



Annual Report 2020

Education
Equity
Excellence

maec.org

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Leadership Statement

Dear Friends & Fellow Equity Advocates:

For so many across our community, last year proved to be one of the most challenging years in recent history. The violence experienced by people of color throughout the country has been beyond my comprehension. In 2020, how is this still happening?

Protests demonstrating intolerance for racial inequities spread to over 2000 cities in all 50 states, all five territories, and to over 60 countries. Black Lives Matter became the largest movement in U.S. history. While I feel frustration and outrage that violence against people of color continues, I can't help but feel inspired by the domestic and international community uniting for equity and an end to systemic racism.

MAEC has been in the fight for social justice and equity for 28 years, and we have no intention of slowing down. We only wish this urgency wasn't necessary. We are committed to Black Lives Matter, and we will continue to do our part by helping to transform schools and school systems to ensure that all children — no matter their race, ethnicity, gender identity/expression, native language, culture, country of origin, religion, socioeconomic status, or level of ability — have access to a high quality education and the support necessary for them to thrive.

And then there was COVID-19. We acted quickly — sharply pivoting from our expected work plans to focusing squarely on creating valuable content and tools to help families and schools navigate the new normal of remote and hybrid learning. In these unprecedented times we continue to work tirelessly to support those who turn to MAEC for guidance, training, and technical assistance.

This year, barring the unexpected, we will increase our work in social justice, early childhood education, family and community engagement, culturally responsive assessment and evaluation, provide innovative ways to bridge the digital divide for remote learners, and of course, we will continue to deliver the quality, practical content, and services that clients expect from us.

We know that inequities today have long-term consequences for the future of our country. We, at MAEC, have a unique responsibility to speak up for children who continue to be underserved, and in collaboration with our families and educational partners, we won't stop until every child has access to a high quality education.

We are humbled to be on this journey with you.

Stay safe.



Susan Shaffer
President and Co-Founder, MAEC
Executive Director, CEE

About MAEC

A champion of collaboration, innovation, and equity



Services

- Equity Audits
- Professional Learning
- Policy and Document Reviews
- Focus Groups
- Needs Assessments
- Evaluations
- Climate Surveys
- Comprehensive System-wide School Transformation
- White Papers

MAEC is a non-profit dedicated to education equity. We help educators at the state, district, community, and school level to identify and implement strategies to address cultural biases in policies and in the classroom. This collaboration ensures all students can learn and achieve at a high level regardless of their cultural, linguistic, or economic backgrounds. We also assist families to leverage programs and resources that support the development and academic achievement of each child. Our goal is to help students succeed by building an inclusive and affirming culture that yields stronger communities.



Case Studies

New York

Problem: A district collaborative in New York reached out to MAEC to address disproportionality in suspensions of students living in poverty. Through a partnership with MAEC, the district collaborative sought to increase awareness, knowledge, and use of Restorative Practices in the school districts.

Services provided by MAEC: MAEC provided technical assistance and training services on Restorative Practices to 36 teachers, support staff, and school administrators from 17 school districts.

Outcomes: Key outcomes achieved include:

- Increased knowledge of, and capacity to, implement Restorative Practices.
- Decreased office referrals and suspensions in school districts that successfully implemented Restorative Practices.



“ I learned valuable practices and components of things about restorative approaches that I was able to take back to my district. ”

–Training Participant

Maryland

Problem: As a part of the Preschool Development Grant birth through five (PDG), the Maryland State Department of Education (MSDE) was asked to conduct a thorough needs assessment of the state’s early childhood system, and develop a strategic plan and a program performance evaluation plan (PPE) to hold the state accountable for goals developed in the strategic plan.

Services provided by MAEC: Together Juntos (TJ), a program of MAEC, worked with MSDE to conduct a needs assessment through town hall meetings, surveys, document reviews, and focus group discussions. More than 1,281 stakeholders participated. Following the needs assessment, TJ helped facilitate roundtable discussions with hundreds of participants. Practitioners, family members, community partners, administrators, and educators from across the state helped guide the development of a strategic plan which will soon be released to the public by the governor’s office. TJ is currently working with the state to finalize the PPE.

Outcomes: As a result of MAEC’s work with Maryland, the state is in its final stage of editing a strategic plan that is equity-centered. Anticipated outcomes include:

- Increased availability and access to state’s early childhood system;
- Improved program effectiveness and quality; and
- Expanded and enhanced workforce development.



Pennsylvania

Problem: After a series of biased communications from the District Leader, this local community requested that the school district create a safer, more equitable and positive school environment for its students. Following this request, the Pennsylvania school district began working with MAEC to respond to the Pennsylvania Human Relations Commission Plan of Action/Agreement for Improving School-Community Relations requirements.

Services provided by MAEC: MAEC, in partnership with state officials, worked with school district staff in co-developing and designing turnkey trainings for Equity Leaders, and coaching district staff in training facilitation. Additionally, MAEC provided resources, consultations, and capacity-building support to school district staff to increase their capabilities for training development and facilitation.

Outcomes: Key outcomes achieved include:

- Increased understanding and awareness of equity principles. Through its partnership with MAEC, this school district has become a national leader in education equity. The 2019 National School Boards Association's Magna Awards recognized this school district as their Grand Prize winner in the 5,000 to 20,000 student enrollment category for the Educator Equity Leadership Program, co-constructed with MAEC.
- Increased enrollment of students of color in AP courses and improved graduation rates. The school district has seen a 37% increase in 9th and 10th grade students of color enrolled in AP courses. This increase is in part due to the district providing middle school students access to pre-AP courses, which better prepare them to take AP courses once they reach high school. Additionally, the graduation rate has increased by 7% for all students in the entire district.

“Equity is in all we do, and I keep that in mind and call out things that could create barriers to access.”

- Equity Leader
in this School District



Maryland

Problem: The Maryland Department of Health wanted to understand critical issues in home visiting programs in the state for expectant families, families with young children, and those families facing adversity. MAEC partnered with the state to conduct a comprehensive needs assessment of Maryland's Maternal and Infant, Early Childhood Home Visiting (MIECHV) services.

Services provided by MAEC: MAEC conducted a needs assessment and report of findings, which was submitted to the Health Resources and Services Administration (HRSA) per statutory mandate. The report contained findings identified by MAEC through six data collection methods: (1) a document review; (2) a literature review; (3) 18 parent interviews; (4) four focus groups with home visitors and three focus groups with community members; (5) a survey, which collected 897 responses from parents, home visitors, and community members; and (6) an at-risk analysis, which analyzed 23 health and wellness indicators to identify which of Maryland's jurisdictions were "at-risk" and thus in the greatest need for home visiting services.

Outcomes: MAEC, in its needs assessment, found that Maryland's populations experiencing adversity manifest various needs ranging from racially and ethnically disproportionate health outcomes to lack of mental health services, especially in rural areas. Select findings include:

- Ten jurisdictions in the state were identified as being "at-risk," with four located in the state's Eastern Shore region and three federally defined as rural.
- Maryland has a comprehensive home visiting network, and services are offered in every jurisdiction. Home visiting services in the state rated consistently as high quality.
- However, in most of the state, demand for home visiting services is greater than the current availability of programs.



“...that every family has access to the resources needed to be effective as their child's first and most important teacher and advocate.”

– Maryland's Prenatal to Grade 3 Mission

Maine

Problem: A school district in Maine requested MAEC's support to address equity-related concerns, targeting the widening student achievement and opportunity gaps, including disparities among students of color, immigrant students, and students who are English Learners.

Services provided by MAEC: MAEC conducted an equity audit policy review and a listening tour for the district to better understand its specific strengths and challenges. MAEC then designed train-the-trainer sessions for a group of 40 Equity Leaders from across the school district on identified issues, including the opportunity and discipline gap, the data inquiry process, and equity data literacy. MAEC also served as a strategic thought partner to the District Equity Specialist.

Outcomes: Key outcomes achieved include:

- Increased awareness and knowledge of equity principles, culturally responsive practices, and the data inquiry process for identifying and addressing achievement and opportunity gaps.
- Improved equitable policies, procedures, and practices, and increased capacity of Equity Leaders to provide more targeted and effective professional learning opportunities for their peers.
- “We started with about 30 [Equity Leaders]; we have almost 50 on our equity team now and they always just really respond to [MAEC] staff. I think they really appreciate their outside perspective, working with lots in different places, and just the energy MAEC brings to the conversation.” -District Equity Specialist

“

Loved hearing about
building community—
anti-racism in action
and being accountable
and humanizing...
this was an amazing
panel discussion.

One of the best
of my career—
learned,
inspired,
encouraged.

”

- Webinar Participant

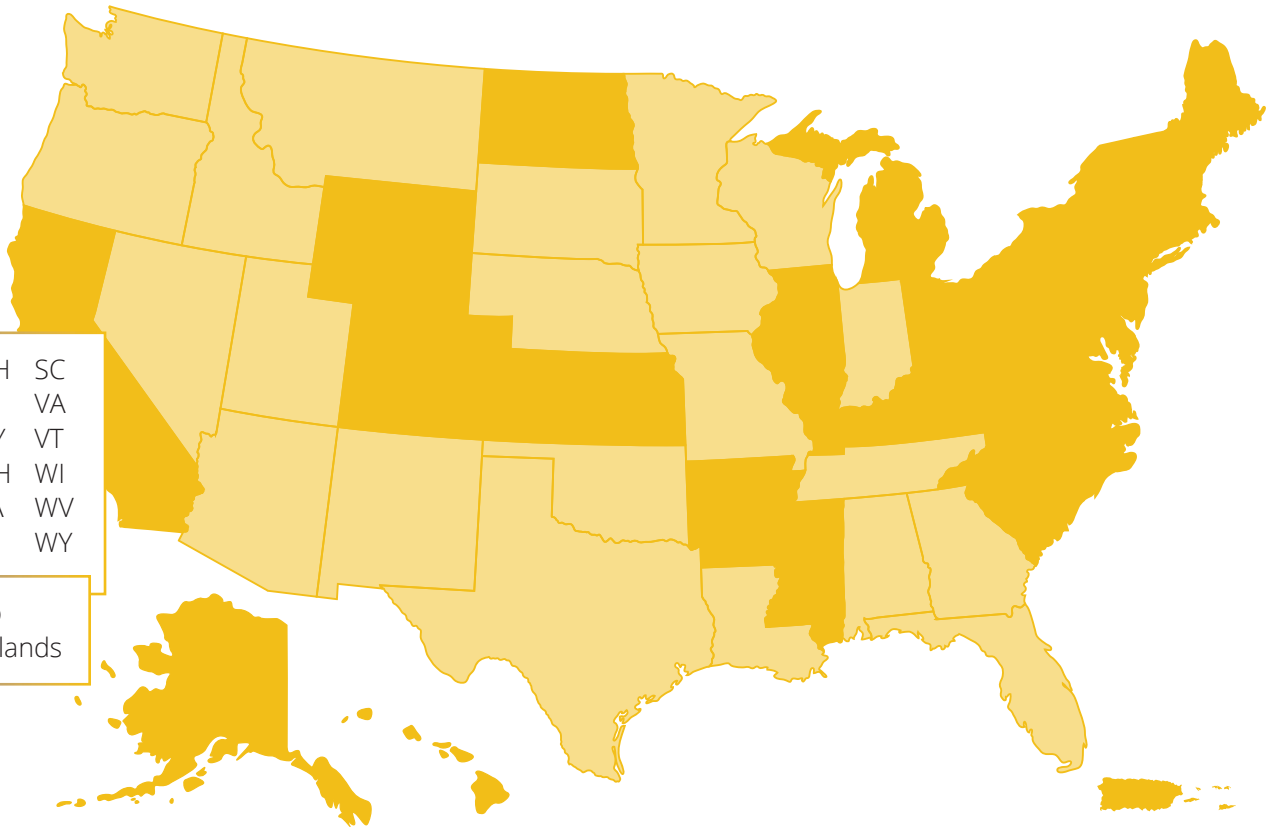
By the Numbers

32

States and Territories

AK	DE	MD	NH	SC
AR	KS	ME	NJ	VA
CA	IL	MI	NY	VT
CO	HI	MS	OH	WI
CT	KY	NC	PA	WV
DC	MA	ND	RI	WY

+ Puerto Rico
US Virgin Islands



35

Interactive Webinars
to a National Audience



3,416

Downloads of MAEC Toolkits,
Guides, and White papers



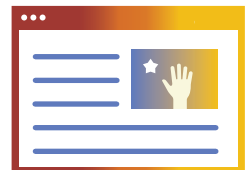
11,829

Webinar
Registrants



23,945

MAEC Resource Page Views



The Unprecedented Challenges in 2020

Black Lives Matter

The Black Lives Matter movement reached a tipping point in 2020, when centuries of systemic racism bubbled to the surface. The murder of George Floyd sparked the largest movement in US history, deepening our commitment to social justice, and made us even more determined to make education in the US 100% equitable. In response, we designed and delivered one of our most highly attended webinars: *A Discussion with Educators on the Intersections of Activism & Pedagogy*. In this webinar, we engaged in discussions addressing civic engagement, activism, and public schooling as they relate to the issues of systemic racism and police violence in Black communities. MAEC will continue to support the BLM movement by bridging the gap between educators, equity, and activism in the classroom, in schools, and in policy.

The 2020 Equity Audit

MAEC's *Equity Audit*, one of our most frequently requested resources, is used to evaluate school and classroom policies, programs, and practices and teacher reflection on their own instructional practices to encourage student persistence. In 2020 we revised the gender-related language in the Equity Audit surveys to include current gender-neutral language.

Newcomers: Lessons from Five Schools that Serve K-12 Immigrants, Refugees, and Asylees

This report focuses on recently arrived immigrants and refugees found in classrooms across rural communities, suburbs, and metropolitan cities in order to develop a series of recommendations to other school districts coping with supporting recent immigrants. It looks at the challenges they face after arriving to the United States, including adapting to a new culture, mastering a new language, and adjusting to a new educational system. To accompany this report, MAEC also produced a video that follows one newcomer student's journey through one of the schools highlighted in the report.

COVID-19

MAEC produced, and continues to produce, a variety of practical resources for families, students, and educators to assist them with more effectively navigating these unprecedented times, including:

- **Interactive Nationwide Resource Map:** A thorough collection of COVID-related resources listed by state.
- **Webinars and online learning opportunities:** MAEC offered several webinar series produced for our various audiences. For families, and practitioners who work with families, MAEC offered *The Family Room* and *The Family Table* weekly webinar series. By engaging with community partners, MAEC helped families connect and break down feelings of separation during this time of unparalleled isolation.
- **Through our *Pandemic, Protests, and Public Schools* webinars,** we provided educators with a variety of conversations, presentations, and panel discussions, many of which covered both COVID and racial injustice. We heard from students, teachers, administrators, parents, community members, and content experts to offer an opportunity to broaden perspectives and share useful information for all key stakeholders as they move forward to address these issues.
- **Tools for *Reopening Schools During COVID-19: Understanding Possible Models, Stakeholder Needs, and Best Practices to Advance Educational Equity*.** Balancing the physical and social-emotional health of students and teachers as well as student academic development weighed heavily on those deciding how to safely reopen schools in the fall 2020. MAEC developed these tools to guide administrators and educators as they navigated the challenges of reopening schools.



I think that probably the most powerful thing about having [MAEC] come in is that [they are] really, really committed to having educators understand the work of Restorative Practice and making it happen in their districts."

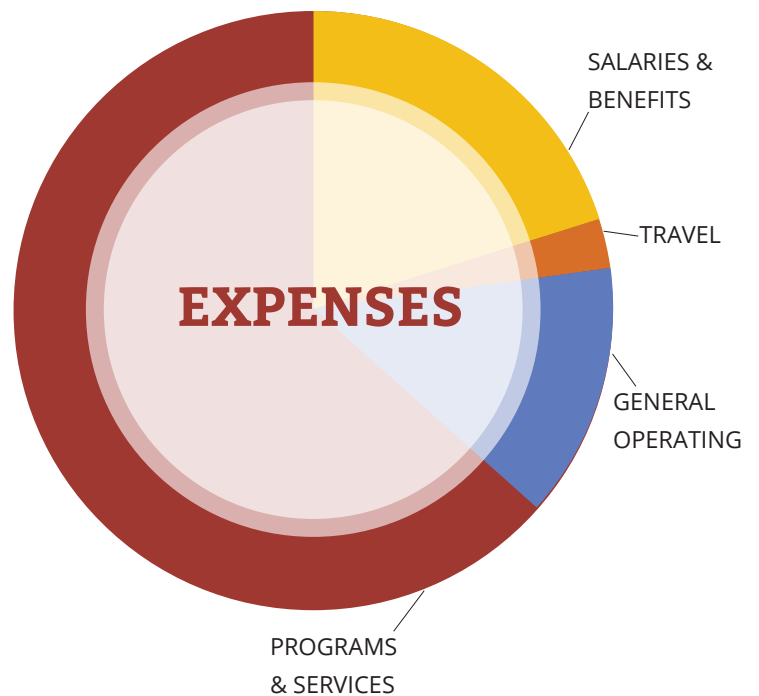
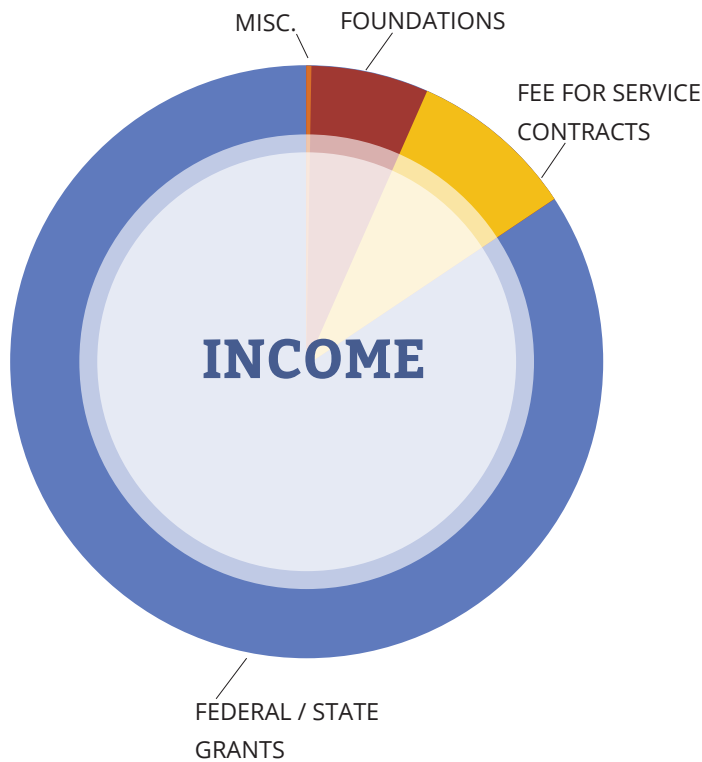


- Leader at district collaborative

Financials

Revenue	Year End	% of Total
Foundations	\$250,000	7%
Fee For Service Contracts	\$329,210	9%
Federal/State Grants	\$3,151,346	84%
Miscellaneous	\$10,083	<1%
Total Revenue	\$3,740,646	

Expenses		
Salaries & Benefits	\$755,000	20%
Programs & Services	\$2,426,953	65%
Travel Expenses	\$94,000	2%
General Operation	\$499,000	13%
Total Expenses	\$3,775,213	



MAEC Staff

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Claire Ruhlman

Phoebe Schlanger
Paul Smith
Marianna Stepniak
Nikevia Thomas
Heather Tomlinson
Daryl Williams



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Education & Public Service, Former
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Smithsonian Institution



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and the National Association of
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Charo Basterra
Vice President, MAEC
Deputy Director, CEE



Susan Shaffer
President, MAEC
Executive Director, CEE

“ I know I am much better than I would be without the support I derive from my connection with you and the guests you bring to these forums. ”

- Family Table Webinar series attendee



Thank you

We are so grateful to our funders, partners, and education equity supporters!

Funders



Selected Partnerships

AIR - American Institutes for Research
 Bowie State University
 Campaign for Grade Level Reading
 CAL - Center for Applied Linguistics
 Center for School and Communities
 Century Foundation
 Council of Chief State School Officers
 Howard University
 Lawyers Committee for Civil Rights Under Law
 Learning Policy Institute
 Maryland Family Network

Morgan State University
 National Association for Family, School, and Community Engagement
 NCFL - National Center for Families Learning
 National League of Cities
 Office for Civil Rights- Philadelphia
 Public Advocacy for Kids
 SPAN - Statewide Parent Advocacy Network
 Turning the Page
 University of Maryland - College Park
 WestEd