

Fall 2014

milestones

*A Publication of the North Carolina Association
for the Education of Young Children*



NCAEYC

*Promoting and inspiring excellence in
early care and education for over 60 years!*

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We welcome comments & suggestions: generalinfo@ncaeyc.org. Through *Milestones*, NCAeyc provides a forum for discussion of issues and ideas in our field in hopes of provoking thought and promoting professional growth. *Milestones* articles represent the views of the authors and do not necessarily reflect the positions of NCAeyc.

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Lorie Barnes

This issue of *Milestones* builds on the theme of our recent 61st Annual Conference: “PLAY: Powerful Learning Across the Years”

In September, NCAeyc welcomed over 1,500 early childhood professionals to the Raleigh Convention Center for three days of learning, fellowship and fun.

Check out our playful and powerful advocacy messages and photobooth pictures shared on our Facebook page (www.facebook.com/ncaeyc)! Big thanks to Carolina Portrait Pros (www.carolinaportraitpros.com)! Feedback from attendees, volunteers, presenters, and vendors was phenomenal! This feedback motivates us and informs our efforts as we excitedly plan for our 2015 Conference to be held September 17 – 19 in the beautiful, state-of-the-art Raleigh Convention Center in the heart of our state’s vibrant capital! We continue to be even more intentional in ensuring there are sessions, topics and speakers that will make a profound impact on the practices of early educators across a spectrum of roles and age groups with whom they work.



“...we excitedly plan for our 2015 Conference to be held September 17–19 in the beautiful, state-of-the-art Raleigh Convention Center”

NCAeyc’s historic presence in our state is reflected in an ongoing commitment to provide high quality professional development experiences and resources for North Carolina’s early care and educators. And as we look towards our future, we are equally committed to leveraging our legacy to launch innovative approaches to ensuring that young children in North Carolina receive high quality early care and education. A third component of our commitment to the field is advocating for and inspiring professionals to strive for excellence. An important part of this is making an effort to be aware of and responsive to the current needs, trends and issues facing our field. As advocates for children, families and early education professionals, we value opportunities to promote one of the most critical issues facing our society today: “the importance of play in the lives of children and adults.” So as you immerse yourself in this play-focused issue of *Milestones*, please remember that it is our hope and intention that our efforts to EDUCATE, ADVOCATE and MOTIVATE will be visible in the articles and resources captured in the pages of this online publication. We hope the pages will ENGAGE and INSPIRE you to strive for excellence in the work that you do with and on behalf of young children, birth through age eight!

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From the President



Suzanne Hughes

Welcome fall! I hope you are enjoying the beautiful transformation of leaves and the cool, crisp days that the change of seasons brings to North Carolina.

I'd like to start off my first official *Milestones* letter as President of NCAeYC by introducing myself. I have had the pleasure of living in and enjoying all three regions of North Carolina. I was born and raised in eastern North Carolina, spent many glorious years enjoying the Piedmont while attending the University of North Carolina at Chapel Hill where I earned my undergraduate and graduate degrees, and now I am nestled in the far western mountains. I have served on the NCAeYC board of directors for the past nine years. In that time I have been able to observe, experience, and learn firsthand from four individuals who have served as

Board President. Each of them has inspired me in one way or another be it their passion to strive for excellence in early childhood, their incredible leadership skills, or their knowledge about early care and education. I look forward to infusing my leadership style with what I have learned from each of them. On a personal level, I enjoy spending time with my adorable, smart, and growing way too fast, ten-year old twins.

In addition to myself, four brand new members were inducted to the NCAeYC Board of Directors, and two additional officers were installed at our annual Leadership Dinner that was held during our annual conference in Raleigh this past September. Beth Moore and Amanda Vestal transitioned from board members-at-large to Vice President of Public Policy & Awareness and Treasurer, respectively. We also welcomed newly elected and newly-appointed members Dr. Lori Caulde (West Region), Lisa Mabe Eads (North West Region), Gina Soceanu (East Central Region), and Debbie Saperstein (South East region), all pictured below. Each of us, in addition to the rest of the NCAeYC Board of Directors, look forward to using our time and talent to support NCAeYC's mission to be the voice of early childhood professionals working with or on behalf of young children, birth through age eight.

The old adage goes "It takes a village to raise a child." Likewise, it takes villagers passionate about creating the very best opportunities possible for children, families, and early childhood professionals to create change in North Carolina policies and practices. I encourage you to arm yourself with the knowledge you need to make wise choices for the children of North Carolina. Do you receive NCAeYC's email blasts about public policy notifications and what's happening in the legislature? Have you liked NCAeYC on Facebook? Do you regularly visit the NCAeYC webpage www.ncaeYC.org ? If not, what are you waiting for? We want you to get involved for the sake of all North Carolina's young children!

I am both honored and excited to serve as your NCAeYC President. I consider it a privilege to be in a position to advocate for issues in the field of Early Childhood. In order to ensure that NCAeYC is doing what we can to meet the needs of young children and those professionals working with them, I want to hear from you. Feel free to contact me at shughes@ncaeYC.org .

NCAeYC welcomes our newest Board members:



Dr. Lori Caulde
West Region



Lisa Mabe Eads
North West Region



Gina Soceanu
East Central Region



Debbie Saperstein
South East Region

Promoting Meaningful Play in Preschool and other Early Childhood Settings

Written by
Resha Washington



Within the past five years there has been an overwhelming growth in the emphasis of developing academics in preschool and less of a focus on encouraging independent explorative play.

Children are both explorers and playful by nature. It is often through these early experiences of exploration that they develop the desire to play. Initially children engage in solitary play and then eventually take an interest in playing with others. There is an astounding amount of research that correlates this type of play and the development of cognitive, motor and social skills. These are the essential skills needed for learning more complex concepts as a child grows and becomes a more independent thinker. It is also acknowledged in many preschool settings that play is more beneficial to learning when it fosters the individuality of each child and encourages them to have their own unique experiences. Early childhood professionals have such vital roles. It is necessary that they are able to recognize

the importance of offering varied activities in learning stations like dramatic play and block center that will assist children in acquiring math and literacy skills while allowing them to engage in meaningful play. It is also important that these educators are able to identify when “unproductive play” like fighting or becoming overly aggressive are taking place and children need to be redirected or offered some alternative choices.

Some things early childhood professionals should consider when promoting independent play that includes the varied domains of learning are:

1. Do these activities have a clear and concise purpose? What skills am I teaching?
2. Will this activity reach children on their individual levels?
3. Will this activity help children get to the next level?
4. What impact will this activity have on the child/children?
5. Am I able to extend this activity to another area in the classroom? Can I take this activity outside?
6. Is this activity/ are these activities based on the interests and needs of the children?
7. What happens when the children lose interest in these play materials or activities offered?
8. Most importantly, is this learning experience fun? Are the children getting enjoyment from participating in this activity?

An early childhood classroom provides a unique setting. It is one that encourages children to engage in imaginative play while still acquiring essential learning concepts that will later lead to cognitive maturity. Play is a critical part of a child's development and we have to ensure that it connects the imagination, learning goals, the environment and personal needs. It is how children learn to socialize, problem solve and just have fun while reaping the educational benefits!



Student Internship Opportunities and Conference 2015



Student Internship Opportunities Available!

NCAeYC is deeply grateful to Appalachian State University Faculty Member **Rhonda Russell** in the Department of Family and Consumer Sciences for her great support in helping to pilot and grow our new Student Internship Program.

NCAeYC has been delighted to welcome **Paige Moretz** as our most recent student intern. Paige will graduate in December with her degree in Child Development Birth through Kindergarten. Paige is a remarkable young early childhood professional whose innate commitment to excellence has been nurtured and grown during her time as a Mountaineer.

We are ready to expand our internship program, so if you are interested in exploring opportunities for a student internship at NCAeYC, please contact Executive Director Lorie Barnes at lbarnes@ncaeyc.org.

The NCAeYC Board of Directors and staff are working strategically to increase our support of and connection to students and faculty by developing new opportunities for engagement and leadership development. Stay tuned for exciting updates as we prepare to launch other new student-focused initiatives like our internship program.

Mark your calendars for NCAeYC's 62nd Annual Conference!

September 17 – 19, 2015 at the beautiful, state-of-the-art Raleigh Convention Center right in the heart of our state's vibrant capital! Full details released early in the new year!



Cardboard Creations

NCaeyc invited Early Childhood leaders from around the state to their Annual Leadership Dinner on Thursday, September 11, 2014. This year, it was made possible through the generous support of [Lakeshore Learning](#)!

Lakeshore®

The wonderful Lakeshore team, led by Ron Mohl, greeted the attendees and shared the amazing imagination of Caine, in [Caine's Arcade](#).

Nirvan Mullick, director and producer of Caine's Arcade, went to buy a door handle for his car and met a 9-year-old boy who built an elaborate cardboard arcade in his dad's auto parts store. Caine invited Nirvan to play, and the rest is history! Follow Nirvan on Twitter here: <https://twitter.com/nirvan>.



Ron then set the attendees to work, with very basic supplies, including cardboard, construction paper, tape, scissors and markers. He called the activity the "STEM Cardboard Challenge."

These pictures reflect the amazing time of creativity and camaraderie that was inspired by Lakeshore's support and engagement.

Learn more:

- <http://cainesarcade.com>
- www.facebook.com/cainesarcade





Mt. Olive's Early Childhood Program



University of
MOUNT OLIVE

The Early Childhood Education (ECE) program at the University of Mount Olive (UMO) is one of the most popular program choices among adult students. The University has graduated more than 700 ECE students in the past 10 years. Graduates of the program are working in 34 North Carolina counties in a variety of early childhood settings and are thus making a positive impact in the lives of numerous children from infancy through kindergarten.

When asked what has made the program such a hit, Dr. Tommy Benson, division chair for the Department of Education at UMO, stated, “Our program is a gateway for many students to reach their educational and career goals. Because of the one-night-a-week format and our seven convenient locations, the program is accessible to individuals who might otherwise not have the opportunity to complete a bachelor’s degree.”

Lita Ward, director of UMO at Washington describes the program by saying, “Our Early Childhood Education program is organized in a coherent and sequential program of coursework that includes individual study, peer learning, field experiences and performance assessments. It is easily accessible through face-to-face classes and some online courses with professional and qualified instructors.”

The University of Mount Olive ECE program prepares students to work with children from birth through kindergarten in various learning environments, applying theory to practice. Coursework includes child growth and development, curriculum planning, practicum experiences, family and social issues, communication skills, preschool programs and administration, and inclusion of exceptional children. Graduates are prepared to plan and implement developmentally appropriate programs in diverse early childhood settings. Students can complete the degree as licensure or non-licensure candidates.



Many of the University's ECE graduates are continuing their education by pursuing masters and doctorate degrees in early childhood education. JoAnna Morgan of Farmville is one of those students. Morgan said, "The rigorous ECE degree program at the University of Mount Olive at Washington has definitely prepared me for graduate school." Morgan is expected to graduate from Liberty University with her master's degree in 2016, and possibly teach at the collegiate level or go into the field of early intervention.

"...the program is accessible to individuals who might otherwise not have the opportunity to complete a bachelor's degree"

For more information about the ECE program, contact the UMO Office of Admissions at 1-800-NEW-GOAL or e-mail Lita Ward at Lward@umo.edu.



The University of Mount Olive is a private institution rooted in the liberal arts tradition with defining Christian values. The University, sponsored by the Convention of Original Free Will Baptists, has locations in Mount Olive, New Bern, Wilmington, Seymour Johnson Air Force Base, Research Triangle Park, Washington, Jacksonville, and in Smithfield at Johnston Community College. For more information, visit www.umo.edu.

UNC-TV PBS Learning Media: A Classroom Treasure for the 21st Century Teacher



Since children are naturally curious, information seekers, and eager to learn, technology, when used appropriately, is a powerful tool that can enhance approaches to teaching and learning.

UNC-TV PBS LearningMedia™, a partnership of PBS and WGBH Educational Foundation, is a free go-to-destination for instant access to over 87,000 free research-based digital resources for pre-K–12 grade teachers. Resources for early childhood professionals include lesson plans aligned to the Head Start Framework and other national standards, more than 30,000 videos, book suggestions, activity and teacher guides, games; some bilingual resources, and so much more—all classroom ready and of utmost quality. Lesson

plans enhance social-emotional, cognitive, health-physical, and language development. In order to take full advantage of these resources, browse by grade level (pre-K) and subjects.

Check out these wonderful, free resources for early childhood professionals and prepare to be amazed:
unc.tv/pbslearningmedia.org

UNC-TV's Educational services staff also provide rich developmentally appropriate workshops statewide on numerous topics and teacher resources that facilitate and support learning for the 21st century student and teacher.





If you're interested in attending a free institute to learn how to use the UNC-TV PBS LearningMedia resources most effectively, contact elearning@unctv.org to sign up or contact Pamela Orr, PreK-12 Director or Cathy Dobbins, Director of Educational Services and Grants at 919-549-7000.



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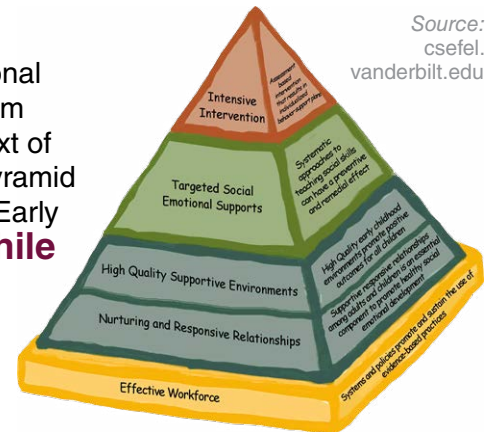


PBS LearningMedia™

Pyramid Corner: Embrace the Pyramid!

The Importance of Building Positive Teacher-Child Relationships

Previously in the Pyramid Corner we explored the importance of social-emotional development. The definition of social-emotional skills included the ability to form relationships, and that social and emotional skills are learned within the context of nurturing, secure relationships. This belief is a foundational keystone of the Pyramid Model developed by the Center on the Social and Emotional Foundations for Early Learning (CSEFEL). **In a nutshell, this keystone means that, while education in early childhood is important, children and families don't care how much their teacher knows until they know how much their teacher cares.**



What are positive teacher-child relationships?

Each moment that teachers and children have together is an opportunity to develop or strengthen positive relationships. Teachers can use a variety of strategies to build positive relationships with children such as listening, making eye contact and engaging in one-to-one, face-to-face interactions. It is important to use strategies that take into account the different needs, interests, styles and abilities of the children in the class. Teachers can let the children know they are each a valued, important member of the classroom community through warm, responsive interactions and physical contact such as a hug or a pat on the back. Children who have a positive relationship with their teachers are less likely to misbehave!

Why is it important to build positive teacher-child relationships?

Research suggests that teacher-child relationships play a large role in influencing young children's social and emotional development. Children who have a **secure relationship with their teachers** tend to get along well with classmates and have positive relationships with teachers. On the other hand, children who have an **insecure relationship with their teachers** have more difficulty playing with other children and engage in more conflict with their teachers. In other words, the use of affectionate words, smiles and hugs help promote children's positive relationships with teachers...and with the other children. Children who have secure, loving relationships with their teachers use fewer challenging behaviors to get their needs met.

What can you do in your classroom?

You can establish secure relationships with your children through basic daily activities, like talking to them using a pleasant, calm voice, greeting them warmly when they arrive each day, and noticing and commenting on their activities during the day. You can add relationship building rituals into your day, such as a Morning Greeter Apron. This apron, with pictures to represent different ways to welcome a child, allows each child to choose how he/she wants to be greeted, such as a handshake, hug, high-five, etc. This simple technique lets you start each day with warm, responsive, individualized contacts and pleasant, engaging, one-to-one interactions. This special moment of bonding between you and each child helps create positive relationships and will quickly become a favorite morning ritual. It sets the tone for you and the children each day.

The teacher behaviors listed below help develop positive relationships with young children. Think for a moment about your classroom practices. Do you...

- Engage in one-to-one interactions with children on the child's level?
- Use a pleasant, calm voice and simple language?
- Provide warm, responsive physical contact?
- Follow the child's lead and interest during play?
- Help children understand classroom expectations?
- Redirect children when they use challenging behavior?
- Listen to children and encourage them to listen to others?
- Acknowledge children for their accomplishments and effort?

If not, give it a try; you will be amazed at how the children respond and the effect these simple practices will have on your classroom atmosphere.

In early childhood settings, each interaction between a teacher and a child holds the **potential** to develop positive relationships. Here are quick and easy ideas and strategies to help you form closer relationships with the children in your care.

- Get to know each child by having the parents fill out interest surveys about their child;
- Join a child's conversations and play, remembering to follow the child's lead;
- Listen to a child's ideas and stories and be an appreciative audience;
- Provide lots of encouragement and acknowledge a child's efforts;
- Share information about yourself and find something in common with each child;
- Ask children to bring in family photos to share and remember to send positive notes home;
- Create *All About Me* books and share them at circle time;
- Learn at least basic words in a child's home language;
- When a child displays distress, respond with warmth and kindness;
- Tell a child how much he/she was missed when they are out of school and celebrate their return.

Some additional classroom strategies that build positive relationships include:

MAKING RELATIONSHIPS DEPOSITS: Try to think about building positive relationships in terms of a piggy bank. Whenever you engage in strategies to build positive relationships, you are making a deposit in a child's 'relationship piggy bank.' On the other hand, when adults make demands, scold, or criticize children they are making a relationship withdrawal. It may be helpful to reflect on the interactions you have with an individual child and think to yourself, 'Am I making a deposit or a withdrawal?' or, 'Have I made any deposits in Renee's piggy bank today?'

BIRTHDAY CHART: Have a birthday chart in your classroom with each child's birthday listed and acknowledge that day when it occurs. Think about unique ways you can make the birthday a special day that builds relationships between children as well. One idea is to have each child dictate to you one thing they appreciate about the birthday child. These can be written on strips and glued to a poster board decorated by the other children and sent home with the birthday child at the end of the day.

BOOK SUGGESTIONS: A lovely book about teacher-child relationships is *Mrs. Spitzer's Garden* by Edith Pattou. The book jacket describes this book as, 'Mrs. Spitzer is a wise teacher who knows many things. She knows about gardens. She knows about children. She knows how similar they are and how they will flourish if tended lovingly.'

Another book about building relationships is *Have You Filled a Bucket Today?* by Carol McCloud. In this book, bucket filling and dipping are metaphors, similar to the relationship piggy bank, for understanding the effects of our actions and words on the wellbeing of others and ourselves. This heartwarming book encourages positive behavior and relationship building.

RESEARCH ON THIS TOPIC: Research has shown that your relationship with the children in your care can influence their success or failure in future school environments. For example, research has been able to predict which preschool children will be aggressive and disruptive when they are in second-grade. Those children typically come from preschool classrooms where the social climate and relationships were full of conflict and they had teachers who were often in conflict with them. (Howes, 2002)

In the next issue of *Milestones* we'll explore how healthy social-emotional development can flourish in classroom environments that meet the security and stimulation needs of the child.

Adapted by *Promoting Healthy Social Behaviors in Child Care Centers*, 2011 from CSEFEL *What Works Brief #12*. Additional strategies can be found at csefel.vanderbilt.edu.

Purposeful Play: The Balancing Act of Today's Busy Classroom



A National Quest

The recently published NAEYC article by Lisa D. Wood entitled [“Viewpoint Holding on to Play”](#) examined the challenges of promoting learning through play. Wood provided a powerful advocacy for utilizing play in early learning classrooms. In this article she shared research, empowering tips for teachers, and even addressed primary grades principals to encourage play as an instructional strategy for increased student success. In her article, she referenced the current pedagogical debate as a “Tug-of War”. She also quoted a K-3 teacher who stated... *“With high accountability, countless demands, and mandates, I simply feel defeated, burned out. And after all*

these years of teaching, I am even beginning to question my beliefs about play!” Wood’s article brings national attention to the quest for promoting play within the school context (NAEYC, 2014, p. 50)



North Carolina's Efforts

Over the past few years, North Carolina educators of young children have experienced similar encounters to those mentioned in Wood’s article. However, with the support from legislation passed by North Carolina’s General Assembly, and to meet requirements of the Race to the Top Early Learning Challenge grant, [North Carolina’s Department of Public Instruction’s Office of Early Learning](#) is currently designing and piloting a developmentally appropriate, individualized assessment process for K-3 children. This process will be used by all school districts and is intended to be formative in nature. The [K-3 Formative Assessment Process](#) is envisioned to inform daily instructional practices, such as *purposeful play* and other developmentally appropriate activities for young children.

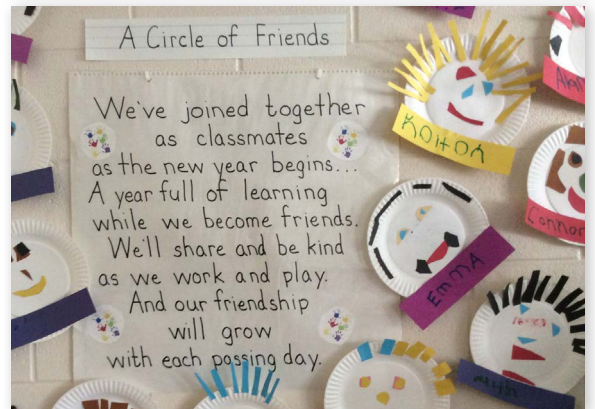
Making the Connection Between Play and Standards-Based Instruction

Thoughtful planning is essential to bridging the high stakes learning expectations and the desire to provide appealing activities for young children. As early grade’s educators plan meaningful lessons for children, they look to national and state standards to define intended learning outcomes. These standards do not define the varied instructional practices that teachers will use to teach the content. Nor, do they define how students should approach the learning of the content. The Common Core State Standards for English Language Arts’ website includes an introductory section titled [“Key Design Considerations”](#). This section provides a significant contribution to the importance of not only knowing *what is covered* by the standards, but that it is important to know *what is not covered* by the standards. The text states several important intentional design limitations. One being that the standards are designed to define what proficient students should be able to do and **not** how teachers should teach. The following example is provided... *“For instance, the use of play with young children is not specified by the standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document”* (CCSS, 2010). When students participate in *purposeful play*, teachers can observe students as they work independently and interact with peers to create verbal and written expressions related to the instructional content. These expressions serve as indicators for determining where students are in relation to meeting the expectations or proficiency of standards.



Connecting Learning and Development to Benefit the Whole Child

In addition to scaffolding students toward meeting the expectations of standards, incorporating play-based learning experiences also provides support for the varied developmental needs of each child. Consider the area of science. Conducting an exploratory science experience offers a window for teachers to learn about a student's science content knowledge. It may also provide an opportunity to learn more about a child's interests, willingness to take risks, or even leadership qualities that may evolve throughout the investigation. Play-based learning experiences that allow students to make choices, work collaboratively, and explore their curiosity can positively address **all** areas of child development. These areas include social, emotional, and cognitive as well as across the disciplines including language, literacy, mathematics, social studies, science, art, music, physical education, and health. According to the [DAP Position Statement](#), an effective implementation of a standards-based curriculum can be achieved when the curriculum is "thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive and likely to promote positive outcomes for all young children" (NAEYC, 2009)



Administrators' Support

Decreases in the challenges for purposeful play in K-3 classroom can begin by increasing professional conversations among teachers and administrators. Educators strive to support what is best for children. Educators, who serve in administrative roles, strive to support what is best for students and teachers. One of the many valuable skills of a school or district leader is the ability to coach and empower others to lead. In order for play to be endorsed as a high-quality strategy for increasing student success in school, collaboration is key. In a recent [Educational Leadership Publication by Richard D'Four](#), the notion of commitment was explained. "When educators do the hard work necessary to implement these principles, their collective ability to help all students learn will rise" (2004). Effective Professional Learning Communities (PLCs) develop when participants evaluate the impact of purposefully planned, standards-based play. Examining the evidences of learning that are captured when play is occurring in the classroom, leads educators to make informed decisions about the attributes that increase student achievement. Implementation support for purposeful play requires effective planning, coaching, and reflection. In essence, bringing "**PLAY**" into today's busy K-3 classrooms requires "**WORK**." The cliché "*All work and no play*" would not suffice. The opposite "*All play and no work*" would not be an easy sell either. Therefore, finding a balance may spark the belief that play is work! In early education, these two concepts cannot strive from working in opposition of one another... they have to join in order to triumph!

RESOURCES

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ABOUT THE AUTHOR: Jami D. Graham, MSA, NBCT is a regional education consultant for the North Carolina Department of Public Instruction's Office of Early Learning. She has experience in leading regional, district, and school level initiative to improve teaching and learning. As an advocate for facilitative leadership, she works to empower others to be visionary leaders who work for and on behalf of children.



From [editorial pages](#) to board rooms to communities across the state, the word is out—86% of North Carolina voters believe that making sure children get a strong start is a top state priority. Majorities of Independents, Republicans and Democrats see a direct link between child development and economic development, with 83% believing that early childhood investments will help our economy.

You're in the know—so let's keep spreading the word! You can help by sharing this simple [infographic](#) about the poll results. Tweet It! Post It! Share It!

Then how about [sharing a picture here](#) about why early learning matters to you! Incorporate the number 2000 into your photo—from the First 2000 Days—and we'll post it on our website!

“The first five years of a child's life is critical for building a strong foundation—which will serve them for a lifetime of positive outcomes. I support investing early in the hope that they never arrive in my delinquency courtroom.”

Law Enforcement Spreads the Word!

Law enforcement professionals are [sharing the story](#) that crime prevention is linked to quality early learning experiences! [Check out this video](#) of District Attorney Ben David from New Hanover County talking about the importance of the First 2000 Days. And meet a new First 2000 Days Champion—[Judge Louis Trosch, Jr.](#) He became a champion after attending a [Smart Start](#) and [Council for Children's Rights](#) First 2000 Days briefing this summer in Charlotte.

We've Updated the First 2000 Days Toolkit!

Have you logged into the [First 2000 Days Toolkit](#) (PDF) lately? We've added and updated to the collection of tools.

- [Source Guide](#) (PDF): We share a lot of statistics and facts! Some—like the fact that 75% of Americans ages 17 to 24 cannot meet the military's eligibility requirements—are hard for people to believe! The First 2000 Days Guide to Source Materials provides links to the sources we frequently site. New tools include:
- [Video Discussion Guide](#) (PDF)
- [Updated First 2000 Days](#) (PowerPoint)
- [Updated First 2000 Days PowerPoint Guide](#) (PDF)
- [Faith Bulletin Insert](#) (PDF)

And don't forget about the NC Voter Poll toolkit!

2014 NORTH CAROLINA SURVEY RESULTS

EARLY CHILDHOOD EDUCATION: A top priority for North Carolina voters

% who said these issues are extremely important



Giving children
a strong start

48%



Improving
public schools

45%



Growing jobs
and economy

44%



Securing
our borders

34%

Learn more at

www.buildthefoundation.org



Source: www.buildthefoundation.org

Tanya Dennis nominated for a 2014 Bammy Award!

NCaeyc congratulates member Tanya Dennis for her 2014 nomination in the category of Early Childhood Program Staff.

Tanya Dennis is an inspiring Early Childhood professional who arrives to work every day with a love and passion for her chosen field. She started off as a Head Start graduate and continued in the ECE field for most of her professional life. However, it was not until she was able to teach underprivileged children that she knew with certainty she had found her calling. As the State Education Specialist for Telamon Corporation, Tanya provides training, technical assistance and quality assurance to EHS, RHS and MHS programs and partners. Tanya has successfully taken five programs through NAEYC Accreditation. Tanya has conducted workshops on a National, State and Local level for professionals and families.

Tanya Dennis is a “dipped and fried” NC early childhood educator of 30 years! She has worked in noted agencies including NC Public School Systems, Wake Technical Community College, Smart Start, UNC-CH Frank Porter Graham Child Development and Head Start. Her never-ending passion, energy and “down-home” approach to professionals, families and community leaders reminds us to keep our eye on the prize, **OUR** children! She has the fortune of spending her day reading books, sharing a snack, making mess to marvel, and most important to her heart, engaging in meaningful and mind-filled conversations with “wee friends” and BIG people.



Tanya at a Mud Event



Dr. Eva & Amy at their book signing, with Tanya



Tanya at the Bammy Awards



Tanya at the Be Active Play Date at NCaeyc



Tanya and Dr. Becky



Tanya at the NCaeyc 2014 Sponsor Dinner



Tanya at the Be Active Play Date at NCaeyc

The Bammy Awards is a cross-discipline honor that identifies and acknowledges the extraordinary work being done across the entire education field every day—from teachers, principals and superintendents, to school nurses, support staff, advocates, researchers, school custodians, early childhood specialists, education journalists, parents and students. Learn more at www.bammyawards.com

A Recipe for Play



Cosby Steele Rogers

Is there a recipe for play? Can certain toys, books or games, if used according to instructions, insure the positive outcomes we early educators know can be achieved in and through play. “Of course not,” you say. “It’s not really play when we have to follow the exact directions?”

Although there is no “recipe” for play, there are **principles** that can guide us in planning for and supporting play. And it happens that developmentally appropriate practice and play go hand-in-hand (See Copple & Bredekamp, 2009).

So... what are the principles that guide us to high quality play?

Ingredients (Principles)

Setting, action, and attitude are key ingredients for developmental play. Intentionally plan the setting, make time, relax the rules, and be playful. Blend well until you feel joy. Serve often. Store in the heart. Keeps well for all the ages.

SETTING

- **MATERIALS** from nature (leaves, pine cones, water, pebbles), manipulative objects, toys, books, balls, dolls, props for role-play, and games of all kinds are just some of the things that promote curiosity, exploration, and play. The most popular materials are usually the NEW ones. So, be sure there to sprinkle old favorites with new surprises. Stir until you see bubbles of joy.
- **ROUTINES** that help prevent hunger, fatigue, and overstimulation support play. Routines provide sense of trust about what can be expected. Variation within the routine yields the stimulation that keeps it enticing. What will be the surprise for today’s _____ time?
- **RULES** that ensure safety must be enforced, but rules that are due to custom can often be relaxed. When is it a safety issue? When is it custom? Is it ok to go up the sliding board backwards? Is it ok to pretend the broccoli stems are tiny trees and we’re giants who gobble them up? Or is eating a serious thing? Is food a plaything? These questions are worthy of staff consultation and agreement for what the rules will be at your place of play.
- **TIME** for open-ended exploration and experimentation. Remember, if it’s hurried, it isn’t play.
- **CAREGIVERS** who are engaged and responsive, yet know when to step back and refrain from interfering are essential ingredients for high quality play.

Infants need more one-on-one responsive back-and-forth interactions. Simple copycat games with intermittent giggles and laughter allow babies to develop the social skills of focused engagement, turn-taking, and reciprocity that we value across the lifespan. Mix one baby and one adult with engaging eye contact, turn-taking, and reciprocity in games like Peek-A-Boo, or back-and-forth games of imitation. Let joy rise until you hear bursts of laughter.





Preschoolers and school-aged children play alongside or with others in play-acting, cooperative construction projects, and games. Observe the social negotiation that these older children use to organize play.

*"Let's build a fort."
"No. Let's build a zoo."
"No, let's build a roo."
"No, let's build a goo."
"No, let's build a ____."*

Teachers of four-year-olds know where this is headed. The next obvious word will be "poo" followed by group giggles. Consider joining the play and diverting the words to another option like "moo" or perhaps "I know. Let's build a ____ (your choice).

Here is another example of social negotiation.

*"Who is going to be the ____ today?"
"No! You were the ____ yesterday."
"OK, then you ____, and I'll ____."*

This give-and-take is essential for developing appropriate social negotiation skills. Negotiation skills used in the early childhood setting are the same as those for negotiating peace anywhere in the world.

ATTITUDE

Play is not something to do, but **HOW** to do it. Anything can be play if carried out with a playful attitude. And... the good news is that this is true from birth to very, very old age. It is not an accident that Erik H. Erikson's book *Toys and Reasons* (1977) begins with this quote:

*"The child's toys and the old man's reasons
Are the fruits of the two seasons."
—William Blake*

What constitutes a playful attitude? At Virginia Tech, we developed the Child Behaviors Inventory of Playfulness and the Adult Inventory of Playfulness (Rogers, et al., 1998). If you'd like, use the checklist adapted from the research to get a feel for characteristics of playful persons.

Playfulness Scale

How many of the statements below sound like you?

- | | |
|---|--|
| <input type="checkbox"/> I nearly never run out of ideas. | <input type="checkbox"/> I have fun trying new things without worrying how they turn out. |
| <input type="checkbox"/> I like to try different ways to do things. | <input type="checkbox"/> I come up with new ways to do things. |
| <input type="checkbox"/> I have my own way of doing a lot of things. | <input type="checkbox"/> I don't always do things the way they are "supposed" be done (so long as there is no moral or safety issue involved). |
| <input type="checkbox"/> I enjoy learning new skills just for fun. | <input type="checkbox"/> I find unusual things to do with ordinary objects. |
| <input type="checkbox"/> I enjoy doing activities even when there's no purpose. | <input type="checkbox"/> I like to play act a lot of different roles. |

WARNING: This is a quiz. This is only a quiz. Please, do not take it seriously. It's simply a list of ways that playful people sometimes describe themselves. THAT'S THE PATHWAY TO PLAYFUL LIVING. AND... PLAYFULNESS IS THE PATHWAY TO INVENTIVENESS.

A Recipe for Play continued



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ABOUT THE AUTHOR

Cosby Steele Rogers is a Professor Emerita at Virginia Tech where she taught child development/early childhood education for over thirty years. With Janet K. Sawyers, Dr. Rogers co-authored two of NAEYC's books on play. She recently moved to the Chapel Hill area where she is enjoying playful living near grandchildren. She can be reached at 540-558-8952 or rogersco@vt.edu.

PLAY RESOURCES

ORGANIZATIONS THAT PROMOTE PLAY

- [The World Play Movement](#) has as its mission: “Uniting and uplifting the world through the power of PLAY.”
- [KaBOOM!](#) is non-profit organization that advocates policies that promote a play space with walking distance of every child in America. It provides trainings, challenge grants, and publications to facilitate planning play spaces in communities throughout America.
- [Playworks](#) offers a searchable database with several games for school-age children.

MUSEUMS

- North Carolina's [Marbles Kids Museum](#) sponsors [educator events](#) and offers eligible schools and organizations the opportunity to bring children to the museum free of charge up to three times per year through a program called [PNC PlayFREE Access](#).
- Strong Museum

COURSES

- “Exploring Play: The Importance of Play in Everyday Life” is the name of a free online course that offered recently by the University of Sheffield. The course will likely be repeated next fall. [Check offerings](#).

PLAY RESOURCES

VIDEOS ONLINE

- [Mihaly Csikszentmihalyi](#) advocates “flow,” which is a play state that makes life worth living.
- [Bobby McFerrin](#) 3-minute performance for the World Science Festival demonstrates a playful approach to music. This would be a good and quick video for use in stimulating discussions at parent or staff meetings.
- [Stuart Brown](#), a play researcher, psychiatrist, and founder of the National Institute for Play speaks about the vital importance of play for human development.
- The International Play Association has created a wonderful 3-minute video entitled [“This Is Me: Article 31 and a Child’s Right to Play.”](#)

ORGANIZATIONS

- [The Association for the Study of Play \(TASP\)](#) is comprised of professors and researchers worldwide who engage in interdisciplinary research and theoretical discussions. TASP publishes [Play & Culture Studies](#) and hosts an annual conference. The next [conference](#) will be March 4–7, 2015 at the University of Texas at San Antonio with the theme: Play Across the Lifespan. [Paper submissions](#) are due November 14, 2014.
- [The Alliance for Childhood](#) supports child-initiated play for the promotion of healthy development.
- [The Play Coalition](#) promotes play throughout life and will host a conference with focused on [Advancing Play](#) that will be held February 15–18, 2015 at the Madren Center, Clemson, South Carolina.

PUBLICATIONS

- [American Journal of Play](#) is a research/theory journal published at the The Strong, the Journal aims to increase awareness and understanding of the role of play in learning and human development and the ways in which play illuminates cultural history.
- [International Association for the Child’s Right to Play](#) is dedicated to the improvement of children’s lives. Recognized by UNESCO, ECOSOC (Economic and Social Council), and UNICEF, this non-governmental organization has established a Declaration of the Child’s Right to Play stating that the child has a right to leisure, play, and participation in cultural and artistic activities.
- [The International Journal of Play](#) is an inter-disciplinary research/theory publication of interest to psychologists, educators, playworkers, and therapists.
- [International Council for Children’s Play \(ICCP\)](#) promote research on play and toys, supports the child’s right to play, and supports high standards for toys. ICCP will host a conference at in Brussels, Belgium on February 1–3, 2015.

IMPORTANT DOCUMENTATION TO USE IN ADVOCACY WORK

- [“A Research-Based Case for Recess”](#) is the title of a white paper by Olga S. Jarrett of Georgia State University that provides documentation for the importance of retaining recess in schools.
- [“The Crisis in Early Education,”](#) (PDF) by Joan Almon and Edward Miller provides research documentation that makes the base for more play and less pressure in early education.

Introduction

This InfoSheet on Regulatory Reform and Child Care Rules Review process is intended only as a guide for general information purposes. The law requiring the rules review is very complex and broad in scope, and applies to all state agencies. The process and timetable provided in this document is the best information available as of this date, and may change. We will periodically update this handout as more information becomes available.



Background

During the 2013 legislative session, the NC General Assembly passed [House Bill 74, The Periodic Review and Expiration of Rules](#) bill that requires the Rules Review Commission (RRC) to review all of the state's administrative rules. To do this, the RRC has charged each state agency with completing a review of all of their rules according to a certain time schedule.

For early care and education, the Division of Child Development and Early Education (DCDEE), along with the [NC Child Care Commission](#) must review all child care rules. However, the [NC Social Services Commission](#) is responsible for reviewing all of the child care *subsidy* rules.

The state agencies and their respective Commissions will conduct an analysis of each existing rule and make a determination as to whether the rule falls into one of three categories:

1. **“Necessary with substantive public interest”** (e.g. the rule-making body has reason to know or should know that there has been public comment on this rule within the past 2 years).
2. **“Necessary without substantive public interest”** (e.g. this category will cover nonsubstantive rules that have not had any public comment within the past two years, and rules that identify information that is readily available to the public, such as an address or telephone number).
3. **“Unnecessary”** (e.g. rules that the rule making body determines to be obsolete, redundant, or otherwise not needed).



RULE VERSUS LAW

It is important to note that this process does not apply to any existing law but only to rules. Any rule that is currently in law cannot be undone through this rule review process, and must remain in effect.

Schedule for Child Care Rules

- Child Care—The Rules Review Commission (RRC) will review Child Care Rules ([10A NCAC Chapter 09](#)) in March, 2015. A total of 172 rules will be reviewed.
- Subsidized Child Care—The Rules Review Commission (RRC) will review the rules for the subsidized child care ([10A NCAC 10](#)) including requirements for participation in February, 2016. A total of 59 rules will be reviewed.

Review Process

The review process has three phases and involves multiple reviewing bodies.

1) PHASE ONE: RULES REVIEW PROCESS AT THE DCDEE/CHILD CARE COMMISSION LEVEL

Below are the basic steps in the Rules Review process that DCDEE and the Child Care Commission will follow. Key dates are underlined, but are subject to change because the process may take longer than currently anticipated. The Child Care Commission's report must be submitted not later than February 15, 2015.

1. DCDEE completed its review of the Child Care Rules and made a presentation to the NC Child Care Commission.
2. The NC Child Care Commission conducted its own review, and submitted its report to the Office of Administrative Hearings (OAH). The results of the Commission's preliminary review have been posted online and can be viewed at the DHHS website and at the NC Office of Administrative Hearings website.
 - View a summary of the current [Child Care Rules](#) (PDF)
 - View the [entire listing of current Rules](#)
3. Comments may be submitted from September 12, 2014 through November 11, 2014 You may send your comments via email to: Dedra.Alston@dhhs.nc.gov or via U.S. Mail to the following address:
Dedra Alston, Rule-making Coordinator Division of Child Development and Early Education 2201 Mail Service Center Raleigh, NC 27699-2201
4. After the comment period has ended, the Child Care Commission will review and respond to any comments that were in objection to the rules at their fall meetings, now scheduled for November 17, 2014 and December 8, 2014. Meetings are subject to change, so contact DCDEE to confirm meeting dates.
5. The Commission must submit its final report to the Rules Review Committee by February 2015.



2) PHASE TWO: RRC REVIEW

During Phase Two of the process, the RRC reviews the report and all written comments and submits its own report to the Administrative Oversight Committee (APO) by the scheduled date (see above).

3) PHASE THREE: APO REVIEW AND FINAL DETERMINATION

The APO has 60 days to review the RRC report, and if it agrees with the RRC report, the determination becomes effective, and the following actions will take place:

- the rule remains in code,
- the agency (DCDEE/Child Care Commission) initiates re-adoption of the rule,
- or the unnecessary rule expires.



Rules Review continued

If the APO does not meet within 60 days, the RRC determination remains effective, and the same set of actions as above will take place.

If the APO disagrees with the RRC regarding a specific rule contained in its report the APO may recommend to the General Assembly that the agency be directed to conduct a review of the specific rule the next year.

Re-adoption of Rules

Once all of the rules have been reviewed by the RRC and APO as required, the NC Child Care Commission must go through the process of readopting all of the rules that have been designated as 'necessary and of substantive public interest.' Any person may file a petition to request the adoption, amendment, or repeal of a rule made by the Child Care Commission, and must follow the procedures outlined in section 10A NCAC 09 .2001 PETITIONS FOR RULEMAKING of the NC Child Care Rules.

INFORMATION SOURCES

- G.S. 150B-21.3A (House Bill 74)
- Communications with the NC Division of Child Development and Early Education, February 2014
- NC Child Care Commission meeting on February 24, 2014
- "H74 Periodic Review and Expiration of Rules," Office of Administrative Hearings, June 1, 2013



North Carolina Strawberry Investigations

The North Carolina Strawberry Association is pleased to announce its new NC Strawberry Investigations (NCSI) curriculum for Grades K-5. North Carolina Strawberry Investigations (NCSI) is a set of lesson plans for grades K-5, with 5–7 lessons for each grade, each of them organized around the current curriculum standards for science, social studies, math, and language arts.



Source: ncstrawberry.com

The NCSI lessons may be done as a full-year program, or teachers may dip into the set and pick and choose among the lessons—or simply use them as inspiration. It is not necessary to visit a strawberry farm or have a school strawberry garden, though either of these activities enhances the Strawberry Investigations. The lessons and resources are also appropriate for preschools, home school groups, after-school programs, non-school educational settings, or on-farm programs. As part of this project, the Strawberry Association is also now making available to growers who offer school tours and educators working with strawberries a set of 18 x 24 teaching prints. This includes ten full-color prints of

strawberry production and a labeled drawing of a strawberry plant. In 2014–2015, the NC Strawberry Association is also conducting an [Educational Innovations Contest](#) (PDF), offering three \$150 prizes to the teachers who do the most with the NCSI program over the school year.

[Find more information about the project and to register to access the lesson plans](#). This project of the NC Strawberry Association is supported in part by the North Carolina Department of Agriculture and Consumer Services Specialty Crop Block Grant Program.

For more information, contact Kristy Phillips, NCSA Executive Secretary, at info@ncstrawberry.com or P.O. Box 2287, Apex, NC 27502, or call at 919-537-2287 (phone), or 919-742- 5259 (fax).

From the Division of Child Development & Early Education

UPDATED: Workforce Education Forms for Child Care Workers

The following forms for child care providers have been updated effective September 2014 and made available as fillable PDF files on the DCDEE website. [View a full list of provider documents](#). Please share this information and encourage providers to discard ALL previously available outdated versions of these forms:

- Child Care Administrators Education and Equivalency Form (DCDEE.0173)
- Child Care Providers Education and Equivalency Form (DCDEE.0169)
- Lead Teacher Equivalency Form for Approved High School Coursework (DCDEE.0162)
- Public School Preschool Staff Education Form for Administrators (DCDEE.0172)
- Public School Preschool Staff Education Form for Teacher/Teacher Assistant (DCDEE.0171)
- Guidelines For Child Care Providers For Educational Assessments (September 2014)

The Workforce Education Unit will no longer use the following forms:

- Workforce Change of Information Form (DCDEE.0120).
- Credential Application Early Childhood Credential (NCECC), Family Child Care Credential (NCFCCC), and School-Age Child Care Credential (NCSACCC) (DCDEE.0168).

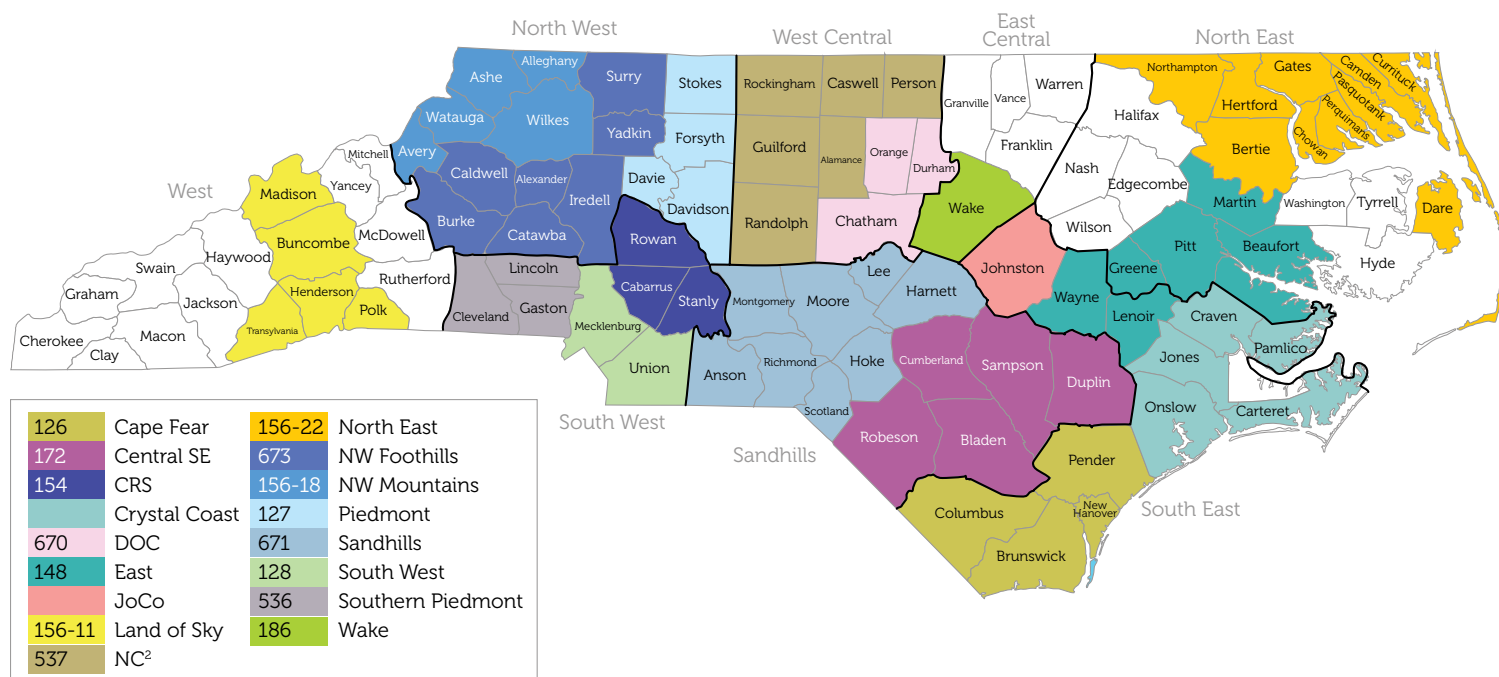
Please contact the Workforce Education Unit at 919-527-6600 or 1-800-859-0829 if you have any questions.

North Carolina's Chapters and Local Affiliates

NCaeyc Local Affiliate Map

(NCaeyc Regions noted w/black outline)

as of September 1, 2014



Local Affiliate Counties

Cape Fear: Brunswick/Columbus/New Hanover/Pender

Central South East: Cumberland/Robeson/Sampson/Bladen/Duplin

CRS: Cabarrus/Rowan/Stanly

Crystal Coast: Onslow/Jones/Craven/Pamlico/Carteret

DOC: Durham/Orange/Chatham

East: Beaufort/Martin/Pitt/Lenoir/Greene/Wayne

JoCo: Johnston

Land of Sky: Buncombe/Henderson/Transylvania/Polk/Madison

NC²: Rockingham/Guilford/Randolph/Alamance/Caswell/Person

North East: Northampton/Hertford/Bertie/Chowan/Perquimans/Pasquotank/Dare/Camden/Currituck/Gates

Northwest Foothills: Iredell/Alexander/Catawba/Surry/Yadkin/Burke/Caldwell

North West Mountains: Watauga/Avery/Ashe/Wilkes/Alleghany

Piedmont: Forsyth/Stokes/Davie/Davidson

Sandhills: Moore/Lee/Montgomery/Richmond/Scotland/Hoke/Harnett/Anson

Southwest: Mecklenburg/Union

Southern Piedmont: Gaston/Lincoln/Cleveland

Wake: Wake

Learn how to get involved in chapter or local affiliate activities!
Contact Lorie Barnes at lbarnes@ncaeyc.org.

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To contact any NCaeyc Board member, please send an email to: generalinfo@ncaeyc.org.

continued From the Executive Director, page i:

Here's what INSPIRES us!

- From right here in our own backyard at the Frank Porter Graham Child Development Institute at UNC Chapel Hill, Dr. Kathleen Gallagher's research on the critical importance of supporting the well-being of early childhood educators is garnering well-deserved national attention: [Mindfulness Helps Adults Overcome Childhood Adversity: Based on New Findings, Researchers Are Developing Online Training and Coaching to Help Head Start Teachers Improve their Well-being and Classroom Interactions](#)
- From a study in Sweden, we receive affirmation about the critical impact daily physical activity has on children's academic success. While the study showed that increased physical activity boosted learning of 12 year old children, educators understand this importance for learners whether the age is 2, 12 or 20! [Two More Hours of PE Each Week Doubles Chances of Academic Success: An Active Kid Will Thrive In The Classroom](#)
- Last, but certainly not least is this moving TED Talk by an amazing young man named Sam Berns, whose heartfelt desire to play and march in his high school band resulted in creativity, innovation and celebration! [Sam Berns: I have a very happy life](#). Sadly, almost a year to the date of his profound TED Talk, [Sam Berns passed away](#) on January 14, 2014. We hope you'll find inspiration and motivation from Sam's story to live a happy and playful life so that your work with or on behalf of young children and their families will have the most positive impact possible.



NCaeyc

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