

MAGNET SCHOOLS ASSISTANCE PROGRAM



**FY 2023 GRANT
COMPETITION
PRE-APPLICATION
WEBINAR**

WEBINAR LOGISTICS

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



A FEW NOTES ON Q&A

- Submit questions via the webinar chat function.
- We may not answer questions during the webinar, but will post them on the recorded webinar page.
- If your question is not addressed, you can submit it to msap.team@ed.gov.



APPLICANT TA WEBINAR SERIES

Overview of the Notice Inviting Applications	March 23, 2023 1:00 pm Eastern	ED MSAP Team
Magnet Development Framework	Available on Website	MSAP Center Consultant Doreen Marvin
The Civil Rights Review and the Eligibility Review	March 30, 2023 1:00 pm Eastern	ED OCR
Logic Models and Performance Measures	Available on Website	MSAP Center
Evaluation and Evidence of Promise Study Guidance	Available on Website	MSAP Center Consultant Ginger Stoker
Open Office Hours	April 6, 13, and 20, 2023 On Teams – Link on Website 1:00 pm Eastern	ED MSAP Team



TODAY'S AGENDA

- Today's webinar
 - Program Overview
 - FY 23 Competition Overview
 - Key Components of the NIA – Funding Priorities, Selection Criteria, and Eligibility Requirements
 - Application Submission and Review



FY 23 COMPETITION OVERVIEW

Award Information

- **Estimated available funds:** up to \$122,000,000
- **Estimated award range:** \$1,000,000-\$3,500,000 per budget year
- **Estimated number of awards:** approximately 25
- **Project period:** Up to 60 months
- **Maximum award:** \$15,000,000 over the project period. Yearly award amounts may vary.

NOTE: The Department is not bound by the estimates above and contained in the “Federal Register” notice inviting applications published on March 14, 2023.



FY 23 COMPETITION OVERVIEW

FY 2023 Grant Competition Information

- Federal Register notice inviting applications ([NIA](#)) for new awards for FY 2023 for MSAP, published Tuesday, March 14, 2023.
- Applications must be received by May 15, 2023, by no later than 11:59 p.m. Eastern Time.

MSAP webpage with Technical Assistance and detailed Application Instructions

- <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/magnet-school-assistance-program-msap/>



PROGRAM OVERVIEW

Magnet Schools Assistance Program (MSAP)

Authorization

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

Eligibility

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

Purpose

- To assist in the desegregation of schools served by LEAs.



PROGRAM OVERVIEW

Eligibility

Applicants must attach a Required or Voluntary Desegregation Plan.

- A Required Desegregation Plan is a plan ordered by a State or Federal court (or other appropriate entity) to remedy the illegal separation of minority group children or faculty in the schools of an LEA.
- A Voluntary Desegregation Plan is a plan created by an LEA's school board to address segregation and create greater diversity across schools.

Voluntary plans do not have to be lengthy. They do have to include plans to eliminate, reduce, or prevent minority group isolation through proposed magnets.

If a required plan needs to be modified to include the proposed magnets, the applicant must provide demonstration of having requested the modification.

Funding is contingent on approval.



PROGRAM OVERVIEW

MSAP Statutory Purpose – [Title IV, Part D, Section 4401 \(b\)](#)

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

1. the **elimination, reduction, or prevention of minority group isolation** in schools with substantial proportions of minority students
2. magnet school programs that assist LEAs in **achieving systemic reforms** and providing all students the opportunity to meet **challenging State academic standards**;
3. **innovative educational methods and practices** that **promote diversity** and **increase choices** in public educational programs;
4. courses of instruction within magnet schools that **strengthen knowledge of academic subjects and** attainment of **tangible skills**;
5. improving **capacity to continue operating** magnet schools **at a high-performance level** after Federal funding; and
6. ensuring that all students in the magnet schools have **equitable access** to high quality education to succeed.



PROGRAM OVERVIEW

Some Key Terms

Magnet school:

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

Feeder School:

- A school from which students are drawn to attend a magnet school.

Minority Group Isolation:

- Refers to racial isolation of students from one or more minority groups in schools where there are **substantial proportions** of minority students.



USE OF FUNDS

Section 4407, Title IV, Part D

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

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



USE OF FUNDS

■ Limitations

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

The Uniform Guidance ([2 CFR § 200](#)) streamlines and consolidates government requirements for receiving and using federal awards



FY 23 COMPETITION OVERVIEW

Application Available

- March 14, 2023

Deadline for Notice of Intent to Apply (Optional)

- April 13, 2023 to msap.team@ed.gov

Deadline for Transmittal of Applications

- May 15, 2023 by 11:59 pm Eastern Time.

Deadline for Intergovernmental Review

- July 12, 2023

PROGRAM OVERVIEW

Application Components

- A project abstract (no more than one page in length)
- Narrative Responses to CPPs 1-6 and Invitational Priorities
- Narrative Responses to MSAP Selection Criteria
- Budget (ED Form 524) and a Budget Narrative
- Desegregation Plan and Assurances
- Enrollment Data Tables
- Grants.Gov Required Forms

Optional Attachments

- Optional Forms supporting Narrative Responses.
- Resumes of key personnel
- Logic Model



COMPETITIVE PREFERENCE PRIORITIES

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

NOTE: Up to 16 additional points may be awarded, and applicants may apply under any, all, or none of the CPPs.



COMPETITIVE PREFERENCE PRIORITIES

CPP 1—Need for Assistance (up to 2 additional points)

The Secretary evaluates the applicant's need for assistance by considering—

- (1) The costs of fully implementing the magnet schools project as proposed;
- (2) The resources available to the applicant to carry out the project if funds under the program were not provided;
- (3) The extent to which the costs of the project exceed the applicant's resources; **and**
- (4) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project— e.g., the type of program proposed, the location of the magnet school within the LEA—impacts the applicant's ability to successfully carry out the approved plan.



COMPETITIVE PREFERENCE PRIORITIES

CPP 2—New or Revised Magnet Schools Projects and Strength of Evidence to Support the Proposed Projects (up to 3)

The Secretary determines the extent to which the applicant proposes to:

- (1) carry out a new, evidence-based magnet school program;
- (2) significantly revise an existing magnet school program, using evidence-based methods and practices, as available; **or**
- (3) replicate an existing magnet school program that has a demonstrated record of success in increasing student academic achievement and reducing isolation of minority groups.



COMPETITIVE PREFERENCE PRIORITIES

CPP 3-Selection of Students (2 pts)

The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

CPP 4-Increasing Racial Integration & Socioeconomic Diversity (3 pts)

The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity in designing and implementing magnet school programs.

CPP 5-Interdistrict and Regional Approaches (3pts)

Under this priority, an applicant must demonstrate that grant funds will be used to enable the LEA, or consortium of such agencies, or other organizations partnered with such agency or consortium, to establish, expand, or strengthen inter-district and regional magnet programs.



COMPETITIVE PREFERENCE PRIORITIES

CPP 6—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (3 points).

Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, **through one or both of the following:**

- (a) Adopting or expanding comprehensive, strategic career and compensation systems that provide competitive compensation and include opportunities for educators to serve as mentors and instructional coaches, or to take on additional leadership roles and responsibilities for which educators are compensated.
- (b) Developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.



INVITATIONAL PRIORITIES

IP 1—Whole School Magnet Programs

Projects that propose to implement “whole-school magnet” schools in which all students enrolled in the school participate in the magnet school program, rather than schools that implement magnet programs within schools that are offered to less than the entire school population.

IP 2—Coordination Across Agencies and Organizations

Projects that propose to coordinate efforts with relevant governmental agencies, such as housing or transportation authorities, or community organizations to promote student diversity and achievement in magnet schools. This may include projects coordinated with public housing redevelopment efforts, such as those funded through the HUD Choice Neighborhoods Initiative or the HUD Rental Assistance Demonstration program.

NOTE: Invitational Priorities do not accrue priority points.



SELECTION CRITERIA

- 1: Desegregation (up to 30 points)
- 2: Quality of Project Design (up to 30 points)
- 3: Quality of Management Plan (up to 10 points)
- 4: Quality of Personnel (up to 15 points)
- 5: Quality of Project Evaluation (up to 15 points)

SELECTION CRITERIA

Desegregation (up to 30 points)

The Secretary reviews each application to determine the quality of the desegregation-related activities, including:

- (1) The effectiveness of the applicant's **proposed desegregation strategies for the elimination, reduction, or prevention of MGI** in elementary schools and secondary schools with substantial proportions of minority students. (section 4401(b)(1) of the ESEA, [20 U.S.C. 7231](#)) (up to 10 points)
- (2) The importance or **magnitude of the results** or outcomes likely to be attained by the proposed project. ([34 CFR 75.210](#)) (up to 8 points)
- (3) The effectiveness of its **plan to recruit students** from different social, economic, ethnic, and racial backgrounds into the magnet schools. ([34 CFR 280.31](#)) (up to 4 points)



SELECTION CRITERIA

Desegregation (cont'd)

(4) How it will **foster interaction** among students of different social, economic, ethnic, and racial backgrounds in classroom activities, extracurricular activities, or other activities in the magnet schools (or, if appropriate, in the schools in which the magnet school programs operate). ([34 CFR 280.31](#)) (up to 4 points)

(5) The extent to which there is a **conceptual framework** underlying the proposed research or demonstration activities and the quality of that framework. ([34 CFR 75.210](#)) (up to 4 points)



SELECTION CRITERIA

Quality of the project design (up to 30 points)

In determining the quality of the design of the proposed project, the Secretary considers the following factors:

- (1) The manner and extent to which the magnet school program will **increase student academic achievement** in the instructional areas offered by the school, **including any evidence**, or if such evidence is not available, a rationale based on current research findings, to support such description. (section 4405(b)(1)(B) of the ESEA, [20 U.S.C. 7231d\(b\)\(1\)\(B\)](#)) (up to 6 points)
- (2) The extent to which the **training or professional development services** to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services. ([34 CFR 75.210](#)) (up to 6 points)



SELECTION CRITERIA

Quality of the project design (cont'd)

(3) The extent to which each magnet school for which funding is sought will encourage **greater parental decision-making and involvement**. ([34 CFR 280.31](#)) (up to 6 points)

(4) The extent to which the services to be provided by the proposed project involve the **collaboration of appropriate partners** for maximizing the effectiveness of project services. ([34 CFR 75.210](#)) (up to 6 points)

(5) The **potential for the incorporation of project purposes, activities, or benefits** into the ongoing program of the agency or organization at the end of Federal funding. ([34 CFR 75.210](#)) (up to 6 points)



SELECTION CRITERIA

Quality of the management plan (up to 10 points)

In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- (1) The adequacy of the management plan to achieve the objectives of the proposed project **on time and within budget**, including **clearly defined responsibilities, timelines, and milestones** for accomplishing project tasks. ([34 CFR 75.210](#)) (up to 5 points)
- (2) The extent to which the **costs are reasonable** in relation to the number of persons to be served and to the anticipated results and benefits. ([34 CFR 75.210](#)) (up to 5 points)



SELECTION CRITERIA

Quality of personnel (up to 15 points)

(1) The Secretary determines the extent to which—

(a) **The project director** (if one is used) is qualified to manage the project;

(b) **Other key personnel** are qualified to manage the project; and

(c) **Teachers** who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools. ([34 CFR 280.31](#)) (up to 10 points)

(2) To determine personnel qualifications, the Secretary considers **experience and training** in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies. ([34 CFR 280.31](#)) (up to 5 points)



SELECTION CRITERIA

Quality of the project evaluation (up to 15 points)

In determining the quality of the evaluation, the Secretary considers the following factors:

- (1) How the applicant will **assess, monitor, and evaluate the impact of the activities** funded under this part on student achievement and integration. (section 4405(b)(1)(D) of the ESEA, [20 U.S.C. 7231d\(b\)\(1\)\(D\)](#)) (up to 5 points)
- (2) The extent to which the methods of evaluation include the use of **objective performance measures** that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. ([34 CFR 75.210](#)) (up to 5 points)
- (3) The extent to which the methods of evaluation will, if well implemented, **produce promising evidence** (as defined in [34 CFR 77.1\(c\)](#)) about the project's effectiveness. ([34 CFR 75.210](#)) (up to 5 points)



PROGRAM PERFORMANCE MEASURES

1. The number and percentage of magnet schools receiving assistance whose student enrollment eliminates, reduces, or prevents MGI.
2. The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts as compared to the previous year.
3. The percentage increase of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics as compared to the previous year.

PROGRAM PERFORMANCE MEASURES CONT.

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



EVIDENCE OF PROMISE STUDY

- 1. Study intervention** – What is being evaluated (schools, component of program)?
- 2. Study goals** – What are the research questions?
- 3. Study contrast** – How is the study sample comprised? What is the comparison condition? Is the study sample of sufficient size (e.g., number of students, teachers, or schools) that there is adequate statistical power to detect relationships or effects?
- 4. Measurement** – What are the key outcome measures? What data will be collected, and when will they be collected?
- 5. Analysis approach** – What model(s) will be used? How will missing data be handled? Are there relevant subgroup analyses? Which sensitivity tests are necessary?



REQUIRED SUBMISSIONS FOR ELIGIBILITY PURPOSES

Desegregation Plan Type, Summary, and Civil Rights Assurances Form

Table 1—Magnet Schools Included in the Project

Table 2—LEA-Level Enrollment Data

Table 3—Magnet School Enrollment Data

Table 4—Feeder School Enrollment Data

APPLICATION SUBMISSION

- It is mandatory for applicants to use Grants.gov. Only applications submitted in Grants.gov by the deadline (May 15, 2023 prior to 11:59 pm Eastern) will be considered for funding.
- Refer to the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the Federal Register on December 27, 2021 (86 FR 73264) and available at www.federalregister.gov/d/2021-27979.
- These describe the transition from the requirement to register in SAM.gov a Data Universal Numbering System (DUNS) number to the implementation of the Unique Entity Identifier (UEI). More information is available at:
www2.ed.gov/about/offices/list/fofo/docs/unique-entity-identifier-transition-fact-sheet.pdf



APPLICATION REVIEW PROCESS

Preliminary Eligibility Review

Peer Review

OCR Civil Rights and Program
Office Final Eligibility Reviews

Awards

