U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

84.215G Innovative Approaches to Literacy

CFDA # 84.215G

PR/Award # S215G230061

Gramts.gov Tracking#: GRANT13885261

OMB No. , Expiration Date:

Closing Date: May 15, 2023

Table of Contents

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
05/15/2023	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier: PENNSYLVANIA

8. APPLICANT INFORMATION:

* a. Legal Name: Mastery Charter High School

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. UEI:
███	███

d. Address:

* Street1: 35 S. 4th St.

Street2:

* City: Philadelphia

County/Parish:

* State: PA: Pennsylvania

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 19106-2710

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name: Natalie
Middle Name:	
* Last Name: Lucas	
Suffix:	

Title:

Organizational Affiliation:

* Telephone Number: ███	Fax Number:

* Email: ███

PR/Award # S215G230061

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

Consortium of LEAs

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; and
Congressionally Directed S

* 12. Funding Opportunity Number:

ED-GRANTS-031423-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Innovative
Approaches to Literacy (IAL) Program, Assistance Listing Number 84.215G

13. Competition Identification Number:

84-215G2023-1

Title:

84.215G Innovative Approaches to Literacy

14. Areas Affected by Project (Cities, Counties, States, etc.):

| Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

MK3 LEAP: Mastery K-3 Literacy Execution & Achievement Project

Attach supporting documents as specified in agency instructions.

| Add Attachments | Delete Attachments | View Attachments |

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant   PA-02   * b. Program/Project   PA-02

Attach an additional list of Program/Project Congressional Districts if needed.

| 1236-Congressional Districts.pdf | Add Attachment | Delete Attachment | View Attachment |

17. Proposed Project:

* a. Start Date: 10/01/2023   * b. End Date: 09/30/2028

18. Estimated Funding ($):

* a. Federal   ████████

* b. Applicant   ██

* c. State   ██

* d. Local   ██

* e. Other   ██

* f. Program Income ██

* g. TOTAL   ███████

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐   a. This application was made available to the State under the Executive Order 12372 Process for review on   [   ] .

☒   b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐   c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes   ☒ No

 If "Yes", provide explanation and attach

| | Add Attachment | Delete Attachment | View Attachment |

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: [   ]   * First Name: Scott

Middle Name: [   ]

* Last Name: Gordon

Suffix: [   ]

* Title: Chief Executive Officer

* Telephone Number: ████████   Fax Number: [   ]

* Email: ████████████

* Signature of Authorized Representative: Natalie Lucas   * Date Signed: 05/15/2023

Innovative Approached to Literacy
Mastery Charter Schools 2023 Application

Congressional Districts Affected by Project

The applicant is located in Congressional District PA-02.

In Pennsylvania, the project will be implemented in Congressional Districts PA-02, PA-03, PA-04, and PA-05.

In New Jersey, the project will be implemented in Congressional District NJ-01.

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

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. Public reporting burden for this collection of information is estimated to average 1.5 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 (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

[Add Attachment]   [Delete Attachment]   [View Attachment]

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Mastery Charter High School

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Scott   Middle Name:

* Last Name: Gordon   Suffix:

* Title: Chief Executive Officer

* SIGNATURE: Natalie Lucas   * DATE: 05/15/2023

**U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance**

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Yonca		Agatan	

Project Director Level of Effort (percentage of time devoted to grant): 20

Address:

* Street1: Mastery Charter Schools - NST

Street2: 5700 Wayne Ave.

* City: Philadelphia

County: PA

* State: PA: Pennsylvania

* Zip Code: 19144-2710

Country: USA: UNITED STATES

* Phone Number (give area code)   Fax Number (give area code)

██████████

* Email Address:

████████████████████

Alternate Email Address:

████████████████████

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

☐ Yes   ☒ No

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

4. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes   ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes   Provide Exemption(s) #(s):   ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☐ 6   ☐ 7   ☐ 8

☐ No   Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

| | Add Attachment | Delete Attachment | View Attachment |

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

   ▪ Abstracts must not exceed one page and should use language that will be understood by a range of audiences.

   ▪ Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.

   ▪ Abstracts must include the population(s) to be served.

   ▪ Abstracts must include primary activities to be performed by the recipient.

   ▪ Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

   ▪ Theoretical and conceptual background of the study (i.e., prior research that the investigation builds upon and that provides a compelling rationale for this study).

   ▪ Research issues, hypotheses and questions being addressed.

   ▪ Study design including a brief description of the sample including sample size, methods, principals, and dependent, independent, and control variables, as well as the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: | 1237-IAL 2023 Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

Innovative Approaches to Literacy
Mastery Charter Schools 2023

Project Abstract

Mastery Charter Schools (Mastery) proposes the Mastery K-3 Literacy Execution & Achievement Project (MK3 LEAP) to improve literacy outcomes for 4,500 K-3 students in Philadelphia, PA and Camden, NJ toward the goal of meeting or exceeding peer averages statewide and nationally. MK3 LEAP will pursue the following objectives through four project components, including **Access to Books**, **Extra Supports for Special Populations**, **Educator Capacity Building**, and **Family Academic Partnership**: 1) Increase students' literacy achievement on state and nationally normed assessments; 2) Increase English Learners' progress toward English proficiency; and 3) Expand student access to books. By the end of the grant period, Mastery seeks to accomplish these outcomes:

- 60% of K-2 students read on grade level;

- Camden 3rd graders meet or exceed the NJSLA state average;

- Philadelphia 3rd graders meet or exceed the PSSA state average;

- 70% of K-3 multilingual K-3 students show adequate progress on ACCESS;

- 100% of participating schools increase their book-to-student ratios through additions to their classroom libraries; and

- 100% of K-3 students receive a book to take home each year of the grant.

The proposed project addresses Absolute Priority 1, Absolute Priority 2, Competitive Preference Priority 1b, Competitive Preference Priority 3a, and Competitive Preference Priority 4.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1238-IAL 2023 Application Narrative.pdf

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

To add more Project Narrative File attachments, please use the attachment buttons below.

| Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File |

Innovative Approaches to Literacy
Mastery Charter Schools 2023

Application Narrative

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Mastery Charter Schools (Mastery) proposes the Mastery K-3 Literacy Execution & Achievement Project (MK3 LEAP), a five-year grant project that will contribute to the Innovative Approaches to Literacy program's purpose of improving literacy skills for children in high-need LEAs and schools.

A consortium of 13 LEAs will collaborate to carry out MK3 LEAP, with Mastery Charter High School as the lead applicant LEA. Both an LEA and a nonprofit, Mastery Charter High School represents the Charter Management Organization, or central office, for the Mastery network of schools. The consortium of LEAs also comprises the 12 Mastery LEAs (representing 15 schools) that serve the project's target population: 4,500 Kindergarten through third grade students. Together, the consortium proposes a project structure, activities, and target populations that meet Absolute Priority 1, Absolute Priority 2, Competitive Preference Priority 1b, Competitive Preference Priority 3a, and Competitive Preference Priority 4.

Absolute Priority 1 – Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities, or Both: MK3 LEAP includes book distribution and childhood literacy activities that intersect with the use of classroom libraries in our schools.

Absolute Priority 2 – Projects, Carried Out in Coordination with School Libraries, That Provide a Learning Environment That Is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe: MK3 LEAP is designed to address the needs of and foster learning environments for diverse learners, specifically a student population of almost exclusively racial/ethnic minority origin, a high proportion of students with special needs, and a growing contingent of students whose first

language is not English. Relevant to this priority, the application describes activities such as "mirrors and windows" book selection for classroom libraries and summer reading, scaffolded supports for English Learners, expansion of the Bilingual Program, and an approach that addresses higher levels of need with additional supports.

Competitive Preference Priority 1 – Rural Applicants; Supporting Students from Urban Areas: 12 LEAs in the consortium have an NCES locale code of 11 and 1 LEA has an NCES locale code of 13. These locale codes fit requirement (b) for **Projects that are designed to serve one or more urban LEAs**.

Competitive Preference Priority 3 – Supporting Students from Low-Income Families: All 13 LEAs in the applicant consortium meet requirement (a) that **At least 30 percent of the students enrolled in each of the LEAs to be served by the proposed project are from families with an income below the poverty line.** Supporting data are provided in the Documentation and Certification of LEA Eligibility section of the *Other Attachments Form*.

Competitive Preference Priority 4 – Promoting Equity in Student Access to Educational Resources and Opportunities: As exhibited in data and description within the application, the project serves multiple categories of underserved students, particularly subgroups a, b, d, and o in the priority's definition, who are currently not meeting expectations in literacy achievement. The project addresses two of the education settings of the priority (early learning programs through the Pre-K Summer Camp and out-of-school time settings through Summer Reading and the Pre-K Summer Camp). The activities of the project also promote equity by providing inclusive programming designed to be implemented with the diverse learners at Mastery (see above in Absolute Priority 2), including activities that equip educators to better support English Learners and empower families in supporting their children's education.

Founded in 2001 as a 9th grade class in what would become the flagship Lenfest campus, Mastery is a high-performing, nonprofit charter school network that serves 14,000 students in grades K-12 across 24 schools in Philadelphia, PA and Camden, NJ. Almost three-quarters of our schools are turnarounds of chronically low-performing district or charter schools. Mastery turnarounds in Philadelphia precipitated a rebirth for neighborhood schools, raising enrollment numbers, serving as anchors for the community, and inspiring parent advocacy on behalf of the neighborhood. Our turnarounds reversed negative attendance and suspension trends and built trauma-informed supports for students. Academically, Mastery turnarounds have drastically improved – raising the percentile rank among School District of Philadelphia schools, on average, from the 20th percentile pre-turnaround to the 57th percentile in 2019 for Reading, and from the 17th to the 54th percentile in Math. In 2010, the U.S. Department of Education recognized Mastery as a leader of turnaround schools and we are currently the largest network of turnaround schools in the country, as well as the largest charter school network in Philadelphia. In 2014 the network expanded to Camden with the opening of two new schools, followed by additional district turnarounds resulting in school culture and academic gains.

The demographic profile of the Mastery student body is predominantly minority, low-income, and high special needs, as shown in the poverty data in the Documentation and Certification of LEA Eligibility section of the *Other Attachments Form* and in the data presented in Table 1. Because of the demographic data of Mastery's students, essentially the full student body consists of groups that have traditionally been underserved.

Table 1. LEAs and Schools Participating in the Grant Project and Mastery Demographic Data

LEA/*Schools within LEA**	Black	Hispanic	White	Other Race/Ethnicity	IEP***	EL
Thomas (K-12)	29%	35%	10%	26%	19%	24%
Thomas Elementary (K-6)	24%	40%	10%	16%	17%	33%
Hardy (K-12)	96%	2%	0%	2%	25%	4%
Hardy Elementary (K-6)	94%	3%	0%	3%	23%	5%
Harrity (K-8)	94%	2%	0%	4%	21%	2%
Mann (K-6)	87%	7%	1%	5%	21%	4%
Smedley (K-6)	61%	29%	3%	7%	26%	6%
Clymer (K-6)	84%	12%	1%	3%	26%	2%
Cleveland (K-8)	87%	7%	0%	6%	23%	2%
Pastorius (K-8)	87%	7%	1%	5%	26%	0%
Douglass (K-8)	92%	5%	1%	2%	23%	1%
Wister (K-5)	91%	6%	0%	3%	23%	1%
Prep El (K-6)	87%	9%	1%	3%	19%	2%
Mastery Schools of Camden (K-12)	24%	72%	1%	3%	18%	23%
Cramer Hill (K-8)	19%	78%	0%	3%	19%	19%
McGraw (K-5)	22%	70%	1%	7%	12%	37%
Molina Lower (K-2)	27%	69%	0%	4%	10%	20%
Molina Upper (3-8)	26%	70%	1%	3%	19%	24%

LEA/*Schools within LEA**	Black	Hispanic	White	Other Race/Ethnicity	IEP***	EL
Mastery PA**	81%	11%	2%	6%	25%	5%
Mastery NJ**	24%	72%	1%	3%	18%	23%
Mastery overall**	69%	23%	1%	7%	24%	8%
MCHS (Lead LEA applicant with CMO)	76%	19%	1%	4%	31%	3%

*If schools are not listed separately under an LEA, this means that the LEA = the school.

**These totals reflect the full scope of Mastery's population, including several LEAs and schools that are not included in the applicant consortium because they do not serve grades K-3.

***Mastery's rate of serving students with IEPs is substantially higher than that of peer districts, 24% compared to 14% (2021-22 data) in Camden and 16% (2022-23) in Philadelphia.

Despite Mastery's positive track record as a charter network in the region, our students' reading proficiency levels need substantial improvement. In Philadelphia's traditional public schools, 28.1% of third graders scored proficient or advanced on the PSSA in 2022 compared to only 18.3% (down from 33.2% in 2019 pre-pandemic) of Mastery's third graders. School-by-school scores ranges from a low of 5% to a high of 34.6%, with only two schools outperforming the district. In our Camden schools, 11.4% of third graders in 2022 met or exceeded the NJSLA ELA standards, with individual school results ranging from 6.7% to 15.7%. While this exceeds the district's 6.7% proficiency rate, there are far too many Mastery students in both cities achieving below grade level. We attribute some of the lags to the impacts of the COVID-19 pandemic, which interrupted the 2019-20 school year at a time when our students had just achieved a significant goal in their academic growth. Based on February 2020 NWEA MAP

results, Mastery students were growing at or above the national average (with a network average of 49% for the median conditional growth percentile in Reading). Then, our progress as a network – as for schools across the country[i] - was dramatically reversed as we faced the new challenges of remote learning, social isolation, and other COVID-19 fallout.

We rapidly mobilized to support our students and their families through the obstacles, and saw some data bright spots during the 2020-21 school year. Regardless, the pandemic context contributed to an overall decline in student achievement and growth at Mastery. Spring 2021 MAP scores were far behind the exciting milestone that our students had reached the year before. The median growth percentile for Reading dropped by 16 points from 49% to 33%. An additional concern arose in that the variance in scores among schools indicated that some Mastery schools struggled far more than others, such as 5th graders' results ranging from a low of 13% to a high of 56%.

Our actions to address unfinished learning and accelerate learning post-pandemic have led us back to a promising path for student reading. As measured in the middle of the 2022-23 school year by the MAP Reading Fluency (MRF) assessment, 30% of K-2 students are reading on grade level. We increased the number of students on track by 10% from Winter 2022 to Winter 2023, showing that students are recovering. There is still a significant need to get the majority of our students on track to reading on grade level by third grade: while 47% of Kindergarten students on track, the impact of the pandemic has been tougher to recover from for our second graders, with only 22% on track. Our third graders are at the 49th median conditional growth percentile on MAP Reading Growth, showing they are growing on par with their peers nationally. However, only 27% of them are at or above the 50th national achievement percentile on MAP Reading. We have seen strong growth, but achievement is lagging.

These K-3 literacy outcomes are the driving force behind the proposed MK3 LEAP grant project, with an urgency underscored by the comprehensive research base that stresses the importance of early literacy. Mastery's work is rooted in an unwavering belief that our students can achieve at the highest level and that we must attend to the whole child to achieve the mission that *all students learn the academic and personal skills they need to be truly prepared for postsecondary success and able to pursue their dreams*. We recognize that many students struggle to overcome the challenges endemic in high poverty communities and, therefore, must match high expectations for students with high levels of supports. The educational program and supports that we provide must help students overcome systemic disparities and barriers that research shows have historically prevented low-income students from achieving success in literacy at the same rate as their higher income peers due to generational poverty, lack of access to early childhood education, exposure to trauma, and more.[ii] Studies show that quality literacy instruction in the early grades is crucial to students' reading achievement and overall success[iii], with third grade reading level a predictor of eighth grade reading level, diploma attainment, and other outcomes[iv]; thus this project concentrates on K-3 activities to prepare students for the upper grades and beyond.

Mastery is entering the sixth year of a carefully planned journey to fully embrace the wide body of scientific research known as the Science of Reading (SoR). In the last five years, we have adopted high quality, evidence-based curricula (including Fundations, Heggerty, Wheatley Reading & Writing, Lexia, Geodes, TCI Social Studies, and Amplify Science) and prioritized time in the schedule for structured literacy centers in which students receive differentiated supports and intervention. We transitioned away from F&P (Fountas & Pinnell) assessments to the MRF to support a more evidence-based approach to systematic phonics

instruction and assessment. Along the way, we also prioritized training for teachers and leaders in how to understand, interpret, and respond to data provided by MRF.

Now that we have adopted high quality curricula and assessment, our next focus is on honing our execution and implementation to accelerate unfinished learning. While we have seen some increase in students' phonemic awareness and phonics development resulting from our focus on SoR, we now need to turn more attention to ensuring high quality execution of the fluency and writing components of our model as well as building more capacity at the school site level leadership to support teachers with executing the curricula with fidelity. Our understanding of this next phase of work was reinforced by findings from an external consulting firm's diagnostic examination of Mastery's program that explored performance data, instructional quality, and constituent perspectives. The resulting report called for a heightened focus on increasing the rigor of instruction, by better equipping educators and tightening our systems for high-quality implementation.

In parallel to continuing along our literacy journey, Mastery is also currently finalizing the next strategic plan (Plan 2028) that will guide our priorities and actions through 2028. At the heart of this strategic plan is a Graduate Profile, which we have recently developed to define the academic and social-emotional skills and competencies that all Mastery students must demonstrate in order to graduate and be prepared for their chosen postsecondary pathways. The Graduate Profile serves as the North Star for Plan 2028, guiding six pillars of work to ensure each Mastery school is able to implement programs and supports to help students build the skills and competencies they need.

Based on a deep review of research in the field, reading proficiency in third grade has been named a key milestone of the Graduate Profile that Mastery's elementary schools will

pursue. Reflective of this early benchmark in the K-12 continuum and our commitment to the Graduate Profile and Plan 2028, Mastery is proposing MK3 LEAP to intentionally focus on improving the K-3 literacy program for Mastery students. We are at a pivotal point where there is a solid foundation of high-quality curricula and assessments in place, with encouraging student growth in literacy. Through the MK3 LEAP investments, we will "leap" from this current state to the next level, yielding strong implementation of the early literacy program and significant strides in student achievement. This leap continues our journey of incorporating evidence-based, research-informed practices and tools to effect long-term changes to literacy instruction across Mastery's schools.

B. QUALITY OF THE PROJECT DESIGN

MK3 LEAP strives for an overarching goal that, by Spring 2028, Mastery's K-3 literacy outcomes will meet or exceed peer averages statewide and nationally. We have established the following Objectives and Outcomes that align to this goal and to the statutory purposes of the IAL grant program.

Table 2. Objectives and Outcomes

(Note: IAL GPRA measures (1) and (2) are not addressed because the grant project is not applicable to the fourth and eighth grade students specified in those measures.)

	Year 1 Target	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
PROJECT OBJECTIVE #1: Increase students' literacy achievement on state and nationally normed assessments.					
Outcome 1a: % K-2 NJ students reading on grade level *Baseline: 40.4% (MRF Winter 2023)*	40%	45%	50%	55%	60%
Outcome 1b: % K-2 PA students reading on grade level *Baseline: 34.8% (MRF Winter 2023)*	40%	45%	50%	55%	60%
Outcome 1c: NJSLA 3rd grade literacy outcomes meet or exceed the state average *Baseline: TBD Spring 2023*	20%	25%	30%	35%	40%
Outcome 1d: PSSA 3rd grade literacy outcomes meet or exceed the state average *Baseline: TBD Spring 2023*	30%	35%	40%	45%	50%

PROJECT OBJECTIVE #2: Increase English Learners' progress toward English Proficiency.					
Outcome: % of NJ K-3 multilingual students showing adequate scale score growth on the ACCESS test. Baseline: 16.2% (SY22 NJDOE English Language Progress to Proficiency Score)	27%	38%	49%	60%	70%
Outcome: % of PA K-3 multilingual students showing adequate scale score growth on the ACCESS test. Baseline: 20.8% (SY22 PDE English Language Growth and Attainment Average Score)	30%	40%	50%	60%	70%
PROJECT OBJECTIVE #3: Expand student access to books.					
Outcome 3a: the percentage of schools participating in the project whose book-to-student ratios increase from the previous year (GPRA 3) Baseline: N/A	20%	20%	20%	20%	20%
Outcome 3b: the percentage of participating children who receive at least one free, grade- and language-appropriate book of their own (GPRA 4) Baseline: N/A	100%	100%	100%	100%	100%

To achieve the goal, objectives, and outcomes, Mastery has developed MK3 LEAP initiatives in response to student data and by drawing on evidence-based programs and research-based practices in the field. The initiatives are grouped into four project components and each is described below, along with a visual depiction of the project's rationale provided in the attached logic model. Underscoring Mastery's approach to literacy is the wide body of scientific research around SoR, which shapes our literacy program model. SoR principles demand that children must be taught how to read through a combination of explicit, systematic foundational reading skills instruction (i.e., phonics, fluency) and building of knowledge-based competencies (i.e., background knowledge, comprehension skills).[v] SoR principles are threaded throughout the project initiatives.

Component 1: Access to Books

Component 1 contains two initiatives that will expand access to books for all of Mastery's K-3 students: *Summer Reading Program* and *Classroom Library Replenishment*.

Summer Reading Program

Mastery will operate a "one grade, one book" network-wide summer reading program to support students in counteracting the summer slide that occurs between school years. Our central office Academic Team will identify a book for each grade level that aligns to topics and themes to be studied in the upcoming grade level's Wheatley ELA curriculum. Books in Spanish will also be included for our multilingual English/Spanish speakers. The Summer Reading Program will include a communications campaign for schools to build investment with students and parents. A springtime schoolwide event will be the platform to launch the initiative, generate excitement, and distribute a book for each K-3 student to take home. Recommended online resources will also be provided for families to help them provide additional literacy experiences

and support over the summer. As students read the book during the summer, they will compose a written assignment to turn in when they resume classes in the fall.

Classroom Library Replenishment

Along with distributing books for students to take home, we plan to replenish classroom libraries, which are the main source of access to books for most of our students. Since most of Mastery's school buildings do not have the physical space for a school library, we rely on classroom libraries to help students build a love of reading and have a chance to read books with a wide range of diverse topics, levels, and authors. Students choose books from the classroom library to read in the independent reading rotation during their literacy centers block, and can check books out to read at home as well. New classroom library books will include a subset of books in other languages for multilingual students.

Demonstration of Rationale for Component 1

Much of the research in this area is not new, yet remains relevant today. Children in low-income communities have far less access to books than their more affluent peers,[vi] with the ratio of books to child strikingly low in low-income neighborhoods.[vii] Numerous studies highlight the positive effect that regular time spent reading increases student achievement, not just in reading but in other subject areas as well.[viii] The base of independent reading research also encourages schools and homes to give students a wide range of choice for reading.[ix] The benefits of independent reading and reading for pleasure are extensive, linked to health, earning potential, and self-confidence, on top of the impact on content knowledge, vocabulary, writing ability, comprehension, grammar, etc.[x] The volume that children are reading goes farther than their cognitive ability in building their knowledge.[xi] Research has shown that classroom libraries are an important way to expose children to more books that they are likely to want to read.[xii]

Component 2: Extra Supports for Special Populations

In considering the opportunities for MK3 LEAP, Mastery leaders have identified two special populations for which extra supports are needed in order to reach the network's K-3 literacy goals: *Pre-Kindergarten Children* and *English Learners*.

Extra Supports for Pre-Kindergarten Children

In Summer 2022, three of Mastery's elementary schools piloted a Pre-K Summer Camp for incoming Kindergarteners, resulting in tremendously positive feedback about the impact of this new program on students, families, and teachers with clear benefits for social-emotional development and learning. Mastery is expanding this program for schools to provide opportunities for their soon-to-be students to acclimate themselves to the school environment, understand and practice school rules and routines, start to build relationships with school staff, and begin to engage in the academic programming they will experience during the upcoming school year. The experience also gives Kindergarten teachers, who will staff the program, the opportunity to get to know their future students and begin to understand their individual social-emotional and academic needs. Students will engage in reading, writing, math, and have time for enrichment and play. The camp will expose young children to prioritized Kindergarten standards; give them a head start on building foundational literacy skills using curricular materials from the Fundations phonics program implemented in Mastery's early grades; and increase their social-emotional and general school readiness, which will prime them for the important work of learning to read when they start Kindergarten.

Extra Supports for English Learners

As the population of English Learners (ELs) at Mastery has increased during recent years, we have prioritized establishing a strong foundation for ESL and bilingual programming.

This includes defining a higher quality service model and selecting new curricular resources to ensure effective and equitable instruction for the network's 1,200+ ELs. Currently, we are adopting a Continental Press curriculum to raise the floor for strong supplemental instruction.

Our aim ahead is to continue to incorporate more current language teaching practices, and we now need to build teacher and leader knowledge for how to provide appropriate scaffolds and supports for ELs in all content areas, not just during English as a Second Language instructional blocks. We plan to build out an EL scaffolds support strategy for professional development and coaching that will equip Assistant Principals of Instruction (APIs) and teachers to better support ELs across all K-3 classroom settings. To inform the strategy, we will refer to field research, student data, and school leader and teacher input, and identify appropriate training and coaching resources to incorporate in our schools.

An additional lever that will improve supports for ELs during the grant period is the expansion of Mastery's Bilingual Program in our Camden schools (where the EL population, 97% whose home language is Spanish, represents a much higher proportion of our students than in our Philadelphia schools). The expansion would add another school location for the Bilingual Program in an area of the city where there is a demonstrated student need. Expansion will involve intentional planning and execution, a staffing model adjustment, program development, educator training, and family engagement.

Demonstration of Rationale for Component 2

Attending pre-Kindergarten learning experiences has been shown to have positive effects on school readiness and early academic outcomes, particularly for children from low-income families or of other at-risk attributes.[xiii] The What Works Clearinghouse Educator's Guide *Preparing Young Children for School*[xiv] includes several recommended practices with Strong and

Moderate evidence bases that are part of Mastery's Pre-K Summer Camp, such as providing intentional instruction focused on specific objectives; teaching phonological awareness; implementing activities to build vocabulary; engaging children in activities focused on social-emotional skills; and using shared reading.

Research on the education of English Learner students shows clear benefits to academic achievement of push-in over pull-out instruction[xv], which is the direction we are continuing to follow in the development of scaffolding supports. An inclusion philosophy, in which there is collaboration with the non-ESL classroom/content teachers, has been shown to have many positive aspects.[xvi] It is also recommended to provide research-based professional development for teachers of ELs so they can implement supportive strategies.[xvii]

Component 3: Educator Capacity Building

To implement curriculum with fidelity and execute high quality literacy instruction for all K-3 students, we must focus on the capacity of school leaders, teachers, and Learning Support Teachers (LSTs) to effectively utilize the curriculum, assessments, and practices that are in place. There are currently 24 APIs, 170 teachers, and close to 100 LSTs focused on literacy for grades K-3 at Mastery.

We have identified three opportunities that will empower these educators to deliver impactful early literacy instruction: *Science of Reading Training*, *Phonics Instruction Training*, and *Writing Across Content*. Coupled with these is *Leader Coaching Expansion*, an addition of targeted coaching for APIs to support K-3 teachers in execution of literacy instruction.

Science of Reading Training

AIM Institute for Learning and Research is an evidence-based organization that provides literacy training by bridging the research into classroom practice with a focus on equity and SoR.

Mastery began a partnership with AIM in 2021 to train central office staff and a cohort of APIs. These leaders participated in AIM's Pathways to Literacy Leadership course; there is also a Pathways to Proficient Reading course designed for teachers. The courses combine asynchronous modules of study with periodic Professional Learning Community touchpoints to help process and collaborate on how to apply new learning.

The training was integral to supporting our structural shifts in programming and helping leaders understand the "why" and "how" behind the SoR pedagogy. We plan to expand the reach of this high-quality training to all K-3 teachers and leaders. For those who have already taken the Pathways to Proficient Reading course, they will begin the second phase of training with Pathways to Proficient Writing to continue to build their expertise.

Phonics Instruction Training

To support stronger implementation of phonics instruction and foster fluency, Mastery will provide training for K-3 APIs, teachers, and LSTs in the Wilson Fundations curriculum. Fundations is a critical part of our literacy model with its focus on foundational reading skill development through a multi-sensory systematic phonics program. Fundations is also used for a reading intervention strategy struggling readers; the intervention provides a double dose of Fundations instruction during an RTII block that helps rapidly improve phonics skills.

Although our teachers and leaders were trained in Fundations when Mastery first introduced the curriculum, there is a need to train more recently hired staff and retrain long-term staff so that they can implement the curriculum with fidelity and execute it for student impact.

Writing Across Content

One of the learnings from Mastery's development of the Graduate Profile was that there is a need to increase the rigor and expand the opportunities for teaching writing to students. As

part of an overall strategy to maximize instructional time throughout the school day for students to practice literacy skills, we are launching a Writing Across Content initiative. Currently in an exploratory phase to obtain stakeholder input and gather data, the initiative will lead to the development of resources, training, and coaching to help all content area teachers understand the bar for writing at each grade level and be ready to implement strategies for supporting students to practice writing in content areas. In K-3 in particular, we want to build in more opportunities for encoding through writing because, as orthographic mapping research shows, there is a reciprocal relationship between reading and writing, and writing practice also helps with reading.

Leader Coaching Expansion

At Mastery, school leaders receive one-on-one coaching as one of the role-specific supports built into our staff development plan. The coach and leader work together to develop a role-specific action plan that targets and improves specific outcomes and leader competencies. We have found that when we focus on coaching leaders to be both content specialists and skilled managers, we are able to amplify impact more so than just focusing on teacher coaching. Based on data and observations, we have diagnosed a need for additional coaching to support the APIs who oversee K-3 literacy in their schools, to help them make the leap from our current literacy implementation and outcomes to the excellent execution and student achievement goals we have set. Coaches will work with a portfolio of schools to address specific needs exhibited there by providing coaching embedded within the school day.

Demonstration of Rationale for Component 3

Prioritizing training in SoR to teachers and leaders will support students in getting more effective instruction, feedback, and intervention.[xviii] The trainings offered by the AIM Institute are based on the most current SoR research to train participants how to incorporate evidence-

based literacy instruction practices in their schools. AIM has trained more than 20,000 individuals, and its training program is accredited by the International Dyslexia Association (IDA) sand recommended by the National Council on Teacher Quality.

Based on results from multiple studies, the Wilson Fundations program is proven to yield greater gains for Pre-K to grade 3 students in foundational literacy skills, including for English Learners, compared to programs used by schools previously.[xix] Fundations is grounded in SoR and the Wilson training program has also been accredited by IDA.

Writing across content areas is a proven strategy to increase outcomes. In a study of high-poverty, high-performing schools, the most common characteristic was the emphasis on students giving written responses to demonstrate their understanding and mastery.[xx] With frequent and meaningful opportunities to write across the curriculum, there are improvements in both language literacy and content literacy.[xxi] Writing across the curriculum promotes habits of mind, critical thinking and organization skills, and independent thinking, among other benefits.[xxii]

Leader coaching that is sustained, intensive, and goal-aligned leads to significant leader, staff, and student growth. Mastery's coaching approach is aligned to the Leverage Leadership Framework, which focuses on competencies necessary to be an effective school leader. Training follows the 70-20-10 model from the Center for Creative Leadership,[xxiii] a research-based guideline for how leaders learn and grow best through a ratio of experiences.

Component 4: Family Academic Partnership

One of the six pillars of Mastery's Plan 2028 is Family Academic Partnership (FAP), an area of work focused on fostering collective responsibility for students' academic growth by strengthening trust and partnership between home and school. Stronger communication and engagement around students' progress toward the goals of the Graduate Profile will lead to a

more collaborative system of support for every child. We are launching several activities under the umbrella of FAP that will contribute to K-3 literacy growth and achievement: *Family Literacy Trainings*, *K-2 Academic Reporting*, and *Early Literacy At-Home Resources*.

Family Literacy Workshops

Mastery is a member of the Philadelphia-based partnership network Read by 4th, a citywide campaign of 120+ partners led by the Free Library of Philadelphia to "protect every child's right to read" by empowering families, mobilizing communities, and changing systems. Through MK3 LEAP, we will re-launch a Family Literacy Workshops initiative that we started pre-pandemic. Read by 4th has developed a free, research-based, ready-to-use Parent Workshop on Early Reading Skills targeted to K-3 families. With a focus on the fundamental skills of reading, aligned to SoR, and accompanied by take-home resources and activities, the workshop reflects Mastery's Plan 2028 FAP intentions. In a train-the-trainer fashion, parent volunteers with support from school staff will learn and master the workshop content and delivery, then present the workshop to peer parents at their school. To ensure feasibility of implementation at the school level, Mastery's central office will first develop a blueprint, resources, and a rollout and management plan for schools. We will launch a pilot at a select subset of schools, then refine and expand the workshops to the rest of Mastery's elementary schools.

K-2 Academic Reporting

In line with the Plan 2028 FAP focus, Mastery is launching a new reporting system and tools for families of K-2 students that will clearly evaluate a student's grade-level progress and communicate that to their families. Normed protocols will ensure increased and consistent access to student performance data, clear communication expectations, management and accountability routines, associated training, and supports for both staff and families around the tools.

This initiative builds on a Mastery-wide campaign to increase family usage of the Home Access Center academic data portal, is responsive to feedback from family surveys, and draws from research of examples of K-2 academic reporting practices in use elsewhere. The new K-2 reporting system, consisting of Report Cards, Interim Progress Reports, and Student-Centered Conferences, will be accessible and easy to understand and will prompt actions that parents can take to support their children. During the grant period, we will monitor implementation, conduct professional development, and continue to refine the system to ensure improved data transparency and foster stronger partnerships with families.

Early Literacy At-Home Resources

One prominent message received through Mastery's administration of parent surveys was a desire for resources to help support their children's learning at home. To accompany the K-2 Academic Reporting System, we will develop an online resource hub with a menu of at-home learning resources and supports that are aligned to the K-2 curriculum, including interventions that are available to students and supplemental resources for vulnerable populations such as ELs and students with IEPs. Mastery's communications and social media platforms will be incorporated into this approach to garner interest and expand reach and accessibility.

Demonstration of Rationale for Component 4

The initiatives proposed for Family Academic Partnership are responsive to data from Mastery family surveys, but also address concerns seen in national research about parents' perception of their children's progress in school. More than 90% of parents in a national study thought that their child was at or above grade level in math and reading while in fact, only 44% of teachers said that most students are prepared for grade-level work.[xxiv] On the same survey, parents expressed that what they want most is a clear picture of their child is doing and what they

need to do to perform at grade level. We know from research, too, that family engagement can profoundly impact student achievement.[xxv] The K-2 Academic Reporting and Resource Hub initiatives were developed with these areas of research in mind, along with numerous studies showing that effective data sharing with parents helps inform and empower them to support their children's learning.[xxvi] Our family information sharing approach, focused on the elements of access, understanding, and action-orientation, is also rooted in research.[xxvii]

C. QUALITY OF PROJECT SERVICES

Because of the population served by Mastery, every effort we undertake as an organization and our proposed grant project enhancements are ultimately geared at improving the educational experience for students whose lives are affected by systemic inequity and who have been traditionally underrepresented – almost our entire student population. Our strategy and actions as an organization and as school entities are grounded in our Equity Vision, which is: *We believe that diversity, equity, and inclusion are essential to achieving our mission. We strive to be an anti-racist school district that eliminates the inequities in academic achievement that limit our students' choices; that cultivates classrooms where every student is affirmed, supported, and held to high expectations; and that nurtures a diverse organization where students, staff, and families are valued, respected, and included.* This Equity Vision sets the context for the MK3 LEAP initiatives.

The Mastery model as a whole is designed to meet the needs of our students with levers in place to ensure appropriate services are available for certain needs, that services provided are likely to be impactful (based on a track record of evidence), and that data is used to pinpoint and respond to needs and trends. Programming at Mastery is tied to the idea of A Common

Foundation, which is our commitment to ensure consistent curricular and instructional approaches across grades and subjects that support quality teacher execution and ultimately student achievement. Along with the curricula and practices of A Common Foundation, Mastery's systems are equipped with additional resources for students who need more supports. There is a well-established Multi-Tiered Support System in every Mastery school; a tiered system of supports through the schoolwide Positive Behavioral Interventions and Supports approach; application of a Response to Intervention and Instruction framework and specialized resources; and the Intervention & Referral Services team for students needing Tier 2 or Tier 3 supports. For all students, we maintain an approach of "high expectations, high supports."

In the MK3 LEAP plans, there are many illustrative examples of how Mastery is ensuring a high quality of services as required by the IAL grant program.

-Early Literacy focus: Mastery's K-3 outcomes, as noted above, led us to zoom in on this population for the grant project rather than focus across K-12. The need to support reading in these early grades post-pandemic is also reflected in research nationwide, with Black and Hispanic students the furthest behind.[xxviii]

-Third grade reframing: Traditionally, the early literacy program at Mastery has focused on grades K-2. However, we have found that many of our third graders have not yet mastered foundational reading skills, especially coming out of the pandemic. In response, we have shifted our model to include more time for foundational reading and literacy centers in third grade (retaining more of the early literacy approach of K-2) because that is what students need. As a result, the grant project includes resources for supporting third grade instruction and of particular importance is the expansion of coaching to the APIs who support third grade, to build their

capacity to understand content and curriculum of phonics, phonemic awareness, and fluency in addition to comprehension and writing.

-Addition of services for Pre-Kindergarten: Mastery does not operate a Pre-Kindergarten program as part of our services to families, but we have added the Pre-K Summer Camp initiative in an attempt to help families address the low school readiness levels that we see for many incoming Kindergarten students.

-Focus on English Learners: Mastery's EL population has grown significantly, with the number of ELs served nearly doubling in the past five years (1,251 in 2022-23 compared to 650 in 2018-19). While our ELs are demonstrating strong growth in ELA based on the MAP Reading Growth assessment (ELs in 3rd-8th grades are at the 60th median conditional growth percentile), this growth is not yet translating to meet the goals of English proficiency (with progress toward exiting from ESL within 5 years only an average of 21% in our Philadelphia schools and 16% in our Camden schools). Our focus on scaffolded supports for ELs and expansion of the Bilingual Program are in response to the increasing number of EL students and their proficiency data.

-Differentiated training & coaching: For professional development to be impactful, we recognize and see to address that subsets of the target populations have differing needs. For example, AIM training will offer different course options depending on an individual's prior experience with AIM; Leader Coaching will be individualized for each API based on their school's needs.

-Prioritization of schools for programming rollouts & resource allocation: Among the participating schools, certain schools have been identified as in greater need for some of the MK3 LEAP resources. Some schools have robust classroom libraries while others have scant ones. Some will be first for Leader Coaching, for instance those with newer APIs or where

literacy outcomes indicate more urgency. The Writing Across Content initiative will be soft launched in a subset of schools that exhibit greater readiness, then will be scaled to other schools.

-Selection of materials to reflect the diverse student population: The selection of books for the Summer Reading Program and Classroom Library Replenishment initiatives follows a commitment to ensure that students have access to books that provide both "windows and mirrors"[xxix] to both reflect their own experiences and perspectives and to learn from others. For ELs, the majority of whom are Spanish speakers (83%), we will ensure that there are also books in Spanish, included both in general and ESL/Bilingual classroom settings.

-Appropriate assessment: Up through 2019-20, Mastery measured grade level reading using the Fountas & Pinnell (F&P) assessment. We transitioned MRF instead in service to our students, because we noticed a discrepancy between second graders' "on track" data and later proficiency on the third grade state assessment, leading us to question if the test was appropriate to use to understand children's true reading skills. MRF was a logical replacement because of its strong research base that aligns with SoR and its design as a tool to meet readers where they are.[xxx]

-Responsiveness to families: Mastery's FAP programming has been developed based on in-depth analyses of input from the recipients of the services themselves, the students' family members. Of all the qualitative family survey feedback received, about 80% was related to elements of academic partnership between home and school, whether satisfied or dissatisfied. Family feedback will continue to inform FAP programming moving forward with increased opportunities for input through the K-2 Academic Reporting Systems.

D. QUALITY OF THE MANAGEMENT PLAN

Mastery is applying to the IAL grant program as a consortium of LEAs in a collaborative effort by all of the schools that serve K-3 students in the Mastery network (see table of LEAs and schools in the Significance section). The LEAs in the applicant consortium receive central supports and direction from Mastery's central office (the Network Support Team, or NST) in areas such as curriculum and professional development, recruitment, human resources, talent development, operations, finance, fundraising, communications, technology, and other functions that allow school leaders to focus mainly on instructional quality. Each school in the Mastery network signs an agreement and pays a management fee to the NST for these services, and all are accustomed to the partnership between the NST, as a CMO, and the school campuses. There is a distinct advantage in this arrangement from the management perspective of a large federal grant – all collaborators are fully aligned to one mission, one vision, and one model in their everyday practice, and are accustomed to working together as the usual course of business.

The NST has led several large federal grant programs and numerous smaller private and state grants, with grant management processes focused on budget, timeline, and outcomes. Examples include a 2018 IAL grant, two rounds of the federal Charter Schools Program Replication & Expansion of High-Quality Charter Schools program, two rounds of the federal Teacher Incentive Fund grant program, School Improvement Grants, and 21st Century Community Learning Centers grants, as well as large, multi-year grants from private funders on a national scale and locally based.

Mastery has also become adept at acknowledging what's working and what's not, figuring out how to course-correct within a large system, and managing change among students,

staff, and families to help all adapt to the new landscape. With the shift to Common Core State

Standards and the resulting changes to state assessments, Mastery conducted a wholesale

overhaul of our curriculum in response to the declines in student achievement that came with

those changes. After adjusting our programming and approach, we got back on the trajectory to

get dramatic gains in student achievement. Other change management efforts have centered

around revising components of our teacher and leader evaluation systems, reimagining our high

school program model (including scheduling, grading, and adopting a multiple pathways stance),

and rolling out consecutive strategic plans to frame network initiatives.

As an organization, Mastery believes that effective systems enable quality at scale.

Across the Mastery network, we uncompromisingly pursue our goals, persistently measure

growth over time, and use data to drive all decision making. We believe in a culture of

continuous improvement (it is one of Mastery's stated core values) and have created systems and

processes as part of the regular ongoing workflow at every level in our network and schools.

These include quantitative data to inform program design and execution, and tools such as

surveys, focus groups, and task forces to gather input on new pilots to help inform

implementation. Alongside providing support to schools, Mastery's NST also monitors their

progress and changing needs. By maintaining management of grant project initiatives at the NST

level, we can streamline processes, reduce the burden on schools, and ensure consistent

implementation. The Academic Team, where this project will be housed, follows a set of

protocols for reviewing programs in place and determining any necessary adjustments. For

example, the team conducts regular program visits to see curriculum implementation in action at

schools, checking for fidelity and inputs; all professional development sessions include a

feedback survey completed to help shape future sessions; and during quarterly reviews the team

considers how the current data is tracking towards meeting annual goals, then problem solves and adjusts course as necessary. On a wider scale, all strategic plan initiatives undergo a yearly data-driven review to plan for the following year's priorities. Board of Trustees members have the opportunity to provide feedback on network strategy and initiatives as well.

To successfully implement the grant project as described in this application, the Project Director (0.20 FTE) will be Mastery's Chief Financial Officer, Yonca Agatan. Yonca will focus on grant compliance, budget oversight, and overall coordination of grant-supported staff. Closely partnered with Yonca, the Deputy Chief Academic Officer Molly Getz will serve as the Program Director (0.30 FTE). Molly's role will be more content-focused and she will oversee the implementation of grant project activities by working closely with initiative leaders. Mastery's Chief Academic Officer Jessica Varevice will provide high-level programmatic guidance and ensure alignment of the project to Mastery's strategic direction.

Personnel from the Academic, Equity, and Specialized Services Teams at the NST will serve as resources in guiding project activities, along with other NST staff for project implementation and support such as data analysis, grant management, and fiscal management. Staff roles included in the project are described in the budget narrative; responsibilities are indicated in the project timeline; and resumes for the Project Director, Program Director, and other Key Personnel as well as a sample job description for the Director of Early Literacy role can be found in the *Other Attachments* Form.

The proposed project will be implemented according to the timeline outlined in Table 3. Accountability for each project activity or milestone is indicated in parentheses. Activities are marked with an X for the year(s) when they will occur; milestones are marked with the month, season, or quarterly school year report period (RP) by when they will be accomplished.

Table 3. Project Timeline

Key for Responsible Parties:

ProjD = Project Director (Chief Financial Officer) and Grants Management Team

ProgD = Program Director (Deputy Chief Academic Officer)

SDFAP = Senior Director of Family Academic Partnerships

DEBP = Director of EL & Bilingual Programming

DEL = Director, Early Literacy (shared among 4-5 FTEs)

PROJECT ACTIVITIES/MILESTONES	Year 1	Year 2	Year 3	Year 4	Year 5
General Project Implementation					
Biweekly meetings with DELs (ProgD)	X	X	X	X	X
Bimonthly check-ins with Grants Management Team (ProgD)	X	X	X	X	X
Quarterly calls with USDOE; communication as needed (ProjD)	X	X	X	X	X
Annual and interim reporting (ProjD)	X	X	X	X	X
Quarterly data reviews/evaluation meetings (ProgD)	X	X	X	X	X

Share evaluation findings with Mastery leadership and Boards (ProgD)	X	X	X	X	X
Hire and onboard new DELs	Winter				
Component 1: Access to Books					
Curate Summer Reading and Classroom Library book lists and communicate to schools (DEL)	RP3	RP3	RP3	RP3	RP3
Schools launch Summer Reading Campaign with student/family communications and book distribution (School APIs)	RP4	RP4	RP4	RP4	RP4
Audit classroom libraries (DEL in collaboration with school APIs)	RP2				
3 schools/year select and order books for classroom libraries (priority schools in earlier grant years) (DEL in collaboration with school APIs)	RP4	RP4	RP4	RP4	RP4
Component 2: Extra Supports for Special Populations					

Pre-K Camp recruitment and family communications (DEL in collaboration with school APIs)	RP4	RP4	RP4	RP4	RP4
Summer program staff training (Sr. Dir., Academic Operations)	RP4	RP4	RP4	RP4	RP4
Pre-K Summer Camp oversight (DEL)	July	July	July	July	July
R&D for EL Scaffolds Support Strategy (DEBP, DEL)	X	X			
Pilot Trainings and Coaching for EL Scaffolds Support Strategy (DEL)		RP3			
Refine and Expand EL Scaffolds Support Strategy (DEL)			X	X	X
Expand Bilingual Program to 1 additional elementary school (DBEP)		X			
Component 3: Educator Capacity Building					
AIM Training and CoPs for APIs (DEL)	Summer	Summer			
AIM Training for Teachers (DEL)		Summer	Summer	Summer	Summer
AIM CoPs for Teachers (DEL)		X	X	X	X

Fundations training (DEL)		X	X	X	
Writing Across Content Planning, R&D (ProgD, DEL)	X	X			
Writing Across Content Training/Coaching Pilot (DEL)		Spring			
Writing Across Content Program Refinement (DEL)		Summer	Fall		
Writing Across Content Scaling (DBEP, DEL)			X	X	X
Expanded Leader Coaching for priority schools (DBEP with DELs)	X	X	X	X	X
Expanded Leader Coaching for additional schools (DBEP with DELs)			X	X	X
Component 4: Family Academic Partnership					
Develop Family Literacy Workshop resources (DEL, SDFAP oversight)		X			
Pilot Family Literacy Workshops (DEL)			X		
Refine and Expand Family Literacy Workshops (DEL)				X	X
Refine and monitor K-2 Academic Reporting (SDFAP)	X	X	X	X	X

Roll out revised Student-Centered Conference model (SDFAP)		X			
Data Analysis & Research for At-Home Resource Hub (DEL)	X				
Planning & Development for At-Home Resource Hub (DEL, SDFAP)		X			
Launch At-Home Resource Hub (SDFAP)			X		
Refine At-Home Resource Hub (DEL)				X	X

E. QUALITY OF PROJECT EVALUATION

Mastery has well-established systems and processes to monitor and evaluate our academic program and associated initiatives. Data from academic and administrative systems flow into a central data warehouse, which allows Mastery to consolidate data from multiple systems and feed downstream analytics to shape a cross-organization view. We are able to pull real-time reports as well as historical and longitudinal data to exhibit trends and shifts that inform our actions at the school level and network-wide. The Assistant Principal of Operations at each Mastery campus is responsible for accurate and timely collection of general student data, along with facilitating processes for academic data with each classroom teacher and the Assistant Principals of Instruction. At the central office level, Mastery has a Data Team that ensures data validity and report functionality. The Data Team also provides ongoing data collection, analysis, and reporting to Mastery for all school and network metrics.

The grant project evaluation will be conducted internally at Mastery through collaboration among the Data Team and the Academic Team, which is the central office team leading the MK3 LEAP grant project. We will track internally established measures as well as the relevant GPRA Performance Measures to check for progress toward targets and use data to inform the program. Table 4 details the data collection and analysis plan that form the evaluation framework for MK3 LEAP. Evaluation will monitor both process and impact of the project initiatives and will provide a foundation for continuous improvement efforts for the project as well as reporting to stakeholders and the Department of Education.

Table 4. Evaluation Framework

Initiative	Indicators	Instrument/Method
Summer Reading Program	# students who receive a book each summer # Spanish books included	Documentation of order history School distribution tracking sheets
Classroom Library Replenishment	# books added/school/year # Spanish books included #, school, grade level of classrooms receiving books	Documentation of order history Annual program visits to observe implementation of literacy centers
Extra Supports for Pre-Kindergarten Children	# enrolled in summer camp Attendance at summer camp Kindergarten readiness & K starting reading level Implementation quality	Enrollment & attendance records MAP Reading Fluency Kindergarten readiness inventory Program visits
Extra Supports for English Learners	#, school, role trained #, school, role coached # new students added to Bilingual Program	Academic Team management data Coaching goals tracker Student enrollment records
Science of Reading Training	#, role, school trained % completing	AIM enrollment & completion records AIM pre/post assessment

	Knowledge gained in AIM course to support implementation	MRF data for participants' students Coaching goals tracker
Phonics Instruction Training	#, role, school trained Completion Knowledge gained in Wilson course to support implementation	Wilson course enrollment and completion records Fundations program visits
Writing Across Content	# schools utilizing Improvement of writing skills Quality of programming	Academic Team management data Wheatley writing benchmark tests Stakeholder feedback (methods TBD)
Leader Coaching Expansion	#, schools of coachees Coaching plan goals attainment	Academic Team management data Coaching goals tracker
Family Literacy Workshops	# held/school Participation by families Knowledge gained	Academic Team management data Workshop attendance sheet Pre/post survey
K-2 Academic Reporting	Data availability and quality Family satisfaction	Reports generated to monitor teacher data entry and leader accountability

		Family surveys
Early Literacy At-Home Resources	Hub usage Family satisfaction	Reports generated from hub platform Family surveys

For the grant project outcomes, indicators and data collection instruments are named in Table 2 in the *Quality of the Project Design* section. There are also several areas of overlap between the MK3 LEAP initiatives and the Mission Metrics, Annual Goals, and Key Performance Indicators (KPIs) that form Mastery's school accountability system. This synergy creates another layer through which the grant project will be evaluated, albeit not for the express purposes of the grant project. Schools leaders use the following project-relevant metrics as part of their school's accountability tracking and have a vested interest in ensuring success as they are tied to leader evaluation.

- K-2 percent of students meeting grade level reading expectations

- K-2 percent of students flagged on the MRF Screener

- Family logins to Home Access Center academic data platform

- Family attendance at report card conferences

- Projected and actual 3-8 ELA PSSA or NJSLA proficiency

- 3-8 ELA benchmark achievement

- 3-8 ELA MAP growth, including for subgroups (1st quintile, students with IEPs).

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INPUTS	→	ACTIVITIES	→	OUTPUTS	→	OUTCOMES

INPUTS

- IAL Funds
- Other Mastery Funds
- Project Staff – Existing & New
- Management & Stakeholder Support
- Educator Input
- Curricular Resources
- Parent Interest
- Data Systems

MASTERY CHARTER SCHOOLS
IAL 2023 LOGIC MODEL
Mastery Charter Schools
MK3 LEAP

ACTIVITIES

ACCESS TO BOOKS

- Summer Reading Program
- Classroom Library Replenishment

EDUCATOR CAPACITY BUILDING

- Science of Reading Training
- Phonics Instruction Training
- Writing Across Content
- Leader Coaching

EXTRA SUPPORTS FOR SPECIAL POPULATIONS

- Extra Supports for Pre-Kindergarten Children
- Extra Supports for English Learners

FAMILY ACADEMIC PARTNERSHIP

- Family Literacy Workshops
- K-2 Academic Reporting
- Early Literacy At-Home Resources

OUTPUTS

- 20,000+ summer reading books distributed
- 45,000+ classroom library books added
- 1,500+ Pre-K children attend summer program
- New resources & PD supports developed and delivered for English Learners Scaffold Supports and Writing Across Content
- 280 educators trained in external PD
- 90+ additional coaching cycles
- 1,800 parents trained in Early Reading Skills
- Families access K-2 data and resources from Mastery systems

OUTCOMES

Short-Term

- Increase leader & teacher knowledge of and strategies for effective literacy instructional practices
- Increase incoming Kindergarten students' readiness to read
- Increase leader & teacher knowledge and skill for supporting English Learners' acquisition of English
- Increase parents' understanding of and tools for supporting their child's literacy skills and progress
- Increase students' access to "mirrors & windows" books

Intermediate

- High-fidelity implementation of literacy programs
- More effective delivery of literacy instruction
- Stronger home-school partnership in support of literacy development
- More positive student attitudes towards reading

Long-Term

- Increase student literacy achievement

ASSUMPTIONS

- All Mastery schools are high-need schools
- Strategic plan priorities
- Science of Reading principles threaded throughout literacy program

EXTERNAL FACTORS

- State assessments and standards
- Other Mastery ELA programs and partnerships
- Resource levels
- Level of participation in optional programs

Other Attachment File(s)

* Mandatory Other Attachment Filename: 1234-IAL 2023 Other Attachments.pdf

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Yonca Agatan, CPA

PROFESSIONAL EXPERIENCE

Mastery Charter Schools, Philadelphia, PA   Sep 2011 – Present
Chief Financial Officer
- Management of finance and compliance functions
- Planning, budgeting and forecasting for schools and central office
- Oversight of external and internal reporting: annual audit, finance committee and Board reporting, monthly financial reporting package for the schools, etc.
- Oversight of transaction unit work including accounts receivable, accounts payable, ACCESS program billing and payroll
- Oversight of all grants accounting and reporting activities
- Supervision of a Compliance Director responsible for ensuring compliance with all federal, state, and district regulatory requirements

CMF Associates, Philadelphia, PA   Sep 2006 – Sep 2011
Director, Financial Consulting
- Act as CFO for various middle market companies with revenues in the range of $20 million to $150 million
- Offer executive business counsel to CEO's, presidents and business owners
- Oversee finance, accounting, information technology, human resources and other administrative functions
- Deliver merger and acquisition services, including financial and accounting due diligence, financial modeling, and transaction structuring
- Manage financial system selection and implementation projects

Select experience includes:

- **CFO of a $70 million cosmetics company –** Came in when company was acquired by a private equity fund. Implemented new accounting and reporting processes to meet expectations of new owners and lenders. Converted the company from cash to GAAP basis accounting. Prepared the company for its first year audit and managed the audit process. Developed and managed an annual budgeting and planning process, and as well as monthly forecasting processes. Assessed and improved inventory management and costing processes. Managed an IT project to build a stand-alone IT infrastructure after separation from previous owners. Visited European subsidiary and standardized and enhanced international accounting and reporting processes. Project duration: 1.5 years
- **CFO of a $30 million provider of information technology and performance management services** - Managed the accounting, finance and other administrative staff. Streamlined and simplified accounting and reporting processes. Developed a monthly management reporting process. Developed the annual budgeting process and facilitated completion of the strategic plan, operating and financial budgets. Supported the CEO with a pending management buy-out transaction. Project duration: 8 months
- **CFO of a $100 million supplier of industrial and commercial lubricants** - Significantly enhanced all back office infrastructure: processes, controls and systems. Institutionalized the month-end close and reporting processes and significantly accelerated the month-end close

timeline. Developed new reporting and analytics processes and tools. Established cash management processes and tools to enhance cash flow. Managed implementation of new accounting and reporting systems. Supported company owners with a merger and managed the integration. Project duration: 1 year

Deloitte Consulting, Philadelphia, PA   1996 – Sep 2006
Senior Manager (2002 – 2006), CFO Services Practice

- Worked with CFOs and finance organizations to deliver services in the areas of: global finance transformation; business process improvement; accounting policy and procedure development; budgeting, planning and forecasting; close, consolidation and reporting optimization; strategic systems planning, selection and implementation
- Led large project teams, and managed multiple complex engagements and customer relationships simultaneously

Select engagements include:

- Led a planning, forecasting and budgeting process review project at a provider of services and products to the healthcare industry
- Led a finance transformation project at a large pharmaceutical company to improve accounting to reporting function, streamline close, consolidation and reporting processes, and realign the organizational structure with business objectives
- Led a global implementation of Hyperion Financial Management (HFM) to facilitate close acceleration and meeting SOX 404 requirements at a specialty chemicals manufacturer
- Led development of a corporate controller's manual that included a comprehensive set of policies and procedures to help the organization manage risk on a timely basis and support the organization's increased focus on controls in preparation for compliance with SOX-404
- Developed a Strategic Information Systems Plan for a grocery store chain
- Practice Development responsibilities included participation in on and off campus recruiting efforts, leading local office Women's initiative program to retain and advance women professionals, serving in the local office learning committee and development of point-of-views for financial reporting, controls monitoring for SOX-404 and financial close optimization

Representative clients included:

Merck	Cardinal Health	Tyco International
Rohm and Haas	Endo Pharmaceuticals	Bank One
NCR	Radian Group, Inc.	University of Pennsylvania
Wawa	Clemens Markets	Henkel

Deloitte & Touche, Philadelphia, PA   1992 – 1996
Senior Auditor

- Provided accounting and auditing services to a variety of public and privately held clients in multiple industries
- Supervised and planned the execution of numerous client engagements
- Facilitated the preparation of audited financial statements in accordance with generally accepted accounting principles
- Led filings of 10-K, 10Q and 8-K documents

EDUCATION

University of Pennsylvania, Philadelphia, PA   May 1992
Bachelor of Science in Economics, Finance and Accounting concentration

OTHER EXPERIENCE AND INTERESTS

Certified Public Accountant
Certified by American Production and Inventory Control Society "APICS"
Speak, read, and write Turkish fluently
Enjoy dancing (Latin and ballroom) and traveling

Molly Getz

Professional Profile

Dedicated educator with extensive experience coaching school leaders and teachers, facilitating professional development, and leading English Language Arts programming to accelerate the learning of all students.

Experience

Deputy Chief Academic Officer – Humanities
Mastery Charter Schools | Philadelphia, PA | 2021 to Present

- Supervise team of content directors of K-12 English Language Arts and Social Studies to accelerate student achievement towards our mission metrics across 24 schools in in the Mastery network.
- Plan, implement, and oversee execution of culturally relevant and data-driven strategies to evolve instructional model and drive student achievement (i.e. curriculum adoption, leader coaching model, assessment strategy, external partnerships)
- Develop and facilitate trainings for school leaders to ensure effective implementation of academic model.

Director / Senior Director of Secondary Humanities
Mastery Charter Schools | Philadelphia, PA | 2017 to 2021

- Drive a vision of a research-based, equity-centered Humanities program across 7 high schools
- Lead curriculum adoption and implementation of standards-aligned, culturally responsive ELA curriculum
- Design and facilitate professional development for teachers and school leaders
- Coach and support Assistant Principals of Instruction to improve content knowledge, management skills, and implementation of curriculum and assessment
- Use assessments to monitor growth, refine programming, and support schools in planning to meet the individual needs of all students
- Manage a team of two Assistant Directors of Humanities and a Director of Social Studies

Assistant Director of 9-12 Humanities
Mastery Charter Schools | Philadelphia, PA | 2014 to 2017

- Design standards-aligned, culturally responsive, and accessible curriculum and assessments
- Design and facilitate professional development for teachers and school leaders
- Research and pilot innovative approaches to drive student achievement

Instructional Teacher Coach
Mastery Charter Schools | Philadelphia, PA | 2011 – 2014

- Invest teachers in setting ambitious yet feasible goals and co-design an action plan
- Observe, provide targeted feedback, co-plan, model, and real time coach to support teachers in meeting their goals
- Design and facilitate professional development for teachers

Advanced Teacher – 7th Grade English Language Arts
Mastery Charter Schools | Philadelphia, PA | 2007 – 2011

- English Language Arts Department Lead
- 7th Grade Team Lead

Teacher – 7th & 8th Grade English Language Arts
Teach For America | Philadelphia, PA | 2006 - 2008

Education

University of Pennsylvania
Master of Science in Education | Philadelphia, PA |2008

Ithaca College
Bachelor of Arts in Sociology | Ithaca, NY | 2006

Job Title: Director of Early Literacy Academic Team	**Classification:** Exempt
Reports to: Deputy Chief Academic Officer - Humanities	**Salary Range:** Determined by Human Resources

Position Summary:

The Director of Early Literacy ensures that Mastery Charter students in Kindergarten through Second grade, across all schools, produce breakthrough results in literacy as measured by the MAP Reading Fluency assessment. The Director is responsible for all students having access to effective literacy curriculum, instruction, and needs-based reading intervention. The Director supports and develops school leaders through professional development and coaching, and manages the execution of a network strategy for K-2 Literacy achievement for their region of schools. The Director reports directly to DCAO –Humanities.

About Mastery:

We believe educational inequity is the most pressing social problem facing our country and the civil rights issue of our day. Mastery exists to help solve this problem. Our ultimate goal is to create a model urban school district that serves all students with excellence. We are organized around one driving mission: All students learn the academic and personal skills they need to be truly prepared for post-secondary success and able to pursue their dreams. To fulfill this mission, we attend to the whole child – academically and emotionally – matching high expectations for students with high levels of support.

Mastery Charter Schools is a nonprofit network of more than 20 schools serving over 13,500 students in Philadelphia and Camden. We are the largest turnaround school operator in the nation and have been lauded by President Obama and the US Department of Education for our ability to dramatically boost academic achievement in historically low-performing schools. We know neighborhood schools matter, all students deserve access to a great education, and the people in our building can grow and develop sustainably to make the biggest impact possible in this work. Mastery Charter Schools is an equal opportunity employer and actively encourages applications from people of all backgrounds. Compensation is competitive and commensurate with experience. We offer a full benefits program and opportunities for professional growth.

Duties and Responsibilities:

- Sets the organizational vision (A Common Foundation) of K-2 literacy instruction, incorporating lessons learned from experts in the field, peer organizations, and internal pilots.
- Drives network-wide strategy for intervention and progress monitoring to support all students' success in grade level reading and writing outcomes and reduce the proportion of students identified for special education.
- Coaches, develops, and implements professional development for Mastery leaders (Assistant Principals of Instruction, Principals, and Teacher Leaders).
- Monitors implementation of K-2 literacy programming and responds to campus-based and network-wide data.
- Collaborates with other members of the Early Literacy Team and Academic Team toward a unified vision of academic rigor, instructional excellence, and student success.
- Collaborates with other members of the Early Literacy to ensure a highly engaged and high functioning team poised to meet goals

Qualifications:

The ideal candidate will:

- Be a results-oriented individual – a flexible thinker willing to do "whatever it takes."
- Have a deep belief in the Mastery Charter School mission and values.
- Possess a ferocious desire to provide our students with a world class education.
- Value and integrate Diversity, Equity, and Inclusion (DEI) into all facets of the work.
- Be familiar with Common Core shifts and standards and possess exceptional Early Literacy content knowledge.
- Have strong experience analyzing and interpreting instructional data.
- Have strong communication and interpersonal skills – exceptionally high emotional intelligence.
- Be detail-oriented and highly organized with strong analytical writing skills.
- Have experienced a high level of measurable success working with urban youth.
- Have zest and a sense of humor and operates as a team player.
- Thrives in a high-accountability, fast-paced environment.

Education and Experience:

- Bachelor's degree in Early Literacy or related field
- Master's degree preferred
- 5+ years of successful teaching required
- Prior management experience required

Physical Requirements:

Ability to physically perform the duties and to work in the environmental conditions required such as traveling to network campuses and maneuvering in office space-reaching file cabinets, filing, faxing, coping, typing, mailing, and making phone calls; Must be able to sit for up to four (4) hours looking at a computer monitor, using a keyboard and mouse and typing.

Other Requirements:

Valid driver's license and access to a vehicle for travel when necessary.

Lisa Walsh

CAREER OBJECTIVE

I am a proactive educational leader with proven knowledge in language development and effective programming with a goal of leveraging my skills to drive student achievement while honoring the assets of diverse students.

PROFESSIONAL EXPERIENCE

Mastery Charter Schools   **Philadelphia, PA**
Director of EL & Bilingual Programming   *Aug 2021 - Present*
- Create program parameters for ELD and bilingual program models to drive student achievement and ensure education equity for English Learners across Mastery's 25 schools.
- Train and coach school leaders and teachers to achieve outlined multilingual program models in accordance with PDE and NJDOE state specific guidelines.
- Supervise and manage the centralized multilingual department, including 8 additional team members.
- Foster strong home and school connections through parent trainings and community partnerships.
- Collaborate across central and school based teams to continually improve on practices that ensure outcomes.

Aspira Schools of PA - Eugenio Maria de Hostos Charter School   **Philadelphia, PA**
ELD Coordinator   *Oct 2016 – Aug 2021*
- Ensured ELD program compliance across schools in accordance with PDE's Basic Education Circular (BEC) for Educating ELs.
- Developed and facilitated ongoing professional development for EL teachers, content teachers, special education teachers and school leaders across schools.
- Coached and evaluated teachers using the Danielson Framework for Teaching.
- Used data to track student progress and inform programmatic evaluations and decision making regarding school-wide instructional practices.
- Fostered community and parental involvement through ongoing workshops and community collaborations.

ELL Teacher   *Aug 2013 – Oct 2016*
- Provided push-in and pull-out ELD instruction for ELs across all language levels in grades K-8 .
- Modified and created instructional materials in accordance with WIDA and PA Core Standards.
- Collaborated with and mentored content area teachers in accordance with best practices for language acquisition in a dual language setting.

Bilingual Kindergarten Teacher   *Aug 2011 – Jun 2013*
- Delivered effective instruction in Spanish and English in a 50/50 dual language program.
- Differentiated instruction for language learners of all levels and differing language backgrounds.

School District of Philadelphia   **Philadelphia, PA**
Elementary Teacher   *Sep 2009 – Jun 2011*
- Worked as a 1st grade teacher at Alexander McClure Elementary in the ESOL friendly classroom.
- Served as a kindergarten teacher at Lewis Elkin Elementary School.
- Became certified to teach bilingual elementary education through the Philadelphia Teaching Fellows.

EDUCATION

DREXEL UNIVERSITY   **Philadelphia, PA**
Master of Science in Instruction TESL (Mar 2013)

UNIVERSITY OF PITTSBURGH   **Pittsburgh, PA**
B.S. Spanish & Psychology; Certificate of Latin American Studies (Apr 2004)

ADDITIONAL SKILLS

- Bilingual in English and Spanish (proficient in speaking, listening, reading and writing)
- Trained by the Danielson Group for teacher coaching and evaluation

CREDENTIALS AND LICENSES

- K-6 Elementary PA Instructional II Certification & PA Program Specialist English as a Second Language

Robert Ortiz

EDUCATION

Master of Communication   University of Washington – Seattle, WA   2018
Communities & Networks

Bachelor of Arts   University of Texas at Arlington – Arlington, TX   2012
Communication Studies

PROFESSIONAL EXPERIENCE

Senior Director of Family Academic Partnerships
Mastery Schools – Network Support Team (Central Office) · Philadelphia, PA · November 2021-present
- Leads the creation, strategy, and implementation of the district's family academic partnerships model
- Creates school leader professional development materials in alignment with organizational strategic goals and priorities in support of effective family engagement
- Collaborates with executive leadership on change management initiates as it pertains to academic readiness of all students; Family:Teacher conferencing model, accessible data sharing with families, and revising K-2 academic reporting.
- Successfully launched and implemented an academic reporting tools for grades 3-12; increasing two-way communication between home and school around student learning progress and achievement
- Developed family facing educational materials on postsecondary pathways and readiness.

Director of College & Career Programs, Family Engagement
Uplift Education – Central Management Office · Dallas/Fort-Worth, TX · July 2019-Nov 2021
- Lead the creation, strategy, and implementation of the district's family engagement model as it relates to strengthening family agency in the post-secondary decision-making process
- Creator, host and producer of the organization's podcast, 'Eyes on the Road: Navigating the College & Career Journey', to inform students and families on topics related to college access & career readiness, reaching over 15,000 downloads
- Developed signature Family Engagement Framework for district alignment, facilitating quarterly trainings and workshops for campus leaders, staff and teachers
- Designed the district's first Family Road Map for College & Career, a resource to communicate early college preparation and offer support in the post-secondary decision-making process

Dual Credit Administrator
Tarrant County College · Fort Worth, TX · January 2019-July 2019
- Managed and coordinated the Dual Credit/Early College High School program at public school districts within Northeast Tarrant County, linking 1,500+ high school students to 6,000+ college courses per academic year
- Partnered with high school administrators, student services, faculty, department chairs and deans to disseminate information, identify program needs, monitor academic progress, and ensure adherence to program goals and objectives
- Served as a founding advisory member and liaison for Birdville ISD's Collegiate Academy – Early College High School

Director of Retention and Completion Services (TRIO-Student Support Services)
Seattle Central College · Seattle, WA · January 2018-November 2018
- Operated and managed a 5-year cycle federal grant budget of ~$2.5 million funded by the Department of Education
- Exceeded student persistence and graduation outcomes by 101%
- Restructured procedures to strengthen academic success plans (intervention) and student advising guidelines

Program Manager, Higher Education Programs

Bellevue College - Year Up · Bellevue, WA · September 2016-January 2018

- Managed a 12-month Workforce Education program (cohort model), academically preparing students for tech and non-tech related internships at major tech companies
- Fostered collaboration and feedback with divisional deans, faculty and staff to measure and support student persistence goal of 85% through intrusive advising, instruction and program services
- Co-led an inaugural 4-week training series designed to supplement students' learning and career readiness by collaborating with corporate partners for curriculum design and instruction
- Achieved 100% persistence from Spring to Fall semester

Coordinator of Pre-College Programs (TRIO - Upward Bound)

Tarrant County College – South Campus · Fort Worth, TX · March 2013-September 2016

- Supported the management of a 5-year cycle federal grant budget of ~ $1.25 million funded by the Department of Education
- Planned, prepared, and developed various teaching aids and materials related to college entrance exam preparation, college and career preparedness and social development
- Increased recruitment and enrollment of males by 51%
- Supervised a team of ~30 faculty, support staff and tutors to ensure the delivery of quality instruction and student development services

Employment Specialist

World Relief · Fort Worth, TX· February 2011-March 2013

- Redesigned curriculum and instruction to ensure career readiness and 100% employment placement of program participants
- Grew employer partnerships by 42% for employment placement of program participants
- Facilitated weekly training for program participants on job skills training (e.g. workplace expectations, orientation to culture and expectations of work in the United States and the job search process

PROFESSIONAL PRESENTATIONS

- **Empowering Our Narrative** I Texas Association of Chicanos in Higher Education Conference I 2021
- **Elevating Latinx Expertise** I Texas Association of Chicanos in Higher Education Conference I2020
- **IHE/ECHS Connected Community** I Texas College & Career Readiness School Models I 2019
- **Stop, Collaborate and Listen…to Your Faculty** I NTXCCC Conference I 2019
- **Leadership Approaches to Equity and Inclusion** I University of Washington I 2018
- **Holistically Serving Students of Color** I National Conference on Race & Ethnicity I 2018
- **Strengthening Diversity in the Tech Industry** I National Council for Workforce Education I 2017
- **Increasing Retention for Males of Color** I Black, Brown and College Bound Summit I 2015

SERVICE AND PROFESSIONAL ASSOCIATIONS

- **President**, Texas Association of Chicanos in Higher Education (TACHE)- North Texas Chapter I Nov 2021-May 2022
- **Vice President**, Texas Association of Chicanos in Higher Education (TACHE)- North Texas Chapter I June 2021-Nov 2021
- **Member,** The National Association for Family, School and Community Engagement (NAFSCE) I 2021-present
- **Member,** National Association for College Admission counseling (NACAC) I 2021
- **Treasurer**, Texas Association of Chicanos in Higher Education (TACHE) - North Texas Chapter I 2019-2021
- **Member,** The Association of Latino Administrators & Superintendents I 2020-2021
- **Member**, Emerging Leaders I United Way of King County I 2017- 2018
- **Member,** National Council for Workforce Education I 2017
- **Member**, Diversity and Cultural Humility Committee I Year Up Puget Sound I 2017-2018
- **Mentor**, Men of Color Mentoring Program (funded by Title III Grant) I Tarrant County College I 2014-2016

JESSICA VAREVICE

PROFESSIONAL EXPERIENCE

2007- present   **TNTP (formerly The New Teacher Project)**
Partner, Client Services (since 2011)
- Currently lead TNTP's regional portfolio of work in Philadelphia and a team of twenty staff to achieve ambitious outcomes - via a shared regional theory of action - by overseeing the following initiatives:
  - PhillyPLUS – TNTP's flagship principal preparation program, bringing in 25-35 new school leaders to the city each year;
  - PhillyPLUS Turnaround – A specialized training program for a small cohort of experienced leaders to support them in being ready to transform low-performing schools as turnaround principals;
  - School District of Philadelphia – Supporting teacher and school leader recruitment and staffing within the district's Office of Talent as well as a partnership to coach all first and second year principals (~40) across the district, in collaboration with the district's New Principals Academy;
  - Drexel - A partnership with Drexel University to design an undergraduate teacher residency program, DragonsTeachMiddleYears, to be launched in 2017;
  - Neumann-Goretti – Supporting academic transformation efforts at an Archdiocesan high school.
- Launched TNTP's school turnaround strategy in 2014 and managed a portfolio of school improvement contracts (e.g. Springfield Empowerment Zone Partnership) aimed at accelerating school transformation by putting academics at the heart of the turnaround effort and leveraging high-dose leadership development and teacher support to improve student outcomes.
- Managed a multi-year contract with Bridgeport Public Schools to improve low-performing district schools and lay the foundation for strong academics in one first year charter school (Great Oaks – Bridgeport).
- Led model design of TNTP's pre-service teacher training approach, resulting in proven *Fast Start* model and managed TNTP's organizational partnership with Uncommon Schools, including collaboration on teacher training with Doug Lemov.
- Managed contracts with Charlotte Mecklenburg Schools aimed at improving the district teacher talent pipeline and human capital management.
- Managed both public (e.g. i3, Transition to Teaching) and private (e.g. Philadelphia School Partnership, Public Square Partnership) grants to achieve key outcomes for the work, including annual budgets up to $4M.

Site Manager, Philadelphia Teaching Fellows (2009- 2011)
- Ran the Philadelphia Teaching Fellows program and led a team of four full-time staff and over thirty seasonal staff in partnership with the School District of Philadelphia.
- Implemented recruitment, selection, and training of the program which yielded 400+ high-quality alternate-route teachers to Philadelphia classrooms in critical need subject areas (e.g. Special Education, math and science).
- Built effective relationships with district and charter leaders, universities, school administrators and other key stakeholders within the community to achieve program results.
- Hired and developed staff, many of whom were promoted at TNTP over the course of tenure in role.

Training and Resource Manager, Oakland Teaching Fellows (2007- 2009)
- Provided resources, coaching, and professional support for new alternative certified teachers (Teaching Fellows), including conducting classroom observation and organizing professional development workshops.
- Directly led summer pre-service training for two cohorts of Teaching Fellows, including management of 6-8 summer training staff.

2005- 2007   **Stetson Middle School – School District of Philadelphia**
Eighth Grade Teacher and Teach For America Corps Member
- Led literacy instruction for over 100 students, resulting in average reading comprehension growth of 1.5 years during each academic year.
- Mentored new teachers by providing curricular resources, feedback, and observation support.

2001- 2005   **University of Nevada, Las Vegas Libraries**
Administrative Assistant
- Supported office operations for Dean of UNLV Libraries, including customer service, filing, human resources tasks, and spearheading special projects assigned by university leadership.

EDUCATION

M.S.	Urban Education University of Pennsylvania, Graduate School of Education	2007
B.S.	Political Science and Hotel Administration University of Nevada, Las Vegas	2005

HONORS

Aspiring Senior Systems Leader Fellowship   2015
Teach For America

PRESENTATIONS (selected)

Supporting Classroom Rigor through Turnaround Leadership   November 2015
University of Virginia School Turnaround Program's Shepherd Summit

TNTP's Bet on the Common Core: Rigorous Academics   November 2014
Internal Staff Training

<u>*Building Strong Instructional Teams: Recruitment and Hiring*</u>   January 2014
Connecticut State Department of Education's Alliance District Convening

Maximizing Teacher Development through Observation & Feedback   Spring 2014
Bridgeport Public Schools - Tier 2 Principal Training

Retaining Your Best Teachers   October 2013
Connecticut State Department of Education's Alliance District Convening

Natalie Lucas

From:	Dohrenwend, Michelle ███████████████████████
Sent:	Monday, April 10, 2023 12:01 PM
To:	Natalie Lucas
Cc:	Title One; schoolwide; Moticha, Jack; Haake, Barbara; Elkins, Cynthia
Subject:	FW: Request for assistance regarding federal grant requirement

Importance:	High

Natalie,

Good afternoon. The State-derived data used for the Final SFY 2023 ESEA Title I, Part A allocation formula for Mastery Schools of Camden (07 1802) was the following:

1. Enrollment of students aged 5-17 = 2603;
2. Students aged 5-17 in the LEA from families with incomes below the poverty line = 899; and
3. Derived poverty percentage of students aged 5-17 = 34.54%.

If you need additional information, please do not hesitate to contact us.

Michelle Dohrenwend
Planning Associate 3
Office of Fiscal and Data Services
New Jersey Department of Education
100 Riverview Plaza | Trenton, NJ – 08625
Work: ██████████ | Main: ██████████
Fax: ██████████
Email: ████████████████████████
Web: https://www.nj.gov/education/

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Natalie Lucas

From: Gallatin, Kelly ▓▓▓▓▓▓▓▓▓

Sent: Thursday, May 11, 2023 9:37 PM

To: Natalie Lucas; McCrone, Susan

Subject: RE: [External] RE: PDE Contact Us submission details.

Natalie,

   I am forwarding the poverty data we used in determining the Title I allocations for all the Mastery-related charter schools in Pennsylvania. Because of the methodology we use in applying each school district's percent of formula children to the enrollment you receive from each of those sending school districts that populate your charter schools, we believe these derived formula percents for each individual charter school will suffice to meet that piece for the standard of eligibility to apply for the Innovative Approaches to Literacy grant. We have determined that the percent of formula children used for our Title I allocations in all the Mastery charter schools is above the 20% threshold for poverty data.

Good luck with your application.

CS AUN	CS Name	Number of Enrolled Students	Number of Formula Students from Sending Districts*	Percent of Formula Students for CS
126518547	Frederick Douglass Mastery Charter School	597	197	33.00%
126510002	Mastery CHS - Lenfest Campus	609	201	33.00%
126519644	Mastery CS - Cleveland Elementary	712	234	32.87%
126511748	Mastery CS - Clymer Elementary	449	148	32.96%
126518795	Mastery CS - Francis D. Pastorius Elementary	656	217	33.08%
126513734	Mastery CS - Gratz Campus	1,164	385	33.08%
126513290	Mastery CS - Hardy Williams	1,207	395	32.73%
126516457	Mastery CS - Harrity Campus	821	271	33.01%
126519433	Mastery CS - Mann Campus	538	178	33.09%
151514721	Mastery CS - Pickett Campus	948	312	32.91%
126510022	Mastery CS - Shoemaker Campus	782	256	32.74%
126517286	Mastery CS - Smedley Campus	774	256	33.07%
126510023	Mastery CS - Thomas Campus	1,267	417	32.91%
126518118	Mastery CS John Wister Elementary	517	171	33.08%
126517643	Mastery Prep Elementary CS	548	181	33.03%

*Derived by multiplying the enrollment from each sending school district times the percent of formula children from each of those respective sending districts.

Kelly

Kelly Gallatin | Education Administration Specialist
Bureau of Teaching and Learning, Division of Federal Programs
Pennsylvania Department of Education
333 Market Street | Harrisburg, PA 17126
Phone: ███████████ | Fax: ███████████
███████████ | www.education.pa.gov

NCES Locale Codes for Participating LEAs

LEA	NCES Locale Code
Mastery Charter High School	11
Mastery Charter School Thomas Campus	11
Mastery Charter School Harrity Campus	11
Mastery Charter School Mann Campus	11
Mastery Charter School Smedley Campus	11
Mastery Charter School Hardy Williams	11
Mastery Charter School Clymer Elementary	11
Mastery Charter School Cleveland Elementary	11
Mastery Charter School Francis D. Pastorius Elementary	11
Frederick Douglass Mastery Charter School	11
Mastery Charter School Wister Campus	11
Mastery Prep Elementary School	11
Mastery Schools of Camden	13

MEMORANDUM OF UNDERSTANDING
Innovative Approaches to Literacy 2023 Grant Program
Application as a Consortium of LEAs

This memorandum of understanding (MOU) confirms that through submission of the Mastery Charter Schools IAL 2023 application on May 15, 2023, each of the Local Educational Agencies (LEAs) named below, which operate as part of the Mastery Charter Schools (Mastery) network of schools, are collaborating as an eligible entity of a consortium eligible LEAs for the Innovative Approaches to Literacy (IAL) grant program of the U.S. Department of Education.

Each member of the consortium (listed below) agrees to the activities listed herein and commits to the statements and assurances made in the grant application.

The lead applicant LEA, Mastery Charter High School, agrees to the additional responsibility of grant program and fiscal management and accountability to the U.S. Department of Education. As the grantee, Mastery Charter High School is legally responsible for a) the use of all grant funds; b) ensuring that the project is carried out by the group in accordance with federal requirements; and c) ensuring that indirect cost funds are determined as required under Education Department General Administrative Requirements (EDGAR) at 34 CFR § 75.564(e).

Each LEA participating in this grant program (listed below) agrees and commits to the inititaives of Mastery's IAL grant project, as described in the application:

1. Summer Reading Program
2. Classroom Library Replenishment
3. Extra Supports for Pre-Kindergarten Children
4. Extra Supports for English Learners
5. Science of Reading Training
6. Phonics Instruction Training
7. Writing Across Content
8. Leader Coaching Expansion
9. Family Literacy Workshops
10. K-2 Academic Reporting
11. Early Literacy At-Home Resources

The consortium of high-need LEAs is thus established to fulfill the above activities to the best of each member's ability for the Mastery IAL grant project, in the pursuit of outcomes that will advance the literacy skills of Mastery students.

IN WITNESS WHEREOF, this Memorandum of Understanding will be effective as of the date first above written.

On behalf of the following LEAs:
MASTERY CHARTER HIGH SCHOOL
MASTERY CS-THOMAS CAMPUS
MASTERY CS-HARRITY CAMPUS
MASTERY CS-MANN CAMPUS
MASTERY CS-SMEDLEY CAMPUS
MASTERY CS-HARDY WILLIAMS
MASTERY CS-CLYMER ELEMENTARY
MASTERY CS-CLEVELAND ELEMENTARY
MASTERY CS-FRANCIS D. PASTORIUS ELEMENTARY
FREDERICK DOUGLASS MASTERY CHARTER SCHOOL
MASTERY CS-WISTER CAMPUS
MASTERY PREP ELEMENTARY CHARTER SCHOOL
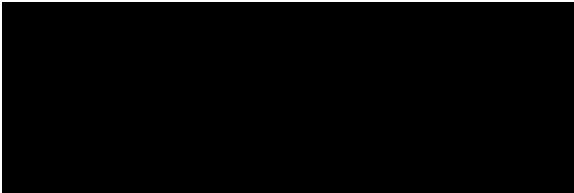
James Sheward
Board Chair

By:
Rob

Board Chair

UNRESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2022 THROUGH JUNE 30, 2023
BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2021

Commonwealth of Pennsylvania   126510002
Department of Education   Mastery CHS-Lenfest Campus
333 Market Street
Harrisburg, PA 17126

-------------------------------> TOTAL EXPENDITURES <-------------------------------

Func-Obj	Description		Amount
1000-000	Instruction		9,691,533.00
2000-000	Support Services		26,430,129.00
3000-000	Non Instructional Services		3,972,572.00
4000-000	Capital Outlay		0.00
5110-000	Debt Service/Other Expenditures and Financing Uses		0.00
5120-000	Debt Service-Refunded Bond Issues (Pmt to Ref Bond Escrow Agent)		0.00
5130-000	Refund of Prior Year Receipts		0.00
5200-000	Interfund Transfers-Out		0.00
5300-000	Transfers Involving Component Units		0.00
5400-000	Intrafund Transfers out		0.00
5500-000	Special and Extraordinary Items		0.00
	Total Expenditures ------------------>	A	40,094,234.00

-------------------------------> EXCLUSIONS <-------------------------------

Func-Obj	Description General Fund Expenditures		Amount
1100-000	Regular Programs-Elementary/Secondary		1,719,094.00
1200-000	Special Programs-Elementary/Secondary		695,614.00
1300-000	Vocational Education		0.00
1400-000	Other Instructional Programs-Elementary/Secondary		0.00
1500-000	Nonpublic School Programs		0.00
1600-000	Adult Education Programs		0.00
1700-000	Higher Education Programs		0.00
1800-000	Pre-Kindergarten		0.00
2100-000	Support Services-Students		2,365.00
2200-000	Support Services-Instructional Staff		22,155.00
2300-000	Support Services-Administration		400,011.00
2400-000	Support Services-Pupil Health		0.00
2500-000	Support Services-Business		1,710,148.00
2600-000	Operation and Maintenance of Plant Services		15,958.00
2700-000	Student Transportation Services		0.00
2800-000	Support Services-Central		1,823.00
2900-000	Other Support Services		0.00
3100-000	Food Services		170.00
3200-000	Student Activities		113.00
3300-000	Community Services		0.00
4000-000	Capital Outlay		0.00
5110-000	Debt Service/Other Expenditures and Financing Uses		0.00
5120-000	Debt Service-Refunded Bond Issues (Pmt to Ref Bond Escrow Agent)		0.00
5130-000	Refund of Prior Year Receipts		0.00
5200-000	Interfund Transfer - Out		0.00
5300-000	Transfers Involving Component Units		0.00
5400-000	Intrafund Transfers - Out		0.00
5500-000	Special and Extraordinary Items		0.00
	Total Exclusions -------------->	B	4,567,451.00

```
----------------------------> INDIRECT COSTS <----------------------------
```

Func-Obj	Description	Amount
2300-000	Support Services - Administration	188,885.00
2500-000	Support Services - Business	2,056,933.00
2600-000	Operation and Maintenance of Plant Services	1,546,956.00
2800-000	Support Services-Central	3,402,738.00
xxxx-115	Unpaid Leave at Termination	0.00

Total Indirect Costs ----------------> C 7,195,512.00

```
----------------------------> COMPUTATIONS <----------------------------
```

Actual 2020-21 Indirect Costs	C	7,195,512.00
Actual 2020-21 Direct Costs	A-B-C	28,331,271.00
Applicable 2020-21 Unrestricted Indirect Cost Rate		0.2670 D
Unrestricted Indirect Cost Rate for 2022-23		0.2540

Approved by the Pennsylvania Department of Education

SIGNATURE :Jessica L. Sites
TITLE :Director, Bureau of Budget and Fiscal Management
DATE :10/31/2022

RESTRICTED INDIRECT COST RATE CERTIFICATION

APPLICABLE TO FISCAL YEAR JULY 1, 2022 THROUGH JUNE 30, 2023
BASED ON ANNUAL FINANCIAL REPORT FOR YEAR ENDING JUNE 30, 2021

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126

126510002
Mastery CHS-Lenfest Campus

Func-Obj	Description	Amount
1000-000	Instruction	9,691,533.00
2000-000	Support Services	26,430,129.00
3000-000	Non Instructional Services	3,972,572.00
4000-000	Capital Outlay	0.00
5110-000	Debt Service/Other Expenditures and Financing Uses	0.00
5120-000	Debt Service-Refunded Bond Issues (Pmt to Ref Bond Escrow Agent)	0.00
5130-000	Refund of Prior Year Receipts	0.00
5200-000	Interfund Transfers-Out	0.00
5300-000	Transfers Involving Component Units	0.00
5400-000	Intrafund Transfers out	0.00
5500-000	Special and Extraordinary Items	0.00

Total Expenditures -------------------> A 40,094,234.00

Func-Obj	Description General Fund Expenditures	Amount
1100-000	Regular Programs-Elementary/Secondary	1,719,094.00
1200-000	Special Programs-Elementary/Secondary	695,614.00
1300-000	Vocational Education	0.00
1400-000	Other Instructional Programs-Elementary/Secondary	0.00
1500-000	Nonpublic School Programs	0.00
1600-000	Adult Education Programs	0.00
1700-000	Higher Education Programs	0.00
1800-000	Pre-Kindergarten	0.00
2100-000	Support Services-Students	2,365.00
2200-000	Support Services-Instructional Staff	22,155.00
2300-000	Support Services-Administration	400,011.00
2400-000	Support Services-Pupil Health	0.00
2500-000	Support Services-Business	1,710,148.00
2600-000	Operation and Maintenance of Plant Services	15,958.00
2700-000	Student Transportation Services	0.00
2800-000	Support Services-Central	1,823.00
2900-000	Other Support Services	0.00
3100-000	Food Services	170.00
3200-000	Student Activities	113.00
3300-000	Community Services	0.00
4000-000	Capital Outlay	0.00
5110-000	Debt Service/Other Expenditures and Financing Uses	0.00
5120-000	Debt Service-Refunded Bond Issues (Pmt to Ref Bond Escrow Agent)	0.00
5130-000	Refund of Prior Year Receipts	0.00
5200-000	Interfund Transfer - Out	0.00
5300-000	Transfers Involving Component Units	0.00
5400-000	Intrafund Transfers - Out	0.00
5500-000	Special and Extraordinary Items	0.00

Total Exclusions --------------> B 4,567,451.00

```
----------------------> INDIRECT COSTS <----------------------

Func-Obj        Description                                                        Amount
-------         -------------------------------------                          --------------
2300-000        Support Services - Administration                                178,285.00
2500-000        Support Services - Business                                    2,056,933.00
2600-000        Operation and Maintenance of Plant Services                      154,695.60
2800-000        Support Services-Central                                       3,402,738.00
xxxx-115        Unpaid Leave at Termination                                            0.00
                                            Total Indirect Costs ------------->   C      5,792,651.60

                ----------------------> COMPUTATIONS <----------------------
```

		Amount	
Actual 2020-21 Indirect Costs	C	5,792,651.60	
Actual 2020-21 Direct Costs	A-B-C	29,734,131.40	
Applicable 2020-21 Restricted Indirect Cost Rate		0.0800	D

Actual 2020-21 Indirect Costs	C	5,792,651.60	
2018-19 Carry-Forward Adj - (O)/U Recovery (1)		9,907,823.98	E
2020-21 Indirect Costs for Carry-Forward Adj	C + E	15,700,475.58	F
2020-21 Estimated Indirect Costs	(A-B-C)*D	2,378,730.51	G
2020-21 Carry-Forward Adj - (O)/U Recovery	F - G	13,321,745.07	H

Actual 2020-21 Indirect Costs	C	5,792,651.60	
2020-21 Carry-Forward Adj - (O)/U Recovery	H	13,321,745.07	
2020-21 Indirect Costs for Rate Calculation	C + H	19,114,396.67	I
Restricted Indirect Cost Rate for 2022-23	I/(A-B-C)	0.0800	

(1) Carry-Forward Adjustment from 2020-21 Rate Certification

Approved by the Pennsylvania Department of Education

            SIGNATURE :Jessica L. Sites
                TITLE :Director, Bureau of Budget and Fiscal Management
                 DATE :10/31/2022

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1235-IAL 2023 Budget Narrative.pdf

Add Mandatory Budget Narrative   Delete Mandatory Budget Narrative   View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative   Delete Optional Budget Narrative   View Optional Budget Narrative

Budget Narrative

Mastery Charter Schools is requesting ███████ in IAL grant funds to support the Mastery K-3
Literacy Execution & Achievement Project (MK3 LEAP).

PERSONNEL

Full-Time Personnel

Full-time salary amounts in the grant budget assume a 3% annual increase in Years 2-5 to account
for inflation.

- **Project Director:** Mastery's Chief Financial Officer will serve as Project Director for this
  grant, devoting 20% time in each year of the grant project. This role will be responsible for
  overall leadership of the grant project, communications with the USDOE, and grant compliance
  and management. The Project Director's grant-funded salary is calculated based on an annual
  salary of ██████. Total grant funds for this role will be ██████ (██████ in Year 1; ██████
  in Year 2; ██████ in Year 3; ██████ in Year 4; and ██████ in Year 5).
- **Program Director:** Mastery's Deputy Chief Academic Officer (DCAO) will serve as Program
  Director for this grant, devoting 30% time. As Program Director, the DCAO is responsible for
  program design, direction of the grant project, and oversight of implementation. This role will
  ensure that project services are of high quality and implementation of project activities is a high
  level network priority. The Program Director's grant-funded salary is calculated based on an
  annual salary of ██████ Total grant funds for this role will be ██████ (██████ in Year 1;
  ██████ in Year 2; ██████ in Year 3; ██████ in Year 4; and ██████ in Year 5).
- **Director of EL & Bilingual Programming:** The Director of EL & Bilingual Programming
  (DEBP) is responsible for developing programming, ensuring compliance, providing training
  and coaching, and overseeing the strategy for educational services and supports for English
  Learners, including a role in the grant project to guide the development of EL Scaffold Supports
  and direct the expansion of the Bilingual Program. The DEBP's grant-funded salary, for 10%
  time devoted to the project, is calculated based on an annual salary of ██████. Total grant
  funds for this role will be ██████ (██████ in Year 1; ██████ in Year 2; ██████ in Year 3;
  ██████ in Year 4; and ██████ in Year 5).
- **Senior Director of Family Academic Partnership:** The Senior Director of Family Academic
  Partnership (SDFAP) leads Mastery's efforts to engage families as partners and is responsible
  for development and oversight of the Family Academic Partnership (FAP) initiatives included in
  the grant. The SDFAP collaborates across central office teams and with school leaders to create
  systems and programs to foster a stronger two-way relationship. The SDFAP's grant-funded

salary, for 10% time devoted to the project, is calculated based on an annual salary of ████. Total grant funds for this role will be █████ (█████ in Year 1; █████ in Year 2; █████ in Year 3; █████ in Year 4; and █████ in Year 5).

- **Director of Early Literacy (2):** Two new Directors of Early Literacy (DEL) will be hired to support the grant project at 100% effort. Joining a team of existing Directors, these individuals will be responsible for executing the grant project initiatives via management of grant programming in collaboration with schools, direct coaching of school leaders, and development of resources, protocols, and trainings. The DELs' grant-funded salary is calculated based on an annual salary of █████ each. Total grant funds for both staff this role will be █████ (█████ in Year 1; █████ in Year 2; █████ in Year 3; █████ in Year 4; and █████ in Year 5).

- **Data Analyst:** Mastery's internal data team partners with departments at the central office and leaders at the schools to track and analyze data and to build data tools for specialized department functions. The Data Analyst will be instrumental to data collection and analysis related to project activities and tracking progress toward targets. The Data Analyst also works on developing and maintaining the Home Access Center data system for parents to access their children's academic information. Contributing 15% of time to the project, based on a █████ annual salary, total grant funds for this role will be █████ (█████ in Year 1; █████ in Year 2; █████ in Year 3; █████ in Year 4; and █████ in Year 5).

Stipended Personnel

- **Pre-K Summer Camp Teachers:** Teachers who provide summer programming for the Pre-K Summer Camp initiative will receive stipends for their time over contract. We calculate the costs based on an hourly rate of ███ hr, working 4 hours per day for 18 days each summer, for one teacher at each of the 15 participating schools. Total grant funds for this role will be █████ (█████ in Year 1; █████ in Year 2; █████ in Year 3; █████ in Year 4; and █████ in Year 5).

The total grant allocation to Personnel will be █████ (█████ in Year 1; █████ in Year 2; █████ in Year 3; █████ in Year 4; and █████ in Year 5).

FRINGE BENEFITS

- **Fringe Benefits for Full-time Personnel:** We calculate a rate of 35% for fringe benefits for our full-time personnel compensated through this grant. The fringe rate is based on the per employee costs of Health & Dental Insurance, FICA taxes, Pension and 403(b) plan contributions, and Unemployment plan contributions.

The total grant allocation to Fringe Benefits will be █████ (█████ in Year 1; █████ in Year 2; █████ in Year 3; █████ in Year 4; and █████ in Year 5).

TRAVEL

We are not requesting any funding for travel for this grant project.

EQUIPMENT

We are not requesting any funding for equipment for this grant project.

SUPPLIES

- **Books for Book Distribution:** Three categories of books are needed for grant project initiatives. 1) *Summer Reading Books* will be distributed each summer at a rate of 1 book per student for 4,500 K-3 students, with an estimated cost of ▮ per book (i.e., ▮▮▮▮ per year and ▮▮▮▮ over the 5-year grant period). 2) *Classroom Library Books* will be distributed across the 15 participating schools in a staggered fashion (anticipating 3 schools receiving books each grant year), with an estimated amount of ▮▮▮ of books distributed in total. Spread over five years, this equals approximately ▮▮▮ of books for each school; however, the school by school amounts will vary depending on the existing classroom library inventory and the associated need at the school. 3) Books will also be purchased for *Family Literacy Workshop Giveaways* as an incentive for participation and to help families apply what they learned in the workshop at home with their children. With an anticipated 5 schools starting events in Year 3 and the full 15 schools conducting events in Years 4-5, each school with 3 events per year serving 30 families per event, at ▮ spent per family, we project ▮▮▮ in books to be needed for these giveaways. Total grant funds for this Supplies line item are ▮▮▮ (▮▮▮ in Year 1; ▮▮▮ in Year 2; ▮▮▮ in Year 3; ▮▮▮ in Year 4; and ▮▮▮ in Year 5).
- **Pre-K Summer Camp Materials:** To provide a meaningful and high-quality experience for children attending the Pre-K Summer Camp, we will purchase curricular and program materials for teachers to use for literacy instruction and activities. Materials for each of the 15 participating schools will include Fundations curriculum targeted to pre-Kindergarten, costing approximately ▮▮▮ per school, and approximately ▮▮▮ of additional consumable materials to enhance the summer activities. Total grant funds for this Supplies line item are ▮▮▮ (▮▮▮ n Year 1; ▮▮▮ in Year 2; ▮▮▮ in Year 3; ▮▮▮ n Year 4; and ▮▮▮ in Year 5).

CONTRACTUAL

- **AIM Institute:** With a goal to send all Assistant Principals focused on K-3 literacy to attend AIM training, we will plan for 20 to attend in Year 1 and 10 in Year 2 (accounting for the current 24 APIs and allowing some extra room for possible turnover or additions to the leader slate), at a cost of ▮▮▮ per person. Total grant funds for this Contractual line item are ▮▮▮ (▮▮▮ in Year 1 and ▮▮▮ in Year 2).
- **Wilson:** With a goal to train all of the teachers and LSTs working with K-3 students (almost 270 individuals) in Fundations, we plan for 50 people per year to take the training, at a cost of ▮▮▮ per person. Total grant funds for this Contractual line item are ▮▮▮ (▮▮▮ in Year 1; ▮▮▮ in Year 2; ▮▮▮ in Year 3; ▮▮▮ in Year 4; and ▮▮▮ in Year 5).

- **Stipends for Parent Trainers:** To empower parents and build investment from other parents, we will recruit parents at each school to deliver the Family Literacy Workshops to their peers, for an estimated 3 events per year at 5 schools in Year 3 and at 15 schools in Years 4 and 5. As an incentive and thank-you, each parent trainer will receive a stipend or gift card of ███ value for their successful completion of delivering each workshop. Total grant funds for this Contractual line item are ██████ (█████ in Year 3; █████ in Year 4; and █████ in Year 5).

The total grant allocation to Contracts will be ██████ (██████ **in Year 1;** ██████ **in Year 2;** ██████ **in Year 3;** ██████ **in Year 4; and** ██████ **in Year 5).**

CONSTRUCTION

Not applicable to this grant program.

OTHER

We are not requesting any funding in the Other category for this grant project.

TOTAL DIRECT COSTS

Total direct costs for the grant amount to ██████ (██████ **in Year 1;** ██████ **n Year 2;** ██████ **in Year 3;** ██████ **in Year 4; and** ██████ **in Year 5).**

INDIRECT COSTS

Mastery's restricted indirect cost rate is 8%. The approved indirect cost rate agreement from FY23 is enclosed in the *Other Attachments Form*. We have not yet received a copy of our FY24 agreement but we anticipate that the rate will remain the same, as it has done for many years.

Indirect costs for the grant amount to ██████ (██████ **in Year 1;** ██████ **in Year 2;** ██████ **in Year 3;** ██████ **in Year 4; and** ██████ **in Year 5).**

TRAINING STIPENDS

Not applicable to this grant program.

TOTAL COSTS

The total grant request is ██████ **over five years (**██████ **in Year 1;** ██████ **in Year 2;** ██████ **in Year 3;** ██████ **in Year 4; and** ██████ **in Year 5).**

	Year 1 SY24	Year 2 SY25	Year 3 SY26	Year 4 SY27	Year 5 SY28
Personnel					
Project Director	██	██	██	██	██
Program Director					
DEBP					
SDFAP					
DEL	██	██	██	██	██
Data Analyst	██	██	██	██	██
Pre-K Summer Camp Teachers	██	██	██	██	██
Total Personnel	██	██	██	██	██
Fringe Benefits					
For full-time personnel (35%)	██	██	██	██	██
Total Fringe Benefits					
Supplies					
Books for Book Distribution	██	██	██	██	██
Pre-K Summer Camp Materials	██	██	██	██	██
Total Supplies	██	██	██	██	██
Contractual					
AIM Institute	██	██	██	██	██
Wilson	██	██	██	██	██
Stipends for Parent Trainers	██	██	██	██	██
Total Contractual	██	██	██	██	██
Total Direct Costs	██	██	██	██	██
Indirect Costs					
Restricted Indirect Cost Rate (8%)	██	██	██	██	██
TOTAL GRANT PROJECT COSTS	██	██	██	██	██