

**Magnet Schools Assistance Program  
Pre-Application Webinar: Overview of Notice Inviting Applications  
March 1, 2022**

Manya Walton: Hello, welcome to the Magnet Schools Assistance Program, fiscal year 2022 grant competition, pre-application webinar. Today, the U.S. Department of Education will provide an overview of the fiscal year 2022 MSAP, notice inviting applications. But before I turn the session over to the department, I'll review basic webinar logistics. We are making an audio recording of this session. The recording and transcript will be posted online. The link will be available on the MSAP page at the U.S. Department of Education's website. To reduce background noise, we've muted everyone's phone. To speak, press star six to unmute your phone. You will also press star six to mute your phone again. You can ask questions throughout the presentation by using the chat feature. Go to the chat pod in the lower right corner of your screen and type in your questions. Please be aware that your questions will be seen by everyone participating in this webinar.

The U.S. Department of Education will provide written responses for all the questions and post them with the webinar recording. Now, I'll turn the session over to Gillian Cohen-Boyer of the U.S. Department of Education. Hello Gillian, can you hear? Are you muted?

Gillian Cohen-Boyer: Can you hear me now?

Manya Walton: Yes.

Gillian Cohen-Boyer: Okay, great. Thank you so much. Thank you Manya. Thank you everyone who's here for joining us and for your interest in applying for the MSAP program. Next slide. Sorry, I went by the previous slide which was just a few notes on Q&A, just following up on what Manya said. Our preference is to take questions at the end but please feel free to be asking your questions as we go along in the chat function so we know what questions you have. We just want to give you a chance to hear all the information before we answer questions in case they're covered. But we will respond and if we don't have sufficient time at the end, we will make sure to follow up in writing. Next slide.

Okay. In this webinar that we're doing today, which is focusing on the notice inviting applications is part of a series of technical assistance topics we're going to be covering. In addition to covering the NIA generally, which we're going to do today, we are also releasing a prerecorded webinar on the Magnet Development Framework that was created by the MSAP TA Center. This framework outlines the stages of development the team should consider and anticipate in carrying out key components of the

development of successful magnet schools under MSAP. These materials are already up on our website for you to review. Next week, the department's Office for Civil Rights is going to do a session on the unique role they play in the review of MSAP applications and some of the common confusions and concerns they've encountered in the process.

And then, we're going to focus on a couple of key underpinnings to successful MSAP projects. Areas that we think are really important to this NIA. The first is having a very tight sense of the goals and objectives of your MSAP projects and articulating what you intend to do over the course of the grant that will achieve the performance measures that you've identified. Going along with those goals and objectives. We recommend depicting these in a logic model. And basically, what a logic model does is outline the if, then assumptions of your project. If we do this, then we can expect that outcome. And then with the performance measures, how you'll know that you're being successful in meeting those objectives. That session will be on March 15.

Related to this then, is the way that evidence plays a role in the MSAP program. Both underpinning the project design as well as if you decide to respond to competitive priority too, which we'll talk about, which involves evidence. Why should reviewers believe that this project will achieve those results that we just talked about? How do you intend to evaluate, collect, measure, analyze the results of activities to know whether or not you are achieving those results? That's what the last session on March 22 we'll cover. And then again, all the sessions will be at one o'clock Eastern time and use the same login information that you used today. We really encourage you to participate.

The session's materials will be made available and then I also want to note that we have older versions of these topics. Older versions of sessions on our 2020 competition page. Those were good, we just wanted to make sure that we're updating it with everything that we've learned. But those materials do exist. All right. Next slide. Okay, today's agenda is to give a overview of the MSAP program as it relates to the NIA, some of the key features that you want to be aware of. We'll then cover the FY '22 competition, give an overview of that, as well as some of the key components, the funding priorities, the selection criteria, the eligibility requirements. We'll talk a little bit about submitting your application and what the review is like. The future technical assistance opportunities I just covered. That we have already clicked off.

Okay, next slide. To provide a program overview of the MSAP program, we're holding a discretionary grant competition under MSAP. This program's been existence since 1983 and like all federal programs, it's authorized under particular federal law. In this case, it's ESEA, the

Elementary and Secondary Education Act of 1965 or as we know it today, the Every Student Succeeds Act. This version of MSAP made some minor changes to previous years. It notably extended the period of performance from 3 to 5 years. And now these grants are 5-year grants. It permits some use of the MSAP funds for transportation to and from magnet schools. And we'll talk a little bit more about that. And it raises the amount of funds that applicants are permitted to request to \$15 million over the 5-year program performance period.

I note the eligibility here. Because of its purpose, MSAP has a unique eligibility requirement. Eligible entities are LEAs or consortia of LEAs. They're implementing a required or an approved voluntary desegregation plan. And I'll talk a little bit more about that. MSAP requires that grantees, the LEAs or consortia of LEAs, perhaps working across school boundary or zone lines. We're excited that we actually have some competitive priorities related to that, this go round, that are implementing a desegregation plan. The LEA and the application go into much more detail about what we mean by desegregation plans. And this will be covered by our Office for Civil Rights. But a couple of things I wanted to flag are the desegregation plans can either be required or they can be voluntary but the majority are going to be voluntary. The majority of required plans are court ordered but they could also be required by state agency.

And there's more information on what is specifically required in the application materials. But if you're applying under one of these types of plans, it requires an amendment and it requires an amendment to be required desegregation plans to include the proposed magnet schools that has to be approved by the original court or agency, which required the plan. And similarly, there are some plans that were crafted with the Department's Office for Civil Rights, those are technically voluntary plans but the local OCR enforcement office that's monitoring the desegregation plan, must also approve the proposed magnet school. This is all to say that there's an extra step that is required or a particular step that's required that you want to plan for. There is also additional time available. These can be submitted a month after the application closes and again, more information is in our application materials.

On voluntary plans, which are the majority of plans, we say that those must be approved plans. And I want to let you know that means two things. First, it does need to be approved by the LEAs school board at the time of submission. And you're going to want to provide demonstration of that in your application. It also must ultimately, be approved by the department as sufficient to meet the purpose of the program but that approval takes place during our application review process. It's not a separate process that you have to worry about doing before you submit. And we wanted to just make sure that people know that. And then, I'm

going to go a little bit more into definition about the purpose because the purpose of MSAP as authorized by Congress, really is very multilayered and it governs a great deal of what you'll see in the NIA. Next slide.

I always start here. Apologies for the somewhat packed slide here. But this is directly from the legislation and we give the citation there. You can go look at it and we encourage you to do so. But the purpose of MSAP is to assist in the desegregation of schools by providing financial assistance to LEAs with desegregation plans to do several things. I always start here because it's easy to hear the name of the program, "magnet schools," and stop there and reduce it to magnet schools. And that is a key part of what we're doing but it's really in the pursuit of desegregation. And you can see that laid out in this purpose. We're providing financial assistance for first, with the elimination, reduction or prevention of minority group isolation in schools with substantial proportions of minority schools. Again, we'll talk more about this but a primary goal of this program is to address MGI, minority group isolation. And it's to use these magnet schools as a way to reduce the isolation of minority students.

There is a lot of nuance in the way that you, as applicants are going to want to look at MGI and address this purpose. It's really up to you to consider and think about. But we do want to make clear that MSAP is focused on supporting more diverse learning environments in those schools where there are substantial proportions of minority students. And these students are therefore isolated from other student groups. We say this because it's really easy to think about a small group of students as being isolated because they're just not many of them. But the statute really, only permits the use of MSAP funds when they're substantial concentrations of one of our groups. You're going to want to think about it in that context where they have limited access to students of other races in their schools.

The second, of course, is to create magnet schools and the law specifically says to develop, implement or expand magnet schools that help in LEA to meet your reform goals and help students learn at higher levels. At the end of the day, this is not only about desegregating but doing so to improve all students access to academic rigors, challenge, opportunities. The third piece expands on this and it talks about the development design and expansion of innovative educational methods and practices. Part of the theory of action of magnet schools, the if, then for our logic model, if you will, is that you offer more innovative educational practices or opportunities and we call those themes within the magnet world. And you're providing more choices to families that they want for their kids to be able to experience. Then these schools will literally become magnets for more diverse groups of students.

Again, the magnets with their innovative educational opportunities are really the means of creating those diverse environments. But number four comes back to number two and says, it's also about ensuring rigor, it's focusing on the specific offerings within magnet schools and ensuring that they're truly preparing students academically and for their next steps. The fifth one is interesting and you'll see this throughout the NIA. The fifth is really about building the capacity of the LEA. And it makes clear that the purpose of this program is not just to build some interesting schools and not just to desegregate but to do that and the other purposes here in a way that can continue beyond the funding. To really consider sustainability of this programming from the beginning. And this is an important piece to us.

And then finally, equitable access. Again, this program is designed to ensure that students have equitable access when in magnet schools. The high quality opportunities that will assist them as they progress academically and in their future. I start here because the program clearly has a lot of different components and goals, there's a lot going on. And as a result, the application is pretty extensive and can seem pretty complicated. But the reason we're here, that we just want to emphasize is to assist LEAs, local education agencies in achieving your goals and your plans for desegregation and systemic improvements that are going to provide students with more access and opportunity. And it looks at magnet as a strategy for doing that. Our goal in the NIA is for our peer reviewers to learn from you, why these schools will both be capable of drawing and serving a diverse group of students and how they'll assist the district in ensuring that students have equitable access, the high quality, innovative and ultimately, effective educational opportunities. Next slide.

We also want to point out that for the purposes of this program, Congress has defined the magnet school as a public elementary school or public secondary school, a public elementary education center or a public secondary education center that offers a special curriculum capable of attracting substantial members of students of different racial backgrounds. Again, for MSAP, the program sees magnet schools with these unique learning opportunities as a specific strategy. The regulation that are earlier in the presentation and the notice contain other definitions that apply. You just want to be aware of those in responding and review those materials carefully. And again, everything is on our website, we encourage you to go there. Next slide.

We also like to draw applicant's attention to the use of funds that were established by Congress and the legislation. This is helpful in understanding what kinds of activities Congress expects that you're going to be engaging in, in order to meet the statutory purpose. We, again, highly encourage you to read the detail on the law and you'll note that, at least three of these have specific limitations associated with them. For

example, applicants may request to use funds for transportation. And we think that can have important benefit in meeting the LEA's desegregation goals. However, as an applicant, you're also going to want to demonstrate that the transportation will be sustained after the end of the funded MSAP project and that the amount doesn't constitute a significant part of the LEA's projects funds. But again, there's a lot of flexibility in the kinds of things that you can do with MSAP funds, which it makes it interesting. There are some limitations and next slide.

In addition to transportation limitations I talked about, really the funds have to be used in ways that augment students academic improvements. Especially, for the materials and the instructors. If you're paying for teachers, you will want to demonstrate how those are connected to improving students academic opportunities and that's true throughout. In this grant, you can use funds for planning but it must be... Those planning funds must comprise less than 50 percent of the grant funds in the first year and not more than 15 percent of such funds in the second and third years. Congress does think, you're going to have to do some planning but they want you to get into implementation. Professional development does not count towards planning.

The project period shall not exceed 60 months or 5 years as I've mentioned. And you can request no more than \$15 million for the project period over those 5 years. The uniform guidance also, in addition to things that are specific to MSAP, there are other rules regarding the allowable use of grant funds. Those are in the uniform guidance, some of the things that you might just want to think about. Now, I'm going to turn to Tharon, who's going to talk more specifically about the FY '22 competition components.

Tharon Washington: Good afternoon everyone. Thank you for taking the time to join us today. In applying for the 2022 competition, there are a few resources of which to be aware and documents you will want to review carefully. The first, is a notice inviting applications and I give the date and link here. This document must contain all of the relevant information for applying for MSAP funds and it has been vetted and revised and reviewed numerous times to ensure it represents all the legal requirements for an MSAP as well as the current administration's policy priorities. It is however, a standard government template and therefore, not always the easiest document for people to read and interpret.

On the next slide, we'll walk through some of its key components. We also want to point out that the Magnet Schools Assistance Program webpage, which has this page specifically to provide information for the fiscal year 2022 competition and includes an application instructions package which walks you through all of the application components as well as tables and

forms that you need to be able to apply. In addition to the NIA, you will want to review that site and the application instructions carefully. Next slide, please.

Here are some of the core information about this competition. Congress has not yet appropriated funds for fiscal year '22 but based on the administration's request, we anticipate up to \$135 million. Therefore, we are expecting that this will be a very robust competition. Generally, awards are made one year at a time. This gives an annual estimate and obviously, there's a large range. Annual awards can vary. You don't have to request the same amount for each year. And as we noted earlier, Congress has established a maximum award amount over this project period of \$15 million and up to 60 months or 5 years for that project period. Now, you don't have to submit a budget for that amount but that is a maximum amount. And we can't go beyond that over the 5-year or 60-month project period. And the most important item to note is that these are estimates and they're contained in the NIA but we're not bound by them. Next slide, please.

Here are a couple of key deadlines to be aware and mindful of. First, the application became available on February 22, 2022. And all the other dates key off of this. We are asking that you submit a notice of intent to apply within 30 days, which is March 24. We are asking that you send an email with the LEA name and intent to apply in the subject line to our email, our team email, [msap.team@ed.gov](mailto:msap.team@ed.gov). This helps us tremendously, in appropriately planning to review forth the volume of applications anticipated. Please note, this is optional and applications can still be submitted if you have not indicated and intent to apply. The critical deadline, application must be resubmitted by April 25, 2022. They must be submitted in Grants.gov by 11:59 PM Eastern Time. And then, there's another deadline for applicants with required desegregation plans to submit required approval or modifications by June 22. Then finally, there's something called the intergovernmental review. That deadline is July 7. Next slide, please.

This competition has several funding priorities. There are six competitive priorities, preference priorities, and two invitational priorities. Competitive priorities allow us to award extra points to an applicant that has effectively addressed an area that we have determined to be our particular interest, of particular interest. The first four priorities are in the law. Number one, a need for assistance focuses on the need for additional resources to meet the LEAs' MSAP-related goals. Number two is this evidence which supports the design of a new or significantly revised magnet. And I'll talk a little more about that. There are two additional pieces of information, forms, table five and optional evaluation's citation form needed to address this priority. Number three is about selection of students and not using

academic examinations in the selection process, which has generally been seen as exacerbating segregation.

There is an additional form to respond to this criteria, table six. Number four is focused on working to address school level socioeconomic diversity as a means for addressing racial diversity. Number five and number six are new priorities that are in line with the policy priorities of this administration. The first, is a means of awarding additional points to a consortia of LEAs that are working collaboratively to address interdistrict segregation, which is significantly more pervasive than intradistrict segregation. I do want to note that there is additional requirement of a joint letter to apply for this one, which is spelled out and discussed in the application instructions.

The six, encourages applicants to consider the diversity of the educator workforce as a component of creating more diverse learning environments for students. Not just student level diversity. There is an additional level of preference outlined in the law, which is provided in the MSAP competitions where the total of amount awarded is over \$75 million which will likely be true in this competition. And that is to provide preference to those applicants that did not receive a grant in the most recent competition for the funding that exceeds \$75 million. There is nothing that you have to do to be considered for this preference but it is a feature of the competition to be aware. Next slide, please.

There are also two invitational priorities associated with this competition. These priorities do not provide applicants with additional points. They are a way that the department signals and interest in seeing more applications which address these areas. The first is an invitation for the whole school magnet programs that serve all the students in a given school. Rather than programs within schools which service subpopulation. This is because programs within schools can exacerbate within school segregation. We have a preference for a whole school program. If you do choose to apply for the programs within schools, this is allowable. But we do ask that you make very clear, particularly, in providing the required enrollment tables, that this is a program within a school and provide data for the PWS program within a school in the table for magnet schools. And enrollment information for the largest school in the table, that is for feeder schools.

The second invitation of priority encourages coordination across agencies and particularly, coordination with agencies or organizations working on transportation or housing. While this is not required, we think that these kinds of partnerships are going to be critical to the LEA's success in meeting their goals and the purpose of the MSAP program. Now, Hans will this discuss selection criteria.



Hans Neseth:

Thanks. Thanks Tharon. Now, let's look at the selection criteria. As we discuss under competitive preference priorities, how an applicant may accrue up to 15 additional points for total of 115 points. The selection criteria are where the traditional 100 points are assigned. And as you can see, they're here. This competition has these five selection criteria. These are the specific criteria by which the peer reviewers, whom we recruit must review and score applications. Within these criteria, there are several subcriteria each of which are assigned point values, which amount to a total listed for each of them. Each of these five criteria are detailed in the notice inviting applications. And we urge you to read these carefully and work to clearly address each of the subcriteria to be eligible for the total number of points. Now, let's review the various selection criteria. Next slide, please.

The first area has to do with your plans for desegregation as this is the program's major purpose and you are required to submit a specific desegregation plan. We want to know more about the connection between your proposed MSAP project and the desegregation plan. What will tangibly be happening in the project and how it will enable you to meet the goals outlined in the desegregation plan. More specifically, how is the project designed to address Minority group isolation? How will you recruit in a way that will encourage diversity? What will actually happen in schools that goes beyond having students sit next to each other? How significant are your desegregation goals? For example, how all the magnitude of the numbers you are talking about going to make a difference for your district.

And then, with number five, we want to highlight the conceptual framework underlining your proposal. This is an important part of what you might demonstrate through a logic model. Again, what is the theory of action for this proposed plan? How will the activities that you have proposed allow you to meet the goals and specific objectives you have established for your project? And in this case, specific to your desegregation goals. Next slide, please.

The second section, project design, is not surprisingly related to designing the program to meet the academic and other key goals of the MSAP program. The professional development, community collaboration, including parent involvement and what steps will be taken to meet that capacity goal with MSAP. Next slide, please. The quality of a management plan is of course, about how you would intend to manage the work, the commitment of the overall districts of the success and to sustainability and the degree to which you have taken in the scope of the project in the budget. And then of course, understanding of some of the key staff involved in implementation, such as the project director and instructors and how their experience relates to the work. This is relatively

low scoring. Not because it isn't important and of course, it's important, but rather because this isn't where we have seen meaningful distinction between applicants. Next slide, please.

Then finally, there is a selection criteria regarding evaluation. We want to spend a little more time on this because there are several components to this. The first has to do with the way you plan on assessing, monitoring and evaluating your activities as you are going along. How you would know that you are successful, both in the academic and in the desegregation goals that you have set for yourself. In addition to any project specific objectives and measures you establish for yourself, We have several program performance measures that all grantees have to report on, which we will cover in the next slide. And then after that, we'll talk a little bit more about the evaluation meant to produce promising evidence about the project's effectiveness. Next slide please.

Well, first, the program performance measures. These were previously known as GPRA measures for those who have had previous grants with ED. Here are first three programs performance measures for MSAP. The first three are reported on throughout the funding period. Here we have the different measures, the number and percentage of magnet schools receiving assistance, whose student enrollment eliminates, reduces or prevents MGI percentage increases of students from major racial and ethnic groups and magnet schools receiving assistance who score proficient or above on state assessments in reading/language arts, as compared to the previous year and the percentage increase of students for 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.

Next slide, please. We're also going to look at the review of what's happening after the end of the federal funding, because as we noted, that's one of the goals of the program, to build the capacity of the LEA to keep operating these magnet schools at higher levels after federal funding. Again, we've included these because in planning your projects evaluation, an evaluator, you only want to consider the collection of appropriate data to submit for a project's objective, I mean, program objectives, pardon me. For program objective as well as your individual project measures, as we discuss with regards to the logic model. Here we have these other measures, the percentage of MSAP funded magnet schools still operating magnet programs 3 years after federal funding ends. 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, 3 years after federal funding ends as compared to the final project year.

And lastly, 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 3 years after federal funding and as compared to the final project year. As I said before, each of these measures right here are after the grant is over.

Next slide, please. There's also a section in the NIA that mentions that if awarded a grant, you must also submit a final evaluation report at the end of the project, addressing the study to produce promising evidence under selection criteria and factors. The evaluation section is also an opportunity to discuss what we call the proposed evidence of promise study. I want to note that the evidence of promise study, does not have to be related to the evidence that you submit for a competitive preference priority to, if you choose to apply for that though it can be. It also can be a lot more specific than how well your program is performing overall, which you report on annually. The department and Congress have become increasingly interested in promoting evidence-based programming. Unless, we see the evidence of promise study as a tool that can assist the grant team meeting that goal we discussed. Improving the LEA capacity to continue operating magnet schools at high performance levels beyond the period of funding.

Our hope is that by collecting information in a way that meets at least the promising level of evidence, you are building a knowledge base for your LEA about what works related to these magnet schools, which should be sustained. There's already additional technical assistance available around this topic from prior competition years. And we intend to update these materials for this competition based on our experience. But these are five questions that we ask grantees to share with us at the beginning of the award and to update us along the way. To ensure that they are ready to submit their final evidence of promise report, which you may want to consider as you plan your application and particularly, the evaluation selection criteria. Okay, now I'll turn it over to Gillian so she can talk more about submission of the applications and review.

Gillian Cohen-Boyer: Great. Just sticking with the evidence of promise study for one minute, with this slide, these are the five areas. We call them the five core components that you may want to think about. They are the study intervention, what's being evaluated, what is the study of? The study goals? What are the kinds of research questions that you're trying to respond to and answer, the study contrast, which is really just, how are you going to compare what you're learning? What is the comparison condition? Is the study sample of sufficient size? That there's statistical power to detect relationships. Those kinds of things.

Obviously, the measurement, what are the key outcomes being measured and how will they be measured? What data is going to be collected? And then the analytic approach. What models will you be using? How will you handle missing data? Which we've dealt with for very much in the past few years. Are there relevant subgroup analysis? Are there sensitivity tests to be considered? Again, we'll cover this more in the evaluation focused technical assistance webinar but we wanted to just highlight that here, as things to think about as you're addressing the evidence portion of the selection criteria. Okay, next slide.

We talked about how there's some required components for eligibility. There are several forms that are on our website that you're going to download. These can all be found on the website and there are instructions that are on the forms themselves, as well as in the application instruction package. The first document puts together three different pieces that are going to talk about the desegregation plan you're operating under. It's a form that many of you have seen before that just says, is this a required or a voluntary plan? And what's required as part of submission. The second piece is new and this is a summary sheet that we're requesting that will help us to more efficiently, be able to determine your eligibility, determine that these are adequate to meet the purposes of MSAP, as well as to assist the peer reviewers in looking at the desegregation components of the selection criteria.

We're asking for a summary sheet that helps us better understand how you're thinking about minority group isolation, how the enrollment patterns work in your community and those kinds of things that will just help us understanding what your goals are. There are then four tables, these have been revised a bit. But I do want to just let folks know that. They are fillable PDFs in which you're going to provide some basic information about the magnet schools you propose to include.

And then, the demographics of your local education agencies' current enrollment in the grade levels of the proposed magnets schools and your projections for these throughout the program period of performance over the 5 years. I do want to note again, that it's enrollment in the grade levels of the proposed magnet schools. You do not have to do the entire LEA. You're then going to provide those demographics for the proposed magnet schools. Currently, if they're in existence and then the projections for the out years. And then, the overall demographics of feeder schools.

Feeder schools is another unique definition for magnet schools. Feeder schools in this context, refers to the schools where the magnet school is drawing from. The schools that students would've otherwise been attending if there was no magnet available, for which the magnets are drawing.

We ask for that information again, over the period of performance. As we mentioned earlier, you'll also find a table for competitive priority too, that talks about your new or revised magnets, as well as a particular form where you can provide the evidence for your revisions or new programming, how you're thinking about that. One change we made this year, you do not actually have to submit that evidence, the study itself. Just give us the citation as long as it's publicly available. We're hoping that will make things load a little bit easier.

And then, if you're applying for competitive priority three, the selection of students, there's a form there where you can talk about the selection of your students, how that works. And then, if you are applying for the competitive priority five, which is the interdistrict or regional programming, that talks about the joint letter of application that we mentioned and what should be included in that. As well as noting that every LEA in the consortium needs to do the previous forms which I talked about, the desegregation, the LEA data and the feeder school in [inaudible 00:49:46]. Okay, next slide.

And now, it's definitely a good time to start loading up those questions. I see Lisa's got one and Amy is typing. Please go ahead and start thinking about this. In terms of submission of your application, you've studied the NIA, the statutes, the program regulations you've responded to the competitive preference and invitational priorities, you've responded to the selection criteria and you've completed all the forms that need to be submitted, you must submit your application in Grants.gov.

We strongly encourage you to familiarize yourself with this and register and submit early. There are several other required forms that are in Grants.gov. In addition to the MSAP specific forms that are on our website. You'll want to review the most recent common instructions for applicants. They were recently updated and they supersede the previous version. You want to be familiar with those. And one of the things in that updated common instructions, has to do with the transition that's happening in government and in ED specifically. Moving from a DUNS number to a unique entity identifier.

And while it is a little bit daunting for most applicants who are already registered in SAM.gov, this is going to happen automatically, but you just want to familiarize yourself with that so it doesn't get overwhelming. And then finally, next slide. We just wanted to set some expectations about timing by sharing what happens after you submit your application because it is a multi-layered review process and it takes some time to ensure that it's a really fair and thorough review.

And we want to do that to respect the time and effort that we know goes into submitting these applications. I do want to note that we tried to give as much time as possible for application turnaround. We know these take a while and really want for you to be able to have that time but also want to make sure that they are being reviewed accordingly. In that first box, we're talking about how we conduct a preliminary review of applications, just to confirm that all the forms and information required is present.

We note that we may identify eligibility issues as we're going through the application review process but this is when we start the process. The next major step is the peer review. And for those who don't know, we identify a three-person non-federal panel, they are typically assigned six to eight applications. Each reviewer individually, reads and evaluates and scores the applications based on the selection criteria. That's why it's really important to respond to understand the selection criteria as well as the statutory priorities and the competitive priorities.

The panel has time to discuss the applications and try and calibrate their scores and comments. And those three scores are then averaged to create an overall application score. That panel then makes recommendations to the department and we really strive to make sure that, that panel's composed of a diverse group of people who have experience with school level desegregation, educational programming and development civil rights law, evaluation that they're really experts.

Certainly, if you choose not to apply or if you know people who would be great, let us know. We are looking for folks from the field to help us with this. And you can just send a resume to our [msap.team@ed.gov](mailto:msap.team@ed.gov) to express your interest. After the peer review, the peer review helps us to rank the applications. And then, OCR's conducting their civil rights review and making a determination as to whether applicants will meet the statutory non-discrimination assurances. And at the same time, our program staff are reviewing the peer reviewers recommendations, ensuring there are no potential risks to funding a particular applicant or proposed budget items that wouldn't be permissible, those kinds of things. This is a quite lengthy process and very involved and we apologize for the amount of time it takes but it's an important piece.

We do want to know that you might hear during that time from the Office for Civil Rights or from program staff for clarifying information. And that should not be seen as an indicator that you're going to be funded or alternatively, if you don't get that call, that you're not going to be funded. It's just a step in our process to make sure that we really understand everything that we have in front of us.

And then, in that fourth box, we work collectively to confirm that all the applications on the final slate are eligible for MSAP funding and recommend to the secretary, a particular rank ordered list of awards be made. And that, those awards must be made by September 30, 2022. We will be done, no matter what, by September 30, 2022. We first notify your congressional delegation if you've received an award and we'll allow them to share that information but we will formally, notify all of the applicants. We will notify award winners, we will also notify you if at some point in the process, it's determined that the application is ineligible or we will certainly notify if you're not going to be funded in addition to those applications that are going to be funded. The long, in short of is, if you've applied and you have not heard by October 1, 2022, then be in touch with us to make sure that there wasn't some communication problems.

But up until that point, you can assume that we're just working on our review process. Okey-dokey, next slide. And I think this just brings us to Q&A. Again, please feel free to put questions into this chat box. There was a... I noted that there is a preference that is given in this competition in situations in which there's more than \$75 million available for awards. And that preference is that, over the \$75 million, we have to, we do a ranking, this is to answer your question Lisa, about more details about the preference and the competitive preference priorities. This is just something that's a feature of the MSAP legislation. You do not need to apply specifically for this. What it requires that we do is create that rank ordered slate award up to \$75 million down the slate and then any funds that are greater than \$75 million. Let's say it was \$150 million that we have available, that additional \$75 million, we would have to rerank and give preference to the applicants that had not previously received an award.

I was also asked, what year we're using as that previous competition and the most recent competition was in 2020. There were only a small group of grants made, eight or nine. It's really any other applicant besides those eight or nine will be preferenced for the additional \$75 million. But again, there's nothing that you have to do. We know who applied and take that into consideration and who received awards. Are applicants required to complete and upload the provided PDF documents for tables one to six or can the applicant submit a PDF that was created from Excel documents that mirrors the same content? You can. That is fine. Just be really careful with that stuff, that's all I would say. But yeah, these are provided for your convenience and for our convenience.

But ultimately, we do want to get it into an Excel. That would be fine. Are the MSAP required tables and forms included in the narratives? I'm not sure I understand the question but one question that does come up is, are they included in the limit? The page limit. And the page limit is just a recommendation and the tables and forms are not included in that. You

may want to reference those tables and forms in your narrative if it's appropriate. Again, with the peer review, these are people who are reading and looking for information to be able to score your application against the selection criteria or against the wording of the competitive priority. You do want to make it as easy as possible for them to find that. You might want to say, "See if [inaudible 00:59:40] for this document." But that is up to you.

We can use our baseline data from '18, '19, correct? Since we will not know our '21, '22 scores by April 25? I'm not sure I understand this question, Amy. Thank you for clarifying. State testing scores. We don't require state testing scores in the submission. I think you might be talking about what was formally known as GPRA. Yeah, and if you're planning on using them for some goals. Yeah, no. That's fine. You're going to want to use what's available and not... It doesn't have to be filled out to the detail of, here's where we were and specifically where you're going if you don't have that information available. I hope that's helpful.

Are there any other questions that I can answer? And if not, you are always welcome to be in touch with us at MSAP. MSAP, [msap.team@ed.gov](mailto:msap.team@ed.gov). Now, one more person typing. Okay. Well, I will hang on. We can hang on for a few minutes here if there are any last questions. But otherwise, thank you for your time. This information, this webinar will be on our website but hopefully it's all been very clear. Lisa asked, "Do they do a ranking or a slate if they have \$75 million to award then award the \$75 million. Then if they're any additional funds over \$75 million, they would rerank and give preference to those that had not previously received an award in 2020." That is correct, Lisa.

You're welcome. This is such a good question, Nicole. Is there a recommended resource for assistance in writing a desegregation plan? It's such a good question because there should be but we don't have one partially, because we can't tell you how to write a desegregation plan. What I can do is say that on our awards page, we made sure that we have the entire application for our award winners. You can see what they did. We are not endorsing them but we are providing them as examples. And I think the summary document will also give you a sense of what we want to make sure that we understand from your desegregation plan.

Great. Can I divide a regional magnet program? I don't think I can define that and I'm not sure that there is a definition but I think it's the idea of, are you crossing district borders in some way? We do have some consortia now of... And Tharon, you can correct me if I'm wrong but we are going to use one of New York's. They're working across three different community school districts but that are all in Brooklyn. It is in the region of Brooklyn but there are three different parts of that area that are working together.



But again, it's the idea of going across. We know that district to district, there's such big differences. That we're looking for how can you work collaboratively to address those differences.

For a magnet school looking to improve their programming, not create a new focus with this grant be appropriate? I think so. There's no reason why you can't apply. I think this has been a little bit of a misunderstanding in the past, I'm glad you asked the question. There is a competitive priority for creating new or significantly revised magnets but that's just a competitive priority. It's not the requirement. I think you could absolutely talk about how you're going to be revitalizing the magnet school. Again, as connected to a desegregation plan and meeting the systemic goals of the local education agency. Great. Well, we are exactly at the hour. Let me let people go. But again, if you have any further questions, please feel free to be in touch. Great. [inaudible 01:06:18] very much. Yeah, I think we are good to go.

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