

**Magnet Schools Assistance Program  
Pre-Application Webinar: Overview of Notice Inviting Applications  
March 23, 2023**

Manya Walton: Hello, welcome to the Magnet Schools Assistance Program Fiscal Year 2023 Grant Competition Pre-application webinar. Today, the U.S. Department of Education will provide an overview of the notice inviting applications. 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 limited access to the microphone in the webinar platform.

If you need to speak, click on the raise hand icon at the top of your screen, so the host can give you temporary access to the microphone. After you finish speaking, click on the raise hand icon again to lower it. To ask questions during this webinar, use the chat feature, go to the chat pod in the lower right corner of your screen and type in your question. 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.

Gillian Cohen-Boyer: Thanks, Manya, and welcome everyone. Thank you so much for joining us today. Again, please do submit questions via the webinar chat function. We will do our best to answer as we're going along, but if not, we will make sure that they get addressed, and you can always reach out to us at [msap.team@ed.gov](mailto:msap.team@ed.gov). So welcome, my name is Gillian Cohen-Boyer, and I'm the lead for the MSAP program. I wanted to make you all aware about other applicant TA that we're making available. We have a number of things from last year that are still very relevant, so we just went and posted those again. So those are available now, and you'll see today we're doing our overview of the notice inviting applications. We already have our magnet school development framework on our website and a webinar about that.

We feel like those materials are really helpful in thinking about the stages of development in creating magnet schools and key areas to be thinking about in order to create successful magnet schools. The second live webinar we're going to do a week from today, and that's the civil rights review portion of our review and our eligibility review, and I'll talk a little bit more about what's happening during those periods, and our colleagues at the Office for Civil Rights will be joining us to talk about that. The other piece that we have up already available is on logic models and performance measures. We feel like those are both really important in

thinking about what's your plan for this project, what are you trying to achieve, and what assumptions are being made about if we do these things, then they will lead to these outcomes, and then how would you know that you were successful in meeting those objectives?

And then we have another one that's on the role of evaluation and evidence. That's really going to come in with thinking about one of the competitive priorities, which I will go over, and as well as one of the selection criteria that is all around evaluation and performance measures. So those are definitely worth thinking through very carefully. And then finally, as you're going through those materials, we wanted to make sure that we had open office hours available. So for all of the I believe they're Thursdays in April, April 6, 13, and 20, we will be available on Teams to talk through any questions that you have. We're also very happy to take any questions and to arrange individual meetings for your larger team, if you just email us at [msap.team@ed.gov](mailto:msap.team@ed.gov). Not to be confusing, but the office hours will be on Teams, which is a way that we can connect, and those links are on our website. So that is everything that we like to make available to applicants.

For today's webinar, we're really going over the notice inviting applications, what that is. So we want to give you the background on the program and what we're trying to achieve because everything in the notice really comes back to that, to the purpose of this program. We'll go over the specifics in the competition, key components of the notice inviting applications, so what are the funding priorities, what are the selection criteria, what are the eligibility requirements, and then we'll touch a little bit on the application submission, how you actually submit your application and the review process. So in terms of the competition overview, this information is in the notice, the NIA as we call it.

We have up to \$122 million that are available for new awards. That does not mean that all \$122 million will go for new awards, but that's the range that we can go up to, which is a pretty large amount. Generally when applicants are requesting funds, they request somewhere between a million to \$3.5 million per budget year. We cannot go above \$15 million over the 5-year or 60-month period, so probably the average is closer to \$3 million over 5 years, but it can really range, just cannot exceed \$15 million, and that's because our legislation says specifically, "We can't." We're estimating somewhere between 25 and 40 awards. We don't know. It really depends on how many applications we get and the review, and so that's why I have this big note that says, "We're not bound to these estimates." There are a lot of factors that go into how many awards, how much funding, and how it all plays out in the end.

In terms of the dates, so the first is our notice was published on Tuesday, March 14, so last week, and everything keys off of that date. So we want to make sure that you have at least 60 days to submit your applications, which is why they are due on May 15. I want to note that they're due by 11:59 PM Eastern Time. The Department has made it a standard time, so that everybody is on the same page about that. I mentioned the technical assistance that we are providing, and all of that information is on our website. They're detailed application instructions. We really tried to learn from past years and make those as helpful as possible. There are a number of forms that are on our website that are helpful in submitting your information, so I really recommend going through that very carefully, the notice and then the application instructions.

So in terms of generally what this program is all about, we are part of the Elementary and Secondary Education Act, ESEA. Folks today know it as ESSA, the Every Student Succeeds Act, I believe, and we are Title IV Part D. So everything comes back to what's in the legislation, what Congress has authorized, and then we do have regulations that cover MSAP, and those are also available online. They are also on our website, and they're just some minor specifics that help guide this program. MSAP is a program that has been around for a very long time. It was actually first created, I believe, in '83, 1983 or 1984, and really hasn't changed a whole lot since then. So there are a lot of details that have developed over time.

To be eligible for this program applicants must be LEAs, districts, or other entities that are deemed LEAs for the purposes of applying for grants. Sometimes those are charter schools, sometimes regional service centers, but the applicant must be an LEA or consortia of LEAs, and they must be implementing a desegregation plan. That desegregation plan can be a required plan, something that a court has ordered, or a state agency, or a federal agency, or it's a voluntary desegregation plan, and we'll talk a lot more about what the requirements are for each of those, because it can be confusing, but the main thing that we've wanted to get across is that voluntary desegregation plans are... They don't have to be lengthy. This does not have to be something that's super stressful, but they do require school board approval. So you want to plan for it ahead of time and sort of get on that piece relatively quickly, because we know that that's the harder part is getting in front of school boards.

But the purpose of this program, the reason why that's the eligibility requirement is because the purpose is to assist in the desegregation of schools served by LEAs. So while the name of the program is the Magnet Schools Assistance Program, it is about creating magnet schools, but it's really using magnet schools as a strategy for desegregation. So to talk a little bit more about the desegregation piece, the desegregation plans, again, it could be a required desegregation plan, and that could be a state,

or a federal court, or another appropriate entity, and required desegregation plans, what is unique to them is that they are court ordered to remedy the illegal separation of minority group children or faculty in the schools of an LEA. So generally to find out are we under a required plan, you're going to want to talk to your district's attorney general counsel.

A voluntary desegregation plan is a plan that's created by the school board to address segregation and to create greater diversity across schools. So we'll talk about how MSAP thinks about segregation and diversity, but that's the purpose of a desegregation plan, a voluntary desegregation plan. They don't have to be lengthy. They do have to include plans to eliminate, reduce, or prevent minority group isolation through proposed magnets. So that's sort of what's unique to magnet schools is we talk about minority group isolation and...

Manya Walton: I believe Gillian lost sound.

Tharon Washington: Good afternoon, everybody. This is Tharon Washington. I think Gillian lost sound. I'll pick up until she gets back. I'll pick up on I might say a little bit that might have been a little repetitive, but I'll go over this slide again, and then I'll move forward. In order to demonstrate eligibility for MSAP, applicants must attach the desegregation plan as appropriate. Voluntary plans must demonstrate current school board approval and include the MSAP project proposal magnets and MGI goals. Applicants with required plans should demonstrate in their application that they have requested approval to add the magnets as a strategy. If not already outlined, funding is contingent on receiving that approval. A voluntary desegregation plan is different for each LEA and does not have to be lengthy.

For MSAP, voluntary plans should include how the LEA plans to eliminate, reduce, or prevent minority group isolation, either in the specific proposed magnet schools or in the magnets' feeder schools, the schools the magnet students would otherwise attend. Finally, all applicants must provide current and projected enrollments, which we'll also discuss further. There are several forms on the MSAP website to provide this information. There is a form that must be completed to attach the plan, provide an overarching summary of key features, and sign assurances, and there are Excel tables available to provide enrollment data. Please note, if you are stating that you are trying to prevent MGI, which is a perfectly legitimate thing to do, we would encourage you to include projected data in the absence of funding as well.

In talking about MSAP, I usually start with the statutory purpose because it's easy to hear the names of the program and reduce it to magnet schools,

and the development, implementation, and expansion of magnet schools is central to the program. They are a strategy, a sub purpose to meeting the primary purpose of desegregation. To read from the statute, 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. The first would be address minority group isolation or MGI. The Office for Civil Rights will talk about this, but a primary sub purpose of the program is addressing MGI and using these magnet schools as a way to reduce the isolation of minority students.

There is a lot of nuance to the way that you as applicants will want to look at MGI and to address this purpose, but we do at the outset 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 groups. We say this because it's easy to think about a small group of students being isolated because there are not many, but the statute only permits use of MSAP funds when there are substantial concentrations of one or more groups. So MGI refers to minority students who are isolated because they make up so much of the school population that these students have limited access to students of other races in school.

Secondly, create magnets. Another goal is to create, and the law says specifically to develop, implement, or expand magnet schools that help an LEA to meet their 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 opportunities. Number three would be innovative educational opportunities. The development, design, and expansion of innovative educational methods and practices so part of the theory of action of magnet schools the if then of our logic model is that if you offer more innovative educational practice or opportunities, we call them themes, within the magnet world and provide more choices that families want their children to be able to experience, then these schools will literally become magnets for a more diverse group of students.

Number four, ensuring rigor. The fourth goal in many ways echoes number two, but it focuses on the specific offerings within magnet schools and ensuring they truly prepare students academically and for their next steps. Number five, building the capacity of the LEA. The fifth is interesting because it makes clear that the purpose of this program is not just to build some interesting schools, but to do that and the other purpose here in a way that can contribute beyond the funding, to consider sustainability of the programming from the beginning. Number six is equitable access, and finally, again, in a bit of an echo, Congress reiterates that this program is designed to ensure that students have equitable access when in magnet schools to high quality opportunities that will assist them

as they progress academically and in their future endeavors. I start here because literally everything in the application comes back to this purpose and ensuring that applicants are able to meet the purpose of the program as Congress has laid out.

Gillian Cohen-Boyer: Tharon, thank you so much. Can you all hear me now?

Tharon Washington: Yes.

Gillian Cohen-Boyer: Great. And I will say Manya called it. I'm in my office, and we've been having connectivity issues, so I apologize. Thank you, Tharon, so much for jumping in. Just a couple more slides from me to talk about some of the key terms for this program that come up in that purpose. So we talked about minority group isolation, for example, and we really want to make clear that minority group isolation refers to isolation of students from one or more minority groups, so it's generally not white students, but other groups where there are substantial proportions of minority students. So when we say that a desegregation plan must be designed to address MGI in specific schools, that's what we mean.

We want you to demonstrate to us where there is minority group isolation, and how the magnet schools are designed to alleviate that either by reducing it, eliminating it, or preventing it, and preventing it is a slightly different way to think about things. In the absence of these funds, what do you think the trajectories would look like? So that's why we were talking about that piece earlier, and again, we'll come back to it, but we really want to make that clear, because that's to be eligible what we need to look for. A magnet school is defined in our legislation as being a school. It can be an elementary school or a secondary school that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds, so again, magnets are specific to desegregation.

We talk about desegregation. So you could be working to eliminate, prevent, or reduce MGI in a school that is not the magnet school by creating a magnet school. We call those feeder schools. So the feeder schools are schools where students are drawn from to attend the magnet school, which is just a slightly different use of the word feeder schools than is typically used. So we just want to clarify that. Finally, I want to highlight the use of funds. That is part of our legislation, because it does give you a sense of the kinds of things that Congress expects that a grantee would be doing. So you can use it for planning and promotional activities. You can use funds for that. You can be acquiring books, materials, and equipment, and also maintaining those materials and equipment. You can be compensating staff, teachers in particular, and you'll see that there are a

couple items here that have some asterisks. Those there are limitations on those items.

So for books, material, and equipment, compensation of teachers and instructional staff, the limitation is just that they be directly related to the academic needs of students in those magnet schools, and academic is defined by sort of the standard areas, but as well as what is needed specifically to implement the theme of this program. So if it's aerospace engineering, perhaps there's specific material and equipment that is needed, that can be purchased through these funds. You'll see that we have an invitational priority for whole school programs. We definitely have a preference for whole school programs as opposed to programs within schools, but programs within schools are certainly allowable as long as they are making the benefit of those programs is available to non-magnet students, and we can talk individually about what that might look like, but that it's not sort of creating a sense of haves and have nots in a school. Everybody gets to benefit from the funding, and that is an allowable use of funds specifically, professional development, capacity building activities.

One of the nice things is it really is about creating flexibility in managing these magnet schools, and creating that capacity. So anything that is related to increasing that flexibility and building magnet schools in your district is potentially permissible and then finally the last thing that we really like to emphasize is the transportation of students. So this means transportation of students to and from school. There's a limitation on it, and the limitation is just that it be not a substantial part of the grant, which we define as around 10 percent of the grant going to transportation. You don't want more than that, and that it be sustainable, so that there be some thought about how the district would be able to take up the cost of transportation over time.

The good part about this is we know transportation is a huge factor in giving kids access to magnet schools. It gives you an opportunity to pilot transportation, to try new things, and see what's going to work, so that it can be sustained by the district over time, and definitely wanted to just emphasize that. And so as I say, there are some limitations. There are limitations around planning. Planning is a good thing, but in the first year, funds that are being used for planning can't be more than 50 percent of the grant funds in the first year, and then after that, second and third year, not more than 15 percent of the funds, and we always get into the question as to what is planning? Really, I think what Congress is saying here is that they want folks to get going on making sure that there are services for kids.

We know that that takes some time to get up and running, but that's kind of the idea behind this. The other thing just to think about in terms of

funding is the uniform guidance, which talks about how we use funds in general, that they be allowable, necessary, reasonable, and allocable, and allocable means that it makes sense that you would use magnet funds for this purpose. So those are some things to think about in terms of the budget and what you're requesting. To give an overview of the timeline, again, application was available last week. We're asking for a notice of intent to apply, just a simple email to us at [msap.team@ed.gov](mailto:msap.team@ed.gov) that says your district name, notice of intent to apply. It doesn't have to be more than that. I'm sorry, just your intent to apply and your district name. It just helps us to be able to plan a competition, but you could absolutely still apply if you missed that April 13 deadline. That's fine. You have to have that application in by May 15, 11:59 PM Eastern Time.

And finally, there is an intergovernmental review, which is really state specific and something that you can look into for your own state, and that has to be done, I believe, by July 12. The other piece that will come up is around desegregation plans, and again, we might touch on this again later, but the main thing there is that your desegregation plans, required and voluntary, need to be attached to your application. If you are submitting a required plan, and you need to modify it to add the magnet schools as a strategy for desegregation, we're asking that you demonstrate that you have requested that modification in your application. We need the approval of the modification in order to be able to fund the grant, so you have a little more time to actually get that approval in, but you have to have requested it by the time you are applying, because we know that that takes time. Similarly, really want to make sure that those desegregation plans are approved, voluntary desegregation plans are approved by school boards when they are submitted.

Hans Neseth: Oh, and also, Gillian, I just wanted to mention, everyone, please make sure that you're looking at the dates on the slide deck. Those are the correct dates, not the dates in the notes. So I just wanted to make sure that everyone is clear on that.

Gillian Cohen-Boyer: Great.

Hans Neseth: Do you want me to take over, Gillian?

Gillian Cohen-Boyer: Yeah, go ahead. Yeah, so here we are in the application components, and what you're going to actually be completing, and go ahead. Thanks, Hans.

Hans Neseth: Thanks. Thanks, Gillian. Okay, so we've got the...Oh, let me also just say welcome to everyone. I'm Hans Neseth. I'm a program officer here with MSAP. So what we see here is we see the different components of the application. Okay? You're also in the application instructions, you're also going to have a very detailed checklist of everything that you may want to



consider including one of the first things is the project abstract. Now, it's very important here. It says, "No more than one page in length," and so you want to make sure that your abstract doesn't exceed that one page, and you should really use language that will be understood by a range of audiences. Okay?

You're basically covering the goals of the projects and the specific proposed schools and themes. The big thing here is to be concise, but also include all of the different aspects of your projects, the major ones, and so probably the best way to think about this is kind of like an abstract in a scholarly journal of some kind, right? That first excerpt where it kind of lays out whatever it is that they're going to be talking about in that scholarly article. That's what you want to do here. Same thing, all right? Then we're also looking at the part of the application that looks at the response to priorities and the selection criteria, these various narrative responses that we have here, the second and the third bullets.

Now, this part of the application constitutes the portion of the application that is subject to the suggested page limit described in the federal register notice inviting applications for this competition for MSAP. Please note that this is a recommended limit. We encourage you to keep your responses as concise as possible for the benefit of peer reviewers, but to be thorough in addressing each of the components of a competitive preference priority or selection criteria, and I'm going to kind of go into more detail about this, but make sure that you're talking about your plan, so you want to be concise, so that you have everything included, so that it's not super long because don't forget the reviewers are reading through everything. You want to make sure that the main points, what you're really trying to get across is clear to the reviewer, but you also want to make sure that everything is in there as well. So that's kind of the delicate dance.

We recommend that you address the priorities to which you are responding, and then the selection criteria in the order in which they appear in the federal register notice inviting applications for this competition. Now, the budget document, ED form 524 and also the budget narrative, you're going to be providing an itemized budget breakdown in the 524b form and also a narrative description of all the line items under each budgeted category listed in sections. A, justifying the expenses and demonstrating that it is for an allowable, necessary, and reasonable expense with respect to the goals of your project. You really want to pay attention when you're creating this to the use of funds that Gillian looked at earlier, make sure that you're meeting those parameters.

Also, please note that if you're granted an award, grantees are expected to participate in an annual technical assistance meeting. We call this the Project Directors Meeting or the project director's conference. This is

generally held in November, in person, in Washington DC. You should include in your budget request funding for up to five members of your project team to participate in this meeting. Now, one thing that we need to make very clear is that the project director needs to attend, so the project director needs to be one of those five people. Other participants can include key leadership within the school, project implementation staff, district level personnel, evaluators, other partners or service providers, basically anyone that you think who's part of the project, who needs to get this information. Okay?

Other forms that should be included, we've discussed the desegregation plans. Gillian talked a little bit about that, and we're going to touch on the enrollment tables, which are on our website. There's also several forms required for all federal applications. These are going to be in Grants.gov, and there are a few optional forms to assist with responding to competitive preference priorities and selection criteria. And then there are also items that you should attach to respond to the selection criteria, attachments that demonstrate what you're saying, proof, resumes, those types of things. Okay?

All right, so now let's look at the actual competitive preference priorities. So as you can see, we have several funding priorities. There are six competitive preference priorities and two invitational priorities that cover these funding priorities. The first four competitive preference priorities or CPPs, as we call them, come directly from the MSAP legislation and regulations, and the last two are from the secretary's supplemental priorities. For full points, we recommend addressing the priority fully and identifying how the priority relates to or will be realized through your proposed MSAP project. For example, let's look at CPP 5, interdistrict and regional approaches. It's really not enough to say, "Yes, we have interdistrict or regional approaches that we're going to be utilizing." What you really want to do is you want to have your plan. You want to talk about how you're going to be doing those things. Okay?

Now, these competitive preference priorities, these CPPs, and the total points they add to an applicant's review score are for a total of 16 points, so this is for a total possible score of 116, so if you max out. You're getting everything within the selection criteria. You're getting every point that you can on these competitive preference priorities. That would total up to 116 points. Excuse me. Now, we do want to note that MSAP legislation includes a preference priority that for any year in which more than \$75 million is available for new awards such as this year, that preference be provided to applicants that did not receive MSAP funding in the previous year for all of the awards made over the \$75 million.

MSAP applies this preference after the review process is complete, and there is nothing that an applicant needs to do towards their application. So it's basically us laying it out. Whenever we hit the number of awards that are at 75 million, the ones that come after that within our list, because we rank everything based on the scores, the ones that come after that point, let's say it's the 15th award that we're going to make, 16 and below the preferences given to applicants that haven't been funded in the previous year, so just so that you understand that. Okay?

Now, also within these competitive preference priorities, the wording of these is very specific, and this is how peer reviewers are really assessing whether the extra points are going to be given, by the wording of the notice. Okay? So we're going to kind of go through these right now, but the way to really think about this is like a resume or a CV. If you're applying for a job, you want to be hitting those points. You want to be hitting those main topics. All right, CPP 1, need for assistance, this one is worth up to an additional two points. This allows applicants to demonstrate that the cost of the project exceeds the applicant's available resources, so that's what these four questions down here are really breaking down. So in essence, CPP 1 is you have a project that you want to do, and you need assistance to be able to accomplish that.

Okay, competitive preference priority two, we're looking at newer revised magnet school projects and the strength of evidence to support those proposed projects, and that's worth up to a total of three points, and this asked applicants to identify whether they are creating new or revised magnet schools and to demonstrate the evidence underlying the design of the aspects of the proposed projects. You'll find two optional forms to assist in applying for the CPP on our website, table five, which is part of the Excel workbook on the MSAP website, and an evidence form to provide citations. CPP 3 looks at the selection of students. This is worth up to two points, and this encourages applicants to consider non-academic factors as methods for selecting students for their magnet schools. This is in table six in the Excel workbook, and this can assist you in responding to this CPP.

Okay. CPP 4 is increasing racial integration and socioeconomic diversity up to three points, and this supports applicants in considering a focus on socioeconomic factors as a means for encouraging further integration among racial groups. CPP 5 five is interdistrict and regional approaches. This is worth up to three points, and this promotes an applicant's consideration of collaboration across boundary or other geographic or legal lines to address minority group isolation in highly segregated communities, so this is really about partnering with others in order to accomplish the goal of reducing minority group isolation. And also for competitive preference priority five, it's important to keep in mind that

applicants must submit a joint letter of application as described in EDGAR 34 CFR 75.128. Okay? Again, that's EDGAR 34 CFR 75.128.

So again, like I said before, you want to make sure you're talking about your plan, not just that you're doing those things. All right. CPP 6 is supporting a diverse educator workforce and professional growth to strengthen student learning. This is encouraging. This one is meant to encourage integration of LEA human resources related to efforts to promote a well-prepared, diverse, and effective cadre of educators within the schools of the local educational agency's efforts through MSAP. Again, you want to talk about how you're doing this. You don't want to just say, "Yes, we're supporting a diverse educator workforce." Provide evidence, show us the types of plans that you have.

All right. Next one is the invitational priorities. Now, you notice here that we have two invitational priorities. Now, it's important to remember with these invitational priorities, as you see here, that you're not getting points awarded for these, but we invite applicants to consider these in their proposals. Okay? The first one was what Gillian was mentioning earlier. This is related to whole school magnet programs, just like the name says, and this encourages magnets in which all students in the school participate rather than separate magnet programs within the schools. Rather than having a magnet wing or some magnet high schools, the whole school is a magnet school.

Number two is coordination across agencies and organizations. This is about promoting collaboration across governmental agencies and community organizations such as those focused on housing. We've got HUD Choice in there, the HUD Choice Neighborhoods Initiative, HUD Rental Assistance Demonstration Program, programs that are focused on transportation, those types of things. Now I'm going to switch over to Tharon. He's going to talk about the selection criteria and the evaluation.

Tharon Washington: Thanks, Hans. Good to talk to everyone again, this is Tharon Washington. I'm another one of the program officers here at the Department of Education. I wanted to discuss this selection criteria. We discussed under competitive preference priorities how an applicant may accrue up to 16 additional points for a total of 116. Selection criteria are where the traditional 100 points are assigned. The competition has 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 sub-criteria, each of which are assigned point values, which amount to the total listed of each of them. Each of these five criteria are detailed in the notice inviting applications, and we urge you to reach to read these carefully and work to clearly address each of the sub-criteria to be eligible for the total number of points.

Review of the TA forms, peer reviewers in the review of the technical assistance form, peer reviewers reviewed applications fairly. They were, however, looking for details and looking for connections. Need to be clear. You need to be clear on what is your plan, plan to meet the goals of the desegregation plan, and to design magnet schools as a strategy for meeting the LEA's systemic goals. The first area has to do with your plans for desegregation as this is the program's major purpose, 30 points.

In this section, peer reviewers will be directed to consider the goals of the desegregation plan attached as part of the application and the project narrative, as well as the following maximum point totals to consider. The proposed strategies for the elimination reduction or prevention of MGI, that would be 10 points. The importance or magnitude of the project's intended results or outcomes with regards to desegregation, that would be eight points. The plan to recruit students from different socioeconomic, ethnic, and racial backgrounds into the magnet schools, and that will be four points. How the applicant will foster interaction amongst students of different social, economic, ethnic and racial backgrounds in classroom activities, extracurricular activities or other activities, that's four points.

The conceptual framework underlying the project, particularly with regards to the purpose of desegregation which may be depicted using a graphic representation or logic model, four points. This is why we provide technical assistance on logic models specifically. This section assesses the applicant's design of magnet schools to get at the academic improvement as systemic reform aspects of MSAP's purpose such as the plan to increase students' academic achievement through the magnets and the underlying evidence which supports the design, that's six points. The training and support educators will be provided in order to deliver on the goals of the magnet schools, six points also. The involvement of families in decision making and development of the schools, that will be six points, and the involvement of partners in maximizing schools' effectiveness, six points.

The potential for sustaining the benefits of the school of the Magnet schools, schools beyond the period of federal funding, six points. You may want to look at the framework for magnet school development for technical assistance in this section in particular. This part reflects that MSAP projects involve many different project components happening simultaneously over the life of the grant and reviews. The plan to achieve the project's goals on time within budget, including clearly defined responsibilities, timelines, and milestones, that's five points. The cost of the projects given the number of schools involved and the students to be served, five points. Again, can request up to \$15 million, but think about your ask in terms of those numbers what is really needed.

As the quality of leadership and effectiveness of educators are key to the success of projects and schools, this section asks for further information on the qualifications of the project's proposed project director, key management staff members, and teachers leading magnet curriculum in implementation, that's 10 points, and the degree to which proposed staff members or descriptions for these proposed positions reflect experience with the proposed magnet school's academic and desegregation purposes, five points. The department has become increasingly interested in promoting grant making which considers and promotes the use of evidence. This section gets at two different aspects within MSAP, ongoing performance assessment using the program performance measures below, and it's in section four of the NIA, and the project specific performance measures. It also speaks to an evidence of promise study discussed further below in section 4C.

More specifically, this section asks about the applicant's plans to assess, monitor, and evaluate the impact of the activities funded under this part on student achievement and integration, five points. Use objective performance measures related to outcomes of the project that will produce quantitative and qualitative data to the extent possible, that that's five points also. The extent to which the methods of evaluation will if well implemented produce promising evidence as defined in the notice about the project's effectiveness, five points. This is why we provide technical assistance specifically on writing good performance measures which relate back to those logic models. How would you know if you are successful in achieving the goals and objectives of the program?

We also provide technical on the evidence of promise study, which is a requirement for the program. The evidence of promise study is intended to get at the district capacity to sustain these activities after federal funding. Here are the first three program performance measures for MSAP. The first three are reported on throughout the funding period, the number of and percentage of magnet schools receiving assistance whose enrollment eliminates, reduces, or prevents MGI, the percentage increase of students from major racial or 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, and 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. Then 3-year review what is happening at 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 high levels after federal funding.

The percentage of MSAP funded magnet schools still operating magnet school 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 programs, who score proficient or above on state funding...I mean state assessments in reading and language arts three years after federal funding end as compared to the final project year, and 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 ends as compared to the final project year. There's also a section of 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 criterion [inaudible 00:53:12] E3.

So 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 competitive priority two. 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. As I said in this part of the capacity building part of the MSAP's purpose, that by collecting information in a way that meets at least a 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 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. Now Gillian will take over and discuss required submissions for eligibility purposes.

Gillian Cohen-Boyer: Great, thanks. I just wanted to acknowledge there are a couple of questions on the chat. The second one has to do exactly with this slide, but the first one is about the quality of personnel section, and why that has changed from five points in the past to 15 points in this go around, and I should say very, very little has changed from previous years. This is just one example where our leadership in particular just wanted to recognize that the quality of personnel, the quality of teachers in particular matter so significantly to the success of schools that they wanted us to emphasize it a little bit more. We had not in the past just because those tend to be sections that don't make a difference competitively, because everybody tends to do a really good job with those, but certainly appreciate why the quality personnel is so important and wanted to give people space to talk about that.

And the second question had to do with the tables and was just asking about the tables are all... Well, let me back up a second. So to demonstrate that you are eligible, and we talked about the desegregation plan that needs to be submitted, we have provided a number of forms to help with

that process. They're all on our website. There are instructions on the forms themselves. They're also in our application instruction package. All of the forms that are there are really provided as guidance and to make things easier. So we put them all together into one Excel sheet to make it easier for you to submit and to make it easier for us to use. When you get it, you do not have to use them, but if you are providing enrollment tables separately using formats that you already have, that's fine, just please, we ask that you provide it in Excel. It makes it easier for everyone.

The first document that is provided in order to make things a little bit easier for you guys and for us is a desegregation plan packet. It has three different pieces. It lets us know the type of desegregation plan that you're operating under. It's just a series of check boxes. There is a summary sheet in which we ask you to explain to us a little bit more about the goals of the desegregation plan, the target schools, the components that we need in order to demonstrate, in order to assess that you are in fact eligible for this program. And as we said earlier in the desegregation selection criteria, we are asking our peer reviewers to look at those goals, not the plans themselves, but to look at the goals to be able to make the connection between your project, your plan for magnet schools, and how they are designed, how it is designed to address those goals. So that summary sheet is very helpful for us, and then there's some assurance forms that we do need to have signed, and so those are part of that first packet.

There are four enrollment tables. The first one just tells us about the magnet schools that you are planning or proposing as part of this project. Are they new? Are they existing? The second is helping us understand your LEA-wide level enrollment data. If you are applying as a consortium, then we want to see the enrollment data for each LEA that is involved, the enrollment data that is specific to the magnet school, and then enrollment data that is specific to the grades in the feeder schools that are going to be that funneling into the magnet schools. So the idea here is that you are providing demographic breakdowns in that enrollment for the current year. What is it currently? What do you anticipate in the first year of the program, second, third, fourth, and fifth year of the program if you were funded?

And as I said, if you are thinking about preventing minority group isolation as opposed to eliminating or reducing, it would be helpful if you can also provide data about your projected enrollment in the case of not having funding. So why do you need to prevent? And again, each of those tables is broken down and designed to just make it a little bit easier to submit. We do also include in that Excel packet the form for it's called table five. It's the goes along with the competitive priority two, evidence for new and revised magnet schools, and then there is one for CPP 3, the selection of students. And again, Hans talked about the fact that if you are



applying for CPP 5, the interdistrict or regional planning, that you also look at that, the requirements for a joint letter of application, and those are linked too on our website.

So I see Sara Wheeler has asked, "Is it necessary to upload the original voluntary plan from the LEA?" Yes, it is absolutely necessary. Even with the summary, we just want... The summary is to help us understand what's in the plan, but we do need a copy of the plan as well, and we do need to have it, again, signed currently by the board. If you applied in FY22...So this is the FY23 competition. If you applied in FY22, and you had your board sign that plan, and nothing has changed, you can resubmit it. That is absolutely fine. We don't want folks to have to go to a ton of trouble, but if anything has changed, if there are different magnets or different components to the plan, then we need a current signature.

David Lerch asked, "Going back to the priority that the CPPs that we had laid out and the fact that there is one priority that isn't actually something that you have to respond to?" It's in cases where we have funding greater than \$75 million, as we do this year, then as Hans explained, we prioritize applicants that have not received funding in the past year, and that is they have not received new grants or continuation grants. So our current grantees that are receiving funding don't get that priority, and anyone who's funded in FY22 does not get that priority. And the way we do that is by creating, as Hans talked about, we have a slate. We have a ranking of scores. We create a second slate for everything over \$75 million, and we give every applicant that had not received funding previously an additional 10 points, so that's how we make those determinations.

In terms of submission, it is mandatory that you use Grants.gov, and that the application be submitted prior to 11:59 PM on May 15. We highly, highly recommend that you take that into consideration, and start early, and just make sure that you feel really comfortable with Grants.gov. We have instructions in our application instructions. We're also linked to it here, and this is actually an old note. At this point, we have completely switched from DUNS to a unique identity identifier for districts. So you want to just make sure that once you've registered in SAM.gov that you have gotten that unique entity identifier. So again, take a look at the application instructions and take a look at the materials on Grants.gov, and it will help you through those processes.

So to clarify...Actually, let me go to this slide. So this is just to give you guys a sense of what happens. You submit your application, and then what happens? We do a preliminary eligibility review, making sure that they are LEAs, that they are designed to address minority group isolation, that all of the required forms are attached, and that we have all of that information. The applications are then peer reviewed, and this is a really

important point that we want to make. We can't ask our peer reviewers to rank look at these score or provide comments on anything that we haven't told you.

So that's what they are reviewing and scoring based on the wording of those questions. That's available to them, so that's why Hans is talking about we want to make sure that you are concise, because it is a human being who is rating these and scoring them, but also really, really thorough, and so really addressing each of those sub points and thinking through the details of what you want to accomplish, providing those details, and connecting them together so that the peer reviewer really gets a sense of what it is you are trying to do. We are looking for peer reviewers as well. So if you know people who have expertise in magnets, or have expertise in desegregation, or anything sort of related to what we've talked about, we are really happy to have them, and there's information on our website about that, and it truly is one of the most democratic and important things we do here. These decisions are not made by us. They are made by your peers.

After the peer review, as we suggest, each application has a score of up to 116 points. They get sorted into a ranking. We assume that up to \$75 million, we go through the ranking up to \$75 million, and then any applicants after that, whatever that good break is, then we create a second slate, and then we assess those 10 extra points. So I hope, David, that answers the question. So no, we only rank applications that... Applications that have not received funding in the past only get that extra boost after \$75 million, could be anybody in that first 75. Okay, thank you. I appreciate that.

And Hans is also reminding us that I'm putting out a call for peer reviewers, but peer reviewers can't be associated with any of the applications. So if you know people who are not helping with an application or part of an application for this year's funding, and who would be great peer reviewers, please send them our way. So I hope that's clear. The next part of this is really we go very in depth into those eligibility reviews and the component that involves our Office for Civil Rights. The Office for Civil Rights in our legislation is responsible for signing off on every single grant to ensure that the civil rights obligations of the district can be met, and that there aren't any red flags that are set off.

Our civil rights team is wonderful. They will be doing their session next week, and they will often have conversations with grantees, with applicants rather, if there's anything that they're concerned about. Just please know that if they do reach out to you, that's not necessarily a signal that you are getting a grant, and vice versa. If they don't reach out to you, do not worry, but that is why our review process does take quite a bit of

time. And so you will likely not hear before September 30 or the days leading up till September 30. You will hear one way or another. We will notify applicants if you are receiving an award, and we will notify you if you are not receiving an award. If you don't hear from us after September 30, that is the time to reach out and ask us, and certainly that has happened in the past that our emails have gone into spam or whatever it might be, so please do be in touch with us, but just wait until September 30.

I believe that is everything that I wanted to make sure of that we cover. So are there any other questions that we can answer? Okay, David is asking me to go back to the CPP 1. Sorry for this. Yep. So this is the need for assistance. It's up to two additional points. There are subcategories not in the notice. I'm not sure what that means. I'm not sure if we can take you off mute, David. Huh? That's interesting. So David is saying that those sub-components one to four aren't in the published notice. That is odd. I'll double check that, but these four points, just for what it's worth, is what we are essentially looking for. What is the cost of implementing the project? What resources are available to you? How much does the cost of the project exceed the resources, and therefore, why do you need funds? I will say again, need for assistance is one of those things that most applicants receive all the points for because these are large and expensive projects, so there's generally need.

Ve Prior asks, "Is this presentation on the website?" It will be within a week, and last year's presentation, which is very, very similar, is on the website now if you look under FY22. Okay, so Becky is clarifying that the one through four is in the notice, the notice inviting applications, and that's the Bible. That's the original text that you want to be paying attention to. The application instructions are our interpretation, and are designed to be in more plain language, and designed to be helpful, and there are certainly things that get missed in that, but the notice is binding. Absolutely use the federal register notice, the wording, and again, need for assistance. What I'm saying for competitive preference priorities, the way they are assessed by the peer reviewers again is they will look at this wording and say, "Did they talk about the cost? Did they talk about the resources available? Is it clear how much the resources are more than the cost? How difficult is this project?" That's what they'll be looking for, and that is the only information that we can use.

There is information in the background sections, which sometimes try to clarify a little bit. So for example, the piece about that Hans noted, it's not enough to say, "Well, we have open enrollment, therefore, we meet competitive priority five. Anybody can come and go across those boundaries." That's great. What we want to know is how are you working within your magnet program to facilitate interdistrict or regional collaboration? And so we've said that in the background section, and we're

saying it here, and we will say it to our peer reviewers. So again, all the information is in the notice, and we can clarify it a little bit in the application instructions. Okey dokey. So yes, Terri is saying, "Both are helpful." You want to go by the letter of the law in the notice, but the application instructions are meant to help clarify, facilitate, make plain language, hopefully ease some sources of stress, those kinds of things.

I see a couple of people are typing, so I'm just holding on for a moment until we get those questions. Oh, you're welcome, Beth. Thanks for the thanks. Likewise, David. So that's really what we have for today. As I said, there are several other webinars that we really recommend. There are wonderful toolkits on the MSAP TA Center's site. We recommend those, and we are always available for questions and time to talk about specific questions that you might have. We're happy to help clarify anything. Just email us at [msap.team@ed.gov](mailto:msap.team@ed.gov). Thanks so much. Thanks, Manya. I think we are all set.

Manya Walton: Thanks, Gillian.

Hans Neseth: Thanks, everyone.

Manya Walton: Thanks.

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