



**REPORT ON THE IMPLEMENTATION OF THE
MARYLAND EDUCATION THAT IS MULTICULTURAL
REGULATION
(COMAR 13A.04.05)**

**Equity Assurance and Compliance Office
Maryland State Department of Education**

**Education That Is Multicultural and Achievement
(ETMA) Network**

Report on the Implementation of the Maryland Education That Is Multicultural Regulation (COMAR 13A.04.05)

BACKGROUND

The Maryland Education That Is Multicultural (ETM) Regulation (COMAR 13A.04.05) (**Attachment I**) was initiated in 1979 as a result of State Board of Education action with the intent to focus on promoting a multicultural curriculum throughout Maryland public schools. In 2000, the Education That Is Multicultural and Achievement Network (ETMA) was formed to provide a forum for the exchange of best practices and to reinforce statewide implementation of multicultural initiatives. The ETMA is comprised of representatives from every local school system, MSDE staff, and other stakeholders, meeting monthly to identify priorities and share progress. Current membership is listed in **Attachment II**.

The Regulation was most recently amended by the State Board of Education in 2005 with a requirement that local school systems provide an update on their plans and progress toward implementing the ETM Regulation in their *Bridge to Excellence Master Plans* and *Annual Updates*. The purpose of this requirement was to promote infusion of these efforts across curricular, co-curricular, and operational areas within school systems consistent with the intent of the *Bridge to Excellence* statute. The amended Regulation also requires a report to the State Board of Education every three years on the progress of implementation of the ETM Regulation by MSDE and all local school systems. For the 2010-2011 school year, each school system submitted a newly developed *Maryland Local School System Compliance Status Report for Education That Is Multicultural and Achievement (ETMA)* (**Attachment III**) as part of its *Bridge to Excellence Master Plan Update*.

REPORT OVERVIEW

This report summarizes the status of the implementation of the Maryland Education That Is Multicultural Regulation statewide in local school systems, and within the Maryland State Department of Education (MSDE).

Policy and Expectations

Maryland's policy concerning the ETM Regulation reflects two important expectations related to student achievement and school success:

1. Provide curriculum, instruction, professional development, and instructional resources that are multicultural and promote inclusive school climates where diversity is respected and valued and achievement is accelerated among all groups of students. The Maryland State Department of Education (MSDE) includes a multicultural focus in all State activities, including assessments, publications, and curricular frameworks.

2. Assist educators and students to gain 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 area is particularly relevant, since Maryland has one of the most ethnically and racially diverse populations in the United States.

Diversity in Maryland

The ETM Regulation defines diversity to include areas such as race, ethnicity, region, gender, socioeconomic status, religion, and disability. The following data related to Maryland's student diversity have been compiled from national and state census reports and from MSDE publications:

- The fastest growing population is Hispanic (2009-2010: 10%, 85,153) (2010-2011: 11.5%, 98,404).
- The largest minority population is African American (2010-2011: 35.8%, 305,310).
- Maryland students come from over 175 different nations and speak more than 191 languages and dialects.
- 51,600 students in Maryland are receiving services for English Language Learners whose home language is not English. The most prevalent languages spoken are Spanish, French, Chinese, Vietnamese, and Korean.
- The percentage of Maryland students receiving special education services is 8.9 percent.

STATEWIDE IMPLEMENTATION OF THE REGULATION

The provisions of the Regulation are implemented statewide by the Maryland State Department of Education (MSDE) and by the Education That Is Multicultural and Achievement (ETMA) Network, comprised of liaisons representing all 24 school systems. The Department's ETMA initiatives are coordinated by the Equity Assurance and Compliance Office.

MSDE IMPLEMENTATION

Multicultural perspectives are infused into agency-wide and divisional programs. This infusion is provided by Equity Assurance and Compliance Office staff participation on MSDE task forces and projects related to multicultural issues, and by providing resources and recommendations. Strategies and exemplary programs developed at MSDE are also shared with local school systems through the ETMA Network.

Statewide Progress and Accomplishments: MSDE Cross-Divisional Initiatives

The following are examples of programs and initiatives that reflect the cross-divisional ETMA accomplishments of MSDE related to the components of the regulation.

- In the areas of curriculum and instruction, a Multicultural Resource Center with references and exemplary multicultural print and video resources for loan to educators is maintained in the Equity Assurance and Compliance Office.
- Resources are provided that support the multicultural content standard for social studies in the Maryland State Curriculum: “Students will understand diversity and commonality, human interdependence, and global cooperation through a multicultural perspective.”
- Guidelines for evaluating instructional materials for bias have been developed and disseminated.
- Equity Assurance and Compliance Office staff have served on such cross-divisional programs as the MSDE Task Force to Increase the Representation of Under-served Populations (African Americans, Hispanics, students with disabilities, students living in poverty) in Gifted and Talented and AP Programs, as well as on the Reginald F. Lewis Museum of Maryland African American History and Culture Education Task Force, the Division of Student Services Anti-Bullying and Anti-Harassment Task Force, the National Museum of African American History Museum Educators’ Work Group, the Maryland Women’s Heritage Center Board, and the Division of Career and College Readiness initiatives.

Statewide Progress and Accomplishments: ETMA Network Initiatives

Statewide implementation of the Regulation is supported by the ETMA Network, comprised of representatives of all 24 school systems. Appointed by their local superintendents, the representatives serve as liaisons between MSDE and each local school system on an ongoing basis related to all aspects of ETMA. The Network also includes MSDE staff members from the Equity Assurance and Compliance Office, Division of Instruction, Minority Student Achievement Office, School Improvement Office, as well as educators from the Maryland State Education Association, Mid-Atlantic Equity Assistance Center and a representative from the post-secondary level.

The ETMA Network meets monthly at MSDE to share resources, research, information about upcoming relevant events and programs, and best practices related to student achievement and multicultural education. Meetings also provide opportunities to discuss and explore issues and programs with MSDE staff and outside organizations, and to develop resource materials and guidelines for use by Maryland educators. Specific work groups are established each year to complete identified tasks. These groups meet at MSDE and at additional sites as needed.

Resources, Publications and Technical Assistance Materials

The MSDE ETMA Network developed the following resources from 2008-2011 that were distributed statewide and used and adapted by local school systems and organizations across the state. The resources were also shared with MSDE divisions.

- A 3-credit state-approved course for educators: *Cultural Proficiency and Accelerating Student Achievement for the 21st Century*. School systems can use the course sessions as developed by the ETMA Network, or adapt sessions to their local needs. The course was provided in a 3-ring binder for reference, and was given to each local school system on a compact disk. Training was offered by the ETMA Network to local school systems on use of the materials.
- A booklet: *A Practical Guide for Accelerating Student Achievement Across Cultures* was published by MSDE and provided to MSDE divisions and all Maryland school systems.
- A *Multicultural Connections Educational Resource Directory* was updated and distributed to all local school systems.

Consultants and Professional Development

During the 2009-2011 school years several educators and consultants met with the ETMA Network to provide professional development and information as requested. Samples of individuals and topics are noted below:

MSDE Updates

- Judy Jenkins, Common Core Coordinator, Division of Instruction – Common Core Standards
- Lyle Patzkowsky, Academic Program Director, Division of Academic Reform and Innovation – Race to the Top
- Pat Mikos, Program Manager, Career and Technology Education Student and Assessment Services Branch, Division of Career and College Readiness – Career and College Readiness Division Programs
- Michial Gill, Coordinator, Minority Student Achievement and Liaison to the Maryland Legislature – Update on The Task Force for Maryland’s African American Males
- Young-Chan Han, Specialist, Family Involvement and Title I, Division of Student, Family, and School Support – Update on Programs for Immigrant Students
- Mary Cary, Assistant Superintendent for Curriculum and Instruction – Common Core Standards Follow-Up
- Rose Wiggins, Liaison, Reginald F. Lewis Museum of Maryland African American History and Culture, Division of Instruction – Projects and Curriculum/Lesson Development

- Chuck Buckler, Executive Director, Division of Student, Family, and School Support – Bullying and Harassment Issues
- Donna Clem, Coordinator, STEM, Division of Instruction – Science Technology Engineering and Mathematics (STEM) Updates & Resources

Organizational Leaders and Educators

- Gayon Sampson, Student member of the State Board of Education – student issues
- Joel Freeman, Author and Publisher; Facilitator of national program, *A White Man's Journey into Black History*
- Maria Whitemore and Lea Woolsey, Educators, Frederick County Public Schools – *Culturally Responsive Student Services Team Guide* and process to address disproportionality in special education
- Dave Harnar, STEM Coordinator, Wicomico County Public Schools – STEM Initiatives
- Patricia Hatch, former Director, Maryland Office of Refugees and Asylees – Immigration Law
- Susan Shaffer, Executive Director, and staff members of the Mid-Atlantic Equity Center, one of 10 regional Educational Equity Centers funded by the U.S. Department of Education – discussion about programs and services available to Maryland educators and schools during the next three years
- Anti-Defamation League Education Staff – curricular materials related to resources, *Echoes and Reflections: Holocaust Education* and *Making Diversity Count*
- Keith Colston, Chair of the Maryland Commission on Indian Affairs – Native American community and education issues
- Lauren Abram, Director, Maryland Community Conferencing Center – involving community in educational programs with low-performing students
- Omekongo Dibinga and Lacey Robinson, Cultural Competence Workshop trainers for Montgomery County educators – “Elevating Black and Hispanic Males”
- Dr. Frederick Gooding – Presentation on “Media Stereotyping and Diversity Issues”
- Mirin Kaur Phool, Director, Kaur Foundation – *Cultural Safari* program about cultural differences and a DVD about Sikh Culture; presentation and donation of print and audio-visual materials for all school systems
- Visit by international Fulbright Scholar teachers interested in Multicultural Education (from Finland and Venezuela)
- Gail Sunderman and Janet Brown, Coordinators, George Washington University Center for Excellence and Equity in Education – Review of newly developed *Equity Planning Tool for Educators*

Conference Planning and Participation

- In recent years the ETMA Network and Equity Assurance and Compliance Office staff worked to help plan and implement a 4-day national Multicultural Education

Conference (with the National Association for Multicultural Education – NAME) in Baltimore. Planning was also provided for annual Maryland state multicultural education conferences (with the Maryland Chapter of NAME/Maryland Multicultural Coalition) in Howard County, St. Mary’s County, Wicomico County, Carroll County and Montgomery County. ETMA Network members attended and presented workshops at these conferences.

- ETMA Network members assisted the Maryland State Education Association (MSEA) and the Maryland Multicultural Coalition with planning and participating in an Equity Series of workshops in 2011 – *Developing Cultural Identity; Creating Change through Social Justice; Facing Differences; Dissonant Harmony – A Conversation about Enhancing the Achievement of African American Males; Diversity and the MSEA Minority Leadership Training Program*. These were held at Frostburg State University, Chesapeake College, Charles County Davis Middle School, Bowie State University, and a Howard County conference center.

Informational Visits

From 2008-2011 the ETMA Network participated in informational visits and meetings to expand members’ knowledge of and access to resources for school systems related to diverse populations, equity issues, school climate, and academic achievement. Visits were made to the following museums and educational outreach centers: the National Museum of the American Indian, the Reginald F. Lewis Museum of Maryland African American History & Culture, the Banneker Douglass Museum of Afro-American Life and History, the Maryland Women’s Heritage Center, the U. S. Holocaust Museum, and the Jewish Museum of Maryland.

LOCAL SCHOOL SYSTEM IMPLEMENTATION OF ETM REGULATION

ETMA Network members have identified effective local programs and have worked collaboratively by traveling to other school systems to share programs on topics such as cultural competency and proficiency, establishing community involvement projects related to enhancing minority student achievement, and strategies for working with English language learners and students living in poverty.

Responsibilities and Reporting

Each local school system is responsible for implementing the provisions of the ETM regulation at the system-wide and individual school levels in the following areas: curriculum, instruction, instructional resources, staff development, family and community involvement, and school climate.

The major goal of ETM implementation is to enhance student achievement and success in school settings. Many programs and strategies implemented in Maryland schools contribute to student achievement and achievement gap elimination. ETM is often integrated into these programs and strategies.

ETM provides professional development for educators in order to increase cultural competence and proficiency. ETM stresses the provision of high expectations and rigorous instruction for all students, infusion of multiple perspectives, and inclusion of diverse representation in the curriculum. It emphasizes the involvement of families and communities in the education process and increased participation among under-represented groups in advanced courses. It promotes a school climate where diversity is valued and respect for every student is evident, and also supports accelerated academic achievement, decreases drop-out rates, and equity in school discipline policies and practices.

Implementation Status Reports: Accomplishments

On the *ETM Implementation Status Reports: Indicators for Implementing ETM* submitted by each local school system in 2011 (Attachment II), school systems noted each listed item and category on a scale as ***Beginning, Embedding, Sustaining, or No Action Taken.*** ***Embedded*** and ***Sustaining*** are the highest ranked areas noted below, based on compiling the data from all reports.

- The Bridge to Excellence Master Plan includes specific items related to Education That Is Multicultural and minority achievement initiatives.
- Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background.
- Schools use data disaggregated by race/ethnicity, gender, English Language Learners, socio-economic status, and disability in course participation, student placement and grouping in order to address inequities.
- Schools monitor and address disproportionate referrals and placements of students in special education programs.
- Several local school systems offer an ETMA professional development credit course, as well as trainings, workshops, and conferences throughout the year.
- The local school systems have written policies that prohibit discrimination against students and staff based on the diversity factors. Policies are disseminated to all schools and included in staff and student handbooks and publications.
- Curriculum includes lessons that reflect diverse approaches to learning the content and skills being taught.
- Local school systems share resources and innovative programming with other systems.

Responses from local school systems in their *Status Reports* noted progress in addressing several of the indicators based on the Education That Is Multicultural Regulation components (COMAR 13A.04.05):

- For most school systems, a culturally diverse group (including the local school system ETMA liaison) was actively engaged in the development of the Bridge to Excellence Plan.
- In 2008 an emerging **statewide priority** included the designation of a dedicated staff member or office in each local school system to coordinate ETMA, and by

2011, all school systems reported the designation of such positions. Titles of school system designees included Acting Assistant Superintendent for Curriculum and Instruction; Director of Enrichment; Professional Development Coordinator; Director of Equity and Assurance; Principal; Coordinator of Minority Student Achievement; Instructional Specialist for Minority Achievement; Supervisor of Education That Is Multicultural and Gifted and Talented Education; Director of Community Engagement, Equity & Cultural Proficiency; Director, Equity Training and Development; Equity Officer; College and Career Readiness Specialist; Student Services Coordinator; ELL Instructional Specialist; and Supervisor of ETM and Elementary Education.

- School systems have a mission statement that is integral to the operation of their schools and is regularly communicated to all staff, students, parents, and communities. Many school systems have developed specific ETMA mission statements.
- School systems' curricula provide information that enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
- The school climate is one in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.
- Schools assure that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment.
- Progress is being made in infusing ETM system-wide for student supported initiatives including special education and English Language Learner programs.
- Several systems have established Diversity/Cultural/ETMA councils or committees.
- Outreach to families and communities have been made available in languages other than English in most school systems.

ETM CHALLENGES AND NEEDS

The following areas were identified as major challenges that local school systems are still striving to address through reviews of local school systems' *Bridge to Excellence Master Plan Annual Updates*, and input from groups of students, community forums feedback, and ETMA Network input:

- Development and expansion of programs to eliminate achievement gaps for racial and ethnic minorities, students with disabilities, English Language Learners, and students living in poverty
- Implementation of increased school involvement from family and community members with diverse backgrounds
- Provision of and access to a variety of instructional materials that reflect multicultural diversity in all subject areas
- Integration of ETM into all school system staff development programs
- More ETMA workshops/training/courses opportunities for all staff

- Increased equitable representation of diverse groups in advanced placement and gifted and talented programs
- Greater assurance of cultural diversity representation in all displays in the schools and in the central offices
- More consistent monitoring of the implementation of ETM in schools
- Increased curricular resources that provide information about historical and current contributions by diverse groups in science, technology, engineering, and mathematics (STEM)
- Improved selection of curricula resources to assure multicultural representation, elimination of stereotypes, and representation of diverse perspectives in all content areas
- Development of a system-wide equity council and an equity contact person in each school
- Providing assistance, resources, and professional development to individual schools implementing ETM
- Guiding school communities in recognizing the integration of ETM into all school system initiatives aimed at improving school and student performance
- Targeted and ongoing emphasis on understanding and appreciating the different cultural backgrounds and experiences of students and staff
- Defining the connections between ETM and the transition to the common core standards, curriculum and assessments

The complete 2011 *Bridge to Excellence* ETM reports from each school system, highlighting areas of progress and areas for improvement, as well as the detailed *Compliance Status Checklist Report Forms* are on file in the Equity Assurance and Compliance Office.

CONCLUSIONS AND RECOMMENDATIONS

Maryland is one of the first states in the nation to have a comprehensive statewide regulation in the area of Education That Is Multicultural. While much has been accomplished since the adoption of the ETM Regulation, several areas require concentrated attention to ensure achievement in the classroom and success in our global society.

In the 2012 – 2013 academic year MSDE and the ETMA Network plan to focus on:

1. Develop recommendations to revise the current ETM Regulation to present to the State Board of Education in 2012 – 2013. Suggested revisions would include:
 - Adding the word **achievement** in the title of the Regulation and referring to achievement directly and explicitly in all components of the Regulation.
 - Adding sexual orientation to the diversity factors in the Regulation. Sexual orientation is included in MSDE's non-discrimination statement and in COMAR.
2. Continued infusion of ETM into MSDE division's programs.

3. Providing on-going information about relevant research, resources (print and online), staff development opportunities, and exemplary programs to school systems statewide.
4. Stress the recognition of ETM as an integral part of all achievement initiatives and identify effective processes that aid in closing achievement gaps.
5. Improve the accuracy of statewide ETM accountability measures by revising the *Implementation Status Report Indicators of Progress for ETMA* survey forms, with input from MSDE specialists in research and data collection, and utilizing the revised forms in 2014 to establish benchmarks for assessing progress and needs.
6. Developing a process for local school systems to have individual schools complete ETMA status report surveys and summarize their findings as part of the system-wide report submitted to MSDE.
7. Including references to the role of the ETMA Network in developing and implementing Maryland Common Core Standards.
8. Expanding the input of parents and students into ETMA Network programs.

(Rende's ETMA disk)

13A.04.05.00

Title 13A STATE BOARD OF EDUCATION

Subtitle 04 SPECIFIC SUBJECTS

Chapter 05 Education That is Multicultural

Authority: Education Article, §2-205(c) and (h), Annotated Code of Maryland

.01 Scope.

A. Assurance of success for all students in Maryland is dependent upon quality and equity in education, which empowers students to make decisions on important social and personal issues, and take action to help solve them. The intent of this chapter is to provide for local school systems' guidelines and goals for education that is multicultural, that will enable the school systems to provide curricula, instruction, staff development, and instructional resources that are multicultural while recognizing our common ground as a nation. These will enable students to demonstrate knowledge, understanding, and appreciation of cultural groups in the State, nation, and world.

B. Education that is multicultural is a continuous, integrated, multiethnic, multidisciplinary process for educating all students about diversity and commonality. Diversity factors include but are not limited to race, ethnicity, region, religion, gender, language, socioeconomic status, age, and individuals with disabilities. It encompasses curricular infusion and instructional strategies in all subject areas. Education that is multicultural prepares students to live, learn, interact, and work creatively in an interdependent global society by fostering mutual appreciation and respect. It is a process which is complemented by community and parent involvement in support of multicultural initiatives.

C. In studying other cultures, teachers may not imply that there are no universal values.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Bias" means a mental leaning or inclination, or partiality.

(2) "Commonality" means a sharing of common features, characteristics, or traits, or all of these.

(3) "Cultural groups" means groups that identify by the factors of race, ethnicity, region, religion, gender, language, socioeconomic status, age, or disability.

(4) "Cultural linguistic patterns" means the patterns of language unique to each cultural group.

(5) "Discrimination" means an act of exclusion prompted by prejudice.

(6) "Diversity" means differences based on, but not limited to race, ethnicity, region, religion, gender, language, socioeconomic status, age, and disability.

(7) "Ethnicity" means the classification or affiliation of any of the racial groups or national divisions of people.

(8) "Master plan" means the comprehensive plan required by Education Article, §5-401, Annotated Code of Maryland, that describes the goals, objectives, and strategies that will be used to improve student achievement and meet State performance standards and local performance standards in each segment of the student population.

(9) "Master plan annual update" means the annual plan update submitted by each local board for review and approval by the State Superintendent on or before October 15 of each year as required by Education Article, §5-401, Annotated Code of Maryland.

(10) "Pluralistic society" means the existence within a nation or a society of groups distinctive in ethnic origin, cultural patterns, religion, or the like.

(11) "Prejudice" means an implied, preconceived, and unreasonable judgment or opinion, usually an unfavorable one marked by suspicion, fear, intolerance, or hatred.

(12) "Racism" means unequal or discriminatory treatment of, or attitudes towards, individuals or groups based on race.

(13) "Sexism" means unequal or discriminatory treatment of, or attitudes towards, individuals or groups based on gender.

(14) "Stereotype" means the belief that all the individuals of a certain group will be the same and behave in the same way.

.03 Programs.

A. Public schools shall include as part of curricular and program offerings appropriate instruction for developing knowledge, understanding, and appreciation of cultural groups in society.

B. The State Department of Education shall provide:

(1) Staff development and other forms of technical assistance to help with implementation of this chapter;

(2) Criteria, for use by local school systems in evaluating and selecting instructional materials and assessments for schools, which ensure that proper recognition is given to cultural groups:

(3) An annotated resource guide that:

(a) Assists local school systems in developing effective instruction, curricula, and staff development programs, and

(b) Is a synthesis of multicultural education resources identified; and

(4) Cross-referenced matches of multicultural goals with Maryland School Performance Program outcomes and curricular frameworks for all disciplines.

C. A multicultural focus in all State activities shall include assessments, publications, and curricular frameworks in each subject area.

.04 Goals.

A. The guidelines in §§B—D of this regulation have been developed to assist local school system personnel in the design, management, implementation, and evaluation of education that is multicultural in the context of the 5-year master plan and master plan annual update cycles. The guidelines are divided into three areas of curriculum, instruction, and staff development, each of which includes a goal statement and objectives.

B. Curriculum.

(1) Goal. To provide Pre-K—12 curriculum, which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society. The curriculum shall enable students to apply these skills to fully participate in the democratic process of their community, State, nation, and world. The curriculum includes the following content:

(a) Emphasis on correcting the omissions and misrepresentations of African Americans, Asian Americans, Latinos, Native Americans, women, and individuals with disabilities;

(b) The history of cultural groups and their contributions in Maryland, in the United States, and in the world;

(c) Historic events, situations, conflicts, and interpretations from diverse perspectives;

(d) Political, social, and economic conditions which cultural groups have experienced and continue to experience in the United States; and

(e) As appropriate, issues of racism, sexism, bias, and prejudice as these affect the behavior and experience of individuals and groups.

(2) Goal. To provide Pre-K—12 curriculum, which develops the valuing of cultural groups in the United States as an integral part of education for a culturally pluralistic society. The curriculum shall provide opportunity for students to demonstrate the following attitudes and actions:

(a) Valuing one's heritage;

(b) Valuing the uniqueness of cultures other than one's own;

(c) Valuing the richness of cultural diversity and commonality;

(d) Respecting diverse cultural groups throughout the world;

(e) Awareness of and sensitivity to individual differences within various cultural groups; and

(f) Eliminating stereotypes related to race, ethnicity, region, religion, gender, socioeconomic status, age, and individuals with disabilities.

C. Instruction.

(1) Goal. To provide Pre-K—12 instruction which will enable students to develop an understanding of and appreciation for cultural groups as an integral part of education for a culturally pluralistic society.

(2) The instructional program shall:

- (a) Promote a school climate that reflects the diversity of the community;**
- (b) Promote a school climate in which different cultural linguistic patterns are respected;**
- (c) Promote grouping of students to reflect cultural diversity;**
- (d) Ensure that a student may not be denied access to equally rigorous academic instruction on the basis of cultural background;**
- (e) Use instructional activities which recognize and appreciate students' cultural identities and learning styles;**
- (f) Address racism, sexism, bias, discrimination, and prejudice;**
- (g) Use organizations promoting cultural and ethnic understanding;**
- (h) Use instructional activities that promote an understanding of and a respect for a variety of ways of communicating, both verbal and nonverbal;**
- (i) Use instructional materials which reinforce the concept of the United States as a pluralistic society within a globally interdependent world while recognizing our common ground as a nation;**
- (j) Incorporate multicultural instructional materials in all subject areas; and**
- (k) Provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.**

D. Staff Development.

(1) Goal. To include in staff development experiences that prepare school system personnel to design, manage, implement, and evaluate multicultural education.

(2) The experiences in §D(1) of this regulation include:

- (a) Activities which involve professional and support staff in exploring attitudes and feelings about their own cultural identity;**
- (b) Activities to identify instructional strategies, techniques, and materials appropriate for education that is multicultural;**
- (c) Training in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to develop multicultural instructional programs;**
- (d) Training to recognize and correct stereotyping, discrimination, bias, and prejudice;**

- (e) Training for fostering greater intergroup understanding;
- (f) Training to recognize and correct the omissions and misrepresentations of groups and individuals in curriculum and instruction;
- (g) Training to recognize and correct inequitable participation in school activities by students and staff from different backgrounds; and
- (h) Training to identify human resources for education that is multicultural.

.05 Criteria for Instructional Resources.

A. Goal. To provide instructional resources which assists students in demonstrating an understanding of and appreciation for cultural groups.

B. Selection of multicultural resources includes all of the following minimal criteria:

- (1) Materials that avoid stereotyping, discrimination, bias, and prejudice;
- (2) Materials that reflect the diverse experiences relating to cultural groups and individuals;
- (3) Instructional materials in all content areas that represent society as multicultural; and
- (4) Human resources to help students demonstrate an understanding of and respect for cultural diversity.

.06 Planning and Implementation.

A. Each local school system shall incorporate into the master plan and master plan annual updates information relating to the progress toward achieving the goals and guidelines set out in Regulations .03—.05 of this chapter.

B. The Department shall review each master plan or master plan update within established time lines to determine whether the plan or plan update complies with the requirements of Education Article, §5-401, Annotated Code of Maryland, the implementation guidelines issued by the Department, and the requirements of this chapter.

C. The State Superintendent shall report annually to the State Board the results of the reviews of the master plans and master plan updates.

.07 Tests and Assessments.

All tests and assessments administered by or through the Department shall include strategies and content that are multicultural in each subject area and reflect the student diversity and commonality factors described in Regulation .01B of this chapter.

.08 Monitoring and Reporting.

A. The State Superintendent of Schools shall designate staff to conduct monitoring to review, assess progress, and determine needs and deficiencies of the local boards of education in implementing the requirements of this chapter.

B. Beginning March 1, 2006 and every 3 years thereafter, the State Superintendent shall report the results of the Department monitoring to the State Board, to the Governor, and to the members of the General Assembly.

Administrative History

Effective date: July 29, 1970

Regulations .02—.04 adopted effective December 14, 1979 (6:25 Md. R. 1983)

Regulations .01—.03 amended, Regulation .04 repealed and new Regulation .04 adopted effective January 15, 1989 (15:27 Md. R. 3132)

Regulations .01—.04, Ethnic and Cultural Minorities, repealed effective November 8, 1993 (20:21 Md. R. 1656)

Regulations .01—.07, Education That is Multicultural, adopted effective November 8, 1993 (20:21 Md. R. 1656)

Regulation .01C adopted effective June 6, 1994 (21:11 Md. R. 952)

Regulation .02B amended effective November 7, 2005 (32:22 Md. R. 1757)

Regulation .03B amended effective November 7, 2005 (32:22 Md. R. 1757)

Regulation .04A amended effective November 7, 2005 (32:22 Md. R. 1757)

Regulation .05B amended effective November 7, 2005 (32:22 Md. R. 1757)

Regulation .05-1 adopted effective November 29, 1999 (26:24 Md. R. 1858)

Regulation .05-1 repealed effective July 21, 2003 (30:14 Md. R. 937)

Regulation .06 amended effective November 29, 1999 (26:24 Md. R. 1858)

Regulation .06 amended effective November 7, 2005 (32:22 Md. R. 1757)

Regulation .07 amended effective November 7, 2005 (32:22 Md. R. 1757)

Regulation .08 adopted effective November 7, 2005 (32:22 Md. R. 1757)

**EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT
(ETMA) NETWORK
2012-2013**

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Instructional Coordinator for Social Studies

Charles County
Tameka Johnson, M.Ed.
Instructional Specialist for Minority Achievement & Multicultural Education

Dorchester County
Dr. Gwen Handy
Curriculum Supervisor

Frederick County
A. Maria Whittemore
Coordinator of Minority Student Achievement

Garrett County
Penny R. Proudfoot
Coordinator of Professional Development/Curriculum

Harford County
Dr. Jonathan D. Brown
Director of Community Engagement, Equity & Cultural Proficiency

Howard County
John Krownapple
Coordinator of Cultural Proficiency

Diane B. Martin
Director, Student, Family & Community
Services

Kent County
Nina Johnson
Pupil Personnel Worker, Student Services

Montgomery County
Troy Boddy, Director
Equity Initiatives Unit

Gregory Bell
Director, Diversity Initiatives

Prince George's County
Alison Hanks-Sloan,
Coordinating Supervisor
International Programs

Diane Powell, Director
Student & Engagement & School Support

Queen Anne's County
 Walter J.L. Pauls, III
 Kent Island High School

Willie Waits
 Supervisor of Instruction

St. Mary's County
 Dr. Charna L. Lacey
 Diversity/Equity Specialist

Somerset County
 Patricia West-Smith
 Secondary Literacy Supervisor

Talbot County
 Pamela B. Clay
 Career and Technology Education Curriculum Coordinator

Washington County
 Georgine Rabenold
 Specialist

Wicomico County
 Judylynn Mitchell
 Supervisor of Elementary Education/ETM/Site Supervisor-Magnet Program
 and ESOL Program

Worcester County
 Shirleen M. Church
 Coordinator of Instruction for Multicultural Education, Staff Development
 & New Teacher Induction

ORGANIZATIONS

Maryland State Education Association
 Debra Nixon
 Organizational Specialist - MSEA

Maryland Multicultural Coalition
 Ms. Deborah (Debbie) Misiag
 Elementary Instructional Facilitator

Mid-Atlantic Equity Center
 •Susan Shaffer, President
 •Pamela Harris, Senior Education Equity Staff Specialist

Higher Education
 Linda Morales, Adjunct Associate Professor, Behavioral Science Division
 University of Maryland University College

**BRIDGE TO EXCELLENCE
CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL (ETM)**

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

GUIDELINES FOR COMPLETION AND SUBMISSION OF BRIDGE TO EXCELLENCE ETM REPORT

- The completion of the Maryland Local School System (LSS) *Compliance Status Report* for ETMA is to be coordinated by the LSS ETMA contact person. This person will work with other appropriate LSS individuals to gather the information needed.
- The *Compliance Status Report* form is to be submitted as the ETM component of the LSS Bridge to Excellence Plan.
- The additional materials requested (listed below) should be sent separately by the ETMA contact person and to the Maryland State Department of Education (MSDE) Equity Assurance and Compliance Office, MSDE, 200 West Baltimore Street, Maryland 21201 (Attention: Linda Shevitz).
 - A copy of the Local School System's (LSS) ETM vision and mission statement
 - List of ETM mandatory and/or ETM voluntary courses offered
 - A list of Professional Development ETMA workshops or seminars provided during the school year

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: _____

ETMA Contact Person: _____

Title/Position: _____

Address: _____

Phone: _____ Fax: _____

E-Mail: _____

Date completed: _____

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

After completion of the Maryland Local School System Compliance Status Report: Education That Is Multicultural (ETMA) form, provide the following summary information.

1. List your Local School System's major ETMA strengths identified

2. List your Local School System's major ETMA areas identified that need improvement

3. List your three major Local School System ETMA goals for the next school year

4. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions

L Mission/Vision/Leadership	Beginning				Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being earned	Efforts and results are being enhanced and supported	
<p>1. The LSS has a written mission or vision statement that includes a stated commitment to:</p> <ul style="list-style-type: none"> • Diversity • Education that is Multicultural • Accelerating and enhancing student achievement • Eliminating student achievement gaps 					Practices are efficient, policies are in place, and results are increasing
<p>2. The LSS's mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community.</p>					
<p>3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan.</p>					
<p>4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives.</p>					

	Beginning		Embedding	Sustaining
	No action has been taken	Efforts are being initiated		
II. Curriculum				
1. Curriculum provides information which enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.			Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:				
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world.				
b. Multiple cultural perspectives of history are represented.				
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:				
a. valuing one's own heritage.				
b. valuing the richness of cultural diversity and commonality.				
c. valuing the uniqueness of cultures other than one's own.				
d. being aware of and sensitive to individual differences within cultural groups.				

	Beginning		Embedding	Sustaining	
	No action has been taken	Efforts are being initiated			
II. Curriculum e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities.			Initial results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
III. School Climate 4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level.			Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written policy and procedure addressing bullying and harassment. 2. The LSS addresses how all schools promote the following aspects of an inclusive climate: a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner.					

III. School Climate	Beginning		Initial Results are being found	Embedding Efforts and results are being enhanced and supported	Sustaining Practices are evident, policies are in place, and results are increasing
	No actions has been taken	Efforts are being initiated			
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society.					
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc...					
d. in which diverse linguistic patterns are respected.					
e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program.					
f. that reflects relationships of mutual respect.					
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					
h. that includes multicultural assemblies, programs, and speakers.					

IV. Instruction	Beginning		Initial Results are being gained	Embedding Efforts and results are being enhanced and supported	Sustaining Practices are evident, policies are in place, and results are increasing
	No action has been taken	Efforts are being initiated			
A. Access and Grouping 1. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity.					
2. A committed demonstration of high expectations for all students is visible. <ul style="list-style-type: none"> a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background. b. All schools assure that all students with disabilities are afforded access to classes and programs in the "least restrictive" environment. c. Highly qualified/effective and certified teachers are assigned to low-achieving schools. d. Teachers already working in low-achieving schools are certificated and highly qualified/effective. 					
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs.					

	Beginning		Initial Results are being achieved	Embedding	Sustaining
	No action has been taken	Efforts are being initiated			
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
a. advanced placement courses					
b. gifted and talented programs					
c. special initiatives such as grants and/or pilot programs such as STEM					
d. student organizations and extracurricular activities					
e. student recognition programs and performances					
5. All schools ensure that all students have access to instructional technology.					
B. Instructional Activities					
1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles.					
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal.					
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice.					

	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported		
IV. Instruction						
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems.						
C. Achievement Disparities						
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement.						
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps.						
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data.						
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement.						

V. Staff Development	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
<p>1. ETMA staff development includes involvement of all staff: (check all that apply)</p> <ul style="list-style-type: none"> ➤ Administrators _____ ➤ central office staff _____ ➤ teachers _____ ➤ support staff _____ ➤ instructional assistants/para-educators _____ ➤ substitutes _____ ➤ bus drivers _____ ➤ custodians _____ ➤ cafeteria workers _____ ➤ volunteers _____ 						
<p>2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement.</p>						
<p>3. The LSS coordinates and facilitates ETMA programs and activities:</p>						
<ul style="list-style-type: none"> ❖ Voluntary ETM courses are offered (attach a list of courses) 						
<ul style="list-style-type: none"> ❖ Mandatory ETM courses are offered (attach a list of courses) 						
<ul style="list-style-type: none"> ❖ ETMA workshops or seminars are provided during the year (attach a list of programs) 						

	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
Staff Development						Practices are evident, policies are in place, and results are increasing
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:						
a. explores attitudes and beliefs about their own cultural identity.						
b. identifies equity strategies, techniques, and materials appropriate for their work assignment.						
5. All schools provide training:						
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices.						
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement.						
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding.						
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA.						

	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
V. Self Development						Practices are evident, policies are in place, and results are increasing
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence.						
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops.						
7. All schools provide professional development workshops and courses that include an ETMA focus.						
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement.						
VI. Instructional Resources & Materials						Practices are evident, policies are in place, and results are increasing
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness.						

	Beginning		Embedding	Sustaining
	No actions has been taken	Efforts are being initiated		
VI. Instructional Resources & Materials			Initial results are being gained	Practices are evident, policies are in place, and results are increasing
2. The LSS uses resource organizations that promote cultural and ethnic understanding.				
3. The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation.				
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications.				
5. All schools incorporate multicultural instructional materials in all subject areas.				
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources.				
7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement.				

	Beginning				Embedding	Sustaining
	No action has been initiated	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
VI. Instructional Resources & Materials						
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events).						
9. All schools have a process for selection of instructional resources that includes the following criteria:						
a. materials that avoid stereotyping and bias.						
b. materials that reflect the diverse experiences of cultural groups and individuals.						
c. individuals from diverse backgrounds were involved in the review and selection of materials.						
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community.						

	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial results are being gained	Efforts and results are being enhanced and supported		
VII. Physical Environment						Practices are evident, policies are in place, and results are increasing
1. All schools are barrier free and accessible for people with disabilities.						
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials.						
VIII. Policies						Practices are evident, policies are in place, and results are increasing
1. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors.						
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system.						
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors.						
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness.						

	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained		
<p>VIII. Policies</p> <p>5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability).</p>				Efforts and results are being enhanced and supported.	Practices are evident, policies are in place, and results are increasing.
<p>IX. Assessments</p> <p>1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data.</p> <p>2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness.</p>		Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported.	Practices are evident, policies are in place, and results are increasing.

	Beginning				Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported		
IX. Assessments						Practices are evident, policies are in place, and results are increasing
3. All schools use a multiplicity of opportunities and formats for students to show what they know.						
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration.						
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades.						
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random.						
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content.						
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds.						

	Beginning				Embedding	Sustaining	
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported			
<p>X. Community Outreach</p> <p>1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:</p> <ul style="list-style-type: none"> a. families from diverse backgrounds. b. community members from diverse backgrounds. c. resource organizations that reflect diversity. <p>2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities.</p> <p>3. All school functions are held in facilities that are accessible to individuals with disabilities.</p>						Practices are evident, policies are in place, and results are increasing	

