**Sharon L. Lunn, M.Ed.**

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**EDUCATION**

M.Ed., School Counseling (2019)- Salem College, Winston-Salem, NC

Action Research Thesis: *Effective Strategies to Ease Anxiety and Disruptive Classroom Behavior During Early School Transitions: A Study of Kindergarten Students*

B.A., Sociology/Social Welfare (2000)- Winston-Salem State University, Winston-Salem, NC

**LICENSURE/CERTIFICATIONS**

North Carolina Professional Educator’s License

* North Carolina Department of Public Instruction

North Carolina Infant-Toddler Specialist Certification

* State of North Carolina

**EXPERTISE AND INTERESTS**

An intentional leader with over 20 years of experience in early childhood and primary/elementary education. Expertise includes early intervention (EI) system development and K-5 specialized instructional support program (SISP) leadership. Essential knowledge in program evaluation; program improvement; family partnership, community collaboration; and strategic action planning.Specializing as an early childhood consultant and certified counselor/educator, overall professional interests are to promote equitable access to education, and optimal outcomes for all children and their families. Expertise and interests have culminated to define skilled focus in the areas of accountability and quality improvement; identification and evaluation of children potentially eligible for early intervention and early childhood special education services; family engagement; and early childhood transitions.

**PROFESSIONAL EXPERIENCE**

**University of North Carolina-Chapel Hill (Frank Porter Graham Child Development Institute)**

**Technical Assistance Specialist**, (2021-Present), Early Childhood Technical Assistance (ECTA)

Provides technical assistance to support states in building high-quality systems and implementation of evidence-based practices related to the Individuals with Disabilities Education Act (IDEA) early childhood requirements.

**Technical Assistance Specialist/ Community Site Lead**, (2021-Present), Child Find ACCESS Project

Serves as site lead on national model demonstration project focused on advancing community-centered, equity-focused Child Find systems and supports. Provides responsive technical assistance promoting equity in access to Part C early intervention services to a cross-sector community leadership team. Steers local efforts aimed to refine the existing Child Find system within two of three community sites experiencing longstanding issues around equity in access to education. Facilitates community leadership teams consisting of stakeholders across health, early care, education, and social service systems.

**Cabarrus County Schools**

**K-12 Professional School Counselor**, (2019-2021), Cabarrus County Schools

Functioned as a vital member of the school leadership team. Functioned as a system change agent at building and district levels to improve equity and access for all students. Promoted student success and well-being through the design and implementation of a comprehensive school counseling program. Managed all aspects of the school counseling program addressing the academic, career, and social/emotional development of all students. Collected and analyzed data to identify student body needs and individual challenges. Facilitated preventive services including student interventions via state-sanctioned programs, professional advocacy, and effective collaboration with families, educators, district personnel, and other community partners. Served as a member of the SISP and MTSS teams. Major functions as a school counselor incorporated the North Carolina State Board of Education’s guiding mission and curriculum standards.

**North Carolina Department of Health and Human Services (DHHS)/Division of Child and Family Well-Being (DCFW) (formerly under Division of Public Health (DPH))**

**Human Services Program Consultant**, (2013-2019), NC Early Intervention Branch

Assumed all responsibilities as a regional state consultant within the Quality Improvement Unit of the North Carolina Early Intervention Branch (the state lead agency providing oversight of North Carolina’s Early Intervention Program, implemented by 16 local lead agencies (Children’s Developmental Services Agencies (CDSAs). Managed primary technical support, evaluated and analyzed service system data for 6 local lead agencies administering services in 33 counties. Collaborated with the state lead agency in conducting its mandated role under IDEA for general supervision and monitoring, state systemic improvement planning, and development of statewide program policy and procedures. Utilized program data to assess state and local needs. Collaborated to plan, implement, and evaluate professional development and technical assistance activities designed to meet the needs of local programs and contracted service providers.

**Human Service Planner-Evaluator II/Quality Assurance-Quality Improvement Coordinator**, (2008- 2013), Children’s Developmental Services Agency

Provided effective managerial oversight to local lead agency accountability efforts ensuring that policies and procedures were carried out according to program guidelines. Managed and led all cross-sector monitoring activities throughout a 5 county catchment area, including peer-review processes to ensure compliance with federal and state regulations. Provided subject-matter expertise related to accountability and monitoring system improvement. Planned, developed, and implemented a continuous quality improvement (CQI) system overhaul, making valid and reliable program performance data available to stakeholders at state and regional levels. Functioned as subject matter expert for multi-county catchment area and consulted on early intervention policies and practices. Consulted with early childhood entities and other education partners regarding interagency planning, technical support, and monitoring activities.

**Habilitation Specialist III/Early Intervention Service Coordinator**, (2007-2008), Children’s Developmental Services Agency

Provided direct service coordination for children enrolled in the state early intervention program. Collaborated with families and multidisciplinary clinical teams to identify and assess developmental delays, strengths, and needs in young children ages birth-3. Facilitated individualized family service planning (IFSP) processes, assuring procedural safeguards and compliance with other IDEA Part C regulatory requirements. Conducted routine home/community visits to monitor service provision in natural environments, during routine daily activities. Ensured service provision in compliance with program policies and procedures and consulted with network providers accordingly.

**The Special Children’s School (partnered with Winston-Salem/Forsyth County Schools, 2007)**

**Parent Liaison**, (2006-2007), The Special Children’s School

Assumed all responsibilities as a key administrator on the school leadership team. Served as home/school/community liaison, acting as the initial point of contact for families, and the primary contact for school-related concerns. Provided professional advocacy, and crisis intervention. Facilitated cross-sector partnership meetings and steered community outreach efforts. Facilitated the active engagement of parents as partners in education by organizing and launching a parent empowerment committee which increased parent leadership capacity and family involvement in the school community. Successfully coordinated annual child record audit and response to LME for the duration of tenure.

**Case Manager/Family Support Specialist**, (2003-2006), The Special Children’s School

Provided intensive case management including principal school support, service coordination, and crisis intervention assistance. Provided parent education and coaching. Coordinated developmental/educational screening and evaluations across disciplines. Organized and facilitated individualized family service planning meetings, consulted with district Pre-K coordinator to arrange preschool transition activities, and participated in initial and annual Individualized Education Plan (IEP) meetings. Monitored the effectiveness of interventions and service provision and consulted with multidisciplinary support teams. Managed incoming and outgoing referrals and service authorizations. Directed child record review and response to annual audit.

**Infant-Toddler Teacher**, (2000-2003), The Special Children’s School

Managed all aspects of an early childhood classroom. Provided ongoing supervision and training to classroom staff. Directed program facilitation and oversight, curriculum development, and design of program materials. Conducted child and family assessments, coordinated multidisciplinary teams, and developed and implemented individualized service plans addressing the needs of children with varying degrees of ability due to developmental delay and/or documented health conditions. Evaluated the effectiveness of child and family interventions. Orchestrated parent engagement through regular conferences and classroom-centered activities. Maintained student records to ensure compliance with state and local regulatory agencies.

**PROFESSIONAL MEMBERSHIP/APPOINTMENTS**

* Member, National Black Child Development Institute (2023- Present)
* Member, Division for Early Childhood of the Council for Exceptional Children (2022-Present)
* Member of Trohanis Racial Equity Committee- Workforce Composition and Quality Sub-group, FPG Child Development Institute (2021-present)
* Invited Panelist, McKinney Scholar HBCU Alumni Q&A Panel, FPG Development Institute NC (2021)
* Member, American School Counselor Association (2016-2019)
* Member, Kappa Delta Pi International Honor Society in Education (2016-2019)
* Member, North Carolina Infant and Early Childhood Mental Health Association (2016-2019)
* Selected NC aRPy Ambassador (2016-2019)

**SELECTED CONSULTATIONS AND PRESENTATIONS**

Barret-Zitkus, J., Freeman, V., Guerra, J., Kelley, G., Kozlowski, J., Lunn, S., Martin-Eile, J., Miley, J., Murray-Wilkins, B., Scheibe, F. (2022, September) *Using Data and Lesson Learned to Support Improved Outcomes*. Session at the Division for Early Childhood (DEC) and the International Society on Early Intervention (ISEI) Joint Conference. Chicago, IL.

Bull, B., Lunn, S., Mauzy, D., McGhee, T., Shepherd, S. (2022, August) *Listening Session: Exploring Early Childhood Transition Data Challenges, Strategies, Methods*. Presentation at the 2022 Improving Data, Improving Outcomes Conference. Washington, DC.

Batool, S., Bosworth, D., Lunn, S., Shepherd, S., and Staton, C. (2022, July). *Reimagine Early Childhood Transitions- Focus on the Family’s Vision: What Every Policy Maker, Leader, and Practitioner Needs to Know*. Presentation at the 2022 OSEP Leadership and Project Directors’ Conference (Virtual).

Co-designed and facilitated *Social Justice Learning Curriculum- Elementary Grades 3-5*. (2020-2021) Curriculum implemented in Cabarrus County School District.