



Kick-off Workshop

Facilitator's Guide

October 23, 2023



Date: October 23, 2023



Location: Knightdale Head Start

Workshop Description:

The Preschool Education in Applied Sciences (PEAS) team will engage participating Head Start and NC Pre-K program staff (lead teachers, teacher assistants, center aides, center administrators, education specialist, health specialists) in an in-service training on October 23, 2023. Training will bring together Head Start staff, Farm to ECE staff, and other NC Cooperative Extension partners. The purpose of the workshop is to provide individuals with an introduction to the PEAS Program and prepare them for upcoming participation in the program in Spring 2024. Individuals will also be able to engage in hands-on PEAS activities. At training, teachers will receive a **PEAS Science Teaching Toolkit** to provide materials needed to support classroom science learning and a **PEAS Teaching Guide** to support teachers' progress throughout the program.

Facilitator Guide Description:

This guide is intended to be used to assist in the flow of the workshop day. A few symbols are used throughout the guide to be familiar with:

Symbol	Meaning
	Photographers and/or videographers will be present during this session.
	Additional "wiggle room" time has been built into this session.



Preparation is required “live-time” for the next session. Often times, these sections are directed to the PEAS On-Site Manager, Ryan.

Learning Objectives:

- Describe the PEAS Institute mission/goals and get to know our team!
- Understand the components of the PEAS Institute and supporting resources
- Engage in hands-on learning with the PEAS Practices
- Review logistics for the PEAS Learning Community (LC) to support science learning in your classroom

Workshop Leadership Team (“Facilitators”):



A list of workshop participants and their email addresses can be found [here](#).

Pre-Conference Email to Teachers:

An email should be sent to participants a few days before the workshop (*see copy of email below*), explaining to them what to expect during the PEAS Kick-Off Workshop and providing them with the link to the Teacher Folder.

Note: Facilitators will want to review this folder before the workshop.

SUBJECT: PEAS Kick-Off Workshop

Greetings Early Childhood Teacher!

We are excited to meet you at the upcoming PEAS Kick-Off Workshop on Monday October 23rd at 8:30A at the Knightdale Head Start center (1020 Todd Rd Knightdale, NC). During this workshop you will get to meet our PEAS Team, learn about the PEAS Program, and engage in hands-on PEAS learning experiences! Below is a brief outline of our day together. Note, if you have a laptop, please bring it to the training.

Workshop Outline:

- 8:00 am - Arrival and Coffee
- 8:15 am - Getting Settled & PEAS “Getting Started” Surveys
- 11:00 am - Lunch (provided)
- 3:30 pm - Kit Distribution & Dismissal

Food and Beverages

- Lunch will be provided at the workshop. However, feel free to bring any snacks with you.
- Coffee and water will be provided.

At the end of the workshop, you have access to [this folder](#) which contains materials presented during the workshop. We are excited to begin and look forward to meeting you soon! If you have any questions prior to the workshop or have any accessibility needs, please contact Jocelyn, Dixon, PEAS Assistant Director (jocelyn_dixon@ncsu.edu). Please allow at least 24 hours for a response.

Sincerely,

Your PEAS Team

Detailed Workshop Timeline

Time	Activity	Lead
7:00A	Workshop Set Up (90 minutes)	Virginia, Jocelyn, Ryan
8:00A	Registration & Coffee (15 minutes)	Jocelyn
8:15A	Getting Settled & Surveys (45 minutes) Greet & Meet participants; help them find a seat and get set up with an iPad	Ryan
9:00A	Introductions & Today's Plan (10 minutes) <i>Workshop will begin promptly at 9:00A</i>	
	Welcome (1 minute)	Virginia
	Team Introductions (4 minutes)	All
	Workshop Goals (3 minutes)	Virginia
	Housekeeping (1 minute)	Virginia
9:10A	But First... Phenomenon (40 minutes) 📷🕒👋	Tammy
9:50A	Our "Why" (15 minutes)	Jocelyn
	Why Science? Why Food? (15 minutes)	Jocelyn
10:05A	PEAS Program Overview (45 minutes) 👋🕒	
	PEAS Mission (1 minute)	Jocelyn
	PEAS Overview (1 minute)	Jocelyn
	Program Structure (5 minutes)	Virginia
	PEAS Practices (15 minutes)	Virginia
	Teaching Guide Introduction (2 minutes)	
	Model Science Learning Activities (10 minutes)	Jocelyn
	Standards Alignment (3 minutes)	Jocelyn
	Overview Teaching Kit (2 minutes)	Jocelyn
	Timeline (5 minutes)	Virginia
11:00A	Lunch (30 minutes)	

11:20A	<u>Building A Culture: Classroom Supports (Part 1)</u> 🙌 (20 minutes)	
	Making PEAS an Inclusive Experience for All (5 minutes)	Virginia
	Menu Alignment (1 minute)	Jocelyn
	Health Specialists Activities (4 minutes)	Jocelyn
	Farm to Early Childhood (10 minutes)	Shironda
11:40A	Transition to Breakout Rooms (10 minutes) 🙌	
11:50A	<u>PEAS in Practice</u> (1 hr 45 minutes) 📷	
	<u>Breakout #1</u> : Rm 1 (30 minutes)	Virginia/Anu
	<u>Breakout #2</u> : Rm 2 (30 minutes)	Tammy
	<u>Breakout #3</u> : Rm 3 (30 minutes)	Jocelyn/Shironda
	Break & Transition (10 minutes)	
1:40P	<u>Building A Culture: Teacher Supports (Part 2)</u> (40 minutes) 📷	
	PEAS Learning Communities (30 minutes) 📷	Anu
	One-on-One PEAS Coaching (10 minutes)	Jocelyn/Shironda
2:20P	<u>Getting Started</u> (50 minutes)	
	Overview of Training Modules & Modalities (15 minutes)	Virginia
	Overview of Check & Reflects (Surveys) & Benefits (5 minutes) 🙌	Jocelyn
	Practice Accessing Online Resources (30 minutes)	Virginia
3:10P	<u>Next Steps & Closing</u> (20 minutes)	
	Closing Remarks (2 minutes)	Virginia
	Q&A (10 minutes)	Virginia
	Workshop Survey (10 minutes) 🙌	Jocelyn
3:30P	<u>Kit Distribution & Workshop Concludes</u>	Jocelyn

7:00A - Workshop Set-Up (1 hour)

PACKING LIST:

General Materials to Bring:

- Rolling Carts
- Packing Tape
- Scissors
- Name tags
- Red, blue, green, orange sharpies
- Food grade gloves

When setting up the workshop space at the beginning of the day, the following items are needed for the large room:

- Round teacher tables & chairs
- Projector
- Screen?
- Table near screen for speaker materials
- Table at back of room where teachers will enter for check in

The following materials should be placed on the Check-in Table near entrance:

- iPads (30)
- JD Laptop with Check in Excel loaded
- Pens
- Masks
- Name tags
 - o Blue = Crosby
 - o Green = Knightdale
 - o Red = Parkway/SE Raleigh
- Sharpies
- Hand sanitizer
- Teacher Binder

The following materials should be placed on each teacher table:

- White table paper
- Play Dough
- Markers/Colored Pencils
- Pens
- Sticky notes?

The following materials will be needed for the Pillbug Phenomena Activity:

On each table:

- Pill bug
- Petri Dish
- Paint brushes
- Cup of water
- Observation tools

At front of room:

- [Jamboard](#)

The following materials should be placed in each breakout room:

Breakout Room #1:

General:

- Breakout #1 Hand out
- Pens
- PEAS Teaching Guide Binder

Table 1: “What do we know?” and “What do we wonder?”

- Table Markers “What do we know?” and “What do we wonder?” (2)
- Markers/Sharpies
- “Is it Living” Documentation Panel (3) [Pre-labeled]
- Sticky Notes
- “Characteristics of Living Things” Documentation Panel (3) [Pre-labeled]
- Twigs, leaves (examples of once living, now non-living things)
- Extra pillbugs OR worms in worm house (examples of living things)
- Petri Dishes with pea seeds (dry)
- Petri Dishes with pea seeds, wet [Pre-Made]
- Spray bottle

Table 2: “What do we still want to know?” and “What have we learned?”

- Table Markers “What do we still want to know?” and “What have we learned?”
- “What’s Alive” by Kathleen Weidner
- “What do living things need?” by Elizabeth Austen
- 65 napkins
- 65 bowls
- 65 spoons
- Food grade gloves
- Perishable:

- 2 Tubs plain or vanilla yogurt
- 1 jar cinnamon
- 1 jar honey
- 6 large carrots, sliced thinly for dipping
- 6 apples, sliced thinly for dipping
- 3 bags Snap Peas
- 2 boxes whole grain crackers

Breakout Room #2:

General:

- Breakout #2 Hand out
- Pens
- PEAS Teaching Guide Binder

Table 1: “What do we know?” and “What do we wonder?”

- Table Markers “What do we know?” and “What do we wonder?” (2)
- Markers/Sharpies
- “Characteristics of Seeds” Documentation Panel (3) [Pre-Made]
- “What does a seed need to grow?” Documentation Panel (3) [Pre-Made]
- Variety of seed packets
- Basil seed
- Spray bottles with water
- 60 Small plastic bags (2x3)
- String
- Scissors
- Cotton Balls
- 3 cups set up of 3 conditions for seed growing experiment [Pre-Made]
- Magnifying glasses

Table 2: “What do we still want to know?” and “What have we learned?”

- Table Markers “What do we still want to know?” and “What have we learned?”
- “Seeds move” by Robin Page
- “Seed to Plant” Gail Gibbons
- 65 napkins
- 65 bowls
- 65 forks
- Perishable:
 - 3 mango, diced
 - 6 cups grape tomatoes, diced
 - 2 cans corn, rinsed/drained
 - 1 bunch cilantro, chopped
 - 3 limes juiced

- 3 bags whole grain pita chips

Breakout Room #3:

General:

- Breakout #3 Hand out
- Pens
- PEAS Teaching Guide Binder

Table 1: “What do we know?” and “What do we wonder?”

- Table Markers “What do we know?” and “What do we wonder?” (2)
- Markers/Sharpies
- Variety Vegetable Matching Cards
- “Characteristics of Roots, Stems, and Leaves” Documentation Panel (3) [Pre-Made]
- “What do stems do for plants?” Prediction Panel (3) [Pre-Made]
- “What do roots do for plants?” Prediction Panel (3) [Pre-Made]
- Carrot growing roots in jar with water [Pre-Made]
- Carrot Top with toothpicks in jar with water [Pre-Made]
- Food dye

Table 2: “What do we still want to know?” and “What have we learned?”

- Table Markers “What do we still want to know?” and “What have we learned?”
- “Sylvia's Spinach” by Katherine Pryor
- “Plants Feed Me?” by Lizzy Rockwell
- Magnifying glasses
- 65 napkins
- 65 bowls
- 65 spoons
- Perishable:
 - 2 bags spinach
 - 4 cups strawberries, sliced
 - 2 cups canned pears, sliced
 - 6 carrots, shredded
 - 1 jar honey
 - 1 jar balsamic vinegar
 - 1 jar olive oil
 - 3 boxes whole grain crackers

The following materials should be distributed to teachers, teacher assistants and center aides:

- Workshop Agenda
- Calendar Bookmark

- Teacher Guide Binder including: (1) Main Guide with Activities, (2) Teaching Photographs, (3) Pictorial Glossary
- Learning Standard Alignment Packet
- PEAS Science Teaching Kit
- Racial Literacy Toolkit (optional)
- PEAS Learning Communities Guide (Lead Teachers Only)
- Expectations of Engagement & Benefits
- Classroom Audio Recording Directions

Relevant PHOTO RELEASE forms: NC State University and East Carolina University

The following materials should be distributed to administrators:

- Teacher Guide Desk Copy
- Learning Standard Alignment Packet
- PEAS Calendar Bookmark
- PEAS Benefits sheet
- Expectations of Engagement & Benefits (Include Teacher Expectations & Administrator Expectations)
- Program Overview, Structure, & Timeline for Admin

8:00-8:15A: Registration & Coffee (15 minutes)

Facilitators will greet participants, invite them to coffee and direct them to the registration table.

At the registration table, participants will provide Jocelyn Dixon their name and she will check them in. Teachers will be provided a name tag and should write their name using a marker based on their center:

Center 1 = Blue

Center 2 = Green

Center 3/4 = Red

Jocelyn will hand teachers a PEAS binder and an iPad with instructions on how to begin their PEAS Surveys.

Teachers can choose any seat they would like at any of the available teacher tables.



8:15-9:00A: Getting Settled & Surveys (45 Minutes)


Once teachers have found their seat, Ryan will circulate the room to assist teachers with the consenting process and answer any questions they may have about the survey.

Once teachers complete the survey, Ryan will collect the iPads from teachers so they can be circulated to other teachers.

9:00-9:10A: Introduction and Overview (10 minutes)


This section covers slides 1-9


Speaker	Topic	Time Limit
Virginia	Welcome: Call workshop participants to order at 9:00A & welcome teachers	1 minute
	Introductions: Introduce PEAS Team with name and title (Jocelyn, Shironda, Ryan, Anu, Tammy) and members of team not present	3 minute
	Expectations: Discuss goals, what to expect from the workshop.	6 minutes
	Housekeeping: Point out play doh/markers on tables and parking lot jamboard with QR to Jamboard on table.	1 minute




TODAY'S GOALS

- 1 Describe the PEAS Institute mission/goals and get to know our team!
- 2 Understand the components of the PEAS Institute and supporting resources
- 3 Engage in hands-on learning with the PEAS Practices
- 4 Form a Professional Learning Community (PLC) to support science learning in your classroom







9:10-9:50A: But First... Phenomena (40 minutes) 📷

This section covers slides 10

Preparation: For this session, each table will need 1 Pillbug, petri dish, cup of water, paint brushes, and assorted observation tools. At the front of the room, two large sticky notes should be placed on the wall with sharpies available. For a complete supply list, see [here](#).



Speaker	Topic	Time Limit
Tammy	What is a phenomenon?	3 minutes
	Exploring Pill Bugs Teacher Activity: Teachers will work at their table to explore pillbugs. Teachers will be given glass of water, paint brushes, and a variety of observation tools. Teachers will be instructed to observe and manipulate the pillbug to describe its visible characteristics and behaviors. Teachers will write down observations on a piece of paper or the table paper.	10 minutes
Tammy*	Group Discussion: What Do We Know? [Characteristics of Pill Bugs]	10 minutes
Tammy*	Group Discussion: What Do We Wonder? [Experiments to explore phenomena]	10 minutes
Tammy	Activity Closing: What other ideas are phenomena that we can explore?	2 minutes

*Jocelyn will assist by writing teachers' observations/ideas on [jamboard](#) at front of room

🕒 There is an additional 5 minutes of wiggle room built into this session

9:50-10:05A: Our “Why” (15 minutes)

This section covers slides 11-13

Speaker	Topic	Time Limit
Jocelyn	<p><u>Why Science?</u> Importance of building an early STEM pipeline to foster future leaders in science. Ask teachers to turn to their tablemates and share their experiences with science in the classroom. Ask one teacher per table to report back.</p>	7 minutes
	<p><u>Why Food?</u> Relatability of having picky eaters, science behind changing food preferences to foster future healthy adults. Ask teachers to turn to their tablemates and share their experiences with food in the classroom. Ask one teacher per table to report back.</p>	7 minutes

10:05-11:00A: PEAS Program Overview

This section covers slides 14-33





PRESCHOOL EDUCATION IN APPLIED SCIENCES (PEAS)

A multi-component intervention designed to improve the quality of children's early science learning experiences in the preschool classroom by supporting changes in teachers' instructional practices.

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NC STATE
EXTENSION

Speaker	Topic	Time Limit
Virginia	PEAS Mission	1 minute
Virginia	PEAS Overview Slide	1 minute
Virginia	PEAS Intended Outcomes <ul style="list-style-type: none"> - Mention that this is why we have been in their classrooms doing child assessments with Ryan and the assessment team 	1 minute
Virginia	PEAS Structure	5 minutes
Virginia	The PEAS Practices	15 minutes
Virginia	Teaching Guide Introduction <ul style="list-style-type: none"> - Point out "Notes" pages throughout guide 	2 minutes
Jocelyn	The Model Science Learning Activities	10 minutes
Jocelyn	Standard Alignment	3 minutes
Jocelyn	Overview Teaching Kit	2 minutes
Jocelyn	PEAS Timeline	5 minutes

👉 To prepare for the next session, at 10:40A, Ryan should prepare to meet Panera team to receive lunch at front door.

🕒 ***There is an intentional 15 minute buffer in this session.***

11:00-11:30A: Lunch! (30 minutes)

This section covers slide 34



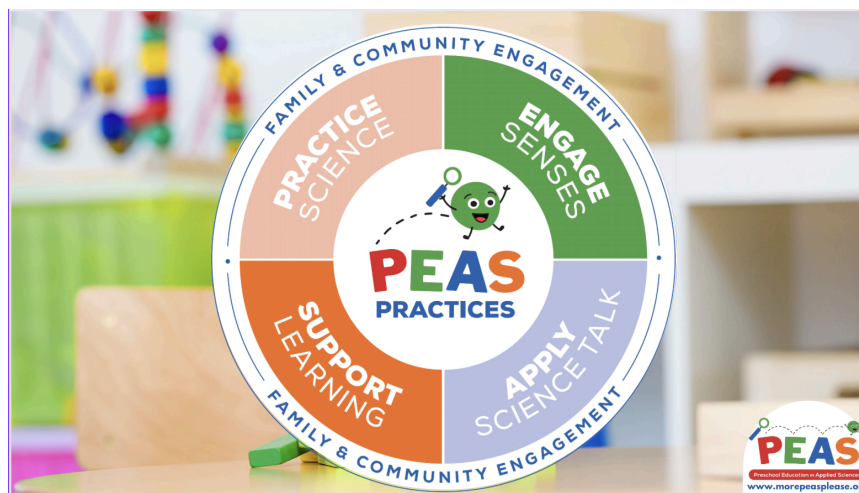
Teachers will be provided lunch for this workshop. Teachers will remain at their tables to eat.

11:20-11:40A: Building A Culture (Part 1) (20 minutes)

This section covers slides 35-58

Note, this session will begin as teachers are still eating lunch.

Speaker	Topic	Time Limit
Virginia	Making PEAS an Inclusive Experience for All	5 minutes
Jocelyn	Menu alignment	1 minutes
Jocelyn	Health Specialist Activities [Repeated Exposures]	4 minutes
Shironda	Farm to Early Childhood - Gardening Introduction Mention connection between PEAS and Farm to ECE	10 minutes



👉 To prepare for the next session, at 11:30A, Ryan should remove all perishable items for Activity 4 Recipes and place them in each respective breakout room. See [here](#) for set up for each break out room.

11:50-1:30P: PEAS in Practice (1 hour 45 minutes) 📸

This section covers slides 59-77. These slides have been translated into handouts for facilitation of breakout sessions. No slides will be shown in any breakouts.

During this portion of the workshop, teachers will rotate to different rooms for each breakout session. Teachers will rotate with their corresponding colored name tags.

Crosby = Blue

Knightdale = Green

Parkway/SE Raleigh = Red

There is a 5 minute transition period built in between each session. See below table for room flow assignments. Ryan Lundquist will assist in directing teachers/photographers to various rooms in those breaks and any “troubleshooting” needed.

Overview of Breakout Assignments

	11:50-12:20P	12:25-12:55P	1:00-1:30P
Breakout #1: Deep Dive in Practice Science with Featured Activity “Living & Non-Living Things” Room #: EHS 1 Facilitator: Virginia & Anu	Center 1	Center 2	Center 3/4
Breakout #2: Deep Dive in Applying Science Talk with Featured Activity “Seeds” Room #: EHS 2 Facilitator: Tammy & Ryan	Center 3/4	Center 1	Center 2
Breakout #3: Deep Dive in Extended Learning & Gardening with Featured Activity “Plant Parts”	Center 2	Center 3/4	Center 1

<p>Room #: EHS 3</p> <p>Facilitator: Jocelyn & Shironda</p>			
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Breakout 1: Deep Dive in Practice Science with Featured Activity “Living & Non-Living Things” 📺 EHS Room #1

This section covers slides 65-68 which have been converted into a handout for this session.

Materials and set up needed for this session can be found [here](#).

During breakout sessions, teachers will split into two groups and divide among the 2 tables. The first table will focus on the first two learning activities of that unit (“What do we know?” and “What do we wonder?”). The second table will focus on the last two learning activities of that unit (“What do we still want to know?” and “What have we learned?”). Teachers will switch tables half way through the session.

Speaker	Topic	Time Limit
Virginia	<p>Table 1: What do we know? What do we wonder?</p> <p><u>Living and Non-Living Documentation Panels*</u>: Teachers will add their ideas to the documentation panels on the table and discuss. *Panels should be replaced in between each rotation</p> <p><u>Observe Living and Non-Living Things</u>: Teachers will revisit their pillbugs and discuss living and non-living things.</p> <p><u>Pea Seed versus Rock Experiment</u>: Teachers will practice setting up the experiment.</p> <p>In conversation, include Tips for Success when Implementing in the Classroom.</p>	15 minutes
Anu	<p>Table 2: What do we still want to know? What have we learned?</p> <p><u>Books featured in the Activities</u>: Teachers will look through the books featured in the activities. Point out the different developmental levels of each book.</p> <p><u>Yogurt Dip Recipe</u>: Teachers will make their own sample of the yogurt dip recipe. Encourage teachers to take a little yogurt, sprinkle it with cinnamon and honey and dip it with a few fruits and veggies! Remind teachers that yogurt is living too!</p> <p>In conversation, include Tips for Success when Implementing in the Classroom.</p>	15 minutes

Breakout 2: Deep Dive in Applying Science Talk with Featured Activity “Seeds” 🌱 EHS Room #2

This section covers slides 69-73 which have been converted into a handout for this session.

Materials needed for this session can be found [here](#).

During breakout sessions, teachers will split into two groups and divide among the 2 tables. The first table will focus on the first two learning activities of that unit (“What do we know?” and “What do we wonder?”). The second table will focus on the last two learning activities of that unit (“What do we still want to know?” and “What have we learned?”). Teachers will switch tables half way through the session.

Speaker	Topic	Time Limit
Tammy	<p>Table 1: What do we know? What do we wonder?</p> <p><u>“Characteristics of Seeds” Documentation Panels*</u>: Teachers will add their ideas to the documentation panels on the table and discuss. *Panels should be replaced in between each rotation</p> <p><u>Basil Seed Germination Activity</u>: Teachers will be guided to make a basil seed germination bracelet baggie.</p> <p><u>Observe set up for growing a seed in various conditions experiment</u>: Teachers will observe how the experiment will be set up.</p> <p>In conversation, include Tips for Success when Implementing in the Classroom.</p>	15 minutes
Ryan	<p>Table 2: What do we still want to know? What have we learned?</p> <p><u>Books featured in the Activities</u>: Teachers will look through the books featured in the activities. Point out the different developmental levels of each book.</p> <p><u>Seed Salsa Recipe</u>: Teachers will make their own sample of the seed salsa recipe. Encourage teachers to take a little bit of each component and try it with some whole grain tortilla chips! Remind teachers that these ingredients are mostly seeds!</p> <p>In conversation, include Tips for Success when Implementing in the Classroom.</p>	15 minutes

Breakout 3: Deep Dive in Applied Learning & Gardening with Featured Activity “Plant Parts” 🌱 EHS Room #3

This section covers slides 74-77 which have been converted into a handout for this session.

Materials needed for this session can be found [here](#).

During breakout sessions, teachers will split into two groups and divide among the 2 tables. The first table will focus on the first two learning activities of that unit (“What do we know?” and “What do we wonder?”). The second table will focus on the last two learning activities of that unit (“What do we still want to know?” and “What have we learned?”). Teachers will switch tables half way through the session.

Speaker	Topic	Time Limit
Jocelyn	<p>Table 1: What do we know? What do we wonder?</p> <p>“Characteristics of Plants” Documentation Panels*: Teachers will add their ideas to the documentation panels on the table and discuss. *Panels should be replaced in between each rotation</p> <p>Carrot color change: Teachers will be guided to do the carrot color change experiment.</p> <p>Observe set up for Carrot Root Growing Activity: Teachers will observe how the experiment will be set up.</p> <p>In conversation, include Tips for Success when Implementing in the Classroom.</p>	15 minutes
Shironda	<p>Table 2: What do we still want to know? What have we learned?</p> <p>Books featured in the Activities: Teachers will look through the books featured in the activities. Point out the different developmental levels of each book.</p> <p>Plant Parts Salad Recipe: Teachers will make their own sample of the plant parts salad recipe. Encourage teachers to take a little bit of each component and try it with some whole grain crackers! Remind teachers that spinach is a leaf vegetable!</p> <p>In conversation, include Tips for Success when Implementing in the Classroom.</p>	15 minutes

1:40-2:20P: Building A Culture: Teacher Supports (Part 2) (40 minutes)

This section covers slides 79-97

Speaker	Topic	Time Limit
Anu	PEAS Learning Communities	30 minutes
Jocelyn	PEAS Coaching - Intro	3 minutes
Shironda	PEAS Coaching - Continued Introduce self, explain background in early childhood, excitement for the role etc.	7 minutes

2:20-3:10P: Getting Started (50 minutes)

This section covers slides 98-109

Speaker	Topic	Time Limit
Jocelyn	Overview of Check & Reflects and Teacher Benefits	5 minutes
Virginia	Overview of Learning Modules & Modalities	15 minutes
Virginia	Practice Accessing Online Resources	30 minutes

👉 At 2:40P, Ryan can begin handing out iPads to teachers for the Practice section. Alternatively, some teachers may have brought their own laptops from home to use during this session.



- Click **Programs** for Teaching Guide, Videos, and Learning Activities
- Click **Events** for Material from Today's Training



3:10-3:30P: Next Steps & Closing (20 minutes)

This section covers slides 110-114

Speaker	Topic	Time Limit
Virginia	Closing Remarks	2 minutes
Virginia	Q&A	10 minutes
Jocelyn	Workshop Check & Reflect.	10 minutes
Jocelyn	Closing remarks and thank you's. Provide instructions for picking up boxes on the way out.	2 minutes

👉 At 3:15P, Ryan should stand by boxes to assist in distribution. Boxes will be labeled by center and classroom number. Only one box per classroom (not teacher). See [here](#) (page 26) for additional details.

Thank You!



PEAS

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Workshop Experience Survey:



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3:30P: Kit Distribution & Workshop Concludes