**Practitioners of English Language Learning (PELL)**

**Intentional Practices for EL Funding**

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| **Federal Regulations: Notes:** |
| [**Title III (program)**](https://www.azed.gov/sites/default/files/2022/08/essa-act-of-1965_Title%20III.pdf)**Title III Verbiage  https://www.azed.gov/sites/default/files/2022/08/essa-act-of-1965_Title III.pdf** |  |
| **Title III Funds: Professional Development and Family Engagement** |  |

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| **Compliance and Effectiveness Cycle: Notes:** |
| **Cycle Components:****Diagram  Description automatically generated** |  |
| **Planning and Funding:****A picture containing logo  Description automatically generated**What is one goal or action step, specifically related to EL program and/or students, at your LEA? Is it funded by a Title III grant?What data was used to create that goal/action step? |  |
| **Planning Team:**Who is on the IAP team at your LEA?Do administrators and educators of ELs give input when creating the EL Program? Who could you ask if you aren’t currently aware? |  |
| **Collaboration: Notes:** |
| **Professional Development:*** What has worked at your LEA?
* If your LEA has struggled to find meaningful PD that meets the needs of staff, what has been the biggest roadblock?
* What plan(s) does your LEA have for next year to address PD?
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| **Family Engagement:*** What has worked at your LEA?
	+ to increase attendance and/or active participation?
	+ to create activities that enhance the language program while engaging families?
	+ If your LEA has struggled with this component, what have been some of the roadblocks?
* What plan(s) does your LEA have for next year to address family engagement?
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| **Collaboration contacts:**Use this space to note the name and contact information of participants you plan to collaborate with in the future. |  |