MAGNET SCHOOLS ASSISTANCE PROGRAM

FY 2022 GRANT COMPETITION
PRE-APPLICATION WEBINAR
WEBINAR LOGISTICS

- Record session – Understand the session will be recorded.
- Mute Phones – Press *6 on your phone to speak.
- Chat – Use the chat feature to send comments and questions to “All participants.”
A FEW NOTES ON Q&A

- Submit questions via the webinar chat function.

- We may not answer questions during the webinar, but will post them on the recorded webinar page.

- If your question is not addressed, you can submit it to msap.team@ed.gov.
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TODAY’S AGENDA

▪ Today’s webinar
  – Program Overview
  – FY 22 Competition Overview
  – Key Components of the NIA – Funding Priorities, Selection Criteria, and Eligibility Requirements
  – Application Submission and Review
  – Future Technical Assistance Opportunities
PROGRAM OVERVIEW

Magnet Schools Assistance Program (MSAP)

Authorization

- Authorized under Title IV, Part D of the Elementary and Secondary Education Act of 1965 (ESEA), as amended.
- Regulations governing MSAP are at CFR. 34 Part 280.

Eligibility

- LEAs or consortia of LEAs implementing a required (court ordered) or an approved voluntary desegregation plan.

Purpose

- To assist in the desegregation of schools served by LEAs.
The purpose of this part is to assist in the desegregation of schools served by local educational agencies by providing financial assistance to eligible local educational agencies for—

1. the elimination, reduction, or prevention of minority group isolation in schools with substantial proportions of minority students

2. magnet school programs that assist LEAs in achieving systemic reforms and providing all students the opportunity to meet challenging State academic standards;

3. innovative educational methods and practices that promote diversity and increase choices in public educational programs;

4. courses of instruction within magnet schools that strengthen knowledge of academic subjects and attainment of tangible skills;

5. improving capacity to continue operating magnet schools at a high-performance level after Federal funding; and

6. ensuring that all students in the magnet schools have equitable access to high quality education to succeed.
For the purposes of MSAP, a magnet school is specifically defined as:

- A public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

The NIA and regulations contains other relevant definitions of which to be aware.
USE OF FUNDS
Section 4407, Title IV, Part D

- Planning and promotional activities
- Acquisition of books, materials, and equipment*
- Maintenance and operation of materials and equipment
- Compensation of teachers and instructional staff*
- For magnet schools that don’t serve the whole school (programs within schools), instructional activities making the special curriculum available to non-magnet students
- Professional development and other LEA capacity building activities
- Activities to increase administrative flexibility in managing magnet schools
- Transportation of students*

*NOTE: Information on limitations on the use of MSAP funds are in ESEA Section 4408 and the MSAP program regulations at 34 CFR Part 280
USE OF FUNDS

*Limitations*

- Funds can must be used to augment student academic improvement, particularly materials and instruction.
- Funds for planning cannot comprise more than 50 percent of the grant funds for the first year of the program and not more than 15 percent of such funds for each of the second and third such years
- The project period shall not exceed 60 months
- No more than $15,000,000 for the project period

The Uniform Guidance ([2 CFR § 200](https://www.ecfr.gov/cgi-bin/text-idx?c=ecfr&rg=main&ft=html&d=cfrc&line=107664)) streamlines and consolidates government requirements for receiving and using federal awards
FY 22 COMPETITION OVERVIEW

FY 2022 Grant Competition Information

- Federal Register notice inviting applications (NIA) for new awards for FY 2022 for the MSAP, published Tuesday, February 22, 2022.
- Applications must be received by April 25, 2022, by no later than 11:59 p.m. Eastern Time.

MSAP webpage with complete application information and detailed Application Instructions

FY 22 COMPETITION OVERVIEW

Award Information

– Estimated available funds: up to $135,000,000
– Estimated award range: $1,000,000-$3,500,000 per budget year
– Estimated number of awards: 35-40
– Project period: Up to 60 months
– Maximum award: $15,000,000 over the project period. Yearly award amounts may vary.

NOTE: The Department is not bound by the estimates above and contained in the “Federal Register” notice inviting applications published on February 22, 2022.
FY 22 COMPETITION OVERVIEW

Application Available
- February 22, 2022

Deadline for Notice of Intent to Apply (Optional)
- March 24, 2022 to msap.team@ed.gov

Deadline for Transmittal of Applications
- April 25, 2022 by 11:59 pm Eastern Time.

Deadline for Proof of Approval of Modifications to Required Desegregation Plans
- June 22, 2022

Deadline for Intergovernmental Review
- July 7, 2022
COMPETITIVE PREFERENCE PRIORITIES

- CPP 1—Need for Assistance (0 or 1 additional points)
- CPP 2—New or Revised Magnet Schools Projects and Strength of Evidence to Support the Proposed Projects (0 to 3 additional points)
- CPP 3—Selection of Students (0 to 2 additional points)
- CPP 4—Increasing Racial Integration and Socioeconomic Diversity (0 to 3 additional points)
- CPP 5—Interdistrict and Regional Approaches (0 to 4 points).
- CPP 6—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (up to 2 points).

NOTE: Up to 15 additional points may be awarded, and applicants may apply under any, all, or none of the CPPs.
INVITATIONAL PRIORITIES

- IP 1—Whole School Magnets
- IP 2—Coordination Across Agencies and Organizations

NOTE: Applicants addressing Invitational Priorities do not accrue priority points.
SELECTION CRITERIA

1: Desegregation (30 points)
2: Quality of Project Design (30 points)
3: Quality of Management Plan (15 points)
4: Quality of Personnel (5 points)
5: Quality of Project Evaluation (20 points)
SELECTION CRITERIA

Desegregation (30 points)

(1) The effectiveness of the applicant’s proposed desegregation strategies for the elimination, reduction, or prevention of MGI in elementary schools and secondary schools with substantial proportions of minority students.

(2) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

(3) How it will foster interaction among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools.

(4) The importance or magnitude of the results or outcomes likely to be attained by the proposed project.

(5) The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
QUALITY OF PROJECT DESIGN (30 POINTS)

(1) The manner and extent to which the magnet school program will increase student academic achievement in the instructional areas offered by the school, including any evidence, or if such evidence is not available, a rationale based on current research findings, to support such description.

(2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice.

(3) The extent to which each magnet school for which funding is sought will encourage greater parental decision-making and involvement.

(4) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

(5) How it will improve the capacity of the LEAs to continue operating magnet schools at a high performance level after Federal funding.
SELECTION CRITERIA

Quality of Management Plan (15 points)

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The extent to which the applicant is committed to the magnet school project and has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

(3) The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

Quality of Personnel (5 points)

1) The extent to which— (a) The project director; (b) Other key personnel and (c) Teachers who will provide instruction in participating magnet schools are qualified, and

(2) [Their] experience and training in fields related to the objectives of the project.
Quality of Project Evaluation (20 points)

1) How the applicant will **assess, monitor, and evaluate** the impact of the activities funded under this part on student achievement and integration.

(2) The extent to which the **methods of evaluation** include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(3) The extent to which the methods of evaluation will, if well implemented, **produce promising evidence** (as defined in 34 CFR 77.1(c)) about the project’s effectiveness.
PROGRAM PERFORMANCE MEASURES

1. The number and percentage of magnet schools receiving assistance whose student enrollment eliminates, reduces, or prevents MGI.

2. The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to the previous year.

3. The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to the previous year.
4. The percentage of MSAP-funded magnet schools still operating magnet school programs three years after Federal funding ends.

5. The percentage increase of students from major racial and ethnic groups in MSAP-funded magnet schools still operating magnet school programs who score proficient or above on State assessments in reading/language arts three years after Federal funding ends as compared to the final project year.

6. The percentage increase of students from major racial and ethnic groups in MSAP-funded magnet schools still operating magnet school programs who score proficient or above on State assessments in mathematics three years after Federal funding ends as compared to the final project year.
EVIDENCE OF PROMISE STUDY

1. **Study intervention** – What is being evaluated (schools, component of program)?

2. **Study goals** – What are the research questions?

3. **Study contrast** – How is the study sample comprised? What is the comparison condition? Is the study sample of sufficient size (e.g., number of students, teachers, or schools) that there is adequate statistical power to detect relationships or effects?

4. **Measurement** – What are the key outcome measures? What data will be collected, and when will they be collected?

5. **Analysis approach** – What model(s) will be used? How will missing data be handled? Are there relevant subgroup analyses? Which sensitivity tests are necessary?
REQUIRED SUBMISSIONS FOR ELIGIBILITY PURPOSES

Desegregation Plan Type, Summary, and Civil Rights Assurances Form

Table 1—Magnet Schools Included in the Project

Table 2—LEA-Level Enrollment Data

Table 3—Magnet School Enrollment Data

Table 4—Feeder School Enrollment Data
APPLICATION SUBMISSION

- It is mandatory for applicants to use Grants.gov. Only applications submitted in Grants.gov by the deadline (April 25, 2022 prior to 11:59 pm Eastern) will be considered for funding.

- Refer to the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 27, 2021 (86 FR 73264) and available at www.federalregister.gov/d/2021-27979.

- These describe the transition from the requirement to register in SAM.gov a Data Universal Numbering System (DUNS) number to the implementation of the Unique Entity Identifier (UEI). More information is available at: www2.ed.gov/about/offices/list/ofo/docs/unique-entity-identifier-transition-fact-sheet.pdf
APPLICATION REVIEW PROCESS

Preliminary Eligibility Review

Peer Review

OCR Civil Rights and Program Office Final Eligibility Reviews

Awards