The remote learning modules we produced and presented emphasized partnering with families in providing instruction (remotely) and coaching strategies to use with families to learn more about and leverage the family's context, routines, and strengths. Also, we just kicked off the equity training series (one session was last week, the next one is in May)--and then the Early Educator Equity (E3) Cohort will follow to guide 30 teacher/TA teams from 30 classrooms to apply strategies for promoting equity and partnering with families to their own classrooms through actionable steps for change specific to their situations, environments, priorities, etc.

The Part 1 (self-paced modules) and Part 2 (recorded live sessions) for Remote Learning series are here: <https://nceln.fpg.unc.edu/node/4123>

Internal planning folder with slides/scripts is here: [☐ Remote Learning for Early Childhood](#)

Announcement for the E3 cohort is here: <https://nceln.fpg.unc.edu/node/4173>

Internal planning folder for E3 cohort is here: [☐ Early Education Equity \(E3\) Cohort](#)

From: Dawn Meskil

Sent: Tuesday, March 23, 2021 5:04 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Subject: FW: OSEP Proposal

Hey!

When you have a moment will you take a look at this proposal. You always see the potential more than I do... I am stuck thinking we don't have much to highlight but we do have our current plans and efforts (e.g., COS plans, OEL Family Engagement Committee in development, SPP/APR family engagement priorities, Equity TA, SLT action planning, SEH dance floor, etc), but I don't feel like this is a strength for us right now. What am I forgetting about though?

Also, know that Mary Lee first met me when I worked at ACS and while I was doing my dissertation on an equity-based engagement project... so she has that connection with me and might be making assumptions about our work now 😊.

Dawn Mendonca Meskil, MSW, EdD

She|Her|Hers

NC Preschool Exceptional Children (619) Co-Coordinator

[Office of Early Learning](#) | Pre-K - Grade 3

State Board of Education | [Department of Public Instruction](#)

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From: Mary Lee Porterfield

Sent: Tuesday, March 23, 2021 2:51 PM



Early Education Equity (E3) Cohort Application Questions

(To be discussed and completed by Teacher/Teacher Assistant(s) Team together)

1. In 3-5 sentences, please explain why you are interested in participating in the Early Educator Equity (E3) Cohort.
  - We are interested in participating in the Early Educator Equity to better serve our children and families. Over the course of this year it has been apparent now more than ever to be able to implement new strategies of equity in our classroom and be able to expand that into our family partnerships.
2. When you completed the 2-part equity training series provided by NC Early Learning Network, you reflected on the **I.D.E.A. framework (Identity, Diversity, Equity, Action)**. What are you already doing to reflect on and build your own capacity to support equity in the classroom?
  - We have implemented strategies such as creating dual language in all communications to families, being mindful of children pairings in the classroom, positive and reaffirming language, as well as equity sticks to ensure that all children have a chance at participation.
3. **What change(s) would you like to see happen in your classroom** as a result of participating in the E3 cohort?
  - The changes we would like to see take place is how to best ensure that we are reaching all of our children equitably and appropriately. Our classroom serves a diverse grouping of children and would like for their (mostly) first school experience to be something that they can remember as positive, motivating, and equitable.
4. How will you support, encourage, and collaborate with one another as you work together to make changes that promote and support equity in your classroom?
  - We hope that through this training we can gain strategies for working together to ensure best practice. We will work together by talking through the aspects of the day and how we could implement differently and/or things that we thought we well. We have the same goal to be more mindful in the classroom.
5. Explain how the leadership in the building where your classroom is located supports activities improving equity and increasing family partnership. What existing building- or school-wide initiatives, statements, or goals align with improving equity and supporting family partnerships in the classroom?
  - The leadership in the building has encouraged all of us to take equity trainings by sending out opportunities for this. We were assigned to listen to a podcast at the beginning of the year and reflect how we felt, are we doing this as a school, how

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 5/5/2021 12:47:57 PM
To: Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]
Subject: Re: E3 Cohort TA Team Meeting (Discuss Application Review)

I will! We are just going to figure out how long we want to extend the application deadline. We did end up getting a few last minute ones in, but heard that people in the field were asking for an extension to the application deadline.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Co-Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Sent: Wednesday, May 5, 2021 8:41 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: RE: E3 Cohort TA Team Meeting (Discuss Application Review)

Hey! I won't make it today... have my regional director's meeting. But, please do keep me posted and let me know how I can help 😊....
Thanks!

Dawn Mendonca Meskil, MSW, EdD
She|Her
NC Preschool Exceptional Children (619) Co-Coordinator
Office of Early Learning | Pre-K - Grade 3
State Board of Education | Department of Public Instruction
Phone: 828-649-5290

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-----Original Appointment-----

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Friday, February 5, 2021 7:35 PM
To: Williams, Sherri Britt; Staton, Christopher; LeGrant, DelShana; Grubbs, Paula; Dawn Meskil; Keashia Walker; Williams, Catasha A.; Sockwell, Janet O
Cc: Keashia Walker
Subject: E3 Cohort TA Team Meeting (Discuss Application Review)
When: Wednesday, May 5, 2021 9:00 AM-10:00 AM (UTC-05:00) Eastern Time (US & Canada).
Where: <https://fpgcdi.zoom.us/j/8436094637?from=addon>

External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

Message

From: UNC FPG NC ELN [elntraining@unc.edu]
Sent: 5/5/2021 2:18:13 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: [ncpen] Registration for the Equity and Cultural Responsiveness Professional Development Series - Part II

Dear NC Early Childhood Educators,

The NC Early Learning Network (NC-ELN) project is pleased to announce a new series of professional learning centered on **addressing racial equity and culturally responsive practices in early childhood**. This two-session series will address four key goal areas of **Identity, Equity, Diversity and Action**. Within the sessions there will be opportunities for self-reflection, looking at current teaching practices, and identifying culturally responsive practices in working with children and their families.

The first session was held on March 17th. The second session in the series is being offered on **May 19th, 2021 from 3:00-4:30 pm**. If you previously registered for session 1, you are automatically registered for the second session. If you were unable to attend the first session, you may register for the second session and watch the recording of the first session. The recording for this session can be accessed at this link: <https://nceln.fpg.unc.edu/node/4188>

This series is open to all early childhood educators: coordinators, teachers, teacher assistants, related service providers. We are excited to offer this professional learning opportunity and hope you can join us. CEUs will be provided within 30 days of the session date.

If you have not previously registered for the series, please register for the second session at this link: https://unc.az1.qualtrics.com/jfe/form/SV_6znrLqPIRYGAjiu

Log-in information will be provided at the time of registration.

If you have any questions, please contact elntraining@unc.edu.

Please note: During this equity training series, you will hear about the Early Education Equity (E3) Cohort, an exciting opportunity for teacher and teaching assistant teams in LEAs to receive TA support to help apply what they learn during this equity training series to implement action steps for their classroom instruction and environment. There is an application process for the E3 Cohort which will be announced soon and explained during the equity training series.

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 6/18/2021 2:23:33 AM
To: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: Fw: PD clarification moving forward

Just FYI--I'm going to see if I can catch up with Dawn tomorrow or early next week to get her take on this.

I'm trying to figure out if this is going to mean we may need to tweak our E3 cohort in any way. I don't think it will keep us from doing it--I'm just wondering if we'll have to get creative on how we are referring to things...or at least be clear that we are not recommending a specific curriculum since that is a local decision, just talking about recommended practices for building and supporting partnerships with families and providing equitable supports for children.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Co-Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Sent: Thursday, June 17, 2021 9:47 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: Fwd: PD clarification moving forward

FYI, we may need an m&m chat.

Dawn Mendonca Meskil, MSW, EdD
Preschool Exceptional Children (619) Co-Coordinator
Office of Early Learning (Pre-K - Grade 3)
Department of Public Instruction

Sent from an iPhone. Please excuse typos.

From: Amy Rhyne <Amy.Rhyne@dpi.nc.gov>
Sent: Thursday, June 17, 2021 9:41:11 PM
To: OEL Early Education Team <OELEarlyEducationTeam@dpi.nc.gov>
Subject: PD clarification moving forward

With so much happening at this time, please note the expectation regarding PD clarification from Senior Leadership moving forward:

ANY PD related to CASL, SEL or Equity must be reviewed by Supt Truitt well in advance of advertising. She does not want the department doing PD on curriculum, which is a local decision. We can do PD on the how (pedagogy), on processes (microcredentials, PBL, blended learning, CDM, TPACK, etc.), on mandates/statutes/policies/procedures, etc. She just wants us to stay out of subjects like Critical Race Theory.

If you have training around SEL and/or Equity, just please share with me well ahead of the need.

Please send me any questions.

Many thanks,

Amy Rhyne, Ed.S
Office of Early Learning Director
North Carolina Department of Public Instruction
301 N. Wilmington Street
Raleigh, NC 27699-6301
984-236-2744
Twitter: @NCDPI_OEL

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Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 6/18/2021 12:28:14 PM
To: Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]
Subject: Re: PD clarification moving forward

I think I'll have some time open after 3:30 today. I'm waiting for someone's reply on whether they want to meet this afternoon or on Monday. Do you want to do a quick call this afternoon or sometime on Monday? I do wonder if we need to think about any of the content we are planning to share as part of the E3 Cohort just to be sure we aren't using any terminology that would create red flags.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Co-Lead, UNC FPG Technical Assistance Division
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University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
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From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Sent: Thursday, June 17, 2021 9:47 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: Fwd: PD clarification moving forward

FYI, we may need an m&m chat.

Dawn Mendonca Meskil, MSW, EdD
Preschool Exceptional Children (619) Co-Coordinator
Office of Early Learning (Pre-K - Grade 3)
Department of Public Instruction

Sent from an iPhone. Please excuse typos.

From: Amy Rhyne <Amy.Rhyne@dpi.nc.gov>
Sent: Thursday, June 17, 2021 9:41:11 PM
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From: Dawn Meskil [Dawn.Meskil@dpi.nc.gov]
Sent: 6/18/2021 12:36:39 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: PD clarification moving forward

No worries at all.. I do think we need to plan wisely and maybe even plan a chat with Amy. Today I am flexible after 3:30 and on Monday I am flexible between 10-12, so whatever works for you.

Have a great weekend if we don't catch up today!

Dawn Mendonca Meskil, MSW, EdD

She|Her

NC Preschool Exceptional Children (619) Co-Coordinator

Office of Early Learning | Pre-K - Grade 3

State Board of Education | Department of Public Instruction

Phone: 828-649-5290

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From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Friday, June 18, 2021 8:28 AM
To: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Subject: Re: PD clarification moving forward

External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

I think I'll have some time open after 3:30 today. I'm waiting for someone's reply on whether they want to meet this afternoon or on Monday. Do you want to do a quick call this afternoon or sometime on Monday? I do wonder if we need to think about any of the content we are planning to share as part of the E3 Cohort just to be sure we aren't using any terminology that would create red flags.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Co-Lead, UNC FPG Technical Assistance Division

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From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Sent: Thursday, June 17, 2021 9:47 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: Fwd: PD clarification moving forward

FYI, we may need an m&m chat.

Dawn Mendonca Meskil, MSW, EdD

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 6/24/2021 5:59:16 PM
To: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
CC: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
Subject: Re: PD clarification moving forward

Sounds good. Thanks for thinking of that!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Co-Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
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University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Thursday, June 24, 2021 1:57 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: FW: PD clarification moving forward

Hi Sherri,

Catasha and I were talking during our planning time and wondered if we should ask Keashia/Dawn if they want to give a quick update on the ask for review of SEL and equity PD. Just to stay a step ahead of this and so consultants are aware of it when we ask for them to adjust timelines to add in more review time. We could have them say this is still being determined, but this is to keep the abreast of things. If you agree, I have a quick chat with Dawn later and can ask her or explain why it is on the agenda.

What is your thinking on this for Monday?

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, June 24, 2021 12:28 PM
To: Dawn Meskil ; Keashia Walker
Cc: Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: PD clarification moving forward

Hi, Keashia & Dawn,

Catasha, Janet, and I met to talk a little more about this and things we are wondering about. Here's a bulleted list we came up with that we'd like to go over with you sometime soon, just to be sure we are building in time during our activity timelines for additional reviews by you--or others (if necessary).

Things we are wondering about

- E3 Cohort- Any words/phrases we should not include in print materials?
- Upcoming equity webinar with DCDEE pilot- Do we need to edit any content we used for the previous equity webinars since we are planning to re-use that same content? Build in 1-2 weeks for K/D review of content?
- Anything we are planning related to NCPMI Equity Coaching TA?
- Foundations-ESD (Tier I, II, III)- Should we send to K/D for review since these are related to SEL?--We are getting feedback on content for ESD/Pyramid Tier III with stakeholders in current year (Aug); and we will provide ESD/Pyramid Tier I in 2022-2023, Tier II in 2023-2024, and Tier III in 2024-2025; Janet will send K/D the links for the recent ESD/Pyramid Tier I updates so they can review. Tier II materials are available online if those also need a review by K/D or others.
- Bethany Mayo's group requested Equity and Cultural Responsiveness training from us- Janet will coordinate with K/D to review content beforehand
- Equity and Cultural Responsiveness Recordings already posted/provided--Are these okay to leave as is?
- Proposed ELN Website page for Resources for Equity and Cultural Responsiveness

Looks like the 3 of us are open during the following times early next week:

Tuesday (11:00-12:00) or (3:30-4:30)

Wednesday (4:00-5:00)

Will any of those times work for you?

Thanks,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Co-Lead, UNC FPG Technical Assistance Division

UNC FPG Trohanis TA Projects

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University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599

919-215-5832

From: Amy Rhyne

Sent: Thursday, June 17, 2021 9:41:11 PM

To: OEL Early Education Team <OELEarlyEducationTeam@dpi.nc.gov>

Subject: PD clarification moving forward

With so much happening at this time, please note the expectation regarding PD clarification from Senior Leadership moving forward:

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Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 7/2/2021 1:49:29 PM
To: Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]
Subject: RE: review for me?

These are good suggestions. I think we are okay with equity and bias. I was unsure yesterday. I'll suggest educational equity to Sherri if she feels we need it. I don't know what cultural equity is either. Amanda Byrd, SPD section chief gave her section that term to use instead of racial equity but not sure if that is an official thing or her suggestion to her team.

I am like you and do not want to water things down.

There is still a lot to do with the rubric but getting this column of wording down will make it easier, I think.

janet

From: Grubbs, Paula <paula.grubbs@unc.edu>
Sent: Friday, July 2, 2021 9:07 AM
To: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: RE: review for me?

I made some suggestions/ideas on the excel sheet.

I think we can use equity alone in some instances, or educational equity. I don't know exactly what is meant by cultural equity.

I wonder if we can use the words "advantage"?

I also wonder if we can say "all children and families" as a shortcut for "people of color"

It is very difficult not to generalize so much that the intent is lost (as I did in the "all children and families"). I don't know how to be "safe" and yet say what needs to be said

I am not the best helper in this regard!

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Thursday, July 1, 2021 4:45 PM
To: Grubbs, Paula <paula.grubbs@unc.edu>
Subject: review for me?

Would you have time to review the very draft of the E3 self-assessment rubric? Sherri asked me to check for any red flag words, or which we don't really have a list but we sort of have an idea "whiteness, white supremacy, white-centered" may raise a flag. I may be going too far in my comments.

1. Things like "inequity." We are hearing Truitt says we can say "educational equity" and someone in the EC Division said use cultural equity instead of racial equity. So do we put cultural or educational in front of each time equity is listed or because racial is not in front of it, we are okay leaving it as is?
2. Whiteness is listed so I substituted narrow societal norms as you offered but that might not fly.
3. Bias- same as equity. Do we need to say educational and/or cultural bias?
4. And people of color. Is that safe? Or do we need to say different races and ethnicities?

I made comments you can see I think if you hover over the cells that have a pink tip at the upper right corner. I couldn't see how to do track changes and highlight words.

I'd appreciate your brain and view. Sherri's on vacation but I can have it for her when she gets back. I also may work on wording out (is that a real term) the other parts of the rubric if I have time.

Janet Sockwell

Associate Director

NC Early Learning Network

Frank Porter Graham Child Development Institute

University of North Carolina at Chapel Hill



<https://nceln.fpg.unc.edu/>

252-670-9996

janet.sockwell@unc.edu

NO LEFT TURN IN EDUCATION

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 8/9/2021 8:01:26 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
CC: Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]; Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]
Subject: Preschool Institute Keynote...exciting!

Keashia contacted Dr Iheoma Iruka today and she has agreed to be our keynote for \$1000 at our Preschool Pre-Conference Institute.

I'm super excited!!! Thanks, Keashia!

Janet Sockwell
Associate Director
NC Early Learning Network
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Message

From: Dawn Meskil [Dawn.Meskil@dpi.nc.gov]
Sent: 8/5/2021 11:07:14 AM
To: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]; Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18cccf374c1fe-Sherri Brit]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]
Subject: RE: Preschool Institute key note?

I'd love to have her and think she's exactly who we need, but I don't know her or know that \$1000 will be reasonable for her... unless the lack of needed travel helps. I'd love to try... I know Sherri's out this week (Happy Birthday!)... Catasha do you have thoughts/connections?

Any other Keynote ideas.... Who else is from NC ☺? Wonder if we could consider Megan or Christina... even as panel moderators or something. Kathleen and Sterling come to mind too but only because I love them... not because I have a good idea. Beverly Roberts too... she's fantastic with family engagement discussions.

Dawn Meskil, Ed.D
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NCDPI Office of Early Learning

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Wednesday, August 4, 2021 3:15 PM
To: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>; Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Keashia Walker <Keashia.Walker@dpi.nc.gov>
Subject: RE: Preschool Institute key note?

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I'm circling back to this.

I'm looking over the institute proposal info and the limit for a speaker is \$1000. I don't know where we landed with checking to see if Iheoma could be a key note (be interested and be available), but we'd have to see if she would accept \$1000.

Thoughts? I don't know her well enough to ask her.

From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>

Sent: Monday, July 26, 2021 9:13 PM

To: Sockwell, Janet O <jsockwel@email.unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Keashia Walker <keashia.walker@dpi.nc.gov>

Subject: Re: Preschool Institute key note?

Love this idea if at all possible :)

Dawn Meskil, Ed.D

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From: Sockwell, Janet O <jsockwel@email.unc.edu>

Sent: Monday, July 26, 2021 4:56:31 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Dawn Meskil <Dawn.Meskil@dpi.nc.gov>; Keashia Walker <Keashia.Walker@dpi.nc.gov>

Subject: Preschool Institute key note?

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I know we met last week and had a thought of not having a key note, but then I saw this and it seems to fit. I don't know that she'd be available , interested, or at a fee we could afford....but do we want to try and **see if she is available?** We can still do many of same things, just shift a bit to have a keynote address.

Just a thought.....

From: Fran Simon, Early Childhood Investigations <webinars@earlychildhoodwebinars.com>

Sent: Monday, July 26, 2021 4:24 PM

To: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: NEW! Screening with equity

Understand the purposes and goals of screeners to support children's development and learning.

[View this email in your browser](#)

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 8/12/2021 10:53:45 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: PS Institute key note

I think I had corrected the ones in the proposal. I think we may pull the bio info from the Bio Blurb but I don't think we'll list the description of her keynote. In fact I shared some concern to K and D about it. They knew she'd be frank and Keashia she told them she was going to say it like it is. I just want D and K to know there likely will be some who are offended and if she uses terms like structural racism and anything related to CRT, it could come back on them. When I suggested they ask her I was hoping she could share the screening and assessment webinar info she's presenting soon. Don't get me wrong, I agree with everything she says, I just am concerned about it. It is only 45 minutes of a whole day. So I could just be fretting. Catasha thinks she'd cancel rather than alter how she says things, and I get that. I just want to be prepared for them to deny our institute. Anyway, basically I suggested we not list her keynote title or description in the proposal. I think D and K may bring it up tomorrow when we meet.

Anyway, long way around saying if you have a chance to edit, go ahead and if not, I'll get to it.

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, August 12, 2021 6:30 PM
To: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: PS Institute key note

I just looked at the bio info again. So the info on the "Call for Proposals with Edits" document looks good. The typos I see are on the document titled "Iruka_NCDPI_EC_Bio Blurb". If that isn't being submitted, just disregard. If it is, I have some suggested edits. (:

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Co-Lead, UNC FPG Technical Assistance Division
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*"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.
Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Thursday, August 12, 2021 6:14 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: RE: PS Institute key note

I read back over the bio and think my mind is too tired to see the typos. I fixed on earlier that said something about "starting of" and it should have been "starting off.." We definitely will need to clean it all up before submitting.

From: Sockwell, Janet O <jsockwel@email.unc.edu>

Sent: Tuesday, August 10, 2021 4:53 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Subject: PS Institute key note

I'm meeting with Dawn and Keashia tomorrow to finish the proposal. We have a good plan, it's just getting it to fit in with their rubric. I worry they will see ours as a meeting and it's more than that. But I think we have a good draft. I was pretty surprised Iheoma agreed to speak. D and K kept pushing it around and I think wanted me to ask but it needed to come from them. Keashia sent the keynote description Iheoma sent her. I'm wondering how they are going to handle it. We don't have to list any of that in our proposal since she is only 45 minutes of the whole day, but.....there are red flag words. Doesn't bother me but I don't want the Co-Cos to get in trouble.

Janet Sockwell

Associate Director

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Message

From: Dawn Meskil [Dawn.Meskil@dpi.nc.gov]
Sent: 8/18/2021 7:28:40 PM
To: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]; Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18cccf374c1fe-Sherri Brit]; Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]
Subject: RE: DCDEE Pilot Webinar Series- Webinar 1

Let's see what Amy says... she may have new info to consider too. She said she can chat with me at 5 ☺... I'll keep ya posted.

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From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Wednesday, August 18, 2021 3:26 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Dawn Meskil <Dawn.Meskil@dpi.nc.gov>; Keashia Walker <Keashia.Walker@dpi.nc.gov>
Subject: RE: DCDEE Pilot Webinar Series- Webinar 1

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Sounds good. I can ask Paula and Shana to make those edits to wording, or can wait for you to talk to Amy. I did share with them earlier about those terms but also know this content was adapted from some of what they previously presented and may not have caught it. I also think it will just take time to adjust to using those terms.

Let me know if I should ask them to make the changes. Even if Amy says to move ahead because of how it is funded, I wonder if we ought not still make the adjustments. Even if DCDEE is funding it, we (ELN) are often associated with being "DPI," but also wonder if we ought not just get in the habit of using educational equity or cultural equity, practices that promote educational and cultural equity, things like that.

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, August 18, 2021 3:18 PM
To: Dawn Meskil <dawn.meskil@dpi.nc.gov>; Sockwell, Janet O <jsockwel@email.unc.edu>; Keashia Walker

<keashia.walker@dpi.nc.gov>

Subject: Re: DCDEE Pilot Webinar Series- Webinar 1

I think this sounds like a good plan. Thanks!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Co-Lead, UNC FPG Technical Assistance Division

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"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.

Because someday in your life you will have been all of these."

~ George Washington Carver ~

From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>

Sent: Wednesday, August 18, 2021 1:37 PM

To: Sockwell, Janet O <jsockwel@email.unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Keashia Walker <keashia.walker@dpi.nc.gov>

Subject: RE: DCDEE Pilot Webinar Series- Webinar 1

We've been guided to use terms such as "educational equity" and "cultural equity" rather than racial equity. I think that in some cases those terms might work and in others it may change the intent/content. I think we have a two tiered decision here:

1. Ask Amy if this particular PD needs DPI approval given the funder, etc.
2. If yes, then it would behoove us to make the changes we think are reasonable and push forward with the areas we feel we need to keep intact
3. If no, then we're good to go, for now.

I'm happy to give Amy a call and then let y'all know what she says... sound okay?

Dawn Meskil, Ed.D

Preschool Exceptional Children (619) Co-Coordinator

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Dawn.Meskil@dpi.nc.gov

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From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Wednesday, August 18, 2021 12:18 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Dawn Meskil <Dawn.Meskil@dpi.nc.gov>; Keashia Walker <Keashia.Walker@dpi.nc.gov>
Subject: RE: DCDEE Pilot Webinar Series- Webinar 1

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This one feels like one I'd like Amy to weigh in on. It's also going to help us shape the re-wording of the spring Equity sessions we are sharing as PD to the ELSSP for three of their PD days. I am had trouble deciding what to re-word and how to re-word it and found myself watering down phrases that may be fine. But, having said that, if there is a way to phrase "anti-biased practices" for example so it sounds more like "sharing practices that promote culturally responsive learning/experiences for young children I think that is in our favor.

Should we try to adjust a few trouble spots before sending to or asking Amy?

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, August 18, 2021 12:11 PM
To: Dawn Meskil <dawn.meskil@dpi.nc.gov>; Keashia Walker <keashia.walker@dpi.nc.gov>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: DCDEE Pilot Webinar Series- Webinar 1

That sounds good. We can edit any words, phrases, sections, etc. now as needed to make things simpler if that will help. Just let us know. I'm copying Janet since she is managing this deliverable and coordinating with the ELN Consultants who are developing content and presenting. (Thanks, Janet!)

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Co-Lead, UNC FPG Technical Assistance Division
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Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Sent: Wednesday, August 18, 2021 11:59 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Keashia Walker <keashia.walker@dpi.nc.gov>
Subject: RE: DCDEE Pilot Webinar Series- Webinar 1

Thank you, Sherri! I have started reviewing and while I have no concerns personally I do think we need Amy to determine whether DPI needs to review/approve or not since this script is pretty explicit about the topics of race and anti-biased practices. We can certainly let her know that (1) this is funded and provided by DCDEE (through us), not DPI

and (2) that there is nothing in here about CRT... any anti-biased and race-centered dialogues are strictly about professional reflections and growth and how our practices impact child development. What do you all think?

Dawn Meskil, Ed.D

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Dawn.Meskil@dpi.nc.gov

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From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Tuesday, August 17, 2021 10:26 AM

To: Keashia Walker <Keashia.Walker@dpi.nc.gov>; Dawn Meskil <Dawn.Meskil@dpi.nc.gov>

Subject: DCDEE Pilot Webinar Series- Webinar 1

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Hi,

I just finished my review/edits of the script and handouts for Webinar 1. Here is the link where you will find those:

☐ [DCDEE Educator Webinar 1](#)

I edited the usual footer we use on the script to add that the series is funded by DCDEE, so it now reads:

**NC EARLY LEARNING NETWORK IS A JOINT PROJECT OF THE NC DEPARTMENT OF PUBLIC INSTRUCTION, OFFICE OF EARLY LEARNING
AND UNC FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE
THIS SERIES IS FUNDED BY NC DEPARTMENT OF CHILD DEVELOPMENT & EARLY EDUCATION AS PART OF THE NC PDG ACTIVITIES**

I suggested Paula go ahead and change the footers for all the handouts and any other public facing docs to be consistent with this.

Thanks for reviewing!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Co-Lead, UNC FPG Technical Assistance Division

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"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.

Message

From: UNC FPG NC ELN [elntraining@unc.edu]
Sent: 8/23/2021 8:42:33 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: [ncpen] Early Education Equity (E3) Cohort

Dear NC Early Childhood Preschool Coordinators,

The NC Early Learning Network (NC-ELN) project is pleased to announce that applications are still being accepted for the **Early Education Equity (E3) Cohort!** The application deadline has been extended to **September 3, 2021**, so don't miss out.

The E3 Cohort is a technical assistance (TA) opportunity for early childhood classroom staff focused on improving and enhancing capacity for educators to implement resources and practices supporting equity and partnerships with families. This 10-month initiative will bring Teacher/Teacher Assistant teams from across the state together to learn from and share with one another.

This opportunity is open to **early childhood teacher and teacher assistant teams** based in a Local Education Agency (LEA). We encourage NC Early Childhood Preschool Coordinators to share this opportunity with teachers and teacher assistant teams so that they may apply. An application process will be used to select teams for participation. Applications must be submitted by September 3, 2021. Selected teams will be notified by September 10, 2021.

Please register at this link to gain access to the application, pre-requisite information and other guidance:
https://unc.az1.qualtrics.com/jfe/form/SV_d7stBQo5VlzBXR5

We look forward to this opportunity to work with teams from across the state. If you have any questions, please contact elntraining@unc.edu.

Many thanks,

NC-ELN

Message

From: Cavanaugh, Alyson [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=F766FD5EB8EB4D8F88C1DB0277608242-ALYSON CAVA]
Sent: 8/25/2021 2:15:16 PM
To: Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]; LeGrant, DelShana [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2a8cbd5e18e3454a95d2fa2f0817d858-delshana]; Bennett, Denise Joyner [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=8176b73feccc45ccac7dd03506ecbbe3-Ms Denise J]
Subject: FW: Next steps
Attachments: Denise, Shana, Paula, and Alyson Notes 7-21-21.docx
Importance: High

Alyson Cavanaugh, Ph.D.

Technical Assistance Specialist, Early Childhood Technical Assistance (ECTA) Center

Research Scientist

Pronouns: she/her/hers

Frank Porter Graham Child Development Institute

The University of North Carolina at Chapel Hill

From: Cavanaugh, Alyson <alysonc@unc.edu>
Sent: Wednesday, July 21, 2021 10:50 AM
To: Bennett, Denise Joyner <denise.bennett@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>
Cc: Cavanaugh, Alyson <alysonc@unc.edu>
Subject: Next steps
Importance: High

Dear All,

Thanks so much! Attached are notes.

Appreciate you,
Alyson

Next Step: Spend time – those who have gone before us who fought against the system, what have they done and reflect (movies, speech, book, etc)

- Building on what has been done

Additional ideas:

- Research – what is in the system (loop hole) that we can use within the system
- Look at Texas, talk with Megan (?) about other states and wording
  - SURJ – talks
- Within the frame and beyond the frame
- white supremacy playbook
- Reflecting on audience

Sphere of Influence

- Who
  - Masses of non-active, white supremacists who need education to counter misinformation and white supremacy
  - Who can education help – how racial equity benefits
  - Power structure – power mapping....grassroots and those with power
    - Example of power mapping - <https://neaedjustice.org/power-mapping-101/>
  - Those who are aware
    - Tools to continue to advance racial equity
    - Arguments to move forward with anti-racist policies, practices
    - Resources
    - Operationalize equity, racism, white supremacy culture, culturally responsive education
    - Data
- How
  - Use the system to get what they need
- What
  - Short
  - Might be different for different audiences
  - Includes resources
  - Builds on what is existing and makes readily available
    - Could be an executive summary across other resources if we go that route (what might they take from it) so that the end product is short
- Why
  - Educate and equip all children with the knowledge necessary to have deep relationships, leadership...
  - Does not harm white children
  - The Sum of Us book

Issue: Fear of not knowing

- Charlotte Mecklenburg – Dr. Kendi → Uninformed and racist Senators and Lt Gov who spread misinformation and groundwork against Dr. Kendi and teaching about anti-racism, they have no plan of getting informed

Critical Race Theory:

- Interest convergence – releases power when they find something in it for them

Some resources shared via email: Some examples:

- <https://futureforlearning.org/2021/06/03/truth-bridges-divides/>
- https://voicesforhealthykids.org/assets/resources/vhk_racialequitymessageguide_feb252021-1614277588.pdf
- <https://voicesforhealthykids.org/assets/resources/health-equity-messaging-guide-1600967742.pdf>
- https://www.samhsa.gov/sites/default/files/programs_campaigns/IECMHC/key-resources-for-promoting-equity-reducing-disparities.pdf
- <https://www.naeyc.org/equity/resources>
- <https://www.racialequityalliance.org/wp-content/uploads/2018/05/1-052018-GARE-Comms-Guide-v1-1.pdf>
- <https://www.childcarelaw.org/wp-content/uploads/2021/06/ECE-Advocates-Toolkit-for-Effective-Messaging-Modified-FINAL-June-2021.pdf>
- <https://brookespublishing.com/early-childhood-anti-racism-resources/>
- <https://neaedjustice.org/wp-content/uploads/2018/11/Racial-Justice-in-Education.pdf>
- <https://tryingtogether.org/community-resources/anti-racism-tools/>
- Children's Equity Project – many resources!

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 9/8/2021 1:59:32 PM
To: Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]; Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]
CC: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: Fw: E3 Cohort Application Review

Hi, Keashia and Dawn,

Just wanted to be sure you have the link to view the applications that were submitted for E3 Cohort. We didn't assign any specific applications to you when we assigned reviewers, but we thought you may be interested in taking a look at the response we got.

We will discuss and select participating teams during the Friday E3 Cohort TA Team Meeting. I sent you an Outlook invitation just in case you are available and would like to attend.

Talk soon!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
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*"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong. Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Sabater, Sonia M <sonia.sabater@unc.edu>
Sent: Tuesday, September 7, 2021 10:04 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Staton, Christopher <christopher.staton@unc.edu>
Subject: E3 Cohort Application Review

Hi everyone,

We have E3 Cohort applications to review! We will meet as an E3 Cohort TA Team on Friday September 10 from 9:00am-10:00am. During this time, we will discuss the applications. Please review your assigned applications and download the scoring rubric to use to score each one. We will make selections Friday and send an acceptance email to them.



Message

From: Dawn Meskil [Dawn.Meskil@dpi.nc.gov]
Sent: 9/9/2021 1:53:04 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: E3 Cohort Application Review

I just had a chance to glance at the applications and I'm so excited to read what these teams are hoping for this work... the letters of support are very telling, too! Thanks for sharing... hate that I can't listen in tomorrow but know that I look forward to this cohort!

Dawn Meskil, Ed.D
Preschool Exceptional Children (619) Co-Coordinator
Office of Early Learning
NC Department of Public Instruction
(W) (984) 236-2642
Dawn.Meskil@dpi.nc.gov
Follow us: [Facebook](#), [Twitter](#), [Instagram](#) and [YouTube](#)



NCDPI Office of Early Learning

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, September 8, 2021 10:00 AM
To: Keashia Walker <Keashia.Walker@dpi.nc.gov>; Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Fw: E3 Cohort Application Review

External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

Hi, Keashia and Dawn,

Just wanted to be sure you have the link to view the applications that were submitted for E3 Cohort. We didn't assign any specific applications to you when we assigned reviewers, but we thought you may be interested in taking a look at the response we got.

We will discuss and select participating teams during the Friday E3 Cohort TA Team Meeting. I sent you an Outlook invitation just in case you are available and would like to attend.

Talk soon!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599



September 10, 2021

Dear North Carolina Early Childhood Educators,

The NC Early Learning Network (NC-ELN) project is pleased to announce your acceptance into the E3 Cohort for 2021-22. We are excited you are willing to participate in this opportunity to join other early childhood classroom staff to focus on improving and enhancing capacity to implement resources and practices supporting equity and partnerships with families. Please share this exciting opportunity with your teaching team and your building administrator.

We have scheduled meetings throughout this school year to work together as well as opportunities for support from our technical assistance (TA) team. Attached is the TA Agreement that outlines what we ask of you and your team as well as what we will do to support you. During the application process we indicated a self-assessment would be completed, but we have decided not to require that for this cohort.

Throughout the E3 Cohort, we will share documents, resources and information as well as ask you to upload materials. We have developed an E3 Cohort Folder to house materials. Please bookmark this link for future reference.

<https://drive.google.com/drive/folders/1JNpDKwD3pvfWwwYnw7klrtqquaGTeQVC?usp=sharing>

The dates for our E3 Cohort meetings are listed on the TA agreement. Within the next week you will receive calendar invites and Zoom links to the meetings. Our first gathering of this cohort will be September 21, 3:00-4:30. To prepare for this first session please review and discuss among your team the Pyramid Model Equity Coaching Guide Reflection Questions found on pages 2-7 before the first cohort session. Although this resource is intended for coaches, the reflection questions can also be helpful for educators to consider and discuss. As you review and discuss the reflection questions in the guide, also consider your own classroom environment. *How does your classroom environment support equity? What are some opportunities for improving support for equity within your classroom environment?*

We also are happy to be able to provide membership to NAEYC for your team. Sonia Sabater will be in contact with you to get the necessary information for processing your membership.

We look forward to this opportunity to work with and learn from your team. If you have any questions, please contact elntraining@unc.edu.



Early Education Equity (E3) Cohort TA Agreement

Teacher/Teacher Assistant Team agrees to:

- Develop (with support provided by E3 Cohort TA staff) and submit an individualized E3 Cohort Action Plan for your teacher/teacher assistant team by October 1, 2021 and work toward completion of your action goals throughout the duration of the cohort. (The first cohort meeting on September 21, 2021 will include guidance, idea exchange, and support for completing the E3 Cohort Action Plan.)
- Attend five virtual Statewide E3 Cohort meetings held from 3:00-4:00 pm (September 21, 2021; October 14, 2021; January 13, 2022; March 10, 2022 and May 12, 2022) and actively participate in peer-to-peer discussion about your action plan goals and progress, including sharing and receiving feedback, ideas, and successes, and resources with other teacher/teacher assistant teams in the E3 Cohort. Cohort discussion topics will be determined based on common action plan priorities found in E3 Cohort Action Plans.
- Submit a short video file (3-5 min) summarizing or representing something you accomplished to promote and improve equity and family partnership in your classroom as a result of your participation in the E3 Cohort by April 8, 2022. Allow NC-ELN Project to use and post clips from your video for future trainings and presentations to support other educators and to report on cohort work. Your video doesn't have to include children in your classroom; but If your video does include children, please also submit release forms allowing video use.

E3 Cohort TA Staff agree to:

- Facilitate peer-to-peer sharing and provide targeted TA and resources for five virtual E3 Cohort meetings held from 3:00-4:00 pm (September 21, 2021; October 14, 2021; January 13, 2022; March 10, 2022 and May 12, 2022). Sessions will focus on using the E3 Cohort Self-Assessment to develop an action plan and providing resources and information to support successful completion of action plan activities.
- Provide individualized consultative support to E3 Cohort Teams related to the E3 Cohort Action Plan, as requested.
- Provide a package of resources to each E3 Cohort team that can be used in the classroom and with children and families to promote and improve equity and partnering with families.
- Arrange to pay for Premium NAEYC membership for one year (\$150 value) for teachers and teacher assistants participating in the E3 Cohort, which includes digital professional journal articles, online networking, store and event discounts, five complimentary NAEYC books, subscription to YC and TYC professional journals, and two free NAEYC online courses.
- Provide certificate of completion for participating in the cohort.

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 9/22/2021 1:27:01 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: E3 Action plan check

That was how I saw it but wanted to make sure before I said something about it to Paula. It is how I explained it to the team I met with in breakout session 2.

Overall, I think the call went well. There is a wide variance in how the teams see things, or maybe it is their comfort level in expressing their perspective. I think Shana will be great for the Craven team. I think that team and maybe one of the WSFCS teams isn't completely clear, but they'll get there. Shana did a masterful job of rephrasing and not reacting in the first breakout session with Craven 2 who said "We just don't see race in my classroom so it is not an issue." She is White. I know Martina well enough to know she doesn't believe that. But, the beauty of this is she can grow in her comfort and find ways to express herself, and the other teacher can grow her awareness.

I did email Hsui-wen to update her on my talk with the JoCo teacher so she'd have some background info.

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, September 22, 2021 9:12 AM
To: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: E3 Action plan check

Yes, That was my thinking as well. The numbers refer to the three priority areas. On the action plan document, they are numbered and are just above the Action Planning table. Thanks for clarifying. (:

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
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*"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.
Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Wednesday, September 22, 2021 9:06 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: E3 Action plan check

Hi Sherri,

From: Sabater, Sonia M <sonia.sabater@unc.edu>

Sent: Tuesday, September 21, 2021 4:54 PM

To: Martina.Midgett@cravenk12.org; ulanda.murphy@cravenk12.org; Sharon.minton@cravenk12.org; Zalyce.morgan@cravenk12.org; jennifergreene@johnston.k12.nc.us; kmpearce@wcpss.net; ygonzalez@wcpss.net; Mary.Highsmith@ucps.k12.nc.us; Christina.Mannarino@ucps.k12.nc.us; Lisa.BarbosaLeadenha@ucps.k12.nc.us; ndkimbrough@wsfcs.k12.nc.us; mjloyd@wsfcs.k12.nc.us; tflittle@wsfcs.k12.nc.us; jlmclamb@wsfcs.k12.nc.us; PNBARBER@wsfcs.k12.nc.us

Cc: Williams, Sherri Britt <sherri@email.unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>; Staton, Christopher <christopher.staton@unc.edu>; Yang, Hsiu-wen <hsiu-wen.yang@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>

Subject: NAEYC Membership

Good afternoon E3 Cohort Members!

As members of the E3 Cohort, you will need to access certain NAEYC resources, and so we would like to provide you with a Standard NAEYC membership. Please follow the steps below to create your NAEYC member account and provide me with your account details. Once your membership is paid for, I will contact you to inform you that you should expect an active membership status within a couple of days. I am anticipating that memberships will be paid for during the week of October 4th.

Please be sure to follow the steps below no later than Friday, October 1st.

Many thanks!

Steps for Membership Purchase

1. Please visit <https://www.naeyc.org/get-involved/membership/join>
  - a. On this page you can review membership benefits.
2. Scroll down this page and select the orange "Join" box under the Join Now tile.
3. Follow the necessary steps to create an account.
  - a. You will need to provide your email address, name, organization information, mailing address, and phone number, and then create a password.
4. Once you have created your account, you can find your Customer ID number under your "Profile".
5. Please send your account name, email address, and Customer ID number to Sonia Sabater at Sonia.sabater@unc.edu so that she can call in and provide the membership payment information.
6. Once payment is completed, you will receive a confirmation email of your membership status.



Message

From: Gary, Tilneil L [Tilneil.Gary@dhhs.nc.gov]
Sent: 9/29/2021 8:31:47 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
CC: Snuggs, Kristi L [kristi.snuggs@dhhs.nc.gov]; Al-Sharawneh, Jo A [jo.al-sharawneh@dhhs.nc.gov]; Dan Tetreault [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user6475053f]
Subject: Following-Up on PDG B-5 Transition to Kindergarten Training Series
Attachments: 1-DCDEE Transition to Kindergarten Webinar Series 2021-2022.pdf

Hi Sherri,

I hope you are well.

We know that recently the NC Early Learning Network hosted one for their first training sessions for the 2021-2022 Transition to Kindergarten webinar series:

Equity and Cultural Responsiveness in the Early Childhood Classroom: The first webinar in the series offers professional learning centered on addressing racial equity and culturally responsive practices in early childhood. The session will briefly focus on four key goal areas of Identity, Equity, Diversity and Action. There will be opportunities to address current teaching practices and identify culturally responsive practices in working with children and their families. This webinar will be offered twice.

Date: September 9th, 3:00-4:30 and September 13th, 2:00-3:30

Audience: Pre-K and Kindergarten educators

We just wanted to check-in to see how the training went if there is any outcome information available that we may share with our leadership team. Some items that may be helpful include:

- # of educators completing the webinars
- # of number who were Pre-K educators and those who were Kindergarten
- Evaluation feedback or learning outcome data from participants

Additionally we'd like to check-in to see if you've had any engagements with any of the Transition to Kindergarten Pilot sites over the past several month to provide consultation and TA support.

Thank you for any updates or insights you can offer.

If it's helpful, happy to coordinate a brief call to discuss the updates.

Have a great day,

Tilneil

Ms. Tilneil Gary, MA

PDG B-5 Grants Manager

Division of Child Development and Early Education

North Carolina Department of Health and Human Services

Cell: 919-332-9303

Email: tilneil.gary@dhhs.nc.gov

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 9/30/2021 4:00:36 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: Following-Up on PDG B-5 Transition to Kindergarten Training Series

I will copy you, Dawn, and Keashia. I need to track down the list of LEAs. I think I have it, but if not, Dawn will.

It's not a big deal to go through the TA logs but it may be something that if they want this ongoing, we ask one of the support staff to track.

I'd like to have the contract finalized before they see how few people attended. But that's not on us. I'm hopeful the next session will have more. I'll include registration numbers in my email.

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, September 30, 2021 10:56 AM
To: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: Following-Up on PDG B-5 Transition to Kindergarten Training Series

Let's just let them know the TA contacts we had with the LEAs in the pilot and let them know that those TA contacts might have included TA specific to transition but could have also included other topics. We don't keep a record of what was specifically discussed during the TA support events that Consultants record on the TA logs.

I don't want to create a lot of extra work for us around this. We didn't agree to report on specifics about TA contacts. If I'm being technical...we didn't agree to anything with DCDEE. The agreement is between DCDEE and OEL. We (UNC FPG) don't have any record of an agreement with DCDEE. Honestly, I don't think they even have their agreement with OEL finalized. It's so messy. We are really only obligated to report to OEL--which is really where any requests from information should be coming from related to this since our contract is with them....but I'm trying to be cooperative and collaborative with DCDEE's requests anyway... as long as they don't create "extra" work for us in the process.

I think the evaluation survey feedback for the webinar will be useful for them (and also knowing who has participated so far). This is information we had planned and agreed to collect already as part of our contract amendment with OEL related to this DCDEE work.

Also, will you please copy me and Dawn and Keashia when you send?

Thanks!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
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DCDEE Webinar Series	registered	attended
Educator Webinar 1 September 9, 2021		19 7 (plus 5 ELN staff)
Educator Webinar 1 September 13, 2021		18 6 (plus 5 ELN staff)

Educator Webinar 2 December 1, 2021
Educator Webinar 2 December 6, 2021

Educator Webinar 3 March 2, 2022
Educator Webinar 3 March 7, 2022

TA Provided to Pilot counties	Aug.-Sept. 2021
Caldwell	
Craven	x
Davidson	
Gaston	x
Guilford	x
Henderson	
Iredell	x
Lincoln	x
Montgomery	x
Northampton	
Onslow	x
Pender	
Randolph	x
Rockingham	x
Sampson	
Transylvania	
Wake	x

Message

From: Staton, Christopher [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=A3997CE238A54208871502D8B0D12692-CHRISTOPHER]
Sent: 10/1/2021 9:30:50 PM
To: Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]
Subject: RE: E3 Cohort Meeting

Hi Paula,

I think those are great ideas. I can try to find relevant videos on YouTube. I'm available Monday, Tuesday, and Friday afternoon (anytime after 1 pm).

Thank you,

Christopher Staton
TA Associate
Trohanis TA Projects
FPG Child Development Institute | UNC-Chapel Hill
trohanis.fpg.unc.edu

From: Grubbs, Paula <paula.grubbs@unc.edu>
Sent: Friday, October 1, 2021 4:09 PM
To: Staton, Christopher <christopher.staton@unc.edu>
Subject: E3 Cohort Meeting

Hey Christopher-

I see that we are facilitating the upcoming cohort meeting! I'm so excited!

I have chatted with Shana and discussed our TA meetings with our teams and we are seeing some similarities. We both have noticed that our teams are struggling with equity vs equality vs cultural diversity. From what they have said ("I don't see race", "we are all the same", etc.), it also seems like they are challenged by race neutrality. I was wondering if in our statewide cohort meeting with them we could focus on equity vs equality and race neutrality. I was thinking in both situations we could prompt conversation with an image (Like the equality/equity graphics) or video (surely there is a short YouTube clip on race neutrality!) and then develop some probing questions for breakout groups in which they reflect on their action plans and maybe some probing questions. What do you think?

I am happy to schedule some time to meet next week so we can be ready to go over our plans at the TA Team meeting. Do you have any availability? If we can't connect for a few minutes we can also try to think about this and develop our cohort meeting ideas by email! I am open to either! ☺ You may have some other thoughts and I am 100% open to that as well!

I hope this makes sense. I can tell it is very much a Friday afternoon in my brain!

Have a great weekend!

Paula

Paula Grubbs, Ph.D.
(she/her/hers)

lead to a more unstructured conversation. Maybe we could provide pre-session resources for teams to review for the next meeting based on feedback about interests and needs they tell us at the end of this meeting?

I'm not sure if that explanation is helpful. It's a Monday for sure!!!! We can talk by zoom or phone if that would help! 😊

From: Sockwell, Janet O <jsockwel@email.unc.edu>

Sent: Monday, October 4, 2021 3:12 PM

To: Grubbs, Paula <paula.grubbs@unc.edu>

Subject: RE: E3 Question

Let me process this a little bit. I know Sherri had originally thought the cohort statewide meetings would be more Community of Practice meetings without a structured agenda. But I think I understand the feeling is they may not yet be there, or far enough along to be able to have robust conversations about issues they are facing. Is that accurate? I was just reading back through the original proposal and the content of the E3 statewide meetings was to pull from the self-assessment. Which we did not do.

Let me read back through this. Share with me if you all need to structure the first statewide meeting and then taper back the agenda to be more based on what they identify at the end of the first statewide meeting for content for the second?

From: Grubbs, Paula <paula.grubbs@unc.edu>

Sent: Monday, October 4, 2021 2:48 PM

To: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: E3 Question

Hey Janet!

We've noticed that our TA groups (well, in WS and Craven) are struggling with 2 things that are a HUGE issues and will derail us: race neutrality/color blindness and equity vs equality. Christopher and I are planning some break out conversations around those two and we wanted to have the discussion questions tied to a video or picture. We're getting the equality/equity/inclusion graphic (maybe those baseball game watching cartoon folks, I hope not)

My question is about the video. You can't talk about race neutrality (well, all the videos still call it colorblindness so we will have to give a disclaimer about why we don't use that term) without explicitly talking about race rather than "educational equity".

I found several videos that are great but go into systemic racism or whiteness. So I'm thinking that's a no.

I wanted a video so groups could react to the video differently than they would react to us.

I found this video and I think it may get us where we need to be, esp. if we play the game with partners. I'd like to know if you think it's ok. I want to get where we need to be without re-stating the equity sessions. I think you guys used the game in the stakeholder sessions for challenging behaviors. Here's the video link.

<https://hbr.org/video/2515962123001/the-costs-of-racial-color-blindness#:~:text=https%3A//hbr.org/video/2515962123001/the-costs-of-racial-color-blindness>

To activities in the cohort meeting I'm going to propose are:

The groups would see the equity picture and discuss in small groups.

They would come back to large group and likely share out.

They'd watch the video and play the game with partners and come back for reflections.

Message

From: Grubbs, Paula [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=87C3C084BC7C4B8282E2C6858DE7E576-PAULA1]
Sent: 10/6/2021 12:30:26 PM
To: PNBARBER@wsfcs.k12.nc.us; jlmclamb@wsfcs.k12.nc.us; PNBARBER@wsfcs.k12.nc.us; Kimbrough, Nartasha D [ndkimbrough@wsfcs.k12.nc.us]; Little, Tonya F [tflittle@wsfcs.k12.nc.us]
Subject: E3 Statewide Cohort NAEYC Membership and Photos

Good morning WS/FCS E3 Teams!

I'm following up for a few things. I'll list them below so it's easier 😊

- Ms. Little, Ms. McLamb, and Ms. Barber, we need a headshot from each of you. Your school picture would work. We're creating a social media post about participants and teams so we need clear shot of just head and shoulders asap.
- Ms. Loyd, Ms. McLamb, and Ms. Barber, we need you to sign up for your NAEYC memberships so we can process the account. The steps for how to do it are below.
- Remember to watch the equity series from Spring if you have not. The information shared in the series is important as you hone your action plans.
- When you look at your action plans, think specifically about how the activities you have proposed address racial equity.
- You've all done a great job thinking about how learning about how equitable practices impact your children and families. The first step in anti-bias teaching that supports equity is self-reflection about our own experiences, beliefs, and values and how equity impacts us, personally. What are our own lived experiences? What social norms and values have we internalized? How do the values and norms we internalize from society promote inequities internally and in our practices? The user guides developed with the equity series (particularly the first one) can get you started with prompts and considerations, including an anti-bias self-reflection for your environment and practices.

Steps for Membership Purchase

1. Please visit <https://www.naeyc.org/get-involved/membership/join>
2.
  - a. On this page you can review membership benefits.
2. Scroll down this page and select the orange "Join" box under the Join Now tile.
3. Follow the necessary steps to create an account.
  - a. You will need to provide your email address, name, organization information, mailing address, and phone number, and then create a password.
4. Once you have created your account, you can find your Customer ID number under your "Profile".
5. Please send your account name, email address, and Customer ID number to Sonia Sabater at Sonia.sabater@unc.edu so that she can call in and provide the membership payment information.
6. Once payment is completed, you will receive a confirmation email of your membership status.

I look forward to seeing all of you on October 14 at our next meeting!

Have a great day!
Paula

Paula Grubbs, Ph.D.
(she/her/hers)
Regional Consultant

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 10/12/2021 12:22:20 AM
To: Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]
Subject: Re: E3 TA Meeting Materials

Hi, Paula,

I wondered if they actually do include racial equity, but people used words like "multicultural" because they have been told not to use the words "racial equity". I see that several of the activities proposed will actually advance racial equity and support healthy racial identities (if they are making sure to represent all children and families in the classroom as they carry out their proposed activities--and not *just* those whose home language is Spanish, for example). I think your original plan is a good one and you should stick with it. I agree the last breakout discussion you are planning will help to clarify verbally that their activities are promoting ethnic AND racial equity.

Thanks again for taking the lead on facilitation tomorrow with the TA team--and also for the E3 Cohort meeting.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
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Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Grubbs, Paula <paula.grubbs@unc.edu>
Sent: Monday, October 11, 2021 6:52 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: RE: E3 TA Meeting Materials

Hi Sherri!

I am a little sad that these action plans do not include racial equity. I'm hoping our conversation planned for our statewide meeting can move us a bit. What are your thoughts? Do I need to bring up anything in our TA conversation tomorrow or do something different? My gut is saying go forward as planned and make sure we get to the last breakout conversation about "how does your action plan relate to racial equity?". What is your gut saying?!

Paula

From: Yang, Hsiu-wen <hsiu-wen.yang@unc.edu>
Sent: Monday, October 11, 2021 10:25 AM
To: Grubbs, Paula <paula.grubbs@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>
Subject: RE: E3 TA Meeting Materials

To: Dan Tetreault <Dan.Tetreault@dpi.nc.gov>

Cc: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>; Keashia Walker <Keashia.Walker@dpi.nc.gov>; Amy Rhyne <Amy.Rhyne@dpi.nc.gov>; Williams, Catasha A. <catasha.williams@unc.edu>

Subject: Re: Task Order Renewal

External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

Hi, Dan,

Thanks for the update.

Yes, adding 5 months to the proposal is going to affect personnel budget. That will need to increase to account for the additional months (to extend through March 30, 2026). I'll need to develop a new/updated proposed budget and route an updated proposal through our business office. I think I'll be able to fast track it--I can let them know we need the new approved proposal by the end of November so it can be back to you in time for the December board meeting. I'll go ahead and draft an updated proposed budget this weekend and reach out to my contact in the business office first thing Monday morning and ask her to prioritize this for us. So, I think we can get this in queue in our business office by the beginning of next week if I can connect with her on Monday. I'll also be sure to update the start date as you requested (now Jan 2022 instead of Aug 2021).

Thanks to you all! We so enjoy our partnership with you! Hope you have a great weekend,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

UNC FPG Trohanis TA Projects

UNC FPG Child Development Institute

University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599

919-215-5832

"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.

Because someday in your life you will have been all of these."

~ George Washington Carver ~

From: Dan Tetreault <Dan.Tetreault@dpi.nc.gov>

Sent: Friday, October 15, 2021 4:03 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Cc: Dawn Meskil <dawn.meskil@dpi.nc.gov>; Keashia Walker <keashia.walker@dpi.nc.gov>; Amy Rhyne <Amy.Rhyne@dpi.nc.gov>

Subject: Task Order Renewal

Hello Sherri,

I hope you are having a lovely Friday afternoon. We've met with Amy to review the draft for Amendment 7. On the attached version you will see a few places that will require a revised date and/or timeline. We have suggested a date range of January 3, 2022 to March 30, 2026. This change extends the time frame 5 months beyond October 31, 2025. Will this end date cause you any issues (ex. staffing)? Please revise and send me an updated version. Once received I will move forward with the process.

With best regards,

Dan Tetreault

Project Manager

Office of Early Learning

NC Department of Public Instruction

(W) (984) 236-2749

Dan.Tetreault@dpi.nc.gov

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North Carolina Department of
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State Bills that Restrict Discussing Racism and Equity and how this Impacts Technical Assistance Provision

Megan Vinh, Co-Director of ECTA Center

TA& D Network Call

November 9, 2021

NO LEFT TURN IN EDUCATION

Building An Intentional Container*



Speak Your Truth
Embrace Paradox

Focus on Learning and Responsibility, not perfection

Lean into Discomfort and Lean into Each Other

Commit to Non-Closure

*"Creating an intentional 'container' is not a prelude to equity work,
but an essential step in the process."*

Part of Racial Equity Community –
*This work is licensed by Open Source Leadership Strategies, Inc. under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0

13

What is Critical Race Theory?

Academic concept that is more than 40 years old.

Racism is a social construct and is not merely the product of individual bias or prejudice.

Racism is systemic and embedded in legal systems and policies.

NO LEFT TURN IN EDUCATION

What do these bans say?

- * Prohibits the teaching of Critical Race Theory, meaning the theory that racism is not merely a product of prejudice, but that racism is embedded in American society and its legal systems in order to uphold the supremacy of white persons.
- * Critical race theory promotes division between groups or social justice.
- * No lessons can “indoctrinate students” or promote one race or sex above another.
- * Prevents schools from asking students to reflect on privilege.
- * Forbids schools from awarding credit for student service learning with advocacy groups.

ecta

<https://www.edweek.org/policy-politics/map-where-critical-race-theory-is-under-attack/2021/06>

21

Small Group Discussion

- * How have state or community policies aimed at limiting how racism and issues of equity and justice can be discussed impacted your ability and capacity to support states and communities? Or, impacted the TA you provide to states and communities? Please think about and share specific examples.
- * What is the biggest challenge you face when supporting states and communities with addressing systemic and structural inequities and advancing equity?
- * What questions are states asking related to addressing systemic and structural inequities and advancing equity?
- * In light of these state policies and challenges, how are you advancing equity in the provision of TA to states and how can OSEP support you in that work?

ecta

26

Message

From: Little, Tonya F [tflittle@wsfcs.k12.nc.us]
Sent: 11/30/2021 5:45:10 PM
To: Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b8282e2c6858de7e576-paula1]; Kimbrough, Nartasha D [ndkimbrough@wsfcs.k12.nc.us]
Subject: Re: e3 Resource

LOL!! Yes a lot of confusion with Holidays

We will take the shoes and make sure they find a home😊
Thanks so much for all you do!!!!

From: Grubbs, Paula <paula.grubbs@unc.edu>
Sent: Tuesday, November 30, 2021 11:37 AM
To: Kimbrough, Nartasha D <ndkimbrough@wsfcs.k12.nc.us>; Little, Tonya F <tflittle@wsfcs.k12.nc.us>
Subject: RE: e3 Resource

This email originated outside of the WS/FCS Organization. Do not click links or open attachments unless you have verified the sender. Remember to send all suspicious emails to SpamInfo@wsfcs.k12.nc.us

I was just thinking about the year I shared this article <https://www.learningforjustice.org/magazine/problems-with-christmas-curriculum>. I almost got run out of town for that one! Good times, LOL. I still think it gives a lot to think about. Like, how can we teach the values of the holidays without making it about holiday? There are certainly common themes across traditions: giving to others, light in darkness, traditions, family, thankfulness, etc. I still can't figure out why we teach that an old white man knows everything we do and gives us magical things. Clearly, I am confused!

Anyway, I still like the article. I have more questions each time I read it- and learn something. I just reread it and thought, I had no idea that Hannukah isn't as important a holiday as Christmas!

Asking your families what they do and value is a good way to give them choice and voice.

I sent a meeting invitation for Wednesday, Dec 15 at 1. I hope that works for you guys.

I don't know about you, but I feel like this month is flying and it hasn't even started!

If the 15th doesn't work, let me know!

Also- I have 2 pairs of new women's Nikes in boxes, unworn, both size 7.5. Do you guys know of any clothes collections for families, or if your school has a clothes closet, or you know of anyone who could use them? Maybe 5th or 6th graders wear a women's 7.5 for all I know. They are white and sage green.. Anyway, please let me know if you know of anyone who could use them

Thankful for you guys!
Paula



September 7, 2021

Dr. Dawn Meskil
N.C. Department of Public Instruction
6307 Mail Service Center
Raleigh, NC 27699-6307

Reference: **NCELN 2019-2023 Amendment Sponsor Award # NNC10106745**

Dear Dr. Dawn Meskil:

This letter confirms that the appropriate program and administrative personnel at The University of North Carolina at Chapel Hill (UNC-CH) have reviewed the above referenced Solicitation/RFP/RFA and are committed to enter into a contract with the North Carolina Department of Public Instruction for the performance period of August 1, 2021 to October 31, 2025. The work to be performed by UNC-CH does not include human research subjects. UNC-CH maintains an active and enforced conflict of interest policy meeting the requirements of 42 CFR Part 50, Subpart F.

The Principal Investigator on this proposal is Sherri Britt Williams. The UNC-CH budget, budget justification, and scope of work are provided as separate enclosures to this letter. The total award will not exceed \$7,096,080. and includes appropriate direct and indirect costs.

Furthermore, by submission of this commitment letter UNC-CH and its Principal Investigator (PI) certify (1) that the information submitted within the application is true, complete, and accurate to the best of the UNC-CH's and PI's knowledge; (2) that any false, fictitious, or fraudulent statements or claims may subject UNC-CH and PI to criminal, civil, or administrative penalties; and (3) that the PI agrees to accept responsibility for the scientific conduct of the project and to provide the required progress reports if an award is made as a result of UNC-CH's application.

Sincerely,

Sherri Britt Williams, MPH
Principal Investigator

On behalf of
Terry Magnuson, Ph.D.
Vice Chancellor for Research

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 12/9/2021 6:03:39 PM
To: Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]
Subject: Re: UNC-FPG Task Order Amendment 7

Fingers crossed!!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Co-Principal Investigator, Child Find ACCESS Project
Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
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~ George Washington Carver ~*

From: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Sent: Thursday, December 9, 2021 1:02 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: FW: UNC-FPG Task Order Amendment 7

FYI 😊

Dawn Meskil, Ed.D
Preschool Exceptional Children (619) Co-Coordinator
Office of Early Learning
NC Department of Public Instruction
(W) (984) 236-2642
Dawn.Meskil@dpi.nc.gov
Follow us: [Facebook](#), [Twitter](#), [Instagram](#) and [YouTube](#)



NCDPI Office of Early Learning

From: Dan Tetreault <Dan.Tetreault@dpi.nc.gov>
Sent: Thursday, December 9, 2021 11:18 AM
To: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>; Keashia Walker <Keashia.Walker@dpi.nc.gov>
Cc: Amy Rhyne <Amy.Rhyne@dpi.nc.gov>
Subject: UNC-FPG Task Order Amendment 7

Hi there!

This Task Order Amendment is slated for the SBE in January (5th and 6th). Please plan on being on standby to help answer any questions that may come up. You would not need to join the whole meeting, but instead see where the item is on the agenda and join about 30-45 minutes early (times are approx.). We can talk about it if you like prior to. Thank you!

With best regards,

Dan Tetreault

Project Manager

Office of Early Learning

NC Department of Public Instruction

(W) (984) 236-2749

Dan.Tetreault@dpi.nc.gov

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Cc: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: RE: NC-ELN Website-urgent request

Working on it now -C

From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Wednesday, January 5, 2022 4:58 PM

To: Wagner, Christine D <christine.wagner@unc.edu>

Cc: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: NC-ELN Website-urgent request

Importance: High

Hi, Christine,

I have an urgent request from our funder to take the following down from our website as soon as possible:

At <https://nceln.fpg.unc.edu/node/4321>, Delete the first sentence "THE NC Early Learning Network presented at the 2021 Preschool Institute on November 17, 2021." Also delete the first two handouts under the Inclusive Practices to Promote Educational Equity Cafe Session (Equity Packet and Talking to Children about Race)

Take this web page down so it can no longer be accessed by search or with a link: <https://nceln.fpg.unc.edu/node/4168>

At <https://nceln.fpg.unc.edu/node/4173>, delete the first sentence of the 2nd paragraph: "The E3 Cohort activities build upon foundational information provided during the NC-ELN virtual training series Addressing Equity and Cultural Responsiveness in Early Childhood offered in the spring of 2021."

Thanks for your help! Please let me know once you've been able to complete this.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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~ George Washington Carver ~

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 1/6/2022 2:16:40 AM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]; Wagner, Christine D [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=8abe2db0e81a473b85a7b4ff68f205cf-Christine D]
Subject: RE: NC-ELN Website-urgent request

These came up when I searched "racial."

There is a handout here that talks about racial disparities:

<https://nceln.fpg.unc.edu/events/2015-ec-preschool-coordinators%E2%80%99institute>

Sherri may have tagged this one, but let's take this down:

<https://nceln.fpg.unc.edu/node/3017>

this one?

<https://nceln.fpg.unc.edu/node/3350>

These came up when I search discrimination. Are OCR and OSEP letters safe to leave up?

Search

Enter your keywords

Search results

OCR fact sheet on racial discrimination Dec 2016

Working Title: Resource Link: Resource File: OCR Fact Sheet-racedisc-special-education.pdf Resource Group:

cdwagner - February 17, 2017

OCR Letter preventing racial discrimination in Spec Ed Dec 2016

Working Title: Resource Link: Resource File: OCR colleague-201612-racedisc-special-education.pdf Resource Group:

cdwagner - February 17, 2017

EC Preschool Coordinator Resources: State and Federal Memos

... of others (August 2016) OCR Letter Preventing Racial **Discrimination** in Special Education - Reminds States, districts, and public ... (December 2016) OCR Fact Sheet Preventing Racial **Discrimination** in Special Education - Summarizes how school districts can ...

cdwagner - January 5, 2022

SEFEL Leadership Summit

... PPA 2017.docx OSEP colleague letter on racial **discrimination** in special education Dec 2016.pdf Walter S. ...

cdwagner - September 15, 2021

From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Wednesday, January 5, 2022 7:03 PM

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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~ George Washington Carver ~*

From: Wagner, Christine D <christine.wagner@unc.edu>

Sent: Wednesday, January 5, 2022 6:35 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Cc: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: RE: NC-ELN Website-urgent request

Thank you so much for the context. That helps me know what to keep an eye out for.

I've taken down all of those pages and the documents associated with them. I think I got everything, but if you see anything else that needs to come down just let me know. I will also try some searches and look through the archives to see if I see anything. The videos are on the secure Helix server and are not available to the general public. You need not only a login and password but you also need permission to see what's under the NCELN category. That's limited to ELN staff. However, I can take them down, too, if you want me to.

SMH- some people... 😊

From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Wednesday, January 5, 2022 6:28 PM

To: Wagner, Christine D <christine.wagner@unc.edu>

Cc: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: Re: NC-ELN Website-urgent request

We need to take the whole page down for : <https://nceln.fpg.unc.edu/node/4168>.

Thanks so much for being so responsive and working after hours! I appreciate you so much!

Just to give you a little context. There was a person present at the NC State Bd of Ed meeting this afternoon expressing displeasure with DPI promoting racial equity training. There were some exaggerations and misinformation about teaching "hate", CRT, communism, etc. and they reference some materials on our website; so our funder is asking that we take this down.

I have also heard of at least one case where one of our ELN staff received a very nasty email this afternoon, after the State Bd of Ed meeting, from a person who had apparently been listening in on the State Bd of Ed meeting virtually. I worry a bit that a small extreme group of people will be driving others to some of our materials and using some of the statements out of context which may prompt more harassment of our staff as a result of the meeting this afternoon. Dawn Meskil and Amy Rhyne advised that we take down the links I sent you earlier and Janet and I are doing a few searches from our website to see if there might be anything else we will want to take down for now. Let me know if you have any other thoughts, suggestions, etc.

Thanks again for all your help with this,
Sherri

Equity and Cultural Responsiveness Professional Development Series | NC Early Learning Network - North Carolina Early Learning Network (NC-ELN) | NC Early Learning Network

This professional learning series centered on addressing racial equity and culturally responsive practices in early childhood. It addressed the four key goal areas of Identity, Equity, Diversity and Action.

nceln.fpg.unc.edu

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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~ George Washington Carver ~

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 6:10 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Here's the link to the E3 Cohort Application page: <https://nceln.fpg.unc.edu/node/4308>

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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~ George Washington Carver ~*

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 6:08 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Here's the link it takes me to: <https://nceln.fpg.unc.edu/node/4188>

Addressing Equity and Cultural Responsiveness in Early Childhood | NC Early Learning Network - North Carolina Early Learning Network (NC-ELN) | NC Early Learning Network

Click on the video above to watch. Use the CC button to toggle closed captioning on/off. Part 2 was presented May 19, 2021. The Participant Guide, including the pre-learning activity, can be found [here](#). A recording of the presentation can be viewed below:

nceln.fpg.unc.edu

Sherri Britt Williams

Principal Investigator/ Director, [NC Early Learning Network \(NC-ELN\) Project](#)

Co-Principal Investigator, [Child Find ACCESS Project](#)

Senior Technical Assistance Specialist, [National Early Childhood Technical Assistance Center \(ECTA\)](#)

Division Lead, [UNC FPG Technical Assistance Division](#)

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~ George Washington Carver ~*

From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Wednesday, January 5, 2022 6:06 PM

To: Wagner, Christine D <christine.wagner@unc.edu>

Cc: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: Re: NC-ELN Website-urgent request

Hi, Christine when I do a search in the search bar on the website, the recorded webinars still come up and when I click on the link provided through the search it takes me to the webinars... Any way to be sure they can't be accessed through a search on the ELN website?

Also, please go ahead and just take down the E3 cohort web page, too. (and the E3 Cohort application page.

Thanks,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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From: Wagner, Christine D <christine.wagner@unc.edu>

Sent: Wednesday, January 5, 2022 5:25 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Cc: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: RE: NC-ELN Website-urgent request

These have all been taken down:

- #1- 4321- deleted the first sentence and deleted the 2 documents. I also deleted those documents from the library/archive so they will not show up on our site at all. I did download them in case I was too thorough and you still want the documents accessible for any reason. (I would have to reupload them, so please let me know if that is the case)
- #3- 4173- I took out that sentence
- #2- 4168- I deleted this entry from the calendar. The recordings are still available, and are linked on the E3 Cohort Application Process page: <https://nceln.fpg.unc.edu/node/4308> The application process page is not linked anywhere on the site, but can be found through the search if the right term(s) is entered. I don't think the recordings page is linked anywhere other than that application process page. The main page, linked through the Inclusion resources submenu, for the E3 Cohort is <https://nceln.fpg.unc.edu/node/4173> (noted below) which does not link to either of these now.
  - I say all this in case there is a problem with any of the recordings or the process being visible on our site (I don't know what prompted the ask). I can delete or edit or move this information to a password protected page (not searchable) if needed.

Please let me know if you have any questions or need me to do anything else. I'm available for the next 15 minutes or so, then will be back around 9:45 this evening. I'm happy to take care of anything urgent after hours if needed. And of course I'll be "here" tomorrow!

Have a great evening!

-Christine

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 4:58 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: NC-ELN Website-urgent request
Importance: High

Hi, Christine,

I have an urgent request from our funder to take the following down from our website as soon as possible:

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Take this web page down so it can no longer be accessed by search or with a link: <https://nceln.fpg.unc.edu/node/4168>

At <https://nceln.fpg.unc.edu/node/4173>, delete the first sentence of the 2nd paragraph: "The E3 Cohort activities build upon foundational information provided during the NC-ELN virtual training series Addressing Equity and Cultural Responsiveness in Early Childhood offered in the spring of 2021."

Thanks for your help! Please let me know once you've been able to complete this.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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Message

From: Wagner, Christine D [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=8ABE2DB0E81A473B85A7B4FF68F205CF-CHRISTINE D]
Sent: 1/6/2022 3:26:23 AM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18cccf374c1fe-Sherri Brit]
CC: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: RE: NC-ELN Website-urgent request

These have been deleted.

-C

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 6:45 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Thanks for understanding and helping with this.

I'm thinking we may need to also take this down: <https://nceln.fpg.unc.edu/node/4224>

I wonder if we should also take these down--just because they list race/ethnicity of children in the classroom scenario and people may take that and spin it into something it's not:

<https://nceln.fpg.unc.edu/node/4324>

<https://nceln.fpg.unc.edu/node/4325>

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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~ George Washington Carver ~*

~ George Washington Carver ~

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 6:06 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Hi, Christine when I do a search in the search bar on the website, the recorded webinars still come up and when I click on the link provided through the search it takes me to the webinars... Any way to be sure they can't be accessed through a search on the ELN website?

Also, please go ahead and just take down the E3 cohort web page, too. (and the E3 Cohort application page.

Thanks,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

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From: Wagner, Christine D <christine.wagner@unc.edu>
Sent: Wednesday, January 5, 2022 5:25 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: RE: NC-ELN Website-urgent request

These have all been taken down:

- #1- 4321- deleted the first sentence and deleted the 2 documents. I also deleted those documents from the library/archive so they will not show up on our site at all. I did download them in case I was too thorough and

you still want the documents accessible for any reason. (I would have to reupload them, so please let me know if that is the case)

- #3- 4173- I took out that sentence
- #2- 4168- I deleted this entry from the calendar. The recordings are still available, and are linked on the E3 Cohort Application Process page: <https://nceln.fpg.unc.edu/node/4308> The application process page is not linked anywhere on the site, but can be found through the search if the right term(s) is entered. I don't think the recordings page is linked anywhere other than that application process page. The main page, linked through the Inclusion resources submenu, for the E3 Cohort is <https://nceln.fpg.unc.edu/node/4173> (noted below) which does not link to either of these now.
  - I say all this in case there is a problem with any of the recordings or the process being visible on our site (I don't know what prompted the ask). I can delete or edit or move this information to a password protected page (not searchable) if needed.

Please let me know if you have any questions or need me to do anything else. I'm available for the next 15 minutes or so, then will be back around 9:45 this evening. I'm happy to take care of anything urgent after hours if needed. And of course I'll be "here" tomorrow!

Have a great evening!

-Christine

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 4:58 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: NC-ELN Website-urgent request
Importance: High

Hi, Christine,

I have an urgent request from our funder to take the following down from our website as soon as possible:

At <https://nceln.fpg.unc.edu/node/4321>, Delete the first sentence "THE NC Early Learning Network presented at the 2021 Preschool Institute on November 17, 2021." Also delete the first two handouts under the Inclusive Practices to Promote Educational Equity Cafe Session (Equity Packet and Talking to Children about Race)

Take this web page down so it can no longer be accessed by search or with a link: <https://nceln.fpg.unc.edu/node/4168>

At <https://nceln.fpg.unc.edu/node/4173>, delete the first sentence of the 2nd paragraph: "The E3 Cohort activities build upon foundational information provided during the NC-ELN virtual training series Addressing Equity and Cultural Responsiveness in Early Childhood offered in the spring of 2021."

Thanks for your help! Please let me know once you've been able to complete this.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Message

From: Wagner, Christine D [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=8ABE2DB0E81A473B85A7B4FF68F205CF-CHRISTINE D]
Sent: 1/6/2022 3:40:22 AM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
CC: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: RE: NC-ELN Website-urgent request

These have also been deleted.

-C

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 6:59 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Other links to take down:

<https://nceln.fpg.unc.edu/node/4184>

<https://nceln.fpg.unc.edu/node/3017>

<https://nceln.fpg.unc.edu/node/4204>

<https://nceln.fpg.unc.edu/node/4224>

Sherri Britt Williams

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Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 1/6/2022 4:20:10 AM
To: Wagner, Christine D [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=8abe2db0e81a473b85a7b4ff68f205cf-Christine D]
Subject: Re: NC-ELN Website-urgent request

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
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From: Wagner, Christine D <christine.wagner@unc.edu>
Sent: Wednesday, January 5, 2022 10:45 PM
To: Sockwell, Janet O <jsockwel@email.unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>
Subject: RE: NC-ELN Website-urgent request

Yes- The search will look through everything- the calendar, pages- title, text, and posted links- resources, everything. It even looks at hidden text on the page such as code or marked out (hidden) links and text.

I'm trying to copy everything into a backup word doc in case we need to go back and figure anything out. not sure if that will work, but once it's deleted from the site, it's gone as far as our server is concerned. There are search engines that keep backups but at least the link will no longer work.

-C

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Wednesday, January 5, 2022 8:25 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Wagner, Christine D <christine.wagner@unc.edu>
Subject: RE: NC-ELN Website-urgent request

I just finally got to my computer. I was going to suggest we take down anything that has the words: race, equity, racial, and even wonder about discrimination or words like that.

Thanks for doing all the searches, Sherri. I didn't think about the Tier II material in archived events. When we do searches does that cover everything in archives? I guess I mean- when we search, it covers the archives as well?

Such craziness. I almost feel like taking down everything in archives!

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 7:03 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

So sorry for all the emails!! Amy Rhyne, Dawn, and I have been messaging back and forth constantly this evening. Amy Rhyne just advised that we take down everything that comes up when you search "equity" and "race" on our website for now. We can review all of that later and re-assess the value of posting, but need it to come down asap. The board votes on our next 3-year contract renewal tomorrow and Amy wants to be able to say that we've taken down anything that could be taken out of context related to equity/race.

Thanks again for your help,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
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From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 6:59 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Other links to take down:

<https://nceln.fpg.unc.edu/node/4184>
<https://nceln.fpg.unc.edu/node/3017>
<https://nceln.fpg.unc.edu/node/4204>
<https://nceln.fpg.unc.edu/node/4224>

Sherri Britt Williams

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Co-Principal Investigator, Child Find ACCESS Project
Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Message

From: Wagner, Christine D [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=8ABE2DB0E81A473B85A7B4FF68F205CF-CHRISTINE D]
Sent: 1/6/2022 4:49:51 AM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: NC-ELN Website-urgent request
Attachments: equity and racial search terms on ELN site.docx

Attached is a list of the search results for the terms I used (race, racial, equity, equitable, equality, bias). Some of them are resources we presented in trainings, some are things like OSEP letters or definitions of IDEA rules. I can take down the resources, take the resources/handouts off of trainings (leaving the event itself and other resources up), and not touch the OSEP letters/definitions. Or I can take it all down. Or if you or Janet want to look through the list and let me know what should go, I can follow your instruction. I understand what they want us to do, but I wonder about things like the OSEP/OCR letters- do they need to come down, too? I would think the IDEA definitions might be OK.

FYI- Almost everything surrounding the Coaching Equity Guide is listed. That's huge- there are documents, webinars, recordings, handouts... I've already deleted the guide as a resource from several listings but it's pretty much everywhere.

Yes, the videos are still in Helix (and are not searchable or linked to the ELN site). I've also tried to capture all of the pages with the descriptions, etc. so that the pages can be recreated if needed. That could be on password-protected pages if that would help.

Should I just continue with deleting everything in the search results? Perhaps with the exception of things like the IDEA definitions?

-C

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Wednesday, January 5, 2022 11:32 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Subject: Re: NC-ELN Website-urgent request

Amy Rhyne is asking that we take down everything that comes up when you search using the words "equity" and "race". For the things that include recorded videos--can we save them in helix (or they may already be there) so we can access them again later if we decide to repost?

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Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccefc374c1fe-Sherri Brit]
Sent: 1/6/2022 5:32:03 AM
To: Wagner, Christine D [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=8abe2db0e81a473b85a7b4ff68f205cf-Christine D]
CC: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: Re: NC-ELN Website-urgent request

Actually, on second thought, go ahead and delete everything including the OSEP/OCR letters and IDEA definitions. **I think we need to follow Amy's instructions exactly.**

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
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From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, January 6, 2022 12:25 AM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: NC-ELN Website-urgent request

Yes, go ahead with deleting everything from the searches with the exception of the OSEP/OCR letters and the IDEA definitions. It's so disappointing, but they are meeting again tomorrow morning, and Amy Rhyne doesn't want them taking anything on our website out of context or misinterpreting it --especially since they will be voting on approval for our contract renewal tomorrow.

Sherri Britt Williams

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From: Wagner, Christine D <christine.wagner@unc.edu>
Sent: Wednesday, January 5, 2022 11:49 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Subject: RE: NC-ELN Website-urgent request

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Sent: Wednesday, January 5, 2022 11:32 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Subject: Re: NC-ELN Website-urgent request

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Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18cce374c1fe-Sherri Brit]
Sent: 1/6/2022 5:49:07 PM
To: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: DRAFT communication

DRAFT email:

Hi, Team,

Just want to make you aware that there was some discussion at the state board of ed meeting yesterday including a person who voiced her displeasure with DPI offering trainings on equity. She referenced a few non-ELN products/events in addition to a couple of our trainings/products. After the meeting she and another person seemed to be coordinating to circulate some screen shots of various things taken out of context. This drove some clicks to our website and has prompted several questions and misrepresentations related to our work and other work at DPI and FPG. I communicated with Dawn and Amy Rhyne last night and Amy advised that we take down some of the recordings/products related to equity training for now since we know there is an effort to drive some people to the website (not with the intent of receiving resources and professional learning and perhaps instead trying to misrepresent our work out of context).

Just want you to be aware since you may notice some things are no longer on the website for now. Amy, Keashia, and Dawn reiterated how much they appreciate and support the work we are doing. We going to regroup once this surge dies down and work together to review the information that was taken off the website for now and decide what we need to re-post (and if we need to provide more clarification, description, context, etc. as we post things moving forward to try to avoid others misrepresenting the work).

If you happen to receive any requests for information or questions about our work, please do forward those directly to me for now so that we can be sure we are providing consistent responses. Our new 3-year cycle for the project (2022-2025) is up for renewal (the state board review of our proposed new 3-year contract was completed today and the board voted this afternoon to go ahead and forward the contract on to Truitt for approval) so we are in the process of getting that in place for a new cycle beginning Nov 1, 2022.

If you have any questions or concerns or feel like you need additional guidance, please feel free to connect with your supervisor.

Thanks again for the amazing work you do!

Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

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Message

From: Williams, Catasha A. [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=90797F80D42840A1B6AD9A236E342118-CATASHA]
Sent: 1/6/2022 8:22:14 PM
To: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]; Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccefc374c1fe-Sherri Brit]
Subject: RE: DRAFT communication

Perfect! Thanks for pulling this together so succinctly.

Catasha A. Williams, M.Ed.

Co-Principal Investigator/Associate Director, NC Early Learning Network Project
Technical Assistance Specialist, Early Childhood Technical Assistance Center

FPG Child Development Institute
University of North Carolina at Chapel Hill

Phone
catasha.williams@unc.edu

From: Sockwell, Janet O <jsockwel@email.unc.edu>
Sent: Thursday, January 6, 2022 2:43 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>
Subject: RE: DRAFT communication

Sounds good. I was meeting with Dawn and Keashia right after the board voted. Dawn asked about communicating to the team and I said you were working on something. She is concerned about people fishing by saying "I love your work on equity. Tell me what you are doing" or some other way of misleading them into thinking the person is in favor. I think you cover it in your email, but it may be something Catasha and I mention in our 1;1s with consultants?

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, January 6, 2022 12:49 PM
To: Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: DRAFT communication

DRAFT email:

Hi, Team,

Just want to make you aware that there was some discussion at the state board of ed meeting yesterday including a person who voiced her displeasure with DPI offering trainings on equity. She referenced a few non-ELN products/events in addition to a couple of our trainings/products. After the meeting she and another person seemed to be coordinating to circulate some screen shots of various things taken out of context. This drove some clicks to our website and has prompted several questions and misrepresentations related to our work and other work at DPI and FPG. I communicated with Dawn and Amy Rhyne last night and Amy advised that we take down some of the recordings/products related to equity training for now since we know there is an effort to drive some people to the website (not with the intent of receiving resources and professional learning and perhaps instead trying to misrepresent our work out of context).

Message

From: Grubbs, Paula [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=87C3C084BC7C4B8282E2C6858DE7E576-PAULA1]
Sent: 1/6/2022 8:38:09 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: Keeping you in the Loop

Thanks for your leadership, Sherri. Hopefully Truitt will sign asap and we can put this behind us. We will regroup even better!

Thanks again!!!!!!!

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, January 6, 2022 3:32 PM
To: Hartley, Lori <ha10rt@email.unc.edu>; Earl, Kris <krisearl@email.unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Lewis, Katie <klewis@unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Keeping you in the Loop

Hi, Team,

Just want to make you aware that there was some discussion at the State Board of Ed meeting yesterday including a person who voiced her displeasure with DPI offering trainings on equity. She referenced a few non-ELN products/events in addition to a couple of our trainings/products. After the meeting she and another person seemed to be coordinating to circulate some screen shots of various things taken out of context. This drove some clicks to our website and has prompted several questions and misrepresentations related to our work and other work at DPI and FPG. I communicated with Dawn and Amy Rhyne last night and Amy advised that we take down some of the recordings/products related to equity training for now since we know there is an effort to drive some people to the website (not with the intent of receiving resources and professional learning and perhaps instead trying to misrepresent our work out of context).

Just want you to be aware since you may notice some things are no longer on the website for now. Amy, Keashia, and Dawn reiterated how much they appreciate and support the work we are doing. We are going to regroup once this surge dies down and work together to review the information that was taken off the website for now and decide what we need to re-post (and if we need to provide more clarification, description, context, etc. as we post things moving forward to try to avoid others misrepresenting the work).

If you happen to receive any requests for information or questions about our work on the NC-ELN project, please do forward those directly to me for now so that we can be sure we are providing consistent responses. Our new 3-year cycle for the project (2022-2025) is up for renewal (the State Board review of our proposed new 3-year contract was completed today and the board voted this afternoon to go ahead and forward the contract on to Truitt for approval) so we are in the process of getting that in place for a new cycle beginning Nov 1, 2022.

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 1/6/2022 8:51:42 PM
To: Neer, Katherine Fordham [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1078ff76059b4be2bf3ca7146e43b999-kneer]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
CC: Shropshire, Will Edward [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=fae5fdbcc0524ab086645936b76819e0-Will Edward]
Subject: Re: 404 web page error and (possible) related social media postings

Hi, Katherine,

Thanks for the heads up!

Our funder at DPI, in consultation with Catherine Truitt, requested we take down a few of our posted products related to race equity after they learned about this group of people circulating screen shots out of context and misrepresenting the work. I'm checking with Christine Wagner, who helps with our website on the NC-ELN project, about seeing if she can redirect back to the NC-ELN home page rather than to the error message. Thanks for the suggestion.

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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*"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.
Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Neer, Katherine Fordham <katherine.neer@unc.edu>

Sent: Thursday, January 6, 2022 3:28 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>

Cc: Shropshire, Will Edward <willshrp@live.unc.edu>

Subject: 404 web page error and (possible) related social media postings

Hi, Sherri and Catasha.

Will and I have been monitoring social media after seeing the below tweet yesterday, which was referring to an NC-ELN publication at this link: <https://ncein.fpg.unc.edu/node/4168>

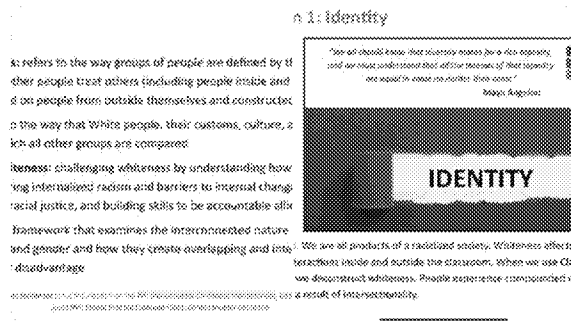
<https://twitter.com/SloanRachmuth/status/1478481301665628165?s=20>

← Tweet



Sloan Rachmuth
@SloanRachmuth

Hey @CTruittNCDPI, check out @FPGInstitute's website before SBE meeting. An arsenal of baseless slander about whites packaged in new preschool program. #CRT



4:39 PM · Jan 4, 2022 · Twitter for iPhone

3 Retweets · 1 Quote Tweet · 4 Likes

The same person posted the below today, and the link is now throwing a 404 error (page not found):

<https://twitter.com/SloanRachmuth/status/1479173700301774856?s=20>

← Tweet



Sloan Rachmuth
@SloanRachmuth

Who at the DPI instructed @FPGInstitute to remove all #CRT training materials @CTruittNCDPI?? We do not trust what we cannot see.

2:31 PM · Jan 6, 2022 · Twitter for iPhone



Search

NC Early Learning Network

Page not found

The requested page "/node/4168" could not be found.

This project is a program of



Public Schools for North Carolina
State Board of Education | Department of Public Instruction | Office of Early Learning | Early Childhood



UNC
Early Childhood Learning
Early Development and Learning

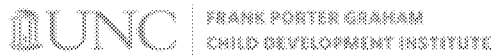
I just wanted to check in to see if the 'page not found' error is a coincidence or if this page was taken down on purpose. If it is just a coincidence, you'll likely want to address the error as soon as possible. If you have removed it on purpose, I recommend that you assign a redirect rather than letting it go to the 'page not found' message, as it might further incite weird commentary from that poster on Twitter (and possibly others).

Also, please know that Will and I are only monitoring the activity and will not be engaging in any way with her, or any other postings of this nature.

Kind regards,
Katherine

Katherine Fordham Neer, MLS
(she/her/hers)
Director of Communications and Marketing

Frank Porter Graham Child Development Institute
The University of North Carolina at Chapel Hill
105 Smith Level Road
Chapel Hill, NC 27516
email katherine.neer@unc.edu



FPG.UNC.EDU

NO LEFT TURN IN EDUCATION

Message

From: Kasprzak, Christina M [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B389C47063014A28808A4D47011174A5-CHRISTINA M]
Sent: 1/7/2022 12:12:42 AM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: Re: CK/SBW: Check In re: ELN contract

Hi Sherri,

This is really starting to hit home for us, isn't it?! Thank you for sharing this information and the email Paula received. I'm happy to help process with you.

Christina

Sent from my iPhone

On Jan 6, 2022, at 6:31 PM, Williams, Sherri Britt <sherri@email.unc.edu> wrote:

Hi, Christina,

I added a check in for us tomorrow. Let me know if I need to change the time. The ELN contract was presented and discussed at the State Board of Ed meeting yesterday and the Board voted to forward on for Catherine Truitt's signature, which is promising!

There was a person at the meeting yesterday, though, who shared their displeasure with DPI offering trainings on equity. She referenced a few non-ELN products/events in addition to a couple of our trainings/products. After the meeting she and another person seemed to be coordinating to circulate some screen shots of various things taken out of context and they used words like communism, CRT, etc. to describe equity work. This drove some clicks to our website and has prompted several questions and misrepresentations related to our work and other work at DPI and FPG. I communicated with Dawn and Amy Rhyne last night and Amy advised that we take down some of the recordings/products related to equity training for now since we know there is an effort to drive some people to the website (not with the intent of receiving resources and professional learning and perhaps instead trying to misrepresent our work out of context). Amy and Catherine Truitt communicated last night afterward, and Amy's interpretation was that Truitt didn't see anything wrong or alarming with our ELN contract and she actually responded to the person and disagreed with the person's misrepresentation of the work. When the Board voted today, they voted in favor of moving it forward to Truitt's desk for signature...so I'm staying cautiously optimistic. Truitt still has to sign it...

Also, shortly after the meeting yesterday, Paula received a really nasty email from someone (I'll forward to you). I talked with Paula last night and she is okay...I just want you to be aware.

It was just a stark reminder that there are folks out there who are actively targeting and twisting the equity work to create confusion and incite fear. Just want to debrief with you a little about it tomorrow if that's okay. I have felt sick to my stomach about it all day today. I try not to burden Catasha too much about my own strong feelings and angst around this topic knowing she is already dealing with her own more intense burdens and trauma related to this, from a different perspective.

Thanks,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Message

From: Williams, Catasha A. [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=90797F80D42840A1B6AD9A236E342118-CATASHA]
Sent: 1/7/2022 12:52:34 AM
To: Earl, Kris [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b64650612c23425aa22b48a50d271075-krisearl]
CC: LeGrant, DelShana [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2a8cbd5e18e3454a95d2fa2f0817d858-delshana]
Subject: RE: Keeping you in the Loop

Thanks for connecting about this. Yes, this will impact our plans for March. Dawn and Keashia are checking in with Amy about having the Coaching Equity Guide vetted for use in TA through the Department's review process. We will need to pause on this until we hear further. If not in time for March, I'm hopeful that we can shift this content to May.

Catasha A. Williams, M.Ed.

Co-Principal Investigator/Associate Director, NC Early Learning Network Project
Technical Assistance Specialist, Early Childhood Technical Assistance Center

FPG Child Development Institute
University of North Carolina at Chapel Hill

Phone 252-327-6982
catasha.williams@unc.edu

From: Earl, Kris <krisearl@email.unc.edu>
Sent: Thursday, January 6, 2022 3:48 PM
To: Williams, Catasha A. <catasha.williams@unc.edu>
Cc: LeGrant, DelShana <shana.legrant@unc.edu>
Subject: FW: Keeping you in the Loop

Hey Catasha,
Shana and I have a content planning session to work on the PPM Webinar 3 tomorrow afternoon. Does the information Sherri shared impact what we plan to present in March? Thanks for your guidance and support!

Kris Earl, Ed.D.

Regional Consultant – Southcentral Region
NC Early Learning Network

Frank Porter Graham Child Development Institute
The University of North Carolina at Chapel Hill
105 Smith Level Road
Chapel Hill, NC 27516
P 704-450-4600 E kris.earl@unc.edu



FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, January 6, 2022 3:32 PM
To: Hartley, Lori <ha10rt@email.unc.edu>; Earl, Kris <krisearl@email.unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Lewis, Katie <klewis@unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Keeping you in the Loop

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 1/10/2022 1:05:07 AM
To: Neer, Katherine Fordham [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1078ff76059b4be2bf3ca7146e43b999-kneer]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Belger, Aysenil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=82747791e9c646f2a43c34b6b5cc849c-Aysenil Bel]
Subject: Re: Media request
Attachments: UNC Proposal-Sherri Williams.pdf
Importance: High

Hi, Katherine,

Thanks so much for letting us know. Yes, I would love to touch base with you and discuss. I'm free tomorrow anytime between 9:00-10:00 and again from 11:00-1:00. If that doesn't work out, just let me know and I'll try to move some of my scheduled Monday meetings around to meet at a different time.

As I mentioned before, we had never heard of the group/two women until you brought the post to our attention on Thursday afternoon. I haven't heard anything directly from or referencing the group/women since then. If I receive anything from anyone related to this, I'll forward to you and of course won't engage.

We did pull down some training content last week at the request of our funders, which is not unusual. We are typically asked to review and refresh content routinely. Obviously, to say this is a "CRT contract" is a huge stretch since this contract is primarily about supporting professional development to provide high quality inclusive settings for children with disabilities. I'm attaching the scope of work that was reviewed and approved by the State Board last week for reference. Pages 2-10 are related to an "add on" to our current contract, a webinar series funded by DCDEE's PDG funds that they transferred to DPI via MOA so that DPI would add to our current contract. Pages 11-27 are for the actual new 3-year contract period (Nov 2022-Oct 2025).

Goals of our project are also clearly stated on the NC-ELN home page: <https://nceln.fpg.unc.edu/>

North Carolina Early Learning Network (NC-ELN)

The North Carolina Early Learning Network, funded by the North Carolina Department of Public Instruction (DPI), provides early learning communities with professional development and technical assistance to support preschool children with disabilities and their families through the vision of DPI's Office of Early Learning: "Each child is honored, respected, and empowered to achieve success in ...

nceln.fpg.unc.edu

I'll reach out to Christine Wagoner and have her redirect the link you provided below to the home page. She did make that change for the link you forwarded to us on Thursday afternoon. This must be a different link that was linked to the same page.

Thanks again,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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Because someday in your life you will have been all of these."

~ George Washington Carver ~

From: Neer, Katherine Fordham <katherine.neer@unc.edu>

Sent: Sunday, January 9, 2022 7:08 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Belger, Aysenil <aysenil.belger@unc.edu>

Subject: FW: Media request

Hi, Sherri, Catasha, and Ayse.

Please see the inquiry below from Kari Baxter Donovan. If you receive anything from her—or anyone else about the links below, please let me know ASAP and **do not engage/reply**. Sherri and Catasha, this is related to the email I sent you all last week / the Twitter account we've been monitoring / and the advice I had related to redirecting that link where you all removed content. The same person posting on Twitter appears to be sharing 'news' stories and presentations on YouTube about this as well. Perhaps the four of us should find 15 minutes to check in on Zoom tomorrow about this.

Thanks,

Katherine

From: Kari Baxter Donovan

Sent: Sunday, January 9, 2022 4:46 PM

To: FPG Media <fpgmedia@unc.edu>

Subject: Media request

Hi!

I am trying to trace back some information. A group called Education First Alliance, which has a history of claiming people are pulling down pages off of websites they are inquiring about- is claiming that your organization pulled down evidence of racism off of your site after they inquired about them.

I am wondering if there is any statement about this you would like to make about her allegations.

<https://www.edfirstnc.org//post/press-release-groups-oppose-nc-s-teaching-preschoolers-with-disabilities-to-deconstruct-whiteness>

The group's article is at the link just above. The group is two women claiming that your group removed this content off of this page, to "hide it from the public".

[https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/E3 Cohort Application Questions.docx](https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/E3%20Cohort%20Application%20Questions.docx)

Another article on your group:

<https://www.edfirstnc.org/post/the-worst-crt-training-we-ve-ever-seen-seriously>

Youtube videos she made on the topic:

<https://www.youtube.com/watch?v=ZUfbgHI7Ohw>

<https://www.youtube.com/watch?v=QoP0GNJ4BlIs>

Other news items where this group claims that UNC has removed pages after the two women inquired about the contents:

https://www.theepochtimes.com/uncs-department-of-pediatrics-removes-crt-related-documents-after-physicians-criticism_4158754.html

Kari Donovan

NO LEFT TURN IN EDUCATION

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 1/10/2022 4:04:07 PM
To: Wagner, Christine D [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=8abe2db0e81a473b85a7b4ff68f205cf-Christine D]
CC: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
Subject: Re: 404 web page error and (possible) related social media postings

---

From: Wagner, Christine D <christine.wagner@unc.edu>
Sent: Monday, January 10, 2022 10:03 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: RE: 404 web page error and (possible) related social media postings

We now have a redirect for all broken links that sends people back to the homepage.

Do you know where the one below came from? That isn't the name or naming convention of any of our files (current or past).
-Christine

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Sunday, January 9, 2022 8:08 PM
To: Wagner, Christine D <christine.wagner@unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: Re: 404 web page error and (possible) related social media postings

Hi, Christine,

Here's another link that leads to an error that was brought to our attention by Katherine Neer today. Will you please be sure this one redirects to our home page as well?

<https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/resources/E3>

Thanks for your help,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Wagner, Christine D <christine.wagner@unc.edu>

Sent: Thursday, January 6, 2022 4:04 PM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Cc: Williams, Catasha A. <catasha.williams@unc.edu>

Subject: RE: 404 web page error and (possible) related social media postings

I've redirected 404 errors (like the errors below) to the home page. Working on a global redirect (for all errors) to the home page.

-Christine

From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Thursday, January 6, 2022 3:36 PM

To: Wagner, Christine D <christine.wagner@unc.edu>

Cc: Williams, Catasha A. <catasha.williams@unc.edu>

Subject: Fw: 404 web page error and (possible) related social media postings

Hi, Christine,

See below. Is there a way to just redirect back to the ELN home page rather than to a message that the page is not found?

Thanks,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

UNC FPG Trohanis TA Projects

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University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599

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Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18cccf374c1fe-Sherri Brit]
Sent: 1/10/2022 8:32:36 PM
To: Neer, Katherine Fordham [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1078ff76059b4be2bf3ca7146e43b999-kneer]
CC: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
Subject: Draft email for DPI OEL leadership

Hi, Katherine, Here's what I put together for the DRAFT email--I'm actually thinking this may "feel better" to them to receive this via text rather than email. They are being mindful that email communication is subject to public record request. What do you think about that?

Hi, Dawn and Amy,

Catasha and I met with our Communications officer, Katherine Neer, at FPG today. She has been tracking activity on the internet, so Catasha and I met with her and Ayse this afternoon to discuss. We also talked a bit about suggestions for making sure our PPM Summit tomorrow and Wednesday will be secure so that we are doing everything we can to make sure no one is admitted to the sessions if they aren't verified registered participants to avoid random people bombing sessions (just in case).

Katherine asked that we schedule a virtual meeting together to talk about thoughts and get a clear understanding of how we want to move forward to navigate the situation from a communication standpoint. She also suggested inviting Catherine Truitt to our discussion with the hope of clarifying what the work of the project is actually about and our desire to continue the positive partnership we have had with DPI over the past several years; so I'm wondering what suggestions you have for making that happen (and, of course, any other ideas you have).

Please let me know your thoughts.

Thanks,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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Because someday in your life you will have been all of these."

~ George Washington Carver ~

From: Neer, Katherine Fordham <katherine.neer@unc.edu>
Sent: Monday, January 10, 2022 3:57 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: RE: Draft email for DPI OEL leadership

Hi, Sherri.

I've made some suggested edits in the email below. I'm assuming they know who Ayse is, so I didn't add her last name/clarify with a parenthetical, but if they do not know who Ayse is, you could rephrase that first sentence as: Our communications team has been tracking media and social media activity on the internet, so Catasha and I met with Katherine Neer (communications) and Ayse Belger (FPG's director) this afternoon to discuss what we've all been seeing.

Since you know/work with Dawn and Amy, I'll defer to you on how you communicate this/your mode of communication.

Sherri and Catasha, thanks again for your time today!
-Katherine

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Monday, January 10, 2022 3:33 PM
To: Neer, Katherine Fordham <katherine.neer@unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: Draft email for DPI OEL leadership

Hi, Katherine, Here's what I put together for the DRAFT email--I'm actually thinking this may "feel better" to them to receive this via text rather than email. They are being mindful that email communication is subject to public record request. What do you think about that?

Hi, Dawn and Amy,

Our communications team has been tracking media and social media activity on the internet, so Catasha and I met with Katherine Neer (communications) and Ayse this afternoon to discuss that. We also talked a bit about suggestions for making sure our PPM Summit tomorrow and Wednesday will be secure so that we are doing everything we can to make sure no one is admitted to the sessions if they aren't verified registered participants to avoid random people bombing sessions (just in case).

Ayse and Katherine asked that we schedule a virtual meeting for all of us so that we can talk about this together and we'd like to invite Catherine Truitt, too, to be part of this discussion with the hope of clarifying what the work of the project is actually about and our desire to continue the positive partnership we have had with DPI over the past several years. So, I'm wondering what suggestions you have for making that happen (and, of course, any other ideas you have). Please let me know your thoughts.

Thanks,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

Message

From: McCullough, Katy [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=5847FCEC2F854303AE8DF7296DA8BADC-KATY MCCULL]
Sent: 1/13/2022 10:07:41 PM
To: Kasprzak, Christina M [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b389c47063014a28808a4d47011174a5-Christina M]; Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18cccf374c1fe-Sherri Brit]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Vinh, Megan E [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=99b14bfe299741b7ae975875240d7b82-Megan E Vin]
Subject: Re: ELN and CRT

Great.

And I agree with Christina's response 100%, Sherri and Catasha!!

From: Kasprzak, Christina M <christina.kasprzak@unc.edu>
Sent: Thursday, January 13, 2022 4:51 PM
To: McCullough, Katy <katy.mccullough@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Vinh, Megan E <megan.vinh@unc.edu>
Subject: RE: ELN and CRT

Yes, and I believe ELN has already met with Ayse and Katherine. But good thinking.

From: McCullough, Katy <katy.mccullough@unc.edu>
Sent: Thursday, January 13, 2022 4:48 PM
To: Kasprzak, Christina M <christina.kasprzak@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Vinh, Megan E <megan.vinh@unc.edu>
Subject: Re: ELN and CRT

Allison DeMarco shared it with me. Does FPG provide support in media response, should that come up?

From: Kasprzak, Christina M <christina.kasprzak@unc.edu>
Sent: Thursday, January 13, 2022 4:41 PM
To: McCullough, Katy <katy.mccullough@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Vinh, Megan E <megan.vinh@unc.edu>
Subject: RE: ELN and CRT

Hi Katy,

I had not seen this, although I'm aware that ELN and staff have been the target of some extremist remarks. Catasha and Sherri – I am sorry you are facing such ugliness. We are behind you 100%. You are doing amazing work on behalf of children and families in NC. Please don't let a few vulgar voices dampen your enthusiasm and accomplishments.

I notice that the story reports that "The \$7 million extension continues the program through 2025" ... so I guess Truitt signed the contract and congratulations are in order???

Christina

From: McCullough, Katy <katy.mccullough@unc.edu>

Sent: Thursday, January 13, 2022 4:08 PM

To: Kasprzak, Christina M <christina.kasprzak@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Vinh, Megan E <megan.vinh@unc.edu>

Subject: ELN and CRT

Have you guys seen this?

<https://www.tampafp.com/unc-crt-program-teaches-disabled-preschoolers-that-whiteness-affects-everything/>

NO LEFT TURN IN EDUCATION

Co-Principal Investigator, Child Find ACCESS Project
Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
Division Lead, UNC FPG Technical Assistance Division
UNC FPG Trohanis TA Projects
UNC FPG Child Development Institute
University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

*"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.
Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Belger, Aysenil <aysenil.belger@unc.edu>
Sent: Tuesday, January 18, 2022 6:31 PM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>
Cc: Seifer, Ronald <seifer@unc.edu>; Neer, Katherine Fordham <katherine.neer@unc.edu>
Subject: Discussion this morning and memo to Truitt

Hi Sherri and Catasha,

Thank you for meeting with us this morning; it was very helpful.

I have been in meetings and teaching all day so I am just now getting a moment to reflect and get back to you about our meeting.

I heard from Katherine this morning right at the beginning of our meeting that on Friday in a Tweet, Catherine Truitt indicated that she would not be signing off on the FPG contract. My understanding from our conversation this morning was that you all had heard about this on Friday. So I want to remind you that news of this kind should be shared with me and Ron immediately; in the future, please do not hesitate to let us know as soon as you learn of essential information such as this. And speaking of maintaining open communication, please plan to debrief me and Ron via email after your meeting with Dawn and Keisha tomorrow; we're anxious to hear about your discussion as I'm sure it will provide some insight/ inform our continued strategy in handling this situation.

Because Catherine Truitt has announced that she will not sign the contract, I think now is the time to draft the memo we'd discussed early last week. And because she made the announcement on Friday, we need to act quickly and get this memo to her as soon as possible. To get started, I have drafted an outline below and would like you two to draft the memo based on the outline.

- Begin by saying we are aware of the situation in the media and we've seen the recent statement on Twitter saying she will not be signing.
- So, we're writing today to clarify what's been circulating in the media and ensure she has a full understanding of the work you're doing.
- Include a BRIEF description / here's what we do / the work we do / and why it is important
- Include a BRIEF description / here's our process / how we do what we do / Please describe the process you mentioned this morning, including responsive TA practices, stakeholder consultation, and review of materials, etc.
- And finally, include a section discussing how what is being said in the 'media' is inaccurate. Give specific examples and highlight how what is being portrayed in the media is inaccurate.

Please send me and Ron the draft of the memo as soon as possible—ideally by noon tomorrow so that we have time to review, share our feedback with you, refine, and then all agree on the final for me to send on all of our behalf by end of day tomorrow.

I know Ron and I mentioned sharing generalities of all of this at an upcoming investigators' meeting during a discussion about external-facing language/publicity issues—however, based on your concerns/feedback regarding the fluidity of this situation, we are tabling that discussion for now.

Thank you again for your time and candor this morning. This is undoubtedly a difficult and overwhelming situation to navigate. We want to emphasize our commitment to clear and timely communication and our support of you and your truly impactful work—we appreciate you!

Ayse

Aysenil Belger, Ph.D.

Director, Frank Porter Graham Child Development Institute

Professor, Department of Psychiatry

Director, Clinical Translational Core UNC Intellectual and Developmental Disabilities Research Center

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cid:image002.jpg@01D3C847.5FAD6A30

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 1/20/2022 2:37:25 PM
To: Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: E3 Cohort

Janet,

You may already be on this but just wanted to be sure...

Will you go ahead and send an email to Dawn and Keashia letting them know we are preparing to send out packages that we promised to the E3 Cohort teams to help supply their classrooms to thank them for participation in the cohort and to help them make progress on their goal to offer a classroom setting that helps children and families feel a sense of belonging? Provide the list of materials we are planning to include and ask them to please review and confirm that they agree with the materials to be included (and ask them if there's anything else they would suggest).

Also, let them know we have two more cohort meetings scheduled. One in March and then a celebration meeting in May during which the teams were going to share something they learned or got out of the experience (and any resulting changes in their practices, environment, etc.). Ask them if we should continue to move forward with the March meeting or should we cancel and let cohort participants know we will just wrap up the cohort with a celebration session in May.

Thanks!

Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.

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~ George Washington Carver ~

Message

From: Dawn Mendonca Meskil
Sent: 1/25/2022 10:43:49 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: Re: Fw: FPG NC ELN

Excellent, thank you for sharing.

On Tue, Jan 25, 2022 at 5:40 PM Williams, Sherri Britt <sherri@email.unc.edu> wrote:

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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Because someday in your life you will have been all of these."

~ George Washington Carver ~

From: Belger, Aysenil <aysenil.belger@unc.edu>

Sent: Friday, January 21, 2022 8:58 AM

To: Catherine.Truitt@dpi.nc.gov <Catherine.Truitt@dpi.nc.gov>

Cc: Seifer, Ronald <seifer@unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>

Subject: FPG NC ELN



FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

Advancing knowledge to transform children's lives

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

Bypass Building | Campus Box #180
105 Smith Level Road | Chapel Hill, NC 27599-8180
fpg.unc.edu

January 21, 2022

State Superintendent Catherine Truitt

Office of the State Superintendent

6301 Mail Service Center

Raleigh, NC 27699-6301

Dear Superintendent Truitt:

Recently, you shared a tweet stating you will not be signing the currently proposed contract with FPG that supports DPI's Office of Early Learning (OEL) and Exceptional Children's (EC) Division to provide services and support to children referred to and enrolled in the preschool special education program and their families as guided by the Individuals with Disabilities Act (IDEA) Part B 619. As you may be aware, there has been some online discussion around this project and the scope and content of the work that is being funded. To address the inaccuracies being shared online, we are writing today to provide some clarification on the work the NC Early Learning Network provides to support DPI.

The NC Early Learning Network promotes the mission of the North Carolina IDEA Part B 619 Program to serve children ages three through five who are eligible for exceptional children services. The Network provides professional development (PD) and technical assistance (TA) to early childhood educators and leadership to support statewide and local efforts to ensure all eligible children are identified, experience seamless program transitions, are served in inclusive environments to the extent appropriate, and experience positive outcomes. The PD and TA programs and activities developed and disseminated by the Network have successfully provided critical support and training to thousands of professionals serving children and families with special needs since 2013.

Yet, recent online and media communications have inaccurately represented the work of the NC Early Learning Network. Specifically, a statement was made that "a program designed by the University of North Carolina teaches 3- and 4-year-old disabled preschoolers to 'deconstruct whiteness'...". To be clear, we do not provide training directly to preschoolers and families. We also do not provide training or guidance for any curriculum to be taught to young children in early childhood classrooms.

The PD training and TA we create are for teachers, trainers, coaches, administrators, and other leaders supporting preschool programs where children with disabilities participate and provide them developmentally appropriate strategies and practices focused on supporting high quality inclusive settings for preschool-aged children with disabilities and their families in instructional settings. Furthermore, the levels and types of support we provide are defined by guidance from the DPI Office of Early Learning and EC Division.

Again, our work is not directed at or provided to children and families. But it does support and promote creating environments where all children are encouraged to learn and play together as they develop the skills they need to successfully participate in kindergarten.

Please feel free to contact us if you would like any further clarification of the work we do. We appreciate the successful partnership we have had with DPI over many years and look forward to continuing to work together to ensure young children with disabilities and their families have access to trained and qualified professionals who will support their learning and inclusion in school, community, and home settings.

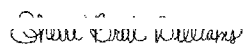
Kind regards,



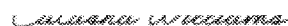
Ayse Belger, Director, UNC Frank Porter Graham Child Development Institute



Ron Seifer, Associate Director for Research, UNC Frank Porter Graham Child Development Institute



Sherri Britt Williams, Principal Investigator/Director NC Early Learning Network. UNC FPG



Catasha Williams, Co-Principal Investigator/Associate Director, NC Early Learning Network, UNC FPG

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

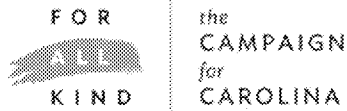
Professor, Department of Psychiatry

Director, Clinical Translational Core UNC Intellectual and Developmental Disabilities Research Center

<https://fpg.unc.edu>

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--

Dawn Mendonca Meskil

"Do the best you can until you know better. Then when you know better, do better." — Maya Angelou

NO LEFT TURN IN EDUCATION

To: Williams, Sherri Britt <sherri@email.unc.edu>

Subject: RE: NC-ELN / urgent

I could make 4:00 work but also don't want to take your only free/non-scheduled time.

I do think it is a strong proposal and glad only minor tweaks would be needed. Adding the vetting process and ensuring the SPP/APR connection should make it solid. I can't think who else could put in a proposal to do what we do.

I'll share Paula's comments after her RDT meeting, where one of our tasks was looking at 4th grade reading scores for BIPOC.

From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Wednesday, January 26, 2022 1:37 PM

To: Sockwell, Janet O <jsockwel@email.unc.edu>

Subject: Re: NC-ELN / urgent

Dawn and I have been checking in each night but no official word on next steps. I'm assuming there will be an RFP process announced soon. Dawn isn't allowed to confirm or deny that--but all signs indicate that I'm on the right track with that assumption.

I'm feeling very confident about putting forth a strong proposal (if there is an RFP announced). Catasha and I met yesterday and today to try to be proactive and start thinking about what we may want to tweak in our current proposal.

I don't think it needs to change much since it's exactly what they want--We just need to add some clarifying statements about our process for design and development (which includes a review/vetting process with Dawn/Keashia) and we also need to be more explicit about how each of our products connects back to SPP/APR Indicators.

Dawn and I talked a bit last night about the presentation at EC Division meeting by Dr. Fergus and also how we should move forward with E3 Cohort. I'm free at 4:00 if you want to have a quick call about what we are thinking. Are you free then?

Thanks,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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~ George Washington Carver ~*

From: Belger, Aysenil <aysenil.belger@unc.edu>

Sent: Wednesday, January 26, 2022 11:37 AM

To: Neer, Katherine Fordham <katherine.neer@unc.edu>; Seifer, Ronald <seifer@unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>

Cc: Kasprzak, Christina M <christina.kasprzak@unc.edu>; Ayankoya, Betsy Clifton <betsy.ayankoya@unc.edu>

Subject: Re: NC-ELN / urgent

Dear Sherri, Catasha, Christina and Betsy,

As some of you know The NC-ELN project and funding have been under scrutiny in the media, which has also led to Catherine Truitt refusing to sign off on the renewal of the NC-ELN project. The issue is revolving around a new diversity and equity training module that was rolled out last year.

We need to address this problem urgently, as much of the good work we do at the Institute may be framed inaccurately by the media and impact our funding more broadly.

I have called a meeting to discuss this rapidly evolving issue tomorrow morning at 9:30 am. I appreciate you rearranging your schedules to accommodate this important meeting:

Aysenil Belger is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

Dial by your location

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

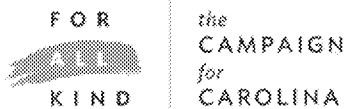
Professor, Department of Psychiatry

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From: Katherine Neer <katherine.neer@unc.edu>

Date: Wednesday, January 26, 2022 at 11:11 AM

To: "Belger, Aysenil" <aysenil.belger@unc.edu>, Ron Seifer <seifer@unc.edu>, "Williams, Catasha A." <catasha.williams@unc.edu>, "Williams, Sherri Britt" <sherri@email.unc.edu>

Subject: NC-ELN / urgent

Hi, everyone.

I received the below today – we need to discuss ASAP. The highlighted bits are most concerning. (FYI, he did not include any attachments or links to anything.)

-Katherine

Hi FPG media,

I hope this email finds you well.

I'm a reporter with The Epoch Times writing a story on allegations of critical race theory being found IDEA Preschool Grant-funded contract between FPG and NCDPI.

Documents have been pulled from a professional development summer seminar, as well as a March webinar titled "Addressing Equity and Cultural Responsiveness in Early Childhood," and a Buzzfeed link to a "How Privileged Are You" quiz.

I've enclosed an example of one of the slides that has the North Carolina Department of Public Instruction's imprimatur at the bottom, which implies that the document is an official NCDPI-approved document.

However, NCDPI has said it did not approve or review this content and that the logo was used without permission.

Can FPG speak to the use of NCDPI's use of the logo without approval or review of this content on the slides? Is this content in question, along with the webinar and Buzzfeed link, a part of a separate FPG program? Was there an intention to make it a part of the Preschool Grant training program?

For clarity, if they are separate, how are the slides on centering children of color and decentering white children, the webinar, and the Buzzfeed link a part of or separate from the NCDPI and FPG contract?

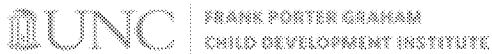
If it's easier to call, my number is

Thank you for helping me write this story with the utmost accuracy.

Matt

Katherine Fordham Neer, MLS
(she/her/hers)
Director of Communications and Marketing

Frank Porter Graham Child Development Institute
The University of North Carolina at Chapel Hill
105 Smith Level Road
Chapel Hill, NC 27516
email katherine.neer@unc.edu



FPG.UNC.EDU

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 1/27/2022 6:21:54 AM
To: Neer, Katherine Fordham [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1078ff76059b4be2bf3ca7146e43b999-kneer]; Belger, Aysenil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=82747791e9c646f2a43c34b6b5cc849c-Aysenil Bel]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Kasprzak, Christina M [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b389c47063014a28808a4d47011174a5-Christina M]; Ayankoya, Betsy Clifton [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=40ddca53864f45d484ca63183724e56c-Betsy Clift]; Seifer, Ronald [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=00cbe6a522e94b7e9014a80215ae65f7-rseifer]
CC: Burress, Greg [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=0efd5f097ffb43ee9c5fd01b84090b80-Greg Burres]
Subject: Re: Aysenil Belger's Zoom Meeting

Hi, Katherine,

I'm providing responses below in blue.

Catasha, if you have anything else to add (or correction or clarification for anything I may have stated incorrectly), please do chime in.

Thanks.

Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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From: Neer, Katherine Fordham <katherine.neer@unc.edu>

Sent: Wednesday, January 26, 2022 8:55 PM

To: Belger, Aysenil <aysenil.belger@unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Kasprzak, Christina M <christina.kasprzak@unc.edu>; Ayankoya, Betsy Clifton <betsy.ayankoya@unc.edu>; Seifer, Ronald <seifer@unc.edu>

Cc: Burress, Greg <greg_burress@unc.edu>

Subject: RE: Aysenil Belger's Zoom Meeting

Hi, everyone.

Here are some questions/things we'll want to discuss at the meeting tomorrow morning:

The reporter makes two statements in his email:

1. A link to a BuzzFeed quiz was pulled down from the NC-ELN site.
2. The NCDPI has said that it did not approve or review any of the content that has been removed from the NC-ELN website --

Re: statement 1 -- Did/do any NC-ELN materials link to a BuzzFeed quiz titled "How Privileged Are you?" or any other BuzzFeed quiz? This is linked as an optional pre-learning activity in the Pre-Learning Assignment document included in your bullets below (and saved in a folder for you).

Re: statement 2 -- Is this at all accurate? Were there any unapproved materials on the site? He also states that NC-ELN was using the logo [read as name/branding/wordmark] of the NCDPI without approval on those materials--is this at all accurate? Also, Sherri and Catasha—please ask your DPI contact(s) if any one of them spoke with this reporter (or any others). Not accurate. Ever since the contract began in 2013, our contract administrator (the NC Part B 619 Preschool Special Education Coordinator/s) established and instructed us to use the footer we use for slides and documents produced as part of the ELN work and also established the process we use for content design and development which includes submitting content to the Part B 619 Coordinator/s for review. We also plan and calendar the events together with the Part B 619 Preschool Coordinator/s before providing any webinars, meetings, etc. and hold monthly and quarterly meetings with the Part B 619 Coordinator/s to discuss upcoming products and events, products under development, and products/events recently provided. There is nothing we do that we haven't already discussed with them. We also submit and discuss quarterly reports and an annual report each year which detail the events/products provided along with evaluations of those events/products. The quarterly reports also list out the events that are coming up in the next quarter as a reminder, so they are aware of the events that are about to happen (including the webinar in question which is mentioned as coming up in the Quarter 1 report and Quarter 2 report).

2020-2021 Quarter 1 Report

2020-2021 Quarter 2 Report

2020-2021 Quarter 3 Report

2020-2021 Quarter 4 Report

2020-2021 Annual Report

In our meeting last week, we asked about email correspondence someone on the NC ELN team might have that supports the request for and/or approval of the trainings currently being questioned in the media--were you all able to locate this correspondence? Essentially, we need to know if DPI had reviewed and approved in writing the content that was on the website.

I have our planning timeline that shows when the content was planned to be sent to them for the webinar in question. We have a planning timeline for all events that includes within the timeline a review by the Part B 619 Coordinator/s. Janet Sockwell would have been the person to let the Pt B 619 Coordinator/s know when the content was ready for their review and edits. We save everything in SharePoint folders that they also have access to so they know where to go to review content. Janet hasn't been able to find an email about this, probably because she told them verbally during a planning meeting the content was ready for review. We also talked with them about posting the recordings of the webinar sessions before posting last year. When they received word that Catherine Truitt wanted to establish a vetting process specifically for content developed related to equity in June 2021, we talked with them on June 29 about the recordings of the equity webinars being on the website and asked if we needed to take them down and have them reviewed given the new guidance from Truitt (even though they were already done/archived). They said at that time to keep them up and if they heard from anyone at DPI that there was a problem with having them up, they would instruct us to take them down.

Sherri, you shared some of the files listed below with us, but not all of them -- could you put them all in one folder and share, please?

I found these and copied in one folder for you [here](#). I added a notes for some of them below:

- [ho 2 talking-to-children-race.pdf](#)- This is one that someone else (from an LEA) used during the 2021 Preschool Institute at the EC Conference in November (published by NCPMI).

- **HO2Pyramid-Model-Equity-Coaching-Guide.pdf**- This was developed by NCPMI and we refer to it when providing support to Pyramid Coaches. This is not the most current version. The most current version is [here](#).
- **2021Equity Sessions_ Registration Memo.docx**
- **Pre-Learning Assignment Session1.docx**
- **Understanding Implicit Bias.pdf**
- **Participant Guide Session 1.pdf**
- **Preschool Implicit Bias Policy Brief.pdf** I did a search of our SharePoint and couldn't find a document titled "Preschool Implicit Bias Policy Brief". There is a document titled "Preschool Implicit Bias Research Brief" saved that we have used in the past which was published by Yale Child Study Center. I copied that in the folder.

The above is a listing of items that have been removed from the NC-ELN website and redirected to the homepage--was the removal of any or all of these done at the request of the funder?

Everything that was removed was done at the request of the funder. The instruction we got from the funder on January 5 was to remove anything that comes up in a search for "equity" or "race" on the ELN website.

In addition, the following pages have been unpublished—was that done in response to a direct request by the funder for any or all of these pages?

- **2021 EC Preschool Institute** - This was included in the recent request by the funder because it mentions keynote speaker, Dr. Iruka and also included a break out session facilitated by someone from an LEA on equity. ELN did not present anything at the 2021 Preschool Institute.
- **PPM Coaching Webinar 3** - This was included in the recent request by the funder (mentions "equity coaching guide" so had the word "equity" in it)
- **2021-2022 DCDEE Transition to Kindergarten Pilot Site Professional Development Webinar Series**- This was included in the recent request by the funder because the word "equity" was mentioned
- **NCDPI Office of Early Learning Pyramid Implementation Support Exploration Series**- When I did a search, the recordings of the series are still on the website: <https://nceln.fpg.unc.edu/search/node/pyramid%20exploration> There was nothing related to equity in those as you can see, so I'm not sure why they would have come up in a search for "equity" --but if they did, that would be why they were removed from the website (if they were) a few weeks ago. The TA sessions were done for an internal group of consultants at the DPI Office of Early Learning to help them think through scaling up Pyramid Model implementation into kindergarten, so that may be why it's considered "unpublished"?
- **2021 Spring EC Preschool Coordinator Regional Meetings**- This would not be published yet because it hasn't taken place and it hasn't been announced yet. The announcement is scheduled to go out soon. The Part B 619 Coordinator/s set the agenda for those meetings and take the lead on facilitating with the help of Regional Reps in the LEAs. We help to facilitate any parts of the agenda that they request assistance with.
- **2021-22 PPM Coaches Webinar Series: Pyramid Model Equity Coaching Guide- Using Reflective Questions to Support Coaching** - This was included in the recent request by the funder (has "equity" in the name)
- **2021-22 PPM Coaches Webinar Series: Introduction to the Pyramid Model Equity Coaching Guide**- This was included in recent request by the funder (has "equity" in the name)
- **NC PPM Coaching Webinar Series: Strategies for Strengthening Coaching Conversations: Asking Powerful Questions**- I see that the webinar series is posted on the ELN website [here](#). The link for the 3rd one doesn't seem to be working. When I went back to look at the content for that webinar it does reference the Pyramid Equity Coaching Guide as a handout, so that may be why it was flagged-- because that would have shown up in a search for "equity".

Kind regards,
Katherine

-----Original Appointment-----

From: Belger, Aysenil <aysenil.belger@unc.edu>

Message

From: Williams, Sherri Britt [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=B6A5CCB75E02462386A18CCEF374C1FE-SHERRI BRIT]
Sent: 1/28/2022 1:53:35 PM
To: Dawn Mendonca Meskil [dawn.mendonca@gmail.com]
Subject: Fwd: Aysenil Belger's Zoom Meeting

Get Outlook for iOS

From: Belger, Aysenil <aysenil.belger@unc.edu>
Sent: Friday, January 28, 2022 8:30 AM
To: Neer, Katherine Fordham; Williams, Catasha A.; Williams, Sherri Britt; Kasprzak, Christina M; Ayankoya, Betsy Clifton; Seifer, Ronald
Cc: Burress, Greg
Subject: Re: Aysenil Belger's Zoom Meeting

Good morning and thank you Katherine.

This is disconcerting, and sounds like the agenda at NCDPI may be different then our agenda, or perhaps they house staff who are ill-informed yet eager to comment about contracts they are not familiar with.

If true, this also suggest to me, perhaps erroneously, that the unconditional trust we have in this relation may not be fully justified.

Thank you Katherine for being vigilant.

No response needed in at this time.

Our best response is to continue doing rigorous, evidence-based work aligned with our mission, and to build processes that will protect us from such distractions and negative press.

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

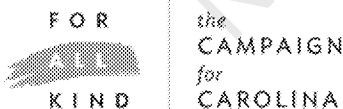
Professor, Department of Psychiatry

Director, Clinical Translational Core UNC Intellectual and Developmental Disabilities Research Center

<https://fpg.unc.edu>

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P 919-966-4250 | F 919-966-7532



From: Katherine Neer <katherine.neer@unc.edu>
Date: Friday, January 28, 2022 at 8:22 AM
To: "Belger, Aysenil" <aysenil.belger@unc.edu>, "Williams, Catasha A." <catasha.williams@unc.edu>, "Williams, Sherri Britt" <sherri@email.unc.edu>, "Kasprzak, Christina M" <christina.kasprzak@unc.edu>, "Ayankoya, Betsy Clifton" <betsy.ayankoya@unc.edu>, Ron Seifer <seifer@unc.edu>
Cc: "Burress, Greg" <greg_burress@unc.edu>
Subject: RE: Aysenil Belger's Zoom Meeting

Hi, everyone.

The Epoch Times article is out and someone at NCDPI apparently had spoken to the reporter. See below – and full article PDF attached:

Not Approved by NCDPI

However, when reached for comment on Jan. 25, a spokesperson for NCDPI told The Epoch Times that the content was a part of an FPG summer seminar that was not connected to the contract.

“Those materials were not shared, vetted—let alone approved—by DPI,” the spokesperson said. “Further, those materials in question featured an outdated logo of the Department’s that was used without consent from the Department itself.”

The NCDPI spokesperson said the content was removed because the NCDPI logo was used at the bottom of the pages without permission “and because they exceeded the scope of the contract.”

FPG itself has had a relationship with social justice theories and theorists, such as its own Iheoma U. Iruka, a research professor at UNC whose work centers around CRT, and she has advocated for mandatory CRT training.

The UNC FPG describes itself as an institute of scientists that research beneficial educational methods for children for the purpose of improving children’s lives and informing public policy, however, like UNC itself, it has been charged by some with concocting far-left leaning ideological programming rooted in Marxist theory under the guise of social justice.

And later in the article is this:

Though Truitt’s announcement that she would not sign the contract brought some hope for Anderson and Rachmuth, they said they remain skeptical.

“How does she intend to legally not sign a contract she put forth and recommended to the board to approve?” Anderson asked.

The state board of education meets again in February.

When asked, the NCDPI spokesperson said there would be more information coming out on the issue in the coming week.

Please be prepared for media inquiries to start coming in and forward all to me. Remind project staff that all inquiries should be forwarded to me.

-Katherine

From: Neer, Katherine Fordham

Sent: Wednesday, January 26, 2022 8:56 PM

To: Belger, Aysenil <aysenil.belger@unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Williams, Sherri Britt <sherri@email.unc.edu>; Kasprzak, Christina M <christina.kasprzak@unc.edu>; Ayankoya, Betsy Clifton <betsy.ayankoya@unc.edu>; Seifer, Ronald <seifer@unc.edu>

Cc: Burress, Greg <greg_burress@unc.edu>

Subject: RE: Aysenil Belger's Zoom Meeting

Hi, everyone.

Here are some questions/things we’ll want to discuss at the meeting tomorrow morning:

The reporter makes two statements in his email:

1. A link to a BuzzFeed quiz was pulled down from the NC-ELN site.
2. The NCDPI has said that it did not approve or review any of the content that has been removed from the NC-ELN website --

Re: statement 1 -- Did/do any NC-ELN materials link to a BuzzFeed quiz titled "How Privileged Are you?" or any other BuzzFeed quiz?

Re: statement 2 -- Is this at all accurate? Were there any unapproved materials on the site? He also states that NC-ELN was using the logo [read as name/branding/wordmark] of the NCDPI without approval on those materials--is this at all accurate? Also, Sherri and Catasha—please ask your DPI contact(s) if any one of them spoke with this reporter (or any others).

In our meeting last week, we asked about email correspondence someone on the NC ELN team might have that supports the request for and/or approval of the trainings currently being questioned in the media--were you all able to locate this correspondence? Essentially, we need to know if DPI had reviewed and approved in writing the content that was on the website.

Sherri, you shared some of the files listed below with us, but not all of them -- could you put them all in one folder and share, please?

- ho 2 talking-to-children-race.pdf
- HO2Pyramid-Model-Equity-Coaching-Guide.pdf
- 2021Equity Sessions_ Registration Memo.docx
- Pre-Learning Assignment Session1.docx
- Understanding Implicit Bias.pdf
- Participant Guide Session 1.pdf
- Preschool Implicit Bias Policy Brief.pdf

The above is a listing of items that have been removed from the NC-ELN website and redirected to the homepage--was the removal of any or all of these done at the request of the funder?

In addition, the following pages have been unpublished—was that done in response to a direct request by the funder for any or all of these pages?

- 2021 EC Preschool Institute
- PPM Coaching Webinar 3
- 2021-2022 DCDEE Transition to Kindergarten Pilot Site Professional Development Webinar Series
- NCDPI Office of Early Learning Pyramid Implementation Support Exploration Series
- 2021 Spring EC Preschool Coordinator Regional Meetings
- 2021-22 PPM Coaches Webinar Series: Pyramid Model Equity Coaching Guide- Using Reflective Questions to Support Coaching
- 2021-22 PPM Coaches Webinar Series: Introduction to the Pyramid Model Equity Coaching Guide
- NC PPM Coaching Webinar Series: Strategies for Strengthening Coaching Conversations: Asking Powerful Questions

Kind regards,
Katherine

-----Original Appointment-----

From: Belger, Aysenil <aysenil.belger@unc.edu>

Sent: Wednesday, January 26, 2022 11:39 AM

To: Belger, Aysenil; Williams, Catasha A.; Williams, Sherri Britt; Kasprzak, Christina M; Ayankoya, Betsy Clifton; Seifer, Ronald; Neer, Katherine Fordham

Cc: Burrell, Greg

Subject: Aysenil Belger's Zoom Meeting

When: Thursday, January 27, 2022 9:30 AM-10:30 AM (UTC-05:00) Eastern Time (US & Canada).

Where: <https://zoom.us/j/94490090593>

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 1/28/2022 10:16:49 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Subject: RE: Aysenil Belger's Zoom Meeting

That's odd. I wonder who the DPI spokesperson is. The logo was just recently replaced. The logo in use by ELN since 2013 was given to us by someone employed by DPI (Vivian) and only included at her/funder request.

And it was not a summer training at all. We did no training in the summer last year.

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Friday, January 28, 2022 9:05 AM
To: Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Fwd: Aysenil Belger's Zoom Meeting

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From: Belger, Aysenil <aysenil.belger@unc.edu>
Sent: Friday, January 28, 2022 8:30 AM
To: Neer, Katherine Fordham; Williams, Catasha A.; Williams, Sherri Britt; Kasprzak, Christina M; Ayankoya, Betsy Clifton; Seifer, Ronald
Cc: Burress, Greg
Subject: Re: Aysenil Belger's Zoom Meeting

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This is disconcerting, and sounds like the agenda at NCDPI may be different then our agenda, or perhaps they house staff who are ill-informed yet eager to comment about contracts they are not familiar with.

If true, this also suggest to me, perhaps erroneously, that the unconditional trust we have in this relation may not be fully justified.

Thank you Katherine for being vigilant.

No response needed in at this time.

Our best response is to continue doing rigorous, evidence-based work aligned with our mission, and to build processes that will protect us from such distractions and negative press.

Ayse

Aysenil Belger, Ph.D.
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<https://fpg.unc.edu>
THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL
P 919-966-4250 | F 919-966-7532

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 2/1/2022 9:33:53 PM
To: Dawn Meskil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user357d1ddc]
CC: Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: ELN Planning

Hi, Dawn,

I appreciated the planning time with you yesterday! Just wanted to re-cap a few things to make sure I'm keeping Catasha and Janet in the loop:

- We discussed that we are still using the template/footer we were told to use a couple of years back for ELN products (documents and slide decks, etc.) and asked if there's an updated template you'd like for us to use at this point (especially since we have an event coming up this week). You mentioned that you are going to check in with Keashia (and possibly also Amy Rhyne and Sherry Thomas) to decide on an updated template for documents and slides and that we should continue using the template we have been using for now until you provide an updated version for us to use.
-
- **E3 Cohort- We talked about an upcoming March E3 Cohort meeting.** The format for E3 cohort meetings is TA support in the form of facilitating peer to peer sharing about activities the cohort teams are working on to provide inclusive classrooms where children feel supported and a sense of belonging--so these aren't formatted like trainings or webinars where information is shared by TA staff. We do develop a facilitation plan, though, to help structure the meeting. The E3 Cohort TA Team is meeting tomorrow to develop the plan for facilitating the March meeting. Janet is going to send you our facilitation plan the end of this week to see if you and Keashia have any feedback on the plan for the March meeting.
-
- The 2020-2021 Annual Report is ready to share. We discussed posting on the ELN website but just want to be sure you are okay with us posting. If so, we should be able to get the 2020-2021 Annual Report on the ELN website this week. Just let me know if this is okay with you and Keashia. We'll also plan to post the Quarter 1 report for 2021-2022 once it is completed. We are just beginning to work on developing that Q1 report now (Q1 ended Jan 31, 2022).
-
- You and Keashia have been discussing Child Outcomes support and will be talking more with us about ideas for how we can support districts to think about their work in the context of the Child Outcomes and help them connect the work they do back to the Child Outcomes. Looking forward to talking more about this with you and Keashia!

Thanks again,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Message

From: Sockwell, Janet O [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=AF72C1E4C13B4A208D83218F99BF040C-JANET O SOC]
Sent: 2/2/2022 8:14:18 PM
To: Sabater, Sonia M [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=f2a0e10438254117bdd5df27fcb1af9-Sonia M Sab]; Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccecf374c1fe-Sherri Brit]; NC Early Learning Network [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=5a19dbea93854ed98797d0b05d3a3ede-NC Early Le]; Staton, Christopher [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=a3997ce238a54208871502d8b0d12692-Christopher]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Yang, Hsiu-wen [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=cd08fb231946440d87b79e9f99bd7020-Hsiu-wen Ya]; LeGrant, DelShana [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=2a8cbd5e18e3454a95d2fa2f0817d858-delshana]; Grubbs, Paula [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=87c3c084bc7c4b828e2c6858de7e576-paula1]; Watkins, Correy Devon [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=71993b2918bd481bbc7a87faf760023c-Correy Devo]
Subject: RE: E3 Cohort TA Team Planning Meeting
Attachments: 202105102741_equity_tool.pdf

This is an [equity language guide](#). Might be what Sherri was referring to in our call today. I can save it in the E3 folder.

From: Sabater, Sonia M <sonia.sabater@unc.edu>
Sent: Wednesday, February 2, 2022 9:06 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>; NC Early Learning Network <nc-eln@unc.edu>; Staton, Christopher <christopher.staton@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>; Yang, Hsiu-wen <hsiu-wen.yang@unc.edu>; LeGrant, DelShana <shana.legrant@unc.edu>; Grubbs, Paula <paula.grubbs@unc.edu>; Watkins, Correy Devon <correy.watkins@unc.edu>
Subject: Re: E3 Cohort TA Team Planning Meeting

E3 Cohort Team,

Please find the evaluation report for last month's Statewide E3 Cohort meeting here:  [2022.01.13. E3 Statewide Cohort Meeting Eval Report.docx](#)



Sonia M. Sabater, MSW
Social Research Assistant
North Carolina Early Learning Network (NC-ELN) • Trohanis TA Projects
FPG Child Development Institute • UNC Chapel Hill
517 S Greensboro Street • Carrboro, NC 27510
518.269.1418
trohanis.fpg.unc.edu

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Tuesday, February 1, 2022 3:32 PM
To: NC Early Learning Network <nc-eln@unc.edu>; Staton, Christopher <christopher.staton@unc.edu>; Sockwell, Janet



[Image description: Illustration of a group of people of varying gender and racial/ethnic identities having a conversation face to face.]



Critical Language Style Guide

K. Noelle Broughton

Amy Sekhar

Seena M. Skelton

Tiffany S. Kyser

Critical Language Style Guide

Purpose

The Midwest & Plains Equity Assistance Center (MAP Center) is the Region III Equity Assistance Center funded by the U.S. Department of Education (USDOE) under Title IV of the Civil Rights Act. With the purpose to provide equity-focused technical assistance to public state agencies, districts, schools, and other responsible governmental agencies, the MAP Center must critically evaluate the use of language in both internal and external communications.

Language has the power to reinforce and perpetuate inequitable practices (Briscoe et al., 2009). Thus, developing an awareness for and use of critical language is imperative to critiquing and challenge existing power structures. Critical language seeks to (Briscoe et al., 2009, p. 31):

1. Make perceivable assumptions that normally go unexamined.
2. Recognize how language encodes social relations.
3. Identify and challenge prejudice embedded in ordinary, daily discourse practices.
4. Interrogate and redirect the nature of questions asked about schooling.
5. Raise questions that have not been asked.

The purpose of this document is to provide guidance on the critical use of language as discussed by Briscoe et al. It is to be used as a framework when crafting communications, resulting in consistent portrayal of MAP Center values. This guide will discuss the MAP Center's foundational approach to language, key aspects to a critical language framework, and discussion around specific terms. Because this document is non-exhaustive, [A Progressive's Style Guide](#) by Hanna Thomas and Anna Hirsch is a recommended resource for additional information and a deeper unpacking of language.

This guidance document considers that language is cultural, and thus constantly in variance. Language has limitations that do not always account for the complexities and nuances of human experiences. Thus, in line with the MAP Center's values, this document should be updated as language and terminology evolve.



Foundational Values to Critical Language

The MAP Center is intentional in the use of language to foster critical consciousness and communities of care. With this in mind, there are two foundational values the MAP Center upholds within critical language: inclusivity and people first. The following briefly summarizes and provides examples of each approach.

Inclusivity

Inclusive language is intentional in rejecting exclusive nomenclature. Awareness of who is left out and who is centered in communications is of focus (Thomas & Hirsch, 2016). Upholding inclusion through language challenges existing social structures, fostering a society where, “all people [...] participate in social, economic, cultural and political life on the basis of equality of rights, equity and dignity” (United Nations, 2009). While inclusive language is a broad concept, specific examples can be found in the table below.

Inclusive	Non-inclusive
Families Family members Parents/caregivers	Parents
Students study in a place they live	Students study at home
They (singular, unless otherwise specified)	He/she
Folx People	Ladies Gentlemen

People First

People-first language emphasizes the importance of the personhood as a fundamental basis for communicating relevant information about people. Centering humanity is a foundational value of the MAP Center and is evident in the choice of leveraging people-first language as a concept.

Sentence structure is the most evident manifestation of people-first language. For instance, the phrase, Person of Color, places the person before the identity. However, the MAP Center prefers to approach people-first language more broadly, prioritizing the preferences of individuals. This can result in utilizing identity-first language.

Identity-first language places the identity first. This method rests on social identity theory where language highlights the identities of marginalized groups, fostering a sense of

Asset-Based

Deficit-based language assumes incapability of people often associated with marginalized status. When talking about people, re-framing assumed deficits into assets dismantles harmful narratives and empowers people.

Asset-Based	Deficit Language
Emergent bi/multilingual speaker	Limited English proficient
Developing proficiency	Low proficiency
Developing nation	Third world country

System-Focused

When talking about inequitable systems, it is important to ensure responsibility is properly identified to power structures rather than oppressed people.

Systemic Language	Attribution to Individual
Inequitable access to learning	Achievement gap
The allocation of resources is at risk of providing insufficient support for our students	We have resources for at-risk students (Toldson, 2019)
People living in dis-invested or under-resourced communities	Poor people
Enslaved people	Slaves
Historically underserved Historically marginalized Non-dominant Minoritized	Minority



Gender and Sex

LGBTQ+

As with most terminology, specificity is best. Although, when not possible, LGBTQ+ is preferred. Although it is worth noting that some argue LGBTQ+ is redundant, as the queer aspect of the acronym encompasses the same identities as the "+" (Lovannone, 2017). Despite this, to be the most inclusive, the MAP Center prefers LGBTQ+. Below is additional guidance on more specific terminology within the LGBTQ+ community.

Yes	No
Sexual orientation	Sexual preference
Lesbian sexual orientation Heterosexual sexual orientation Gay male sexual orientation Bisexual sexual orientation	Lesbianism Heterosexuality Homosexuality Bisexuality
Lesbian (n.) Gay male/man (n.) Gay person/people (n.) Gay (adj.)	Homosexual
Relationship Couple Same-sex relationship (if necessary) Gay/lesbian couple	Homosexual relations/relationship Homosexual couple
LGBTQ+ people and their lives	Gay lifestyle Homosexual lifestyle Transgender lifestyle
Out gay man Out lesbian Out queer person	Admitted homosexual Avowed homosexual
Equitable rights, equitable protection	Special rights
Transgender (adj.) Gender Nonconforming (GNC) Non-binary (NB)	A transgender (n.)
Assigned/designated male/female at birth (AMAB/AFAB)	Biologically/genetically male/female Born a man/woman

Message

From: Belger, Aysenil [/O=EXCHANGELABS/OU=EXCHANGE ADMINISTRATIVE GROUP (FYDIBOHF23SPDLT)/CN=RECIPIENTS/CN=82747791E9C646F2A43C34B6B5CC849C-AYSENIL BEL]
Sent: 2/3/2022 4:53:13 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
Subject: Letter from Catherine Truitt
Attachments: Scannable Document on Feb 3, 2022 at 8_47_23 AM.pdf

Hello Sherri and Catasha,

I'm emailing to follow up on yesterday's meeting with the OVCR team. As you know, the meeting yesterday was arranged in order for the OVCR team to learn more about the situation so that they can provide assistance and guidance in this matter, which could, hopefully, help facilitate the continuation of the project.

This morning I received a letter that I will be sharing with the rest of the folks from yesterday's meeting and am attaching here as well.

I do have some questions about some of what Catherine Truitt says in the letter; she states that the work was not requested or approved by the DPI and that the logo utilization was not approved, either. Furthermore, she says that the participant guide was posted online despite their instructions to remove it/where it remained until Jan. 5.

I just want to make sure that I understand this as in yesterday's conversation and in prior ones, you've indicated that the DPI had requested the training and they reviewed the materials and approved them (during meetings, verbally), and that logo usage on materials like this was standard practice based on the original contract. Also, you indicated that the DPI asked for the webinar to be removed for the January 5 Board meeting – but Catherine Truitt is indicating that request had been made much earlier.

Can you clarify please?

And thank you again for your time at yesterday's meeting. We just need to keep communicating to ensure that the important NC-ELN project continues to be funded and support children and families in NC.

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

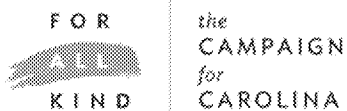
Professor, Department of Psychiatry

Director, Clinical Translational Core UNC Intellectual and Developmental Disabilities Research Center

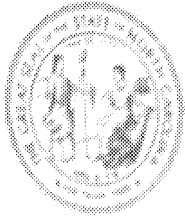
<https://fpg.unc.edu>

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*****



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, Superintendent of Public Instruction

WWW.DPI.NC.GOV

January 25, 2022

Aysenil Belger, Director
Frank Porter Graham Institute for Child Development
University of North Carolina at Chapel Hill
105 Smith Level Rd.
Chapel Hill, NC 27516

Dear Dr. Belger,

Thank you for your letter regarding my decision not to sign the \$7.5M contract with Frank Porter Graham pertaining to IDEA Part B 619. I appreciate your concerns around misinformation and the generally bad reporting associated with this State Board of Education agenda item.

However, not all the reporting about the Early Network was inaccurate. Your letter states that your organization takes issues with the statement that the ELN created a "program [that]...teaches 3- and 4-year-old disabled preschoolers to 'deconstruct whiteness'" and that you do not provide training directly to preschoolers and their families. While I have no doubt that this is true, there is a subtle distinction between providing training materials for teachers (who then apply this new knowledge in their classrooms with their students and their families) and working directly with preschoolers and their families. Furthermore, your training entitled "Equity and Cultural Responsiveness—Session I" does exactly what the reporting said:

"We will focus on children and educators' racial self-identification and ways educators can protect children from the harmful effects of living in a society created through systemic racism" (page 5).

The participant guide goes on to educate preschool teachers how they can discuss "whiteness" and "racial identity" with their young students. To suggest that your "work is not directed at or provided to children and families" is disingenuous at best. And while you may not be providing curriculum to teachers and families, DPI leadership does not agree with some of the strategies the ELN includes in its efforts to teach teachers about equity and cultural responsiveness.

Also, the training in question (occurring in summer of 2021) was not part of the scope of the contract with DPI but rather was created in response to a request from the field, which the ELN fulfilled without consulting DPI or allowing for DPI oversight despite using our logo without permission. Finally, the participant guide was posted online despite our instructions to remove where it remained until January 5, 2022. This does not indicate a good partnership.

OFFICE OF THE NORTH CAROLINA SUPERINTENDENT

Catherine Truitt, Superintendent of Public Instruction | catherine.truitt@dpi.nc.gov

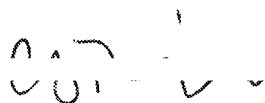
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (984) 236-2200 | Fax (984) 236-2349

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

However, these concerns are only one piece of decision to not sign the contract. The truth is that this contract is nine years old and was never issued through an RFP, which is standard operating procedure at DPI for contracts this size. My plan is to revisit the contract and develop a plan of action to ensure that these services are continued in the best way possible.

Leadership at DPI looks forward to engaging with FPG and the ELN at the appropriate time. In the meantime, I thank you for your work on behalf of North Carolina's youngest students.

Sincerely,



Catherine Truitt
Superintendent, NC Department of Public Instruction

NO LEFT TURN IN EDUCATION

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 2/3/2022 6:57:29 PM
To: Belger, Aysenil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=82747791e9c646f2a43c34b6b5cc849c-Aysenil Bel]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]
Subject: Re: Letter from Catherine Truitt
Attachments: Truitt Response_Notes SBW&CW.pdf

Ayse,
Catasha and I made a few notes in the margin of Truitt's memo. We are saving the documents and emails we reference in the folder we previously created to share docs with Katherine: ☐ [Handouts for Katherine Neer](#)

We are wondering if you want to schedule some time to touch base on the comments we provide.

Thanks,

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

UNC FPG Trohanis TA Projects

UNC FPG Child Development Institute

University of North Carolina at Chapel Hill Campus Box 8040; Chapel Hill, NC 27599
919-215-5832

*"How far you go in life depends on your being tender with the young, compassionate with the aged, sympathetic with the striving and tolerant of the weak and strong.
Because someday in your life you will have been all of these."
~ George Washington Carver ~*

From: Belger, Aysenil <aysenil.belger@unc.edu>

Sent: Thursday, February 3, 2022 11:53 AM

To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>

Subject: Letter from Catherine Truitt

Hello Sherri and Catasha,

I'm emailing to follow up on yesterday's meeting with the OVCR team. As you know, the meeting yesterday was arranged in order for the OVCR team to learn more about the situation so that they can provide assistance and guidance in this matter, which could, hopefully, help facilitate the continuation of the project.

This morning I received a letter that I will be sharing with the rest of the folks from yesterday's meeting and am attaching here as well.

I do have some questions about some of what Catherine Truitt says in the letter; she states that the work was not requested or approved by the DPI and that the logo utilization was not approved, either. Furthermore, she says that the participant guide was posted online despite their instructions to remove it/where it remained until Jan. 5.

I just want to make sure that I understand this as in yesterday's conversation and in prior ones, you've indicated that the DPI had requested the training and they reviewed the materials and approved them (during meetings, verbally), and that logo usage on materials like this was standard practice based on the original contract. Also, you indicated that the DPI asked for the webinar to be removed for the January 5 Board meeting – but Catherine Truitt is indicating that request had been made much earlier.

Can you clarify please?

And thank you again for your time at yesterday's meeting. We just need to keep communicating to ensure that the important NC-ELN project continues to be funded and support children and families in NC.

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

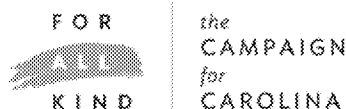
Professor, Department of Psychiatry

Director, Clinical Translational Core UNC Intellectual and Developmental Disabilities Research Center

<https://fpg.unc.edu>

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*****

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 2/4/2022 4:05:47 PM
To: Belger, Aysenil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=82747791e9c646f2a43c34b6b5cc849c-Aysenil Bel]
CC: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Neer, Katherine Fordham [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1078ff76059b4be2bf3ca7146e43b999-kneer]
Subject: Re: Letter from Catherine Truitt

Thank you so much, Ayse. This is very helpful. I agree with the importance of being solution oriented and forward looking.

Thanks,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project
Co-Principal Investigator, Child Find ACCESS Project
Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)
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From: Belger, Aysenil <aysenil.belger@unc.edu>
Sent: Friday, February 4, 2022 10:05 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>; Neer, Katherine Fordham <katherine.neer@unc.edu>
Subject: Re: Letter from Catherine Truitt

Hi Sherri,

Having written communications with your partners/funders/contracting agencies is critical and best practice. Even if you have a phone call, following up with an email summarizing the discussion and documenting the conversation is best practice. Thank you for doing that.

In my opinion it is best to communicate ***in writing*** to your DPI partners that FPG received communication indicating that DPI had communicated that they had not approved the Equity training materials/webinar/guide, and that you would like to discuss this and make sure that you and your DPI partners are on the same page, and having bidirectional transparent communications. You indicated that you have a good relationship with them, and you all need to have a trusting relationship, and frank and transparent (documented) communications are going to be important for building that.

I think it is important to have written documentation indicating that DPI was consulted and approved the content and language of the webinar; that they approved the use of the logo or that specific training. I would not involve any language that calls into question the veracity of the content in Catherine Truitt's letter, or cite her name in association with what she has in the letter. You can confirm her assertions without invoking her letter or her name. Always think about building good long-term relationships and working towards the same goal/mission: to build trusting relationships that will lead to successful, funded partnerships that support the work and serve the children and families. So the goal is to communicate, collaborate, and establish a transparent and bidirectional trail of documentation for all your actions. We don't want to come across as though we are throwing anyone under the bus, because we simply do not know what communications actually transpired between the superintendent's office and DPI. So let's be solution oriented and forward looking.

Katherine is out today, but I am including her as well, as this is clearly a communications strategy question.

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

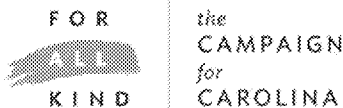
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From: "Williams, Sherri Britt" <sherri@email.unc.edu>

Date: Friday, February 4, 2022 at 8:53 AM

To: "Belger, Aysenil" <aysenil.belger@unc.edu>

Cc: "Williams, Catasha A." <catasha.williams@unc.edu>

Subject: Re: Letter from Catherine Truitt

Thanks, Ayse. I do have a planning meeting with Dawn to discuss upcoming deliverables/events today, so I just want to be sure I am clear on what I am able to share at this point. Would sharing "recent developments" include that I have been informed that Catherine Truitt referred to inaccuracies regarding our work and mention she referred to

- training being done in the summer (when we didn't offer this training or any other equity training in the summer),
- that she said we didn't consult with DPI about the webinar in March & May 2021 when we do have documentation that we proposed the idea of the training (as part of some adjustments/additions to our work given the shifts required during the pandemic) during a quarterly check in meeting in Nov 2020 and DPI EC Division actually announced the training in Feb 2021,
- that she said she directed us to take a document off the website and we did not when we have always immediately responded to any of our DPI contacts' requests to add or take down anything on the website
- that she said we are using a footer for slides and documents as part of our template without their approval even though we are using what our DPI contacts directed us to use. I even checked in with Dawn on Monday (I saved the email in the folder for Katherine) to ask if we need to update our template in any way and she said to keep using what we are using until she can confirm a revised template for us to use.

If this is too specific, I understand. I just think there is a disconnect in communication across the levels of DPI that lead up to Truitt's office; and it may be helpful if our DPI contacts could clarify the inaccurate information internally and at least confirm what we are saying is true (as far as what we were told or not told by them and what we communicated to

them). I also want to be sure I am following your expectations regarding what is okay to share during our ongoing, day-to-day communication and collaboration with our contract contacts.

Either way, I'll be sure to follow up my meeting with Dawn today with a summary email and save in the folder we created for Katherine.

Thanks again for your guidance and support,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

UNC FPG Trohanis TA Projects

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919-215-5832

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~ George Washington Carver ~*

From: Belger, Aysenil <aysenil.belger@unc.edu>
Sent: Friday, February 4, 2022 12:20 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: Re: Letter from Catherine Truitt

Hi Sherri,

I understand your sense of urgency, but I think we should wait to hear from the OVCR's office. My discussion today with Don indicated that Terry Magnuson will meet with Chancellor Guskiewicz. He also requested that we do not contact Catherine Truitt. I do not think we should share her letter, since it was addressed to me.

Perhaps the best course of action for you would be to work with your DPI partners on preparing a revised submission? You can verbally discuss with them developments but please do not share the letter.

In the meantime, I will keep you posted if anything new develops.

Have a good night and weekend.

Ayse

Aysenil Belger, Ph.D.
Director, Frank Porter Graham Child Development Institute

Professor, Department of Psychiatry
Director, Clinical Translational CoreUNC Intellectual and Developmental Disabilities Research Center
THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL
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cid:image002.jpg@01D3C847.5FAD6A30

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Thursday, February 3, 2022 9:54:57 PM
To: Belger, Aysenil <aysenil.belger@unc.edu>
Cc: Williams, Catasha A. <catasha.williams@unc.edu>
Subject: Re: Letter from Catherine Truitt

Good evening, Ayse,

I'm feeling a need to alert our contacts at DPI about the inaccuracies that were communicated about our work by Catherine Truitt in the letter you shared. I think they would want to know given they are so invested and involved in this work, as well, and they are the ones who directly communicate and consult with us on a regular basis regarding the work. I also suspect they would want to clarify the inaccuracies within their own organization, especially with the people who are situated organizationally above them.

Is it okay to either share the letter or at least bullet the false accusations mentioned in the letter with our DPI contacts (the Part B 619 Coordinators, Dawn Meskil and Keashia Walker, and their supervisors who are the Directors of EC Division and Office of Early Learning)? We talk with Keashia and Dawn almost daily and have regular meetings to plan and discuss the work. It feels unnatural to withhold this information from them.

Thanks for any guidance you can give,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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From: Belger, Aysenil <aysenil.belger@unc.edu>
Sent: Thursday, February 3, 2022 11:53 AM
To: Williams, Sherri Britt <sherri@email.unc.edu>; Williams, Catasha A. <catasha.williams@unc.edu>
Subject: Letter from Catherine Truitt

Hello Sherri and Catasha,

I'm emailing to follow up on yesterday's meeting with the OVCR team. As you know, the meeting yesterday was arranged in order for the OVCR team to learn more about the situation so that they can provide assistance and guidance in this matter, which could, hopefully, help facilitate the continuation of the project.

This morning I received a letter that I will be sharing with the rest of the folks from yesterday's meeting and am attaching here as well.

I do have some questions about some of what Catherine Truitt says in the letter; she states that the work was not requested or approved by the DPI and that the logo utilization was not approved, either. Furthermore, she says that the participant guide was posted online despite their instructions to remove it/where it remained until Jan. 5.

I just want to make sure that I understand this as in yesterday's conversation and in prior ones, you've indicated that the DPI had requested the training and they reviewed the materials and approved them (during meetings, verbally), and that logo usage on materials like this was standard practice based on the original contract. Also, you indicated that the DPI asked for the webinar to be removed for the January 5 Board meeting – but Catherine Truitt is indicating that request had been made much earlier.

Can you clarify please?

And thank you again for your time at yesterday's meeting. We just need to keep communicating to ensure that the important NC-ELN project continues to be funded and support children and families in NC.

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

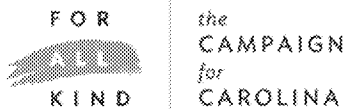
Professor, Department of Psychiatry

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*****

Message

From: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
Sent: 2/4/2022 4:19:04 PM
To: Belger, Aysenil [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=82747791e9c646f2a43c34b6b5cc849c-Aysenil Bel]
CC: Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Neer, Katherine Fordham [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=1078ff76059b4be2bf3ca7146e43b999-kneer]
Subject: Re: Project submission

Yes! Catasha and I have already started talking about this. We will definitely connect back with you to review as we develop some ideas more fully on paper. Thank you for offering that support!

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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From: Belger, Aysenil <aysenil.belger@unc.edu>

Sent: Friday, February 4, 2022 11:16 AM

To: Williams, Sherri Britt <sherri@email.unc.edu>

Cc: Williams, Catasha A. <catasha.williams@unc.edu>; Neer, Katherine Fordham <katherine.neer@unc.edu>

Subject: Project submission

Hi Sherri and Catasha,

I also wanted to again recommend that you start working on a competitive bid for the upcoming open bid for this project.

Please let us know how we can help. For instance, we discussed you creating additional content review process by community partners in the area of equity for language for example, and maybe additional editorial review prior to submission.

Please let us know how we can make your application more competitive.

Ayse

Aysenil Belger, Ph.D.

(she/her/hers)

Director, Frank Porter Graham Child Development Institute

Message

From: Dawn Meskil [Dawn.Meskil@dpi.nc.gov]
Sent: 2/7/2022 3:20:25 PM
To: Williams, Sherri Britt [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=b6a5ccb75e02462386a18ccef374c1fe-Sherri Brit]
CC: Keashia Walker [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=user3d0db08c]; Williams, Catasha A. [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=90797f80d42840a1b6ad9a236e342118-catasha]; Sockwell, Janet O [/o=ExchangeLabs/ou=Exchange Administrative Group (FYDIBOHF23SPDLT)/cn=Recipients/cn=af72c1e4c13b4a208d83218f99bf040c-Janet O Soc]
Subject: RE: ELN Planning

Thank you, Sherri,

I've shared these updates with Sherry and Amy, inquired about the logo/footer and asked if we needed to provide any clarification regarding our awareness of the training sessions. I'll keep you posted as we hear more.

Y'all have a great week!

Dawn

Dawn Meskil, Ed.D
Preschool Exceptional Children (619) Co-Coordinator

Office of Early Learning
NC Department of Public Instruction

(M) (828) 649-5290

(W) (984) 236-2642

Dawn.Meskil@dpi.nc.gov

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North Carolina Department of
PUBLIC INSTRUCTION

NCDPI Office of Early Learning

From: Williams, Sherri Britt <sherri@email.unc.edu>
Sent: Friday, February 4, 2022 7:22 PM
To: Dawn Meskil <Dawn.Meskil@dpi.nc.gov>
Cc: Keashia Walker <Keashia.Walker@dpi.nc.gov>; Williams, Catasha A. <catasha.williams@unc.edu>; Sockwell, Janet O <jsockwel@email.unc.edu>
Subject: Re: ELN Planning

External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to Report Spam.

Hi, Dawn,

As always, I enjoyed having some planning time with you today!

I'm commenting on the bullets below in blue text and adding additional comments to capture a summary of our discussion so we will be sure to keep Catasha, Janet, and Keashia (cc'd) in the loop.

Thanks again. Hope you have a great weekend!

Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

Division Lead, UNC FPG Technical Assistance Division

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From: Williams, Sherri Britt <sherri@email.unc.edu>

Sent: Friday, February 4, 2022 11:22 AM

To: Dawn Meskil <dawn.meskil@dpi.nc.gov>

Subject: ELN Planning

Hi, Dawn,

Just want to be sure we include a couple of items in our discussion when we meet today. I'd like us to touch base on:

- planning/status of upcoming trainings and meetings in Feb and March-
  - NC First Response Trainer Certification Training (coming up on Feb 15-16) and script/slides/handouts are in our shared SharePoint folder. This is not new content (already approved previously) but updated data and reference to be more current, reflected on slide 6. Given recent heightened scrutiny on information related to disproportionality, we requested Dawn/Keisha review content again, esp. slides 6-7 since disproportionality is mentioned, just to be sure there are no concerns about information being misrepresented or taken out of context; They are in the process of checking in with Sherry Thomas
  - Dawn is noting ELN-related things that she and Keashia review that they think may need additional review by Sherry Thomas in a file
here: <https://docs.google.com/document/d/14JuJhZdkE03O8Av1Z6MkzOvNkdb9XtjklWmF6Tiybo/edit?usp=sharing> and Dawn will update as she gets feedback.
- On Monday, I asked Dawn if we need to update or change the template/footer we currently use (which we were instructed to use a couple of years ago) for ELN project slides and documents. Dawn is in the process of checking in with Sherry Thomas to see if we need to update what is currently in place. I brought this up again today because we are concerned that the logo/footer may be outdated but we didn't want to change what DPI previously instructed us to use without getting permission first. Dawn said that we still should continue to use the template/footer we are currently using until she confirms with Sherry Thomas that it should be updated or

changed. If so, they will provide us with the new language/logo to use for our template/footer for slides and documents. She's hoping to get some guidance to share with us about this soon.

- discussing some communication FPG recently received indicating that DPI had communicated that they had not been consulted on and did not approve the delivery of the Equity webinar (Part 1 and Part 2) delivered in March and May 2021. I'd like to discuss this and make sure we are on the same page as we continue to have bidirectional transparent communication as we plan and collaborate on ELN work.
- Dawn and I discussed and agreed that this statement is inaccurate. We both remembered that we discussed the equity webinar during one of our quarterly update meetings with Sherry Thomas and Amy Rhyne in Nov 2020 as we discussed adjustments to our scope of work at that time, which included the equity webinar. This is indicated on the meeting agenda which has the adjusted scope activities linked and saved in the Google folder where we keep our quarterly meeting agenda and related documents. The equity webinar was also documented in our quarterly report for Q1 2020-2021 as an upcoming webinar. It was mentioned again in the Q2 and Q3 reports. All of these were on the agendas to be discussed (with the documents linked) during the quarterly update meetings with Sherry and Amy (saved in the Google folder). We also remembered that EC Division announced the equity webinars in their regular communication (weekly updates) before the webinars were delivered. In addition, we discussed this during the monthly ELN Consultant meetings (which Dawn and Keashia regularly attend) leading up to the webinars (as we routinely discuss updates/status of upcoming events during those monthly meetings).

Looking forward to talking with you soon!

Thanks,
Sherri

Sherri Britt Williams

Principal Investigator/ Director, NC Early Learning Network (NC-ELN) Project

Co-Principal Investigator, Child Find ACCESS Project

Senior Technical Assistance Specialist, National Early Childhood Technical Assistance Center (ECTA)

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From: Nancy Andersen [mailto:nancy.andersen@nc.gov]
Sent: Thursday, December 30, 2021 1:57 PM
To: Catherine Truitt <Catherine.Truitt@dpi.nc.gov>
Subject: Re: Working Session

CAUTION: External email. Do not click links or open attachments unless verified. Send all suspicious email as an attachment to [mailto:Security@dpi.nc.gov].

Hello Superintendent Truitt,

Happy New Year.

It appears this November working session I brought to your attention regarding progressive only viewpoints is pretty important.

On next week's board agenda is a contract awaiting your signature for 7 million dollars with Franklin Graham Porter UNC Child development institute. If you remember, CRT enthusiast and mandatory equity training proponent, Iheoma U Iruka, was featured as a representative from FGP.

According to this contract, FGP is to create professional development webinars in "equity and cultural responsiveness" (read Communism and CRT) for the NCDPI and track those who register—one step away from being mandatory.

I would certainly hope that \$7 million dollars is not funding a CRT based progressive only program, especially when research exists that these programs have negative impact on grade differentials: <https://www.heritage.org/sites/default/files/2021-10/BS3666.pdf>

I don't think the NCDPI should be FGP's/Ms. Iruka's personal playground for promoting racial justice indoctrination.

Thanks for your consideration,
Nancy Andersen

Executive Summary

Task Order NC10106745 with UNC Chapel Hill - Frank Porter Graham Child Development Center

Purpose

State set-aside funds from the federal ISEA Special Education Preschool Grants, Part B, Sec. 619 (IDEA Preschool Handicapped Grant) will be allocated to continue collaboration to accomplish the early childhood projects in the Exceptional Children's Systemic Improvement Plan, and to meet the Office of Special Education Program Requirements in the Annual Performance Report. On-going projects supported by this Amendment 7 include:

- maintain and enhance the statewide system of professional development and support for public school early childhood programs through the Early Learning Network.
- support to the NC Part B 619 Preschool Co-Coordinators
- expansion of the Preschool Pyramid Model project (MTSS in Preschool)
- support to local Exceptional Children Preschool Coordinators and Directors
- the provision of professional development to early childhood diagnostic teams
- assistance to the Office of Early Learning to accomplish its goals and the Exceptional Children Division/Regional staff in supporting LEAs and directors.

Contract Information

Dates of Agreement:
October 1, 2021 through October 31, 2025

Contract Term: 4 years

Total Amount of Contract: \$7,096,080

Business Owner

Name & Title: Amy Rhyno, Director, Office of Early Learning and Read to Achieve
Email Address: amy.rhyno@dpi.nc.gov
Phone Number: 919-236-2744

Activity 34: Provide Summer Train-the-Trainer Sessions for Trainers/Coaches Designated by DCDEE and Pilot Leadership Teams to build their capacity to present training content for Training Webinars 1-3

Oct 1, 2021-Oct 31, 2022 SOW and Timeline*				
* Oct 1, 2021 to Oct 31, 2022 activities are in addition to the current scope of work for year 8, which will continue through this amendment.				
UNC FPG NC-ELS Project (PreK-Kindergarten Transition Pilot) Oct 1, 2021-Oct 31, 2022				
	1	2	3	4
1. Provide ELN project leadership representative to serve on PreK- Kindergarten Transition Pilot State Leadership Team and attend monthly State Leadership Team meetings.				X
2. Provide ELN Regional Consultants to attend pilot meetings involving preschool programs in the pilot to provide support to programs and to help facilitate activities during meeting, as requested by PreK-Kindergarten Transition Pilot State Leadership Team.				X
3. Provide ELN Regional Consultants to provide consultation and TA support to preschool programs involved in the pilot (at least 1 contact per month, and upon request).				X
4. Provide ELN Regional Consultants to assist OEL Consultants and DCDEE Consultants with planning and providing consultation to pilot leadership teams, as requested.				X
5. Assist NC DCDEE with planning and presentation related to the EDG grant, as requested by DCDEE.				X
6. Design and develop content for a Training Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom. Schedule webinar to be presented twice.				X
7. Develop website announcement with registration link for Webinar 1.				X
8. Manage and track registration. Send event reminder and link to registered participants. Develop and distribute online evaluation survey. Send participant list and survey response summary to OEL, PI B 619 Co-Coordinators and DCDEE PreK- Kindergarten Transition Pilot Coordinator.				X
9. Design and develop content for pre-recorded, Multisite Administrative Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom.				X
10. Develop website announcement with information about Administrative Webinar 1.				X
11. Develop trainer materials for Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom.				X



Catherine Truitt

RE: Working Session

To: Nancy Andersen

January 8, 2022 9:00 AM

Good morning!

Happy New Year to you as well!

In my opinion, it is a big leap from "equity and cultural responsiveness" to Communism and CRT and there is no proof that this contract is going to lead to either of those things. In my experience, whether or not an equity initiative and/or culturally responsive teaching devolves into CRT depends on the people involved. Please remember that I and my administration define equity as "providing students what they need at the time they need it to be successful." This is especially true for our special needs students:

Here are some specific details for you:

- The ELN contract and all activities are funded to support all children ages 3-5 with disabilities in receiving equitable access to inclusive and relevant early childhood education as required by the IDEA Part B (section 619).
- The ELN contract is part of the Technical Assistance Division of FPG. Dr. Iruka is a researcher and not a member of this Division nor does she provide technical assistance or professional development for FPG contracts.
- Dr. Iruka is not on staff for this contract.
- No activities provided by this contract are mandatory for PSUs or their staff. All activities are optional and designed to ensure children with disabilities have equitable access to early learning environments (as required by IDEA Part B) and that all children with disabilities receive equitable early learning services and experiences.
- Many PSUs access the ELN services to support the successful inclusion of children with disabilities as well as to ensure compliance with federal and state requirements.
- All ELN developed equity and cultural responsiveness professional development is subject to the DPI review process.
- The DCDEE content referenced is in development based on a DPI/DCDEE MOU and their specific request to support NC DHHS's Preschool Development Grant activities. The equity and cultural relevance webinars were planned for earlier in the year but moved to a later slot to allow for DPI review as required.

Also—I have told DCDEE that in the future, they will contract directly with FPG and forego a related MOU with DPI. We are not always on the same page.

Best,

Catherine

Catherine Truitt

Superintendent, North Carolina Department of Public Instruction

www.dpi.nc.gov/statesuperintendent

6301 Mail Service Center

Raleigh, NC 27699-6301

984-236-2308





Nancy Andersen

Re: Working Session

To: Catherine Truitt

January 5, 2022 at 9:20 AM

Good Morning!

You are wrong. It is not a big leap from "equity and cultural responsiveness" to communism and CRT. There is overwhelming evidence of this: see James Lindsay, Jordan Peterson among so many others, not to mention the training materials you are funding through the NC-ELN.

Actually there is a ton of evidence to show that this contract is leading to those things. In fact, a video webinar that I clipped from NC-ELN has already received 20,000 views:



While I realize Dr. Iruka is not specifically on the contract, she is highly involved with the "Equity" initiatives of FPG, and is directly involved in these trainings. How do I know? Your director Amy Rhyne has attended sessions with her through NC-ELN, using "equity" to introduce anti-racism activism to 5 year olds. Here is the agenda. Your NCDPI under your leadership is directly involved.



2021 Preschool
Institut...1.docx

Here are some screenshots from your own training materials. The one about equity, with the communist definition of equality on it is directly from the webinar with the same title as the 7 million dollar contract calls for. If you look at the bottom this is published with the NCDPI name. Along with the fact your directors of OEL and EC are attending conferences including the people behind this, I think it is pretty fair to say that DPI is heavily involved and has given approval. Not sure how else all of this can be interpreted...

The NCDPI is out of control.

thanks

Nancy Andersen



Ages 5 to 6

Developmental Understanding of Race and Ethnicity

For 5- and 6-year-old children in the preschool and early elementary years, the focus of instruction is on understanding the concept of difference.

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

Instructional Strategies and Goals

See More from Catherine Truitt

TASK ORDER
Issued Under the North Carolina Department of Public Instruction, University of North Carolina
Master Agreement, Version 002

Project Personnel

UNC Institution

Principal Investigator

University: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center
Name, Title: Sherri Britt Williams, FPG TA Division Lead & Senior TA Specialist
Address: CB#8040
City, State, Zip: Chapel Hill, NC 27599-8040
Phone, fax: 919-215-5832
Email: sherri.williams@unc.edu

NCDPI

Project Coordinator

N.C. Department of Public Instruction
Name, Title: Dawn Meskil, Preschool Exceptional Children (619) Co-Coordinator and Keashia Walker, Preschool Exceptional Children (619) Co-Coordinator
Address: 6307 Mail Service Center
City, State, Zip: Raleigh, NC 27699-6307
Phone, fax: 984-208-6695
Email: Dawn.Meskil@dpi.nc.gov, Keashia.Walker@dpi.nc.gov

Contract Administrator

University: University of North Carolina at Chapel Hill
Name, Title: Tara Pettitt, Office of Sponsored Research
Address: 104 Airport Drive, Suite 2200, CB#1350
City, state, zip: Chapel Hill, NC 27599-1350
Phone, fax: 919-633-3411
Email: tarap@live.unc.edu

Contract Administrator

North Carolina Department of Public Instruction
Name, Title Mashonda Southerland, Purchasing Agent
Address: 3663 Mail Service Center
City, State, Zip: Raleigh, NC 27699
Phone, fax: 984-236-2363
Email: Mashonda.Southerland@dpi.nc.gov

Project Description

Project Title: Support for Preschool Exceptional Children Program, Early Learning Network
Project Contact for University: Sherri Britt Williams
Project Start/End Dates: November 8, 2013 through October 31, 2025

Incorporation

The Terms and Conditions of the NCDPI/UNC Master Agreement, Version 002 are incorporated by reference. This Task Order also includes any Appendices or addendums attached hereto, including Appendix A "Recipient Scope of Work," Appendix B "the Funding Source Award Notice" (if applicable), Appendix C "Contractor Certifications" (if applicable), and Appendix D "Detailed Budget – including allowable Facilities and Administrative Cost recovery."

IN WITNESS THEREOF, the Parties have caused the Task Order to be executed by their authorized representatives.

ATTEST:

North Carolina Department of Public Instruction

By: _____
Alexis Schauss
Chief Financial Officer

_____
Date

By: _____
Catherine Truitt
NC Superintendent of Public Instruction

_____
Date

UNC Institution

_____
Authorizing Official Signature

_____
Date

Total funding this Task Order: \$7,096,080
Total Project Costs: \$15,013,234
Total previous funding to date: \$7,917,154
Cost share required with this action:
Cost share to date:

Funding Source: Federal
Agency #: Department of Public Instruction
CFDA#: 84.173A
Title: 619 Preschool Handicapped Grant

Recipient Fiscal Agent

Name, Title: Jen Gwaltney, Director Sponsored Projects
Address: 104 Airport Drive, Suite 2200, CB#1350
City, state, zip: Chapel Hill, NC 27599-1350
Phone, fax: 919-843-1988
Email: resadminosr@unc.edu; j_gwaltney@unc.edu

Special Terms and Conditions

See Appendix C, Contractor Certifications

Invoicing

Cost reimbursement under this Task Order will require periodic invoices submitted no more frequently than monthly and a final invoice submitted within 30 days of the project end date listed on page 1. All invoices are subject to the approval of the "NCDPI Project Coordinator." Invoices will be addressed to NCDPI, Accounts Payable, 6336 Mail Services Center, Raleigh, NC 27699-6331, but the envelope in which the invoice is enclosed will be addressed and mailed to the Project Coordinator listed on page 1 of this Task Order.

Amendment Description

Describe the reason for amending this Task Order:

State set-aside funds from the federal ISEA Special Education Preschool Grants, Part B, Sec. 619 (IDEA Preschool Handicapped Grant) will be allocated to continue collaboration to accomplish the early childhood projects in the Exceptional Children's Systemic Improvement Plan, and to meet the Office of Special Education Program Requirements in the Annual Performance Report. On-going projects supported by this Amendment 7 include:

- maintain and enhance the statewide system of professional development and support for public school early childhood programs through the Early Learning Network
- support to the NC Part B 619 Preschool Co-Coordinators
- expansion of the Preschool Pyramid Model project (MTSS in Preschool)
- support to local Exceptional Children Preschool Coordinators and Directors
- the provision of professional development to early childhood diagnostic teams
- assistance to the Office of Early Learning to accomplish its goals and the Exceptional Children Division/Regional staff in supporting LEAs and directors.

Amendment 7 will cover years 9 through 12 totaling \$7,096,080

Budget Code: 0801-532150-1400353567400

Budget Source: Federal (619 IDEA state set-aside)

Strategic Priority: HR

Executive Summary

Task Order NC10106745 with UNC Chapel Hill - Frank Porter Graham Child Development Center

Purpose

State set-aside funds from the federal ISEA Special Education Preschool Grants, Part B, Sec. 619 (IDEA Preschool Handicapped Grant) will be allocated to continue collaboration to accomplish the early childhood projects in the Exceptional Children's Systemic Improvement Plan, and to meet the Office of Special Education Program Requirements in the Annual Performance Report.

On-going projects supported by this Amendment 7 include:

- maintain and enhance the statewide system of professional development and support for public school early childhood programs through the Early Learning Network
- support to the NC Part B 619 Preschool Co-Coordinator
- expansion of the Preschool Pyramid Model project (MTSS in Preschool)
- support to local Exceptional Children Preschool Coordinators and Directors
- the provision of professional development to early childhood diagnostic teams
- assistance to the Office of Early Learning to accomplish its goals and the Exceptional Children Division/Regional staff in supporting LEAs and directors.

Contract Information

Dates of Agreement:

October 1, 2021 through October 31, 2025

Contract Term: 4 years

Total Amount of Contract: \$7,096,080

Business Owner

Name & Title: Amy Rhyne, Director, Office of Early Learning and Read to Achieve

Email Address: amy.rhyne@dpi.nc.gov

Phone Number: 984-236-2744

APPENDIX A

GENERAL SCOPE OF WORK

Background and Update

In 2013 the North Carolina Department of Public Instruction's (NCDPI's) Office of Early Learning (OEL) facilitated the development of an organized professional development system for North Carolina's (NC's) preschool programs called the 'Early Learning Network' (<http://nceln.fpg.unc.edu/>). This project is based at the University of North Carolina at Chapel Hill (UNC-CH), Frank Porter Graham Child Development Institute (FPG-CDI). Through this collaboration with FPG, NCDPI has been able to access expert advice and resources from the national Early Childhood Technical Assistance (ECTA) Center funded by the Office of Special Education Programs (OSEP) in the US Department of Education. The NC Early Learning Network provides the needed infrastructure to implement statewide professional development initiatives that provide systematic training on evidence-based instructional practices. This project is primarily funded by the Individuals with Disabilities Education Act (IDEA), Part B, Section 619 state set-aside funds. Section 619 and 611 of IDEA guarantees a free, appropriate public education (FAPE) for children with delays or disabilities from ages 3 through 5 years. NCDPI has received the IDEA Part B, Section 610 Preschool Grant since 1986 without interruption.

Preschool-aged children who are eligible for exceptional children services are served in LEA operated classrooms (often with blended funding) as well as in NC PreK, Head Start, and community childcare programs and in homes. OSEP acknowledges the importance of providing high quality professional development to staff funded by all early childhood agencies and programs to ensure that high quality, evidence-based core instruction is provided to all children with disabilities who may be enrolled in those programs. We are amending the current contract to include new activities required by the Preschool Development Grant and new activities related to the Preschool Pyramid Model (PPM) that were not included in the previous amendment. For example, a key focus is on equitably supporting all LEAs with PPM implementation and other evidence-based practices. This includes designing intensive technical assistance for PSUs, such as the Leandro counties, that are traditionally disproportionately resourced or that serve children with traditionally disproportionate outcomes. In addition, we are extending the current contract through October 31, 2025 to ensure the continuation of existing and future work on professional development and technical assistance for the Office of Early Learning and to provide necessary support to meet compliance and quality indicators that are required to be addressed for the Office of Early Learning and Exceptional Children's Division to continue to receive federal funding for Exceptional Children's Preschool Services in NC.

Since the origination of this contract, The Office of Early Learning, in conjunction with the NC Early Learning Network, developed train-the-trainer and on-line professional development modules which are aligned with the NC Early Learning Standards and the NC Professional Teaching Standards (<https://nceln.fpg.unc.edu/>). To date, over 35,000 on-line training modules have been consumed by early childhood teachers and students enrolled in institutions of higher education. Approximately 40 school districts and 3 Head Start programs are engaged in the targeted Preschool Pyramid Project where leadership implementation teams guide their programs through training and coaching of the evidenced-based practices. The training provided through this contract benefits families, teachers, and diagnosticians in understanding the scope and sequence of child development and is also being utilized in the state's support of high-quality transition to kindergarten processes.

This work has received international recognition at the Global Implementation Science Conference in 2021; the DEC International Conference on Young Children with Disabilities and their Families in 2019, 2020, and 2021; and the International Inclusion Conference in 2019 and 2020. Additionally, the NC Preschool Pyramid Model Project (MTSS in early childhood for social-emotional development) received national recognition by the OSEP (Implementing and Evaluating the NC Preschool Pyramid Project to Support Social and Emotional Development, <http://ectacenter.org/~meetings/ecidea18/mtgagenda.asp>).

The support this contract provides for NC DPI OEL was also featured in the UNC Chapel Hill Frank Porter Graham Child Development Institute's Impact report in 2019 and 2021. The report highlighted the support of cross-sector collaboration among early childhood agencies and organizations across NC as well as the successful technical assistance and coaching support provided to preschool teachers to implement EBPs, improve family partnerships, and support inclusion and educational equity, especially for children in preschool with disabilities. Also, the support this contract provides for the statewide coaching model to implement evidence-based practices to fidelity in preschool classrooms across NC is being featured and presented in a 3-hour workshop at the National Training Institute on Effective Practices for Addressing Challenging Behavior in April 2022."

Project Activities/ Deliverables

UNC Chapel Hill FPG will provide the following support to each item indicated below. The scope of work and timeline for activities are provided on pages 6-9:

October 2021-December 2022

Activity 1: Provide ELN project leadership representative to serve on PreK-Kindergarten Transition Pilot State Leadership Team and attend monthly State Leadership Team meetings

Activity 2: Provide ELN Regional Consultants to attend pilot meetings involving preschool programs in the pilot to provide support to programs and to help facilitate activities during meeting, as requested by PreK-Kindergarten Transition Pilot State Leadership Team

Activity 3: Provide ELN Regional Consultants to provide consultation and TA support to preschool programs involved in the pilot (at least 1 contact per month, and upon request).

Activity 4: Provide ELN Regional Consultants to assist OEL Consultants and DCDEE Consultants with planning and providing consultation to pilot leadership teams, as requested.

Activity 5: Assist NC DCDEE with planning and presentations related to the PDG grant, as requested by DCDEE.

Activities 6-11: Organize, design, develop, and provide registration support for *Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom*, an Administrator Webinar to summarize Webinar 1, and a Train-the-Trainer session for Webinar 1.

Design and develop content for Training Webinar 1. Schedule webinar to be presented twice so participants can have two options. Develop webinar announcement with registration link for Webinar 1. Manage and track registration. Send event reminder and link to registered participants.

Develop and distribute webinar evaluation survey. Send participant list and survey response summary to OEL Pt B 619 Co-Coordinator and DCDEE PreK to Kindergarten Transition Pilot Coordinator.

Activity 34: Provide Summer Train-the-Trainer Sessions for Trainers/Coaches designated by DCDEE and Pilot Leadership Teams to build their capacity to present training content for Training Webinars 1-3.

Oct 1, 2021-Oct 31, 2022 SOW and Timeline*				
* Oct 1, 2021 to Oct 31, 2022 activities are in addition to the current scope of work for year 9, which will continue through this amendment.				
UNC FPG NC-ELN Project (PreK- Kindergarten Transition Pilot) Oct 1, 2021-Dec 31, 2022	Oct-Dec 2021 Quarters			
	1	2	3	4
1. Provide ELN project leadership representative to serve on PreK- Kindergarten Transition Pilot State Leadership Team and attend monthly State Leadership Team meetings.				x
2. Provide ELN Regional Consultants to attend pilot meetings involving preschool programs in the pilot to provide support to programs and to help facilitate activities during meeting, as requested by PreK-Kindergarten Transition Pilot State Leadership Team.				x
3. Provide ELN Regional Consultants to provide consultation and TA support to preschool programs involved in the pilot (at least 1 contact per month, and upon request).				x
4. Provide ELN Regional Consultants to assist OEL Consultants and DCDEE Consultants with planning and providing consultation to pilot leadership teams, as requested.				x
5. Assist NC DCDEE with planning and presentation related to the PDG grant, as requested by DCDEE.				x
6. Design and develop content for a Training Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom. Schedule webinar to be presented twice.				x
7. Develop webinar announcement with registration link for Webinar 1. Manage and track registration. Send event reminder and link to registered participants. Develop and distribute webinar evaluation survey. Send participant list and survey response summary to OEL Pt B 619 Co- Coordinators and DCDEE PreK to Kindergarten Transition Pilot Coordinator.				x
8. Design and develop content for pre-recorded, 30-minute Administrator Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom				x
9. Develop webinar announcement with information about Administrator Webinar 1.				x
10. Develop trainer materials for Webinar 1: Equity and Cultural Responsiveness in the Early Childhood Classroom				x

ELN Project
PI: Sherri Williams

YEAR 10

START DATE: 11/1/2022 END DATE: 10/31/2023

PERSONNEL

Role	Name	Title	Project		FTE%	Institutional	Requested	Fringe	Total
			Months	Mths		Salary	Salary	Benefits	
KP	Williams, Sherri Britt	Principal Investigator	12	9	75%	97,733	73,300	24,270	97,570
	Williams, Catasha	Co-PI/Assoc. Director	12	10.2	85%	88,849	75,522	25,549	101,071
	Sockwell, Janet	Assoc. Director	12	12	100%	88,849	88,849	30,058	118,907
	Earl, Kris	TA Specialist	12	12	100%	91,335	91,335	30,702	122,037
	Hartley, Lori	TA Specialist	12	12	100%	85,740	85,740	29,253	114,993
	Lewis, Katie	TA Specialist	12	12	100%	80,604	80,604	27,922	108,526
	LeGrant, DelShana	TA Specialist	12	12	100%	84,872	84,872	29,028	113,900
	Grubbs, Paula	TA Specialist	12	12	100%	84,872	84,872	29,028	113,900
	TBD	TA Specialist	12	12	100%	84,872	84,872	29,028	113,900
	TBD	Data/Evaluation	12	2.4	20%	73,405	14,681	5,211	19,892
	TBD	Data/Evaluation & TA Support	12	3	25%	73,404	18,351	6,515	24,866
	Curtis, Laura	Coordinator	12	2.4	20%	91,235	18,247	6,135	24,382
	Sabater, Sonia	Social Research Assistant	12	6	50%	48,264	24,132	9,773	33,905
	Hildebrande, Allison	Social Research Assistant	12	4.8	40%	46,885	18,754	7,675	26,429
	Wagner, Christina	Website	12	4.8	40%	56,038	22,415	8,623	31,038
	Levin, Lisa	Business Coordinator	12	2.4	20%	50,125	10,025	4,005	14,030
cs	Crume, Amy	Account Technician	12	9	75%	59,295	44,471	16,803	61,274
cs	TBD	IT Support	12	7.2	60%	90,177	54,106	18,241	72,347
	TBD	Research Assistant	9	9	100%	63,654	63,654	23,532	87,186
	TBD	TA Specialist	3	3	100%	84,872	84,872	29,028	113,900
	TBD	TA Specialist	9	0	0%	#DIV/0!	0	0	0
Subtotals:							1,123,674	390,379	1,514,053

CONSULTANT	Consultant Fees	49,000	
	Consultant Expenses	<u>38,000</u>	87,000

SUPPLIES	Research Supplies	70000	
	Laptops	0	
		0	
	Curriculum Materials	0	
	Other	<u>0</u>	70,000

TRAVEL	PI Travel	0	
	Staff Travel	137700.52	
	Conferences	0	
	Data Collectors	0	
	Foreign Travel	<u>0</u>	137,701

OTHER	Communications	8400	
	Communications: Mailing	2500	
	Express Mailing	0	
	Publications costs	0	
	Subject Payments	1825.6	
	Meeting Costs	23000	
	Transcription Services	0	
	Other	0	
	Graduate Student Tuition (2 Semesters)	<u>0</u>	35,726

SUBTOTAL DIRECT COSTS	1,844,479
SUBCONTRACT	Direct 0
	F & A 0
F & A BASE -	1,844,479
TOTAL DIRECT COSTS	1,844,479
F & A COSTS - 15.0%	276,672
TOTAL COSTS	2,121,151

* UNC-CH Fringe Benefits Rates =25.889% plus Health Insurance @ \$6,512*/FTE; Temporary 9.490%; Graduate Fringe, 1.840%, GraduateHealth \$4,137.60/FTE; Post Doc Fringe 9.490%, Post Doc Health \$4,808.76/FTE; CCP Fringe 30.796%; Clinical Comprehensive Plan Health \$8,652.80

MEMORANDUM OF AGREEMENT (MOA)

This Memorandum of Agreement (MOA) is hereby entered into by and between the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (hereinafter referred to as "Division") and North Carolina Department of Public Instruction (hereinafter referred to as "Contractor").

This MOA is subject to the provisions of all applicable Federal and State laws, regulations, policies and standards.

I. Effective Period:

This MOA shall begin on **April 1, 2021** and end on **July 31, 2022**, with the option to extend, if mutually agreed upon, through a written agreement.

This MOA may be terminated by either party upon at least 30 days' written notice or immediately upon notice for cause. This MOA may be amended, if mutually agreed upon, to change scope and terms of the MOA. Such changes shall be incorporated as a written amendment to this MOA.

II. Contractor Duties:

The contractor hereby agrees to provide the services described in the scope of work which is incorporated herein by reference.

Contract Administrators:

All notices permitted or required to be given by one Party to the other and all questions about the contract from one Party to the other shall be addressed and delivered to the other Party's contract administrator. The name, post office address, street address, telephone number, fax number, and email address of the Parties' respective initial contract administrators are set out below. Either Party may change the name, post office address, street address, telephone number, fax number, or email address of its contract administrator by giving timely written notice to the other Party.

For the Division:

IF DELIVERED BY US POSTAL SERVICE	IF DELIVERED BY ANY OTHER MEANS
Sharon Rankin Johnson, Human Services Planner/Evaluator II Division of Child Development and Early Education	Sharon Rankin Johnson, Human Services Planner/Evaluator II Division of Child Development and Early Education

For the Contractor:

IF DELIVERED BY US POSTAL SERVICE	IF DELIVERED BY ANY OTHER MEANS
Amy Rhyne Director Office of Early Learning (Pre-K - Grade 3) NC Department of Public Instruction	Amy Rhyne Director Office of Early Learning (Pre-K - Grade 3) NC Department of Public Instruction

Signatures follow on next page

North Carolina Department of Public Instruction

_____
Signature

_____
Date

Catherine Truitt
Printed Name

Superintendent of Public Instruction
Title

Witness

_____
Signature

_____
Date

_____
Printed Name

_____
Title

Division of Child Development and Early Education, North Carolina Department of Health and Human Services

_____
Signature

_____
Date

Ariel Ford
Printed Name

Director
Title

SCOPE OF WORK

Background:

The Division of Child Development and Early Education (DCDEE) was awarded funding through the federal Preschool Development Grant Birth through Five (PDG B-5) for activities to strengthen its early childhood education system. One area of focus for PDG B-5 activities is sharing best practices among early childhood care and education programs to increase collaboration and efficiency of services, to include supporting successful transition from preschool to kindergarten.

The expansion of the current pilot project to standardize a process to transition children from preschool into Kindergarten will ensure that best practices are implemented and that families across North Carolina are engaged and take part in the process. Based on lessons learned from the first pilot, areas of focus for this project include supporting communication between Pre-K and kindergarten teachers; the importance of giving families a way to provide information about their child to the kindergarten teacher; the importance of providing training on the transition model and providing coaching for teachers to use the transition data they receive; and the necessity for a way to transfer data from Pre-K to kindergarten. The PDG B-5 grant will support the development of a tools needed in the transition process; provide training and mentoring to Pre-K and Kindergarten teachers and administrators; and seek feedback from participants regarding the process and usefulness of the information that is shared.

Purpose:

The purpose of this agreement is to implement a Pre-K to Kindergarten Transitions pilot program for Pre-K and Kindergarten teachers and administrators across the state to learn, plan, and collaborate to support local transition to kindergarten efforts. The pilot will feature professional development and technical assistance provided by the North Carolina Early Learning Network (ELN) focused on formative assessment, family engagement, and developmentally appropriate practices for young children transitioning children from Pre-K to Kindergarten. The pilot will also establish sustainable and scalable processes for the systematically sharing of individual child development information.

The ELN, funded by the North Carolina Department of Public Instruction (DPI), provides early learning communities with professional development and technical assistance to support preschool children with disabilities and their families. The ELN promotes the development and successful participation of NC's preschool-age exceptional children in a broad range of activities and contexts, including their homes, early learning programs, and communities. The ELN provides professional development and technical assistance that aligns with and is reported to the federal Office of Special Education. ELN already has the training structure in place with early childhood educators and extensive experience developing early childhood education (ECE) training models and delivering training. As DPI already partners with the ELN in similar efforts, DCDEE agrees to transfer funds to develop and deliver the transition training.

The Contractor agrees to:

1. Continue partnership with the ELN to complete the following tasks:
  - a. Provide ELN project leadership representative to serve on PreK-Kindergarten Transition Pilot State Leadership Team and attend monthly State Leadership Team meetings.
  - b. Provide ELN Regional Consultants to attend pilot meetings involving preschool programs in the pilot to provide support to programs and to help facilitate activities during meeting, as requested by PreK-Kindergarten Transition Pilot State Leadership Team.
  - c. Provide ELN Regional Consultants to provide consultation and TA support to preschool programs involved in the pilot (at least 1 contact per month, and upon request).
  - d. Provide ELN Regional Consultants to assist OEL Consultants and DCDEE Consultants with planning and providing consultation to pilot leadership teams, as requested.
  - e. Assist DCDEE with planning and presentations related to the PDG grant, as requested by DCDEE.
  - f. Develop, schedule, manage registration, and deliver professional development for Transition to Kindergarten pilot leadership teams, local trainers/coaches, and teachers in implementing strategies for the transition to kindergarten pilot program. Professional development will be delivered through three learning strategies including: 1) a Training Webinar, 2) an Administrator Webinar and 3) a Train-the-Trainer Session for each of the following topics:
    - i. Webinar 1: Partnering with Families to Support Instruction
    - ii. Webinar 2: Partnering with Families to Provide Formative Assessment
    - iii. Webinar 3: Equity and Cultural Responsiveness in the Early Childhood Classroom
2. Collaborate with DCDEE and Teaching Strategies, Inc. to create a report of developmental data to support NC Pre-K to kindergarten transition.
3. Pilot the use of Teaching Strategies' GOLD® curriculum-based formative assessment tool in a community participating in the transition pilot to explore electronic data-sharing between all public-school and non-public NC Pre-K classrooms with receiving Kindergarten classes in over 160 elementary schools using GOLD® end-of-year transition reports.
4. Consult with the U.S. Department of Education's Student Privacy Policy Office for guidance on applicable data sharing rules and regulations to ensure that Family Educational Rights and Privacy Act (<https://studentprivacy.ed.gov/>) regulations are followed.
5. Assist DCDEE's Transition and Universal Enrollment Coordinator in convening Transition to Kindergarten Cross-Sector State Leadership planning meetings to plan and track transition

strategies, implementation and progress – supporting this statewide advisory in developing recommendations as well as implementing recommendations where feasible to improve coordination, collaboration, alignment, and efficiencies among early childhood education agencies.

6. Provide OEL consultants to assist DCDEE’s Transition and Universal Enrollment Coordinator in providing individualized technical assistance support to local Transition to Kindergarten Community Leadership Teams.
7. Collaborate with the DCDEE, Teaching Strategies, the Early Learning Network and other state-level stakeholders and partners to initiate planning for the sustainability and expansion/scale up of local efforts to improve preschool to kindergarten transition. Ultimately these insights will support DCDEE in developing a plan by December 2022 that outline actions to sustain and scale-up the successful strategies and outcomes of the transition pilot to all 100 counties.
8. Assist DCDEE with planning and presentations related to the Preschool Development Grant, Birth through Five, as requested by DCDEE.
9. Support DCDEE in achieving its defined program benchmarks, outputs and outcomes in alignment to the PDG B-5 Program Performance Evaluation Plan by collaborating with Child Trends, Inc. in measuring and tracking indicators for Activity 4.2 “Transition to Kindergarten.”
10. Communicate with DCDEE staff as requested to provide project updates and expenditures, and any other data needed to complete federal reporting as follows:
  - a. Schedule and conduct a status report call with DCDEE at least monthly at a date and time agreed upon by both parties.
  - b. Support DCDEE in preparing a Quarterly Performance Progress Report for project activities completed per the following timeframes set by the federal funder:
    - i. Quarter 1: January 1 – March 31
    - ii. Quarter 2: April 1 – June 30
    - iii. Quarter 3: July 1 – September 30
    - iv. Quarter 4: October 1 – December 31
11. Ensure that all contracted work is completed before the PDG B-5 grant period ends.
12. After the grant period ends, ensure that any final contract invoices for work during the grant period are paid within the liquidation period allowed.
13. Monitor the ELN contract to review progress towards accomplishing contracted tasks by following its agency’s monitoring policies and procedures. DPI will monitor that the required reports and invoices from the contractor are submitted accurately and timely.

14. DPI shall receive Teaching Strategies' Distance Learning Solutions licensing access, training and technical support through RFQ 30-21038 with the NC Department of Health and Human Services Division of Child Development and Early Education (DCDEE).
15. To support efficient cost sharing and execution of RFQ 30-21038, DPI shall be responsible for paying their respective invoices pursuant to the Payment Terms set forth in the Contract and subject to the Availability of Funds provision in the Contract terms and conditions set forth in Request for Quotes No. 30-21038. The total amount due and payable from DPI to Teaching Strategies pursuant to this MOA and RFQ 30-21038 Amendment 1 shall not exceed \$(cost). DPI acknowledges that they shall not be responsible for payment of fees owed by DCDEE, and DCDEE shall not be responsible for payment of fees owed by DPI.

The Division agrees to:

1. Provide leadership for the Pre-K to Kindergarten transition project.
2. In collaboration with DPI, provide technical assistance regarding transition practices.
3. Provide DPI with access to the most current version of the PDG B-5 Program Performance Evaluation Plan. Oversee Child Trends, Inc. in supporting DPI in measuring and tracking progress toward defined indicators (benchmarks, outputs and outcomes) defined for Activity 4.2 "Transition to Kindergarten."
4. Provide oversight and management of RFQ 30-21038 with Teaching Strategies, LLC for the provision of licensing access to Teaching Strategies Distance Learning Solutions, training and technical support for Pre-K and preschool programs. To support efficient cost sharing and execution of RFQ 30-21038, DCDEE shall:
  - a. Receive invoices from Teaching Strategies, LLC and submit them to DPI for payment via email to Dan Tetreault at Dan.Tetreault@dpi.nc.gov. DCDEE shall ensure Teaching Strategies, LLC provide invoices that are separated and invoiced to the applicable State agency, DCDEE or DPI.
  - b. Be responsible for paying DCDEE invoices pursuant to the Payment Terms set forth in the Contract and subject to the Availability of Funds provision in the Contract terms and conditions set forth in Request for Quotes No. 30-21038. The total amount due and payable from DCDEE to Teaching Strategies pursuant to this MOA and RFQ 30-21038 Amendment 1 shall not exceed \$(cost). DCDEE acknowledges that it shall not be responsible for payment of fees owed by DPI, and DPI shall not be responsible for payment of fees owed by DCDEE.
  - c. Provide DPI with administrative access to Teaching Strategies Distance Learning Solutions platform in addition to a summary of progress reports prepared and submitted by Teaching Strategies, LCC at least monthly.

5. Transfer \$589,286 to the Contractor for the activities described above.
6. Collaborate with the Contractor as needed for successful implementation of the activities described above.
7. Complete all federal reporting required by the PDG B-5.

Reimbursement:

DPI shall submit monthly invoices to DCDEE for reimbursements to its contractor based on actual expenditures, contingent on satisfying performance requirements, made in accordance with the approved budget on file with both parties, and that align with the Cost Table below. Reimbursement is allowable for **April 1, 2021 – July 31, 2022**.

Cost Table	
Payments shall not exceed these amounts:	
Development and implementation of kindergarten transition activities through contracting with ELN.	\$589,286
Total	\$589,286

Contract Number: 001-DCDEE-2021**Contractor:** NC Department of Public Instruction**Federal Award Name:** PDG B-5**State Fiscal Year:** 2021

1. Sub recipient name (which must match registered name in DUNS)	North Carolina Department of Health and Human Services, Division of Public Health
2. Sub-recipients DUNS number (see § 200.32 Data Universal Numbering System (DUNS) <i>number</i>)	809785363
3. Federal Award Identification Number (FAIN)	90TP0056-02-00
4. Federal Award Date (see § 200.39 Federal award date)	12/03/2020
5. Sub-award Period of Performance Start and End Date	April 1, 2021 to July 31, 2022
6. Amount of Federal Funds Obligated by this action	\$ 589,386
7. Total Amount of Federal Funds Obligated to the sub-recipient	\$ 589,386
8. Total Amount of the Federal Award	\$13,414,500
9. Federal award project description, as required to be responsive to the Federal Funding Accountability and Transparency Act (FFATA)	PDG B-5 Renewal Grants seek to empower state governments to lead the way in leveraging federal, state and local early care and education investments. Renewal grants will assist states in helping low-income and disadvantaged children to enter kindergarten prepared to succeed. In addition, these grants will help improve the transitions between early care and education settings and elementary school. The overall responsibility of the PDG B-5 Renewal Grant is to assist states in the coordination of existing early childhood funding streams, resulting in services being provided to more children birth through five in a mixed delivery system.
10. Name of Federal awarding agency, pass-through entity, and contact information for awarding official	Federal DHHS Office Administration for Children and Families NC DHHS/DCDEE 333 Six Forks Road Raleigh, North Carolina 27609 (Office) 919-814-6328
11. CFDA Number and Name; the pass-through entity must identify the dollar amount made available under each Federal award and the CFDA number at the time of disbursement	CFDA# 93.434 ESSA Preschool Development Grants Birth Through Five
12. Identification of whether the award is R&D	No
13. Indirect cost rate for the Federal award (including if the de minimis rate is charged)	No

This contract is in compliance with the Federal Office of Management and Budget (OMB) CFR Title 2 Part 200. Follow the link below (or paste into your browser) for additional information:

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

On Nov 17th, 2021, a conference occurred regarding race and equity. Featured speaker was anti-racist activist Dr. Iruka, and NCDPI Directors of Exceptional Children & Office of Early Learning were in Attendance. The materials were removed from the ELN Website as of 1/6/21. The following are screengrabs and downloaded materials prior to the website link being pulled.

One can still link to resources from the downloaded materials. “Talking to Very Young Children about Race” includes statements saying 5-year-olds should be anti-racist.



[Home](#) » [2021 EC Preschool Institute](#)

2021 EC Preschool Institute

Date(s):

November 17, 2021 - 9:00am

The [Participant Agenda](#) can be found [here](#). Handouts and other resource materials are listed below.

DEC Recommended Practices: What is in it for you? Cafe Session:

- [Presentation Notes](#)
- [Recommended Practices with Examples Interaction](#)
- [Child to Child Interaction Checklist](#)
- [Peer Social Interactions](#)
- [Playing Together](#)
- [Wow! Now That's a Toolbox!](#)
- [DEC Recommended Practices Website](#)
- [Online Access to ECTA Practice Improvement Tools and Resources](#)
- [ECTA Practice Improvement Tools: Using the DEC Recommended Practices:](#) (Printed version of Practices, Performance Checklists, a Practice Guides for Practitioners and Families)
- [The DEC Recommended Practices: Building Your Toolbox](#) (Presentation)
- [aRPy's Toolbox](#) - PDF of Tools for Toolbox

Inclusive Practices to Promote Educational Equity Cafe Session:

- [Summit Small Group 1 worksheet](#)
- [Summit Small Group 2 worksheet](#)
- [Summit Small Group 3 worksheet](#)



Exceptional Children Preschool Institute
Achieving Educational Equity in Early Childhood:
Right Here, Right Now... Together!
Nov 17, 2021

8:30	Welcome & Introductions
9:15	Keynote Address by Dr. Iheoma Iruka, Ph.D. Research Professor, Department of Public Policy; Fellow at Frank Porter Graham Child Development Institute (FPG); Founding Director, Equity Research Action Coalition at FPG
10:00	Break
10:15	Café-style Learning Sessions • Inclusive Practices to Promote Educational Equity • Child Outcomes: Making Connections
12:00	Lunch
12:30	Welcome by Sherry Thomas, Director of the EC Division and Amy Rhyne, Director of the Office of Early Learning Meeting the EC Division Section Chiefs
12:45	Café-style Learning Sessions • Partnering with Families: We're on the same team • DEC Recommended Practices: What's in it for you?
2:30	Break
2:45	Regional Preschool Coordinator Discussion session
3:45	3:45 Wrap Up and Questions

Disclaimer: Presentation materials are for registered participants of the 70th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented does not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.

North Carolina 2021 EC Conference Preschool Institute
Inclusive Practices to Promote Educational Equity
Lindsay N. Giroux, Wake County Public Schools

What	Notes & Resources
Welcome • Inclusion Activity • Introduction • Agenda Review • Test Your Knowledge	For Teachers' Intentional Planning: Talking to Very Young Children about Race For Coaches: Equity Coaching Guide For Leadership Teams: Cultural Responsiveness Companion to the BoQ
Similarities and Differences • How does this relate to developmental/academic goals? • What Pyramid Model supports or resources help with this work?	Materials/Ideas for Talking about Same and Different
Treating Others Kindly/Fairly • How does this relate to developmental/academic goals? • What Pyramid Model supports or resources help with this work?	Materials/Ideas for Talking about Treating others Kindly and Fairly
Small Group Activity • Small group brainstorming tying together social emotional learning with responses that support equity work • Share back	Small Group 1 Small Group 2 Small Group 3
Wrap Up • Questions	

North Carolina 2021 EC Conference Preschool Institute
Inclusive Practices to Promote Educational Equity
Lindsay N. Giroux, Wake County Public Schools

Books:

A Friend Like You by Andrea Schomburg and Barbara Rottgen

All the Colors We Are by Katie Kissinger (bilingual book)- [Lesson Plan ideas](#)

Do You Want to Be My Friend? by Eric Carle

How Do Dinosaurs Stay Friends? by Jane Yolen and Mark Teague- [Video Book Reading](#)

Our Skin by Megan Madison, Jessica Ralli, & Isabel Roxas

Roots and Wings by Stacey York (teacher resource with anti-bias lessons)

Stick and Stone by Beth Ferry- [Video Book Reading](#)

The Color of Us by Karen Katz- [Video Book Reading](#)

The Skin You Live In by Michael Tyler- [Video Book Reading](#)

Sesame Street Video Clips:

[Sesame Street: Beautiful Skin Song](#)

[Sesame Street: Being an Upstander](#)

[Sesame Street: Elmo and Rosita Teach Friendship](#)

[Sesame Street: Friends are the Same and Different](#)

[Sesame Street: Friends Can be Different](#)

[Sesame Street: I Love My Hair \(English and Spanish\)](#)

[Sesame Street: The Colors of Me Song](#)

Further Reading:

[Barton Lab's Break It Down](#): Actively Anti-Racist Series

EmbraceRace Article about [Seeing, Noticing, and Talking about Differences](#)

Scholastic Article about [Ages and Stages: Learning about Fairness](#)



The book, Our Skin, is noted in the above materials. Here are pictures of the book contents.



All the time, even right now,
people are working for racial
justice, by telling the truth and
sharing feelings. By treating people
the way they want to be treated.



By bravely saying,

THAT'S
NOT
RIGHT!

By marching in protest, by singing songs that
bring us together, by changing unfair rules,
by teaching, helping, learning, and listening.

We can do it, too.

CONTINUE THE CONVERSATION



SKIN COLOR

Even before more skin color! And every person has a unique skin tone. Talking about it helps children learn that it's not a taboo topic, and this opens the door to more in-depth conversations about race. You can talk about skin tone in the same way you might all the parts of your body. Introduce different skin colors during playtime when you may already be talking about physical attributes like size, shape, and color.



RACE-RELATED OBSERVATIONS

Young children are curious about you and may make race-related observations in close proximity to the person they are wondering about. Though this can be awkward for adults, it's important not to shut children down. Try saying a response like, "I see you're noticing that ____." Follow with an affirmation, like "I see how curious you are!" Then respond if you don't talk about race in the moment: "Right now we need to ____ but I want to talk more about this when we get ____."



FAMILY DIVERSITY

Young children often think that the way their family looks is the way all families look. Find regular opportunities to point out family diversity and different similarities within families. Give examples using books, photos, or dolls during playtime.



IDENTITY TERMS

While we aren't used to talking about race, it can be hard to know which to use or what language to use. Words like Black and white may seem simple but "bad words." They're not having accurate and appropriate language for people identifying groups empowers children. Introduce identity terms during play or while reading books to help young children learn the language they need to identify themselves and to be comfortable with human differences.



STEREOTYPES AND PREJUDICE

Children as young as six months categorize people by their looks, and by three years, they may start to demonstrate racial bias. One reason for this is that young children tend to generalize. Try to guide conversations to individuals rather than groups. For example, if a child says, "Daddies go to work?" you can say, "Which daddy are you thinking about?" These shifts in thinking help children learn that generalizations and stereotypes are problematic.



RACE

You may have learned that "race is a social construct," but what does that really mean? And how do you explain it? Race is an idea that emerged in modern times, and that has no basis in biology or science. Racial categories were invented to advantage white people and to justify slavery, colonialism, and genocide. There are still many people who don't know or understand this history. To talk about race and racism with young children, it's important to start or continue the work of understanding it yourself so you are comfortable breaking it down to learn more. Visit our website for recommended books and articles.



RACISM

You have permission to talk to young children not just about diversity and difference, but also about injustice. Young children are already seeing, being impacted by, and perpetuating racism. As the grown-ups in their lives, we should not avoid topics that are confusing, scary, or sad. We need to help them understand and navigate those topics and feelings. Learn how to explain racism in your own words. This will help you find the right words to explain it to young children, and follow their lead when they have questions. Call out racism as it manifests in your own lives and continue to discuss this openly with your children. This will help them do the same in their own. For more on ways to define and understand racism, visit our website.



EMPOWERMENT AND ACTIVISM

Young children learn more by watching what you do than from what you say about your beliefs. Racism is baked into the culture of the United States. In order to undo this system, we must actively participate in anti-racist efforts. There are so many different ways to get involved. Brainstorm ideas together and start small in your community. For more ideas on ways to empower activism in young children, visit our website.

Visit FirstConversations.com for up-to-date information, support, and ideas!



Ages 5 to 6

Developmental Understanding of Race and Difference

- Five- to six-year-old children in the majority group show the same level of implicit bias as ‘in-group’ adults (Baron & Banaji, 2006).

Strategies for Talking about Race

- Start talking about how some people might treat others differently based on the color of their skin. Be very specific about the actions children can take to respond. “Sometimes people don’t treat others kindly because their skin color is different.” “Do you think that is ok or kind?”
- White children are less likely to intervene when the victim is Black. We have to teach White children to be antiracist. “Did you think that was kind?” “If you see someone treated badly you can tell a grownup or stick up for your friend by saying ‘hey, that’s not right.’”
- We have to talk to children about being antiracist and pushing back against racist policies, practices, and ideas. “What can we do to help?” “We can write letters to people who make the rules to share our opinions that a practice or rule isn’t fair.” “We can vote for people who will help make rules and laws that are fair and just.”

- Help children notice that people are sad and angry when people of color are treated badly. It is ok to be angry. We can use anger to drive us to take action (e.g., get help, ask a peer to use kind words, invite a friend to play). “It’s ok to feel angry or sad when someone is treated badly. Its ok to tell a friend to be kind or ask a grownup for help if someone is being unkind to someone based on the color of their skin.”

References

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- Patterson, M. M., & Bigler, R. S. (2006). Preschool children’s attention to environmental messages about groups: Social categorization and the origins of intergroup bias. *Child Development*, 77, 847–860.
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- Winkler, E., (2009) <https://inclusions.org/wp-content/uploads/2017/11/Children-are-Not-Colorblind.pdf>

NC-ELN under the NCDPI made 2 webinars on March 17th and May 19th with accompanying materials. They were pulled down as of the evening of 1/5/21 without published commentary. Attached are screenshots of these webinars and downloaded accompanying materials from the NC-ELN website prior to their removal. I do not have the full download of the material for the second webinar, only a few screenshots. Please review carefully.

Although proof no longer exists, there were links also to the following buzz feed surveys and privilege walks:

<https://www.buzzfeed.com/regajha/how-privileged-are-you?bfsource=bfocompareon>

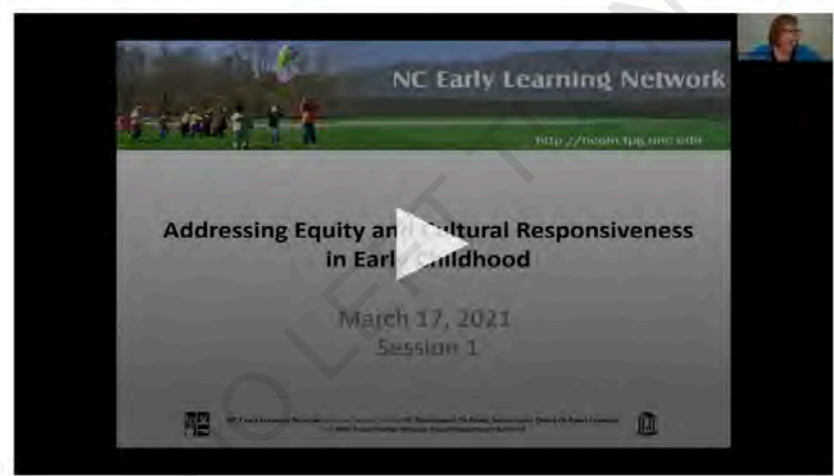
<https://www.youtube.com/watch?v=hD5f8GuNuGQ>

[Home](#) » [Addressing Equity and Cultural Responsiveness in Early Childhood](#)

Addressing Equity and Cultural Responsiveness in Early Childhood

This professional learning series centers on addressing racial equity and culturally responsive practices in early childhood, and addresses four key goal areas of Identity, Equity, Diversity and Action. Within the sessions there are opportunities for self-reflection, looking at current teaching practices, and identifying culturally responsive practices in working with children and their families. The live series was open to all early childhood educators: coordinators, teachers, teacher assistants, related service providers.

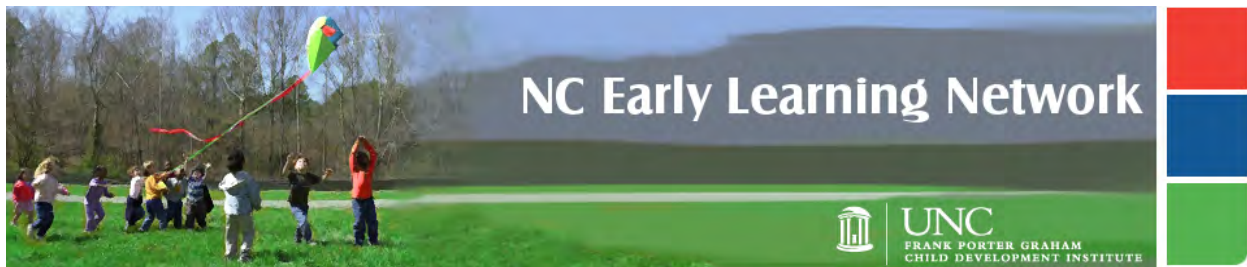
Part 1 was held March 17, 2021. Support materials include the [Participant Guide](#) and a [pre-session activity](#). A recording of the presentation can be viewed below:



 [https://nceln.fpg.unc.edu > sites > nceln.fpg.unc.edu > files > events > Participant Guide Sess...](https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/events/Participant%20Guide%20Session%20I.pdf)

 [Equity and Cultural Responsiveness Session I](#)

Welcome to the first session in our series of conversations about **equity and cultural responsiveness** in early childhood classrooms. This is the **Participant Guide** for Session I. Use it during and after the training. Mark it up, write in it, take notes- it is yours to keep.



Equity and Cultural Responsiveness

Session I



PARTICIPANT GUIDE

Acknowledgements

The following participants are acknowledged for their work and participation in developing the *Addressing Equity and Cultural Responsiveness in Early Childhood* professional learning series:

Paula Grubbs, Ph.D.   Consultant, NC Early Learning Network, UNC
Chapel Hill Frank Porter Graham Child
Development Institute

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Special thanks for input provided by:

Sherri Williams, M.P.H.   Co-Principal Investigator/Director,
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Pre-learning Assignment

"I Am From" Poem Template

I am from...

Adapted by Levi Romero

Inspired by "Where I'm from" by George Ella Lyon

I am from _____ (an everyday item in your home)
 From _____ and _____ (products or everyday items in your home)
 I am from the _____ (description of your home)
 _____ (detail about your home- a smell, taste, or feel)
 I am from the _____ (plant, flower, natural item)
 The _____ (plant or tree near your home)
 Whose long gone limbs I remember
 As if they were my own.

I'm from _____ and _____ (a family tradition and trait)
 From _____ and _____ (family members)
 I'm from _____ and _____ (family habits)
 And from _____ (family habit)

I'm from _____ and _____ (things you were told as a child)
 And _____ (a song or saying you learned as a child)
 I'm from _____ (a family tradition)
 I'm from _____ (place of birth) and _____ (family ancestry, nationality or place)
 _____ and _____ (family foods)
 From _____ (a story about a family member)
 _____ (detail about the story or person)
 _____ (description of family momentos, pictures or treasures)
 _____ (location of momentos-under my bed, on the wall, in my heart)
 _____ (more description if need)
 By: (your name) _____

Welcome

Welcome to the first session in our series of conversations about equity and cultural responsiveness in early childhood classrooms.

This is the Participant Guide for Session I. Use it during and after the training. Mark it up, write in it, take notes- it is yours to keep.

Session Objectives

In this session, participants will:

- explore a framework with four essential goals: Identity, Diversity, Equity, and Action
- develop an awareness and understanding of their roles in providing equitable, anti-racist and culturally responsive early care and education for all children.

Common Terms

This session also includes the following terms throughout:

Race: Race as a concept is a socially and politically created unscientific idea that divides people into groups ranked as superior and inferior supported by misinformation and bias (Derman- Sparks, Edwards, & Goins, 2020).

Racism: Racism is the systemic, institutional policies, practices, and beliefs that create economic, social, educational, and cultural advantages or disadvantages for people depending on their membership in racial groups that are defined by society (Derman- Sparks, et al., 2020).

Anti-Racism: Anti-racism is the opposite of racism. An anti-racist supports the systemic, institutional policies, practices, and beliefs that **do not** create disadvantages for some people and advantages for other people based on racial group membership (Kendi, 2019).

Section 1: Identity

We will focus on children and educators' racial self-identification and ways educators can protect children from the harmful effects of living in a society created through systemic racism.

"Knowing yourself is the beginning of all wisdom."
Aristotle





Key Takeaway

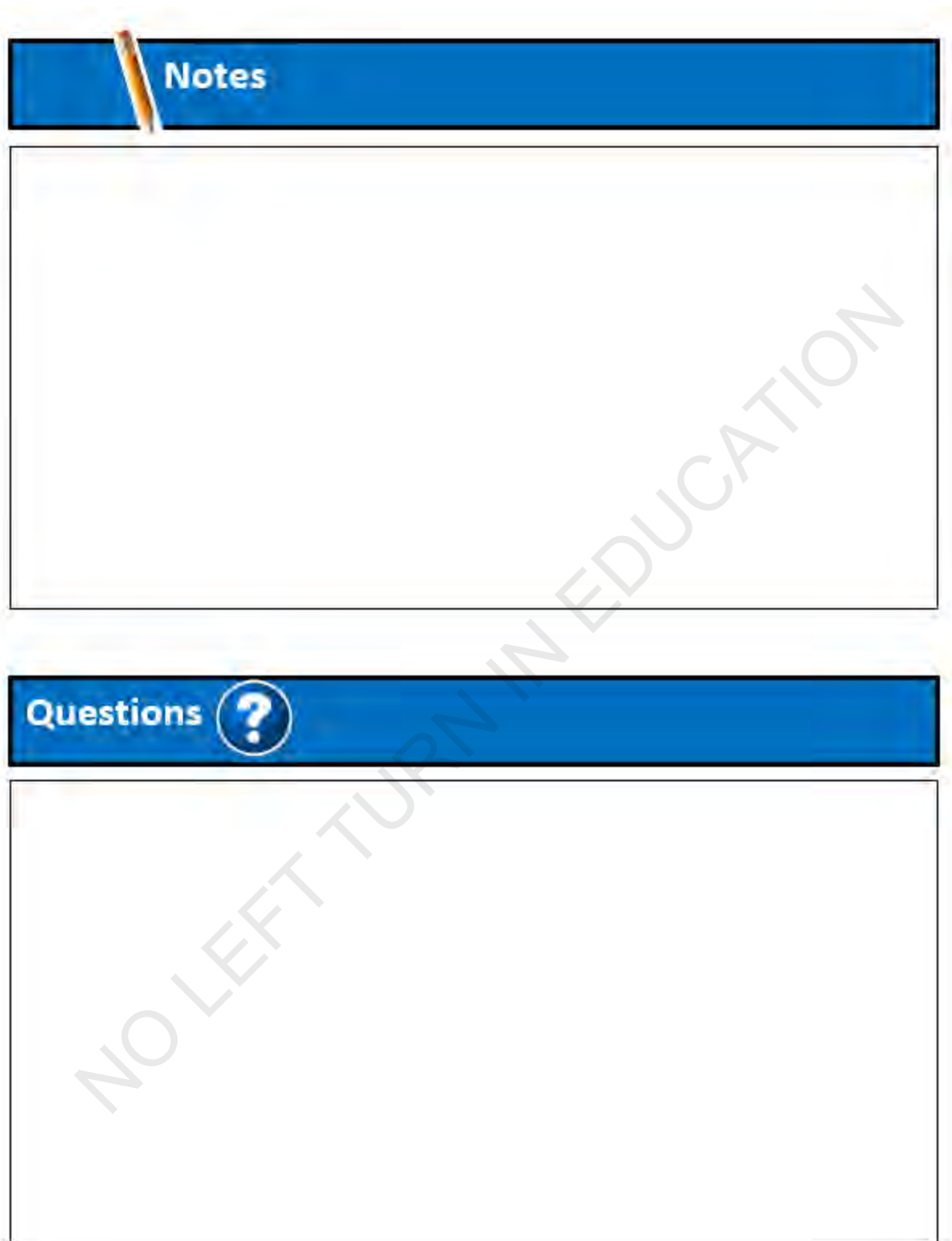


Reflect on identity and examine your experiential lenses of how you understand the world. Question and challenge the assumptions you have learned. Ongoing reflection is essential in anti-bias education.

Definition of Terms

Racial Identity: The amount of affiliation a person feels with the racial group to which they are assigned by society.

Whiteness: The way that White people, their customs, culture, and beliefs operate as the standard by which all other groups are compared.



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Notes

Questions ?

Educators' Silence

We have to be willing to have conversations that support children's sense of self and let them know they are safe and valued for being who they are. Avoiding conversations about identity and fairness is a disservice to children who, developmentally, still need adults to help them make sense of the messages they receive.

1. Educators' silence mean that children have no _____ to discuss what confuses them.
2. Educators' silence requires children to figure things out with their _____.
3. Educators' silence teaches _____ that some topics are dangerous and unsafe.
4. Educators' silence forces children to rely on other sources for information: other _____, the media, advertising: all providing inaccurate and often _____ information

(Derman-Sparks, Edwards, and Goins, 2020)

Guidelines for Clarifying Conversations

Steps	Action	Strategies and Examples
1	Find out what the children think.	- Listen, watch, and pay attention to the ideas and feelings children have. Think about the big issues of fairness and unfairness that are part of this moment. - Ask these clarifying questions: - Who can be a _____? - Why? - Who can never be a _____? - Why?
2	Tell the truth.	In simple sentences, give children accurate information and pay attention to their responses.
3	State the justice issues.	What is fair, not fair, kind, or hurtful in the situation?
4	Speak anti-racist values.	Speak anti-racist values.

PARTICIPANT GUIDE

Clarifying Conversations Example

Steps	Action	Strategies and Examples	Conversation
1	Find out what the children think.	Listen, watch, and pay attention to the ideas and feelings children have. Think about the big issues of fairness and unfairness that are part of this moment. Ask these clarifying questions: Who can be a _____? Why? Who can never be a _____? Why?	What does the teacher say immediately? <i>"Talk to me about what is going on."</i> What are the children likely to say? Teacher: <i>"Who can be a bad guy?"</i> Child: <i>"People who hurt people and run from the police."</i> Teacher: <i>"Why is Timmy a bad guy?"</i> Child Response: <i>"I saw it on tv!"</i> Teacher: <i>"Who can never be a bad guy?"</i> Child Response: <i>"The police officer."</i> Teacher: <i>"Why do you think that?"</i> Child Response: <i>"Police catch bad guys."</i>
2	Tell the truth.	In simple sentences, give children accurate information and pay attention to their responses.	Teacher: <i>"Sometimes what we see on tv not true. White people and Black people can be police officers. Sometimes White people and Black people can make mistakes that hurt other people."</i>
3	State the justice issues.	What is fair, not fair, kind, or hurtful in the situation?	Teacher: <i>"It is not fair for someone to be in charge because of their skin color, and it is not true that Black people are bad guys."</i>
4	Speak anti-racist values.	Speak anti-racist values.	Teacher: <i>"In our classroom family, we are fair to everyone. All children can be police officers, and no one has to be the bad guy."</i>

Clarifying Conversations Breakout Group Activity

Scenario for activity:

You are watching the 4-year old children in your class on the playground. Two girls are playing in the sandbox. You can hear Brittany (White) and Taleshia (Black) talking. Brittany stops filling her bucket and says, “You are the same color as rabbit poop” and points to some rabbit pellets outside the fence surrounding the playground. Taleshia freezes and looks at Brittany, beginning to scowl. Brittany points to the rabbit pellets outside the fence and says “See! It’s the same color!” She leans toward Taleshia, reaching for her bucket. “You are poop. Your skin is poop! You have to leave and go wash. It’s yucky.” Brittany yells.

Taleshia stares at her for a moment and pushes Brittany away. “You shut up!” Taleshia cries, as she leaves the sandbox.

Template for activity:

Steps	Action	Strategies and Examples	Conversation
1	Find out what the children think.	Listen, watch, and pay attention to the ideas and feelings children have. Think about the big issues of fairness and unfairness that are part of this moment. Ask these clarifying questions: Who can be a _____? Why? Who can never be a _____? Why?	What does the teacher say immediately? What are the children likely to say? Teacher: Child: Teacher: Child Response: Teacher: Child Response: Teacher: Child Response: Teacher: Child Response:
2	Tell the truth.	In simple sentences, give children accurate information and pay attention to their responses.	Teacher:
3	State the justice issues.	What is fair, not fair, kind, or hurtful in the situation?	Teacher:
4	Speak anti-racist values.	Speak anti-racist values.	Teacher:

(Adapted from Derman-Sparks, Edwards, and Goins, 2020; Iruka, Curenton, Durden, & Escayg, 2020)



Reflecting on Identity

Questions

1. What is race?
2. Why do you think the concept of “children’s racial innocence” is so popular among Early Childhood Educators?
3. How can you teach from an anti-racist perspective?

(Adapted from Iruka, Curenton, Durden, & Escayg, 2020)



USE THE SPACE BELOW TO JOT DOWN YOUR THOUGHTS



Remember the Key Takeaway

Reflect on identity and examine your experiential lenses of how you understand the world. Question and challenge the assumptions you have learned. Ongoing reflection is essential in anti-bias education.

Section 2: Diversity

We will focus on promoting the appreciation of differences within and among the cultures of all children and families served in early childhood care and education programs. We will also explore the need for a program's pedagogy, curriculum, and environment to be responsive and relevant to differences in those cultures.

"It is simply not enough for an educator to teach, and for students to learn about other cultures and not engage in a project that unravels the power relations embedded in the construction of knowledge."

Kerry-Ann Escayg



Key Takeaway



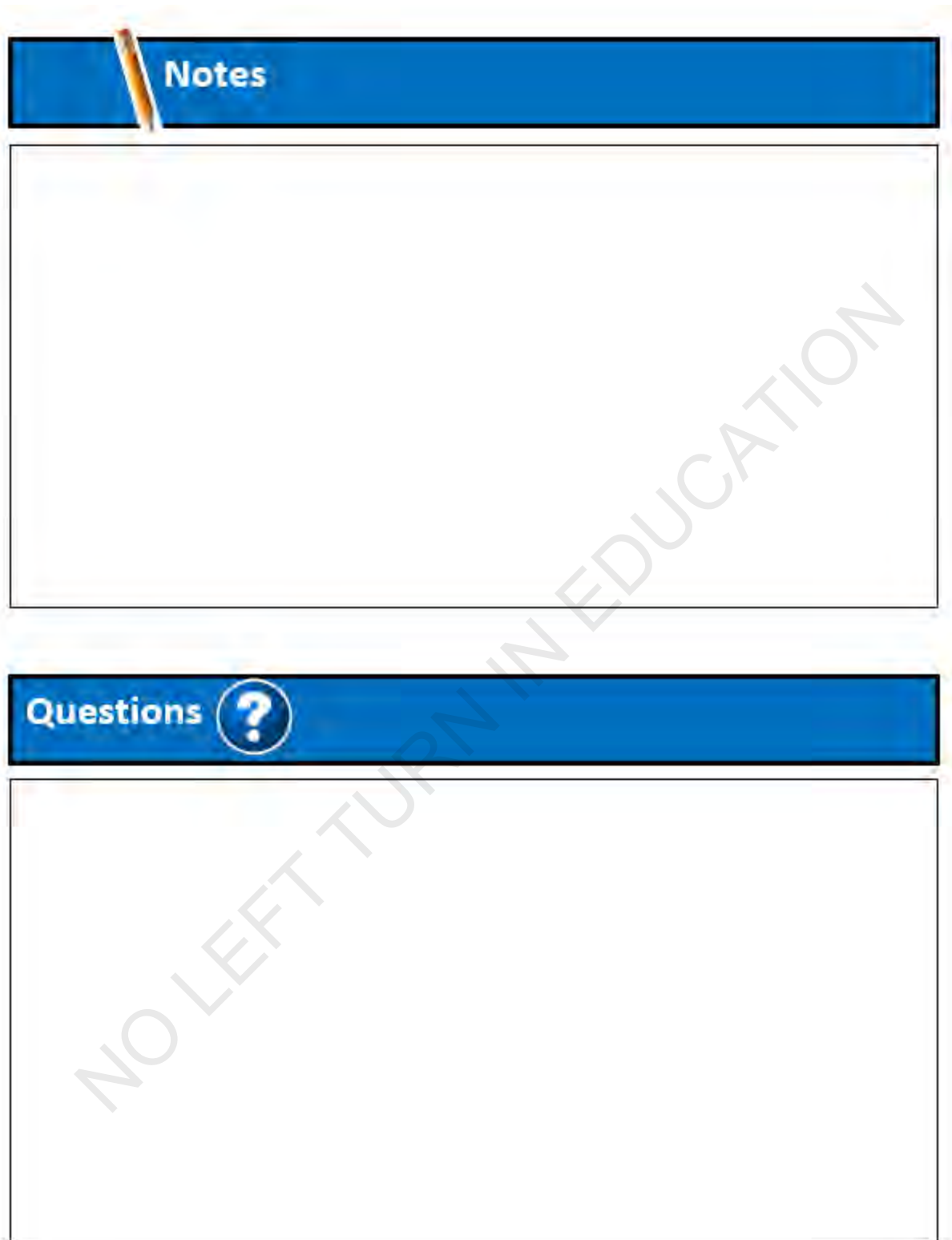
Reflect on diversity and examine your culture. Question and challenge biases, prejudices, and triggers you have learned. Ongoing reflection is essential in the deprogramming of those misperceptions and becoming culturally responsive.

Definition of Terms

Anti-Bias Education: Emphasizes an educator's growth and understanding of systemic dynamics of oppression to address issues of personal and social identity, social-emotional relationships with people different from oneself, prejudice, discrimination, critical thinking, and taking action for fairness with children.

Diversity: Inclusive of all people's differences in racial identity, religion, gender, culture, ethnicity, family structures, class and physical abilities.

Culturally Responsive Education: A program's pedagogy, curriculum, and environment are responsive and relevant to differences in the culture of all children and families.



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Notes

Questions ?

Cultural Awareness Inventory

Directions: Attitudes affect behavior. To better understand how your present attitudes toward cultural differences affect your relationships with others, please respond yes or no to the statements, whichever most accurately describes your feelings.

1. Only schools with racial problems should be concerned about racial or multi-cultural issues.
2. You need to be a person of color to really understand minority issues.
3. Color is unimportant---nobody cares about race anymore.
4. White people cannot be trusted.
5. Black people are always using race to gain an advantage.
6. Basically, there are people on this staff (who need training on multicultural issues) who would not attend this in-service if given the choice.
7. Black males are more likely to challenge the authority of staff and administration.
8. White students have few discipline problems.
9. If an Asian student is enrolled in my class, I don't have a chance of making a high grade in this course.
10. Asian students are taking away the privileges White students should have.
11. When I see a White man with a Black woman I get angry.
12. When I see a Black man with a White woman I get angry.
13. My friends would put me down if I started hanging out with Black people.
14. White people are always changing the rules to their advantage.
15. If given a choice, I would refuse to be roommates with a person who was not of my culture.

(Adapted from Iruka, Curenton, Durden, and Escayg, 2020)

Raising Self Awareness: Taking a Look Within Breakout Group Activity

Directions: This tool is designed to support your reflection on anti-bias and culturally responsive practices in support of young children in early learning programs. Read each question and place an “X” in the box on the rating scale that most accurately describes your level of awareness.

	NOT YET: This is new territory for me/not applicable to my age group now	SOMETIMES: I have a beginning awareness of this area	USUALLY: But it still requires conscious effort for me	CONSISTENTLY: I do this with ease now	THE NEXT STEPS FOR ME: My goal is ...
1. Am I aware of my own cultural identity and history? How comfortable am I about who I am?					
2. Am I aware of biases I may hold?					
3. Do I view diversity and exceptionalities as strengths? Do I believe that ALL children can succeed regardless of their race, gender, ethnicity, language, or physical disabilities?					
4. Am I able to give accurate, honest answers to children’s questions about differences and am I comfortable admitting when I do not know the answer to a question?					
5. Am I able to intervene with ease when I hear comments that exclude someone, show bias, or are discriminatory? Do I know what to say and how to say it with ease? Do I model ways for responding to bias?					
6. Do I have access to a colleague who can act as a trusted ally in my diversity and anti-bias work?					

(Adapted from Derman-Sparks, LeeKeenan, and Nimmo, 2015)



Reflecting on Diversity

Questions

1. What were your family's expectations of you, and how did that impact your actions?
2. Did you have a close relationship with your parents, siblings, and other relatives?
3. Did you view your parents' parenting style as strict, lenient, or somewhere in between?
4. Were your school's expectations of you consistent with your parents' expectations?

(Adapted from Iruka, Curenton, Durden, & Escayg, 2020)



USE THE SPACE BELOW TO JOT DOWN YOUR THOUGHTS



Remember the Key Takeaway

Reflect on diversity and examine your culture. Question and challenge biases, prejudices, and triggers you have learned. Ongoing reflection is essential in the deprogramming of those misperceptions and becoming culturally responsive.

Section 3: Equity

We will focus on educators and children understanding bias and privileges that exist in society and the consideration of ways to engage children in learning experiences that provide each one of them with what they need to thrive.

*"Equity isn't giving a kid a laptop.
It's knowing the systemic conditions that led to the lack of the laptop and working to mitigate them. "*

Erika Garcia, Educator



Key Takeaway



Reflect on equity and examine your privilege. Question and challenge implicit rules and power of the dominant group. Ongoing reflection is essential in dismantling misinformation, stereotypes, and biases towards and about people of color.

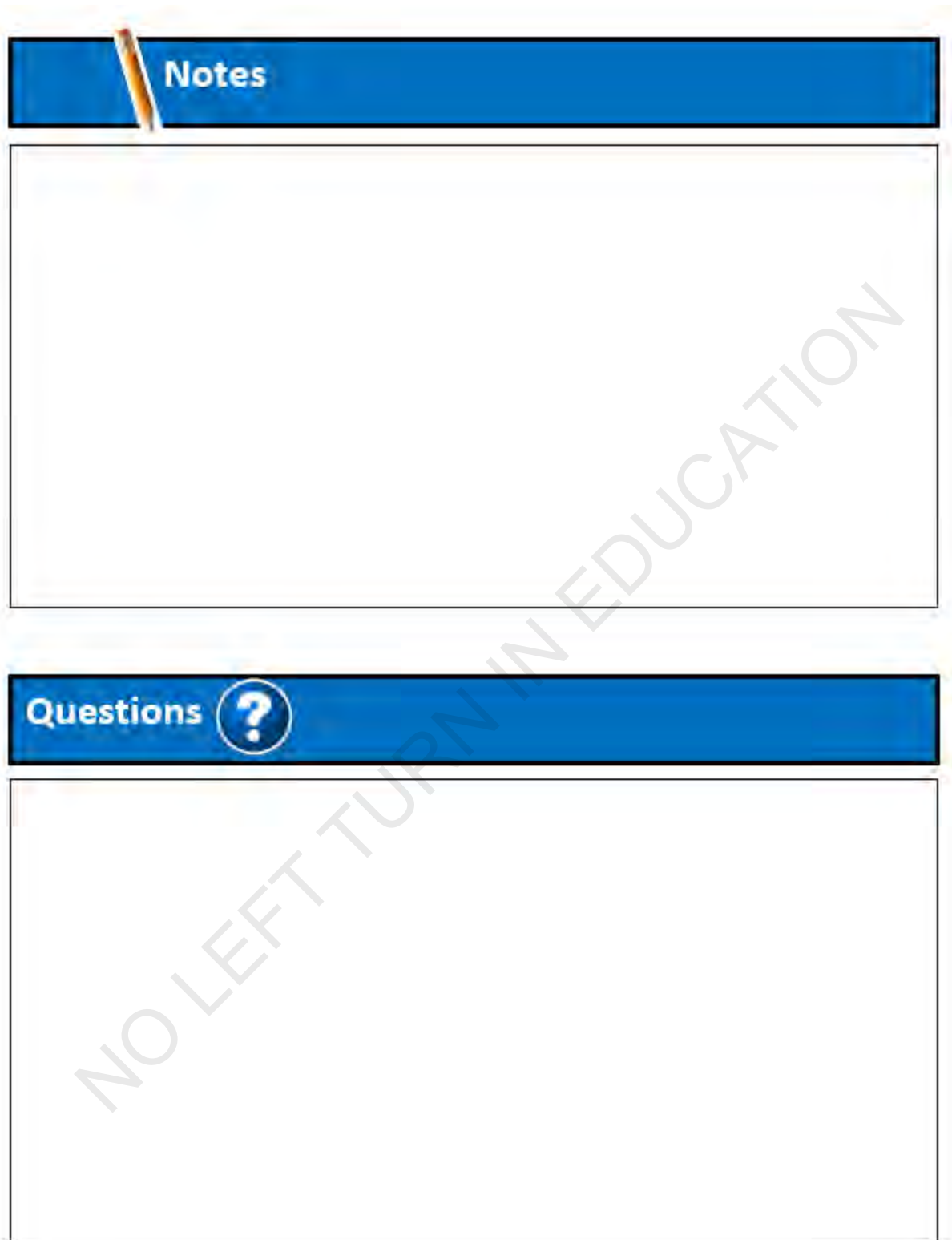
Definition of Terms

Equality: Equality is most often used to describe people receiving the same resources with the expectation that the resources will “level the playing field” and people will have the same outcomes.

Equity: Equity describes recognizing that there are inherent imbalances that require providing different resources and support.

Privilege: Concrete ways that the social, legal, and economic concepts about race benefit white people in their daily lives.

White Dominance: The mechanism by which white people and their practices, beliefs, and culture have been normalized over time and are now considered standard in the United States.



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Notes

Questions ?

Building Classrooms that Promote Equity (Answer Key)

As educators, we want to teach children to appreciate the value in our differences. In order to build classrooms that promote equity, educators must:

- Pay attention to the impact of whiteness and privilege in the classroom.
- Have conversations about fairness.
- Carefully examine the books we read with children and the materials in our classrooms.
- Create alliances with diverse individuals and groups working for change.
- Examine how power is shared between classroom staff.
- Talk about the existence of difference and honor children's families and their experiences.
- Encourage children's thinking and questioning systems in and out of the classroom.
- Encourage equal time for all student voices.

Building Classrooms that Promote Equity

As educators we want to teach children to appreciate the value in our differences.

In order to build classrooms that promote equity, educators must:

5. pay attention to the _____ of whiteness and privilege in the classroom.
6. have _____ about fairness.
7. carefully _____ the books we read with children and the materials in our classrooms.
8. create alliances with diverse individuals and groups working for _____.
9. examine how power is _____ between classroom staff.
10. talk about the existence of difference and honor children's families and their _____.
11. encourage children's thinking and questioning systems _____ and _____ of the classroom.
12. encourage equal time for _____ student voices.



Reflecting on Equity

Questions

1. How do you distinguish between equity and equality in school? Are they the same thing? How do the parents of children in your classroom define and differentiate between equity and equality?
2. What policies or practices in your school or classroom contribute to inequity for the children and families that you serve?
3. As we move past the year anniversary of when schools changed as a result of COVID-19, what inequities did you become aware of for the children and families you serve?



USE THE SPACE BELOW TO JOT DOWN YOUR THOUGHTS

Remember the Key Takeaway

Reflect on equity and examine your privilege. Question and challenge implicit rules and power of the dominant group. Ongoing reflection is essential in dismantling misinformation, stereotypes, and biases towards and about people of color.



Section 4: Action

We will focus on how educators can begin to take action in their commitment to working with others, both within one's group and cross-culturally, in the development of specific ways to build more equitable and culturally responsive communities and institutions.

*"The learning is the work of a lifetime.
The action has to start now."*

Edgar Villanueva



Key Takeaway



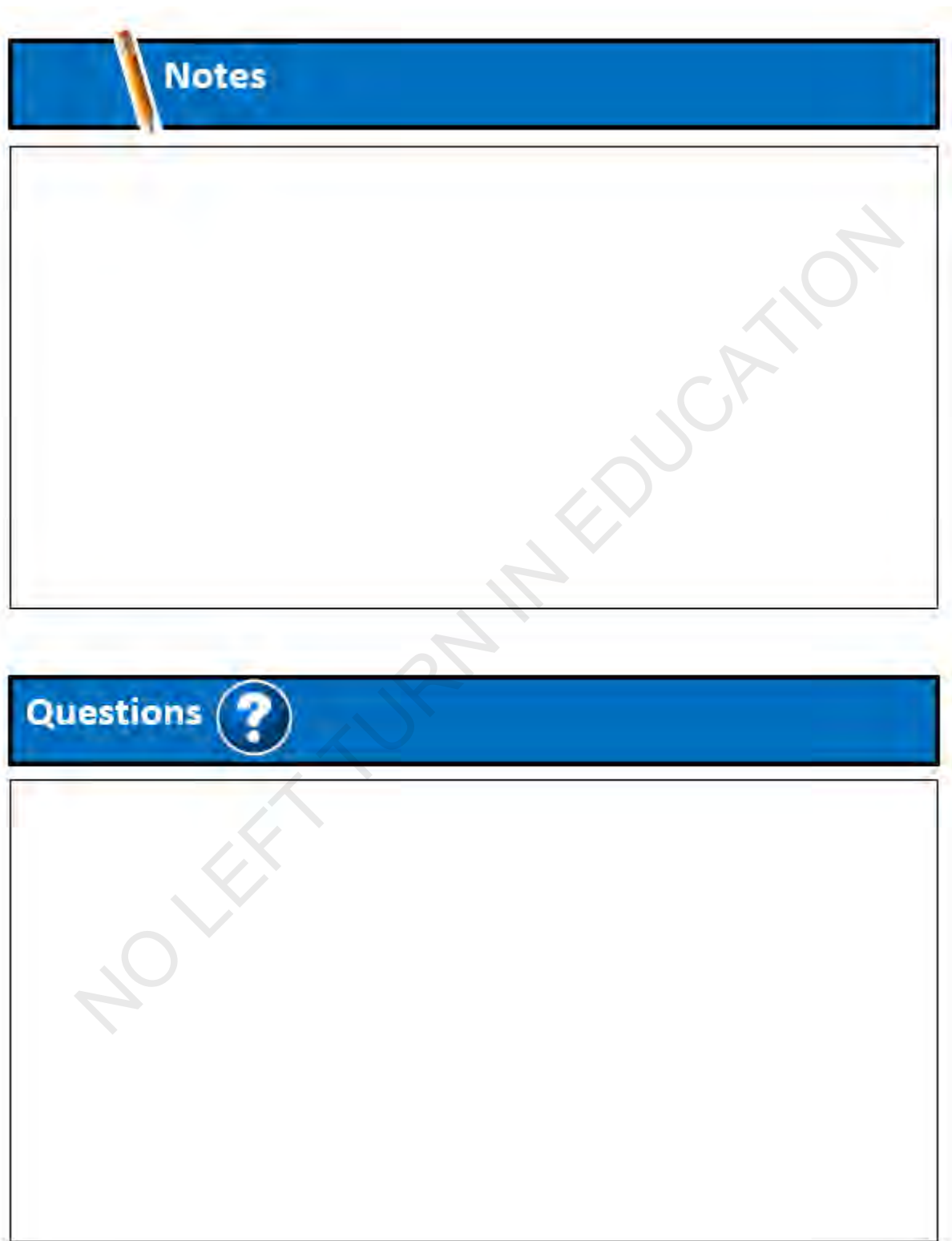
Reflect on taking action and examine your role in building and maintaining culturally responsive and anti-bias programs. Question and challenge bias and institutional inequity in your life and at large to advance anti-racist power and policies.

Definition of Terms

Activist: One who has a record of power or policy change.

Programs: The range of group care and education programs serving young children, including preschools, schools, after-school programs, and child-care centers

Deficit Thinking: Assigning blame to children, families, and their communities rather than examining the root causes of the exclusion and inequitable treatment of people of color in early care and education programs.



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Notes

Questions ?

Action Steps

Addressing equity and cultural responsiveness in early childhood requires a commitment to action. Below are examples of some action steps that build and maintain culturally relevant and anti-bias programs.

1. _____
2. _____
3. _____/_____

We must also develop the courage and commitment to model for young children that we stand for fairness and will be an activist voice for all children.



Reflecting on Action

Questions

1. How can you position yourself within the larger society to speak out against biases and prejudices?
2. How might you transform your classroom environment and your curriculum to provide equitable experiences and outcomes for children and families you serve?
3. What resources will you require to provide culturally relevant and anti-bias teaching in your classroom?
4. How do your interactions with young children build upon the culture and language they bring with them to the classroom?

(Adapted from Iruka, Curenton, Durden, & Escayg, 2020)



USE THE SPACE BELOW TO JOT DOWN YOUR THOUGHTS

Remember the Key Takeaway

Reflect on taking action and examine your role in building and maintaining culturally responsive and anti-bias programs. Question and challenge bias and institutional inequity in your life and at large to advance anti-racist power and policies.



Session Closing



Remember the Key Takeaways

Section	Key Takeaway
1: Identity	Reflect on identity and examine your experiential lenses of how you understand the world. Question and challenge the assumptions you have learned. Ongoing reflection is essential in anti-bias education.
2: Diversity	Reflect on diversity and examine your culture. Question and challenge biases, prejudices, and triggers you have learned. Ongoing reflection is essential in the deprogramming of those misperceptions and becoming culturally responsive.
3. Equity	Reflect on equity and examine your privilege. Question and challenge implicit rules and power of the dominant group. Ongoing reflection is essential in dismantling misinformation, stereotypes, and biases towards and about people of color.
4: Action	Reflect on taking action and examine your role in building and maintaining culturally responsive and anti-bias programs. Question and challenge bias and institutional inequity in your life and at large to advance anti-racist power and policies.

Take Action

You are more likely to take action if you commit to **taking action now**. One way to commit is to think about what you plan to do because of what you learned today. Then write it down.

What will I do?

How will I do it?

Will I share my plans with anyone? If so, who?

Post-learning Assignment

The beginning step in anti-bias, equitable practices is self-reflection. To assist in focusing your self-reflection, please complete the following activities prior to our session on May 19, 2021.

- 1) Answer the reflection questions and activities for each section found in your Participant Guide.
- 2) Complete the Physical Environment and Pedagogical Environment portions of the Self Study Guide for Reflecting on Anti-Bias Curriculum Planning and Implementation.
- 3) Complete the Clarifying Conversations activity.
- 4) Create the Identity Wheel and answer the questions.

You will need to complete these assignments to be eligible to apply to participate in the E3 Cohort.

PARTICIPANT GUIDE

Reflecting on Anti-Bias Curriculum Planning and Implementation

Directions: This tool is designed to support your reflection on anti-bias and culturally responsive practices in support of young children in early learning programs. Read each question and place an “X” in the box on the rating scale that most accurately describes your level of awareness.

The Physical Environment

	NOT YET: This is new territory for me/not applicable to my age group now	SOMETIMES: I have a beginning awareness of this area	USUALLY: But it still requires conscious effort for me	CONSISTENTLY: I do this with ease now	THE NEXT STEPS FOR ME: My goal is ...
1. Are the materials and equipment in my classroom easily accessible to ALL (e.g., can a child or adult in a wheelchair get around the classroom or reach all materials)?					
2. Do all children have an equal opportunity to participate in activities (e.g., girls have an equal opportunity to use large motor toys and boys have an equal opportunity to do crafts)?					
3. Does my classroom display pictures of the children and their families?					
4. Are there materials that relate to the children's background and experiences (e.g., pictures of their houses or familiar places)?					
5. Does my classroom provide equal representation of images, materials, music, and so on...that reflect: a) Different cultures and ethnicities? b) Different family styles and compositions? c) Different abilities? d) Different age groups across the life span, from infants through the elderly? e) Different lifestyles? f) Different genders in non-stereotypical roles?					
6. Is there a fair balance of dolls and clothing that represent gender neutrality and different ethnicities/skin color?					
7. Is there a large variety of art materials that students can use to express themselves and allow them to accurately represent their physical characteristics?					

PARTICIPANT GUIDE

The Pedagogical Environment

	NOT YET: This is new territory for me/not applicable to my age group now	SOMETIMES: I have a beginning awareness of this area	USUALLY: But it still requires conscious effort for me	CONSISTENTLY: I do this with ease now	THE NEXT STEPS FOR ME: My goal is ...
1. Are my verbal and non-verbal messages free of stereotypes and hidden biases? In my intended and unintended messages to children:					
a. Do I effectively provide opportunities for students to value and explore diversity in themselves and others?					
b. Are the colors black and brown equally available and valued as other colors in my classroom?					
c. Do I actively encourage critical thinking about differences, stereotypes, and biases?					
d. Do I teach about minority and nonminority groups who have devoted their lives to ending injustice?					
2. Do I equally acknowledge ALL children on their efforts and accomplishments? Have I enabled ALL children to feel that their work is appreciated and respected by me?					
3. Do I hold and convey high expectations of ALL children, seeing and treating all as capable of learning and achievement?					
4. Do I see and treat EACH child both as an individual and as a member of different social and cultural group?					

PARTICIPANT GUIDE

	NOT YET: This is new territory for me/not applicable to my age group now	SOMETIMES: I have a beginning awareness of this area	USUALLY: But it still requires conscious effort for me	CONSISTENTLY: I do this with ease now	THE NEXT STEPS FOR ME: My goal is ...
5. In my communications and curriculum, do I recognize that children may be cared for by family members other than parents and/or have family composition other than a male/female parent?					
6. Do I recognize and respect children's individual and culturally based learning styles: a. Do I effectively differentiate instruction to reach the diverse learning styles of the children in my classroom?					
b. Do I integrate other methods of communication to support children's learning (e.g., visual, auditory)?					
c. Do I use a variety of methods to evaluate children's learning and academic performance?					
7. Do I promote cooperation and integration of children from diverse groups through the curriculum and classroom routines?					
8. Do I help children critically think about fairness issues in daily classroom activities and routines? Do I help them problem-solve?					

(Adapted from Derman-Sparks, LeeKeenan, and Nimmo, 2015)

Clarifying Conversations Activity

It is important to have Clarifying Conversations in our classrooms to assist children as they develop racial identification. It can take practice to have Clarifying Conversations with children as they occur.

For this activity, you will keep a log of times in which Clarifying Conversations were needed. Because all of us exist in a society in which Whiteness is the norming culture, you may have to listen carefully to identify these racial misunderstandings. After logging your observations, choose one and script the Clarifying Conversation that you *could* have had. Your Clarifying Conversations Log and script template are found on the next pages.

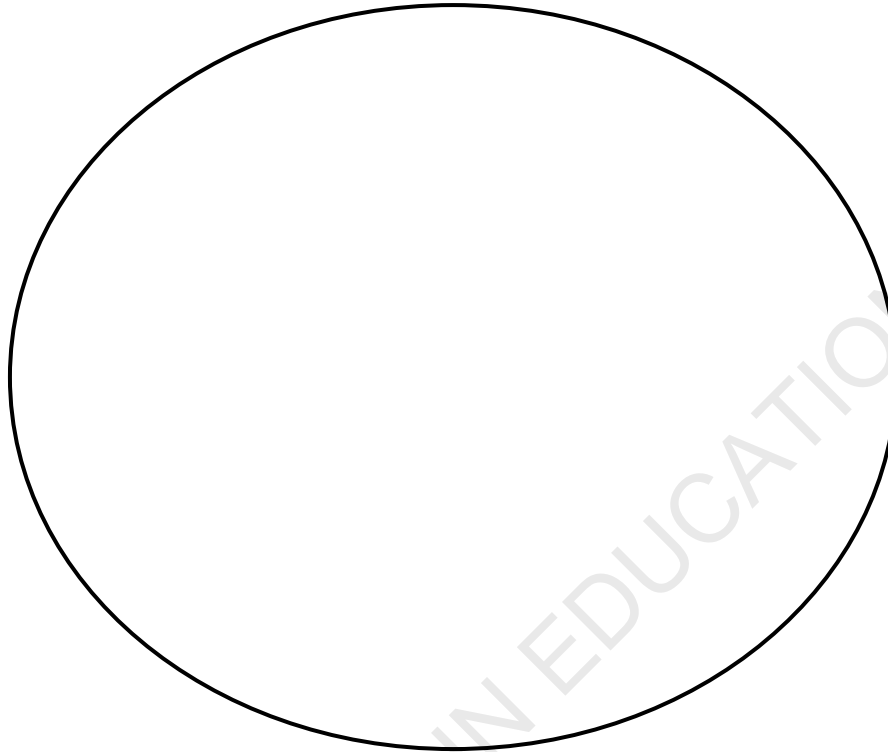
Clarifying Conversations Observation Log

Context/Observation	Children's Comments	"Big Issue" of Equity or Racial Misunderstanding

Clarifying Conversations Reflection Script

Steps	Action	Strategies and Examples	Conversation
1	Find out what the children think.	Listen, watch, and pay attention to the ideas and feelings children have. Think about the big issues of fairness and unfairness that are part of this moment. Ask these clarifying questions: Who can be a _____? Why? Who can never be a _____? Why?	What does the teacher say immediately? What are the children likely to say? Teacher: Child: Teacher: Child Response: Teacher: Child Response: Teacher: Child Response: Teacher: Child Response:
2	Tell the truth.	In simple sentences, give children accurate information and pay attention to their responses.	Teacher:
3	State the justice issues.	What is fair, not fair, kind, or hurtful in the situation?	Teacher:
4	Speak anti-racist values.	Speak anti-racist values.	Teacher:

Identity Reflection Exercise



Create your identity wheel by envisioning the circle as a pie. Divide your pie into a slice for each of the social identity categories below. The sizes of each slice will be different: choose the size of each slice based on how often you think about each category.

Look at the chart on the next page and determine for each social identity category if your identity group membership is Advantaged (A) or Disadvantaged (D). Place an "A" or "D" on each pie slice to indicate your group membership.

Social Identity Categories (each one is a slice of pie): Ethnicity/heritage, Place of birth, Language, Racialized identity, Gender, Sexuality, Religious beliefs, Age (current), Education (current), Body type/size, Health, Economic class, Family structure

When your pie is complete, reflect on the following questions:

- Which of your identities have the biggest impact on you?
- Does your identity group membership provide you with advantages or disadvantages?
- In which ways have you experienced difficulties in the identities in which you are disadvantaged?
- Which identities make it more difficult for you, and which identities have been most beneficial?

PARTICIPANT GUIDE

Identity Category	Advantaged Group (Defined as the societal norm)	Disadvantaged Group
Ethnicity/heritage	European American	All other ethnicities including indigenous people
Place of birth	United States	Any other country
Language	English	Any language other than English
Racialized identity	White	People of color; biracial; multiracial
Gender	Male	Female, nonbinary, transgendered
Sexuality	Heterosexual	Asexual, bisexual, gay, lesbian, polyamorous, etc.
Religious beliefs	Christian or Christian tradition and holidays	Muslim, Jewish, Buddhist, Hindu, Pagan, Atheist, etc.
Age (current)	20-50	People under 20 or older than 50
Education (current)	College degree(s)	High school education or less
Body type/size	Slim, medium height for women or tall for men	Overweight, short or tall for women or short or average for men
Health (physical, mental, emotional)	Healthy, functional No apparent disability	Any form of disability
Economic class	Middle to upper class (wage earnings)	Poverty or working class
Family structure	Male/Female married 2 parent family with one to three biological children	Unmarried or single parent; gay or lesbian parents; people who are divorced; adoptive or foster families; more than 3 children

(Adapted from Derman-Sparks, Edwards, and Goins, 2020)

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Click on the video above to watch. Use the CC button to toggle closed captioning on/off.

Part 2 was presented May 19, 2021. The [Participant Guide](#), including the pre-learning activity, can be found here. A recording of the presentation can be viewed below:



Click on the video above to watch. Use the CC button to toggle closed captioning on/off.

This project is a program of



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction :: Office of Early Learning (Pre-K – Grade 3)



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CHILD DEVELOPMENT INSTITUTE

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 Equity and ultural Responsiveness Session 2

Participant Guide Welcome Welcome to the second session in our series of conversations about **equity and cultural responsiveness** in early childhood classrooms. This is the **Participant Guide** for Session 2. Use it during and after the training. Mark it up, write in it, take notes- it is yours to keep. Session Objectives In this session ...

 [https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/events/Participant Guide Sess...](https://nceln.fpg.unc.edu/sites/nceln.fpg.unc.edu/files/events/Participant%20Guide%20Session%202.pdf)

 [Equity and Cultural Responsiveness Session 2](#)

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Handout 5: Race Neutral Reflection: The Body is Not an Ap

The Body is not an Apology: The Power of Radical Self-Love

by Sonya Renee Taylor

Read the following passage and reflect on the following:

1. Have you ever said, “I don’t see color,” “We are all the same,” “I don’t care if you are white, black, purple, or whatever,” or “They are playing the race card”?
2. Considering this passage, what might you say next time?

Quote:

“Color blindness is an act of erasure. Not only does it make invisible all the experiences a person has had that were shaped by their racial identity or color, it implies that to respect another human being we must obscure their areas of difference. Remember, we live in a world of default bodies, the bodies we imagine when we close our eyes. The default body becomes the template for the normal body. The only reason we try to erase someone’s difference is because we still equate difference with danger and undesirability. When we say we don’t see color, what we are truly saying is, “

The following was the concluding quote to the supporting materials of the NCDPI-Frank Porter Graham Teacher Development Training for Preschool teachers:

“Yes, racism and racial oppression in America is horrible and terrifying. The feelings that it brings up in us are justified. But it is everywhere, in every corner of our lives. We have to let go of some of that fear. We have to be able to look racism in the eye whenever we encounter it. If we continue to treat racism like it is a giant monster chasing us, we will be forever running” (p.7). Running won’t help us because we face white supremacist ideals in our classrooms, our homes, and maybe even ourselves. By looking this monster in the eye and carefully examining our practice, we can help the children we serve be able to look the monster in the eye too.”



NC Early Learning Network @nc_eln · Sep 15, 2021

...

The NC Early Learning Network (NC-ELN) project is pleased to announce the inaugural E3 Cohort for 2021-22.

Names	LEA	School
Jennifer Greene & Kelli Bullock	Johnston	Benson Elementary School
Kellie Pearce & Yoselin Gonzalez	Wake	Douglas Elementary School
Martina Midgett & Ulanda Murphy	Craven	Bridgeton Elementary
Mary Highsmith, Christina Mannarino & Lisa Leadenham	Union	Shiloh Valley Primary School
Nartasha Kimbrough, Marilyn Lloyd, & Aquilla Boyd	WSFCS	Petree Elementary School
Sharon Minton & Zalyce Morgan	Craven	Bridgeton Elementary
Tonya Little, Jennifer McLamb, & Pamela Barber	WSFCS	Petree Elementary School



NO LEFT TURN IN EDUCATION