I.F

Cross-Cutting Themes
Educational Technology and Education That Is Multicultural

Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan. This space should include information not previously addressed in earlier sections of this Update.
Cross-Cutting Themes

Educational Technology

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the Maryland Educational Technology Plan for the New Millennium, 2007-2012, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate. If these items were discussed elsewhere in the Master Plan Update, you can reference the sections and page numbers in your responses below instead of repeating information.

1. Identify the major technology goals that were addressed by the school system during the 2009-2010 academic year. Include a description of:
   - the progress that was made toward meeting these goals and a timeline for meeting them.
   - the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress.
   - supporting data and evaluation results as appropriate.

   **HCPS Response:**
   - Installed 868 classroom LCD projectors
   - Installed 557 interactive whiteboards
   - Computer refresh totaled 2365 units (desktops/laptops)
   - Formed a cross-functional committee who developed appropriate Web 2.0 guidelines
   - Developed and piloted Elementary Technology Integration Tool for curriculum and achieved regular status
   - Sixteen elementary schools implemented a student/parent portal (Edline) and an electronic grade book for the purpose of communication with parents and students as related to grades and instructional content
   - Conducted in excess of 6300 hours of technology literacy and integration professional development to over 1000 employees

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

   **HCPS Response:**
   - The academic year 2009-2010 generated numerous challenges for Office Of Technology, HCPS, in terms of time, funding and manpower shortage.
   - To meet these challenges, adjustments were made in the following areas:
     - seek alternative funding to supplement shortfalls in capital and operating budgets
     - Reprioritize and pare down workloads to meet only the critical needs
     - Stretch delivery of professional development by utilization of teacher leaders as training resources
Cross-Cutting Themes

Educational Technology

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership. Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

HCPS Response:
- Marzano Research published a report on the effectiveness of raising student achievement through the use of interactive technologies such as boards, immediate feedback responders and the integration software. A follow up report was published August 2010 with results if a larger control group. Both studies indicated 18% gain in student achievement if four criteria were followed:
  - Designing professional development and implementation of these technologies in the classroom was formed utilizing Marzano data.
  - All technology literacy data collected via the Maryland assessments has been shared with each school’s SLT, who are making decisions for professional develop needs.
  - Please see 3.1.A.6 (Appendix H)

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

HCPS Response:
- One Instructional Technology Coordinator is a member of General Curriculum Committee to review curricular related presentation with a technology focused lens.
- Meet with core curriculum supervisors to insure technology is integrated into curriculum revision.
- Elementary integration scope and sequenced developed, where paper/pencil tasks have been replaced with alternate technology-infused activities.

5. Discuss how the local school system is using technology to support low-performing schools.

HCPS Response:
- Based on Marzano’s research, HCPS has focused implementation of interactive technologies in low-performing schools; implemented a data mart to track and analyze student achievement and have fielded software applications to support numerous intervention programs.
- Title 1, ARRA and special education funding has supplemented Office of Technology to implement additional technology tools to address the specific needs of these unique populations.
Cross-Cutting Themes
Educational Technology

6. Please update the district’s Accessibility Compliance chart, bolding or underlining any changes. The district’s completed chart from last year can be accessed at: http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709

HCPS Response:
See updated table in this section.

7. Please update the district’s Children’s Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes. Access the district's completed form from last year at: http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709

HCPS Response:
See updated certification form in this section.

ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems’ compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site: http://cte.jhu.edu/accessibility/Regulations.cfm

Please review the information submitted with the October 2009 Annual Update and use the chart on the following page to address additional progress on or changes to the items below related to accessibility compliance. If you choose to use last year’s chart with this Update, please bold or underline any changes. Note: to review your system’s 2009 master plan update, go to: http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709

1. Process:
   a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.
   b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
   c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.
Cross-Cutting Themes
Educational Technology

2. Implementation:
   a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:
   a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
   b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.
**Cross-Cutting Themes**

**Educational Technology**

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<th>PROCESS</th>
<th>IMPLEMENTATION</th>
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<td>All software RFP’s from the Office of Purchasing include a notice of equivalent access requirements referencing COMAR 13H. An Accessible Technology SharePoint site (Appendix 2) has been developed for HCPS staff to access and guide in selection of software, web-based, self-contained instructional and desktop/portable product preview. All staff requesting software, web-based, self-contained instructional or desktop/portable product request must complete the electronic form (Appendix 3) along with submitting the product to the Office of Technology. This request is first reviewed by the Principal/Curriculum Supervisor, followed by a review of the Office of Technology for compatibility with HCPS systems, followed by a member of the Assistive Technology Team for accessibility, culminating with the Director of Technology approval. Upon final approval, staff are notified and the item is posted on the Approved HCPS list. School technicians only install software if it is posted on the Approved list. Additionally the Accessible Technology SharePoint site houses a podcast titled, “What is COMAR?”, as well as a PowerPoint slide show providing an overview of accessibility regulation. Edline is the HCPS county standard for teacher web pages. To date all secondary teachers utilize Edline with the expansion of 20 elementary schools, 3-5th grade teachers in school year 2009-2010. Edline pages provide secure access to students, teacher and parents. Professional development for the use of the Accessible Technology SharePoint site was provided to all curriculum supervisors in Spring 2009. This training also served as a review for the policy and procedures for completion of decision making templates. Principals were also informed of the new process for verifying approved software, web-based, self-contained instructional and desktop/portable product review. To date all school building technology liaisons receive training on how to complete the review process. Any interested teacher can access the Accessible Technology site and use the podcast explaining COMAR, the PowerPoint which provides the regulations and view and sort according to discipline or grade level all approved products. Communication is maintained between the Director of Technology and content supervisors anytime a county-wide purchase is made that includes software, web-based sites and or self-contained instructional and desktop/portable products. The Office of Technology provides individual support upon request to help evaluate computer products for accessibility compliance. Teachers do not administrative privileges to district computes which restricts the ability to install software and or hardware. A work order must first be placed which triggers the computer technician to check the approved list prior to install. The VPAT (Voluntary Product Accessibility Template) is used whenever possible to aid in the software review. Software reviewers are encouraged to attach the vendor’s response for accessibility standards. When a request is made for any product to be utilized by students, a member of the HCPS assistive technology team reviews the product checking for accessible and non-accessible features and to make alternative methods of instruction correlated with the non-accessible features.</td>
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CHILDREN’S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM

NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

☑ Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

☑ Our local school system is certified compliant, through the E-rate program, with the Children’s Internet Protection Act requirements.

☐ Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.

☐ The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.

☐ Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

__________________________________________  ______________________________________  __________
School System                              Authorizing Signature                  Date
Cross-Cutting Themes

Education That Is Multicultural

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 13A.04.05 by responding to the following questions:

1. Identify the major ETM goals that were addressed by the school system during the 2009-2010 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:

   ▪ Curriculum. Explain how your curriculum 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.

   ▪ Instruction. Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.

   ▪ Staff Development. Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.

   ▪ Instructional Resources. Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.

   ▪ School Climate. Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.

HCPS Response:
Education That is Multicultural has operational objectives in the following three of the four HCPS Master Plan goals:

- Ensure a safe, positive learning environment for students and staff in our schools.
- Accelerate student learning and eliminate the achievement gaps.
- Understanding that all employees contribute to the learning environment, we will maintain a highly qualified work force.

Before addressing the specific areas of curriculum, instruction, staff development, instructional resources, and school climate, it is important to summarize the Office of Equity and Cultural Proficiency, Diversity Network, Comprehensive Plan for Cultural Proficiency Professional Development, Development of Strategic Plan to Address the Recommendations of the State Task Force on the Achievement of African-American Males, 21st Century Community Learning Centers, Boys Il Men Mentoring and Afterschool Program, and Parent and Child Therapeutic Mentoring Program as they are responsive to all these areas. (1.1c1, 1.1d.1, 2.1b.1a, 2.1b.4, 2.1b.5, 2.1b.5a, 2.1b.22, 2.1b.23, 2.1b.24, 2.1b.25, 2.2a.5, 4.3b.1)
Education That Is Multicultural

Office of Equity and Cultural Proficiency
The Office of Equity and Cultural Proficiency (OECP) assists HCPS in implementing the spirit and letter of the Education That Is Multicultural (ETM) Bylaw provisions related to curriculum, instruction, instructional materials, climate, and staff development with a focus on eliminating achievement gaps. The OECP provides cultural proficiency professional development to all support and professional staff countywide and at the school level.

The OECP also assumes responsibilities related to:

- Supporting the revision and writing of curriculum infused with ETM and cultural proficiency goals
- Assisting the system with plans related to the disproportionate number of minority students in special education
- Assisting the system in addressing the issue of disproportionate numbers of minority students being referred and suspended
- Administering the Making Progress Program as an intervention to eliminate the achievement gaps
- Using disaggregated data in identifying achievement gaps, informing instruction and assisting the system in reaching the goal of improving achievement for all students with emphasis on eliminating the minority and lower socioeconomic achievement gaps
- Managing and implementing ETM components of Goals 1, 2, and 4 in the HCPS Master Plan
- Adhering to the goals and benchmarks of the HCPS Strategic Plan
- Consulting in development of policies related to ETM such as hate/bias and harassment, developing supporting materials
- Investigating equity complaints from students, parents, and staff as directed by the Superintendent of Schools
- Completing Office of Civil Rights Compliance Reports and responding to formal OCR complaints
- Completing MSDE reports related to ETM
- Organizing the Harford Equity Leadership Program Conference in partnership with Harford Community College and monitoring implementation of action plans
- Providing resources for African American and Women’s History Month Celebrations
- Disseminating information on annual Dr. Martin Luther King, Jr. Celebrations
- Facilitating the recommendations of the Diversity Network sponsored by the Superintendent’s Cultural Proficiency Council
- Serving as liaison to MSDE’s ETMA (Education That Is Multicultural and Achievement) Network Committee
- Chairing OECP ETM Advisory Committee meetings
- Facilitating Superintendent’s Ad Hoc Committee meetings and providing minutes and agendas
- Serving as HCPS Title IX Coordinator
- Delivering staff development to support the professional staff on topics such as Cultural Proficiency, Differentiated Instruction, Multicultural Education, Learning Styles, Multiple Intelligences, Impact of Socioeconomics on Achievement, and Framework for Understanding Poverty
- Providing follow-up training and support as schools implement differentiated instruction
- Providing annual new support staff training on Cultural Proficiency to include bus drivers, clerical, food service, custodians, and instructional assistants/technicians
- Developing and revising, as needed, required ETM course content
- Training and coordinating ETM course instructors and coordinating course scheduling
- Remaining current on research related to multicultural education, minority achievement and cultural proficiency and sharing research with others
- Administering 21st Century Community Learning Centers Grant
- Assuming special assignments of the Superintendent and Associate Superintendent for Curriculum, Instruction and Assessment
- Facilitating HCPS involvement in the Inner County Outreach Parent and Child Therapeutic Mentoring (PACT) grant
- Facilitating the recommendations of the HCPS Task Force “Developing Cultural Proficiency to Eliminate the African American Achievement Gap”
Education That Is Multicultural

The OECP will provide each school with a copy of the ETM Protocols and encourage them to use it as an assessment tool of their progress towards increasing student achievement and adhering to the guidelines in the ETM Bylaw. It would be the expectation that school improvement teams would use this tool in their school evaluation and planning process. Harford County looks forward to the Protocols being revised by MSDE so that this is a more workable document for individual schools and systems.

Diversity Network
The Superintendent’s Cultural Proficiency Council, composed of community leaders, experienced a renewed focus and energy during the 2009/10 school year. Its focus was on eliminating the achievement gap for African-American males, raising community awareness, and seeking community input. The Council sponsored a series of three Diversity Network meetings inviting community organization leaders, school personnel, students, and parents. After sharing the African-American male achievement gap data, the focus of Network discussions was on communication, barriers and partnership opportunities. After initial discussion groups, the Network met to develop strategies to address the greatest areas of concern. Network recommendations will be shared with the Board of Education and a plan developed to implement the recommendations.

Comprehensive Plan for Cultural Proficiency Professional Development
HCPS has adopted Cultural Proficiency as a multi-year focus for professional development. Initial training began in January 2010 with central office and school leadership. A comprehensive plan is being developed which will focus first on training for leadership and then teachers and school staff. Each school site will document its achievement gaps and identify cultural proficiency strategies which will assist in eliminating gaps and providing inclusionary learning environments. This staff development focus is complementary to the other initiatives related to increased student achievement.

Development of Strategic Plan to Address the Recommendations of the State Task Force on the Achievement of African-American Males
Under the direction of the Assistant Superintendent for Curriculum and Instruction and facilitation by the Office of Equity and Cultural Proficiency, a broad-based committee was established in 2009/10 to develop a strategic plan to address the recommendations of the MSDE Task Force on the Achievement of African-American Males. The HCPS Minority Achievement Task Force met throughout 2009/10 and developed recommendations for strategies to implement the recommendations of the State Task Force. A report concerning these comprehensive recommendations was presented to the Board of Education in April 2010. A plan to include timelines and persons responsible will be developed prior to implementation during the 2010/11 school year. All schools will be required to review achievement data and develop strategies to address the documented achievement gaps.

21st Century Community Learning Centers
The Office of Equity and Cultural Proficiency provides oversight to the 21st Century Community Learning Centers Grant. Five schools – Halls Cross Roads, William Paca/Old Post Road, and George D. Lisby at Hillsdale elementary schools and Aberdeen and Edgewood middle schools - utilize federal grant funds to provide after school and summer programs. This grant originally was awarded in 2001 and provided an intervention strategy in eliminating the achievement gaps in these schools. The grant was renewed in 2009 and will be funded for another two years.
Education That Is Multicultural

The following are components of the 21st Century Learning Centers program:

- 90-day after school programs per 180 day school year
- Summer programs
- Academic instruction, games and activities in reading, math and science utilizing project-based curriculum materials designed to address individual learning styles and close the achievement gaps
- Enrichment activities designed to increase computer literacy skills, hands-on learning in robotics, science, math, chess, Jr. Achievement, drama, field trips, etc.
- Adult assistance in completing homework assignments
- Activities related to character education, team building, fairness and conflict resolution
- Supervised recreational activities – physical activities, arts, music, dance, drill instruction, karate and more
- Field trips within the community, guest speakers, and access to cultural events
- Safe bus transportation home from school programs
- Parent training utilizing HCPS, HCC and HCPL staffs
- Strategies and information to reduce the use of drugs, alcohol and violence

Over 300 students participate in the program. Special recruitment efforts are made to include the most at-risk minority and lower socioeconomic students. Collection and analysis of achievement data assists in determining program success. (PI-32)

Boys II Men Mentoring andAfterschool Program
The Boys II Men Mentoring and Afterschool Program was provided at Edgewood Middle, Magnolia Middle, Aberdeen Middle, and Havre de Grace Middle Schools. Targeted students were underachieving, lower socioeconomic and minority males. Students were provided in-school mentoring, motivational activities, and limited tutoring. Students were also provided support in increasing academic achievement and attendance and decreasing referrals and suspensions. When students reached stated standards, they were permitted to participate in an after-school competitive sports program. The afterschool program was a positive incentive for students to succeed during the school day. Approximately 700 students were involved in this program. (PI-20)

Parent and Child Therapeutic Mentoring (PACT) Program
HCPS is partnering with a community organization (Inner County Outreach) to provide the Parent And Child Therapeutic Mentoring (PACT) Program. PACT will provide support through wrap around services, mentoring and therapy while addressing the needs of the parents in order to provide a more stable and flourishing environment for children. The target population is high-risk students attending four middle schools where there are communities struggling with poverty, gangs, and juvenile risky behaviors. The goal of the program is to increase both school and home support, to improve student achievement, and to keep students from dropping out. Forty students have been identified and will be targeted for the 2010-11 school year.
Education That Is Multicultural

Curriculum
Curriculum guides are written/revised on five year cycles in HCPS. In the curriculum handbook, which includes guidelines, there are expectations listed regarding ETM. ETM infusion goals, learning styles, multiple intelligences and differentiated instruction are included in all newly written or revised curriculums. This has been a focus for at least ten years. (2.2a.5)

Instruction
Making Progress Program
The Office of Equity and Cultural Proficiency administers the Making Progress Program. The program is an outgrowth of recommendations from the Study Circles which examined the HCPS minority achievement gaps. The focus of the program is to improve and enhance instruction with the goal of eliminating the achievement gaps. Five technicians provide tutoring and other academic support to identified students at Hall’s Cross Roads Elementary, George D. Lisby Elementary at Hillsdale, and Edgewood Middle Schools. Classroom support to those students identified as performing below proficient on MSA, Holistic Reading, SRI, Running Records, and end of unit assessments improves student achievement. Five permanent substitutes also provide coverage for teachers receiving staff development, meeting with parents, and attending IEP meetings. These substitutes receive additional training in classroom management, ETM, and differentiated instruction so that learning continues seamlessly when the teacher is not present. (2.1b.25; PI-25)

Parent Outreach
In the various above mentioned programs, there are activities which are focused on parent outreach. The Office of Equity and Cultural Proficiency participated in the annual Title I Conference and shared the Forty Developmental Assets with parents. Parents were given separate parent and child check sheets to evaluate their child’s forty developmental assets and were encouraged to focus on those assets which needed to be developed. The previously described Diversity Network meetings had an effective parent outreach component and provided a vehicle for parent input into HCPS practices. (2.1b.22, 2.1b23)

AP Class Enrollment
HCPS has carefully analyzed minority enrollment in AP classes. Over the last two years there has been a significant increase in African American enrollment in AP classes with an accompanying high success rate on AP exams. (2.2e.5)

Magnet Programs
For magnet programs such as the Science and Math Academy, International Baccalaureate, and Homeland Security, the application process is anonymous. In all cases, the African American participation is commensurate or better than the total African American percentage population. (2.2e.13; PI-22)

Elementary Gifted and Talented Programs
HCPS has developed modified Slocum/Payne identification criteria for elementary gifted and talented programs. Teacher recommendations have been eliminated and increased emphasis placed on behavior indicators. This is an attempt to eliminate teacher bias in the identification process. (2.2b.4)
Education That Is Multicultural

Differentiated Instruction
HCPS provides various opportunities for employees to enhance their knowledge and skills regarding differentiated instruction to meet the needs of all learners. Working at the school level, employees engage in job-embedded professional development activities with colleagues and administrators geared toward effective methods of differentiating instruction. It is expected that all teachers differentiate content, process, and product according to student needs, interest, and learning styles. HCPS offers continuing professional development credit courses regarding differentiating instruction such as *A Differentiated Classroom; Gifted Education: Theories, Strategies, and Resources; Learning Styles in the Classroom of the 21st Century;* and *Teaching Children with Special Needs.* In addition, many non-credit training sessions/workshops are offered to teachers by the Office of Special Education dealing with addressing various identified instructional needs of students with disabilities. The Coordinator of Accelerated Learning Programs and the Coordinator of Equity and Cultural Proficiency provide support in this area. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-7)

Staff Development
Education That Is Multicultural
All teachers newly hired by HCPS must complete, within the first two years of employment, a three credit course entitled *Education That Is Multicultural in the Classroom of the 21st Century.* The following topics are addressed in the fifteen sessions:

- Education That Is Multicultural
- Differentiated Instruction
- Multiple Intelligences
- Culture and Bias Reduction
- Instructional Materials; Infusing ETM Curriculum
- Assessments
- Teaching Styles, Language and Communication
- Achievement Gap and Understanding Poverty
- Learning Styles
- Cultural Awareness
- Learning Environment, Harassment
- Curriculum and Instruction
- Classroom Management
- Sharing and Evaluation

The focus of the course is the development of culturally proficient instructors and administrators. The current Education That is Multicultural course will be revised to include additional strategies to eliminate the achievement gap for African American males. These strategies will mirror those listed in the newly revised ETM course developed by the MSDE Education That is Multicultural and Achievement Network Committee. The Acting Coordinator of HCPS Office of Equity and Cultural Proficiency was the co-chair of the committee that developed the new MSDE-approved course entitled “Cultural Proficiency and Accelerating Student Achievement for the 21st Century”. A total of 186 new teachers completed the ETM course requirement in 09/10. Weekly class journals and final course evaluations were reviewed and, in almost all cases, an increased knowledge and appreciation concerning cultural proficiency was noted. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-7)
Education That Is Multicultural

Staff Development for New Administrators
The Office of Equity and Cultural Proficiency participates in the series of “Rookie Rallies” for new administrators. Participants are provided information on cultural proficiency strategies, ETM Bylaws, use of ETM Protocols, achievement gap data, ETM look fors in the classroom, the recommendations of the Task Force on the Achievement of African American Males, etc. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-3)

Staff Development for New Support Staff
Throughout the year, cultural proficiency staff development was provided to new bus drivers, food and nutrition workers, custodians, clerical and instructional employees. In 09/10, 121 staff members received this training. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Framework for Understanding Poverty
Since 2002, the Office of Equity and Cultural Proficiency has implemented a professional development program with nine of the sixteen modules based on the work of Dr. Ruby Payne. This professional development program has been delivered to teaching staffs in 17 of the 53 schools and is available to other schools upon request.

A three-credit in-service course entitled Framework for Understanding Poverty is also offered to all HCPS staff. The course instructor is a certified trainer in the use of Dr. Payne’s materials. Participants gain an understanding of the impact of poverty on student achievement and are provided informed teaching strategies. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-7)

Conference Attendance
Fourteen HCPS teachers and administrators traveled to Silver Spring, MD to attend the state N.A.M.E. (National Association for Multicultural Education) Conference which focused on strategies to eliminate the achievement gaps. Those attending intend to share knowledge gained and implement strategies presented. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Instructional Resources
When ordering media center materials and classroom text series, it is expected that those resources are evaluated using an Instructional Materials Evaluation Check Sheet. Purchased materials are analyzed in the categories of Connection to Instructional Program, Objectivity/Bias, and Production and Publication. One session of the required ETM course is devoted to ETM infusion in the evaluation of instructional materials. Participants bring their actual textbooks into class and review them again using this rigorous evaluation check list. It is the expectation that students are using textbooks that are balanced and inclusionary. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Cultural Proficiency and School Climate
A major goal for HCPS is ensuring a safe, positive learning environment for students and staff. As staff receives further training on cultural proficiency, they will provide a more inclusive, culturally sensitive school and classroom environment. By understanding their own culture, they will better be able to reach out to students of varying cultures, building on student strengths and backgrounds. An
Education That Is Multicultural

inclusionary, positive climate is paramount to student learning and the all important building of relationships. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Harassment and Discrimination Policies
HCPS reviewed its harassment and discrimination policies to determine their alignment with the new MSDE harassment/discrimination policy model document. All schools are provided trifolds concerning harassment and discrimination issues and procedures for reporting. In the required ETM course and in all support staff trainings, harassment and discrimination policies and expectations are discussed. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

H.E.L.P. Conference
The Office of Equity and Cultural Proficiency and Harford Community College co-sponsor an annual Harford Equity Leadership Program (HELP) Conference for students representing all middle and high schools. The HELP Conference provides sessions/workshops on topics such as harassment/bullying, disabilities, gang awareness, language, and goal setting. Ten students from each of the 18 secondary schools attend the conference. Teams of students are expected to develop action plans for use in their individual schools. The overriding goal of the action plans is to provide a positive climate in each school. Unfortunately, due to the lack of a fulltime coordinator, the H.E.L.P. Conference was not held in the fall of 2009. However, a fall 2010 conference is planned. (1.1c.1, 1.1d.1)

2. Describe where challenges in meeting ETM goals are evident.

HCPS Response:
The Office of Equity and Cultural Proficiency has been adversely affected by difficult economic times.

• The hiring of new central office personnel has been frozen to meet budgetary constraints. Therefore, the fulltime position of Coordinator of Equity and Cultural Proficiency has been vacant since July 2008. Instead, the previous Supervisor of Equity and Cultural Diversity was hired part-time for the 2009/10 school year. The lack of a full-time coordinator has negatively affected program implementation, support, and monitoring. (1.1c.1, 1.1d.1, 2.1b.4, 2.1b.5, 2.1b.25, 4.3b.1)

• The fulltime Making Progress Program teacher specialist position was not filled for the 2008/09 or 2009/10 school years. The teacher specialist facilitated the Making Progress Program in two elementary schools and provided professional development and support to meet the needs of diverse students while eliminating the achievement gaps. This, and having only a part-time OECP coordinator, has made program oversight and evaluation very difficult. (2.1b.25, 4.3b.1)

• Out-of-state conference attendance has been eliminated. The attendance at conferences such as the International National Association of Multicultural Education is vital to keep the Coordinator and ETM course instructors current on cultural proficiency initiatives and strategies. Also, those teaching the Dr. Ruby Payne Framework for Understanding Poverty course must attend out of state training sessions to receive certification in presenting these materials. (2.1b.5, 4.3b.1)
Education That Is Multicultural

3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2010-2011 to address the identified challenges.

HCPS Response:
- The position of a fulltime Director of Community Engagement, Equity and Cultural Proficiency was filled in July 2010. Support and transition training for this position will be provided. The new director will:
  - provide more oversight to the Making Progress Program and support to other initiatives related to ETM and achievement gap elimination. The director will be more available to provide cultural proficiency staff development to the leadership and the schools. (1.1d.1, 2.1b.4, 2.1b5, 2.1b25, 4.3b.1)
  - Revise the existing HCPS Education That is Multicultural course and, thus, incorporate new strategies found in the MSDE-approved ETMA-generated course entitled “Cultural Proficiency and Accelerating Student Achievement for the 21st Century”. Follow up with those taking the required course will also be possible.