

North Carolina Department of Public Instruction Program Quality Review

The Program Quality Review (PQR) is for teams of leaders in Public School Units (PSUs) who are charged with ensuring the program quality of a school and its implementation of practices that support English Learners (ELs) as they move toward college, career, and civic readiness. This document is not meant to be evaluative or used for compliance.

The purpose of this document is to help PSUs reflect on, develop, and/or improve EL program quality. The Program Quality Review can be for self-reflection, conducting school needs assessments, identifying areas of success or areas of growth, determining resource or professional learning needs, etc. It may also serve as a tool in preparation for requesting technical assistance from the NCDPI ML/Title III Team and/or cross-program monitoring.

The NC PQR was adapted from the Michigan Department of Education's Title III School and District Monitoring Indicators and Review Process Aligned to Every Student Succeeds Act (ESSA) - A Self-Assessment Checklist.

The NC PQR consists of four components: **Indicators, Considerations, Evidence, and Action Items/Notes.**

- **Indicators** are key school-wide practices that high-quality EL programs employ, including those that meet Title III ESEA, federal OCR, and NC State Board of Education requirements.
- **Considerations** are possible processes and operations that PSUs can use to implement the Program Quality Review indicators. The Considerations listed are examples and are not an exhaustive list. PSUs may have additional considerations.
- **Evidence** is where PSUs would indicate documentation and/or observations that support implementation of the Program Quality Review indicators and considerations.
- Under **Action Items/Notes**, PSUs can note areas of success, areas of growth, and/or next steps.

A PSU should aim to have the majority of the examples/evidence within each indicator in place.

**Note: This PQR reflects the Basic and/or Supplemental requirements of a PSU's LIEP (EL Program). This tool can be used for both federal Title III subgrantees and non-subgrantees. All PSUs with at least 1 EL need Basic language instruction educational programs in place, and those that receive the federal Title III funding, are required to offer Supplemental support, resources, etc. with those funds.*

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Explanation of Key Federal Guidance, Policy, and State Legislation:

- The Elementary and Secondary Education Act (ESEA) of 1965 is generally reauthorized every ten years. The most recent enactment of this act was reauthorized in 2015, as the [Every Student Succeeds Act \(ESSA\)](#). Throughout this Program Quality Review, this federal fiscal legislation (funding law) will be referred to as its original name, ESEA.
- Title VI of the Civil Rights Act of 1964
- Equal Educational Opportunities Act (EEOA)

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Key School-Wide Practices ↓	Possible Processes and Operations to Implement ↓	Documentation and/or Observations ↓
Indicator #2	Considerations	Evidence
The PSU has evidence that every K-12 student has completed a home language survey (HLS). References: • Title VI of the Civil Rights Act of 1964 Guidelines • Equal Educational Opportunities Act (EEOA) • ESEA Section 1112(e)(3) • USED EL Toolkit Chapter 1 • 16 NCAC 06D .0106 (c) LIMITED ENGLISH PROFICIENCY PROGRAMS • Example of Home Language Survey and Translations • Home Language Survey Process	• Establish a specific process for screening all students enrolling with the Home Language Survey (HLS) including who is responsible and how the process works, from providing the HLS, to how students are identified • Keep copies of HLS	
Action Items/Notes		
Note areas of success, areas of growth, and/or next steps		

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Section #1 - Indicators 1-6

Student Identification, Placement, and Exit		
Indicator #1	Considerations	Evidence
The PSU follows the NCDPI common Entrance and Exit Protocol for initial identification and placement of eligible EL students ages 3 to 21 including the provision of federally required notifications to parents of students identified as ELs. References: • <i>Title I ESEA Section 1112(e)(3)</i> • <i>Title VI of the Civil Rights Act of 1964 Guidelines</i> • <i>Equal Educational Opportunities Act (EEOA)</i> • USED EL Toolkit Chapter 1 (archived version) • NC SBE TEST-011 • Home Language Survey	Establish procedures for administering the home language survey explicitly outlined, including: • training schedule for staff on the identification process and on how to assist parents, who are completing the home language survey, in understanding the purpose of the home language survey (HLS) • copy of HLS (hard copy and digital (if applicable)) • procedures for identification and placement of potentially eligible EL students using an HLS with questions from the NC HLS Guide • documentation demonstrating information gathered from home language survey • Parental Notifications required by <i>Title I ESEA Sec. 1112(e)(3)</i>	
Action Items/Notes		

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Indicator #2	Considerations	Evidence
The PSU has evidence that every K-12 student has completed a home language survey (HLS). References: • NC SBE TEST-011 • NC HLS Guide July 1 2025 v6 • Home Language Survey • <i>Title VI of the Civil Rights Act of 1964 Guidelines</i> • <i>Equal Educational Opportunities Act (EEOA)</i> • <i>Title I ESEA Section 1112(e)(3)</i> • USED EL Toolkit Chapter 1 (archived version) • 16 NCAC 06D .0106 (c) LIMITED ENGLISH PROFICIENCY PROGRAMS	• Establish a specific process for screening all students enrolling with the Home Language Survey (HLS), including who is responsible and how the process works, from providing the HLS, to how students are identified. • Keep copies of HLS	
Action Items/Notes		

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Indicator #3	Considerations	Evidence
The PSU has documentation to support the identification and eligibility determination of immigrant students. Reference: • <i>Title III ESEA Section 3201(5)(A-C)</i>	• Establish a specific process for identifying immigrant students • Ensure evidence that two questions are included in the PSUs' student enrollment form: ○ Was the student born outside of the US or Puerto Rico? ○ If outside the US, when did the student enter the US schools? • Keep a list of eligible immigrant students	
Action Items/Notes		
This may not need to be updated yet Change ESEA to ESSA? Use language like this: "...Title I-A and Title III of the <i>Elementary and Secondary Education Act</i>, as amended by the <i>Every Student Succeeds Act</i> (2015)." (found on the NC State Specific Guidance for WIDA Assessments, p. 38)		

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Indicator #4	Considerations	Evidence
The PSU has evidence that all students with a home or primary language other than English have moved through the Home Language Survey process and the students have been assessed for English proficiency within thirty (30) calendar days of enrollment. References: • <i>Title I ESEA Section 1111(b)(2)(G)</i> • <i>Title I ESEA Sec. 1112(e)(3)</i> • NC SBE TEST-011 • Home Language Survey • NC HLS Guide July 1 2025 v6 • WIDA Screener Checklist	• Establish a procedure for determining required services for ELs including a tracking system to ensure that the required timeline requirements are met • Document data gathered from English proficiency screener (WIDA Screener for Kindergarten or WIDA Screener) including EL student enrollment date and identification as EL dates • Ensure key staff can provide a list of all students screened for ESL services with screening outcomes that have been recorded in PowerSchool • Parental Notifications required by <i>Title I ESEA Sec. 1112(e)(3)</i> • Establish procedures to ensure the WIDA test results are entered into NC's authoritative source: Infinite Campus	
Action Items/Notes		

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Indicator #5	Considerations	Evidence
The PSU ensures that all eligible EL students receive services upon identification, in a timely manner. Reference: • <i>Title III ESEA Section 3115(c)</i> • <i>LIEP</i> ○ Guidance Document ○ Sample Chart ○ Examples ○ Template ○ Rubric	• Establish the procedure for placement and services by level of proficiency and academic proficiency • Establish the procedure for monitoring and ensuring all students are receiving services appropriate to their needs upon identification • Document that the aforementioned processes are in place (e.g., student's schedule from PowerSchool)	
Action Items/Notes		

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Indicator #6	Considerations	Evidence
The PSU has procedures for determination of language proficiency by trained personnel. References: • Title VI of the Civil Rights Act of 1964 • OCR Guidelines and • EEOA obligations • USED EL Toolkit Chapter 1	• Establish procedures for ensuring that the correct determinations are made with regard to EL identification • Establish a process for ensuring that the appropriate personnel are trained. • Create agendas for and provide training workshops on WIDA test administration	
Action Items/Notes		

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Section #2 - Indicators 7-12

Parent, Family and Community Engagement		
Indicator #7	Considerations	Evidence
The PSU has an effective means of parent outreach to EL families (programs, activities, training, family literacy). The district has evidence that EL parents are involved stakeholders. References: • Title I & Title III ESEA Sections: ○ 1112(e)(3)(C) (Title I), ○ 1116(f) (Title I); ○ 3115(c)(3)(A) (Title III); ○ 3116(b)(3) (Title III) • USED EL Toolkit Chapter 10 • EL Family Tool Kit	• Have a description of the intentional and pre-planned methods that are used to engage parents of ELs. This description should include a parent outreach plan including the plan for evaluating the effectiveness of the parent outreach. • Keep a calendar of events with dates and topics • Develop a Parent Outreach Plan • Create documents indicating that translations and interpretations are funded by general funds • Conduct personal interviews of parents/parent groups • Keep announcements and descriptions of parent activities, including attendance forms, agendas, meeting minutes, handouts, and surveys	
Action Items/Notes		
- Include an example of a Parent Outreach Plan?		

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Indicator #8	Considerations	Evidence
The PSU conducts regular meetings for parents and families of EL students. References: • <i>Title I ESEA Sections</i> ◦ 1112(e)(3)(C); ◦ 1116(f) • <i>USED EL Toolkit Chapter 10</i>	• Keep documentation (agendas) of collaboration and coordination between Title I and Title III school and district teams relevant to regular meetings for parents of ELs using Title I funds	
Action Items/Notes		
Indicator #9	Considerations	Evidence
The PSU evaluates and determines the effectiveness of the parent outreach. References: • <i>Title I ESEA Sections</i> ◦ 1112(e)(3)(C); ◦ 1116(f) • <i>Title III ESEA Sections</i> ◦ 3115(c)(3)(A); ◦ 3116(b)(3); • <i>Title VI of the Civil Rights Act of 1964</i>	• Conduct parent surveys • Evaluate the effectiveness of the outreach with findings and implications	

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• <i>OCR Guidelines and EEOA obligations</i> • USED EL Toolkit Chapter 10		
Action Items/Notes		
- Example of parent survey? - How to evaluate the effectiveness of outreach?		
Indicator #10	Considerations	Evidence
The PSU notifies parents promptly (within 30 days after the beginning of the school year or 14 days during the school year after their student enrolls) regarding participation in the EL program. References: • <i>Title I ESEA Section</i> ◦ 1112 (e)(3)(A) • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines and EEOA obligation</i> • USED EL Toolkit Chapter 1 • Serving ELs who opt out of EL programs • Example of notification letter	• Provide an example of the annual and initial notification letter • Provide a translated example of the annual and initial notification letter • Provide a description of the process used to update the annual notification letter and ensure that the letter is mailed/provided to the parent within the appropriate timeline • Send a notification letter to parents that must include specific criteria: 1) the reason for the identification and need for placement of the student as EL 2) the student's level of English language proficiency, how the student was assessed and the status of achievement 3) method(s) of instruction that will be used to increase language proficiency and the methods of	

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	instruction used in other available programs, including how the programs differ 4) how the EL program will meet the strengths and needs of the child and how the EL program will help their child learn English and meet state standards 5) the exit requirements for the program and the expected rate of transition to a classroom not tailored for ELs, and expected rate of HS graduation 6) how the program meets the needs of an EL with disabilities in an IEP 7) the parent's right to refuse service or choose another program 8) that the EL must continue to participate in the ELP annual assessment if the parent refuses EL service(s)	
Action Items/Notes		

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Indicator #11	Considerations	Evidence
The PSU provides parental information in a comprehensible format and, to the extent possible, in a language that the parent can understand. References: • Title I ESEA Section ◦ 1112(e)(4) • Title VI of the Civil Rights Act of 1964 • OCR Guidelines and EEOA obligations • USED Toolkit Chapter 10 (alternate link) • Title I ESEA Section 1112(e)(4)	• Outline clear expectations including what needs to be translated for parents and the PSU specific process to have documents translated • Collect evidence of parental information in a language understandable to the parents and in language other than English including important district information such as: ◦ codes of conduct ◦ handbooks ◦ report cards ◦ complaint procedures ◦ special education ◦ health notices ◦ other key information	
Action Items/Notes		
- This looks good to me (Walter)		

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Indicator #12	Considerations	Evidence
The PSU has evidence that parents who did not wish language support signed an informed refusal of service. References: • <i>Title I ESEA Section 1112(e)(3)(viii);</i> • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines and EEOA obligations</i> • <i>USED Toolkit Chapter 7</i> • <i>EL Annual Notification letter Essentials</i> (Parent opt out information at the bottom)	• Describe the PSU specific process for receipt and processing of parent refusals of EL services. • Copies of signed letters of waiver/refusal • Documentation of communications with parents evidencing that the parent decision was knowing and voluntary • Documentation that EL parents are informed of the WIDA testing requirements for all EL students	
Action Items/Notes		
Do we have an NC version of the annual notification letter with parent opt-out? (Walter) This one does not have clear opt-out information?		

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Section #3 - Indicators 13-21

Instructional Programs and Assessment		
Indicator #13	Considerations	Evidence
The PSU has a program of service that provides coherent, sustained English language development based on research or accepted theories. References: • <i>Title III ESEA sections:</i> ○ 3115(a); ○ 3115(c)(1), ○ 3116(b); • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • USED Toolkit Chapter 2 • <i>LIEP</i> ○ Guidance Document (<i>updated 2024</i>) ○ Sample Chart ○ Examples ○ Template (<i>this seems to be an updated version</i>) ○ Rubric	• Have a title and description of the chosen program type(s) • Develop a Language Instruction Education Program (LIEP) • Ensure proof of appropriate staffing of the chosen program type	
Action Items/Notes		
could/should the LIEP documents be updated?		

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Did we also want to include documents (template, etc) recommended for non-subgrantees?

Indicator #14	Considerations	Evidence
The PSU ensures that the language instruction educational program (LIEP) focus is on the development of English language proficiency and student academic attainment of the state content standards. References: • <i>Title III ESSA Sections</i> ○ 3115(a), ○ 3115(c)(1); ○ 3116(b); • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • USED Toolkit Chapter 2 • <i>LIEP Service Chart</i> ○ Guidance Document ○ Sample Chart ○ Examples ○ Template ○ Rubric	• Develop a Language Instruction Education Program (LIEP) that is grounded in the ELD Standards and contains: ○ evidence and research-based instructional practices and strategies ○ inclusion of language and content objectives ○ use of balanced assessment (formative, interim and summative) ○ instructional modifications and accommodations • Collect local and state assessment data demonstrating ELs are developing English proficiency and are able to meet the state content standards	
Action Items/Notes		
I am learning that the word “accommodations” does not apply to how classroom instruction is carried out. The correct term is “instructional		

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accommodations,” and to distinguish the two, “testing accommodations” - should we change this?

Indicator #15	Considerations	Evidence
The PSU has a program of services that provides meaningful access to all aspects of the instructional program including elective classes and special programs such as programs for talented and gifted students. References: • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>OEAA obligation</i> • <u>USED Toolkit Chapter 4</u> •	• Ensure systematic supports, like ELD SCOS used by ESL and Content teachers, are in place for students in general education settings to gain access to the content presented. This may include specific training and skills that the teachers may have, school wide structures in place to support students, etc. • Obtain a copy of the instructional plan • Have class rosters per program • Monitor rates of participation in dual enrollment, advanced placement, gifted/talented and extra-curricular coursework • Document that identified disparities have been investigated and evidence of the analysis of barriers that may impede participation as well as the actions taken in response to those results.	
Action Items/Notes		

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Indicator #16	Considerations	Evidence
The PSU has evidence that appropriate interventions are made when exited students are not succeeding, such as tutorials, intensified instruction, and/or extended day/year. In the event such interventions have proven inadequate, evidence that the PSU has considered whether a persistent language barrier may be the cause of academic difficulty, and if the PSU has so determined, evidence that additional language assistance services are offered. In no case should re-testing of an Exited student's ELP be prohibited. References: • <i>Title III ESEA Section 3121(a)(4-5);</i> • <i>Title VI of the Civil Rights Act of 1964</i> • <i>USED Toolkit Chapter 8</i> • <i>Monitoring Former English Learners Protocol</i>	• Establish a system for identifying EL or Monitored Former EL (MFEL) students that are not succeeding and for providing appropriate supports. This should include the position titles of the staff responsible for the monitoring system. • Create MFEL monitoring documents • Track interventions used (this information may be collected at school level during observations or when interviewing teachers) • Where interventions have proven inadequate, ensure the PSU has considered whether a persistent language barrier may be the cause of academic difficulty, and if the PSU has so determined, evidence that additional language assistance services are offered. In no case should re-testing of an exited student's ELP be prohibited. • Establish re-identification procedures that are aligned to the NCDPI protocols for determining that a	

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	persistent language barrier may be the cause of academic difficulty.	
Action Items/Notes		
Indicator #17	Considerations	Evidence
The PSU has implemented a referral process for special education eligibility that attempts to rule out the possibility of ELs being identified for special education programs based on limited English proficiency, or lack of appropriate instruction. References: • <i>Title I ESEA Section</i> ◦ 1112(a)(1)(B) ◦ 1112(c)(4) • Code of Federal Regulation: 34 CFR § 300.306(b): • <i>Title VI and Civil Rights Act of 1964</i> • USED Toolkit Chapter 6 • USED Office of Special Education Programs Brief 3: English Learners with Significant Learning Difficulties or Disabilities: Recommendations for Practice	• Establish a specific timely referral process • Include Bilingual/ESL certified staff during the special education pre-referral, referral, and coordination of services (if qualified) • Use instruments in IDEA identification process • Consider the language proficiency of the EL with disabilities in determining appropriate assessments - IEP	
Action Items/Notes		

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Indicator #18	Considerations	Evidence
The PSU has a program of service for ELs that includes a comprehensive high school education leading to graduation with a high school diploma. References: • <i>Title III ESEA Section 3115(d)</i> • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • <i>USED Toolkit Chapter 5</i>	• Include policy or written procedures describing how the PSU ensures that ELs are accessing all extracurricular activities as well as advanced coursework and the process in place to ensure that they are experiencing success in those areas. • Uphold graduation requirements • Monitor graduation rate of ELs versus non-ELs • Develop graduation plans for students including timelines for completion of required coursework • Offer early college high school or dual or concurrent enrollment programs or courses designed to help English Learners achieve success in postsecondary education	
Action Items/Notes		

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Indicator #19	Considerations	Evidence
The PSU annually assesses the English proficiency of <u>all</u> ELs in grades K-12. References: • <i>Title I ESEA Section</i> ◦ 1111(b)(2)(G); • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • USED Toolkit Chapter 8 • NC State Specific Guidance for WIDA Assessments	• Document how many ELs students were assessed and the reason for any that did not test • Annually assess EL students attending non-school based programs (Math and Science Centers, Early Middle College, etc.) on WIDA/Alternate ACCESS • Inform parents of ELs of the WIDA ACCESS testing results • Expect ACCESS Test SQL report in PowerSchool	
Action Items/Notes		
Indicator #20	Considerations	Evidence

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The PSU ensures that ELs are included in all state content and English Language Proficiency (ELP) assessments. Reference: • <i>Title I ESEA Section</i> ○ <i>1111(b)(2)(I)(ii)</i>	• Establish a process to ensure that ELs are included in all state testing to include all applicable accommodations.	
Action Items/Notes		
Indicator #21	Considerations	Evidence
The PSU implemented reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be students with disabilities) necessary to measure the achievement of such students relative to state content standards. References: • <i>Title I ESEA Section</i> ○ <i>1111(b)(2)(B)(v);</i> • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • <i>USED Toolkit Chapter 6</i>	• Send internal communication/ memoranda regarding the use of appropriate accommodations during administration of local and state assessments • Create curriculum adaptations for newly arrived and ELs with disabilities • Keep a General Education Accommodations for ELs Checklist • Keep copies of IEPs, when applicable	

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• WIDA Accessibility & Accommodations Supplement • Testing Students Identified as English Learners Guidance • EL Considerations		
Action Items/Notes		



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Section #4 - Indicators 22-26

Teacher Qualifications and Professional Development		
Indicator #22	Considerations	Evidence
The PSU has evidence that effective <i>supplemental</i> professional development is available to the instructional staff of ELs (including teachers in classroom settings that are not the setting of the LIEP), administrators, parents, family and community that is: - designed to improve instruction and assessment of ELs - designed to enhance the ability of teachers to understand curricula, assessment and instructional practices to meet the needs of ELs - effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and skills of such teachers and - of sufficient intensity and duration that it has a positive and lasting impact on the teacher's performance References: <i>Title III ESEA Section 3115(c)(2);</i> <i>Title VIII ESEA Section 8101(42)(B)(ix)</i> <i>Title VI of the Civil Rights Act of 1964</i> <i>OCR Guidelines</i> <i>EEOA obligations</i> <i>USED Toolkit Chapter 3</i>	- Put a process in place for identifying appropriate professional learning opportunities for both EL teachers as well as the general education teachers. Include a process for determining the effectiveness of that learning. - Conduct a needs assessment including analysis of student achievement data, teacher/parent survey, instructional dialogues, walkthrough data and observations - Maintain a staff development calendar including dates, topics and presenters - Develop a process of approving teacher initiated professional development requests - Conduct action research activities	

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Action Items/Notes		
Indicator #23	Considerations	Evidence
The PSU has procedures to determine the effectiveness of professional development activities provided to teachers of ELs. References: • <i>Title III ESEA Section</i> ◦ 3115(c)(2) • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • USED Toolkit Chapter 3 • ML PD Page - ML Virtual Repository	• Evaluate the professional development plan: ◦ Evaluations of effectiveness ◦ PD evaluation forms ◦ Impact on student achievement • Develop and take action steps resulting from findings • Maintain professional development agendas • Document staff attendance • Keep PD Records, Handouts, etc. • Provide follow-up: professional learning communities work, coaching, structured collaboration, walkthroughs, teacher evaluations, etc. • Work with EL team to complete PD survey in PowerSchool	

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Action Items/Notes		
Indicator #24	Considerations	Evidence
The PSU has hired the staff necessary to implement their chosen program properly and has documentation of proper certification and endorsements for instructional staff of ELs in the PSU office. References: • <i>Title III ESEA Sections</i> ◦ 3115(c) ◦ 3116(a); • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • <u>USED Toolkit Chapter 3</u>	• Verify Teacher(s) certifications and endorsements (including appropriate subject area endorsement) • Maintain a list of bilingual/ESL staff, certification and funding source	
Action Items/Notes		

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Indicator #25	Considerations	Evidence
All teachers teaching ELs are fluent in English and any other language used for instruction including having written and oral communication skills. Reference: • <i>Title III ESEA Section 3116(c)</i>	• Obtain certification and/or proof of eligibility for placement • Utilize a rubric for written and oral evaluation • Develop a written and oral evaluation • Collect sample(s) of writing	
Action Items/Notes		
Indicator #26	Considerations	Evidence
The PSU has procedures that provide for the supervision of qualified paraprofessionals which ensure that certified personnel are planning instructional programs. References: • <i>Title III ESEA Section 3201(11)</i> • <i>USED Toolkit Chapter 3</i>	• Establish procedures to provide teacher-provided lesson plans for all non-certified personnel. • Develop schedules with a listing of students being supported by paraprofessionals • Establish procedures for supervision	

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	• Document communication and oversight	
Action Items/Notes		

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Section #5 - Indicators 27-29

Program Evaluation and Continuous Improvement		
Indicator #27	Considerations	Evidence
The PSU determines the effectiveness of programs and initiatives in assisting ELs toward achieving State content standards and attaining English language proficiency. References: • <i>Title III ESEA Section</i> ○ <i>3121(a)-(b)</i> • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • <i>USED Toolkit Chapter 9</i>	• Establish a process for the PSU to use to annually evaluate the EL program. This should include the positions of the members of the team that complete the review as well as the steps, data, and process that takes place for the review. • Establish procedures for evaluating the program • Conduct program evaluations with data summaries and implications • Administer state assessments including proficiency tests • Review and evaluate state disaggregated data	
Action Items/Notes		

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Indicator #28	Considerations	Evidence
The PSU monitors the progress of ELs regarding: - the number and percent of ELs making progress toward attaining English language proficiency (based on WIDA) in the aggregate and disaggregated (e.g. by disability; by recently arrived) - the number and percent of ELs who have attained full English Language proficiency, and who are exited from the program by each school year, the number and percentage of ELs meeting challenging State academic standards for each of the 4 years after such children are no longer receiving LIEP services in the aggregate and disaggregated, at a minimum, by ELs with a disability - the number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the PSU - the number and percent of students who have been reclassified as EL References: <i>Title I</i> 1111(b)(4)(B)(iv) <i>Title III ESEA Section</i> 3121(a); <i>Title VI of the Civil Rights Act of 1964</i> <i>OCR Guidelines</i> <i>EEOA obligations</i> <i>USED Toolkit Chapter 8</i>	- Establish a written process for tracking and monitoring progress of ELs - Keep a list of ELs who have not attained proficiency in five years - Use NCDPI's accountability results - Keep a list of ELs and a record of their annual progress toward attaining English language proficiency - Keep a list of ELs who have attained English language proficiency - Keep a list of ELs monitored for years 1-4, number who met state content standards, number reclassified as ELs, analyses and decision tree used for analyses and actions taken to support them - Keep a list of ELs and a record of their performance on all State assessments	

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Action Items/Notes		
Indicator #29	Considerations	Evidence
There is evidence that the PSU is utilizing annual evaluations and submitting biennial reports to improve the English Learner programs. Improvement activities may include developing plans for restructuring, reforming and upgrading all relevant programs, activities and operations relating to language instructional education programs (LIEPs) and academic content instruction. References: • <i>Title III ESEA Section 3121(b);</i> • <i>Title VI of the Civil Rights Act of 1964</i> • <i>OCR Guidelines</i> • <i>EEOA obligations</i> • <i>USED Toolkit Chapter 9</i>	• Submit Title III PRC 104 grant application in CCIP • Revise Improvement Plan/Title III Consortium Plan and/or School Improvement Plans • Revise Comprehensive Needs Assessment • Review findings from EL/Title III monitoring visits • Develop a PSU Improvement Plan with goals, objectives, strategies and activities related to the EL/Title III program/services • Use the most recent NCDPI's accountability reports • Establish processes for support of school(s) needing improvement • Submit EL PD Survey annually in PowerSchool	
Action Items/Notes		

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Section #6 - Indicators 30-41

Administrative Responsibilities		
Indicator #30 <i>*This indicator only applies if districts accept Title III English learner funding (PRC 104).</i>	Considerations	Evidence
The PSU submits a Title III/EL plan with objectives, strategies and activities indicating how the Title III funds (in addition to other local, state and federal funds) will be used to support the implementation of the plan. The budget created to support this plan is on file in the district office. References: • Title III ESEA Sections ○ 3115(g); ○ 3116(a-c)	• Address any other program components not included in the Title III Plan (application in CCIP) including a copy of procedures for evaluating the program • Submit Title III application including an updated Language Instruction Educational Program (LIEP) description • Develop a PSU Improvement Plan with EL subgroups, specific goals/objectives, strategies and activities/ Title III Plan • Submit an EL Program Evaluation as an attachment to the Consolidated Application to the NCDPI every two years (even fiscal years)	
Action Items/Notes		

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Indicator #31 <i>*This indicator only applies if districts accept Title III Immigrant funding (PRC 111).</i>	Considerations	Evidence
The PSU plans and implements immigrant program activities, in coordination with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants. Reference: • <i>Title I ESEA Sections</i> ○ <i>1112(a)(1)(B)</i> ○ <i>1112(c)(4)</i> • <i>Title III ESEA Section</i> ○ <i>3115(e)(1)(A-G)</i>	• Keep agendas and minutes from coordination meetings with stakeholders • Keep a list of comprehensive community services that were coordinated with stakeholders • Submit PRC 111 grant application in CCIP	
Action Items/Notes		

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Indicator #32 <i>*This indicator only applies to school districts (LEAs) and not Charter, ISD, or Lab schools.</i>	Considerations	Evidence
The PSU has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. Reference: • Title VIII ESEA Section 8501	• Establish LEA specific procedures for the private school consultation process and the steps that will be followed if a district should demonstrate interest in participating with Title III • Keep records of provided services • Establish PSU policies and procedures • Keep a record of expenditures for EL services • Establish a means of monitoring services and determining effectiveness	
Action Items/Notes		

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Indicator #33 <i>*This indicator only applies to school districts (LEAs) and not Charter, ISD, or Lab schools.</i>	Considerations	Evidence
The PSU facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. Reference: • <i>Title VIII ESEA Section 8501</i>	• Establish LEA specific procedures for the private school consultation process and the steps that will be followed if a district should demonstrate interest in participating with Title III • Develop a timeline of district-initiated contact with private school officials • Document identification, assessment and determination of student and, as applicable, teacher needs • Keep record of invitations/letters, agendas, sign-ins, minutes from consultation • Keep record of certification/assurances of attendance in consultation • Document all private schools noting their intent to participate or not to participate	

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	Keep a record of eligible EL students within each private school	
Action Items/Notes		
Indicator #34	Considerations	Evidence
The PSU coordinates activities and shares relevant data with early childhood programs including Head Start, that help lead to improved alignment across the early educational years and improved outcomes for ELs. Reference: <i>Title I ESEA Sections</i> 1112(a)(1)(B) 1112(c)(4) <i>Title III ESEA Section</i> 3115(a)(1)	- Agendas and minutes from coordination meetings with early childhood programs - Transition plans for preschool ELs into elementary education	
Action Items/Notes		

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Indicator #35	Considerations	Evidence
The PSU has processes in place to “provide for an annual assessment of English proficiency of all English learners in the schools”. Reference: • <i>Title I ESEA Section 1111(b)(2)(G)</i>	• Establish a process to ensure that all test administrators are appropriately trained • Establish a process to ensure that assessment materials are secured appropriately • Provide the position title of the person responsible for coordinating the assessment • Establish a clear timeline for assessment • Keep a copy of processes followed in the annual testing period (state assessments and proficiency test) • Review disaggregated state assessment data, including English proficiency test	

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Action Items/Notes		
Indicator #36 <i>*This indicator only applies to Public School Units (PSUs) that are part of a consortium.</i>	Considerations	Evidence
If the PSU was determined eligible for a Title III allocation of less than \$10,000, the PSU ensures that it has entered into a consortium agreement (Memorandum of Understanding) with PSUs to be eligible to receive Title III, Part A funds and services. The Consortium lead provides services or funds and services. The Consortium fiscal agent is legally responsible to NCDPI for the grant. References: • Title III ESEA Section 3114(b); • Code of Federal Regulation: 34 CFR Section 76.303	• Keep a copy of the Title III consortium application and plan • Keep a copy of the Notice of Intent form • Develop a description of services or funds and services coordinated by the Consortium lead • Develop a description of the coordination of consortia and each member's responsibilities	
Action Items/Notes		

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Indicator #37 <i>*This indicator only applies if districts accept Title III English learner funding (PRC 104).</i>	Considerations	Evidence
The PSU complies with the supplement, not supplant provision of Title III, Part A by demonstrating that services provided with Title III funds are in addition to services that students would otherwise receive from State, local and other Federal funds and that it is not using Title III funds to provide services that it provided in the prior year with state, local or other federal funds. Reference: • <i>Title III ESEA Section 3115(g)</i>	• Provide information on the number of bilingual/ESL teachers funded by general funds • Maintain current and previous year's budget • Provide all ELs with an effective language instruction educational program before using Title III funds to provide supplemental services	
Action Items/Notes		

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Indicator #38 <i>*This indicator only applies if districts accept Title III English learner funding (PRC 104).</i>	Considerations	Evidence
The PSU has documentation that demonstrates coordination of funds from all local, state, and federal funding sources and the PSU budget spends no more than two percent of the Title III allocation for administrative costs. References: • Title I ESEA Sections ○ 1112(a)(1)(B) ○ 1112(c)(4)	• Maintain budgets for Title I, Title III, that demonstrate support for ELs throughout (coordination of funds) • Keep Expenditure Documentation • Submit budget in CCIP • Keep and review findings from any fiscal audits	

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• <i>Title III ESEA Sections</i> ○ 3115(b) ○ 3123		
Action Items/Notes		
Indicator #39	Considerations	Evidence
The PSU uses only general funds to pay for the costs of administration, scoring and reporting of the English Language Proficiency Assessment (WIDA), the WIDA Screener. References: • <i>Title I & Title III ESEA Sections</i> ○ 1111(b)(2)(G);	• Keep a list of staff administering the WIDA Screener and their funding source • Keep Personal Activity Records (PARs) for split funded staff	

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○ 3113(b)(2); ○ 3115(g)		
Action Items/Notes		
Indicator #40	Considerations	Evidence
The PSU has an effective plan for implementing allowable activities. References: ● <i>Title III ESEA Sections:</i> ○ 3115(a-e); ○ 3116	● Establish procedures to monitor the implementation and effectiveness of English Learner and Immigrant program strategies and activities ● Develop a plan that includes specific strategies and allowable activities related to English learner and Immigrant students	

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	- Establish procedures in the plan to monitor the implementation and effectiveness of English learner and Immigrant program strategies and activities - Create of an English learner Handbook	
Action Items/Notes		
Indicator #41	Considerations	Evidence
The PSU maintains separate fiscal records for Title III and has submitted all required reports to the NCDPI. References: - Code of Federal Regulation: 2 CFR 1136.200; <i>Title III ESEA Section 3121</i>	- Keep record of last fiscal audit, federal funds narrative (note any audit exceptions) - Keep record of approval for withholding indirect charges - Keep record of final, approved Title III budget - Keep record of last quarter receipts - Keep a copy of consortium agreement, if applicable	

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	• Keep record of required documents include: ○ Language Instruction Educational Program description ○ Title III Budget, Amendments, and Carryover ○ Reimbursement requests ○ Title III Program Evaluation submitted biennially (Due even fiscal years i.e. 2020, 2022, etc...) ○ Title III Indicators Self-Assessment Checklist (upon request)	
Action Items/Notes		

Additional Resources:

- [Dear Colleague Letter, January 15, 2015 \(Office of Civil Rights\)](#)
- [Education and Title VI of the Civil Rights Act of 1964](#)
- [Elementary and Secondary Education Act of 1965](#)
- [Every Student Succeeds Act](#)
- [Guidelines and Equal Educational Opportunities Act of 1974](#)
- [Office of Civil Rights Toolkit](#)
- [Legislative Citations cited in the NCDPI Monitoring Indicators Self-Assessment Checklist](#)