



U.S. Department of Education

Check only one box per Program Office instructions.

☐ Annual Performance Report ☐ Final Performance Report

OMB No: 1810-new

Exp: dd/mm/yy

Explanation: When grantees enter the web-based reporting system, they are taken to a main menu that allows them to access the sections described in detail in this document. The Resources page allows grantees to download three guidance documents for completing the annual performance report (APR) and using the web-based reporting system which require no data entry. The page also includes a required Assurances document that must be reviewed and signed annually by the grantee's authorized representative.

Public Burden Statement:

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-new. Public reporting burden for this collection of information is estimated to average two and half hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under 20 USC Section 7231. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the MSAP program office, 400 Maryland Avenue, SW, LBJ-4th, Washington, DC, 20202 or gillian.cohen-boyer@ed.gov directly.

MSAP Annual Performance System

Instructions: Before you begin, please review the *Dear Colleague Letter, Instructions for Grant Performance Report* (ED 524B Instructions), and *Magnet Schools Assistance Program Guide to Annual Performance Reporting* (APR Guide). To access these documents and to find the *MAPS User Guide*, which has information about how to use the system's features, click on the icon in the Resources box below.

Resources

Resources

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Additional Information

Uploaded Documents

Uploaded Documents



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Cover Sheet

Explanation: Grantees complete one Cover Sheet per grant project. The data entry is organized across four tabbed pages in the web-based system. Items 1, 2, 3, 4, 5, 6, 7, and 8a will be prepopulated with data. After entering the data, the grantee prints the Cover Sheet, has it signed by the district's authorized representative, and uploads a PDF of the signed copy to the web-based system to be included in the final PDF of their report. The year for which data are entered will change each reporting year. Grantees already report these data in the annual performance report (APR). Item 12 does not appear in the web-based reporting system, but is included on the printed form that is uploaded to Page 4.

Instructions: Page 1-Enter or verify the information in the ED 524B Cover Sheet. Page 4-Please print and upload your signed Cover Sheet.

General Information

1. PR/Award #: [Click here to enter text.](#)
(Block 5 of the Grant Award Notification - 11 characters.)
2. Grantee NCES ID#: [Click here to enter text.](#)
(See instructions. Up to 12 characters.)
- 3 Project Title: [Click here to enter text.](#)
(Enter the same title as on the approved application.)
4. Grantee Name (Block 1 of the Grant Award Notification.): [Click here to enter text.](#)
5. Grantee Address (See instructions.) [Click here to enter text.](#)
6. Project Director (See instructions.) Name: [Click here to enter text.](#) Title: [Click here to enter text.](#)
Phone #: [Click here to enter text.](#) Ext: ([Click here to enter text.](#)) Fax #: [Click here to enter text.](#)
Email Address: [Click here to enter text.](#)

Reporting Period Information (See instructions.)

7. Reporting Period: From: [Click here to enter a date.](#) To: [Click here to enter a date.](#)

Budget Expenditures (To be completed by your Business Office. See instructions.)

8. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period	Enter \$ Amount	Enter \$ Amount
b. Current Budget Period	Enter \$ Amount	Enter \$ Amount
c. Entire Project Period (For Final Performance Reports only)	Enter \$ Amount	Enter \$ Amount

Indirect Cost Information (To be completed by your Business Office. See instructions.)

9. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☐ Yes ☐ No
- b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? ☐ Yes ☐ No
- c. If yes, provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: [Click here to enter a date.](#) To: [Click here to enter a date.](#)
Approving Federal agency: ☐ ED ☐ other (Please specify): [Click here to enter text.](#)
Type of Rate (For Final Performance Reports Only): ☐ Provisional ☐ Final ☐ Other (Please specify): [Click here to enter text.](#)
- d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
☐ Is included in your approved Indirect Cost Rate Agreement?
☐ Complies with 34 CFR 76.564(c)(2)?
☐ Not applicable

Human Subjects (Annual Institutional Review Board (IRB) Certification) (See instructions.)

10. Is the annual certification of Institutional Review Board (IRB) approval attached? ☐ Yes ☐ No ☐ N/A



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Performance Measures Status and Certification (*See instructions.*)

11. Performance Measures Status

- a. Are complete data on performance measures for the current budget period included in the Project Status Chart? ☐ Yes ☐ No
- b. If no, when will the data be available and submitted to the Department? [Click here to enter a date.](#)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative

Title

Signature

Date



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Executive Summary

Explanation: Grantees complete one Executive Summary per grant project. Grantees can type their responses to the Executive Summary questions into a textbox, or they can upload a PDF version of their responses using an upload button. There will also be a separate upload button for grantees to provide the requested documentation for question 3. This narrative helps the program office get information on the project's progress that is not captured through data entry. These questions have been updated and revised since the last OMB approval, but the section and the general topics are not new to the APR.

Instructions: You may type the narrative directly into the text box on the MAPS page, or you may upload the summary as a PDF file. Uploading a PDF file to MAPS is similar to attaching a file to an e-mail. See the MAPS User Guide for help if you are unfamiliar with this process. Whichever you choose, please keep it concise—no more than five pages

1. Explain the biggest success(es) in your project.
2. Explain the biggest challenge(s) in your project.
3. Please provide updates on, including any anticipated changes to your MSAP project's:
 - a. Desegregation Plan, including feeder schools (If there are no changes, please provide a signed and dated letter from your superintendent or designated official attesting to that fact); and/or
 - b. Activities in response to OCR technical assistance, resolutions, or technical assistance, including any revisions to policies or programs; and/or
 - c. Underlying logic model.
4. Please describe your MSAP project's efforts this reporting period (including updates on challenges that may have been encountered and efforts to address those challenges) in the following areas:
 - a. Meeting targets to reduce, eliminate, or prevent minority group isolation, including updates or improvements to marketing and recruitment strategies.
 - b. Promoting student achievement, generally, and with regards to the schools' thematic content.
 - c. Increasing family engagement.
 - d. Providing effective professional development for magnet school educators. Please include information on the topics, target audiences, and providers for specific PD; what monitoring or follow-up efforts are in place to ensure the core concepts of the PD are being applied; and what outcomes have resulted from that PD. Include preliminary data if available.
 - e. Providing theme-aligned out-of-school time and extended learning opportunities for students in each MSAP school.
 - f. Building program sustainability beyond the life of the grant.
5. Please discuss any key lessons your MSAP team has learned from program evaluation, data collection, research or implementation experience this year and how that learning will be used to improve your MSAP project, change policies or practices, and/or contribute to reform and improvement efforts in participating LEAs beyond the MSAP program.

Please type your executive summary in the text box or use the Browse button to find it on your desktop and upload it in the space provided. The file must be in PDF format or MAPS will not accept it.



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SECTION A – Performance Objectives Information and Related Performance Measures Data Project Status Chart

Explanation: Grantees have project-specific objectives and performance measures that are approved by the program office and are prepopulated in the web-based system. When grantees enter the Project Status Chart in the web-based system, they see a list of their project objectives. Then grantees click on the Edit link next to a project objective to view and edit data for each performance measures listed within that objective. This is when grantees see the page shown here, which allows them to enter data for each performance measure. For each measure, grantees enter either a raw number or a ratio/percentage. These data help the program office track the project's progress in meeting the goals stated in the grant application. There is also an option to Deactivate a performance measure if it is no longer applicable, with program office approval. This section is not new to the APR.

Project Status Chart Instructions: Report on the results to date of your project evaluation as required under EDGAR, 34 CFR 75.590. For each approved project objective, provide quantitative and/or qualitative data for each performance measure. Also include a description of findings or outcomes to demonstrate that you have met or are making progress toward meeting the performance measure.

Performance Measure Instructions: Provide quantitative and/or qualitative data for each performance measure and describe findings or outcomes to demonstrate that you have met or are making progress toward meeting the performance measure. You will also explain how your performance measure data demonstrate that you have met or are making progress toward meeting the project objective.

Project Objective [Click here to enter text.](#)

☐ Check this box if this is a status update from the previous budget period.

Project Performance Measure	Target			Actual		
	Raw Number	Ratio	%	Raw Number	Ratio	%
Click here to enter text.	Enter #	/	Enter %	Enter #	/	Enter %

Explanation of Progress

a) Status of progress:

☐ Met

☐ Not Met

☐ In Progress *(only applicable to measures with completion dates that fall after the end of the reporting period. In Progress measures must be updated in the Ad Hoc Report)*

b) Description of progress (include challenges faced, if any)



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c) If Measure was "Not Met," describe how and when the measure will be met, and outline any steps and/or strategies that will help ensure continued progress.



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Data Collection – Grant Project

Explanation: Grantees answer the questions in this section once for the entire grant project.

Part I. Background Information

Explanation: Grantees enter the Background Information once, and it is carried over from one reporting period to the next. They will update information if it is no longer accurate. As this grant funds school reform projects, substantial changes like grade level configurations and school themes can take place over the funded period. Collection of this information enables the program office to maintain up-to-date and accurate information about each project's unique characteristics.

Instructions: Check all options as they apply to your entire grant project. You may select multiple responses.

1. Grantee Characteristics

- a. ☐ Single LEA ☐ Consortium
- b. ☐ Traditional Public School(s) ☐ Charter School(s)

2. Grade levels served:

- | | | |
|-----------------------------|----------------------------|-----------------------------|
| ☐ PK | ☐ 4 | ☐ 9 |
| ☐ K | ☐ 5 | ☐ 10 |
| ☐ 1 | ☐ 6 | ☐ 11 |
| ☐ 2 | ☐ 7 | ☐ 12 |
| ☐ 3 | ☐ 8 | |

3. Type(s) of magnet programs in grant

- ☐ Whole School ☐ Program within a School



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4. Magnet Themes

- € Cambridge
- € Career Exploration
 - o Business
 - o Citizenship/Government/Law
 - o General
 - o Culinary/Food Science
 - o Education
 - o Healthcare/Medicine
 - o Leadership/Public Service/Non-profit
 - o Media/Communications/Journalism
 - o Other [enter text description]
- € Global Studies
- € Early College/College Readiness
- € Humanities
- € International Baccalaureate
- € Language Immersion
- € Montessori
- € STEM/STEAM
 - o Agriculture
 - o Biotechnology
 - o Computer Science
 - o General
 - o Environmental Science
 - o Other [enter text description]
- € Visual and Performing Arts
- € Other [enter text description]

5. Theme Integration Strategies

- € Cross-Disciplinary Planning for Teachers
- € Facility Renovations
- € Theme-Aligned Field Trips/Community Experiences
- € Embedding Theme into the Core Curriculum
- € Internships
- € Theme-Aligned Out-of-School Time Programs
- € Theme-Based Course
- € Project-Based Learning Aligned with the Theme
- € Theme-Based Partnerships
- € Using Visual Branding to Communicate the Theme
- € Other [enter text description]



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6. Project-Level Recruitment Strategies

- | | |
|--|---|
| € Developing magnet-themed pathways across schools (e.g., students can attend STEM schools from elementary to high school) | € Utilizing targeted marketing campaigns (e.g., specific neighborhoods) |
| € Implementing a broad marketing campaign | € Leveraging partnerships for recruitment |
| € Offering open houses/school tours | € Implementing transportation plans to improve access |
| € Hiring recruiters on staff | € Other [enter text description] |
| € Training parent/student ambassadors to help with recruitment | |
-

7. Instructional Programs and Supports

- € AVID
 - € eMINTS
 - € PBL Works
 - € Other [enter text description]
-

8. Professional Learning Vendors

- | | |
|--|---|
| € ArtsNow | € Montessori Training Organization |
| € AVID | € National Institute for Magnet School Leadership (NIMSL) |
| € Crayola | € Participate Learning |
| € College/University [enter text description] | € Project Lead the Way |
| € Harvard Project Zero | € ST Math |
| € International Baccalaureate Organization (IBO) | € Other [enter text description] |
| € Institute for Arts Integration and STEAM | |
| € Lincoln Center for the Arts | |
-



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9. Family Engagement Strategies

- | | |
|--|---|
| € Family Members on Advisory Councils | € Student-Led Conferences |
| € Having a Family Senate | € Using Communication Platforms to Coordinate with Families |
| € Leveraging Partnerships for Engagement | € Using Social Media to Inform Families |
| € School Volunteer Opportunities | € Other [enter text description] |
| € Student Showcases | |
-

10. Sustainability Plans and Strategies

- | | |
|--|--|
| € Continuing Professional Development | € Institutionalizing Partnerships |
| € Cultivating District Leadership Support | € Training Students and Family Advocates |
| € Securing Additional External Funding | € Other [enter text description] |
| € Working with Leadership to Identify Internal Funding Sources | |

Part II. Evidence of Promise

Explanation: Grantees provide a narrative in response to the questions provided. There will be an upload button so the grantee can upload the requested documentation. These data will help the program office track grantees' progress in completing the evidence of promise evaluation required by the grant Notice Inviting Applications to be submitted by the end of the grantees' project performance period. This section is not new to the APR but has been streamlined.

Instructions: Provide a brief narrative in response to the following questions. Please limit your narrative to no more than two pages.

1. What components/steps of your Evidence of Promise (EoP) study have been implemented during the current performance period? Some general steps could include the following; please elaborate for your specific project:
 - selection of a qualified evaluator to conduct your EoP study,
 - obtaining IRB approval,
 - data collection,
 - data analysis, and/or
 - dissemination of findings.
2. What components/steps of your EoP study do you anticipate you will implement during the next reporting/performance period? Please see above for examples.
3. Is there any other important information that you would like to share with us about your EoP study? For example...
 - significant changes to your plan since your last reporting period,



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- early lessons learned, and/or
- barriers that you have encountered.



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Part III. Community Partnerships

Explanation: Grantees enter these data for as many community partners as they currently have. Grantees use the dropdown menu described in the table below to enter information for all their current partners. This information will be carried over between reporting periods so grantees do not have to re-enter information; they will just update the data with any changes. Note: Click the field that says “Choose an item” to see the dropdown options that will appear for that column. Five columns have been removed from this table since the last APR approval; nothing has been added.

Instructions: Enter the name of a current community partner, then select the applicable description of the partner organization/individual from the “Partnership Type” dropdown. Repeat for each current partner.

Column 1-Partner name	Column 2-Partnership type
Grantees will enter the name of an MSAP community partner in a text box.	Grantees will select the partner’s organizational type from a dropdown menu. (Click “Choose an item” to see menu options.) Choose an item.



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Data Collection Tables – School

Explanation: When grantees enter the School section of the Data Collection Tables, they see a list of all their MSAP-funded schools. The grantee clicks the Edit link next to a school name to enter data for that school. The grantee must complete Parts I-VII of the Data Collection Tables for each school in the grant project. The school years for which data are reported will change each grant year. This section has been streamlined and reduced since the last approved APR.

Part I. School Demographic Data

Explanation: In this section, grantees enter demographic data about the school for the current grant year. Item 1 will be prepopulated with data. Free and reduced-price lunch data are collected in item 5 to ensure the program office has the most current data in time to submit the GPRA Report to Congress.

The year for which data are entered will change each reporting year. The section has been updated to remove data reporting no longer used by the program office.

Instructions: Part I collects MSAP school demographic data. Complete this section by entering school demographic data in items 1-6.

School demographic data	
1. School name	Click here to enter text.
2. Is this a Title I funded school?	☐ Yes ☐ No
3. Is this school in Title I improvement?	☐ Yes ☐ No
4. If this school has been classified as low-performing, please briefly explain the MSAP specific strategies designed to improve the school's performance.	Click here to enter text.
5. What percentage of students enrolled in this school are eligible for the Free and Reduced-Priced Meal Program for the current school year?	Click here to enter text. percent
6. Was this school in a planning year or an implementation year?	☐ Planning year ☐ Implementation year



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Part II. Minority Group Isolation Data

Explanation: Grantees select the appropriate response for the question based on the school's strategy to reduce minority group isolation. This section has been streamlined to reduce burden on grantees.

Instructions: Part II collects data about the racial/ethnic group(s) that the MSAP school targets for enrollment increase, to reduce minority group isolation.

7. Indicate the targeted racial/ethnic group for the school with the minority/racially isolated group(s). The targeted racial/ethnic group is the group the school would like to enroll more of in order to change the enrollment of the minority/racially isolated group. If the school has more than one targeted racial/ethnic group, select all that apply.
- ☐ American Indian or Alaska Native students
 - ☐ Asian students
 - ☐ Black or African-American students
 - ☐ Hispanic or Latino students
 - ☐ Native Hawaiian or Other Pacific Islander students
 - ☐ White students



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Part III. Achievement Data

Explanation: Grantees enter numbers of students in each cell of the table for the current grant year; these data are used to report the program's GPRA measures and help the program office examine STEM-related MSAP schools' progress in improving student achievement in science.

Instructions: Part III collects data on student achievement. See the APR Guide for instructions about reporting these data. When you finish entering data for this page, click on Save Record before proceeding.

State assessment participation data				State assessment achievement data			
Number of students that participated in the state assessment in reading/language arts, mathematics, and science	Reading Current year	Math Current year	Science Current year	Number of students who met or exceeded the state's standards in reading/language arts, mathematics, and science	Reading Current year	Math Current year	Science Current year
8. All students				18. All students			
9. American Indian or Alaska Native students				19. American Indian or Alaska Native students			
10. Asian students				20. Asian students			
11. Black or African-American students				21. Black or African-American students			
12. Hispanic or Latino students				22. Hispanic or Latino students			
13. Native Hawaiian or Other Pacific Islander students				23. Native Hawaiian or Other Pacific Islander students			
14. White students				24. White students			
15. Two or more races students				25. Two or more races students			
16. Economically disadvantaged students				26. Economically disadvantaged students			
17. English language learners				27. English language learners			

☐ Check this box if some fields were intentionally left blank



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Part IV. Student Recruitment and Selection

Explanation: Grantees may type their response to these questions into a text box, or they can upload a PDF version of their responses using an upload button. This narrative helps the program office and the Office for Civil Rights understand grantees' recruitment and lottery processes and how those may affect meeting minority group isolation targets. This section is not new to the APR.

Instructions: Respond to the questions below. You can type in the textbox below or upload your responses as a PDF.

28. Recruitment and selection descriptions

- a) Describe any student recruitment plans that were implemented in the current reporting period.
- b) What specific strategies were used to increase racial diversity by taking into account socioeconomic diversity in the MSAP schools?
- c) Have there been any changes in student selection processes during the reporting period and/or any anticipated in the coming period? If so, please explain.
- d) Have there been any changes in the LEA's overall student selection, placement, and/or choice environment that impact (positively or negatively) the project in meeting MGI targets?

Enrollment processes

Explanation: For each question, grantees select the response that best represents their magnet school. These data will be carried over in the web-based system between reporting periods, so grantees only have to update what has changed. These data will help the program office and the Office for Civil Rights understand grantees' lotteries because those are integral to reducing minority group isolation.

Instructions: Respond to the questions below. Remember to click Save Record before proceeding.

29. This school is part of a lottery that includes: (Select one.)

- ☐ MSAP schools only
- ☐ A larger subset of local education agency (LEA) schools
- ☐ Entire LEA
- ☐ Multiple LEAs

30) How are the student enrollment applications made available to students and families? (Select all that apply.)

- ☐ Online
- ☐ Hard copy
- ☐ In multiple languages

Explanation: Grantees select the appropriate response for each question. If grantees select "No" for item 31, they do not answer 31a. The system automatically calculates the percentages in 38 and 39, unless the grantee selects "Not applicable" for item 37, in which case the percentages are not relevant. The year for which data are reported will change each reporting year. These data provide detailed information on how the school's lottery was managed during the reporting year to help the program office and OCR better understand grantees' strategies to reduce minority group isolation.

Instructions: Answer the questions below for the current school year.



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31. Are any students automatically admitted to the MSAP school?

☐ Yes ☐ No

31a. If yes, what criteria are used to automatically admit students? (Select all that apply.)

- ☐ Reside in attendance zone
- ☐ Sibling of enrolled student
- ☐ Parent/guardian's place of employment/district employee
- ☐ Other, please specify
- ☐ None

32. How are students who are not automatically admitted to the MSAP school selected?

- ☐ First come, first served basis
- ☐ Random lottery
- ☐ Weighted lottery

33. If a weighted lottery is used to select students not automatically admitted to the MSAP school, what weights did you use this grant year? (Select all that apply.)

- ☐ Composition of geographic area
- ☐ Socioeconomic status of a geographic area
- ☐ Socioeconomic status of individual student
- ☐ Sibling of enrolled student
- ☐ Reside in attendance zone
- ☐ Reside outside of the attendance zone
- ☐ Parent/guardian's place of employment
- ☐ Magnet theme articulation
- ☐ Other, please specify
- ☐ Not applicable

34. What entrance requirements does this school have, if any? (Select all that apply.)

- ☐ Course grades or grade point average
- ☐ Test scores
- ☐ Essays
- ☐ Prerequisite courses
- ☐ Identification of student as gifted
- ☐ Audition/portfolio
- ☐ Other, please specify
- ☐ None

35. What is the total number of seats available for students based on the school's building capacity? [Click here to enter text.](#)



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36. How many seats were available in this school's magnet program? [Click here to enter text.](#)
37. How many magnet program seats were available for students who reside outside of the school's attendance zone? [Click here to enter text.](#) ☐ Not applicable
38. Percentage of total school capacity seats available to non-zoned students. [Click here to enter text.](#)
39. Percentage of magnet program seats available to non-zoned students. [Click here to enter text.](#)
40. This school is currently (select one)
- ☐ At capacity
 - ☐ Oversubscribed
If oversubscribed, describe the waitlist process for this MSAP school. [Click here to enter text.](#)
 - ☐ Undersubscribed
If undersubscribed, how are you addressing undersubscription at this MSAP school. [Click here to enter text.](#)



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Section B – Budget Summary

Explanation: Grantees complete this section once for the entire grant project. The reporting start and end dates will be prepopulated in the web-based system. Under Income, grantees enter as many Federal funding streams as necessary. The data in this section are necessary to track grantees' spending and carryover as well as to identify whether the MSAP schools have complementary Federal funding sources they use to support the MSAP project. While there are some modifications, grantees already submit these data in the APR.

Page 1

Instructions: Income

1. **Approved Budget:** Enter the start date of the grant budget year (e.g., 10/01/yy) and the end date of the budget year (e.g., 09/30/yy). If you are not sure of the start and end dates of the budget year for your grant, contact your project officer.

Enter each Federal formula or discretionary grant funding stream used to fund aspects of MSAP programming and the amount awarded in each during the current reporting year. The program office is seeking information on ALL known Federal funding streams; however, we are particularly interested in how you may use Title I, theme-related (e.g., career and technical education, arts education), and/or professional development grants to support MSAP work.

Instructions: Expenses

- **Carryover from Previous Budget Period:** Enter the amount of any funds carried over from the prior budget year.
- **Approved Budget:** Enter the amount awarded for the current reporting year in each budget category. Enter the start date of the grant budget year (e.g., 10/01/yy) and the end date of the budget year (e.g., 09/30/yy). If you are not sure of the start and end dates of the budget year for your grant, contact your project officer.
- **Expenditures:** Enter the amount of funds expended to date in each budget category. Enter the period that the expenditures cover. The start date will be the start of the grant budget year (e.g., 10/01/yy). The end date will be the end of the current reporting period (e.g., mm/dd/yy or 09/30/yy). If you are not sure of the start of the budget year or the end of the current reporting period, contact your project officer.
- **Anticipated Expenditures:** Enter the amount of funds that will be expended prior to the end of the grant budget year. If this report covers the end of the budget year, this column should be empty.
- **Carryover to Future Budget Period:** Enter the amount of funds you anticipate carrying over to the next budget period.



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INCOME U.S. DEPARTMENT OF EDUCATION AND OTHER FEDERAL FUNDS					
Funding Stream	Approved Budget				
Reporting Period:	Start: mm/dd/yy End: mm/dd/yy				
1. MSAP	Enter \$ Amount				
2. Other: Enter Name of Funding Stream	Enter \$ Amount				

EXPENSES U.S. DEPARTMENT OF EDUCATION FUNDS					
Budget Categories	Carryover from Previous Budget Period	Approved Budget	Expenditures	Anticipated	Carryover to Future Budget Period
Reporting Period:	Start: mm/dd/yy End: mm/dd/yy	Start: mm/dd/yy End: mm/dd/yy	Start: mm/dd/yy End: mm/dd/yy	Start: mm/dd/yy End: mm/dd/yy	Start: mm/dd/yy End: mm/dd/yy
2. Personnel	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
3. Fringe Benefits	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
4. Travel	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
5. Equipment	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
6. Supplies	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
7. Contractual	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
8. Construction	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
9. Other	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
10. Total Direct Costs (items 2-9)	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
11. Indirect Costs	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
12. Training Stipends	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount
13. Total Costs (items 10-12)	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount	Enter \$ Amount



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Explanation: Grantees answer the questions listed below in text boxes. If they select “No” for item 5, they do not need to answer item 5a. The grantees also upload budget narratives for the current reporting period and the upcoming reporting period. These data provide the program office additional information about expenditures and possible carryover.

Instructions: Answer the questions below. You must also upload your most up-to-date five-year project Budget Narrative as amended, outlining specific line-items with your approved carry-over plan from the previous fiscal year, your use of funds during the current fiscal year, your anticipated carry-over to the next budget year, and your planned use of funds in the coming year with your anticipated continuation award. See the *Dear Colleague Letter* for additional information.

1. Are funds being drawn down regularly from the G5 System to pay or reimburse for the budget expenditure amounts reported in items 8a. – 8c of the Cover Sheet. Please explain if not.
2. Were funds expended at the expected rate during the reporting period. If not, why?
3. Describe any significant changes to your budget during this reporting period resulting from modification of project activities and/or any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives
4. Do you anticipate any budget changes for the next budget period that require prior approval from the Department? (See EDGAR, 2 CFR 200.407, as applicable. *Please note that including information in this section does not constitute a request for a budget amendment or confer approval of a request. Please notify your Program Officer separately if the modification includes movement of 10% or more of your annual budget from one category to another, is for new activities that are not in your approved application or are making use of carry over funds.*)
5. Do you expect to have any carryover (funds that are not yet expended on or obligated for allowable activities) at the end of the current budget period? ☐ Yes ☐ No.
 - a. If yes, please note that if you anticipate having **substantial** carryover (more than 30% of the funds awarded to date), you must submit a carryover plan for approval at least a month before the end of the performance year to receive your non-competitive continuation funds for the upcoming grant year. The plan should include the reasons for the carryover and how these funds will be expended, along with the continuation award, in the next budget period, to achieve the project scope and objectives.



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Section C – Additional Information *Desegregation Plan Information Forms*

Explanation: On this page, grantees select whether their desegregation plan is required or voluntary, and then, based on that response, they are instructed to upload the necessary documentation. These data are reviewed by the Office for Civil Rights to ensure grantees remain eligible for MSAP funds. Grantees already report these data in the APR.

Instructions: Please choose the type of desegregation plan and upload the appropriate documents as noted for each plan.

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.	Select
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.	Select



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Assurances and Certifications

Explanation: This page requires grantees to upload the signed Assurances and Certifications document for the Office for Civil Rights. Grantees already upload this document in the APR.

Instructions: Upload a copy of the signed and dated Assurances and Certification form. To create the form, please follow these steps: (1) print a paper copy of the form, (2) have the authorized representative sign and date the paper copy, (3) scan the signed copy to create a PDF file, and (4) upload the PDF file to MAPS.



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Table 1: Enrollment Data-LEA Level

Explanation: Grantees enter enrollment data for their LEA by grade level. They only enter data for the grade levels served by the MSAP project. Grantees enter enrollment numbers, and the percentages and totals are automatically calculated. The year for which data are reported will change each reporting year. These data are necessary for the Office for Civil Rights' districtwide review. Grantees already report these data in the APR.

Instructions: Enter enrollment data for your local education agency. Only enter data for the grades served by your MSAP schools.

Table 1: 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.															
Actual Enrollment (October 1 of current school year)															
Grade Level	American Indian / Alaskan Native (Number)	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
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															



Explanation: Grantees provide enrollment data for each MSAP school. (Note: For the purposes of MSAP, “feeder school” means a school that students would otherwise attend if they did not attend the magnet school.) The grantees’ feeder school names will be prepopulated in a dropdown in the web-based system. Grantees select a feeder school name from the dropdown menu, check which prepopulated MSAP school(s) name(s) it is a feeder for, and then enter enrollment data for the feeder school. They repeat these steps for all feeder schools. Grantees enter numbers, and the percentages and totals are automatically calculated. The year for which data are reported will change each reporting year. These data are necessary for the Office for Civil Rights review to maintain eligibility for MSAP funds. Grantees already report these data in the APR.

Instructions: 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 School” column associated with Elementary Feeder School “X”).

[illegible]



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Table 3: Enrollment Data-Magnet Schools

Explanation: Grantees provide enrollment data for each MSAP-funded school. Grantees enter enrollment numbers, and the percentages and totals are automatically calculated. The year for which data are reported will change each reporting year. These data are necessary for the Office for Civil Rights review for grantees to maintain eligibility for further funds. Grantees already report these data in the APR.

Instructions: Enter enrollment data by racial/ethnic group and grade level for each MSAP school as of the date indicated above the table.

Actual Enrollment (October 1 of current school year)															
Grade Level	American Indian / Alaskan Native (Number)	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
PK															
K															
1															
2															
3															
4															
5															
6															
7															
8															
9															
10															
11															
12															
Total															