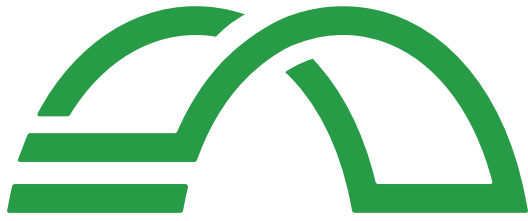




Mathkind



2021 Annual Report



Mathkind

Our Mission

Our mission is to build quality math education programs through collaborative partnerships that drive greater social justice.

Our Vision

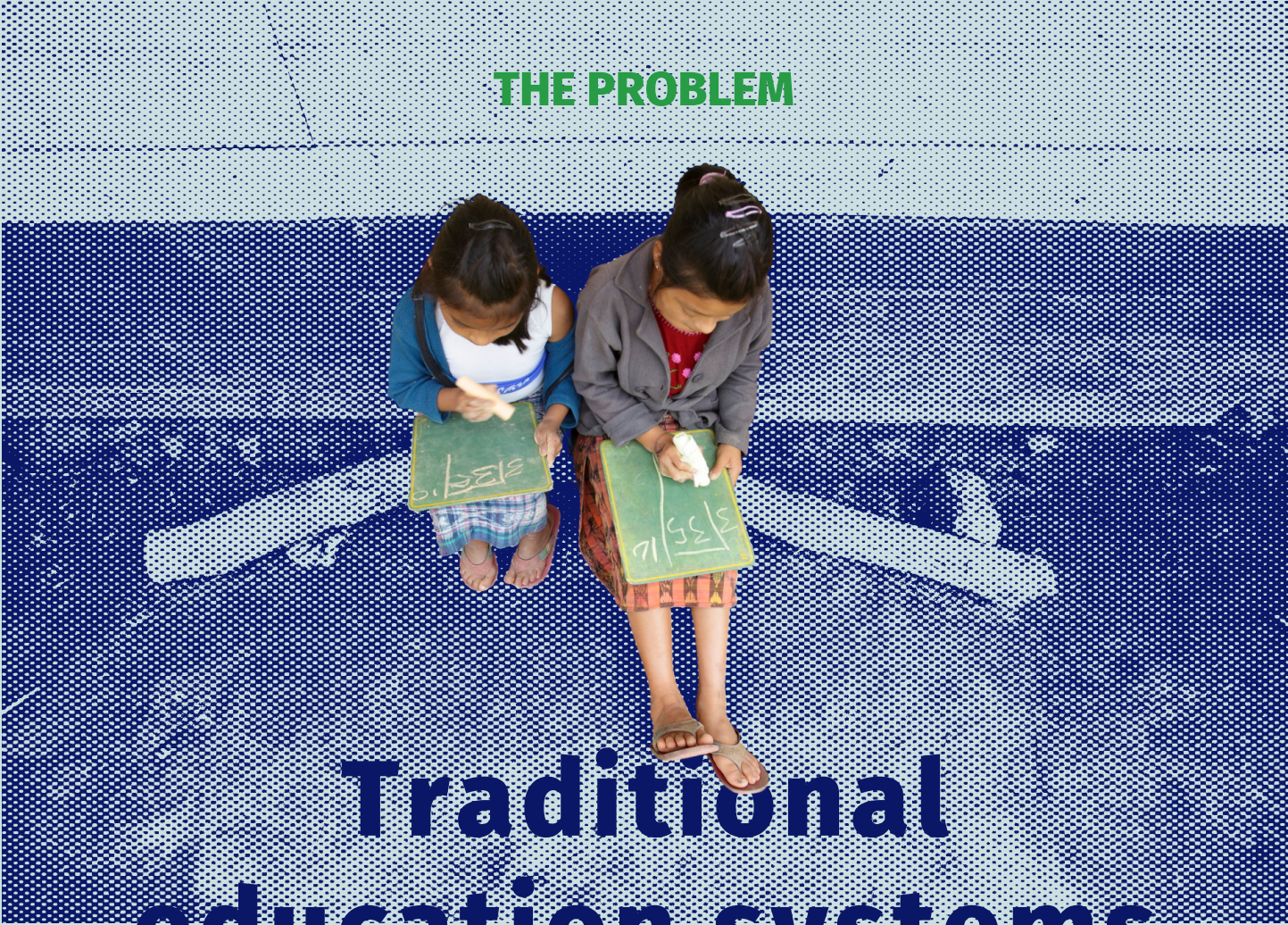
We envision a just, equitable world shaped by quality math education.



MATH EDUCATION CREATES A MORE EQUITABLE WORLD



THE PROBLEM



**Traditional
education systems
limit students'
power to change
the world.**



Mathkind

OUR SOLUTION

With the right support, teachers can unleash student's power to change the world.

Through grassroots partnerships, we create spaces where teachers are equipped with world-class teaching strategies.

Through coaching and continuing education opportunities, teachers gain the courage and confidence to apply what they learn as they prepare their students for the real world.

Teachers become leaders who pass on their skills and knowledge to other teachers in their communities—impacting critical thinking and problem-solving in students far beyond their own classrooms.



A Letter From the President of Our Board of Directors

In 2021 Mathkind continued to grow. Changing the name of our organization reflects more transparency about how we work to carry out our mission and values.

Although the pandemic continued to restrict travel, our incredible staff developed and offered many opportunities to teachers in Central and South America. Virtual conferences for teachers in Ecuador and Central America were very successful with record attendance. Our antiracism-focused webinars drew teachers from the United States and around the world.

After an extensive search, we added Kim Glenn to our Mathkind family as our new executive director. She has been an amazing support to our work as she collaborates with the Board, staff, and teachers. Welcome, Kim!

In this annual report you will learn more about our impact in 2021. And, we are well underway with exciting activities and plans for 2022! Many thanks to everyone who has expressed interest in our work and has shown support through volunteering, advising, contributing financially, and participating to help us live our vision!



LINDA GOJAK
PRESIDENT, BOARD OF DIRECTORS



A Letter From Our Executive Director



In November 2021, I was given the honor of being asked to serve as the new executive director of Mathkind. Since that time, it has been my pleasure to get to know our champions in providing quality math education through our collaborative partnerships around the world in an effort to bring about greater social justice. I have met an incredible group of community leaders, leaders in math education, teacher leaders, and individuals who believe in the need for a more equitable world.

As we continue to face challenges in our sector in and outside of the classroom, it has become even more critical for quality mathematics education to be available to students around the world. Our approach has always centered around the idea that we are not rescuers who bring solutions to our less-knowledgeable partners. Rather, we work together to build solutions as equal partners and as humans. This is who we are.

Through this annual report, you'll learn more about our reach, partnerships, coaches, methodology, and our Theory of Change. Because of you, we are able to continue our growth and impact in the communities that we serve.

Your consistent support is what sustains Mathkind and what will allow us to continue to grow our programs.

All the best,

KIM GLENN
EXECUTIVE DIRECTOR





OUR MODEL

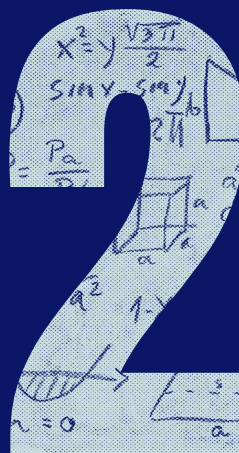


LEARN

Through collaborative settings, we invite teachers to discover the light-bulb moments they may never have had in school, giving them the same kind of experiences they want for their students. In growing networks of peers, teachers learn effective methods and best practices and are inspired to apply their new knowledge and skills with their students.

APPLY

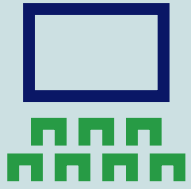
Teachers apply what they learn in their classrooms as they engage with coaches in ongoing reflection—leading to action steps for deepening students' understanding. Teachers are encouraged to take risks as coaches offer the practical and emotional support needed to give teachers the tools and confidence to implement these strategies successfully in their classrooms.



LEAD

We generate local networks of educators who are continuously transforming their own teaching practice and want to lead others to do the same. These teachers share their knowledge and skills across communities, often becoming presenters at conferences and workshops. They function as leaders among their peers, ensuring sustainable change far beyond the reach of traditional training programs.

PROGRAM NUMBERS



122

Sessions



220

Hours



1,581

Teachers



2021 HIGHLIGHTS

REBRAND

Since our founding, we've seen exciting growth and sharpened impact. As our programs evolved in response to our partners' goals, we realized that we needed to change our name to better reflect who we've become.

On September 21, 2021, we unveiled our new name, logo, and website. We chose Mathkind because we believe that quality mathematics education is for all of humankind.



MATHMOBILE



Average score from participants when asked if the Math Mobile met their expectations: 7.9

880

students
reached

32

virtual sessions
and workshops



Average score from participants when asked how much they would recommend the Math Mobile: 8.4

33

teachers &
administrators

14

schools
represented

MATH MARATHON 2.0



Average score from participants when asked if the Math Marathon met their expectations: 9.7

1,307

educators
participated

360+

schools & other
organizations



Average score from participants when asked how much they would recommend the Math Marathon: 9.8

25

education
experts

70,000+

students
reached

DINA'S STORY

Many students come to math class expecting to sit still and listen. They look to their teacher to tell them what they need to know and show them how to find the right answers. Teresa (Dina) Vite Tamayo's third-grade students were no different.

During Mathkind workshops at her school in Guayaquil, Ecuador, Dina learned that her students would develop deeper understanding if they actively participated in class. Their critical-thinking and problem-solving skills would grow through opportunities to collaborate, explore, and struggle. So Dina set to work creating a student-centered math classroom. She connected her lessons with daily life so that the math would be more "practical and experiential." She was accustomed to asking questions, but she was often the only one answering them. With Mathkind's support, she began to understand how to leverage that practice to get her students really thinking instead of just waiting to hear the correct response. Dina remarked, "This wasn't easy at the very beginning because we weren't used to this type of system."

"Little by little we began to see a change."

Dina was even able to encourage her students to make mistakes. The best math problems inspire multiple perspectives and value process over outcome. As a result, now "they feel good about going back to the problem and trying to look for the answer again."

**DINA VITE LEADS HER STUDENTS
IN A MATH GAME IN 2019.**





WHY SHE GIVES

Allie Mendelsohn grew up hearing that being a girl somehow made math harder for her than others.

It wasn't until she was a graduate student that she learned she was not only good at math, but she enjoyed it!

Recognizing that this misleading statement limited her educational opportunities, she and her husband, Karl Owen, set out to tear down barriers. They see exclusion happening in both obvious and subtle ways, such as when boys and girls are treated differently in math class. Or when word problems use language and contexts that are unfamiliar to marginalized students.

They were inspired to support Mathkind by cofounder Dr. Chadd McGlone's description of a teacher in Guatemala named Domingo. Chadd visited Domingo's school for two days of math education workshops. Domingo reflected, "I used to struggle to teach numbers, but now I can be a friend of the math."

Mathkind is a natural fit for Allie and Karl's philanthropic priorities. Allie remarked, "Some of the aspects of Mathkind that appealed to us were that we believe deeply in giving to causes that seek to make changes at the root, whatever the area is. Childhood education is undeniably a root. And we are both very interested in organizations that push back against the tribalism that is tearing humanity apart at every level."

**ALLIE MENDELSON (RIGHT)
WITH MATHKIND COFOUNDER
JENNY MCGLONE**



WHY HE HELPS

Dr. Arthur B. Powell sees math in all kinds of places, like pottery and jewelry.

Math isn't just what is taught in school—it's also a way of thinking and creating.

According to Arthur, children use this capability when they learn to walk and to speak a language. Being human means having an inner mathematician.

When Arthur was a math student, he noticed some of his friends weren't successful in the subject. He began to understand that "larger social forces...impede people from really realizing the mathematicians that they have inside of them." Schools can become filters, in Arthur's view, that determine who is capable of moving forward in math.

Arthur's involvement with Mathkind grew out of this awareness. In the early years, when Mathkind's focus was organizing trips for teachers, he saw an antiracist element in how the US-based teachers were encouraged first to observe. What the US teachers came to understand is that "maybe the ideas they brought with them weren't suitable for that environment. And that the environment had much to offer to them in terms of teaching practice."

Through his support of Mathkind, Arthur hopes that math education becomes "something that allows people to soar."



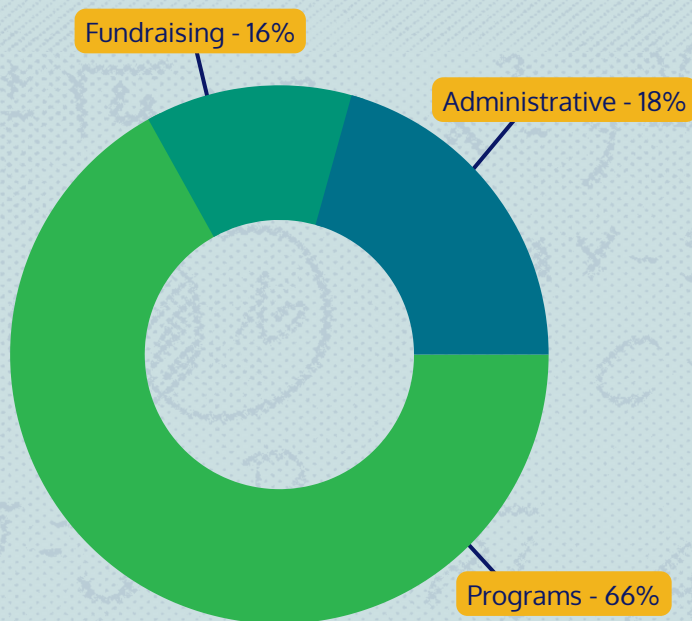
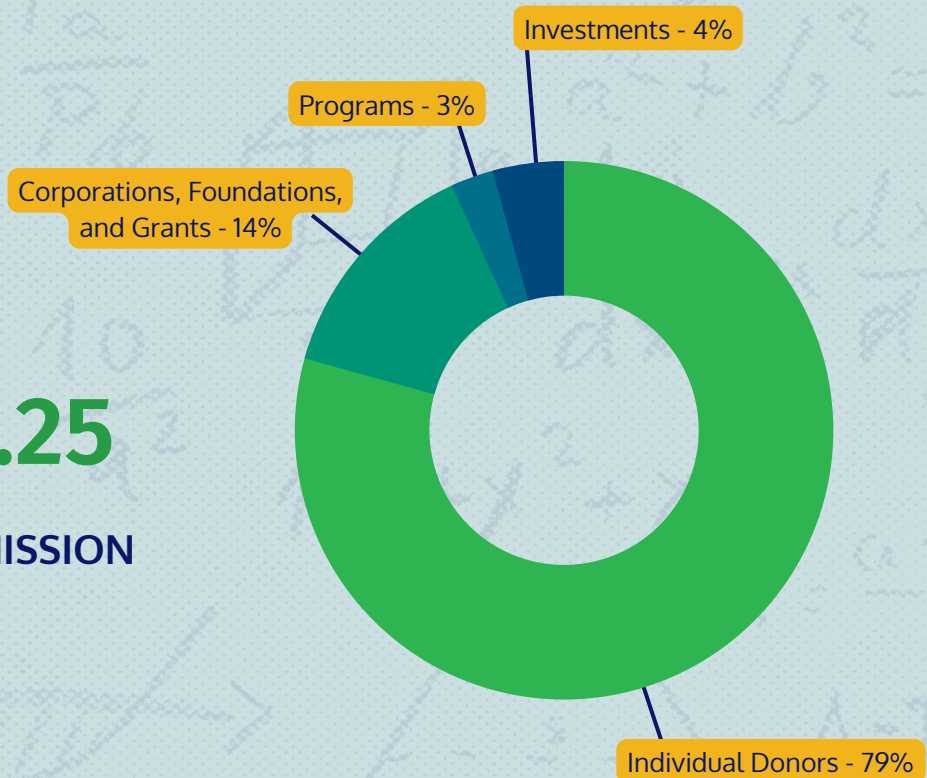
DR. ARTHUR B. POWELL LEADS A WORKSHOP FOR TEACHERS IN THE GALÁPAGOS ISLANDS IN 2016.

FINANCIALS

IN 2021 WE RAISED

\$415,290.25

TO SUPPORT OUR MISSION



IN 2021 WE INVESTED

\$208,906.88

IN PAYING FOR PROGRAMS

TEAM

Paola Castillo, MEd
Director of Education, Ecuador

Callie Herring, MA
Global Director of Education

Fátima Santos
Math Coach, Guatemala

Manuela Cea-Poblete, MS
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Kim Glenn
Executive Director

Suhailah Waheed
Individual Giving Manager

Hans del Cid
Operations Coordinator, Guatemala

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IN-KIND SPONSOR



participate.

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With every gift in 2021, our donors kept math education thriving. They helped us ensure teachers are equipped with the tools they need to strengthen their students' critical-thinking and problem-solving skills. With their support, we can continue our mission of stewarding generations of students to use math to change the world.

Francisco Alarcón ◇
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Mary Alice Bethancourt
Hunter Bost and Kristel Dorion
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