

Magnet School Assistance Program
Pre-Application Webinar: Overview of Notice Inviting Applications
January 26, 2017

Jennifer Todd: Good afternoon, and welcome to the Magnet Schools Assistance Program Fiscal Year 2017 Pre-Application Webinar. My name is Jennifer Todd, I'm the MSAP Team Lead joined by the MSAP Program Officers, Tiffany McClain, and Justis Tuia. We are also joined by Richard Foster and Mary Hanna-Weir with the Office for Civil Rights.

We will provide the Overview of the FY 2017 MSAP Competition and will answer questions at the specified stop within the presentation. This is the agenda we will be covering in our webinar. I will provide what's new in the 2017 competition, followed by Justis, who will discuss the CPPs and Selection Criteria, who will then turn it over to Tiffany who will review use of funds, reporting requirements, application requirements, application submission process, and the application review process.

Part II will be presented by the Office for Civil Rights, where they will go into more detail regarding the following topics: their mission and roles, assurance of non-discrimination, documenting non-discrimination, desegregation plans, and technical assistance. Contact information for the MSAP team will be provided at the end of the presentation.

Before we begin the session, I will review basic webinar logistics. First, we are making an audio recording of this session. The recording and transcript will be posted on the MSAP Center's website by next Monday, January 30. To reduce background noise we have muted everyone's phone. You can ask questions, provide responses and make comments throughout the session by using the chat feature. Go to the Chat box in the lower right corner of your screen and type in your comment or question. Please be aware that your comments and questions will be seen by everyone participating in the webinar. Only submit questions relevant to the topic being addressed by the current—excuse me—only submit questions relevant to the topic being addressed by the current speaker. Due to time constraints, we will not answer all questions. If your question is not addressed, you can submit it to the following e-mail address. When answering questions we can address information included in the Notice Inviting Applications, the timeline for the competition, and the application process. We cannot address eligibility of a specific entity, competitiveness of a specific entity or project design, or any substantive explanation on the rationale behind inclusion or exclusion of specific items on the MSAP application beyond what is in the Federal Register.

MSAP is authorized under Title VI Part D of the Education—Elementary and Secondary Education Act of 1965. Unlike previous competitions, the FY 2017

MSAP Competition is being conducted under the law as it's been amended by the Every Student Succeeds Act. In addition to the two primary purposes of the program listed on the slide, the MSAP is meant to support instruction in magnet schools to substantially strengthen student's knowledge of academic subject and attainment of tangible and marketable vocational, technological, and professional skills to assist in the achievement of systemic reform to provide all students with the opportunity to meet challenging academic content as student achievement standards in the hope to help school districts improve their capacity including through professional development to continue operating magnet schools at a high performance level after Federal funding for the magnet schools has ended. The MSAP provides grants to eligible local education agencies in consortium LEAs to support magnet schools that are part of an improved desegregation plan.

If the LEA does not have a required or voluntary plan, an LEA or consortium of LEAs may develop a desegregation plan for the purpose of the MSAP Application and proposed project. The plan must be approved by the LEA's governing board at the time of application and must be included as a part of the application package, which we will discuss in detail later in this webinar. If the grant is awarded, the LEA is expected to follow the proposed desegregation plan.

The MSAP, with cooperation from grantees, will track five program measures. Note this is reduction from previous cohorts under which six program measures were tracked. Those program measures are the number and percentages of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation. The percentage increase for students major racial and ethnic groups in magnet schools receiving assistance whose score proficient or above on State assessments in reading, language arts, as compared to previous year's data. The percentage increase for students major racial, and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments and mathematics as compared to previous year's data. The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends, and the percentage of magnet schools that received assistance that meet the State's annual measureable objectives and, for high schools, graduation rate target at least 3 years after Federal funding ends.

And now for the definition of a magnet school. A magnet school is 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. Grantees awarded FY 2017 MSAP funds, will receive funding for up to five years or 60 months. Under this competition, the MSAP anticipates funding 23–30 grants using an anticipated congressional appropriation of approximately 90.6 million. No applicant will be funded in excess of \$15 million over a 5-year project period.

I will now highlight what's new in the current competition. For the statutory changes. CPP2, or Competitive Preference Priority 2, includes an added emphasis on evidence-based programming and proposed new revised magnet school programs. CPP4 targets racial integration by offering additional points for applicants that are able to take socioeconomic diversity into account when designing and implementing proposed programming applicants are no longer restricted to the \$4,000,000 max over a single fiscal year. Instead applicants are restricted to, as mentioned on the previous slide, no more than \$15 million over a 5-year period. The maximum period of implementation for applicants has been extended from three to 5 years. Under expenditures the statutory prohibition on the use of funds for transportation has been eliminated. We will discuss this in more detail toward the middle of end of this session.

As far as the non-statutory changes go, Table 5 and 6 have been redesigned to better capture the information associated with CPP's 3 and 2 respectively. We will now pause for questions. Please type your questions.

We received a question if you will receive a copy of the PowerPoint? This PowerPoint will be posted on our website and the MSAP Center website by next Monday, January 30.

As stated in the Application package, it is two studies max. Um, and that is—that information is loaded—located in the Application package pages 8 through 10.

If there are no further questions,--

Two studies period. So two studies for each magnet school, but for that application.

Alright, if there are no further questions, let's go ahead and move on to slide 13.

Justis Tuia: During this portion of the presentation, we will examine the Competitive Preference Priorities for this particular competition. There are 4 particular preference priorities. Competitive Priorities 1 and 3 coming to us from the MSAP regulations. Competitive Preference Priorities 2 and 4 are from the Section 44.6 of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act.

We would like to draw your attention to Competitive Preference Priority 2. As my colleague mentioned a moment ago, new or revised magnet schools projects now includes language encouraging the applicant to provide information and information regarding the expense to which the proposal to create new magnet school programs, or significantly revised and existing magnet school programs are being established using evidence-based practices and methods. If you are addressing Priority 2, and will be providing evidence, you should clearly identify

up to two research study citations to be reviewed within the application narrative and application appendix. We'll discuss this further in a later slide.

Applicants are encouraged to provide information that clearly outlines if the proposed programs are new or revised. The significance of any revision and also provide evidence-based methods and/or practices to replicate an existing magnet school program that has a demonstrated record of success.

For Competitive Preference Priority 4, increasing racial integration and socioeconomic diversity, applicants should identify the criteria they intend to use to determine the socioeconomic status of students. For example, this may be based on family income, education level, other factors or a combination thereof. And clearly describe and support how your approach to incorporating socioeconomic diversity is part of your overall efforts to eliminate, reduce or prevent minority group isolation.

Addressing the Competitive Preference Priorities is not a requirement of the Application; however, it can give applicants a competitive edge in the selection process. Between the four Competitive Preference Priorities there is a total of 11 points possible. If you are addressing the Competitive Preference Priorities, there are separate tables within the application package to fill out for Priority 2 - New or Revised Magnet Schools, and Priority 3 – Selection of Students. These forms are located on the MSAP website. Regardless, all CPPs should be address in the application narrative section if you are seeking points for them. Let's now look at each CPP in turn.

Competitive Preference Priority 1 – The first CPP: 0 or 2 points. The first Competitive Preference Priority is Need for Assistance. Applicants will be evaluated based on how well they demonstrate that the Federal Government's resources are necessary for them to successfully implement their plan applicants should address cost of the project, resources available and the difficulty of carrying out the plan without Federal funding.

CPP 2 – New or Revised Magnet Schools Projects. Here, there are 0 to 3 additional points possible. Here the Secretary determines the extent to which the applicant proposes to carry out a new evidence-based magnet school program or significantly revise an existing magnet school program using evidence-based methods and practices as available, or replicate an existing magnet school program that has demonstrated record of success and increasing student academic achievements, and reducing isolation of minority groups. For definitions of evidence-based fees, look to the Notice Inviting Applications.

If the project includes schools with the revised magnet program, applicants should explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of the diminishing effectiveness of the existing program. What would be accomplished or achieved

as a result of the revision to the magnet program, the expected benefits, or facts that would result from implementation of the revision, the need, if appropriate, to expand a within-school program to a whole-school program, etc.

Please note that if the application contains information that if the application contains information that raises doubt regarding whether the magnet school is a new magnet program, or does not contain enough information to demonstrate that it is a significantly revised program, the application may not receive full points for this priority. If the application does not clearly indicate in Table 6 or elsewhere in the application that it's a new or revised magnet program, it will not receive points for this priority. Additional guidance regarding evidence, expectation surrounding evidence and how to submit evidence for consideration under Competitive Preference Priority 2, as mentioned earlier, can be found in the MSAP Application Package, pages 8–10.

Competitive Preference Priority 3 – Selection of Students. Here there are 0 to 2 additional points possible. Here, 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.

Competitive Preference Priority 4 – Increasing Racial Integration and Socioeconomic Diversity. Here there are 0 to 4 additional points possible. The Secretary determines the extent to which the applicant proposes to increase racial integration by taking into account socioeconomic diversity and designing and implementing magnet schools programs. The Department here is also interested in proposal that establish magnet schools at multiple locations within an LEA, or consortia of LEA that vary in terms of the demographics of the surrounding neighborhoods to increase opportunities for all students to attend high-quality magnet schools without placing a majority of the transportation burden on students of color.

Are there any questions regarding the Competitive Preference Priorities?

Tony, please clarify in your question if you're asking about—if you're trying to produce evidence of wanting to replicate an existing magnet school program, so that we know how to answer your question?

So Lisa has asked whether or not, regarding Table 6, if there is a program that is a magnet program that's proposed to operate within a school, should Table 6 address the program itself that would be operating within the school or the the school as a whole?

Table 6 should address the program specifically, not the school as a whole.

Rebecca has asked whether CPP 1, where there's a possibility of 0 or 2 points being possible, is that correct?

It is in fact correct. The operative word here is “or.” One point is not possible. It’s either 0 or 2.

So AES has asked should the evidence on Competitive Preference Priorities 2 relate to all significantly revised schools, or can they relate to just some of them.

What’s important to remember here is that you have a maximum of two studies that will be reviewed by the peer review panel. How you use those citations is completely up to you. If you have multiple schools, hopefully you are able to do with the two citations that are available to you. Perhaps one study will relate to two of the schools, the last study will relate to the third—you just need to make strategic use of the two citations that are available to you and connect them to the programming that you hope to implement in your proposed school.

Lee has asked for CPP 2, should the evidence be tied to the specific theme, or more generally for the benefit of the magnet school option?

Again, you have two citations to use however you will, please use it wisely.

Marilyn has asked whether or not CPP 2 and 3, which are addressed by tables, do they also need to be addressed in the narrative?

Absolutely. Peer review panels, when looking at the Application will look at the Application as a whole, and so you do need to address CPPs 1, 2, 3, and 4 in some way, shape, or form, if you’re seeking points for them in the narrative, and you will also be required to complete Tables for CPP 2 and 3.

Returning to Tony’s original question—can an applicant replicate a program from another state or city?

Absolutely, however, keep in mind that you have your 2 citations in order to make the connection between what’s successful and what you hope to replicate, regardless of where it’s from in your particular area.

Donna has asked whether or not an applicant can propose both a new and a revised magnet school proposal as part of an application?

Absolutely. You are allowed to propose both within the same application if that’s what you so choose.

So Ana has asked whether or not we can describe the difference between a substantive change, and a significant revision, both phrases which are used in Table 6?

It is the responsibility of the applicants to provide a reference point and background information and to make a case that what they're proposing constitutes a substantive change or a significant revision, so that when peer review panels look at the information submitted by the applicants, they can come to the same conclusion.

Thank you very much for your patience as we've worked through the questions that have been submitted thus far. As of the current moment, we do not see any additional questions that have been submitted that are unique, and as such we will move onto the subsequent slide, which starts our discussions surrounding the selection criteria.

The applications under this completion will be evaluated based on the following selection criteria:

- Desegregation worth a maximum of 30 points,
- Quality of project design, worth a maximum of 30 points,
- Quality of management plan, maximum of 15 points,
- Quality of personnel, maximum of 5 points, and
- Quality of project evaluation, a maximum of 20 points.

Applicants can score up to 100 points depending on the extent to which they address each criteria. For this competition, some of the selection criteria are derived from the Magnet Schools Assistance Program's statutes, and some of drawn from the Edgar General Selection Criteria. The organization of the selection criteria places increased emphasis on desegregation related activities and renewed focus on academic rigor and new focus on the use of evidence, including evaluations designed to produce evidence of promise. We will go over each of the selection criteria more in depth in the slides that follow.

The first Selection Criteria is focused on the applicant's desegregation related activities. This criterion will be evaluated based on how effective the strategies will be in meeting the purposes of the program, given the context in which applicant operates. For example, applicants may describe their district demographics, what minority isolation looks like in their school, which populations they will target for recruitment, what barriers they may face, and how they will overcome those barriers. They should describe specific activities to foster interaction among diverse groups of students and create a conclusive environment for students who enroll in the magnet program.

Applicants should address how they will ensure equal access and treatments for participants who are traditionally underrepresented in courses and activities offered by the school. They should also discuss other desegregation strategies that they may have in addition to those surround student recruitment, interaction and access. For example, applicants might discuss how they will support the diverse groups once they have enrolled. How they will retain students in the

program, or perhaps how they would ensure students success for students who enroll, but then experience academic or social difficulty in the proposed program.

This criterion is heavily weighted in order to propose and implement power strategies to eliminate, reduce or eliminate minority group isolation in their magnet and feeder schools.

Selection Criterion 2: Quality of Project Design (30 Points)

In this section applicants should describe how they will build and sustain strong magnet schools that will meet the purposes of the program. They should describe how their instructional program and other student support strategies will increase academic achievement, how they will maintain the magnet school program after funding ends, including evidence of resources and support, and how they will provide profession developments to staff and teachers in order to build capacity and support the implementation and continuation of the magnet theme. If you receive grant award under this Priority or under this competition, your sustainability plan should align with what you proposed to do here.

I'd like to draw your attention to subfactor 4 under this criterion. In order to address this sub factor, the applicant should be able to clearly demonstrate in the logic model how the resources and activities of the project will lead to intended output, outcomes and goals. This visual model of your project should also help you design an effective evaluation plan. The Department will provide more resources and guidance on logic models in a live webinar to be held on Tuesday, February 7 at 1 PM Eastern Time. The recording of the webinar will be posted to the MSAP Center and MSAP website.

Selection Criterion 3: Quality of Management Plan (15 Points)

In this section applicants should describe how they will manage their Project so that management implementation occurs on time, within budget and achieve program objectives. Applicants should lay out their management structure and clearly describe who will be responsible for each activity, the timeline, milestones and types of documentation that can be used to exemplify the progress or completion of the activities. They should also demonstrate how multiple stakeholders have been involved or will be involved in the planning and operation of the magnet schools.

In thinking about how to respond to this section, applicants may want to use their logic model as a resource, think about timelines of implementation of the logic model activities. For example, what are the activities or events? Who will carry each one out? When will it be carried out? And what evidence will be used to document the activities in the plan? Further, for evaluation purposes, what

activities or strategies will be assessed, but if implemented effectively, may provide evidence for it.

Selection Criterion 4: Quality of Personnel (5 Points)

To pass this criterion you must demonstrate that the personnel you have chosen or will chose to manage and implement the magnet program have the necessary qualifications to effectively do so. You will need to demonstrate that your personnel will have the qualifications, experience and training in fields related to the objective of your project. Your key personnel should also have knowledge of and experience in curriculum development, in desegregation strategies, as these are important components of a successful magnet program. You should include resumes of key personnel in your application. If you have not selected personnel for all of your positions at the time of application, you may include a position description listing the necessary experience and qualification. If you awarded funding, you will be expected to fill the position with the candidates who meet the position description in your application, and you must submit the candidate's resume to ED.

The question often comes up of whether or not the Project Director needs to be working on this particular program on a full time basis. This position will depend on the applicant and the scope of the project. Most Project Directors are admittedly full time, but some applicants have demonstrated that they can effectively carry out their projects with someone who is less than full time.

Selection Criterion 5: Quality of Project Evaluation (20 Points)

The Secretary considers the quality of the rvaluation to be conducted of the proposed project in determining the quality of this evaluation, the Secretary would consider the following three factors:

The extent which the methods of evaluation will, if well implemented, produce evidence of promise as defined in the Notice.

The extents 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, and

The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Again, here we will provide pre-application technical assistance surrounding this particular topic on evidence and evaluation on Thursday, February 2 at 1 PM Eastern Time.

Are there any questions regarding the Selection Criteria for the Fiscal Year 2017 MSAP Competition?

So Rosalie has asked whether or not the logic model can be included in the narrative or the appendices?

The program office is silent about this particular matter, so technically you can put it in either location; however, please keep in mind that there is a suggested 150 page limit for the application narrative, and by placing the logic model in the narrative, that takes up part of the suggested 150-page limit.

Hi, this is Richard Foster from the Office for Civil Rights. The question is whether in a voluntary desegregation plan context, that is a district that does not have court-ordered plan, does the plan have to be a districtwide plan or could it be a plan that achieves the desegregation goals described in the specific MSAP Project, and the short answer is it could be either.

Thank you for your patience. We're filtering through a number of questions here, and many of them are related to Evaluation. Please keep in mind that we will be providing additional information and clarification surrounding evaluation and evidence at the topic-specific webinar, and we encourage all of you to participate in that particular offering as well.

So AES has asked about logic models again. From last cycle the logic model to be included in the narrative could be a graphic and single spaced in 10 point font, if that's so permitted?

Absolutely. Returning to our discussion about location, keep in mind that if you do choose to put your logic model in the appendix of your application thereby bypassing or saving space for your narrative, you do need to be very clear in your narrative that the logic model is, in fact, located in the appendices so it can easily be found by the peer review panel.

Tiffany McClain: Now we will move on to discussing the use of funds.

When designing your budget, remember that all costs must be allowable, allocable, and reasonable. Costs are allowable if they are permitted or not specifically prohibited by the MSAP authorizing legislation or the OMB cost principles. I'll go over allowable costs in more detail in the next slide.

Allocable means that every cost has to be connected to the project plan that you have outlined in your application and must be necessary to the project's success. Costs also must be reasonable. The cost is reasonable if in its nature and amount, it does not exceed that which would be incurred by a prudent person under the

circumstances prevailing at the time the decision was made to incur the cost. In your budget, and budget narrative, you must provide enough detail for us to determine whether the items and activities in your budget meet each of these three tests.

Award amounts are based on the budget you provide and our reviews of them. If we decide the budget items does not meet each of these three tests, or if we cannot determine that the cost is allowable, allocable and reasonable based on the information your provide, we may strike them items from your budget to reduce that requested amount.

Please keep in mind that if an award is funded for your project, you will be expected to spend all the money you have asked for, all the activities you have laid out in your budget, and project narrative. So please do not pad your budget with money that you cannot spend.

The MSAP authorizing legislation outlines the allowable use of funds. This information can be found in EDGAR 280.40 and is also at the MSAP website under the link Funding and Legislation. Click on the link for Elementary and Secondary Education Act as Amended, Title IV, Part D, and scroll down to Section 4407 Use of Funds.

Please note that funds awarded under this competition are subject to the new law. Grant funds awarded under MSAP may be used for planning of commercial activities directly related to the development, expansion, continuation, or enhancement of academic programs and services offered at magnet schools. For the acquisition of books, materials and equipment, including computers, and the maintenance and operation of materials, equipment and computers necessary to conduct programs in magnet schools.

For the compensation or subsidization of the compensation of Elementary Schools and Secondary School teachers who are highly qualified, and instructional staff where applicable who are necessary to conduct programs in magnet schools. For funds used for the acquisition, maintenance and operation of the supplies and equipment described above, as well as funds used for the compensation of teachers and instructional staff can only be used if the activities are directly related to improving student academic achievement based on the state's challenging academic content standards and student academic achievement standards, or directly related to improving student reading skills or knowledge of mathematics, science, history, geography, English, foreign languages, art, or music, or to improving vocational technological and professional skills.

With respect to a magnet school program offered to less than the entire student population of the school, funds may be used for instructional activities that:

(A) Are designed to make available the special curriculum that is offered by the magnet school program to students who are enrolled in the schools, but who are not enrolled in a magnet school program, and

(B) Further the purpose of this part.

Funds may be used for activities which may include professional development that will build the recipient's capacity to operate magnet school programs once the grant period has ended. Funds may be used to enable the local educational agency or consortium of such agencies to have more flexibility in the administration of a magnet school program in order to serve students attending a school who are not enrolled in a magnet school program, and to enable the local educational agency or consortium of such agencies to have flexibility in designing magnet schools for students in all grades.

Funds may be used for transportation. Section 4407 of the MSAP statute states that grant funds may be used to provide transportation to and from the magnet school provided that such transportation is sustainable beyond the grant period, and the cost of providing transportation do not represent the significant portion of the grant funds received by the eligible local education agency under this part.

The limitation for the use of the MSAP funds can be found in EDGAR 280.41. You can also find them in the magnet authorizing legislation on our website under Section 4408. Our statutes specifically prohibit funds to be used on any activity that does not augment student academic improvement. This is the lens through which we view all the activities and items you propose in your budget. If you do not provide us with enough information to demonstrate that use of funds meets this test, we may strike it from your budget.

There are also limitations of use of funds. Funding under this program may only be awarded for five fiscal years. You may use funds for planning your magnet program; however, no more than 50 percent of funds received in the first year of the grant may be used for planning, and no more than 15 percent in the second and third year of the grant. If you are using funds for planning purposes, please make it clear to us, in your budget, what is being spent on planning. There is also a limit to the amount of money you may request. No local educational agency or consortium of such agencies awarded a grant under this part shall receive more than \$15,000,000 over the entire project period.

I also want to make some clarifications on some commonly asked questions. In general, construction is an unallowable cost; however, with pre-approval from ED, you may use funds for minor building modifications that are necessary for the magnet program. For example, you may need wiring for a computer lab or to install a sink for a science lab. In order to get pre-approval, you must demonstrate that these adjustments are minor, that they are related to your magnet theme, and that they are necessary to implementing you magnet program.

Under the subject of food, there are some allowable uses of funds for food. For example, if it is being used for educational purposes, like in a culinary class, or science class. Then it may be considered instructional materials or supplies. Grantees have asked if MSAP funds can be used for food during parental engagement activities, or for afterschool activities. We recommend that you use another source of funding to support these types of food expenditures if possible. If this isn't possible, you may propose funding for the purpose of food in your budget. We encourage you to ensure that it includes sufficient context so we are able to determine if the costs are allowable, allocable and reasonable. If your proposed food costs do not contain the context needed to make these determinations, we will likely strike them from your budget.

I'll pause here for any questions regarding the use of funds?

Regarding the question that Rosalie has, regarding transportation, what would constitute a significant portion of the grant funds?

Um, the applicant would need to provide enough detail explaining why it's critical to the project and how it would be sustainable. So the applicant will need to provide that information in a way that the program office can review it and make sure that it does not exceed what's considered reasonable based on the way that this is written in the Notice Inviting Applications in the statute.

The question from Maria is will it be allowable to use transportation funds for field trips?

And, again, we would use those same standards that there needs to be enough detail explaining how it relates to the project and why it's critical to the project and how it could it be sustained.

Okay, we are going to move on to the next section of our presentation, since many of these questions are available in our FAQs, and are within the Notice Inviting Application.

So now I will talk about reporting requirements. MSAP applicants are required, in the MSAP regulations to submit enrollment data with the applications then each year of the grant in the Annual Performance Report. Please see the application package for samples of Enrollment Data Tables, and instructions on how to fill them out. The tables are posted on the MSAP website. MSAP reward recipients are required to submit an Annual Performance Report to document their progress toward achieving grant goals and objectives. The application for funding should include the project level performance measures on which you will be reporting each year of the grant.

So looking at the application requirements, you will need to include an abstract narrative, Table of Contents, the Program Meredith which has a max of 150 pages. In the program narrative please address the Selection Criteria, the CPPs 1, 2, 3 and 4, and make sure you are clearly labeling this information so that we can locate it easily. Budget forms; the itemized budget and other budget information. Evidence information, desegregation plans, and the insurances and certifications.

The application submission process. You will have to register in sam.gov. Applicants must be active in the system for award management on SAM in order to submit an application through grants.gov. The SAM registration process takes approximately 7 business days. If you are submitting an application under the MSAP competition, allow significant time to obtain and register your DUNS number and your TIN. Once your SAM registration is active, you will need to allow 24–48 hours for the information to be available at grants.gov and before you can submit an application in grants.gov. To assist you in registering and obtaining your DUNS number, and TIN and SAMS, or updating your existing SAM account, the U.S. Department of Education prepared a sam.gov tip sheet which you can find at the link in this slide.

In registering for grants.gov, applications for grants under this competition must be submitted electronically using the grants.gov site. In order to apply for and MSAP grant, you must complete a grants.gov registration process. Go to the Get Registered link on the left hand side of the grants.gov homepage. There will be a tutorial on this page that instructs applicants on how to complete the registration process. The registration process can take between 3 to 5 business days or as long as 4 weeks, but all steps are not completed in a timely manner. Therefore we encourage you to please register early. To locate the application packets on grant.gov website, hover over the applicant tab, select the Apply for Grant option, and then search for application package using either the CFDA, which is 84.165 or the Opportunity Number which is located on this slide for the application. Download and complete the application package as instructed. If you are experiencing any problems submitting your application through grants.gov, please contact grants.gov support desk toll free at 800.518.4726. You must obtain a grants.gov Support Desk case number and keep a record of it. You can also contact them via email at support@grants.gov.

More on the application submission process. For successful submission, applicants should receive a time and date stamped confirmation and an assigned tracking number from grants.gov. Applicants will then receive a validation email from grants.gov within two business days. This means the application is ready for department pick up. Applicants should receive an email with their ED assigned PR Reward Number. Please check you spam and junk folder for this email, since it will not come from ED.

For unsuccessful submission, an applicant will receive a confirmation email with a time and date stamp identifying the tracking number from grants.gov. If the

application is received after 4:30 PM Eastern Time on April 11, 2017, or validation is not successful, the applicant should receive an error email. The email may list the error, or an applicant can use their tracking number to find the submission error. Again, here is the contact information for the grants.gov Support Desk.

I will pause here again for any questions regarding your recording requirement.

We do have one question, regarding Tables on the MSAP website. It's noted in the question that some of them are available on PDF format?

If you look very carefully, there were designed to be fillable, the remaining Tables available on the MSAP website are available in Word format. Whether they are in PDF or Word format, both are fillable and can be completed online. Once you've completed those documents, they need to be uploaded into the grant.gov system in order for them to be considered as part of the application package.

So Reggie has asked a question, he wanted to clarify that you can complete the grants.gov information prior to uploading application.

That is correct, and again, we encourage you to register in grants.gov as soon as possible. There have been instances in the past where applicants have put a lot of effort into completing all of the necessary documentation and putting together their application; however, because they don't allow for enough time on the front end for registration, they are unable to meet the deadline. So we, again, encourage you to register and take care of all of the documentation and application work that you need to do with sam.gov, with grant.gov and getting your DUNS and TENS numbers and getting all of that in order as quickly as possible to ensure that you have sufficient time to submit the documentation by the 4:30 PM Eastern Time deadline on April 11.

We also encourage applicants to not wait until the last day of the un-competition window to upload applications. This is a program that involves technology, so if there are any errors that have to be fixed, you need to allow time to receive that message from G5, so that you can correct the error and upload to make sure it is submitted by the deadline.

Beth has asked a question about whether or not similar tables can be created in order to capture the information that the program office needs in order to conduct the competition?

The answer to that question is a categorical no. You need to use the tables that are provided on the MSAP website. If you have difficulty accessing those materials, you will need to let us know, but please, do not create your own. You need to use the ones that are provided.

I will finish up now talking about the application review process.

For eligibility review, once the application notice closes, ED reviews all submissions for eligibility against the instructions in the Notice Inviting Applications. We want to ensure that applicants have submitted complete applications for review. Therefore, we make sure that applications are sent by the deadline of 4:30 PM Eastern Time on April 11, 2017. We make sure that the applicant is an eligible entity, a Local Educational Agency for a consortia of LEAs, that there is a desegregation plan and we make sure that all required assurances and certifications are present. From there, complete applications are evaluated by a three-person, non-federal panel. Panels are typically assigned five to ten applications to review. Each reviewer individually reads, evaluates and scores their assigned application based on selection criteria, statutory priority than any other competitive priority announce in the Closing Date Notice. The panel is given time to discuss the applications and their scores and comments. The three reviewer scores are then averaged to create an overall application score.

Speaking about rank order. A rank order list is prepared based on the overall application scores. We use this list to estimate how many applications we will probably be able to fund from \$75,000,000 based solely on the rank order scores. Next we look at all of the remaining applications and award 10 additional points to each remaining applicant that did not receive funding under the previous competition. We then re-rank the remaining applications that estimate how many additional applications we will probably be able to fund with the remaining funds.

The fourth box. We develop a list of those applications most likely to get funded and send copies of those applications to OCR.

In the fifth box, prior to making final awards, OII, OCR and OCG work together to develop funding recommendations and identify any special terms and conditions that may be needed. OCR reviews the MSAP civil rights assurances, and determines that student selection procedures are adequate under Title VI of the Civil Rights Act of 1954.

We will pause again. Any question about this application review process?

We have a question regarding the peer review process. There is an inquiry regarding the process by which applications are assigned to panels or peer reviewers.

The process is completely random. The only thing that the program office double checks to make sure in working with peer reviewers is that there are no conflicts of interest that may be present which might affect how the applications that are

assigned to the panel are actually reviewed and evaluated. So completely random, we just double check to make sure there are no conflicts of interest.

So there is a question regarding the first \$75,000,000 in the rank order list, the first \$75,000,000 and the subsequent 10 additional points that are awarded?

Once we create a rank order list based on the average score for each application, we fund the applications that are rank-ordered first, up to the amount of \$75,000,000 total. Once we set that \$75,000,000 threshold, we add 10 additional points to all applications that are not part of that first group, to applicants that have not been funded in the preceding cycle. We then reorder the remaining groups and then we fund down the page, or fund down the list—excuse me until we run out of money. And so our effort or our goal here is to fund applicants after the \$75,000,000 threshold that have not been funded in the previous cycle.

The panels are made up of a balance of recent—I'm sorry I'm forgetting that you can't see some of the questions. Are any sections of the applications reviewed by experts in research, evidence or evaluation?

In response to that question, our panels are generally made up of experts from the field that do have extensive experience in research, evidence and evaluation, and have experience when reviewing the evidence section as um what works clearinghouse um-certification.

Carol has asked if the previous cycle refers to the 2016 grant competition. This question turns us back to the \$75,000,000 threshold reordering +10 points and then continue to fund down process. Correct. The previous cycle refers only to the 2016 grant competition. So any applicants that have received funding under the MSAP program under any of the previous competitions prior to 2016, they would in fact be eligible for the 10 additional points once the top scores are funded down through the \$75,000,000 thresholds.

We will now turn the presentation over to Mary Hanna-Weir who will –who is from OCR to discuss desegregation plans.

Mary Hanna-Weir: Hi everyone! Thank you so much to Tiffany, Justis, and Jennifer for your presentations. We wanted to start with just a quick overview of the Office for Civil Rights. The Mission of the Office for Civil Rights is to ensure equal access to education, and to promote educational excellence through the nation through a vigorous enforcement of civil rights.

In the MSAP Competition, OCR has primarily two roles. First, determining whether each district will meet in MSAP assurance of non-discrimination. The statute specifically requires that this determination be made by the Assistant Secretary for Civil Rights. We will also review voluntary desegregation plans on behalf of the Secretary to determine whether additional voluntary plan and the

instrumentation thereof is adequate under Title VI which prohibits discrimination on the basis of race, color and natural origin.

We do these reviews each year during the 5-year MSAP cycle. Please note that since we are experiencing a transition in the Assistant Secretary for Civil Rights. What we are presenting in this presentation is based on our past experience and we anticipate the process will likely be similar going forward, but as it is a personal determination of the Assistant Secretary for Civil Rights, there is always the possibility for some procedural changes which we will be making people aware of as relevant.

These are the assurances that each LEA and consortia LEA will make in applying for the Magnet Schools Assistance Program. Please note that these are in addition to your normal discretionary grant non-destruction civil rights assurances. So there is a separate piece of paper that you need to be signed. It should be signed by a Superintendent or a similar official.

In reviewing Assurances for Non-Discrimination, our review is not limited simply to the magnet school that you plan or propose to implement in the grant, but is rather districtwide. Therefore, it may be helpful for you to consult while writing the grant, with other officials in your LEAs such as your Title IX coordinators, your Section 504 coordinators, other experts in Special Education policy and others who may be familiar with civil rights law, and relevant policies. We've often had instances where, grants were written, but misstated policies, and upon clarification there were fewer concerns, and so, to the extent that you can consult with others in your district to make sure you're accurately describing those things in your district, that can be helpful.

Under the regulations for the program for the magnet school program, please note that OCR can ask the district for any information that is necessary to determine whether the civil rights assurances will be met. Sometimes that may mean tracking down information from a variety of departments and we wanted to make you aware of ahead of time that you may need to be familiar with the process for getting information from others in your district.

In addition, and to help our office understand whether to recommend to the Assistant Secretary for Civil Rights that he or she certify that your district will meet the civil rights assurances. We also contact our Regional Enforcement Offices, the Equal Employment Opportunity Commission, and the Department of Justice Civil Rights Division. And we are asking them whether or not there is an outstanding findings of a civil rights violation or other cause for concern, and please note that the existence of an ongoing investigation or concern is not necessarily a reason for a LEA to be ineligible for receiving the grant, um, but rather we would be reaching back out to you if you were within the funding range to discuss those concerns with your district, and to see whether or not we

can resolve any concerns that they have prior to making our recommendation to the Assistant Secretary for Civil Rights.

For desegregation plans, which are required to be submitted as part of the application. There are two types:

First, the required plan. Those would include federal court orders, state court orders, district plans that are implemented in remedying federal or state violation, and so they also include, grants entered into with an OCR Regional Enforcement Office to address segregation under laws in the past. If your district is under a required plan, please provide documentation that you are currently operating under a required plan that typically would include a Settlement or a Consent Decree or a letter from an appropriate state or federal official, and clear documentation that the magnet school you proposed in your project are part of that plan. It may be that the plan gives your district discretion to use magnet schools, it may be that the plan require specific schools be designed as magnet schools, and if you need to go back to the requiring entities such as the federal court to receive permission to do your magnet schools, please start that work soon as it can sometimes take some time. And provide that documentation as well.

Voluntary plans are all other desegregation plans that are not required. We review those plans for reducing, eliminating and preventing minority group isolation to determine if they are adequate under Title VI. You are required to provide documentation of School Board approval of the plan and the application, or if in your LEA or consortia of LEAs, you are governed by an entity other than a School Board, then that governing entity should be—and its approval should be provided in the application. Please note that it is simply for the minutes of a meeting, and typically not sufficient to show School Board approval, unless those minutes are signed or otherwise clearly indicate that official approval has been received.

We are going to give a little more information about what is in a voluntary desegregation plan. At a minimum, districts should propose a definition of a plan or of group isolation that specifically identifies the race or ethnic group or groups they will be targeting as well as how the district plans to measure isolation. So we need to be able to understand through your plan, how you will determine whether a magnet school or feeder school is experiencing minority group isolation, and those racial or ethnic group or groups that you are targeting that are experiencing the isolation for which you are trying to reduce, eliminate or prevent.

We then review those proposed event definitions on a case by base determination to understand whether their plan meets the statutory purpose, considering the unique circumstances of each district and school. You must propose to reduce,

eliminate or prevent minority group isolation either at the magnet schools or at clearly identified feeder schools.

Each proposed magnet school in their project should propose to reduce, eliminate or prevent minority group isolation either at that school, or at clearly identified feeder schools for that school. Please note that under the magnet school statute and regulations, a feeder school in this context is the school that students would attend if they did not choose to attend the magnet school. So they are at the same grade level as the magnet schools.

As a result, the Enrollment Data Tables in the application are incredibly important for us understanding whether or not you are proposing to reduce, eliminate or prevent minority group isolation over the 5 years of the grant performance period. While there are lots of pieces of information that are maybe helpful to us that are not required, it is helpful the more information you may be able to give up to help us understand how your district, your application desegregation plan would work. That is particularly true if the plan that you're submitting is tied to larger districtwide voluntary desegregation goals, though we wanted to note that there is also some information that might be helpful that is not necessarily required.

To that end, some of the additional information your application may include, but is not required would be enrollment data relevant to your definition of minority group isolation that's not already captured in the enrollment data tables that are required in the application. For example, sometimes we have had the—some applications only are purposing to serve a subset of grades that you are only proposing in elementary schools, and so your enrollment data tables would only include enrollment at the elementary school level, but perhaps you decided to just define minority group isolation in terms of the overall K-12 district enrollment. If we don't have that overall K-12 district enrollment, then it can be difficult for us to understand how your plan works.

Sometimes you definition of minority group isolation or the way that your plan works may tie to other sub categories within your district such as regions with your district, or academies within a school, again, we don't have data tables that specifically capture those things, and so if you were wanting to go ahead and give us that information up front, that would be helpful. Again, this slide is capturing things that are not required in the application. You will not receive any competitive advantage by including them, but we do want to perhaps make the process easier on the back end for our reviews. Especially because likely these reviews will happen over the summer when many of you or your colleagues may likely be taking vacation.

So, again, all the things on the slide are merely suggestions, the things that will help us understand your Desegregation Program, and nor in the application and nor will they give you a competitive advantage.

Again, you may also consider including relevant School Board policies about drawing attendance boundaries, or how other maps or that show attendance boundaries through district zones, if you in your judgement, think that it would be helpful for us to understand how the desegregation plan works in your district.

A couple of additional reminders. Please describe the student selection process very clearly and in accurate detail. Even if you don't necessarily anticipate that you'll have to have a plan or a subscription. So, for example, perhaps the goal that you are proposing in the project have more capacity than you anticipate you will have applications, and so for now, everyone who applies will get in. That's wonderful, but we will still need to understand what your plans for over subscription would be, whether it's a random lottery, sibling preference, first come, first serve, a leader's lottery. There's lots of different options and you should decide for your project what you want to do, but we need to understand that piece. Again, feeder schools are other schools at the same grade level where students would otherwise attend if they did not choose to attend your magnet school. So for example, if your magnet school that you are proposing to fund in a project is grades 6-8, then the magnet school—then the feeder school for that, would have grades 6, 7, and/or 8. Now some districts that would be all 6-8 schools, some districts that might be a 6-8 school, a K-8 school, a 6-12 school, a 7-9th school, but if there are schools that your kids would otherwise attend, should they not choose to attend your magnet schools, those are the feeder schools.

Very often I'm also asked whether or not you would have to include every single possible feeder school for your program, you have some discretion there. We would like to note that it may be helpful to, for sure, include all feeder schools that you intend to target for recruitment and marketing, and if there are other obvious feeder schools that you anticipate many students may choose to come to your magnet school from, it would also be helpful to have those included. In many applications all potential feeder schools are included, but we understand that some districts are quite large, and if you are using a strategy that can pull from any potential school in the entire district, you may not want to give up tables of 200 feeder schools. That is within your discretion, but please make sure that we understand good choices that you've made if you choose not to include every potential feeder school.

Another note on feeder schools that you may want to consider is that some proposed plans are specifically trying to target out of school—such as private schools, charter schools, home school students or even other districts for intra-district transfer to the extent possible for you to get the data and to make reasonable projections about the enrollment during the 5-year grant period, it would be helpful for us to have that information. If you are unable to get that information and put it into the Enrollment Data Table, we understand, but please, at least in your description of the desegregation plan, be clear about those goals

if you do have a specific goal of attracting students out of the district or out of consortia schools.

And, again, a reminder, make sure your enrollment tables are complete and are accurate and that you're submitting current documentation. So, for example, we don't need every single board resolution that approved a similar or this particular plan, but we do want the most current.

A few helpful hints—for required plans, pick your documentation early especially if you need to get it from a particularly responsive—government official. If your district, though, during or before your application, so if right now you used to be under a required plan, but your district has been declared unitary, or, if during the course of the grant should you be awarded it, your district was declared unitary. Your district is no longer under a required desegregation plan and should submit the information required for a voluntary plan.

We, at the Office for Civil Rights, do not need to see your court order and all of the history of your court order if your district has been declared unitary. So you can save all of us from reading a bunch of things we don't need.

For voluntary plans, please include a complete and accurate narrative description of how your marketing recruitment and student assignment plans will help further your desegregation goals. Again, at a bare minimum, we need to understand the definition of minority group isolation and how you propose to reduce, eliminate or prevent minority group isolation through each of your funded schools.

If you have OCR-related questions or concerns about the magnet school process, you are welcome to contact me, Mary Hanna-Weir, and here is my contact information. If you have general questions about civil rights concerns or guidance, or other enforcement-related questions, you can find contact information for each of the 12 Regional Enforcement Offices on OCR's website.

And now we will pause for questions.

So we have two questions about documentation as approval. One is for voluntary plans. Documentation of school board approval or other official adoption of the plan, would a letter from our superintendent be sufficient?

So, in logic, that is more of a question of your state and local law as to whether or not it's through board approval or superintendent approval is needed and most LEAs, school boards are the governing entity and, so therefore, school boards would need to be the approving official for your voluntary desegregation plan, but there are definitely districts in consortia that will —is—the superintendent will, or other chance, other—uh, single official. So that's more a question for your school district counsel, who is the appropriate entity.

And there's also a question about, kind of a repeat question, about the definition of the feeder school. And the question is the feeder school is not the elementary schools from which students in a middle school are drawn?

And that is correct. It is not that. It is the others schools at the same level that the students otherwise would have gone to had there not been the opportunity to go to the magnet school.

We also have a question about for required plans, the Notice Inviting Applications indicate that the deadline for modification is May 19, 2017?

That is correct. That is in recognition of the fact that if you are under a required desegregation plan, quite frankly, many of them are quite old, and so it may be somewhat of a surprise to the governing entity that you're coming in and asking for a modification, and so it may be take longer than the 2 months or so that we have left before applications are due, and so we are typically given a little bit of a grace period for modifications to required desegregation plans. Please note that does not apply to voluntary desegregation plans. All documentation, including school board approval should be submitted on or before the application deadline of April 11 for voluntary plans.

Janet asked where the Assurance of Non-Discrimination is available for download and completion.

It's usually a part of the application package available on our website, and I defer to my OII as to what page number it might be.

It's on the MSAP website. We don't yet know the page number, and we probably won't. That's just beside the point.

It's typically after the—it typically falls bef—right before all of the tables. If you have trouble finding it, please contact us and we will make sure we make it a little more clear on the website.

There is a question that approximately how long are voluntary desegregation plans typically?

Richard Foster: I don't know if there is a typical plan, but in this case if you're proposing a voluntary desegregation plan, because you're not under a court order, and you want to produce a voluntary plan for eligibility for MSAP purposes, your plan better be at least 5 years long at a minimum.

Mary Hanna-Weir: And, if your question is simply how long it takes to describe it, there's definitely no typical answer. We've seen clear plans that were described in as few as in three pages, and others that were 20 pages and we still didn't really

know what was going on, so you know, we encourage you to be concise, but it depends more on your independent circumstances.

We have a question about a projected date for award announcement.

We do not have a projected date; awards would need to be made by the end of our fiscal year, which is September 30, 2017, so we would have to notify applicants by that time.

For reference, for the folks looking for MSAP Assurances in the application package, it appears to be on page 35.

So there is a question, if a magnet is a school within a school, if that's what you're proposing to do, is the feeder considered the larger school in which the magnet is housed?

And, the answer to that is it depends entirely on how the district is framing its claim that it will reduce, eliminate or prevent minority group isolation. So if you're primary feeder is the other component of one school of an active member—of one school, by joining some other components into another part of one building, say, then those would be the feeders. But most plans are not structured in precisely that way, but I don't see any objection to that.

I think those are all of the questions we're seeing for OCR. I don't know if there are any other questions that the MSAP team wants to answer.

We have a question from Sarah, just clarifying if there is not a limit on each year's amount as long as the application does not exceed \$15,000,000.

There is no other statutory cap, but we do, think that there—it should stay within the range of what's provided in the Notice Inviting Application.

Oh, I'm sorry, let me clarify that. There is no statutory cap per year. There is a statutory cap of the \$15,000,000 over the 5 years.

So, we've reached the conclusion of our presentation. As discussed throughout the presentation, this is the first of four of our Pre-Application Webinar Series. The dates for all of the Pre-Application webinars are posted on the MSAP and MSAP Center website.

Our next Pre-Application webinar on School Integration Strategies will be hosted by OCR next Tuesday, January 31 at 1PM Eastern Standard Time.

Our third Pre-Application webinar on Evidence will be presented by ED's Institute of Education Sciences or IES on Tuesday, February 2 at 1PM Eastern Standard Time.

Our final Pre-Application webinar on Logic Models will be presented by Community Science on Tuesday, February 7 at 1PM Eastern Standard Time.

On behalf of the MSAP team and the Office for Civil Rights, we thank you for your interest in the Magnet Schools Assistance Program and look forward to the next Pre-Application Webinar on January 31.

Have a great day!

END