

Request for Proposal No. 4900.1, System-wide Anti-racism Audit Consultant

Proposal to Conduct a System-wide Anti-Racist Equity Audit for Montgomery County Public Schools

Response to Request for Proposal # 4900.1

Submitted by MAEC INC.

October 12, 2020





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1.0 Intent

The Mid-Atlantic Equity Consortium, Inc. (MAEC) is pleased to submit a proposal in response to Request for Proposal # 4900.1 to conduct the System-wide Anti-racism Audit for Montgomery County Public Schools (MCPS). MAEC's mission is to promote excellence and equity in education to achieve social justice. Our vision is that one day all children will have equitable opportunities to learn and achieve at high levels. For 28 years, MAEC staff has provided high-quality technical assistance and training to states, districts, and schools, and early care and education programs to ensure that the educational needs of racially, ethnically, economically, culturally, and linguistically diverse children and their families are met.

We are excited to respond to this RFP and have an opportunity to collaborate with MCPS to assist in examining systems, practices, and policies that impede access, opportunities, and equitable outcomes for the academic and social emotional wellbeing of every student. MAEC's offices are located in Bethesda, MD, and many of our staff members reside in Montgomery County. Our children attend or attended Montgomery County Public Schools. As a result, we have a deep investment in the equity work that the district is undertaking. This commitment to MCPS, our decades of experience in serving both the school district and Maryland, and our expertise in culturally responsive approaches to collecting and analyzing qualitative and quantitative data makes us uniquely qualified for this initiative. This understanding and skill set will more effectively help to ensure that information we gather through this audit process will assist MCPS to better comprehend staff, student, and parent perceptions of school culture, workforce diversity, work conditions, K-12 curriculum, community relations and engagement, and the district's All-In: Equity and Achievement Framework. The intended outcome of MAEC's work will be to authentically collaborate with MCPS staff to develop a strong, actionable strategic plan that will improve programming, expand services, inform decision-making, and strengthen access and opportunity for all stakeholders.

We have vast experience conducting equity audits for school districts, state education agencies, and other youth-serving organizations. We currently operate the federally-designated Region I Equity Assistance Center, serving 15 states and territories, including Maryland. MAEC has successfully managed these centers for more than 25 years using an innovative equity-centered capacity-building approach to address issues of access, power, race, socioeconomic, gender, language, and religion, as well as historical, community, and cultural contexts as they relate to healthy functioning school systems. We have conducted numerous equity audits as an essential part of this work. For example, in 2019, we worked with the Maryland State Department of Education (MSDE) to conduct a systematic needs assessment of the state's entire early childcare and education (ECE) system. In addition to a thorough document review and a stakeholder survey, as a part of this effort we organized and facilitated seventeen regional focus groups throughout Maryland. Through this process, we worked with numerous stakeholders, including MSDE, the Judy Centers, Head Start Programs, and Local Early Childhood Advisory Councils, Family Child Care Providers, and Child Care Centers. Through this kind of experience, we have learned how to efficiently and effectively gather both qualitative and quantitative data from key stakeholders to enact meaningful change. As important, we have gained a greater understanding of



the factors that at times hinder student learning and the wellbeing of staff. Our goal always is to turn equity from a value into an integrated and sustainable practice.

MAEC proposes to leverage our knowledge, experience, and values to create a project that maximizes the utility of the data we plan to gather, while at the same time minimizing costs. It would be a privilege to support Montgomery County Public Schools in this important work, and we would appreciate the opportunity to discuss how to adjust and adapt our ideas to best meet your needs.



2.0 Introduction

MAEC Inc. is located in Bethesda, MD. We have a 28- year record of providing high-quality technical assistance and training to states, districts, and schools to increase access, educational opportunities, and academic achievement for racially, ethnically, economically, culturally, and linguistically diverse students. MAEC served as the U.S. Department of Education's Equity Assistance Center for Region III (District of Columbia, Delaware, Maryland, Pennsylvania, and West Virginia) for 21 years. Currently, MAEC operates the federally designated Equity Assistance Center for Region I, Center for Education Equity (CEE), which comprises 15 states and territories (Connecticut, Delaware, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, Virgin Islands, West Virginia), 4,440 school districts, and 19,125,434 students, including 4,321,252 students of color. Through this work we provide technical assistance with the goal of improving and sustaining the systemic capacity of public education systems to address problems caused by segregation and inequities. We also work to increase equitable educational opportunities for all students regardless of race, gender, religion, and national origin (English Learners). Essential services for schools, districts, and state education agencies include policy reviews, needs assessments and equity audits to identify root causes of inequities and provide technical assistance and training to address the inequities.

MAEC also currently operates the US Department of Education's federally funded Statewide Family Engagement Center, Collaborative Action for Family Engagement Center (CAFE). Through this project, MAEC partners with the states of Maryland and Pennsylvania to engage in high impact, culturally responsive family engagement by building partnerships among schools, parents, and community organizations to improve child development and positive learning outcomes for all children. To facilitate lasting results, CAFE leverages these resources to provide a sustained system of support to build capacities to improve outcomes for our target populations.

MAEC's History Conducting Anti-Racist Equity Audits

MAEC has a longstanding history of using an anti-racist lens when conducting equity audits. We use an antiracist, culturally responsive approach when reviewing policies, curriculum, and other important district documents. From these reviews, we provide policy recommendations and develop trainings and tools to create equitable and safe learning environments for all students and staff. MAEC's previous work using data to advance culturally competent leadership and promote equitable decision-making and practices includes:

- Working with the Title I—Program Improvement and Family Support Branch of MSDE, in 2019 MAEC conducted a third-party root cause analysis project in three Comprehensive Support and Improvement (CSI) schools identified for closure in June 2019. The three closing CSI schools had unique needs specific to school closure and student transition activities that were best supported through this careful analysis and expertise of MAEC.
- Partnering with Danbury School District, CT, in 2018, to conduct a needs assessment, including an analysis of achievement data, stakeholder surveys, and the facilitation of stakeholder focus groups for teachers, parents, and students. MAEC triangulated this data and provided a report



and recommendations to the school district which led to policy changes, with the goal of improving school climate, achievement of Black and Latinx students, and addressing issues of disproportionality in discipline.

- Working with Delsea Regional School District, NJ, in 2019, MAEC worked with the district to increase their awareness and understanding of how the district interprets and responds to student misbehavior. In this project, MAEC worked with the Delsea Regional School District to address disproportionality in discipline. The scope of this project focused on using data to identify and understand the equity problem related to racial disproportionality in district discipline practices. MAEC conducted a root cause analysis and needs assessment using the district's discipline data and found racial disproportionality in discipline, especially for students with multiple infractions.
- Collaborating with the Christina School District, DE, during the 2017-18 SY, MAEC designed materials and facilitated five focus groups and two community forums. The results of the focus groups and community forums helped the district to identify deeply rooted racial and cultural equity issues, and, to invest district resources into addressing these issues, including creating a district equity team, a new disaggregated data system, and a more culturally responsive PBIS system.
- Assisting Portland Public Schools (PPS), ME, during the 2017-2018 school year, MAEC designed and conducted an equity audit that was aligned with key approaches in the district's strategic plan, *Portland Promise*. To better understand the needs and challenges the district faced regarding the implementation of equitable practices and policies, staff conducted 17 listening tour sessions with various stakeholder groups such as families, students, community members, teachers, other school staff, building administrators, and district administrators. Because of the listening tours, MAEC became aware of the strengths and equity challenges facing PPS. MAEC staff provided a written report with an analysis and recommendations from the listening tours. These findings were used to plan for future technical assistance and training to increase equitable practices and procedures.

All-In: Equity and Achievement Framework

MAEC's theory of change contains four components: intersectionality of issues contributing to inequities, culturally sustaining pedagogy, asset-based approaches, and equity-centered capacity building. MAEC's theory of action addresses the complexities of layers of inequities to develop a transformational strategy that will result in greater and deeper learning for all students. Steps include collaborating with clients to identify needs to develop objectives, benchmarks, and outcomes. MAEC's equity and continuous improvement framework and technical assistance enable clients to adopt equitable policies and practices that create optimal conditions for teaching and learning. Results of our approach includes increased student access to high quality teachers and curriculum, increased student engagement, decreased over-representation in discipline for students of color, and ultimately increased academic achievement and well-being of low-income, racially, culturally, and linguistically diverse students. "Siloed" and over-simplified analyses produce policies and practices that fail to address the



complexity of creating positive learning environments for all students. Rather, sustained change requires addressing the interactive effects of students, schools, families, and communities.

Intersectionality

Many students experience complex adversity when they identify with multiple groups that have historically been marginalized against a concept known as intersectionality (Crenshaw, 1989). Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face. Intersectional theory states that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, native language, sexual orientation, religion, and other identity markers. Intersectionality recognizes that identity markers (e.g. "female" and "Black") do not exist independently of each other, and that each informs the others, often creating a complex merging of oppression.

Intersectionality: Academic Achievement and Social Emotional Learning

Matters of educational inequity have historically impacted students of color, students exposed to trauma, and students living in poverty (Simmons, Brackett, & Adler 2018). While achievement gaps have been the primary focus in education, more recently research has revealed gaps in social-emotional learning (SEL) competencies based on student demographics (Hough, Marsh, & McKibben, 2018). Public education has a role in addressing the societal needs of children of color and those living in poverty that have fewer resources and experience more societal challenges than their affluent peers. Public schools can leverage anti-racist policies and an anti-racist framework in order to improve the impact of societal challenges on student's social and emotional wellbeing.

A just and equitable educational system employs an anti-racist lens and calls for action in many areas addressing the inequality in resources and opportunities, including academic achievement and SEL. According to Darling-Hammond (2017), a just educational system includes opportunities to foster social-emotional and academic skills and personalized learning. Considering Montgomery County's diverse student demographics, identifying factors that impact achievement and social-emotional wellbeing is a complex issue that cannot be described with a single cause. Exposure to multiple factors related to poverty significantly impacts the mental health of populations facing adversity, including children of color and those living in low socioeconomic conditions (Dashiff, Dimicco, Myers, & Sheppard, 2009). Additionally, many students experience compounding adversity when they identify with multiple groups that have historically been marginalized. Strengthening the social and emotional development of marginalized student populations can serve as protective factors against this potential impact (Jones & Kahn, 2017). Understanding and recognizing the importance of SEL for outcomes and prevention raises the following important question: To what extent is MCPS supporting the development of SEL with intersectionality in mind? Educational systems are uniquely positioned to identify inequities and implicit biases to ensure all students, regardless of their race, ethnicity, gender, native language, disability, sexual orientation, or social-economic status, have the opportunity to develop their social and emotional skills and learn in an environment that is culturally responsive.

Intersectionality: Teaching Staff and Multiple Identities



In recent years, there has been an increasing focus on preparing educators to teach for social justice. Black teachers have been highlighted for their historical and present work with Black students, eliminating educational inequities seemingly through their race consciousness and activism. The literature on black teachers has treated them as a single identity, often failing to attend to the multiple identities (including race, class, and gender) and intersectional lives of teachers. Intersectionality is a framework that can provide a way to study the various strands of an individual's identities and how they connect and work together. Intersectionality specifically argues against compartmentalized analyses of identity such as those that have been common in the research in teacher education.

When considering the beliefs and practices of teachers, it is important to consider all aspects of their identity, including, but not limited to their racial identity. Given the multifaceted, interconnected identities of individuals, it is important for any analyses of teacher identity to take this into consideration. For the purposes of this project, using intersectionality as a framework to understand the identity of teachers and staff will allow MAEC to better understand teachers and staff experiences, as well as the context of the greater systems of power in which they live and work. Overall, intersectionality is a more specified way to look at difference. However, in organizing difference in a more specified way, there is also room to find similarities, allowing people to find ways to work together. Keating (2009) explains:

"This intertwined acknowledgement of differences and commonalities, coupled with a willingness to risk self-exposure, can revolutionize our approach to difference . . . demonstrating that it is not differences that divide us but rather our refusal to openly examine and discuss differences among us." (p. 86).

In other words, even though intersectionality seeks to understand systems of oppression and differences between groups, the end goal is to use this information to end oppression and better meet the needs of individuals. Intersectional analyses of the identity of teachers and staff can provide a better understanding of the variables that define the identities of teachers and staff, and how these multiple identities influence their practices. Collins (1993) argues that, "we must first recognize race, class, and gender as interlocking categories of analysis that together cultivate profound differences in our personal biographies" (p. 3). She goes on to explain that these varying aspects of our identity cannot be divided or analyzed separately, but rather must be considered comprehensively. MAEC's expertise in using intersectionality as part of its theory of change makes us uniquely positioned to conduct the Anti-Racist Audit, and identify and mitigate the root causes of systemic barriers. By taking into account the complexities of student, parent, and staff identities MCPS will better understand, and be able to create learning environments, where all students, their families, educators, and staff thrive.

Asset Based Approach

MAEC believes that key to student success is adopting an asset-based approach to education. This approach seeks to eliminate deficit thinking and harmful biases that hold back students, especially students of color, those with disabilities and English Language learners. The asset-based approach chooses to focus on students' strengths and capacities as opposed to only concerns or adversarial attitudes. It reflects a shift in which educators move away from deficit-based thinking – where the problems or the deficits are the focus – to relying more on the strengths a child possesses, and the strategies that could be used to support their learning and development (Lopez, 2009). The asset-based



approach presumes competence, acknowledging that all individuals have the ability to learn, to contribute in their own way, and respects the value of human diversity. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack (Morrison, 2017). Finally, this approach affirms the power, potential, resourcefulness and resilience of low-income, racially, culturally, and linguistically diverse populations. The use of an asset-based approach and its importance to honoring and incorporating diverse resources and funds of knowledge is infused throughout MAEC's Anti-Racist Equity Audit Process.

Culturally Sustaining Pedagogy and Equity-Centered Capacity Building

MAEC's theory of action holds that to overcome the barriers that separate people, we must find the bridges that unite them. True equity demands that the adults in schools serve as role models, mentors, and committed educators for all students. All adults (including non-teaching staff) must internalize and model equity and integration values. Equity-centered capacity building and culturally responsive pedagogy provide a context for teachers to acquire skills and specific strategies in order to support students. Teachers are best taught these approaches through reflection and culturally embedded professional learning opportunities.

To achieve equitable policies, practices and procedures, schools need informed, dedicated, and expert partners to help build the capacities required for student success and socio-emotional well-being. Integration of diverse student bodies requires new types of classrooms, pedagogy, and leadership. Through the combination of these approaches, MAEC's engagement in the Anti-Racist Audit will collaborate with MCPS to identify potential barriers that prevent all students from succeeding, and increase staff capacity and understanding of the importance of embracing diversity *and* equity to increase student engagement and academic achievement.

Key MAEC Staff Working on the Equity Audit

MAEC's strong management structure ensures the adequacy of resources by maximizing effective use of our staff's talent. Our proposed management approach reflects shared capacity and responsibility to integrate services and activities between MAEC and MCPS. MAEC's proposed team members to staff this project have the expertise, leadership experience, and commitment to ensuring equity and the well-being of students, their families, and staff working in the district (*see Appendix A Staff Resumés*). MAEC's proposed key personnel will include a project manager, a senior evaluation specialist, and an equity specialist who will serve as a content expert.

DARYL WILLIAMS, Ed.D.

SENIOR EQUITY SPECIALIST, MAEC
ANTI-RACIST AUDIT PROJECT MANAGER

Dr. Williams will serve as the project manager for this audit, and ensure that all stages of this project are completed within the established timetables. Dr. Williams returns to MAEC as Senior Education Equity Specialist, providing technical assistance and professional development training to schools and school districts to ensure that students are given access to an equitable education regardless of race, gender, national origin (English Learners), sexual orientation, socioeconomic status, or religious beliefs. Dr.



Williams has an extensive background in education working with special populations and students most at risk of academic failure. His years of educational service included roles as a classroom teacher, school administrator, director of Title I federal programs, state specialist with the Maryland State Department of Education, and as education coordinator with the department of social services. Previously, he served as Director of Race at MAEC. Prior to retiring from public education, he served as Associate Superintendent of Student Services. He continues to serve as faculty supervisor in teacher education for online master's degree students with the University of Phoenix. Daryl holds a B.A. in Music Education from Shaw University; a M.Ed. in Administration and Supervision from Virginia Commonwealth University; and an Ed.D. in Educational Leadership from the University of Phoenix.

KATARZYNA (KASIA) RAZYNSKA

**ASSOCIATE DIRECTOR OF EVALUATION AND CONTINUOUS IMPROVEMENT, MAEC
ANTIRACIST AUDIT SENIOR EVALUATOR**

Ms. Razynska will lead the development of data collection instruments, gathering of data and the analysis of the information. She will also lead the writing of the final audit report. Ms. Razynska has 19 years professional experience and 8 years of continuous experience working on projects requiring evaluation, research design, statistical programming, and data management. At MAEC, she has led the data collection and writing of Maryland's PDG B-5 Needs Assessment and the Maternal Infant and Early Childhood Home Visiting Needs Assessment. She also works as an evaluator on the Center for Education Equity (CEE project.) Prior to joining MAEC she worked for ICF where she served on the internal evaluation team for the Capacity Building Center for States funded through the Children's Bureau. Furthermore, she led data collection for the Maryland State Department of Education's parent surveys under Part B and C of the Individuals with Disabilities Act (IDEA). She has also played an integral role with the Regional Education Laboratory Mid-Atlantic (REL MA). As the REL MA Maryland State Coordinator, she used her understanding of policy to ensure that Maryland's needs are well represented in REL activities. In her role as Coordinator of the REL Mid-Atlantic Longitudinal Data Use Research Alliance, she advised stakeholders on implementing new data processes. She graduated with a Master's Degree from The Harvard Graduate School of Education in International Education Policy with a focus on quantitative research methods.

CAROL GANT

SENIOR EQUITY SPECIALIST – ANTIRACIST AUDIT CONTENT EXPERT

Ms. Gant will be the Content Expert for this work. Currently Ms. Gant works as a part of the Together Juntos team in providing Technical Assistance and Training to assist the state of Maryland Department of Education in their efforts to improve early childhood services and outcomes. Ms. Gant has over 20 years' experience in education. Prior to joining MAE, Ms. Gant worked with the The National Center on Quality Teaching and Learning (NCQTL) where she served as a Regional Field Specialist in the Migrant and Seasonal Program Branch of the Federal Office of Head Start Head and transitioned to the same position at the National Center for Early Childhood Development, Teaching and Learning (NCECDTL) in 2015 when the contract shifted from the University of Washington to Zero to Three. Ms. Gant's primary responsibilities were to support the Office of Head Start (OHS) staff in improving their efforts to put research-based concepts into everyday practice in Head Start programs, to deliver training and technical



assistance, provide consultation on using data collection and analysis to make changes that improve child outcomes in support of school readiness and to provide oversight of grantees to assess program performance to ensure federal school readiness requirements were met. Ms. Gant holds a BS Interpersonal Communication from Ohio University and a Masters of Education from Bowie State University with a concentration in Special Education. She completed her doctoral coursework in Early Childhood Special Education at the University of Maryland and is ABD.

Other Staff Supporting the Project

In addition to the key personnel, MAEC will rely on our staff of experts in different areas of equity, evaluation, and content to deliver the scope of work outlined in this proposal. We include bios of members of our staff who will actively participate in the project and lend their guidance and experience throughout the Anti-Racist Audit.

SUSAN SHAFFER

PRESIDENT AND CO-FOUNDER – MAEC, INC.

EXECUTIVE DIRECTOR – CENTER FOR EDUCATION EQUITY

Ms. Shaffer has been a nationally recognized expert for more than four decades. Her transformational work in public schools has centered on the development of comprehensive technical assistance for system wide change, training on educational equity and culturally responsive pedagogy and practice, school climate and culture, family, school, and community engagement, and multicultural gender-related issues. Currently, Ms. Shaffer is representing MAEC as a partner with the Chief State School Officers to create a State Consortium on Family Engagement, developing a CoP among seven state teams to develop a Birth to Grade 12 Family Engagement Framework. Ms. Shaffer has published extensively on gender equity, family engagement, civil rights, multicultural education, and disability. Her publications include a co-edited journal, *Equity-Centered Capacity Building: Essential Approaches for Excellence & Sustainable School System Transformation*, and co-authored book, *How to Connect with your iTeen: A Parenting Road Map*. Ms. Shaffer serves on several boards, including the National Association of Family, School and Community Engagement (co-founder), School of Education, Bowie State University, MD, the MD Women's Heritage Center, and Harmony through Education, an international NGO serving the needs of children with disabilities. She is the recipient of numerous awards for her service, leadership, and significant contribution to curricular materials on women. She holds a B.A. in History and M.A. in education from the University of California, Berkeley.

MARIA DEL ROSARIO (CHARO) BASTERRA

VICE PRESIDENT

Ms. Basterra is an educational psychologist with over 30 years of experience on issues related to educational evaluation, English learners, family engagement, culturally responsive education, and early childhood education. Ms. Basterra is MAEC's Director of Evaluation and Assessment and the Deputy Director of the Center for Education Equity. She assists the Executive Director with managerial and programmatic day to day operations. She provides TA to SEAs, LEAs, and schools to promote the academic achievement of Language Minority students and K-12 ELs. Ms. Basterra oversees and supervises external evaluators and monitors all MAEC evaluation activities. Ms. Basterra is the co-author of *Adelante: Moving Forward*, a guide to empower parents of ELs to advocate for their children, the



principal editor of *Cultural Validity in Assessment: Addressing Linguistic and Cultural Diversity and Excellence* (2011, Routledge), and the editor of *Equity for Language Minority Students: Critical Issues and Promising Practices* (1999, Mid-Atlantic Equity Consortium). She is also the co-author of *Family Involvement Information and Training Kit* developed in collaboration with the Delaware State Department of Education. Prior to joining MAEC, Ms. Basterra was the Manager of Multicultural Programs at the Smithsonian Institution (SI) Office of Education. As part of her accomplishments at SI, she led training series for preschool educators on promoting multiculturalism and developed the bilingual (Spanish/English) kit *One World – Many Children, a Multicultural Program for Early Childhood Education* published by Santillana. Ms. Basterra holds a M.A. in Education from Temple University and a B.A. in Psychology from Catholic University in Lima, Peru. She was a recipient of a Fulbright Scholarship to pursue her graduate studies and a Ford Foundation Research grant to pursue a study about the impact of culture in child development.

KARMEN ROULAND, Ph.D.

ASSOCIATE DIRECTOR OF TECHNICAL ASSISTANCE & TRAINING - CENTER FOR EDUCATION EQUITY

Dr. Rouland oversees CEE's technical assistance portfolio. Prior to joining CEE, she worked at the intersection of education policy and data at the District of Columbia Office of the State Superintendent of Education (OSSE) providing various approaches to problem-solving educational and policy issues facing DC educators and youth. Dr. Rouland has over 15 years of experience conducting research on education equity and serving as a youth mentor. Since 2006, she continues to teach undergraduate and graduate-level education courses for pre-service and in-service teachers. She holds a B.S. in Psychology from Howard University and her M.S. and Ph.D. from the Combined Program in Education and Psychology at the University of Michigan. Dr. Rouland is a proud board member of Girls Prep, Inc. and participant in the 2021 Leadership Montgomery Connecting Our Regions Execs (CORE) Program. Dr. Rouland is a former Commissioner with the Montgomery County Maryland Commission for Women.

NYLA BELL

SENIOR EDUCATION EQUITY SPECIALIST - CENTER FOR EDUCATION EQUITY

As MAEC's Senior Education Equity Specialist, Ms. Bell provides technical assistance and professional development to school districts seeking to advance racial, gender, cultural, and socioeconomic equity in their schools. Before joining MAEC, she spent 10 years working in education, beginning with her first job in high school as a grassroots youth organizer at the Philadelphia Student Union (PSU) and continuing into adulthood as an English teacher. She also worked as a teacher consultant with the Philadelphia Writing Project, graduate school instructor on race and critical pedagogy at the University of Pennsylvania, and technical assistance trainer at The Metro Center at NYU. Ms. Bell holds a Masters of Science in Education from the University of Pennsylvania and a Bachelor of Philosophy degree with honors and an interdisciplinary focus on social inequality from Pennsylvania State University.

DANNELE FERRERAS

DATA AND EVALUATION SPECIALIST

Ms. Ferreras has focused her career and educational experience on research and evaluation efforts for child welfare, education and childcare, and youth development programs and organizations. Prior to



working for MAEC she worked for ICF, where she conducted data collection, analysis, and reporting to evaluate child welfare services housed under the Children's Bureau. Ms. Ferreras held previous positions in the education and youth development fields. She has five years of experience in education, child welfare, and youth development research and evaluation. She is skilled in qualitative and quantitative data collection and analysis and is experienced in working with stakeholders to develop evaluations and understand and apply findings. She holds a Bachelor's of Science in Psychology from Brigham-Southern College, and a M.Ed. in Educational Psychology from the University of Virginia.

YOUNG-CHAN HAN

SENIOR FAMILY ENGAGEMENT SPECIALIST

In her capacity as the International Student and Family Engagement Specialist at the Howard County Public School System, Ms. Han was instrumental in building a sustainable structure of support for immigrant families including the creation of the Interpreting and Translation Office and the International Parent Leadership Program. As a Family Involvement/Title I and English Learner/Title III Specialist at the Maryland State Department of Education, she continued to provide leadership, coordination and technical assistance to programs and projects that promote family engagement to ensure that all families, especially economically disadvantaged minority families are meaningfully engaged in education. In 2020, she spearheaded the State's publication, A Guide to School for Families of English Learners. At MAEC, as a Collaborative Action for Family Engagement (CAFÉ) Senior Family Engagement Specialist, Ms. Han coordinates the delivery of high-quality Family, School and Community Engagement programs and provides technical assistance to local educational agencies and partner organizations to support underserved communities across Maryland and Pennsylvania.

MARIELA PUENTES

PROGRAM ASSOCIATE

Ms. Puentes serves as the State Family Engagement Center Program Associate for Maryland and Pennsylvania. She has been working in education both at schools and in nonprofits since 2012. Prior to joining MAEC, Ms. Puentes held several roles at a public charter school in Washington, D.C., which involved hiring teachers and staff, directing the school's summer program, and providing training on behavior intervention strategies. Before then, she managed a middle school enrichment program for an educational nonprofit in New York City. Ms. Puentes holds a M.Ed. in Curriculum and Instruction from the Lynch School of Education at Boston College, where she was also a Donovan Scholar with a focus on urban education, and a B.A. in Educational Psychology from Swarthmore College in Pennsylvania.

HEATHER TOMLINSON, Ph.D.

SENIOR SPECIALIST FOR EARLY CHILDHOOD AND FAMILY ENGAGEMENT

Dr. Tomlinson has more than two decades of experience in research, policy, non-profit and international development work focusing on education, young children and families. She has published extensively, with a particular focus on low-income and marginalized populations. She is co-author of two books, including *The Early Years Matter: Education, Care and the Well-Being of Young Children, Birth to 8*, an invited editorial board member of the SAGE Encyclopedia of Contemporary Early Childhood Education, author of several chapters in NAEYC's flagship series on developmentally appropriate practice and numerous policy reports and scholarly journal articles. She has worked for The World Bank, UNICEF, the



National Association for the Education of Young Children (NAEYC), the office of Senator Edward Kennedy, NIH and Research Triangle Institute, and most recently served as Co-founder and Executive Director for Roshan Learning Center and YICF, a non-profit serving refugees and Indonesians living in poverty. She has PhD and Master's degrees from The University of Georgia and a Bachelor's degree from Pomona College. Dr. Tomlinson recently moved back to her hometown near Washington, DC, where she lives with her family and loves having renewed access to public libraries, sidewalks, bike and walking trails and extended family.



3.0 Proposed Scope of Services

Scope of Services for Conducting the Anti-Racist Audit


MAEC proposes a mixed method's approach that uses both qualitative and quantitative analyses to conduct the Anti-Racist Audit. As a part of the scope of the audit, MAEC will: 1) [REDACTED]

[REDACTED] The proposed recommendations will address the six focus areas of this project, including examining school culture, workforce diversity, work conditions, PreK-12 Curriculum, Community Engagement, and the district's All-In Equity Framework. Our approach seeks to decrease the burden of additional data collection by synthesizing the wealth of existing school system data, while at the same time, actively engaging key stakeholder groups in a continuous feedback loop to ensure their voices are reflected in the process. MAEC will employ a culturally responsive approach, ensuring that the audit includes the voices of stakeholders who represent the racial, ethnic, linguistic, and socioeconomic diversity of Montgomery County, in a way that reflects their engagement needs.

[REDACTED] Figure 1 shows sample audit questions based on the RFP and the proposed data collections that will be used to answer the questions. Regarding section 3.1 of the Request for Proposals,



Figure 1. Audit Areas and Proposed Methods for Data Collections

Audit Questions	Method for data collection
<ol style="list-style-type: none">1. School Culture: Is MCPS holistically taking a proactive approach to teaching their students and staff about the harm of racism and hate bias? How is MCPS strategically creating equitable and anti-racist school cultures?2. Workforce Diversity: Is MCPS hiring for quality, expertise, and diversity in all areas of MCPS?3. Work Conditions: Does MCPS have a work environment in every office, division, and school that is astute to creating an environment that acknowledges and addresses the complexities around race, diversity, and inclusion and how these factors impact a person's physical, psychological, and emotional well-being?4. Pre-K-12 Curriculum Review: How does MCPS's curriculum provide interconnected and interdisciplinary learning experiences for students, preK-12, that strengthens students' sense of racial, ethnic, and tribal identities, helps students understand and resist systems of oppression, and empowers students to see themselves as change agents?5. Community Relations & Engagement: Is MSPS effectively engaging all communities to hear their needs and perspectives? Is MCPS effectively working with communities collaboratively to meet the needs of the students it serves?6. All In: Equity & Achievement Framework: Are MCPS students learning? Are they learning enough? If not, why not? What can be done about it?	

Methodology for various data collections proposed as a part of the scope of work

Document review and analysis of already existing data sources

MAEC's first step will be to produce a report explaining the findings of a thorough review of the documents already identified by MCPS in the Request for Proposals. MAEC has already begun reviewing these documents to systematically examine and consolidate this information with the six key audit areas as identified in Figure 2. In addition to the documents and resources MCPS provided, MAEC will also review MCPS' Pre-K through Grade 12 curriculum frameworks. This information will be used to inform all further data collections proposed by this project, decreasing the burden of duplicative data collections. Having already reviewed and developed a database of the specific reports and data shared as a part of the RFP, MAEC is uniquely positioned to hit the ground running from day one of the project, using this wealth of knowledge to help address the project's audit questions. MAEC has previous



experience complying with MCPS data sharing requirements through our Achievement Linking Innovation, Vision and Engagement (ALIVE) program- the 21st Century Community Learning Center program at Col. E. Brooke Lee Middle School in Montgomery County. MAEC will also ensure the security of all collected data, as well as the privacy and confidentiality of all who participate in the audit. We have a strong understanding of, and comply with, Family Educational Rights and Privacy Act (FERPA), and will adhere to the act when collecting data from students. Further, we use a password protected SharePoint site for any transfers of sensitive data. Only staff working on the project will have direct access to the data gathered. Reporting will be done either in the aggregate, or in a way where individual comments cannot be traced to the stakeholder. MCPS will have access to de-identified transcripts from the data collections.

Figure 2. Audit Areas and Proposed Documents and Data Sources Associated with Each Area that Will Be Reviewed

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[illegible]

[REDACTED]

MAEC will use findings from the document review, school level equity audit, and input from the steering committee to develop a series of Stakeholder Surveys which will be administered electronically via Qualtrics. MAEC will create four different survey forms to collect the perspective of diverse constituent groups, including MCPS students, staff, families, and other community members.

19



To help distribute the survey among stakeholders, MAEC will administer the survey during the town hall meetings, and through each of the schools. In order to engage parents of students in Pre-K, MAEC also proposes engaging the Montgomery County Local Early Childhood Advisory Committee and the two Judy Centers to make sure that voices of both those stakeholders who are engaged public Pre-K, as well as those who are not, are included in the data collection. The data from the survey will be triangulated with the data from the other data collections to get a full picture of stakeholder experiences across the school system.

Town Halls

MAEC will conduct nine regional town halls that will be open to the public to get a sense of geographic differences across the county, including Bethesda, Takoma Park, Mid County, Silver Spring, Wheaton, East County, Germantown and Gaithersburg, Rockville, and Up County. If permitted by Health and Safety regulations related to COVID-19 for the Spring of 2021, these meetings will be conducted in-person and live streamed virtually. Alternatively, the meetings will be held virtually through Zoom. These meetings will be held in the evenings and will be open to anyone in the community. Each meeting will last about one hour and will be led by a trained facilitator who will use a pre-developed protocol to solicit feedback on each of the six areas of interest to the audit. The meetings will be recorded and transcribed. Transcripts from the meetings will be analyzed using MAXQDA—a qualitative data analysis software program—to identify regional themes as well as themes that affect the entire MCPS system.

[REDACTED]

[REDACTED]



Figure 3. Proposed Stakeholder Focus Groups

[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]



[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



3.1 Context

Stages of the Scope of Work

Stage 1: Planning Activities: As a part of the MCPS Anti-Racism Audit, MAEC will use a strengths-based approach to co-develop the quantitative and qualitative data collection process with the Anti-Racism Audit Stakeholder Steering Committee. We strongly believe in co-constructing any data collection instruments and processes directly with staff from MCPS as well as other key stakeholders. We propose a two-hour virtual kick-off meeting during which we can review our proposed plan and scope of work, make sure we are on the same page about timelines and logistics, discuss the data collection plan, and begin planning the logistics of different data collections.

Stage 2: Data and Capacity Assessment: Following the kickoff meeting, MAEC will use already gathered documents to start conducting a document review. As a part of the data and capacity assessment, we will pull a report of key findings to help inform the remaining data collections. We will also start developing key data collection instruments, including the stakeholder survey as well as the focus group and interview protocols, in partnership with the Anti-Racist Audit Stakeholder Steering Committee. The survey will be available electronically through Qualtrics. MAEC will develop recruitment materials and a communication plan for informing stakeholders of the survey. We will also conduct a virtual training for school administrators on how to administer the equity audit in their schools and begin the equity audit data collection.

Stage 3: Data Collection: As we work to finalize the protocols, we will simultaneously begin to secure space and work on the logistics for the town hall meetings (if Health and Safety Guidelines allow for in person meetings by Spring 2021). We will make sure that each location provides meeting space for up to 100 stakeholders. We will work with schools, libraries, and Montgomery College to secure the needed spaces.

MAEC will also work to identify and recruit stakeholders for the virtual focus groups during optimal times that can be attended by a large enough group. If needed, MAEC has the staffing and capacity to hold the focus groups during evening hours for optimal stakeholder participation. All focus groups will be run through Zoom conferencing making it convenient for stakeholder participation.

Each focus group will be co-facilitated by two experienced MAEC evaluators. In addition, all focus groups will be audio recorded and transcribed. Transcripts will be de-identified and made available to MCPS leadership. Focus group participants will be asked to complete a short anonymous survey prior to the focus group to collect demographic information about the attendees and to sign a consent form.



At the same time, we will begin data collection through the survey instrument. We will administer the stakeholder survey at the nine regional town halls and ask those stakeholders to help distribute the survey among other stakeholders. We will also use our relationship with various equity and advocacy organizations in the county and will make sure the survey is distributed to a wide range of staff, students, families, and community partners who interact with MCPS.

Stage 4: Data Analysis: Once the data collections are completed, MAEC will analyze the data collected and develop findings for each of the Audit's central questions. We will also hold a meeting with the Anti-Racist Audit Stakeholder Steering Committee to acquire input and feedback on initial audit findings. MAEC will develop materials for the meeting, draft a meeting summary, and provide an evaluation of the meeting for attendees.

Stage 5: Final Report: Results of all the data collection methods will be triangulated and synthesized in a final report that will address the main audit questions outlined in Figure 1. In addition to summarizing the key findings, the report will include actionable recommendations for MCPS to help address structural barriers that might be preventing all students in the system from succeeding. The report will include both a narrative and a data summary of all data collected and used to inform the report.

Stage 6: Recommendations, Dissemination, and Strategic Planning: MAEC will develop an executive summary and a one page infographic to help summarize key findings and main recommendations of the Audit. These materials can be used present the key findings of the Audit to MCPS stakeholders and the entire community working with MCPS. MAEC will collaborate with system staff to develop an action plan for the system to be implemented and monitored by MCPS Staff.

3.2 Requirements

MAEC's proposed approach for conducting the Anti-Racist Audit meets all of the requirements outlined in the RFP. We are uniquely positioned to do this work, and have experience with similar projects, including conducting similar data collections during the COVID-19 Pandemic. We outline how we meet each of the RFP's requirements and highlight similar work we have done in the past below.

Utilizing the stakeholder engagement feedback to frame interactions with staff, students, parents, and community members

MAEC's proposed approach capitalizes on stakeholder engagement through both the Anti-Racist Audit Stakeholder Steering Committee, composed of key stakeholders who will guide the audit process, and by directly including stakeholders in six of the seven data collections. MAEC will use its asset-based approach and understanding of stakeholder groups to make sure that all of our data collections are appropriate to the stakeholders from whom we are gathering data. We have expertise in working with parent and family members from populations facing adversity, and working directly with students. MAEC's competency, as related to this requirement, includes coordinating and facilitating town halls, interviews, and focus groups of key stakeholders in a methodologically rigorous and culturally responsive manner, that ensures the gathering of valuable data, feedback, and insights on projects



including the Together *Juntos* Early Childhood Needs Assessment for MSDE and our Equity Audit for Danbury (CT) Public Schools.

Utilizing current system data to frame questions and create a data collection process addressing areas of the Anti-racism Framework.

A principal component of MAEC's approach is utilizing the document and data already gathered by MCPS to streamline further data collections and inform future data collections. [REDACTED]

[REDACTED]

[REDACTED] MAEC works with districts to identify and address problems through an innovative approach, including equity analysis and data visualizations through tools like Qualtrics and Tableau.

Examine data through a research based racial equity lens.

At the core of MAEC's approach is our commitment to conducting this Anti-Racist Audit with racial equity at the center of the project. We are a national leader in providing technical assistance to districts and states on addressing barriers to educational equity by collecting and analyzing disaggregated achievement, demographic, programmatic, and culture and climate data. Our proposed methodology, the instruments we develop for the data collections outlined in the scope of work, and tools we propose to use, such as [REDACTED], are research-based, and comply with national standards. Through our technical assistance we support schools and districts to meet civil rights compliance, including addressing disproportionality in discipline and creating access to academic rigor for racially, culturally, and linguistically diverse students. We also have experience implementing culturally responsive pedagogy and practice for educators, including administrators and teachers.

Spearhead opportunities for multiple stakeholders to share their experiences related to access, opportunities, and interactions with others and the impact on their academic or professional and social emotional well-being to identify the systemic barriers.

MAEC's proposed approach to this project includes six different ways for stakeholders to participate. When developing our approach, we designed it to include the voices of all stakeholders, including those who are difficult to engage in data collection efforts, such as children under third grade (through classroom observations) and parents and families facing adversity (through phone interviews). In addition to the survey, equity audit, and town hall meetings, we also propose focus groups that will strategically recruit participants who we might not have heard from in other data collection methods. We have used a similar approach in our work with the Maryland State Department of Education (MSDE) on the PDG B-5 grant, and we were able to gain insights from stakeholders who previously never engaged with MSDE, such as Spanish speaking migrant workers on the Eastern Shore. MAEC's expertise in meeting this requirement includes developing data collection instruments in English and Spanish, including document review protocols, surveys, focus group/interview protocols, and surveys that respond to the cultural and language needs of stakeholders.

Collect quantitative and qualitative data to determine practices, policies, procedures, and lived experiences that create barriers to access, opportunities, and wellbeing.

MAEC's proposed approach uses a mixed method's design incorporating both qualitative and quantitative data collection. Our methodology uses a collaborative inquiry approach to examine



multiple sources of data to allow for optimal triangulation of data. MAEC uses state of the art quantitative and qualitative tools for data collection and analysis including SPSS, Qualtrix, MAXQDA, Arc GIS, and Tableau. In the past, we have successfully analyzed such data to support schools and districts to meet civil rights compliance, including addressing disproportionality in discipline and access to rigor for racially, culturally, and linguistically diverse students.

Synthesize the data sources to determine patterns and trends to identify the systemic barriers, and prioritize them to make short-term and long-term recommendations to address all six focus areas.

MAEC has expertise in analyzing data to produce actionable reports for our clients. We have successfully developed recommendations that have allowed our clients to develop actionable strategic action plans. We believe at the end of the audit MCPS will be positioned to develop a strategic plan that can tackle complex challenges posed by barriers to equitable access for all students identified through the audit. MAEC is a leader in helping clients successfully develop strategic plans that capture our clients' vision and provide measures to assess progress of the implementation.



4.0 Contract Term

"Understand and comply"



5.0 Contract Termination

"Understand and comply"

6.0 References

[illegible]

See Appendix B, *List of Current School District Clients*, for a list of school districts that MAEC is currently supporting.



7.0 Format of Response

7.1 Same order & individual responses – “Understand and comply”

7.2 Compliance statement – “Understand and comply”

7.3 Liable – “Understand and comply”

7.4 Pricing proposal – See separate document, **Pricing Proposal and Budget Narrative**



8.0 Mandatory Submissions

8.1 Deliverables

- As outlined in Section 2.0, MAEC staff have the necessary skills, knowledge, and abilities to perform the services that are part of an anti-racist equity audit for the district.
- As outlined in Section 1.0, 2.0, and 3.0, MAEC has provided evidence of effectiveness of our proposed services as it is related to conducting an anti-racist equity audit. We also included a list of references (see Section 6.0), as well as, a list of current school district clients with which we conduct technical assistance and training.
- Lastly, in Section 3.0, we provide our plan to comply with data sharing requirements from MCPS.



9.0 Treatment of Technical Data in Proposal

“Understand and comply”



10.0 Proprietary and Confidential Information

“Understand and comply”



11.0 Evaluation Criteria

As outlined in Section 3.0, MAEC proposes to conduct an anti-racist equity audit, using tenets of culturally responsive data collection and analysis. We proposed a plan for conducting virtual and face-to-face interactions to gather stakeholder feedback. Before developing our proposed scope of work, MAEC reviewed the various data reports and resources provided in the RFP Section 3.1. The plan for the anti-racist equity audit is based on a review of the data provided by MCPS.

As outlined in Section 2.0, MAEC's qualifications and history conducting needs assessments and equity audits would be beneficial to MCPS' goal of conducting a system-wide anti-racist audit. On pages 6-7, we also provided examples of recent projects and past performance conducting needs assessments.



12.0 Schedule

“Understand and comply”

14.0 Addenda

“Understand and comply”

15.0 eMaryland Marketplace Advantage

“Understand and comply”

16.0 Multi-agency Participation

“Understand and comply”

17.0 Inquiries

“Understand and comply”

18.0 Elaborate Brochures

“Understand and comply”

19.0 Bid protests

“Understand and comply”

20.0 Contract

“Understand and comply”



21.0 Notice to Bidders

I. BIDDER INFORMATION: As appropriate, check and/or complete one of the items below.

- ☒ 1. Legal name (as shown on your income tax return): Mid-Atlantic Equity Consortium, Inc.
- ☒ 2. Business Name (if different from above): n/a
- ☒ 3. Tax Identification Number: 52-1790753

II. BIDDER'S CONTACT INFORMATION: This will be filed as your permanent contact information.

Company Name: Mid-Atlantic Equity Consortium, Inc. (MAEC)
Address: 5272 River Road, Ste 340, Bethesda, MD 20816
Bid Representative's Name: Susan Shaffer
Phone Number/Extension: 301-657-7741 ext. 118
Fax Number: 301-453-8268
Toll Free Number: n/a
Email Address: sshaffer@maec.org
Website: www.maec.org

II. VENDOR'S CERTIFICATION: Upon notification of award, this document in its entirety is the awarded vendor's contract with MCPS. By signing below, the undersigned acknowledges that he/she is entering into a contract with MCPS.

- A. The undersigned proposes to furnish and deliver supplies, equipment, or services, in accordance with specifications and stipulations contained herein, and at the prices quoted. This certifies that this bid is made without any previous understanding, agreement, or connection with any person, firm, or corporation making a bid for the same supplies, materials, or equipment, and is in all respects fair and without collusion or fraud.
- B. I hereby certify that I am authorized to sign for the bidder and that all statements, representations, and information provided in this response to the Request for Proposals, including but not limited to the Non-Debarment Acknowledgement, are accurate.

By (Signature) Susan Shaffer
Name and Title Susan Shaffer, President
Witness Name and Title Phoebe Schlanger, Finance Mgr.



References

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- Pianta & Hamre (2008). *The Classroom Assessment Scoring System (CLASS)*. Paul H. Brookes Publishing Co., Inc.
- Simmons, D. N., Brackett, M. A., & Adler, N. (2018). *Applying an equity lens to social, emotional, and academic development*. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University. https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2018/rwjf446338



Appendix A: Project Staff Résumés



AREAS OF EXPERTISE

Daryl V. Williams, Ed.D.

Senior Education Equity Specialist, MAEC

MAEC

Civil Rights Compliance – Title I
Equity & Culturally Responsive Education
Technical Assistance & Training
Disproportionality & Discipline

2018 – present

SR. EDUCATION EQUITY SPECIALIST

Provide technical assistance and training that address equity issues pertaining to race, gender, national origin (ELs), socioeconomic diversity, and/or religious beliefs. Develop new trainings via videoconferencing multiple subjects related to educational equity, school improvement, and/or teaching and learning that are relevant to State Education Agencies (SEAs) and Local Education Agencies (LEAs). Conduct online training using Zoom platform for school district teams on topics including culturally responsive teaching, disproportionate discipline of Black male students, race and racism in public education, and digital inequities and the COVID-19 pandemic; and other aspects of social justice to support organizational change. Support MAEC communication strategies, including bimonthly newsletters, social media, podcasts, conferences, and webinars. Work collaboratively with MAEC leadership and staff to ensure high-quality services, products, and trainings.

Selected Recent
Projects

CENTER FOR EDUCATION EQUITY

Urban school district #1: Serve as the third party consultant providing technical assistance to support a review of the District's sex-based harassment policies, practices, and procedures to make them consistent with one another and with Federal law. Project emerged from a voluntary settlement agreement with the U.S. Department of Justice. Conducted focus groups and drafted a report with recommendations on how the District can make improvements to the climate and policies; will provide trainings to help District implement findings from the report.

Urban school district #2: Multi-year project to help the District address complaints from students and families that policies and procedures to ensure educational equity for all students were inconsistently implemented and not aligned with the District's revised five-year strategic plan. To support the District's efforts, this project focuses on an analysis of the culture and climate at one high school. Conducted a series of focus groups and gathered data from climate surveys. The project will expand to support the District's efforts in creating an equity plan that includes staff training, curriculum audits, and other aspect aligned to the strategic plan.

PRIOR TO MAEC

2018 - 2019

EDUCATION LIAISON & POLICY MANAGER READY BY 21 DEPARTMENT OF SOCIAL SERVICES PRINCE GEORGE'S COUNTY GOVERNMENT

Landover, MD. Provided overall assistance to youth in care that were more likely to change schools, repeat a grade level, receive special education services, and drop out of school before completing high school. Identified and resolved academic, emotional, and social issues that impede youth from successfully completing an educational program. Worked with case workers to identify and assist youth in care to overcome the educational difficulties that impede their school progress. Monitored youth's progress toward graduation requirements as well as educational and/or vocational goals. Assessed factors that may affect youth's progress and identified and implemented strategies to improve student learning and attendance. Worked collaboratively with local school districts, juvenile services, placement agencies, and foster youth.

2013 - 2015

ASSOCIATE SUPERINTENDENT (RETIRED) DIVISION OF STUDENT SERVICES PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Upper Marlboro, MD. Led nine departments in the district to support student achievement: meet or exceed graduation rates; reduce truancy and absenteeism; and show growth in the use of positive behavior supports. Provided leadership, direction, and coordination of residency, home instruction, international student admissions, counseling, psychological services, pupil personnel services, homeless students, PBIS, and provided input to the evaluation of these personnel. Collected, Analyzed, and interpreted data and performance measures for dissemination to improve the delivery of student services. Conducted meeting and other trainings using both in-person meetings and

videoconferencing. Served as a leader-representative to the Prince George's County government Transforming Neighborhoods Initiative- a collaboration between county government and the school district to develop support services to achieve and maintain a thriving economy, great schools, safe neighborhood, and high-quality healthcare.

2011 - 2013

TITLE I COORDINATOR**OFFICE OF PROGRAM SUPPORT/DIVISION OF INSTRUCTION
CHARLES COUNTY PUBLIC SCHOOLS**

La Plata, MD. Developed the Title I application (Attachment 7 of the Bridge to Excellence Master Plan), the Title I 1003a School Improvement Grants, and Guidelines for Third Party Contracts for Equitable Services to Private School Students. Maintained strict fiscal accountability of financial documents and procurement requests. Supported a 10% increase in MSA Reading and Math scores in 2 Title I schools.

**SUMMARY OF
OTHER EQUITY
WORK**

Faculty Instructor, College of Doctoral Studies, University of Phoenix, 2020-present
Prince George's County Workforce Investment Board, Member
Transforming Neighborhood's Initiative Taskforce for Prince George's Co, Member
Prince George's Co. Juvenile Court & School Safety Workgroup, Member
Supervisor of Program Accountability, Title I Department, PGCPs
Director of Race Equity Programs, The Mid-Atlantic Equity Center, 1997-1999
Assistant Principal, Staff Specialist, Coordinator of Dropout Prevention Program,
and Classroom Teacher.

EDUCATION

2018

DOCTORATE OF EDUCATION IN EDUCATION LEADERSHIP

A Qualitative Exploratory Case Study: Superintendents' Views on Race, Ethnicity, and Cultural Equity in Social Justice Leadership and Policy Development.

UNIVERSITY OF PHOENIX
PHOENIX, AZ

1989

MASTERS OF EDUCATION- ADMINISTRATION AND SUPERVISION

VIRGINIA COMMONWEALTH UNIVERSITY
RICHMOND, VA

1979

BACHELOR OF ARTS - MUSIC
SHAW UNIVERSITY
RALEIGH, NC

RECENT PUBLICATIONS

2020

"TIME TO ACT: HOW SCHOOL SUPERINTENDENTS KEEP EQUITY AT THE CENTER OF THEIR LEADERSHIP GUIDE," CEE@MAEC, CO-AUTHORED WITH SUSAN VILLANI OF WESTED (TO BE PUBLISHED 2020).

2019

"DISCIPLINE STRATEGIES TO COMBAT FAULTY ASSUMPTIONS THAT TARGET BLACK MALE YOUTH," IDRA NEWSLETTER • OCTOBER 2019.

RECENT PRESENTATIONS

2020

"BLACK LIVES MATTER AT SCHOOL: A DISCUSSION WITH EDUCATORS ON THE INTERSECTIONS OF ACTIVISM AND PEDAGOGY," MAEC WEBINAR, JUNE 30, 2020

2020

"A CONVERSATION WITH TEACHERS: HOW COVID-19 IS AFFECTING THEIR EDUCATIONAL EXPERIENCE," MAEC WEBINAR SERIES, MAY 5, 2020

2020

"A CONVERSATION WITH STUDENTS: HOW COVID-19 IS AFFECTING THEIR EDUCATIONAL EXPERIENCE," MAEC WEBINAR SERIES, APRIL 14, 2020

CONTACT

MAEC
5272 RIVER RD, SUITE 340
BETHESDA, MD 20816
301-657-7741
DARYL@MAEC.ORG



Katarzyna Razynska

Associate Director of Evaluation and Continuous Improvement, MAEC

AREAS OF EXPERTISE

Quantitative and Qualitative Research Methods
Data Collection and Instruments Design Including Surveys, Interview and Focus
Group Protocols
Program Evaluation Design
Technical Assistance & Training
Dual Language Learners and English Language Learners
Continuous Quality Improvement Methods

MAEC

2019 – present

ASSOCIATE DIRECTOR OF EVALUATION AND CONTINUOUS IMPROVEMENT

Conduct evaluation of selected projects in English and Spanish, including report
writing. Manage and oversee the work of the evaluation team at MAEC.
Conduct qualitative and quantitative data collection including interviews and
focus groups. Coordinate and manage logistic activities for conducting
evaluation of selected projects

Selected Recent

CENTER FOR EDUCATION EQUITY (CEE)

Serves as an internal evaluator for the project. Conducts staff and client
interviews as a part of Center for Education Equity annual evaluation and writes
reports. Manages data collections and instrument development on projects,
drafts reports for clients.

MATERNAL, INFANT, AND EARLY CHILDHOOD HOME VISITING (MIECHV)

Serves as the Data Specialist and Methodologist on a grant with the Maryland
Department of Health (2019-present), to manage a statewide needs assessment

of Maryland's home visiting programs. Develops data collection instruments including survey and focus group tools. Manages the writing of a report for the Health Resources and Service Administration

TOGETHER JUNTOS NEEDS ASSESSMENT

Served as Needs Assessment Lead on a grant with the Maryland Department of Education (2019-2020). Led the development of the needs assessment under the Preschool Development Grant Birth to Five (PDG B5). Led logistics work related to scheduling and conducting focus groups for the PDG 5 Need assessment. Facilitated for Maryland's PDG B5 needs assessment in English and Spanish. Authored report summarizing the findings of the needs assessment for federal submission. Contributed to the development of a strategic plan based on the findings of the needs assessment.

PRIOR TO MAEC

2015 – 2018

TECHNICAL SPECIALIST ICF

Rockville, MD.

MSDE SURVEY OF PARENTS WITH SPECIAL NEEDS CHILDREN

Served as project director for Maryland State Department of Education's (MSDE) annual survey of parents with special needs children. Provided oversight to all aspects of survey design and data collection in English and Spanish, designing strategies to increase response rates, monitoring data collection from over 100,000 Maryland parents, leading the data analysis and reporting.

CAPACITY BUILDING CENTER FOR STATES

Served as an evaluation technical specialist for the Capacity Building Center for States (CBCS), a contract funded by the Children's Bureau. Contributed to the planning and implementation of the CBCS's internal evaluation using a continuous quality improvement approach, incorporating evidence-based strategies, to include innovate technical assistance activities and web-based technology.

REGIONAL EDUCATIONAL LABORATORY MID ATLANTIC

Served as a senior member of the Regional Educational Laboratory Mid-Atlantic (REL MA) team supporting all REL tasks. Served as the Maryland State Coordinator for REL MA, building and maintaining professional relationships with key education stakeholders within Maryland, increasing stakeholder awareness of REL MA's

mission, scope and research as well as technical assistance activities. Contributed to successful concept papers, technical assistance and event proposals, webinars, newsletters, reports and other content on the REL website using plain language guidelines. Developed content for data related trainings and conferences including the Pennsylvania Department of Education Data Summit, Maryland Department of Education Data Summit and the District of Columbia Data Summit.

2014 – Present

BILINGUAL ADJUNCT PROFESSOR
ANA G. MENDEZ UNIVERSITY SYSTEM CAPITAL AREA CAMPUS

Wheaton, MD. Taught undergraduate and graduate courses in research methods, measurement, evaluation and curriculum development. Developed course content and delivered instruction using the Dual Language Immersion Model with half of the content presented in Spanish, and the other half in English.

2011– 2014

RESEARCH ASSOCIATE
EDCOUNT, LLC

Washington , DC.

REGIONAL EDUCATIONAL LABORATORY MID ATLANTIC

Served as Deputy Project Director for the Regional Educational Laboratory (REL) Mid-Atlantic at edCount, managing staff, resources and the project budget. Coordinated the Longitudinal Data Use Research Alliance for REL Mid-Atlantic by engaging stakeholders in the region interested in state longitudinal data systems.

•

PUERTO RICO CORE STANDARDS

Oversaw and facilitated the development of Puerto Rico Core Standards (PRCS) for mathematics in partnership with the Puerto Rico Department of Education. Led the development of a mathematics curriculum tied to PRCS using principles of Understanding by Design and backward mapping. Managed all aspects of integrated assessments tied to Puerto Rico's curriculum in English as a second language, Spanish language arts, mathematics, and science. Co-developed the methodology for PRDE's accountability system's school classification based on federal requirements.

**SUMMARY OF
 OTHER EQUITY
 WORK**

Currently serves as an Online English Teacher for VIPKID, teaching English to children between 4 and 16 in China using an online platform. Served as the Vice President and Education Specialist for the Harvard Union of Clerical and

Technical Workers, co-chairing the committee for workforce education and development and organizing and administering professional development opportunities for Harvard's clerical and technical staff. Served as an English and Spanish Instructure in St. Quentin, France through a fellowship from the French Ministry of Education. Served as a Teaching Fellow at Harvard University supporting the teaching of research methods courses

EDUCATION

- | | |
|------|---|
| 2005 | ED. M IN INTERNATIONAL EDUCATION POLICY WITH A FOCUS ON RESEARCH METHODS
HARVARD GRADUATE SCHOOL OF EDUCATION |
| 2001 | B.A. IN INTERNATIONAL RELATIONS (MAGNA CUM LAUDE)
BOSTON UNIVERSITY |

PUBLICATIONS

- | | |
|------|--|
| 2019 | "TOGETHER JUNTOS NEEDS ASSESSMENT: A SYSTEMATIC REVIEW OF EARLY CHILDHOOD CARE AND EDUCATION NEEDS IN MARYLAND" MID-ATLANTIC EQUITY CONSORTIUM, BASTERRA M., GANT C., TOMLINSON H., MOUSA N., SHELDON S., JUNG S. |
| 2012 | "REVIEW OF ACCOMMODATION SELECTION FOR STUDENTS WITH DISABILITIES AND LIMITED SPANISH PROFICIENCY STUDENTS FOR THE PRUEBAS PUERTORRIQUEÑAS DE APROVECHAMIENTO ACADEMICO (PPAA)," WASHINGTON DC: EDCOUNT, LLC FOR THE PUERTO RICO DEPARTMENT OF EDUCATION., FUNG M., QUINONES L., FORTE E. |
| 2012 | "REVIEW OF LITERATURE ON ALLOWABLE ACCOMMODATIONS ON THE PRUEBAS PUERTORRIQUEÑAS DE APROVECHAMIENTO ACADEMICO (PPAA) FOR STUDENTS WITH DISABILITIES AND LIMITED SPANISH PROFICIENCY." WASHINGTON DC: EDCOUNT, LLC FOR THE PUERTO RICO DEPARTMENT OF EDUCATION., QUINONES L., FORTE E. |

PRESENTATIONS

- | | |
|------|---|
| 2019 | "COMING FROM A POSITIVE PLACE: REFRAMING HOW WE TALK ABOUT |
|------|---|

	AND MEASURE ISSUES RELATED TO EQUITY IN EDUCATION," PRESENTATION AT THE 2019 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON DC., BELL, N., MOUSA, N.
2018	"YOU CAN HANDLE THE TRUTH: HOW TO HELP CLIENTS OVERCOME ANXIETY ABOUT EVALUATION." PRESENTATION AT 2018 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON, DC., BHATTACHARYA S., CLINTON Y.
2017	MOVING BEYOND ACCOUNTABILITY: MARYLAND'S USE OF DATA TO INFORM DECISIONS," PRESENTATION AT 2017 AMERICAN EVALUATION ASSOCIATION CONFERENCE, WASHINGTON, DC., SEDELMYER K.
2016	"NAVIGATING CHANGING STATEWIDE LONGITUDINAL DATA SYSTEM (SLDS) LANDSCAPES: STATE PERSPECTIVES AND PARTNERING WITH THE REGIONAL EDUCATIONAL LABORATORIES (RELS)." PRESENTATION AT THE 2016 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., RODRIGUES D., GOLDSTEIN R., LUNDBERG J., HEARN C., RUDO Z.
2016	"IMPLEMENTING AND EARLY WARNING SYSTEM AT A DISTRICT: EXPERIENCE FROM THE MID-ATLANTIC REGION," PRESENTATION AT THE 2016 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., PIPERATO, D., HALL, N., SMITH, N.
2016	"BUILDING AUTHENTIC STAKEHOLDER ENGAGEMENT IN THE MID- ATLANTIC REGION THROUGH THE LONGITUDINAL DATA USE RESEARCH ALLIANCE," POSTER AT THE 2016 AMERICAN EDUCATIONAL RESEARCH ASSOCIATION ANNUAL MEETING, WASHINGTON DC.,
2015	"HOW TO PARTNER WITH THE REGIONAL EDUCATIONAL LABORATORIES (RELS) TO TAKE BETTER ADVANTAGE OF DATA IN YOUR LONGITUDINAL DATA SYSTEM," PRESENTATION AT THE 2015 NCES STATS-DC DATA CONFERENCE, WASHINGTON, DC., MEYER S., AKEY T., HUGHES J., FOLSOM J., KANNAPEL P.
2015	"BASIC AND INTERMEDIATE DATABASE CONCEPTS" PUBLISHER PRESENTATION AT THE 2015 PDE DATA SUMMIT, HERSHEY, PA., SMITH N., DUNCAN, T.
2014	"BEYOND REPORTING AND ACCOUNTABILITY: HOW CAN WE USE SLDS DATA TO ADDRESS POLICY AND RESEARCH QUESTIONS?" PRESENTATION AT THE 2014 PDE DATA SUMMIT, LANCASTER, PA., DUNCAN, T., SMITH N., SOKOLOFF, H.

2013

**"CHARACTERISTICS OF US STATES' ELP STANDARDS IN RELATION TO US
FEDERAL POLICY AND THE TESOL PRINCIPLES AND STANDARDS."**
PRESENTATION AT THE TESOL 2013 INTERNATIONAL CONVENTION AND
ENGLISH LANGUAGE EXPO, DALLAS, TX., FORTE, E.

CONTACT

MAEC

5272 RIVER RD, SUITE 340

BETHESDA, MD 20816

301-657-7741 X 120

KASIA@MAEC.ORG



Carol Williams Gant

Senior Early Childhood Equity Specialist, MAEC

AREAS OF EXPERTISE

Needs Assessment
Technical Assistance and Coaching
Early Childhood Education
Culturally Responsive, Early Childhood Practices

MAEC

2019 – present

SENIOR EARLY CHILDHOOD EQUITY SPECIALIST AND PROJECT MANAGER

Responsible for all program direction: staff management; budget management and publications development; liaison with the Department of Education and other funding agencies; all fund-raising for the organization including federal, state and district grants, and private foundations; and development of policy and establishment of long- and short-term objectives in conjunction with the Board of Directors.

Selected Recent
Projects

TOGETHER JUNTOS (TJ)

Serve as Project Manager (2019 – present) providing technical assistance and training to assist the Maryland State Department of Education in their efforts to improve early childhood services and outcomes in Maryland. This project addresses the needs of all young children but has a specific focus on equity for children who are vulnerable or underserved including English Language Learners, students with disabilities, low-income children and/or who live in rural areas.

CENTER FOR EDUCATION EQUITY

Serve as Senior Specialist and Project Manager (2019 – present) to provide technical assistance and training to assist State Departments of Education and Local Education Agencies in their efforts to improve education services and early childhood services outcomes.

PRIOR TO MAEC

2018 - 2019

**DEVELOPMENTAL SPECIALIST
CALVERT COUNTY PUBLIC SCHOOLS INFANTS AND TODDLERS
PROGRAM**

Prince Frederick, MD. Provided developmental Services, as outlined by Maryland State Department of Education's Part C early intervention system. Used research-based strategies to support and implement a parent coaching model, leading to positive outcomes for children. Provided case management and service coordination. Conducted developmental assessments and evaluations. Participated in provision of each child's IFSP, IEP, or treatment plan through interagency collaboration. Oversaw children's integration into the community adhering to program objectives while maintaining a safe environment.

2015 – 2018

**REGIONAL FIELD SPECIALIST
ZERO TO THREE *NATIONAL CENTRE ON EARLY CHILDHOOD
DEVELOPMENT TEACHING AND LEARNING (NCECDTL)**

Washington, DC. Responsible for providing national technical Assistance and training (T/TA) to The Administration for Children and Families (ACF) community with a primary focus on efforts related to the design and delivery of comprehensive school readiness services for children birth-to-five. Provided support to the Federal Office of Head Start and their grantees understanding of strategies for data aggregation, analysis, monitoring progress and continuous program improvement of programs' school readiness. Provided technical assistance and training on early childhood education topics in order to increase efforts to apply evidenced-based practices in Early Head Start/ Head Start programs and other early childhood programs. Designed and delivered data consultation to the Federal Office of Head Starts staff, T/TA partners, and Integrated Service Team (IST) members on regional and state level trends on grantee data, in order to help inform regional professional development planning and ongoing continuous improvement related to early childhood development, teaching and learning. Provided national support and training and roll out efforts of Practice Based Coaching activities.

2013 - 2015

**REGIONAL FIELD SPECIALIST (REGION 12)
UNIVERSITY OF WASHINGTON *NATIONAL CENTRE ON QUALITY
TEACHING AND LEARNING (NCQTL)**

Seattle, WA. Represented NCQTL to the Federal Office Head Start in Washington D.C. Delivered training and technical assistance and providing consultation on

using data collection and analysis to make changes that improve child outcomes in support of school readiness. Provided direct support to Head Start staff, including but not limited to Federal Program Specialists, Federal Program Managers, Early Childhood Education Specialists, and Grantees. Developed an approach to regional issues around school readiness using methodologies and logic to systematically analyze problems and develop sound recommendations. Provided consultation to Regional Program Manager and Program Specialists before, during, and after School Readiness Discussions (e.g. monthly calls, Risk management meetings, and refunding application follow-up). Conducted ongoing review of grantee data at regional level to identify trends for regional professional development plans. Assisted Regional Program Manager, Program Specialists and Grantees in generating a number of different approaches to problems around school readiness and served as a resource for the exploration of new ideas.

Accomplishments: (1) Developed system for Region XII to assist grantees in developing a child assessment system that yields data on children's progress toward identified goals for individual children and for groups of children. (2) Developed system for documenting and reviewing school readiness portion of refunding applications as OHS made changes around the 5-year grant requirements.

INSTRUCTIONAL COACH/SPECIAL EDUCATION MANAGER EDUCATE OF WASHINGTON D.C. *HEAD START/EARLY HEAD START

Washington, DC. Education Coordinator/ Instructional Coach. Responsibilities included: supervising preschool educational services, classroom staff, and family engagement staff; guiding curriculum and program planning, development, and training; serving as an instructional coach for teaching staff; observing and monitoring classroom activities and children's records; reviewing and analyzing data on child outcomes. Knowledge of the nutrition program according to Head Start Performance Standards, Child and Adult Care Food Program and state childcare licensing regulations. Assisted in provides training, support, consultation and technical assistant to staff, parents and partners as needed related to child nutrition, food safety, meal service, food handling and special dietary needs.

Special Education Services Manager - Responsible for implementation of the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and other special education provisions; worked with teachers, parents, local education agencies, and community agencies in planning and program development, obtaining professional diagnoses and assessments of disabled individuals, and developing Individual Education or Family Service Plans; maintained records and writes reports.

2009 - 2012

**EDUCATIONAL CONSULTANT (PART-TIME)
MARYLAND STATE DEPARTMENT OF EDUCATION**

Baltimore, MD. Worked with the Maryland State Department of Education to monitor the appeals for the Modified High School Assessment (Mod-HSA) and the Modified Maryland School Assessment (Mod-MSA) and Monitor Special Education and Early Intervention Services to ensure that each child with a disability received a free appropriate public education in the least restrictive environment according to state and federal regulatory requirements.

2010 – 2011

**ASSISTANT PROFESSOR OF SPECIAL EDUCATION
BETHANY COLLEGE**

Bethany, WV. Taught undergraduate classes in special education and graduate courses in the department of teacher education; advised students; supervised practicum students including student teachers; participated in School, College, and University service; advised student professional organizations; participated in continuing accreditation activities; worked with local school systems; and demonstrated active involvement in professional organizations

2007 – 2010

**ADJUNCT INSTRUCTOR OF EDUCATION
WASHINGTON ADVENTIST UNIVERSITY**

Takoma Park, MD. Advised students, instructed courses primarily in early childhood, elementary, and special education, and engaged in scholarly activities through grant-related activities.

2007 – 2010

**CURRICULUM SPECIALIST (PART-TIME CONSULTANT)
WASHINGTON ADVENTIST UNIVERSITY**

Takoma Park, MD. Responsible for providing direction and support for improving the quality of the Education Department's curriculum in conjunction with university leadership. Created competency-based degree programs and courses that align with professional standards that support adult learning theory.

2005 – 2009

**ASSISTANT PROFESSOR OF EARLY CHILDHOOD AND SPECIAL
EDUCATION
BOWIE STATE UNIVERSITY**

Bowie, MD. Taught undergraduate classes in Early Childhood and Special Education in the department of teacher education; advised students; supervised practicum students including student teachers; participated in School, College and University service; advised student professional organizations; participated in

continuing accreditation activities; worked with local school systems; engagement in scholarly activities through grant-related activities and demonstrate active involvement in professional organizations.

2006 – 2007

**TRAINING CONSULTANT (PART-TIME)
THE COORDINATING CENTRE**

Millersville, MD. Conducted training workshops state-wide tailored to help early childhood educators and childcare professionals, as well as parents and others, learned more about the fine point of caring for children with diverse needs. Trainings focused on specific issues faced by children with emotional and developmental special needs that were structured to assist caregivers to understand and meet these special needs, imparting skills that will help children grow and excel.

2003 – 2006

**SPECIAL EDUCATION COORDINATOR
JOHNS HOPKINS HOSPITAL DEPARTMENT OF PAEDIATRICS' / MARTIN
LUTHER KING JR. EARLY HEAD START**

Baltimore, MD. Responsible for implementation of the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and other special education provisions. Worked with teachers, parents, local education agencies, and community agencies in planning and program development, obtaining professional diagnoses and assessments of disabled individuals, and developing Individual Education or Family Service Plans. Maintained records and wrote reports.

2004 – 2005

**SPECIAL EDUCATION CONSULTANT AND UNIVERSITY SUPERVISOR
(PART-TIME)
BOWIE STATE**

Bowie, MD. Developed and revised syllabi for special education courses, conducted classroom lectures, conducted observations and monitored graduate student development in practicum placements, reviewed the curriculum to ensure that it provided the students with courses and instruction that prepared them for teacher certification.

2003 – 2004

**SPECIAL EDUCATION CONSULTANT (PART-TIME)
BALTIMORE CITY HEAD START**

Baltimore, MD. Developed and implemented Individualized Education Plans (IEP's) for children with special needs ages 3-5 years and their families, conducted developmental assessments, and provided training for staff and parents.

1994 – 2003

EARLY CHILDHOOD SPECIAL EDUCATION TEACHER (BIRTH- 3) PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Upper Marlboro, MD. Administered assessments such as the Battelle Developmental Inventory (BDI), the Early Intervention Developmental Profile (EIDP), and the Early Childhood Criterion Reference Test (CRT). Provided home-based as well as center-based special education instruction. Wrote Individualized Family Service Plans (IFSP) as well as Individualized Education Plans (IEP). Collaborated with service coordinators as well as related service providers. Conducted family support groups, provided parent education, and provided play-based intervention in the child's natural environment, community sites, and early childhood centers.

2001 – 2003

SPECIAL EDUCATION CONSULTANT (PART-TIME) JOHNS HOPKINS HOSPITAL/MARTIN LUTHER KING JR. EARLY HEAD START PROGRAM

Baltimore, MD. Developed and implemented Individualized Family Service Plans (IFSP) for children with special needs and their families ages birth to 3 years, conducted developmental assessments, and provided training for staff and parents

EDUCATION

1996

M. ED. IN SPECIAL EDUCATION
BOWIE STATE UNIVERSITY, BOWIE, MD
AWARD OR OTHER SIGNIFICANT INFORMATION

1992

B.S. IN INTERPERSONAL COMMUNICATION
OHIO UNIVERSITY, ATHENS, OH

PH.D. (ABD) IN EARLY CHILDHOOD SPECIAL EDUCATION
UNIVERSITY OF MARYLAND, ???

PRESENTATIONS

2020

Leadership Academy: Implementation of Equity in Early Childhood Systems
Maryland State Department of Education

2019

Culture and Equity in Early Childhood Maryland State Department of Education

2019	Equity in Early Childhood Education: Key Concepts and Implicit Bias Maryland State Department of Education
2019	Dismantling Privilege and Structural Racism: How Implicit Bias and Privilege Affect Our Interactions with Families
2019	Maryland Family Engagement Summit
2019	Cultural Chat: Equity and Implicit Bias in Early Childhood Carroll County Public Schools Cultural Expo
2018	Implementation-Informed Process Consultation Federal Office of Head Start Region XII
2017	Resources for Implementation of Evidence-Based Practices that Support Individualization Office of Head Start Region XII School Readiness Institute
2017	Head Start Program Performance Standards: Serving Children with Disabilities Region XII Head Start National Association Conference
2014 - 2017	Practice Based Coaching Leadership Academy Migrant Head Start Grantees
2016	Taking a Closer Look: Head Start Early Learning Outcomes Framework: What It Is and How to Use It. Federal Office of Head Start Region XII
2016	"Moral Development in Young Children: What Can Families and Staff Do?" Migrant and Seasonal Head Start Association Conference
2015	Engaging Interactions and Environments that Enhance Child Outcomes: Targeting Teacher Practices. Office of Head Start Region XII School Readiness Summit.
2015	INSTRUCTIONAL Interactions THE FEEDBACK WE PROVIDE AND THE LANGUAGE WE USE TO FOSTER THINKING Region XII School Readiness Summit
2014	Train the Trainer: Centre on the Social and Emotional Foundations for Early Learning (CSEFEL)

PROFESSIONAL SERVICE

MARYLAND STATE DEPARTMENT OF EDUCATION- ADVANCED
PROFESSIONAL TEACHING CERTIFICATION IN SPECIAL EDUCATION

MSDE AND NCATE ACCREDITATION, COURSE AND PROGRAM
DEVELOPMENT, PROFESSIONAL DEVELOPMENT SCHOOL LIAISON,
PRACTICUM AND STUDENT TEACHER UNIVERSITY SUPERVISOR

ORGANIZATION MEMBERSHIPS

BETHANY COLLEGE ADVISORY COMMITTEE ON DIVERSITY (COLLEGE
PRESIDENT APPOINTED) BETHANY COLLEGE KAPPA DELTA PI
COORDINATOR

BALTIMORE CITY AUTISM TASK FORCE

BALTIMORE CITY INTER-AGENCY COORDINATING COUNCIL

BOWIE STATE UNIVERSITY PROFESSIONAL DEVELOPMENT SCHOOL
LIAISON

COURSES TAUGHT

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

DIVISION OF EARLY CHILDHOOD/COUNCIL FOR EXCEPTIONAL
CHILDREN (DEC) NATIONAL HEAD START ASSOCIATION

BETHANY COLLEGE

SPED 207 Exceptionalities and Diversities SPED 208 Special Education Process SPED
212 Autism I

SPED 312 Autism II

SPED 320 Assessment in Special Education I SPED 330 Assessment in Special
Education II SPED 450 Issues and Trends in Special Education EDUC 659
Exceptional Children

BOWIE STATE UNIVERSITY

SPED 407 Theories and Practices in Special Education

SPED 409 Programming and Management for Persons with Disabilities

ECED 327 Working with Diverse Children and Families

ECED 301 Theories and Practices in Early Childhood Education

ECED 316 Methods in Teaching Social Studies in Early Childhood Education SPED
403 Introduction to Special Education
EDUC 242 Literature for Children/Materials in Reading
SPED 406 Observation and Participation of Mildly, Moderately Handicapped

CHILDREN WASHINGTON ADVENTIST UNIVERSITY

EDSP 440 Instructional Methods in Special Education EDUC 301 Multicultural
Education
EDUC 308 Methods in Teaching Social Studies in Elementary Education EDEC 209
Materials and Methods in Early Childhood
EDSP 425 Assessment and IEP Development in Special Education EDSP 440
Instructional Methods for Students with Disabilities EDUC 390 Young Children,
Family and Community
EDSP 418 Introduction to Special Education

CONTACT

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5272 RIVER RD, SUITE 340
BETHESDA, MD 20816
301-657-7741
CAROL@MAEC.ORG



Appendix B: List of Current School District Clients



List of Current School District Clients

Title	States/Region
MD-Caroline County Public Schools	MD
ME - Regional School Unit 5	ME
ME - Regional School Unit 21	ME
ME- South Portland Public Schools	ME
ME-Bonny Eagle School District	ME
NJ - State Department of Education Lighthouse School Districts	NJ
NY - Orange-Ulster Board of Cooperative Educational Services	NY
ME- Portland Public Schools	ME
NH-VT-Dresden School District	NH; VT
NY - New Rochelle City School District	NY
PA - Coatesville Area School District	PA
PA - Conrad Weiser School District	PA
PA - Upper Dublin School District	PA
VT-Burlington School District	VT



Appendix C: MAEC Fiscal Report



MID-ATLANTIC EQUITY CONSORTIUM, INC.

Financial Statements
and Supplemental Information
June 30, 2019 and 2018
With Independent Auditor's Report

MID-ATLANTIC EQUITY CONSORTIUM, INC.

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DS Accounting Group

Certified Public Accountants & Advisors

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Independent Auditor's Report

To the Board of Directors
Mid-Atlantic Equity Consortium, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Mid-Atlantic Equity Consortium, Inc. (a nonprofit organization), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Mid-Atlantic Equity Consortium, Inc. as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated March 30, 2020, on our consideration of Mid-Atlantic Equity Consortium, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Mid-Atlantic Equity Consortium, Inc.'s internal control over financial reporting and compliance.

DS Accounting Group, LLC

March 30, 2020

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Statements of Financial Position June 30, 2019 and 2018

Assets	2019	2018
Cash	\$ 163,494	\$ 303,219
Investments	254,816	-
Accounts and grants receivable	229,166	276,265
Prepaid expenses	342	9,050
Property and equipment, net	9,834	21,262
Website development costs, net	-	994
Deposits	4,620	4,620
Total assets	\$ 662,272	\$ 615,410
Liabilities and Net Assets		
Accounts payable and accrued expenses	\$ 159,664	\$ 133,497
Accrued payroll, payroll taxes and benefits	1,029	-
Accrued vacation	23,239	23,239
Total liabilities	183,932	156,736
Net Assets		
Without donor restrictions	478,340	458,674
Total net assets	478,340	458,674
Total liabilities and net assets	\$ 662,272	\$ 615,410

The accompanying notes are an integral part of these financial statements.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Statements of Activities For the Years Ended June 30, 2019 and 2018

	2019	2018
Revenue - without donor restrictions:		
Government grants:		
Federal government grants	\$ 1,817,157	\$ 1,622,719
State and local government grants	193,932	303,915
Total government grants	2,011,089	1,926,634
Program service revenue	158,959	197,990
Total revenue - without donor restrictions	2,170,048	2,124,624
Expenses:		
Program services:		
Equity assistance and technical training	1,615,166	1,555,219
Youth development	73,945	203,727
Family engagement initiatives	222,387	-
Total program services	1,911,498	1,758,946
Supporting services:		
Management and general	238,884	330,697
Total expenses	2,150,382	2,089,643
Change in net assets	19,666	34,981
Net assets, beginning of year	458,674	423,693
Net assets, end of year	\$ 478,340	\$ 458,674

The accompanying notes are an integral part of these financial statements.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Statement of Functional Expenses For the Year Ended June 30, 2019

	Equity Assistance and Technical Training	Youth Development	Family Engagement Initiatives	Total Program Services	Management and General	Total
Expenses:						
Salaries and related benefits:						
Salaries	\$ 710,283	\$ 51,844	\$ 135,962	\$ 898,089	\$ 90,540	\$ 988,629
Payroll taxes and benefits	171,330	12,374	35,690	219,394	22,897	242,291
Total salaries and related benefits	881,613	64,218	171,652	1,117,483	113,437	1,230,920
Conference	10,136	-	2,220	12,356	-	12,356
Consultants	554,297	5,536	2,796	562,629	2,600	565,229
Insurance	10,781	484	1,501	12,766	1,804	14,570
Office expenses	28,502	300	11,799	40,601	15,525	56,126
Professional fees	135	292	1,446	1,873	61,210	63,083
Rent	49,729	2,231	6,923	58,883	8,322	67,205
Resource materials	16,665	84	9,878	26,627	1,225	27,852
Telephone	7,110	-	-	7,110	9,375	16,485
Travel	47,245	172	12,995	60,412	8,909	69,321
Miscellaneous	-	-	-	-	14,813	14,813
Depreciation and amortization	8,953	628	1,177	10,758	1,664	12,422
Total expenses	\$ 1,615,166	\$ 73,945	\$ 222,387	\$ 1,911,498	\$ 238,884	\$ 2,150,382

Obtained via Maryland PIA by Judicial Watch, Inc.

The accompanying notes are an integral part of these financial statements.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Statement of Functional Expenses For the Year Ended June 30, 2018

	Equity Assistance and Technical Training	Youth Development	Total Program Services	Management and General	Total
Expenses:					
Salaries and related benefits:					
Salaries	\$ 624,588	\$ 113,466	\$ 738,054	\$ 154,566	\$ 892,620
Payroll taxes and benefits	147,926	26,759	174,685	34,795	209,480
Total salaries and related benefits	772,514	140,225	912,739	189,361	1,102,100
Consultants	653,009	26,898	679,907	5,507	685,414
Professional fees	8,249	2,849	11,098	60,457	71,555
Rent	39,302	2,035	41,337	23,063	64,400
Travel	35,221	23,868	59,089	3,426	62,515
Office supplies and expenses	23,438	2,150	25,588	11,083	36,671
Telephone	6,573	80	6,653	9,837	16,490
Insurance	3,435	4,185	7,620	3,541	11,161
Resource materials	4,252	-	4,252	1,043	5,295
Miscellaneous	542	31	573	20,747	21,320
Depreciation and amortization	8,684	1,406	10,090	2,632	12,722
Total expenses	\$ 1,555,219	\$ 203,727	\$ 1,758,946	\$ 330,697	\$ 2,089,643

Obtained via Maryland PIA by Judicial Watch, Inc.

The accompanying notes are an integral part of these financial statements.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Statements of Cash Flows For the Years Ended June 30, 2019 and 2018

	2019	2018
Cash flows from operating activities:		
Change in net assets	\$ 19,666	\$ 34,981
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	12,422	12,722
(Increase) decrease in:		
Accounts and grants receivable	47,099	158,934
Prepaid expenses	8,708	(5,451)
Increase (decrease) in:		
Accounts payable and accrued expenses	26,167	(156,040)
Accrued payroll, payroll taxes and benefits	1,029	(76)
Accrued vacation	-	(166)
Net cash provided by operating activities	115,091	44,904
Cash flows from investing activities:		
Purchase of investments, including reinvestment of income	(254,816)	-
Capital expenditures	-	(26,383)
Net cash used in investing activities	(254,816)	(26,383)
Net change in cash	(139,725)	18,521
Cash, beginning of year	303,219	284,698
Cash, end of year	\$ 163,494	\$ 303,219

The accompanying notes are an integral part of these financial statements.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Notes to Financial Statements June 30, 2019 and 2018

Note 1. Summary of Significant Accounting Policies

Nature of Organization: Mid-Atlantic Equity Consortium, Inc. (Organization) was incorporated under the laws of the Maryland Nonprofit Corporation Act on September 1, 1992. Its primary programs are:

- **Equity Assistance and Technical Training:** Increase equitable educational opportunities for all students regardless of race, sex, religion, national origin (English learners), or socioeconomic status by providing technical assistance and training to improve and sustain the systemic capacity of public education systems to address problems caused by segregation and inequities.
- **Youth Development:** Identify and address academic, professional, and youth development needs of students in an after-school and college prep program to increase students' academic achievement and attendance, promote family engagement, and facilitate college and career readiness, preparation, and competitiveness.
- **Family Engagement Initiatives:** Provide technical assistance and training to build the capacity of families to work more effectively with their children at home so they can thrive and achieve academically. Work with educators to create a shared responsibility for children's learning with families. Work collaboratively with State Departments of Education to create frameworks and policies regarding statewide family engagement practices.

New Accounting Pronouncement: On August 18, 2016, the FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958) – Presentation of Financial Statements of Not-for-Profit Entities. The Organization has adjusted the presentation of its financial statements accordingly. The new standards change the following aspects of the Organization's financial statements:

- The unrestricted net asset class has been renamed net assets without donor restrictions.
- The temporarily restricted and permanently restricted net asset classes has been renamed net assets with donor restrictions. The Organization does not have any net assets with temporary or permanent donor restrictions.
- The financial statements include the statement of functional expenses.
- The financial statements include a new disclosure about liquidity and availability of resources (Note 10).

Use of Estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual events and results could differ from those assumptions and estimates.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Notes to Financial Statements

June 30, 2019 and 2018

Investments: The Organization's investments in certificates of deposit are classified as Investments in the statements of financial position and are carried at amortized cost. These investments do not qualify as securities as defined in *FASB Accounting Standards Codification* (ASC) 320, *Investments – Debt and Equity Securities*, thus the fair value disclosures required by ASC 820, *Fair Value Measurements and Disclosures*, are not provided.

Accounts and Grants Receivable: Accounts and grants receivable are reported at the amount management expects to collect on balances outstanding at year-end. Management closely monitors outstanding balances and writes off, as of year-end, all balances that are believed to be uncollectible by the time the financial statements are issued. GAAP requires the allowance method for accounting for bad debts, but the differences between the two methods is immaterial.

Property and Equipment: Property and equipment are stated at cost, if purchased, or at fair value at the date of gift, if donated, less accumulated depreciation. Additions with a cost or fair value of less than \$1,500 are expensed.

Depreciation of furniture and equipment is provided using the straight-line method over the estimated useful lives of the assets, generally three to seven years. Amortization of leasehold improvements is provided using the straight-line method over the lesser of the estimated useful lives or term of the lease.

Website Development Costs: Website development costs incurred in the planning stage are expensed as incurred, costs incurred in the website application and infrastructure development stage are capitalized if they meet specific criteria required by GAAP, and costs incurred in the day to day operation of the website are expensed as incurred.

The Organization amortizes capitalized website development costs using the straight-line method over three years.

Revenue recognition: Governmental grant awards are recognized as revenue when the related costs are expended. Program service revenue is recognized when services are performed.

Cost Allocation: Certain categories of expenses are attributable to more than one program or supporting function and are allocated on a reasonable basis that is consistently applied. The expenses that are allocated are compensation and benefits, which are allocated on the basis of estimates of time and effort per each employee's individual compensation; and occupancy, supplies, lease costs and depreciation, which are allocated on the basis of estimates of average time and effort of all employees.

Total fundraising is immaterial and has been included in Management and General expenses.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Notes to Financial Statements June 30, 2019 and 2018

Income Taxes: The Organization is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code (Code) and comparable State law, and contributions to it are tax deductible within the limitations prescribed by the Code. The Organization has been classified as a publicly-supported organization which is not a private foundation under Section 509(a) of the Code.

Note 2. Investments

The Organization's investments are certificates of deposit with original maturities over three months. The certificates of deposits mature between September 2019 and January 2024, with interest rates ranging between 1.8% and 3.0%.

Note 3. Property and Equipment

Property and equipment consisted of the following as of June 30:

	2019	2018
Furniture and fixtures	\$ 13,913	\$ 13,913
Equipment	18,959	18,959
Leasehold improvements	12,793	12,793
Property and equipment	45,665	45,665
Less accumulated depreciation and amortization	35,831	24,403
Property and equipment, net	\$ 9,834	\$ 21,262

Depreciation and amortization expense for the years ended June 30, 2019 and 2018 was \$11,428 and \$8,734, respectively.

Note 4. Website Development Costs

Website development costs consisted of the following as of June 30:

	2019	2018
Website development costs	\$ 11,960	\$ 11,960
Less accumulated amortization	11,960	10,966
Website development costs, net	\$ -	\$ 994

Amortization expense was \$994 and \$3,988 for the years ended June 30, 2019 and 2018, respectively.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Notes to Financial Statements June 30, 2019 and 2018

Note 5. Employee Benefit Plans

The Organization has adopted a noncontributory retirement plan which is a money purchase plan. The plan covers all employees who have met certain requirements. The Organization must contribute an amount equal to 10% of participants' compensation to the plan each year. The plan is a prototype that has received IRS approval under Section 403(B) of the IRC. For the years ended June 30, 2019 and 2018, \$84,230 and \$72,999, respectively, was contributed.

Note 6. Line of Credit

The Organization has an unsecured line of credit with a bank with a borrowing limit of \$25,000. As of June 30, 2019 and 2018, the balance of the line of credit was \$0.

Note 7. Commitments and Contingencies

Grant revenue: Grant revenue is generated primarily from the U.S. Department of Education, directly or through pass-through agencies, under cost reimbursable arrangements. The grant is subject to audit by various governmental agencies. No provision for possible adjustments resulting from audits has been made in the accompanying financial statements. In the opinion of management, such adjustments, if any, would not have a material effect on the financial statements.

Operating lease: The Organization has entered into an operating lease agreement for 2,247 square feet of office space located at 5272 River Road, Bethesda, Maryland. The space coverage was. In March 2019, the Organization extended their lease until June 30, 2022 effective July 1, 2019, and increased their office space to 2,939 square feet. The monthly lease payments are approximately \$5,650.

Rent expense was \$67,205 and \$64,400 for the years ended June 30, 2019 and 2018, respectively.

Minimum future rental payments under leases in excess of one year as of June 30, 2019:

2020	\$ 156,000
2021	162,000
2022	168,000
<hr/>	
Total future minimum lease payments	\$ 486,000

Note 8. Concentrations

Revenue: During 2019 and 2018, approximately 87% and 86%, respectively, of the Organization's funding is provided from grants from the U.S. Department of Education.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Notes to Financial Statements June 30, 2019 and 2018

Note 9. Related Party Transactions

The Organization obtains legal services from a firm owned by the spouse of the President of the Organization. The Organization incurred legal fees in the amount of \$36,000 and \$36,000, for the years ended June 30, 2019 and 2018, respectively. As of June 30, 2019 and 2018, \$3,000 and \$3,000, respectively, were included in accounts payable.

Note 10. Liquidity and Availability of Financial Assets

Financial assets available within one year of the statement of financial position date to meet cash needs for general operating expenditures consisted of the following as of June 30, 2019:

Cash	\$ 163,494
Investments	254,816
Accounts and grants receivable	229,166
	<hr/>

Financial assets available to meet cash needs for general expenditures within one year	\$ 647,476
	<hr/>

Note 11. Subsequent Events

Subsequent events were evaluated through March 30, 2020, which is the date the financial statements were available to be issued.

Supplemental Information

MID-ATLANTIC EQUITY CONSORTIUM, INC.**Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2019**

Federal Grantor/Pass-through Grantor/ Program Title	Pass-through Number	CDFA No.	Federal Expenditures
Department of Education:			
Direct programs:			
Center for Education Equity		84.004D	\$ 1,691,836
Collaborative Action for Family Engagement Center		84.310A	125,321
Pass-through programs from:			
Maryland State Department of Education: Achievement Linking Innovation, Vision and Engagement (ALIVE)	191103	84.287	74,061
Total Department of Education			1,891,218
Department of Health and Human Services:			
Pass-through programs from:			
Maryland State Department of Education: Birth to Five Statewide Needs Assessment and Strategic Plan	191477	93.434	119,871
Total Department of Health and Human Services			119,871
Total expenditures of federal awards			\$ 2,011,089

See accompanying notes to the schedule of expenditures of federal awards.

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Notes to Schedule of Expenditures of Federal Awards For the Year Ended June 30, 2019

Note 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal grant activity of Mid-Atlantic Equity Consortium, Inc. (the Organization) under programs of the federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the Organization, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the Organization.

Note 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

Note 3. Indirect Cost Rate

The Organization has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.



DS Accounting Group

Certified Public Accountants & Advisors

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Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*

To the Board of Directors of
Mid-Atlantic Equity Consortium, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Mid-Atlantic Equity Consortium, Inc. (a nonprofit organization) which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report dated March 30, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Mid-Atlantic Equity Consortium, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Mid-Atlantic Equity Consortium, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of the Organization's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Mid-Atlantic Equity Consortium, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

DS Accounting Group, LLC

March 30, 2020



DS Accounting Group

Certified Public Accountants & Advisors

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Independent Auditor's Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance

To the Board of Directors of
Mid-Atlantic Equity Consortium, Inc.

Report on Compliance for Each Major Federal Program

We have audited Mid-Atlantic Equity Consortium, Inc.'s compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of Mid-Atlantic Equity Consortium, Inc.'s major federal programs for the year ended June 30, 2019. Mid-Atlantic Equity Consortium, Inc.'s major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of Mid-Atlantic Equity Consortium, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Mid-Atlantic Equity Consortium, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Mid-Atlantic Equity Consortium, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Mid-Atlantic Equity Consortium, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of Mid-Atlantic Equity Consortium, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Mid-Atlantic Equity Consortium, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Mid-Atlantic Equity Consortium, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

DS Accounting Group, LLC

March 30, 2020

MID-ATLANTIC EQUITY CONSORTIUM, INC.

Schedule of Findings and Questioned Costs For the Year Ended June 30, 2019

Summary of Auditor's Results

Financial Statements

Financial statements prepared in accordance with: GAAP

Type of auditor's report issued Unmodified

Internal control over financial reporting:

Material weakness(es) identified? _____ Yes ☒ No

Significant deficiencies identified that are not
considered to be material weakness(es)? _____ Yes ☒ None reported

Noncompliance material to financial statements noted? _____ Yes ☒ No

Federal Awards

Internal control over major programs:

Material weakness(es) identified? _____ Yes ☒ No

Significant deficiencies identified that are not
considered to be material weakness(es)? _____ Yes ☒ None reported

Type of auditor's report issued on compliance for major programs Unmodified

Any audit findings disclosed that are required to be reported in accordance
with 2 CFR section 200.516(a) and are reported in this schedule? _____ Yes ☒ No

Identification of major program(s):

CFDA Number: 84.004D

Name of Federal Program or Cluster: Center for Education Equity

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? ☒ Yes _____ No



Appendix D: Equal Opportunities Certification

Attachment A

Equal Opportunity Certification

1. Are you participating in any contractual agreement which contains the Equal Employment Opportunity Clause prescribed in Executive Order 11246, as amended?
() Yes (X) No
2. Name and address of Federal "Compliance Agency," if known:
("The Rules and Regulations of the Office of Federal Contract Compliance Programs, U.S. Department of Labor, define the term Compliance Agency as the agency designated by the Director, of CCP, to conduct compliance reviews and to undertake such other responsibilities assigned.")

3. Are you required to maintain a written affirmative action plan according to 41 CFR 60-2 and 60-1 (a)(4)?
() Yes (X) No
4. Has the "Compliance Agency" required you to correct deficiencies in your affirmative action plan or your employment policies and practices?
() Yes (X) No -- not applicable
5. Are you required to submit an annual compliance report as described in 41 CFR 60-17 (a)?
() Yes (X) No

If the answer to "5" is yes, enclose a copy of your latest compliance report.

Data on Subcontractors. (Use supplementary sheets where required.)

_____ (1)* (2)** (3)***
(Subcontractor's Name)

_____ () Yes () Yes () Yes
(Street)

_____ () No () No () No
(City) (State)

_____ (1)* (2)** (3)***
(Subcontractor's Name)

_____ () Yes () Yes () Yes
(Street)

_____ () No () No () No
(City) (State)

*(1) Previously held contracts subject to EQ 10925, 11114, and 11246, as amended.

** (2) Previously filed certificate of nonsegregated facilities.

*** (3) Previously filed annual (EEO-1, EEO-4, or EEO-6) compliance report.



Appendix E: Certification of Non-segregated Facilities

Attachment B

Certification of Nonsegregated Facilities

By submission of this offer, the Offeror or subcontractor certifies that there is not maintained or provided for employees any segregated facilities and that employees will not be permitted to perform their services at any location, under the Offeror's control, where segregated facilities are maintained. The Offeror, or subcontractor, agrees that a breach of this certification is a violation of the Equal Opportunity clause in this contract. As used in this certification, the term "Segregated Facilities" means any rooms, work areas, restrooms and wash rooms, restaurants and other eating areas, time clocks, locker rooms and storage or dressing areas, parking lots, drinking fountains, recreation or entertainment areas, transportation, and housing facilities provided for employees which are segregated by explicit directive or are in fact segregated on the basis of race, creed, color, or national origin because of habit, local custom, or otherwise. The Offeror further agrees that except where there has been obtained identical certifications from proposed subcontractors prior to the award of subcontracts exceeding \$10,000 which are not exempt from the provisions of the Equal Opportunity clause that there will be forwarded the following notice to such proposed subcontractors except where the proposed subcontractors have submitted certifications for specific time period:

Notice to Prospective Subcontractors of

Requirement for Certifications of

Nonsegregated Facilities

A Certification of Nonsegregated Facilities, as required by the May 9, 1967, order (32 F.R. 7439, May 19, 1967) on Elimination of Segregated Facilities by the Secretary of Labor, must be submitted prior to the award of a subcontract exceeding \$10,000 which is not exempt from the provisions of the Equal Opportunity clause.

The certification may be submitted either for each subcontract or for all subcontracts during a period, i.e., quarterly, semiannually, or annually.

NOTE: Failure of an Offeror to agree to the Certification of Nonsegregated Facilities shall render its offer nonresponsive.

Initial: SS

Date: 10/08/2020



Appendix F: Minority Business Enterprise

Attachment C

Minority Business Enterprise

The Offeror () is () is not a minority business enterprise. A minority business enterprise is defined as a "business at least 50 percent of which is owned by minority group members or, in case of publicly owned businesses, at least 51 percent of the stock is owned by minority group members." For the purpose of this definition, minority group members are African Americans, Hispanic Americans, Asian Americans, and American Indians.

Check the appropriate box below.

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Asian American | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Native American |
| <input type="checkbox"/> Female | <input type="checkbox"/> Disabled | <input checked="" type="checkbox"/> None | |



Appendix G: Non-Debarment Acknowledgement

Attachment D


NON-DEBARMENT ACKNOWLEDGEMENT

SS I acknowledge that my firm has NO pending litigation and/or debarment from doing business with the State of Maryland or any of its subordinate government units and/or federal government within the past five (5) years.

_____ I acknowledge that my firm has pending litigation or has been debarred from doing business with the State of Maryland or any of its subordinate government units and/or federal government, within the past five (5) years. If so, please provide an attachment describing the pending litigation or debarment.

SS I acknowledge none of this company's officers, directors, partners, or its employees have been convicted of bribery, attempted bribery, or conspiracy to bribe under the laws of any state or federal government; and that no member of the Board of Education of the Montgomery County Public Schools, Administrative or Supervisory Personnel, or other employees of the Board of Education has any interest in the bidding company except as follows None

As the duly authorized representative of the Offeror, I hereby certify that the above information is correct and that I will advise Montgomery County Public Schools should there be a change in status.

By (Signature) 

Name and Title Susan Shaffer, President

Witness Name and Title Phoebe Schlanger, Finance Mgr.



Appendix H: Mid-Atlantic Purchasing Team Rider



MAPT Cooperative Rider Clause

The Mid-Atlantic Purchasing Team (MAPT) is the agreement between the Metropolitan Washington Council of Governments (COG) and the Baltimore Metropolitan Council (BMC) to aggregate the public entity and non-profit purchasing volumes in the Maryland, Virginia and Washington, D.C. region ("Region").

I. Format

A lead agency format is used to accomplish this work. This Participating Agency, serving as Lead Agency for this procurement, has included this MAPT Cooperative Rider Clause. This allows other public entities to participate pursuant to the following Cooperative Rider Clause Terms and Conditions:

A. Terms

1. Any public entity participating in this procurement ("Participating Agency"), through their use of this Cooperative Rider Clause, agree to the terms and conditions of the resulting contract to the extent that they can be reasonably applied to the Participating Agency.
2. A Participating Agency may also negotiate additional terms and conditions specific to their local requirements upon mutual agreement between the parties.

B. Other Conditions - Contract and Reporting

1. The resulting contract shall be governed by and "construed" in accordance with the laws of the State/jurisdiction in which the Participating Agency is officially located;
2. To provide to MAPT contract usage reporting information, including but not limited to quantity, unit pricing and total volume of sales by entity, as well as reporting any Participating Agency added on the contract, on demand and without further approval of Participating Agency;
3. Contract obligations rest solely with the Participating Agency only; and
4. Significant changes in total contract value may result in further negotiations of contract pricing with the Lead Agency and any Participating Agency.

In pricing and other conditions, contractors are urged to consider the broad reach and appeal of MAPT with public and non-profit entities in this Region.

II. Participating Members

COG MEMBER GOVERNMENTS

District of Columbia

Maryland

- Town of Bladensburg
- City of Bowie
- City of College Park
- Charles County
- City of Frederick
- Frederick County
- City of Gaithersburg
- City of Greenbelt
- City of Hyattsville
- Montgomery County
- Prince George's County
- City of Rockville
- City of Takoma Park

Virginia

- City of Alexandria
- Arlington County
- City of Fairfax
- Fairfax County
- City of Falls Church
- Loudoun County
- City of Manassas
- City of Manassas Park
- Prince William County

Other Local Governments

- Town of Herndon
- Spotsylvania County
- Stafford County
- Town of Vienna

Public Authorities/Agencies

- Alexandria Renew Enterprises
- District of Columbia Water and Sewer Authority
- Metropolitan Washington Airports Authority
- Metropolitan Washington Council of Governments
- Montgomery County Housing Opportunities Commission
- Potomac & Rappahannock Transportation Commission
- Prince William County Service Authority

- Upper Occoquan Service Authority
- Washington Metropolitan Area Transit Authority
- Washington Suburban Sanitary Commission

School Systems

- Alexandria Public Schools
- Arlington County Public Schools
- Charles County Public Schools
- District of Columbia Public Schools
- Frederick County Public Schools
- Loudoun County Public Schools
- City of Manassas Public Schools
- Montgomery College
- Montgomery County Public Schools
- Prince George's County Public Schools
- Prince William County Public Schools
- Spotsylvania County Schools
- Winchester Public Schools

BALTIMORE METROPOLITAN COUNCIL AGENCIES

- City of Annapolis
- Anne Arundel County
- Anne Arundel County Public Schools
- Anne Arundel Community College
- City of Baltimore
- Baltimore City Public Schools
- Baltimore County
- Baltimore County Public Schools
- Community College of Baltimore County
- Carroll County
- Harford County
- Harford County Public Schools
- Harford Community College
- Howard County
- Howard County Public Schools System
- Howard Community College
- Queen Anne's County
- Queen Anne's County Public Schools



Appendix I: MAEC Current W-9

Form

W-9(Rev. October 2018)
Department of the Treasury
Internal Revenue Service**Request for Taxpayer
Identification Number and Certification**► Go to www.irs.gov/FormW9 for instructions and the latest information.**Give Form to the
requester. Do not
send to the IRS.**Print or type.
See Specific Instructions on page 3.**1** Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

Mid-Atlantic Equity Consortium, Inc.

2 Business name/disregarded entity name, if different from above**3** Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only **one** of the following seven boxes.☐ Individual/sole proprietor or single-member LLC☐ C Corporation☐ S Corporation☐ Partnership☐ Trust/estate☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ►**Note:** Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is **not** disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.☒ Other (see instructions) ►**4** Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):Exempt payee code (if any) 5

Exemption from FATCA reporting code (if any) _____

(Applies to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.) See instructions.

5272 River Road, Ste 340

6 City, state, and ZIP code

Bethesda, MD 20816

Requester's name and address (optional)

7 List account number(s) here (optional)**Part I Taxpayer Identification Number (TIN)**Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.**Note:** If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.**Social security number**

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or**Employer identification number**

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Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.**Sign
Here**Signature of
U.S. person ►

Date ► 10/08/2020

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.**Purpose of Form**

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.



Appendix J: Notice to Bidders, Response to Questions

**Department of Materials Management
Procurement Unit
MONTGOMERY COUNTY PUBLIC SCHOOLS
45 W. Gude Drive, Suite 3100
Rockville, Maryland 20850**

October 5, 2020

NOTICE TO BIDDERS

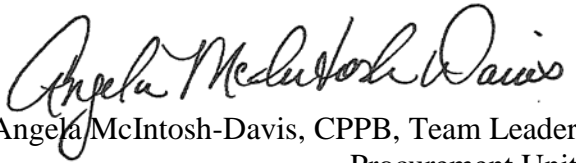
**The following are questions and responses regarding
RFP No. 4900.1, Systemwide Anti-racism Audit Consultant**

Question 1: Would MCPS please provide guidance to a proposed fee structure? Specifically, does MCPS have a dollar range or a maximum amount of funds available? And is there an hourly rate cap and/or any other financial restrictions related to the project?

Answer: MCPS does not have an established dollar range or maximum amount of funds available. There is no hourly rate cap or financial restrictions related to this project.

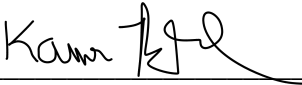
Question 2: Are there any modifications about submission procedures in the age of COVID? The RFP says hard copies are to be delivered to the 45 Gude St. address. Is the building open to the public and will it be open on Monday, October 12, which is Columbus Day?

Answer: The procurement office is open and we are able to receive hard copy submissions in our office. Our office building does require that you wear a mask upon entry and while in the building. Additionally, MCPS is open on Columbus Day, this is not an observed holiday on the school calendar. You are encouraged to deliver your submissions well before the cutoff time of 2:00pm on October 12, 2020.


Angela McIntosh-Davis, CPPB, Team Leader
Procurement Unit

AMD

Please indicate your receipt of this notice by signing below and returning with your proposal or under a separate cover.

Accepted By: Karmen Rouland  Assoc. Director, Technical Assistance and Training
(Name and Title)

Name of Company: Mid-Atlantic Equity Consortium