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State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Lillian M. Lowery, Ed.D. *Lillian M. Lowery*  
**DATE:** May 21, 2013  
**SUBJECT:** Progress Report on Implementation of the Education That Is Multicultural Regulation (COMAR 13A.04.05)

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**PURPOSE:**

The purpose of this memorandum is to provide a summary of the status of implementation of the Education That Is Multicultural Regulation (COMAR 13A.04.05) in local school systems and the Maryland State Department of Education (MSDE).

**BACKGROUND/HISTORICAL PERSPECTIVE:**

Maryland's policy concerning the Education That Is Multicultural Regulation (COMAR 13A.04.05) (Attachment I) reflects two important goals related to student achievement and school success. The first is for public schools to provide curriculum, instruction, professional development, and instructional resources that are multicultural; and to promote inclusive school climates that help accelerate academic achievement among all groups of students. In addition, the Regulation requires MSDE to include a multicultural focus in all state programs and assessments.

The second goal is to assist educators and students in gaining knowledge, understanding, and appreciation of different cultural groups in their communities, state, nation, and the world. This is intended to foster the development of competencies for students and adults as lifelong learners and effective citizens in a global society. This goal is particularly relevant, since Maryland has one of the nation's most ethnically and racially diverse student populations, ranking among the top 15 states in the United States.

The Education That Is Multicultural Regulation was initially adopted by the State Board of Education in 1993. In 2005, amendments were adopted to require that provisions of the Regulation be included in each school system's Bridge to Excellence Master Plan and Annual Updates. In addition, the amendments established a three-year reporting cycle. This

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reporting requirement is designed to provide the State Board of Education with information concerning the statewide implementation of the Regulation.

The report is compiled by the MSDE Equity Assurance and Compliance Office and the statewide Education That Is Multicultural and Achievement Network. The Network meets monthly at MSDE and is comprised of representatives from all 24 Maryland local school systems, divisions within MSDE and organizations such as the Maryland State Education Association and the Mid Atlantic Equity Center.

**EXECUTIVE SUMMARY:**

This progress report focuses on the current status of the implementation of the ETM Regulation by school systems and MSDE. The local school system information upon which the report is based was compiled from reviews of recent *Bridge to Excellence Master Plan Updates*. The updates from each school system include current *Executive Summaries* of progress and information compiled from the evaluative *Compliance Status Report Form* (Attachment II). All report forms are on file in the Equity Assurance and Compliance Office.

**ACTION:**

This report (Attachment III) is being provided for information only. No action is required.

Attachments