Below is a list of questions that were asked during the technical assistance session, with answers, grouped by category.

Questions about how and where to find resources that support this NGO:

Q1: (referring to the TA recording) *Could you please let us know how to access the recording to share it with peers after the session?*

Q2: (referring to the TA powerpoint deck) *Please make PowerPoint available. Thanks. / How soon will we be able to get a copy of this ppt.?*

Q3: (referring to the NGO document with application forms) *Is there a template for the application?*

> Response to Q1 through Q3: All of these items can be found on the NGO page that hosts this Q&A document (link below).
>
> http://www.state.nj.us/cgi-bin/education/grants/gropps2.pl?string=recnum=01607&maxhits=1

Q4: Will we be able to contact you to ask additional questions we think of after this webinar?

> Response: Additional questions regarding the application process may be directed to me, the program manager, at christopher.snyder@doe.state.nj.us.   I will not be able or permitted to answer questions about the content of your application, in the interest of ensuring fairness for all applicants.

Q5: Will you email the q and a to all participants who signed up for webinar?

> Response: Yes… done!

Questions about whom the programs funded by the grant can serve:

Q6: Can the funding only be used for the students physically in the building with IEPs although students may be sitting in self-contained programs in other buildings throughout the district? (i.e. 50 NJASK scores report to the school but only 23 of those are physically sitting in that school.)

> Response: The grant is a school-based grant; therefore, grant funds must support only those costs associated with materials, training, etc. within the one, two or three buildings targeted within the application. Accountability issues regarding state assessment scores do not affect the eligibility of a school for the grant or the use of funds.

Q7: If our MS & HS is a priority & focus school and our alternative school is comprised of both MS & HS students but does not have a separate school code, can the grant be for those alternative school students?

> Response: Grant funds can be used for costs associated with materials, training, etc. for all students with disabilities whose attending school code is the code of the targeted one, two or three buildings targeted within the application.

Q8: Although the grant is focused on inclusive students can we add some minor support for our LLD students in self-contained classes?

> Response: Yes – grant funds can be used for costs associated with materials, training, etc. for any or all students with disabilities within the building, regardless of program type or disability category.

Questions about the application process:

Q9: Is the application on EWEG similar to the application for RTT3?

> Response: No, this is a paper application. The associated forms are to be found within the NGO document itself.

Q10: If an LEA applies for 3 schools, can a single school be awarded, or is it all or none at all?

> Response: Each LEA application will be considered as a whole. All schools within the application will be awarded, or none at all.

Q11: just to clarify--the 5% admin is in addition to the $50K or $75K per school maximum?

> Response: The 5% LEA administrative set-aside is in addition to the school maximum. So an LEA applying for one school with a $50K budget may also budget 5% of that, or $2,500, for administrative costs related to this grant project.

Q12: What's the timeline for application approval?

> Response: The timeline is covered in the TA presentation as the last agenda item before the Q&A. This information is also noted on slide #32 of the TA presentation deck.

Questions about project design or programmatic elements:

Q13: Do any of the design considerations have higher priorities than others?

> Response: No. The project design should connect each applicant school's statement of need with the 2 overarching goals (achievement in ELA/Math for SWD, increased inclusion) of this NGO.

Q14: Are we still using What Works Clearinghouse as the basis for research-based programs?

> Response: What Works Clearinghouse is one useful resource among many noted in the link to resources given in Appendix B of the NGO. This link, provided below, can help in identifying acceptable research-based programs.
>
> http://www.state.nj.us/education/specialed/resources/

Q15: Also can you comment on the RTI design consideration since that is for all students?

Response: To implement a schoolwide multi-tiered instructional framework, such as a Response to Intervention system, LEAs could use an amount of IDEA Part B funds for specific activities as described below.

- Professional Development – LEAs can use an amount that is the same proportion of the total cost of the program as the number of special education and related services personnel receiving professional development is to the total school personnel receiving professional development, subject to meeting excess costs, supplement not supplant, and maintenance of effort (MOE) requirements.

- LEAs can use an amount of grant funds for the activities below that is the same proportion of the total cost of the activity or material as the number of students receiving special education and/or related services is to the total number of students participating in or benefiting from in the activity.

  - Developing an LEA strategy for implementing an RTI framework that provides guidance on tiers of instruction and the instructional approaches and programs appropriate for each tier, appropriate use of assessment data, supports needed for implementation, and evaluation of effectiveness of approach;
  - Purchasing curriculum-based screening and progress monitoring and formative assessment measurement instruments, and curriculum materials for intensive instruction;
  - Providing professional development for school or LEA staff to appropriately and effectively use the progress monitoring and formative assessment measurement instruments; and
  - Providing professional development for school or LEA staff to appropriately and effectively implement evidence-based instructional and positive behavior practices.

Q16: Assessments and products that may be purchased with the grant, are there any guidelines? Do they have to be state approved?

> Response: There are guidelines implicit in the budgetary restrictions (non-allowable uses). Assessments and products need not be state approved.

Q17: Would a focus school that is already fully inclusive for all special education students (except 3 LLD classes) have a chance as increased inclusion is the main goal of the grant?

> Response: Yes. Refer to the NGO Statement of Need, Current Status section on pages 10-11 in the NGO. There are two main goals of the grant. The other is sustainable increases in achievement in ELA and Math for students with disabilities.

Questions about program implementation and beyond:

Q18: Can you review the reporting periods? I am a little confused by the fact that all begin with July 1, 2013. Do we report on progress since the last ending date - the first being Dec 31, 2013? the second June 30, 2014 and the third Sept 30, 2014?

> Response: All reports are cumulative, hence the July 1 start date for each of the three reporting periods.

Q19: With the NJASK and HSPA sunsetting, how will we measure the sustainability of any given program whose sole goal is the increase in performance on these assessments? Or am I misunderstanding how we measure sustainability?

> Response: We expect that increases in achievement and inclusion that occur during the project period will be sustainable beyond the life of the grant program, and that the project will be designed accordingly. It will be up to those LEAs that receive grants to measure continued achievement in ELA and Math - on any number of formative, summative, and state assessments - beyond the project period defined by the grant.