Magnet Schools Assistance Program Grant Application

FY 201X

CLOSING DATE
XX/XX/201X

U.S. Department of Education
Office of Innovation and Improvement
Washington, DC 20202-5970

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Dear Applicant:

Thank you for your interest in the Magnet Schools Assistance Program (MSAP), administered by the Office of Innovation and Improvement, Parental Options and Improvement Programs of the U.S. Department of Education (Department). The MSAP, authorized under Title IV, Part D of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, provides funding to local educational agencies interested in supporting the development and implementation of magnet schools to reduce, eliminate or prevent minority group isolation, to assist in the achievement of systemic reforms, and to provide all students with the opportunity to meet challenging academic content and student academic achievement standards.

Please take the time to thoroughly review the Notice Inviting Applications (NIA) for FY 201X published in the Federal Register, especially the selection criteria, competitive preference priorities, and all of the application instructions. An application will <u>not</u> be evaluated for funding if the applicant does not comply with all of the procedural rules that govern the submission of the application or the application does not contain the information required under the program (EDGAR §75.216 (b) and (c)).

Using FY 201X funds, the Department expects to award approximately $XX,XXX,XXX for new grants under this competition. We will award discretionary grants on a competitive basis for a project period of up to 60 months. Grants are expected to be awarded by XXXXX 201X.

I invite you to take advantage of this opportunity to implement magnet schools that will promote high student academic achievement; promote diversity; reduce, eliminate, or prevent minority group isolation; and, promote a choice of curriculum delivery. Please visit our program website at http://innovation.ed.gov/what-we-do/parental-options/magnet-school-assistance-program-msap/ for more information. If you have any questions about the program after reviewing the application package, please contact Jennifer Todd by telephone at (202) 453-6984 or via e-mail at jennifer.todd@ed.gov.

Sincerely,

Anna Hinton, PhD
Director
Parental Options and Improvement Programs

Notice Inviting Applications for New Awards for Fiscal Year (FY) 201X
Catalog of Federal Domestic Assistance (CFDA) Number: 84.165A.

Magnet Schools Assistance Program

Dates:

Applications Available:

Deadline for Transmittal of Applications:

Date of Pre-Application Webinar:

Deadline for Notice of Intent to Apply:

Deadline for Intergovernmental Review:

The full text of the Magnet Schools Assistance Program Notice Inviting Applications can be found on the Federal Register Website.

The following is a brief overview of the application process for the Magnet Schools Assistance Program (MSAP):

Getting Started

All interested applicants should first thoroughly review the Notice Inviting Applications (NIA) for FY 201X published in the Federal Register. The NIA will orient applicants with the MSAP by providing the following information:
- Background information and purpose of the program;
- Eligibility requirements;
- Competitive Preference Priorities;
- Selection Criteria and assigned points;
- Instructions on how to electronically submit the application.

Applicants should pay close attention to the Selection Criteria as applications will be evaluated and scored against these criteria.

Pre-Application Webinar Information

The Department will hold a pre-application webinar for prospective applicants on XXXXX, XXXX XX, 201X from XX:XX to XX:XX ET. The webinar will discuss the purpose of the MSAP competitive preference priorities, selection criteria, application content, submission requirements, and reporting requirements. Interested parties may obtain information about this webinar from the program website at www.ed.gov/programs/magnet. A recording of this webinar will be available on the website following the session.

Completing and Submitting Your Application

A complete application consists of the following components:
- Abstract Narrative;
- Project Narrative;
- Budget Narrative;
- Appendices; and
- Required Forms:
    o   Standard Forms,
    o   Assurances and Certifications, and
    o   MSAP Forms

Each component is discussed in detail in the subsequent pages of this application package. Once the application is complete, it must be submitted electronically using the Grants.gov application system. A detailed discussion of Grants.gov may also be found in the subsequent pages of this application package. Applicants are encouraged to familiarize themselves with this system and to submit their applications early.

All **MSAP** applications must be received on or before XXXX XX, 201X.

It is **mandatory** for applicants to use Grants.gov. This is a different system for submitting grant applications than was used in the past MSAP competitions. We strongly encourage you to familiarize yourself with and register for the for the Grants.gov system *and* submit early. Only applications submitted in a timely manner using Grants.gov will be considered for funding. Late applications <u>will not be accepted.</u> The Department is required to enforce the established deadline to ensure fairness to all applications.

<u>We strongly recommend that you do not wait until the last day to submit your application.</u> The time it takes to upload the narratives for your application will vary depending on a number of factors including the size of the files and the speed of your Internet connection. If you try to submit your application after 4:30 p.m. ET on the deadline date, the Grants.gov system will not accept it.

Please note that U.S. Department of Education grant application deadlines are 4:30 p.m. ET. No changes or additions to an application will be accepted after the deadline date and time.

Note: Both the Notice Inviting Applications and this application guide refer to the MSAP regulations and statutes.

Link to MSAP statutes: https://www2.ed.gov/programs/magnet/legislation.html

Application Checklist

Use the checklist that follows as a guide to ensure that your application is complete and includes all of the necessary forms and information.

- ☐ A project abstract (not more than one page in length)

- ☐ Application for Federal Assistance Form (SF-424)

- ☐ ED Supplement to the SF-424

- ☐ Budget forms (ED Form 524)

- ☐ Itemized budget and other budget information

- ☐ A table of contents for the program narrative

- ☐ Program narrative addressing the Competitive Preference Priority 1: Need for assistance and Competitive Preference Priority 4: Promoting Science, Technology, Engineering, and Mathematics (STEM) Education, and the MSAP selection criteria.

- ☐ Desegregation plan, appropriate Tables and other information

  - ☐ Desegregation Plan Information Form and Attachments

  - ☐ Enrollment Data Tables
    - ☐ Tables 1 and 2—LEA-Level Enrollment Data and Year of Implementation for Existing Magnet Schools included in the Project
    - ☐ Table 3—Magnet School Enrollment Data
    - ☐ Table 4—Feeder School Enrollment Data

  - ☐ Additional Tables
    - ☐ Table 5—Selection of Students-Competitive Preference Priority 3
    - ☐ Table 6—New or Revised Magnet School Projects-Competitive Preference Priority 2

  - ☐ Assurances and Certifications

    - ☐ Magnet Schools Assistance Program Assurances
    - ☐ Standard Assurances for Non-Construction Programs (SF-424b)
    - ☐ Grants.gov Lobbying Form

- ☐ Other information

  - ☐ Required response to Section 427 of GEPA
  - ☐ SF LLL Disclosure of Lobbying Activity
  - ☐ Resumes of key personnel
  - ☐ Letters of support (optional)
  - ☐ Written agreement between parties to a joint application (if applicable)

Instructions for ED Abstract Narrative

The abstract is to be attached to the "ED Abstract Attachment Form" in the application package in Grants.gov.

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), major project goals and objectives, the names of the magnet schools that will participate in the project, a brief description of the special curricular programs (e.g., Math and Science, Montessori, Performing Arts, etc.) that each magnet school will implement, and the number of students expected to participate in each magnet school program.

Instructions for Application/Project Narrative

Project Narrative Attachment Form – (found in the Grants.gov application package) this is where applicants will attach their narrative responses to the selection criteria and the following competitive preference priorities:
- ❑ Competitive Preference Priority 1—Need for Assistance
- ❑ Competitive Preference Priority 4—Promoting Science, Technology, Engineering, and Mathematics (STEM) Education

This part of the application constitutes the portion of the application that is subject to the limit of XXX pages described in the Federal Register notice inviting applications for this competition.

To facilitate the review of the your Magnet Schools Assistance Program application, we recommend that you address the competitive preference priority for "Need for assistance", the competitive preference priority for "Promoting Science, Technology, Engineering, and Mathematics (STEM) education", and then the selection criteria published in the application notice in the order in which they appear in the Federal Register notice inviting applications for this competition.

You will provide data needed to respond to the other two competitive preference priorities —"Selection of students" in Table 5 and "New and revised magnet schools" in Table 6. The information needed to respond to these priorities is not subject to the page limits that apply to application/project narrative part of the application.

Notes

- The Secretary has established six performance measures to assess progress toward meeting the purpose of the MSAP. Four are annual measures and two are long-term measures.

The four annual performance measures are:

(a) The percentage of magnet schools receiving assistance whose student enrollment reduces, eliminates, or prevents minority group isolation.
(b) The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in reading/language arts.

(c) The percentage of students from major racial and ethnic groups in magnet schools receiving assistance who score proficient or above on State assessments in mathematics.
(d) The cost per student in a magnet school receiving assistance.

The two long-term performance measures are:

(e) The percentage of magnet schools that received assistance that are still operating magnet school programs three years after Federal funding ends.
(f) The percentage of magnet schools that received assistance that meet the State's annual measurable objectives and, for high schools, graduation rate targets at least three years after Federal funding ends.

- At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as specified by the Secretary in 34 CFR 75.118. For specific requirements on grantee reporting, please refer to the ED Performance Report Form ED 524B at: http://www.ed.gov/fund/grant/apply/appforms/appforms.html.

Instructions for Budget Narrative

The Budget Narrative Attachment Form in the Grants.gov application package is where applicants attach budget information.

Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.

If applicable to this program, provide the rate and base on which fringe benefits are calculated.

Additionally, in providing explanations and comments, applicants should identify planning costs, which are subject to limitations under §280.41(a). Specifically, planning costs are limited to 50% of the amount awarded for the first year of the project; 15% for the second year of the project; and 15% for the third year of the project. Planning costs would include, for example, any cost incurred in the first year of a project for a magnet school that would not begin to implement its program until the second year of the project. Applicants are reminded that evaluation costs and professional development costs are not considered to be planning costs.

If you are requesting reimbursement for indirect costs on line 10, specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied. Provide other explanations or comments you deem necessary.

Instructions for Other Documents & Attachments

All other documents needed for your application include the desegregation plan information, Tables 1 through 6 that provide information about various aspects of your project, including the enrollment data required by §280.20(f) in the Magnet Schools Assistance Program regulations, resumes, letters of support, and so forth. Tables 1-6 are located on the MSAP website at www.ed.gov/programs/magnet. Please download the forms, complete the forms, "save as" the table number, and upload the completed forms as an attachment to the rest of the application in Grants.gov.

Desegregation Plan Information Form

Check the appropriate box to indicate whether the applicant is implementing a required plan or a voluntary plan. The applicant must also attach copies of the appropriate documents based on the type of desegregation plan that the applicant is implementing.

Tables 1 – 4 Enrollment Data

These tables provide current and projected enrollment data for the applicant, the magnet schools included in the project and schools from which students would be drawn (feeder schools). Specific instructions for this set of tables are included with the tables. A separate copy of Table 3 will be needed for each magnet school included in the project. A separate copy of Table 4 will be needed for each feeder school included in the project.

Table 5—Selection of Students-Competitive Preference Priority 3

Provide data for each magnet school included in the project. Specific instructions for this table are included with the table.

Table 6—New or Revised Magnet Schools Projects-Competitive Preference Priority 2

Provide data for each magnet school identified in Tables 1 – 5. Specific instructions for this table are included with the table.

Resumes

Provide individual resumes for the proposed project directors and other key personnel described in project narrative. Provide brief resumes or, for positions that would be filled after a grant is awarded, job descriptions that include relevant qualifications for the individual(s) that the district would seek to recruit for those positions. Each resume should be limited to not more than three pages in length.

Letters of Support (Optional)

Joint Application Information (if necessary)

If the application is a joint application between two or more local educational agencies to implement an inter-district magnet schools plan, the application must provide the information described in 34 CFR 75.128 concerning the agency that will be designated as the applicant and the agreement between members of the group.

Assurances

In addition to the standard assurances contained elsewhere in the application package, a Magnet Schools Assistance Program application requires the inclusion of a signed copy of the Magnet Schools Assistance Program assurances. Download this form from the application package, sign, and upload signed form to the narrative section tab titled-Magnet Schools Assistance Program Assurances.

Type of Desegregation Plan *(Check One & Attach the Appropriate Documents)*	
☐ A Required Plan: A plan that is (1) implemented pursuant to a final order of a court of the United States, or a court of any State, or any other state agency or official of competent jurisdiction and (2) the order requires the desegregation of minority group segregated children or faculty in the elementary and secondary schools of that agency or those agencies.	☐ A Voluntary Plan: A plan to reduce, eliminate or prevent minority group isolation that is being implemented (or would be implemented if assistance under the Magnet Schools Assistance Program is made available) on either a voluntary basis or as required under Title VI of the Civil Rights Act of 1964.

Left column:

Attach the Following Documents
- A copy of the court or agency order that demonstrated that the magnet school(s) for which assistance is sought under the grant are a part of the approved plan.
- Note: If the applicant is implementing a previously approved plan that does not include the magnet school(s) for which assistance is requested, the plan must be modified to include the new magnet school(s). The applicant must obtain approval of the new magnet schools, or any other modification to its desegregation plan, from the court, agency or official that originally approved the plan. The date by which proof of approval of any desegregation plan modification must be submitted to the US Department of Education is identified in the closing date notice.

Any desegregation plan modification should be mailed by XXXX XX, 201X to:

Jennifer Todd
US Department of Education
Office of Innovation & Improvement
400 Maryland Avenue SW, Rm. 4W201
Washington, DC 20202-5970

Right column:

Attach the Following Documents

- A copy of the plan
- A copy of the school board resolution adopting and implementing the plan, or agreeing to adopt and implement the plan upon the award of assistance.

Voluntary plans must be submitted as part of the application package by the application deadline.

Instructions for Enrollment Data

These instructions apply to Tables 1-4. The tables are displayed in a suggested format, and applicants may provide the data in a different format if they choose to do so. However submitted, this data is needed for each magnet school included in the project. The tables that are included in this application guide packet are for demonstration only. The official enrollment data tables are located on the Magnet Schools Assistance Program website at www.ed.gov/programs/magnet. You will need to download each PDF table, complete the table, "save as" the appropriate table name, and upload each table with your application in Grants.gov.

Enrollment Data for the Local Educational Agency (LEA) – Table 1

Provide actual enrollment data as of October 1, 201X (or the closest date to October 1, 201X when the LEA's enrollment data was collected) for the grade levels (e.g., PK-8, as applicable) affected by the project that shows the enrollment disaggregated by race and ethnicity of students in the LEA's schools. If the application is a joint application, provide data for the schools of each participating LEA.

Provide enrollment data for the grade levels affected by the magnet project that shows the projected number of students as of October 1, 201X (Project Yr. 1: School Yr. 201X-201X), October 1, 201X (Project Yr. 2: School Yr. 201X-201X), October 1, 201X (Project Yr. 3: School Yr. 201X-201X), October 1, 201X (Project Yr. 4: School Yr. 201X-201X), and October 1, 201X (Project Yr. 5: School Yr. 201X-201X).

If the project includes any magnet schools that are existing magnet schools (i.e., schools that already implement a magnet program whether or not the magnet school or program has been previously supported with MSAP funds), identify the school year in which the school began implementation of a magnet program. If all of the magnet schools in the project will be new magnet schools, check the box at the top of the appropriate table being used. Check boxes are at the top of Table 1.

Enrollment Data for the Magnet Schools Included in the Project – Table 3

Provide actual enrollment data as of October 1, 201X (or the closest date to October 1, 201X when the LEA's enrollment data was collected) by grade that shows the number of students disaggregated by race and ethnicity enrolled in each magnet school.

(Special Note: If a school has no enrollment for the 201X-201X school year, for example because it is a new school, provide an estimate of the enrollment that the school would have had for the 201X-201X school year if it had operated as a regular school, consistent with the applicant's policy for assigning students to regular non-magnet schools.)

Provide projected enrollment data by grade for each magnet school that shows the projected number of students disaggregated by race and ethnicity as of October 1, 201X (Project Yr. 1: School Yr. 201X-201X), October 1, 201X (Project Yr. 1: School Yr. 201X-201X), October 1, 201X (Project Yr. 2: School Yr. 201X-201X), October 1, 201X (Project Yr. 3: School Yr. 201X-201X), October 1, 201X (Project Yr. 4: School Yr. 201X-201X), and October 1, 201X (Project Yr. 5: School Yr. 201X-201X). Projected enrollment data should show what each magnet school's enrollment would be expected to be if the magnet program is successfully implemented.

Enrollment Data for Feeder Schools – Table 4

(Note: The Magnet Schools Assistance Program defines "feeder schools" as the schools from which students are drawn, that is the schools at the same grade level as the magnet school that students would have attended if they did not attend the magnet school.)

Provide actual enrollment data as of October 1, 201X (or the closest date to October 1, 201X when the LEA's enrollment data was collected) for each feeder school that shows the number of students disaggregated by race and ethnicity enrolled in those schools and identifies the magnet school(s) associated with each feeder school. If the application is a joint application, provide separate data for the feeder schools from each participating LEA.

Provide projected enrollment data for the feeder schools identified above that shows the projected number of students as of October 1, 201X (Project Yr. 1: the 201X-201X School Yr.), October 1, 201X (Project Yr. 2: the 201X-201X School Yr.), October 1, 201X (Project Yr. 3: the 201X-201X School Yr.), October 1, 201X (Project Yr. 4: the 201X-201X School Yr.), and October 1, 201X (Project Yr. 5: the 201X-201X School Yr.). Projected enrollment data should show what enrollment of feeder schools would be expected to be if the magnet program is successfully implemented.

If the application is a joint application, provide separate data for the schools of each participating LEA.

Table 1: Enrollment Data-LEA Level OMB-1855-0011- Expiration XX/XX/201X

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Actual Enrollment
(Current School Year—October 1, 201X)

Projected Enrollment
(Year 1 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African	Black or African	Hispanic/Latino	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students	Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African	Black or African	Hispanic/Latino	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK																PK															
K																K															
1																1															
2																2															
3																3															
4																4															
5																5															
6																6															
7																7															
8																8															
9																9															
10																10															
11																11															
12																12															
Total																Total															

Table 2: Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School

Table 1 (Cont'd): Enrollment Data-LEA Level

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment (Year 2 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African	Black or African	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Projected Enrollment (Year 3 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African	Black or African	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 2 (Cont'd): Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School

Table 1 (Cont'd): Enrollment Data-LEA Level

☐ *Check this box if all the magnet schools included in the program are implementing a magnet program for the first time.*

Projected Enrollment (Year 4 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African	Black or African	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Projected Enrollment (Year 5 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African	Black or African	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 2 (Cont'd): Year of Implementation for Existing Magnet Schools included in the Project

School Name	First School Year as a Magnet School

Table 3: Enrollment Data-Magnet Schools OMB-1855-0011- Expiration XX/XX/201X

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Actual Enrollment
(Current School Year—October 1, 201X)

Projected Enrollment
(Year 1 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African American	Black or African American	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students	Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African American	Black or African American	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK																PK															
K																K															
1																1															
2																2															
3																3															
4																4															
5																5															
6																6															
7																7															
8																8															
9																9															
10																10															
11																11															
12																12															
Total																Total															

Table 3 (Cont'd): Enrollment Data-Magnet Schools

- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment

Projected Enrollment

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African American	Black or African American	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
(Year 2 of Project—October 1, 201X)															
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African American	Black or African American	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
(Year 3 of Project—October 1, 201X)															
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 3 (Cont'd): Enrollment Data-Magnet Schools
- Use this format (or the applicant's own format) for each magnet school participating in the project.
- Provide data for all students in each grade for which the school enrolls students.
- Remember, the projected data for Years 1, 2, 3, 4 and 5 of the project should be based on projections showing the anticipated enrollment of the magnet school if the project is successfully implemented.

Projected Enrollment
(Year 4 of Project—October 1, 201X)

Projected Enrollment
(Year 5 of Project—October 1, 201X)

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African American	Black or African American	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Grade Level	American Indian /	American Indian /	Asian (Number)	Asian (%)	Black or African American	Black or African American	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other	Native Hawaiian or Other	White (Number)	White (%)	Two or more races	Two or more races (%)	Total Students
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															

Table 4: Enrollment Data-Feeder School
- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Actual Enrollment as of October 1, 201X (Current School Year)																Projected Enrollment as of October 1, 201X (Year 1 of Project)													
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**	American Indian /Alaskan Native (Number)	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	Asian (%)	White (%)	Black	Two or more races (%)	**Total Students**

Table 4 (Cont'd): Enrollment Data-Feeder School
- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 201X (Year 2 of Project)														Projected Enrollment as of October 1, 201X (Year 3 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students	American Indian /Alaskan Native	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	Total Students

Table 4 (Cont'd): Enrollment Data-Feeder School
- For each feeder school, identify the magnet school(s) to which the feeder school would send students. If a feeder school would send students to all magnet schools at a particular grade level (for example, Elementary Feeder School "X" would send students to all of the elementary magnet schools participating in the project, indicate "All" in the "Magnet" column associated with Elementary Feeder School "X".
- The enrollment data projections for Years 1, 2, 3, 4 and 5 of the project should show what the enrollment of feeder schools would be expected to be if the magnet school or schools in the project are successfully implemented.
- Use additional sheets, if necessary.

Schools			Projected Enrollment as of October 1, 201X (Year 4 of Project)														Projected Enrollment as of October 1, 201X (Year 5 of Project)														
FEEDER	FEEDER GRADE SPAN	MAGNET(S)	American Indian /Alaskan Native	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**	American Indian /Alaskan Native	American Indian /Alaskan Native (%)	Asian (Number)	Asian (%)	Black or African-American (Number)	Black or African-American (%)	Hispanic/Latino (Number)	Hispanic/Latino (%)	Native Hawaiian or Other Pacific Islander (Number)	Native Hawaiian or Other Pacific Islander (%)	White (Number)	White (%)	Two or more races (Number)	Two or more races (%)	**Total Students**

Describe the student selection process.

Magnet School(s):

Check the appropriate box:
  □Academic examination is a criterion in the magnet school student selection process.
 	
  □Academic examination is <u>not</u> a criterion in the magnet school student selection process.

Describe the student selection process.

Table 6: New or Revised Magnet School Projects-Competitive Preference 2
Instructions: For each magnet school identified in Tables 1 – 5: ▪ Briefly describe the nature of the change that is being made to the magnet school program at that school (for example, expansion of program from within school program serving 50 students to whole school program serving 400 students; adding medical sciences within school to complement other within school programs and serve greater total number of students; upgrade thematic curriculum to maintain program attractiveness; replace existing magnet program, etc.); and ▪ Explain the significance of the revision to the magnet school. Relevant information might include, for example, discussion of 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 effects that would result from implementation of the revision; the need, if appropriate, to expand from a within school program to a whole program; etc. ▪ If all of the schools participating in the project are new magnet schools, indicate "No Revised Magnet Schools Participating in the Project" in the first "Nature of Revision or Change to the Magnet School" box. • Use additional sheets, if necessary.
Magnet School:
Nature of Revision or Change to the Magnet School:

<u>Explanation of How or Why the Revision is Significant</u>:

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