Magnet Schools Assistance Program
Pre-Application Webinar: Office for Civil Rights
March 30, 2023

Manya Walton: Hello, welcome to the Magnet Schools Assistance Program fiscal year 2023 Grant Competition Pre-Application webinar. Today, the Office for Civil Rights at the U.S. Department of Education will discuss desegregation plans, minority group isolation, and their role in MSAP. Before I turn this session over to the Department, I'll review basic webinar logistics. We're 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 with 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 to all the questions and post them with the webinar recording.

        Now, I'll turn the session over to Mike Jayne from the Office for Civil Rights. Mike, we can't hear you. Did you unmute your microphone?

Mike Jayne: Apologies. Can you hear me now?

Manya Walton: Yes, I can. Thank you.

Mike Jayne: Well, good afternoon, everyone. Thank you for joining us. My name is Mike Jayne and I'm joined by my colleague, Ray Li. We are attorneys in the department's Office for Civil Rights. As Manya mentioned, we are going to be talking today about OCR's role in the MSAP process, as well as some civil rights considerations that you're going to want to have as you prepare your applications. In particular, we'll be talking about desegregation plans and minority group isolation.

        Okay, so what is OCR'S role in MSAP? Well, MSAP is a discretionary grant program, as many of you know. The Department selects grantees for multi-year project periods and awards grants one budget period at a time. MSAP awards grant funds to school districts or consortia of school districts that seek to desegregate schools under either a required or a voluntary desegregation plan to the operation of magnet schools. A primary goal of MSAP is to reduce, eliminate, or prevent minority group

isolation or MGI in schools with a substantial proportion of students from any minority group through the use of innovative magnet school programs.

Now, the Office of Elementary and Secondary Education administers the MSAP grant program and has the primary role in managing programmatic and budgetary oversight of grantees. Each year, OCR determines whether each district will meet its MSAP assurances of non-discrimination, and that's because the MSAP statute specifies that this determination must be made by the Assistant Secretary for Civil Rights.

Applicants must assure that they will not engage in discrimination based upon the following basis: race, color, and national origin, religion, sex, or disability. In the areas of employment, assignment of students to schools and courses of instruction, and the designing or operating of extracurricular activities. All right.

So talking about OCR's review process. OCR conducts a review of each applicant and a co-applicant if there's a partnership or consortium of districts that's submitted a joint application in order to inform the Assistant Secretary for Civil Rights as determination of whether an applicant will meet its civil rights assurances. All applicants and co-applicants, if part of a consortia or joint application, must sign current assurances. And under the MSAP statute, OCR's review is not limited to the MSAP project schools or the proposed programs; it is districtwide.

OCR reviews the applications and in continuation years, annual performance reports for language that may raise civil rights concerns. Applicants may want to ask their district's Title IX and Section 504 coordinators to review grant materials to ensure that the materials do not raise concerned under those civil rights laws or incorrectly state policies. OCR can ask for any information pursuant to the regulation that is necessary for the Assistance Secretary for Civil Rights to determine whether the assurances will be met.

During the process, OCR may contact an applicant by email to schedule a teleconference to discuss language that is unclear or could raise civil rights concerns. Relevant school district personnel, evaluators, legal counsel, et cetera, should be available to provide support for these reviews to facilitate timely responses to OCR's inquiries. Districts may consider having relevant personnel participate in contacts with OCR, such as legal counsel or school assignment administrators. OCR contacts, OCR Regional Offices, the Equal Employment Opportunity Commission, and the Department of Justice to inquire about any outstanding civil rights violations against or concerns about an applicant. MSAP project directors and other key grant writing personnel may wish to be in contact with

district personnel who would be aware of ongoing OCR, DOJ, and/or, EEOC investigations to expedite communication if needed.

It's worth noting here that you may or may not receive a communication either a phone call or an e-mail from OCR, but it's usually for clarifying purposes only and is no way an indication that you will or will not be funded. I'll continue on with this review process.

In existence of an ongoing investigation where no OCR, DOJ, EEOC decision has been made does not make a district ineligible, but a finding of a civil rights violation that the district has not agreed to remedy may lead OCR to decline to certify that an applicant will meet its non-discrimination assurances. An ongoing investigation or resolution agreement in monitoring or questions that arise in the context of OCR's MSAP review may lead to requests for additional assurances or specific conditions to ensure compliance with MSAP assurances and the civil rights laws that OCR enforces.

Now, here's some common civil rights questions that are raised in the MSAP context. In the area of race, color, and national origin discrimination, Title VII of the Civil Rights Act of 1964 prohibits recipients of federal financial assistance from discriminating based on race, color, or national origin. Some examples where this may come up is the failure to make marketing information about school courses, programs, events, or applications available to students, parents, or legal guardians who have limited English proficiency and a language that they understand may raise civil rights concerns under Title VI or the use of racially discriminatory discipline practices.

In the area of sex, Title IX of the Education Amendments of 1972 prohibits recipients of federal financial assistance from discriminating based on sex in federally-funded education programs and activities, including discrimination in the form of sexual harassment. Sex-targeted programming generally does not raise concerns under Title IX. Sex-exclusive programming must be justified by an exception to Title IX's general prohibition on different treatment based on sex. Schools may offer single-sex classes or activities if they comply with their requirements outlined in the regulation. Schools may also host single-sex programs that are run by voluntary youth service organizations so long as the school ensures comparable educational opportunities overall.

Disability. Section 504 of the Rehabilitation Act of 1973 prohibits recipients of federal financial assistance from discriminating on the basis of disability. Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability by public entities, including public schools, whether or not they receive federal financial

assistance. School districts or schools must provide technology that is accessible to students with disabilities or must provide students with disabilities equally effective alternative access to the educational benefits or opportunities provided by the technology. Students with disabilities must be provided an equal opportunity in the student selection process. Marketing information, applications, and events for prospective parents and parents of current students must be accessible to parents with disabilities, including disabilities that affect vision, hearing, and/or mobility.

Okay. Now, we're going to talk about desegregation plans. Desegregation plans. Each MSAP application must include a desegregation plan and applicants will indicate whether the desegregation plan is required or voluntary. We're going to talk about those two types on the next slide. Applicants include a description of the student selection process that will be used for MSAP schools. The student selection process should be described in complete and accurate detail, even if the district does not yet need to implement a plan for oversubscription.

The first type of desegregation plan is a required plan, and a required plan is a plan that is based on a state or federal court order, a mandate imposed by a state agency, or another plan entered into with an official of competent jurisdiction for the purposes of desegregating students or faculty. Now, districts must provide current documentation that they are operating under a required plan, including a consent decree or settlement from the federal or state court, agency, or other official of competent jurisdiction, and that the magnet schools proposed in the project are part of that plan.

However, most districts will submit a voluntary desegregation plan, and a voluntary desegregation plan is not required by a federal or state court or other entity. A voluntary desegregation plan should include a complete and accurate narrative description of marketing, recruitment, and student assignment plans designed to further the district's desegregation goals. Districts must provide current documentation of school board approval of the plan and their applications. The Department considers, on a case-by-case basis, whether a district's voluntary plan meets the statutory purpose of reducing, eliminating, or preventing minority group isolation of substantial portions of minority group students in its magnet or feeder schools, considering the unique circumstances in each district and school. This consideration includes looking at the student enrollment numbers of the district and the targeted project schools disaggregated by race. Applicants must aim to reduce racial isolation of minority group students and magnet or feeder schools in which substantial portions of minority group students are enrolled.

Now I'm going to turn it over to my colleague, Ray, who'll talk about minority group isolation.

Ray Li: Good afternoon, everyone. This is Ray Li. I'm also an attorney here at the Office for Civil Rights within the U.S. Department of Education, and I'm going to pick up where Mike just left off, talking about the requirement that school voluntary desegregation plans are addressing minority group isolation. This is actually a programmatic requirement of the MSAP program and is not part of the civil rights assurances, but we wanted to make sure that applicants clearly understand their responsibilities in this area.

What is minority group isolation? Applicants, when they apply, need to clearly identify the racial and ethnic groups they will be targeting in schools that have substantial proportions of minority group students. The department will be looking carefully at how schools are looking at what groups they're looking to target for reducing isolation, and the department's also going to be looking at MGI performance measures, which we'll talk about later as well.

Minority group isolation, again, or MGI refers to racial isolation of students from one or more minority groups in schools where there are substantial proportions of minority students. The regulations actually define this term. So, minority group students under the regulations only include American Indian, Alaska Native, Asian, Pacific Islander, Black, and Hispanic students. An MGI, in identifying one of these groups, a school should capture only racial isolation of minority group students. For example, if enrollment of Latino students is 90 percent at a school, Latino students would be considered racially isolated from other groups of students. On the other hand, if enrollment of Latino students is 10 percent at a school, where 90 percent of the population is White, then Latino students would not be considered racially isolated because 90 percent of the students, the Latino students, attend school with are students of another race. In this case, they're White. What we see here is that Latino students could be racially isolated in the first school where they consist of 90 percent of the population, but are not racially isolated at the second school where they're only 10 percent of the population.

Let's walk through some common examples that we see in different MSAP plans to talk about how this idea of minority group isolation comes into play. In this first example, District A has two schools where the Latino student population is 75 percent and 73 percent respectively. The Latino student enrollment of public schools in the district overall is 50 percent, but the Latino population of school-aged children within the district boundaries is only 35 percent. This disparity is the result of many non-Latino families choosing to send their children to either private schools or

public schools in neighboring districts. The two schools have experienced declining enrollment in the last 5 years as more and more non-Latino families continue to send their children elsewhere. District A's proposed plan is to turn these two schools into magnet schools to attract students who currently attend other schools within the district, as well as those attending private schools and public schools outside of the district.

This type of identification of minority group isolation is okay. The analysis for that is that the two schools in District A have an overrepresentation of Latino students compared to the overall district enrollment and compared to the population within district boundaries. As we mentioned before, 75 percent and 73 percent of these schools are Latino. These Latino students are arguably isolated from their peers of other races and do not attend schools that allow for the fostering of meaningful interaction among students of different racial and ethnic backgrounds. Additionally, based on the trends over the past few years, the minority group isolation of Latino students is likely to worsen.

Let's look at another example. In District B, where Black student enrollment is approximately 80 percent districtwide and between 78 percent and 82 percent at the district's middle schools, the district proposes a project to reduce the MGI of black middle school students by partnering with District C, where Black student enrollment is approximately 15 percent districtwide. Districts B and C propose one new interdistrict magnet school serving middle school students, which will have a Science, Technology, Engineering, Arts, and Math theme that parents in both districts express interest in based on feedback perceived at several community meetings. The districts will use extensive targeted marketing to attract families to the new school. All students in District B and C may apply to attend the proposed magnet school, and if there are more applicants than seats available, the district will use a student selection plan that includes a weighted lottery.

This is also okay. The analysis for this is that this project proposes a well-designed plan to reduce minority group isolation of Black students in the two middle schools in District B. Again, the proportions there are 78 percent and 82 percent. Even though Black enrollment in the two middle schools is similar to the district average, the Black students are still arguably isolated from their peers of other races, because less than one quarter of the students at these schools are of a different race. The Black students do not attend schools that foster meaningful interaction among students of different racial and ethnic backgrounds. To create diversity, District B partnered with District C to create a new magnet school with diverse learners and to reduce the racial isolation of Black students at the two feeder schools in District B.

While those past examples were okay, we're going to look at a couple more examples that are also common that do not actually correctly target minority group isolation. In this example, District D defines minority group isolation as occurring whenever any racial group within a school is more than 10 percentage points plus or minus the district average for that racial group. The district proposes four magnet schools and sets a goal for each to have no more than 25 percent and no less than 5 percent enrollment of Asian students since the district average for Asian students is 15 percent. Currently, each school has Asian enrollment between 30 percent and 5 percent.

Here, the Department would actually have concerns with this approach. First off, minority group isolation can actually only occur when minority groups are overrepresented. It cannot occur when minority groups are underrepresented. The no less than 5 percent part of this plus or minus role is not in line with the term minority group isolation as defined in the MSAP statute. Secondly, even at the school where the Asian students make up 25 percent of the student enrollment as compared to the district average of 15 percent, the district is still not addressing minority isolation because these students are not isolated as they make up 25 percent of the school and 75 percent of their peers are students of a different race. Therefore, there's likely opportunities for meaningful interaction of students from different races. The district, therefore, should consider either targeting different schools where Asian students may be experiencing minority group isolation and/or looking at a different student population to target.

Another example. District E proposes to use MSAP funds to create whole-school magnet programs at three existing schools. The districtwide demographics are 70 percent White, 15 percent Latino, and 15 percent Black. The application states that Black students are experiencing MGI because enrollment of Black students at each of the proposed magnet schools is between 17 percent and 20 percent, which exceeds district-wide enrollment of Black students. Enrollment of White students at each of these proposed magnet schools is between 70 percent and 75 percent. The application states that the district aims to attract new White and Latino families to the MSAP schools to bring Black enrollment numbers closer to the district average of 15 percent.

The department would have concerns with this approach as well. It does not appear that Black students are experiencing minority group isolation at the three proposed schools. Again, the Black student population range is between 17 percent and 20 percent here, pretty low, and minority group isolation occurs when enrollment of a group of students of particular race is so high that, within a school, the school does not foster meaningful interaction among students of different racial and ethnic backgrounds.

Because enrollment of Black students at all three schools is 20 percent or lower, at least 80 percent of students at each school have a different racial background. Moreover, because enrollment of White students at all three schools is 70 percent or higher, the project does not propose to reduce minority group isolation in magnet or feeder schools, in which a substantial proportion of minority group students aren't enrolled consistent with the regulations.

I know there's a lot of examples, but we really wanted to make it clear what the statute here intends and requires of the MSAP program.

When we're talking about minority group isolation, we're also talking about the performance measures that applicants should use to evaluate their goals here. All applications, regardless of whether the desegregation plan for the application is a required plan or a voluntary plan, must include performance measures indicating the applicant's goals for reducing, preventing, or eliminating MGI. Performance measures typically include annual targets for each year of the project period for the targeted racial or ethnic group. For example, an applicant may aim to reduce enrollment of African-American students in a school from 90 percent in the baseline to 87 percent in the next year, 84 percent in Year 2, and so on and so on until they have 75 percent in Year 5 for an overall 15 percent decrease over 5 years. Performance measures should be consistent with projected enrollment data. That's really important to emphasize is that when you're coming up with performance measures, they should align with the projected enrollment that you have for your school, and those projected enrollment numbers, as we'll discuss, should be logical and well reasoned.

For the enrollment data that you're going to be submitting, you're going to be submitting quite a few different types of enrollment data. All enrollment tables should be complete and accurate. An applicant should not submit suppressed data. Sometimes we get tables that have all zeros and nines and not the actual enrollment numbers for the schools. We do need the exact numbers to make sure that we are aligning enrollment data and the performance measures correctly. Please do not submit suppressed data. The application requires submission of projected data for each project year. Projections should assume implementation of the MSAP project; they should be realistic and logical and they should align with your performance measures for enrollment.

In one table, applicants will submit, as part of Table 2, districtwide enrollment data for all relevant local education agencies for all grades that the MSAP-funded schools cover. This data must be disaggregated by both grade and race and ethnicity. For example, if the MSAP-funded schools cover grades K-5 and grades 6-8 and accepts students from two different

LEAs, then the required data for table two would be K-8 data, disaggregated by grade and race/ethnicity from both of the LEAs.

The next table is in Table 3, where all applicants must provide current and projected enrollment data for each of the MSAP-funded schools themselves. These data must be disaggregated by grade and race and ethnicity as well. Again, projections should assume implementation of the MSAP project, but the projection should be realistic and logical and they should align with the performance measures for enrollment.

What do we mean by aligned and logical? Here's an example of Table 3 that we might see, where the performance measure for a district says the percentage of Black students enrolled at elementary school A will decrease from 88.9 percent in Year 1 to 87.5 percent in Year 2, and so on and so on. We see that in Year 4, it should be 84.9 percent, and in year five should be 82.9 percent. Then when you look at Table 2 below, you'll see that the data is disaggregated by grade and race, and we see that the numbers in the actual enrollment data that is projected match exactly the performance measure listed above with 84.9 percent in Year Four and 82.9 percent in Year 5.

Sometimes, we receive tables that look like this, though, where you have the same performance measures as we noted above, but in the table you'll see for year four, the Black student population was listed at 94.9 percent, and in year five it was listed at 64.9 percent. One, this data doesn't match the performance measures as they're dramatically different numbers, and, two, the projections itself don't seem entirely logical as it projects a 30 percentage point decline in Black students at a school in one calendar year, which would be hard to explain no matter what your intervention is in that year. Make sure to do logic checks to make sure that your performance measures are matching your data and vice versa, and that the data itself is logical and makes sense.

What are actual strategies for reducing minority group isolation via the MSAP program? Through our statute, we see that school districts can use a numerous number of strategies to pursue diversity and avoid racial isolation to foster meaningful interaction among students of different racial and ethnic backgrounds.

Some examples, school zoning. A school district might want to draw an attendance zone for a magnet school in a way that considers the socioeconomic or racial composition of surrounding neighborhoods. All students in the zone would be treated the same without regard to individual characteristics. That means you can take neighborhoods into account for drawing your zones, but when you're looking at individual applicants, you're not actually looking at that applicant's particular race or

socioeconomic status, but you can understand what neighborhood they're coming from. Similarly, a school district might consider the socioeconomic and racial composition of the areas surrounding potential sites in deciding where to locate a new magnet program.

You could also have strategies related to student selection. A school district might establish a preference in the student selection process for a new magnet school established at an underperforming school for students attending a higher performing school if doing so would reduce racial isolation in the magnet school. You can have preferences based off of what school students are coming from. Or a school district could design a student selection process for a magnet school that assigns preferences to students based on their socioeconomic status in a way that is likely to decrease MGI at the magnet schools.

Final example, one that is often really effective is an inter-district enrollment process. A racially isolated school district could partner with an adjacent school district with a different racial composition to permit students from the neighboring district to access a magnet program in that district, regardless of the race of the individual student.

That takes us to the end of our presentation. We wanted to let you know that OCR is always available for providing technical assistance for any questions you might have related to the MSAP process. If your questions relate to the MSAP process itself or the MSAP reviews, you can always contact me at... My e-mail is there, ray.li@ed.gov. If your district is interested in technical assistance in general regarding OCR's policy guidance or other civil rights compliance concerns, you can always contact OCR@ed.gov.

Now, I think we have some time for questions, so I believe folks can either use the chat box or you can raise your hand. I see the first chat box and I do think we skipped over a slide, so thank you for the reminder here. The question was about Table 4 feeder school data. I'm glad you brought that up.

All applications must provide, in Table 4, current and projected enrollment data for each of the MSAP project feeder schools. Similar to the other tables, this data must be disaggregated by race and ethnicity. What does feeder school mean? A feeder school is a school from which students are drawn to attend a magnet program. That's the schools that are at the same grade level where the students would otherwise attend if they did not choose to attend the magnet schools. For a feeder school, we're talking about the school... If you have a magnet high school program, that is the high school that the students would attend if the magnet did not exist and they did not attend that high school. Feeder school in that context does not

mean the middle schools that eighth graders are coming from to join a ninth grade magnet school high school.

Great. Then I see there's a follow-up question. Is it only the baseline data? Gillian, I see that you're following up there. All right, we have two more questions. Can a school identify more than one racial group as isolated? I think that that is actually pretty tricky. I think if we're thinking statistically, if there are such high populations of students of two different racial groups in a school, it might be hard to make a case that those students are isolated. For example, if a school is 50 percent Asian and 50 percent Latino, they tend to have meaningful opportunities to interact since the populations are so high. There might be some situations where that could work out, but I think that'd be a little harder to show than a typical situation in which you have 80 percent of one minority group in a school.

Then, is there a threshold number? I don't think that we employ a threshold. The statute itself doesn't employ a threshold, so there are no clear cutoff numbers for us. There are numbers that we see in obligations that are clearly too low. So if the minority group population in a school is 15 percent or 20 percent, that's not really an isolated group. There's numbers that are also clearly high enough, where there is isolation, 80 percent or more. It really depends on the context of the school, what you're seeing at the schools, and what you're seeing in the districts, but there's definitely a lot of context-specific analysis there and no clear line.

Bridget Joyce: Thanks, Ray. This is Bridget Joyce from OCR. I also wanted to jump in to answer Francesca's question about baseline data for feeder schools. You'll be providing the baseline data, but you'll also be providing projections. The reason for that is one of the things that the department looks at for these projects is not only that the project schools are designed to reduce MGI, but that the project schools are designed to reduce minority group isolation without having a negative effect on minority group isolation in the feeder schools. That is the schools that the students would otherwise attend if they're not attending the magnet schools, so that's why we request that data.

Ray Li: I see we still have people typing, so we can wait for those. Again, if you don't have questions at this time but might have questions later, feel free to e-mail the questions. I'll put the slide up that has my e-mail so we can get back to you.

Bridget Joyce: Thank you, Ray. Thank you so much to both Ray and Mike for presenting. Oh, I see Francesca has another question.

Ray Li: Bridget, you can jump in if I'm off base here, but the projections for the feeders don't have to track the performance measures for the MSAP project school itself. What we're looking for is that we're not causing a problem with racial isolation in those feeder schools, so we essentially want to just check that. When you're creating the MSAP project school, you're not doing it at the expense of all these other schools and creating massive problems elsewhere, so there's that aspect of it. And then, what do you do if the MSAP schools are open to all schools in the district? Bridget, is it correct to say that we do require the data for all of the schools then?

Bridget Joyce: Yeah, this question has come up and you're totally right on the first question, Ray, that we want a projection of what you actually think is going to happen in those feeder schools. It doesn't need to track the goals in the MSAP schools; it just needs to be a realistic projection of what you think is going to happen there. There might be slight increases in minority group isolation for other reasons. If we see that MGI is going up at a feeder school, we'll probably have a conversation with you about those projections and about whether the project itself is the cause of an increase in MGI in a feeder school. We'll follow up with you if we see that, but that's why we request the data.

                           Then in terms of how we define a feeder school and whether if you have a really large district and all schools are potentially sources of students who could enroll in the MSAP project school, if there's no way to differentiate, then I think that we... It's sort of the case-by-case situation. We don't necessarily ask for 100 schools to give us projected feeder enrollment. If you think that you've got one cohort of schools that, because of geography or for other reasons, is much more likely to send students, sometimes we have a conversation with you about what the most likely feeders are, if the numerosity of the feeders is such that it's not practicable to provide feeder school projections from every school that could possibly send a student.

Gillian Cohen-Boyer: This is Gillian. I just wanted to jump in with a couple of things that may have been touched on. Let me ask them as questions to Ray and Mike and Bridget. There are some funky things around feeder schools that we wanted to just make sure to touch on. One thing is that if it's not clear, the magnet does not have to be the place where you are reducing MGI. You can be reducing MGI, targeting a population in a feeder school by creating a magnet. So you just want to be clear if that's true. Going back to these questions about tracking MCI goals or... sorry, MSAP goals or not, that could certainly be a possibility that you are focused on the feeder rather than the magnet, but not necessarily. We just want to make sure that that's one of the options that is out there that folks know.

                           The second is that we do have those instances where there are programs within schools, and we've had some confusion over how to track those.

You guys may have touched on it. I apologize if I'm speaking over something you guys have already said. But what we've asked for is that you provide the program within a school enrollment in Table 3, which is about the magnets, so what's happening in that specific program. Then in Table 4, which is about the feeder that you include the whole school minus the program attendee. Again, we're looking to see, is the fact of the program within the school increasing MGI in the larger school? And the only way we can do that is by separating out those two pieces. Again, if we have confusions, we will end up having conversations about it. This is not a "submit the information and cross your fingers that it makes sense." We can absolutely have conversations both before and after. Just let us know.

Bridget Joyce: Thanks, Gillian. Those are two important clarifications that I feel like we do have conversations about a lot, so I'm glad you mentioned those. Francesca, in response to your most recent question, it is actually important that you don't disregard the MSAP project in making the projections for the feeders, because the reason that we are particularly interested in those projections for the feeders is because we want to make sure that the MSAP project is not going to increase minority group isolation in the feeders. If you think that the MSAP project is going to have an effect on the feeders and it makes sense that it would, because you're drawing students from feeders, it's important for your projections to take into account the effect that you anticipate that the project will have on the feeders, if that makes sense.

Gillian Cohen-Boyer: The other piece I wanted to just touch on, which again may have come up, but there is the situation in which applicants are proposing to prevent minority isolation in particular schools. I think you guys talked a bit about that. One piece that is helpful...We don't require it, but it is a helpful piece for us is if you have trend data about why you think that to provide that as well. Our projections data is in this situation in which you have the MSAP grant. What we also would like to know if you're trying to prevent is, what would the situation be without the MSAP grant? If that's what you're applying to do, if you could also apply that trend data, that's very helpful to us.

Bridget Joyce: We see that multiple people are typing, so we're going to wait for your comments to come through.

Gillian Cohen-Boyer: Still probably confuse people more now with all the nuances.

Bridget Joyce: I think these are the greatest hits, Gillian. These are the things that we talk about all the time, so I think it's helpful.

Gillian Cohen-Boyer: Cindy asks: "Would that trend data be shared in the narrative?" Yes, you could reference it and then attach any data. There's also often a lot of concerns with all of this data and the page limits. Just to put everybody's mind at ease, first of all, the page limits are just recommendations. They're not requirements. The page limits are really bearing in mind that human beings are going to read this on the other side, so you want to be as concise and clear as possible, but we also want you to be as thorough as possible. Please, again, those are guidance, not requirements. But with regards to the attachments, they don't count towards those page limits anyway. So, yes, you can reference it and then provide it as an attachment.

Bridget Joyce: Gillian, do you see the question?

Gillian Cohen-Boyer: Yeah. Yeah. Do you understand the confusion? It may be that there are situations, and this is going to be very specific, where in fact you are trying to... There's one feeder school in particular that is the target for MGI elimination and you're just going to make that clear to us. The strategy is to use a magnet school. Ideally, what you're saying to us is this magnet school doesn't have MGI, but this feeder school does. So, we are trying to reduce MGI in this school by attracting a group of kids over to that school. Again, we'll just see that play out in the data.

Hopefully, that helps. As Bridget said, I think, actually as Ray said, you're also going to provide your objectives. The objective would state, "We are trying to address MGI at this feeder school by creating this magnet school," and then what those targets are. Does that help at all, Sielbeck-Mathes? Okay. Yeah. The idea of the feeder schools is just, generally speaking... as Ray said, we don't want to increase MGI in a feeder school by creating a magnet school. In that case that we're talking about, that's not what we're doing; we're actually trying to reduce MGI. Any other questions?

Ray Li: Thanks. These questions have been really helpful. I think we've helped clarify some of the nuances as well.

Gillian Cohen-Boyer: Okay. Well, again, as Ray has here, if you have any OCR-related questions or sort of some of these technicalities, you can reach out to him or OCR. If it's a larger issue, you can certainly reach out to the ED team. Our information is on that website where these slides will be. A transcript of this conversation will be...Manya, anything for the good of the order?

Manya Walton: No. There are no more questions. This ends the webinar.

Bridget Joyce: Thank you, all. Thanks.

Ray Li: Thank you, everyone.

Gillian Cohen-Boyer: Thank you.

<p style="text-align:center">END</p>