With funding from North Carolina’s Race to the Top - Early Learning Challenge (RTT-ELC) grant, the B-K Project expanded licensure support and mentor/evaluation services to selected early childhood education teachers holding, or eligible for, a N.C. Birth-through-Kindergarten (BK) or Preschool Add-on license, and teaching in non-N.C. Pre-Kindergarten classrooms (Head Start, Developmental Day, Child Care). The N.C. Pre-Kindergarten Program’s Early Educator Support, Licensure and Professional Development (EESLPD) Unit under the N.C. Division of Child Development and Early Education administers the RTT-ELC B-K Project. (See Table 1 for number of teachers enrolled and served during each school year.)

The EESLPD Unit prepares all licensure actions for B-K licensed teachers employed in non-public settings and submits licensure action requests to the N.C. Department of Public Instruction (NC DPI). When teachers have participated in the N.C. Beginning Teacher Support Program (BTSP) for at least two years, and meet the required ratings of “Proficient” or higher on their Summative Evaluation, they are recommended for the Standard Professional II (SPII) License, a continuing Educator License in North Carolina. The EESLPD Unit processed a total of 109 licensure actions for B-K Project teachers.

Teachers indicated “improvement in teaching/classroom practices” as one of the main benefits of participating in the services provided by the B-K Project.

“Qualified, well-trained mentors and evaluators are a critical key to the success of beginning teachers by providing needed instructional, emotional, and organizational support.”

- N.C. Mentor Task Force Report, 2009
**Support for B-K Teacher Licensure**

“The Project supports children’s growth and development by helping teachers and families understand developmental milestones, and set reasonable expectations. Teachers learn best practices for how they can support this development in young children in the context of their family and community.”

- Bobbie Rowland, Ph.D. Professor Emeritus, Child & Family Development at UNC Charlotte, EESLPD Professional Development Coordinator/Evaluator/Trainer

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**What We Learned**

- There is an overwhelming need to support all early childhood teachers with, or eligible for, a teaching license in nonpublic settings in the state.
- Experienced early childhood professionals who work in a variety of settings (colleges, universities, CCR&R, Smart Start, Developmental Day, selected Head Start and private centers) are very willing to partner to provide services to teachers in their programs or in their region.
- Teachers benefit from high quality professional development and guided observations of experienced teachers related to their identified professional growth.

**Sustaining the work**

- Recruiting, training and coaching of collaborative partners will help sustain this project. Collaborative partners will continue their work beyond the grant to mentor and/or evaluate teachers who would otherwise lose these services.
- Resources developed will continue to be available to teachers, administrators, and evaluators in both public and non-public schools to support the application of the N.C. Teacher Evaluation Process in early childhood classrooms with higher reliability.
- All established non-public demonstration classrooms will continue to be available for guided observations to teachers.
- Improved and revised professional development, including independent training modules, will continue to be available for new teachers and their site administrators, as well as for new staff and partners to effectively implement mentor, coaching, and evaluation services.

For more information about the EESLPD and teacher licensing support, go to [http://ncchildcare.nc.gov/](http://ncchildcare.nc.gov/).

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**Impact on Children with Disabilities/Unique Learning Needs**

Standard II of the North Carolina Educator Evaluation System (NCEES): Teachers establish a respectful environment for a diverse population of students, includes indicators for working with children and their families of diverse backgrounds and abilities. Through self-assessment and observations by mentors and evaluators, teachers are supported or challenged in teaching all children in their care, including those with Individualized Family Service Plans/Individualized Education Plans, and collaborate with families and specialists.

Resources, specific to evidence-based practices for working with young children with disabilities and their families, are regularly shared with all EESLPD Unit team members (mentors/evaluators/partners) for use with their teachers who need this information and resources for successful teaching.

Non-public Developmental Day programs serve children with and without disabilities together in inclusive environments. These programs are available to demonstrate their inclusive practices for other teachers.

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**Table 1: Number of teachers enrolled and served each school year**

<table>
<thead>
<tr>
<th>School Year</th>
<th>Highest Number Enrolled</th>
<th>Highest Number Served*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>2013-2014</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>2014-2015</td>
<td>200</td>
<td>400</td>
</tr>
<tr>
<td>2015-2016</td>
<td>200</td>
<td>400</td>
</tr>
</tbody>
</table>

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**Table 2: Partners assigned to serve teachers during each school year**

<table>
<thead>
<tr>
<th>School Year</th>
<th>B-K Project Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>25</td>
</tr>
<tr>
<td>2013-2014</td>
<td>25</td>
</tr>
<tr>
<td>2014-2015</td>
<td>25</td>
</tr>
<tr>
<td>2015-2016</td>
<td>60</td>
</tr>
</tbody>
</table>

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Funded by the State of North Carolina through a federal Race to the Top-Early Learning Challenge grant [http://earlylearningchallenge.nc.gov](http://earlylearningchallenge.nc.gov)

North Carolina Department of Health and Human Services | Division of Child Development and Early Education
[www.ncdhhs.gov](http://www.ncdhhs.gov) | [www.ncdhhs.gov/divisions/dcdee](http://www.ncdhhs.gov/divisions/dcdee)
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