COMPENSATORY INSTRUCTION FUND

Frequently Asked Questions

Question:
When can we apply?

Response:
For School Year 2009-2010 (Fiscal Year 2010), Application Requests for State Compensatory Instruction funds are available beginning May 4, 2009. The deadline for submitting applications, established by §15-756.11.C of Arizona Revised Statutes, is July 15, 2009.

Question:
Who is eligible to apply?

Response:
Any school district or charter school with at least one English Language Learner (ELL) or one Fluent English Proficient (FEP) student in the two year monitoring period may apply.

Question:
How is the allocation determined?

Response:
Allocations are based on program design, number of students served, number of highly qualified teachers and needed supplies. The Arizona Department of Education administers the distribution of the fund. Programs must focus on English Language Development for English Language Learners and reclassified English Language Learners in years one and two of monitored status.

Question:
Can we use State Compensatory Instruction funds instead of Title I or Title III funds?

Response:
Compensatory Instruction Funds shall not be used to supplant any federal, state or local monies, including desegregation monies that were budgeted for English language learners.

Question:
Who is served by Compensatory Instruction Funds?

Response:
Compensatory Instruction funds must be used for current English language learners and pupils who have been reclassified as English proficient within the past two (2) years; no other students qualify.

Question:
Can State Compensatory Instruction funds be used to purchase equipment, textbooks, consumables, materials, and/or supplies?

Response:
Materials that are to be used solely for English language learners who are participating in a compensatory instruction program are allowed with justification and may not exceed $10.00 per student. Textbooks, computers and printers are not allowed.

Question:
Can transportation costs be included?

Response:
Transportation costs may be included. However, districts must provide a breakdown of the mileage, fuel and costs relating to the transportation costs and must indicate that the sole purpose of the transportation costs are related to students attending the compensatory instruction programs.

Question:
Can administrative costs be included?

Response:
Any requests to fund administrative costs associated with compensatory instruction programs must be justified prior to consideration for approval. The purpose of the compensatory instruction fund is to provide direct instruction in English Language Development to English Language Learners and reclassified English Language Learners in years one and two of monitored status.

Question:
What is meant by English Language Development?

Response:
English Language Development "ELD" means the teaching of English language skills to students who are in the process of learning English. The content of ELD focuses on phonology, morphology, syntax, lexicon and semantics. Instructional methods will conform to the teaching objectives outlined by the Arizona K-12 English Language Learner Proficiency Standards.

Question:
Can teaching English language development be embedded in areas such as mathematics, science, and social studies?

Response:
Programs utilizing Compensatory Instruction funds must be exclusively for English Language learners and for English Language Development. Unlike programs funded by prior Compensatory Instruction authorizations that were formula driven and that could be

used for programs including "content" courses, the current Compensatory Instruction funds must be used solely for English Language Development. The discrete teaching of English language skills must be evident and based on the English Language Proficiency Standards and the Discrete Skills Inventory.

Question:
Will it be necessary to document which students have received compensatory instruction through the State Compensatory Instruction fund?

Response:
A Student Data Roster is to be submitted annually detailing students' program participation, hours of participation and SAIS numbers.

Recipients of the Compensatory Instruction Grant must maintain a Written Individualized Compensatory Plan (WICP) for each student showing SAIS number, AZELLA category, program participation, goals for the student, and progress made by the student.

Question:
Can pull-out programs, during the regular instructional day, be funded by the State Compensatory Instruction fund?

Response:
No. Programs funded from the State Compensatory Instruction fund cannot be held during the regular instructional day. These funds can only be used for programs in addition to regular classroom instruction.

Question:
What assessments can districts use to measure academic progress for ELL students receiving assistance through the State Compensatory Instruction fund?

Response:
The TerraNova and AIMS are two instruments used by the State of Arizona to evaluate students. There are many other reliable assessment instruments available that may be utilized for on-going student assessment.

The Arizona Department of Education does not endorse any particular assessment product, but does encourage the use of multiple assessment approaches.

Question:
Since the application is submitted at the district level, how should these applications address compensatory programs that differ from one school to another within the same school district?

Response:
Since the application is submitted at the district level, the application must contain a narrative description of the program(s). If, for example, there is only one summer school

program for the entire district, then a single narrative would suffice. However, if there are multiple summer school programs at different sites, a narrative description must be provided for each of the programs.

Program descriptions should include location, number of students to be served, hours of operation, materials, instructional strategies to be employed, teachers' hourly salaries, and explanations of all costs. The program narratives should be comprehensive and detailed enough for an adequate evaluation of the program and application.

Question:
Are there specific requirements regarding class size and teacher/student ratios which should be considered in designing programs?

Response:
 Small class sizes are recommended. Depending on the circumstances of each school site, a ratio of one teacher per ten to fifteen students is desirable.

Question:
Can field trips be included in the program design?

Response:
With justification, and keeping in mind the goal of improving the English proficiency of ELL students, some field trips would be considered.

Question:
How important is SAIS data in regard to the State Compensatory Instruction application/fund?

Response:
Accurate SAIS data is needed for students participating in programs funded through the State Compensatory Instruction fund. This data is used to measure students' progress in moving toward English proficiency and to monitor program effectiveness. A.R.S. 15-756.10.4 requires that an annual report be submitted to the governor, the president of the senate, the speaker of the House of Representatives and the state board of education with a detailed analysis of the students' progress before and after receiving compensatory instruction.

Question:
What is the result of a district not using all of the funds allocated?

Response:
Unused funds which carryover will be deducted from future funding requests.

Question:
Must compensatory instruction programs end June 30th to coincide with the fiscal year?

Response:
No. In the case of **all** programs, including a program extending past the fiscal year end, the district will need to prepare a Completion Report when the program concludes. The Completion Report is available through the common logon in the Grants Management System. A completed Student Data Roster will also be submitted to OELAS through the common logon detailing a list of the students participating in the compensatory instruction programs. The Student Data Roster form is located on the OELAS website.