ስለ MAEC

MAEC በዘር፣ በባህል፣ በቋንጆ ናና የኢኮኖሚ ብዝሃነት ያላቸው የፍተኛ ጥራት ያለው ከፍተኛ ጥራት ያለው ትምህርትን መስራት ያደርጉ ለማድረግ ለትርፍ የልተቋቋመ የትምህርት አሰጣጥ ነው። ማህበራዊ ፍትህን ለማስፈን የትምህርት ልቀት እና ፍትሃዊነትን ለማስፈን እንሳራለን።

መግለጫ፦

MAEC በትምህርት ላይ የፍትሃዊነት ጉዳዮቹን የተመለከተ መረጃን ለማጋራት ቁርጠኛ ነው። የዚህ ሰነድ ይዘት የተዘጋጀው ከሞንትጎመሪ ያውንቲ ፐብሊክ ስኩልስ ጋር MAEC በተደረገው የትምህርት ላይ የራለ ምርታ እንደ ለማካሄድ በቦርድ 

በተፈቀደ መሠረት የተዘጋጀ ነው። የፀረ-ዘረኝነት ስርዓት ኦዲትን በቦርድ በተፈቀደ ለማካሄድ MCPS $454,680 ትርፋ እና MAEC ከፍሏል።

የቅጂ መብት © 2022 መካከለኛ አትላንቲክ ፍትሃዊነት ኮንሰርቲየም, Inc. ሁሉም መብቶች የተጠበቁ ናቸው።

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ማጠቃላይ

መግቢያ

በኦክቶበር 2020፣ የሞንትጎመሪ ካውንቲ ፐብሊክ ስኩልስ (MCPS) በሞንትጎመሪ ካውንቲ ውስጥ የተከሰቱትን ተከታታይ የዘረኝነት
ክስተቶች ተከትሎ የፀረ ዘረኝነት ስርዓት ኦዲት አስፈላጊነትን ተገንዝቧል። የዘረኝነት ክስተቶች፣ ጥቁሮች/አፍሪካዊ አሜሪካዊ፣ ሂስፓኒክ/ላቲኖ፣ እና/ወይም ለነጻ እና ቅናሽ ዋጋ የምግብ ስርዓት (FARMS አገልግሎቶች) ተማሪዎች የስኬት ክፍተቶች ጋር ተዳምሮ፣ MCPS ከፍተኛ የትምህርት ቤት ለሁሉም የመስጠት በዲስትሪክቱ ውስጥ ያለውን ዘረኝነት በመፍታት ላይ እንዲያተኩርና አድርጎታል።

የኮቪድ-19 ወረርሽኝ የተለያየ ቀለም ባላቸው ማህበረሰቦቹ ላይ ያስከተለው የተለየ ተጽእኖ ትምህርታዊ ፖሊሲዎችን፣ ፔዳጎጂን እና የትግበራዎችን በመቀየር/በማሻሻል ሁሉንም ተማሪዎች በመማር ሂደት ውስጥ የሚያሳትፉ ፀረ ዘረኛ የትምህርት አሰጣጥ ስርዓት ለማቅረብ የተጨማሪ አጣዳፊነትነትን ፈጥሯል።

የሞንትጎመሪ ካውንቲ ፐብሊክ ስኩልስ (MCPS) የ MCPS ልምዶችን፣ ፖሊሲዎችን እና ስርዓቶችን ስርአታዊ ፀረ-ዘረኝነት ኦዲት ለማካሄድ ከሚድ-አትላንቲክ ፍትሓዊ ኮንሰርቲየም፣ Inc. (MAEC) ጋር ኮንትራት ገብቷል። የኦዲቱ አላማ ለእያንዳንዱ ተማሪ አካዴሚያዊ ይርጋትና እና ማህበራዊ-ስሜታዊ ደህንነት ተደራሽነትን፣ እድሎችን እና ፍትሃዊ የውጤቶችን የመተግበር እና የማዳበር መንገዶችን መለየት ነበር። MAEC ዋና ጉዳዮቹን በመመርመር በዲስትሪክቱ ውስጥ የዘር ፍትሃዊነትን ለማምጣት MCPS የሚያደርገውን ጥረት እንዲገመግም የሥራ ድርሻ ተሰጥቶታል፡- (1) የትምህርት ቤት ባህል፣ (2) የሰው ሃይል ብዝሃነት ስብጥር፣ (3) የስራ ሁኔታዎች፣ (4) ከቅድመ መዋዕለ ብቻት እስከ 12ኛ ክፍል ሥርዓተ ትምህርት፣ (5) የማህበረሰብ ግንኙነት እና ተሳትፎ፣ እና (6) ፍትኃዊ ተደራሽነት እኩልነት።

የማጠቃላይ አሰራር እና በተለያዩ ደረጃዎች በሁለት ዓመታት ውስጥ (ከዲሴምበር 2020 እስከ ጁላይ 2022) በኮቪድ-19 ወረርሽኝ ወቅት አካሂዷል። ይህንን ኦዲት በተለያዩ ደረጃዎች በሁለት ዓመታት ውስጥ (ከዲሴምበር 2020 እስከ ጁላይ 2022) በኮቪድ-19 ወረርሽኝ ወቅት አካሂዷል። ዝርዝሩ የአስፈላጊነትን ቅደም ተከተል አያመለክትም። 1 እያንዳንዱ ረድፍ "MCPS's Request for Proposals (RFP)" (MCPS: 2020b) ውስጥ ባለው ቅደም ተከተል አይዘርገል። ይህንን እስከተለም ፈንጡ ተከተል አይዘርገል። 1 እያንዳንዱ ረድፍ "MCPS's Request for Proposals (RFP)" (MCPS: 2020b) ውስጥ ባለው ቅደም ተከተል አይዘርገል። ይህንን እስከተለም ፈንጡ ተከተል አይዘርገል።
Executive Summary

1. **Race Data MAEC reviewed 17 MCPS data sets.** MAEC reviewed 17 MCPS data sets, including data on student demographics, academic performance, and discipline rates. MAEC found that MCPS data sets are not representative of the student population, as they undercount students of color and overcount students of white background. MAEC recommends that MCPS collect and report data in a way that accurately reflects the diversity of the student population.

2. **Data Quality and Accuracy:** MAEC reviewed 17 MCPS data sets and found that data quality and accuracy are inconsistent across different data sources. MAEC recommends that MCPS improve data quality and accuracy by implementing a consistent data collection and reporting process.

3. **School Climate:** MAEC reviewed data on school climate and found that MCPS schools have a history of discriminatory practices. MAEC recommends that MCPS develop and implement policies to address school climate issues.

4. **Student Outcomes:** MAEC reviewed data on student outcomes and found that MCPS students of color have lower academic achievement and higher discipline rates than their white counterparts. MAEC recommends that MCPS develop and implement strategies to address these disparities.

5. **Budget and Resources:** MAEC reviewed data on budget and resources and found that MCPS has a funding disparity that affects students of color. MAEC recommends that MCPS allocate resources in a way that ensures equitable access to education for all students.

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MAEC 2022-23 (Domain 1): Observation 1.1

Observation 1.1: MCPS is required to provide the police department with case outcomes from the 2021–2022 school year. However, the report does not provide case outcomes from the 2021–2022 school year. It only provides case outcomes from the 2020–2021 school year. The report also states that the police department is not required to provide case outcomes from the 2022–2023 school year. The report concludes that the police department is not required to provide case outcomes from the 2022–2023 school year.
Observation 1.4: Many Mentality—MCPS (MCPS) recognizes that the majority of the current students and staff are American-born and have little exposure to non-American cultures. However, the class of 2023 has shown an increasing trend of students from non-American backgrounds. This change is reflected in the school population, with a significant number of students identifying as Asian, African American, Hispanic, and other non-American cultures.

Observation 2.1: MCPS recognizes the need for culturally responsive and equitable practices across all school demographics. The school has implemented strategies to address these needs, including the hiring of staff members from diverse backgrounds, providing cultural sensitivity training for all employees, and incorporating cultural competence into the curriculum. These efforts have been well-received by students and staff alike, and have resulted in a more inclusive and equitable school environment.

Observation 2.2: MCPS has identified several areas for improvement in its cultural responsiveness and equity practices. These include the need for more diverse representation in the school leadership and administration, increased financial support for cultural programs, and the development of more culturally sensitive classroom materials. The school is committed to addressing these issues and has established a task force to oversee the implementation of these recommendations.

Observation 2.3: MCPS recognizes the importance of addressing inequities in school funding and resources. The school has taken steps to improve funding for underrepresented communities, including increasing funding for schools in low-income areas and providing additional resources for students from non-English speaking backgrounds. These efforts have been met with mixed results, and the school continues to work towards closing the funding gap between different school demographics.

Domain 2: Cultural Responsiveness (Domain 2): Cultural Responsiveness (Domain 2)

Observation 2.1: MCPS recognizes the need for culturally responsive and equitable practices across all school demographics. The school has implemented strategies to address these needs, including the hiring of staff members from diverse backgrounds, providing cultural sensitivity training for all employees, and incorporating cultural competence into the curriculum. These efforts have been well-received by students and staff alike, and have resulted in a more inclusive and equitable school environment.

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የቀለም (ከለር) ሰራተኞች እንደማይመደቡ ተገንዝበዋል። ተሳታፊዎቹ ለአመራር ቦታዎች የዕድገት እንዳይሰጥ እና የብዙሃን ይህ እንደሚያዳርገው ይናገራሉ።

ግንዛቤ "Observation" 2.4: አንዳንድ ተማሪዎች እና ቤተሰቦች የብዙሃን ሰራተኞች MCPS እስከ ቤት (HAC) እና የት/ቤት ያለው የሆኑት ተሰማም ዋላቸው የቁጥር በማንወስጡ የማን እንዴት ይቃለታል።

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የመጀመሪያ ረድፍ (Domain 4): የምንትጎመሪ ካውንቲ እስከ 12ኛ ከወ/ሆግ/ማንት ይምህርት

"Observation" 4.2: የምንትጎመሪ ካውንቲ እስከ 12ኛ ከወ/ሆግ/ማንት ይምህርት/ረጋጋሚ የሚለው ውስጥ ለመት እና የቀለም ሰዎች ላይ የሚያካትት ይለያያል። በቀለም ሰዎች የቀለም ሰዎች የትምህርት ቤት አስተዳዳሪዎች—በተለይ ጥቁር/አፍሪካዊ አሜሪካዊያን በስርአተ ትምህርቱ ውስጥ ይገለፋሉ። በትኩረት ቡድኖች ውስጥ የተሳተፉት ቀለም (ከለር) የቱምህርት ቤት አስተዳዳሪዎች—በተለይ ጥቁር/አፍሪካዊ አሜሪካዊያን በስርአተ ትምህርቱ ውስጥ ይገለፋሉ።
“Advanced” in the domain 5.1: MCPS Anti-Racist System Audit (Domain 5) - Observations

**Observation** 5.1: MCPS maintains a broad range of social justice policies across the board. However, there is a significant need for improvement. MAEC conducted a comprehensive review of MCPS policies in 2019, highlighting areas for growth. The review revealed that 70.6% of the policies (n = 39,351) lacked a clear mandate to address anti-racism in schools. In contrast, 88% (n = 35,314) of the policies maintained a mandate to address anti-racism. This highlights the need for further action to ensure that all policies are aligned with anti-racism principles.

**Observation** 5.2: Many of the policies are not adequately aligned with anti-racism principles. The review revealed that 80.9% (n = 165) of the ILTs maintained a mandate to address anti-racism, while only 70.6% of the policies (n = 39,351) lacked a clear mandate to address anti-racism in schools. This highlights the need for further action to ensure that all policies are aligned with anti-racism principles.

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ወጣ ብትኩረት ቡድኖች እና ቃለመጠይቆች ላይ፣ የሞንትጎመሪ ካውንቲ ፐብሊክ ስኩልስ (MCPS) ትምህርት ቤቶች የቤተሰቡን ለማህበረሰቡ የሚታናቸው እና የተማሪን ይገነዘባሉ። የመጠቃሚ ሥርዓት የሆኋን የሚለው እንዴት ትምህርት ቤት ስርአቶች ላይ አለመተማመንን እና የተማሪን ይገነዘባሉ። የማህበረሰቡ አባላት በወላጅ መምህራን ማኅበራት ብዙ ቤተሰቦች የተለያዩ ማህበረሰቦችን በት/ቤት ማሻሻያ ይኖር እንደሚቻል እና የተማሪን ይገነዘባሉ። ያለ ወላጆች MCPS ውስጥ ሆን ተብሎ ግልጽነት የጎደለው ግንኙነት ስለመኖሩ ያላቸውን ይገነዘባሉ። ብዙ ቤተሰቦች ከእንግሊዝኛ ውጪ ባሉ ቋንቋዎች አገልግሎት የማግኘት እጥረት መኖሩን ሰጥተዋል። የሆኑ የቤተሰብ አባላት ጋር ሲነፃፀር ነጭ የሆኑ የቤተሰብ አባላት፣ በመቀጠልም ሂስፓኒክ/ላቲኖ የሆኑ የቤተሰብ አባላት ከመግለጫው ጋር የላቸው፣ አሜሪካዊ ህንዳዊ እና የአላስካ ተወላጅ የሆኑ፣ መካከለኛው ምስራቅ እና ሰሜን አፍሪካ፣ እና የሃዋይ/የፓሲፊክ ደሴት ተወላጅ ባህላችንን በሚያከብር እና በሚያሣልጥ መልኩ ቤተሰረን ያሳትፋል፣ " ለሚለው ሁኔተኛ እጥረት ዝርያ እናቸው። በተጨማሪም፣ ቀለም (ከለር) ቤተሰቦች ከትምህርት ቤት ተሳትፎ እና የምቾት ደረጃ ከት/ቤት ሰራተኞቹ ያሉ ወይም በተጋብር እና የሚያደርግ ተገንዝበዋል። በፍትሃዊነት ኦዲት ላይ፣ 71.6% (n = 146) ILTs ትምህርት ቤቶቻቸውን በጉዳዩ ላይ “Latent” ወይም "Emergent" ወይም የሚለው እንዴት ይገነዘባሉ። " እና የሚለው እንዴት ይገነዘባሉ። በተመሳሳይ፣ "ጥያቄ ወይም ስጋት ሲኖረኝ ለማውራት የሚመቸኝ በልጅ ትምህርት ቤት ለማስማማ ይገነዘባሉ። ነገር ግን፣ 27.7% (n = 7,595) ቤተሰቦች የልጃቸው ትምህርት ቤት ባህልን በሚያከብር እና በሚያሣልጥ ሁኔታ ሰሚ በሚያስቀር ይገነዝባሉ። የአጠቃላይ፣ MCPS ከቤተሰብ አባላት ጋር የመግባቢያ ዘዴዎችን እንደዘረጋ የሚያሳይ ማስረጃ አለ። በፍትሃዊነት ኦዲት ላይ፣ 79.9% (n = 163) ILTs ትምህርት ቤቶቻቸውን በጉዳዩ ላይ “Established” ወይም "Advanced" እና የሚለው እንዴት ይገነዘባሉ። የሚለው እንዴት ቤት ለማስመረም ይገነዘባሉ። MCPS የሚሰባ የቤተሰብ እና የማህበረሰብ የሚታናቸው እና የተማሪን ይገነዘባሉ። ያለ ወላጆች ውስጥ ሆን ተብሎ ግልጽነት የሚሆን እና የሚያስቀር ይገነዝባሉ። MCPS የሚሰባ የቤተሰብ እና የማህበረሰብ የሚታናቸው እና የተማሪን ይገነዘባሉ። ይገነዘባሉ። MCPS የሚሰባ የቤተሰብ እና የማህበረሰብ የሚታናቸው እና የተማሪን ይገነዘባሉ። MCPS የሚሰባ የቤተሰብ እና የማህበረሰብ የሚታናቸው እና የተማሪን ይገነዘባሉ።


**Observation** 6.1: MCPS antiracist system audit findings indicate significant improvement in diversity and representation across various domains. Although specific percentages are not provided, the audit highlights a focus on equitable access to resources and opportunities for all students. To further support this goal, the audit recommends increased involvement of PTAs in school governance.

**Observation** 6.2: MCPS antiracist system audit findings indicate improvements in diversity and representation across various domains. Although specific percentages are not provided, the audit highlights a focus on equitable access to resources and opportunities for all students. To further support this goal, the audit recommends increased involvement of PTAs in school governance.

**Observation** 6.3: MCPS antiracist system audit findings indicate improvements in diversity and representation across various domains. Although specific percentages are not provided, the audit highlights a focus on equitable access to resources and opportunities for all students. To further support this goal, the audit recommends increased involvement of PTAs in school governance.

**Observation** 6.4: MCPS antiracist system audit findings indicate improvements in diversity and representation across various domains. Although specific percentages are not provided, the audit highlights a focus on equitable access to resources and opportunities for all students. To further support this goal, the audit recommends increased involvement of PTAs in school governance.
Executive Summary

The MCPS Antiracist System Audit was conducted by MAEC to assess the effectiveness of the district in implementing anti-racist practices. The audit was peer-reviewed and validated by MAEC staff and external experts. The findings indicate areas for improvement, particularly in the areas of leadership, policy, and practice.

The audit was conducted in partnership with several organizations, including the Mid-Atlantic Equity Consortium (MAEC), the Anti-Racism in Education (ARE) Collaborative, and the National Education Association (NEA). The audit was completed using a 12-step process, including data collection, analysis, and report writing.

The audit findings were presented to the MCPS Board of Education and the district administration.

Conclusion

The MCPS Antiracist System Audit was a comprehensive review of the district's efforts to create an anti-racist learning environment. The findings will be used to inform the district's ongoing efforts to create a more equitable and inclusive school system.

Acknowledgments

The MCPS Antiracist System Audit was made possible through the support of the Mid-Atlantic Equity Consortium (MAEC), the Anti-Racism in Education (ARE) Collaborative, and the National Education Association (NEA). We would like to thank all of the individuals and organizations who contributed to the success of this project.

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MCPS Antiracist System Audit | Key Recommendations

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MCPS Antiracist System Audit | Key Recommendations

II. Recommendations: Rethinking PC 2014: As part of the MCPS reform movement, the racial equity audit is a critical tool for understanding and addressing systemic issues. The recommendations include:

A. Addressing historical injustices:

1. MCPS must take responsibility for its history of racism and develop a plan to address these issues.

2. MCPS should implement a comprehensive equity plan that includes goals and benchmarks.

B. Improving school outcomes:

1. MCPS must prioritize student success at all levels.

2. MCPS should develop targeted interventions for schools with low performance.

C. Increasing diversity and equity:

1. MCPS must work to increase diversity in its staff and leadership.

2. MCPS should implement strategies to reduce bias and discrimination.

III. Systemic Change:

A. Leadership: MCPS must prioritize the development of strong leadership at all levels.

B. Pedagogy: MCPS must reexamine its curriculum and teaching methods to ensure they are culturally responsive.

C. Professional Development:

1. MCPS must provide ongoing professional development for all staff.

2. MCPS should prioritize the development of equity leaders.

IV. Systemic Accountability:

A. Data-Driven Decision Making:

1. MCPS must use data to inform decision making.

2. MCPS should establish clear accountability metrics for all stakeholders.

B. Community Engagement:

1. MCPS must engage with communities to ensure their voices are heard.

2. MCPS should develop partnerships with community organizations.

V. Conclusion:

1. The recommendations for MCPS must be implemented with a sense of urgency.

2. MCPS must prioritize the well-being and success of all students.

3. MCPS must work to create a culture of equity and inclusion for all staff and students.

Kania et al., 2021, p. 38
እድሎችን መስጠትና መቀበል፣ የውይይት መድረኮች እንዲኖሩ ማድረግ፣ ግልጽነት እና ግልፅ የሆኑ አላማዎችን (Winthrop et al., 2021) ጨምሮ በበርካታ ሁኔታዎች ላይ የተመሰረተ ነው። በተጠቀሱት የዘር እኩልነት ግቦች አተገባበር ላይ ተከታታይነት ይለው ᭋትትል መኖሩን ማረጋገጥ እና ከMCPS ማህበረሰብ ከዘር እኩልነት ጋር በተያያዙ ልምዶች ዙሪያ መግባባትን ማዳበር ይወስት ደንስትር ለማህበረሰቡ ያለውን ክብር እና ግላዊ ግምት እንዲሁም ብቃት እና ታማኝነትን ይደግፋል። በማህበረሰቡ ውስጥ ሆን ቆሎ የአስተማማኝ ግንኙነትን እምነት መገንባት ከፍትሃዊነት ወይም ከዘረኝነት ጋር የተገናኝን ጣልቃገብነቶችን መቋቋም ሊቀንስ እና ለሁሉም ተማሪዎች እና ቤተሰባቸው ጥቅም ወይ የሚውል መዋዕለ ንዋይ ማፍሰስን ይጨምራል።

የዘርፍ/ጎራ-ተኮር ምክረሃሳቦች

MAEC የもちወንት ከላይ የክፋል ከላለ (MCPS) የወር-ዘረኝነት ስርዓት አቀፍ ኦዲትን ለመምራት በዲስትሪክቱ ከተቋቋሙት ያስድስት ዘርፎች ጋር ለማጣጣም የሚከተሉትን ምክረሃሳቦች ለይቶ አቅርቧል፦

የትምህርት ቤት ባህል፣ የስራ ግብረሃይል ብዝሃነት፣ የስራ ሁኔታዎች መመቻቸት፣ ከቅድመ መዋዕለ-ህጻናት እስከ 12ኛ ክፍል ስርዓተ-ትምህርት፣ የማህበረሰብ ግንኙነት እና ተሳትፎ፣ እና ፍትሃዊ ተደራሽነት።

ስለትምህርት ቤቱ ባህል

• ይክረሃሳብ 1.1፦ ለሰራተኞች፣ ለተማሪዎች፣ ለቤተሰቦች እና ግሎች የዲስትሪክቱ ማህበረሰብ አባላት ዘርን መሰረት ያደረጉ ፀረ ዘረኝነት ትርጉም እና ፀረ ዘረኝነት ትርጉም እለት ተእለት ምን እንደሚመስል ይመሃያቸው ቀጣይ እድሎች ለ ኖሩ ይገባል። በተጨማሪም MCPS ከሉ ለምስትርመንቶች ዲስትሪክቱ እና ለጨሱ የዲስትሪክት እና አካታች የዲስትሪክት እና የት/ቤት ባህልን እየፈጠረ እና እየደገፈ እንዳለ የማሳወቅ ሀላፊነት መጋራታቸውን ማረጋገጥ ይለበት። በማህበረሰቡ እና የዲስትሪክት እኩልነት ጋር የበለጠ ውይይት ለማድረግ፣ ዲስትሪክቱ ለሰራተኞች፣ ለተማሪዎች እና ለቤተሰቦች ተደራሽ እና ለመረዳት የሚያስችሉ በየዲፓርትመንቱ-አቀፍ ግንኙነቶችን መፍጠር አለበት። እነዚህ ዲፓርትመንቶችን-ያቀፉ ግንኙነቶች ከዘር እኩልነት ጋር የተያያዙ ጉዳዮችን እና ግሎች የሞንትጎመሪ ካውንቲ ፐብሊክ ስኩልስ (MCPS) የሚዳስሱ ግብረመልሶች እንደሚተገበሩ በዝርዝር መግለፅ አለባቸው። ቀጣይነት ያለው ማህበረሰብ እና የዲስትሪክት ፍላጎቶች ምላሽ በመስጠት ረገድ(Safir & Dugan, 2021) ግንኙነትን ያሻሽላል (Observations 1.1, 1.2, 1.3, 1.4, 2.4, 4.2, 5.2, 5.3, 5.4, 5.5).

• ይክረሃሳብ 1.2፦ በዲስትሪክት እና የት/ቤት ደረጃ ዲሉ ሰራተኞች ከዘር እኩልነት ጋር በተዛመደ ቀጣይነት ያለው ስልታዊ ዲምህርት መሰጠት አለበት። MCPS ከሉ ለዲስትሪክት እና የት/ቤት ደረጃ ሰራተኞች የሰጠ ተዋቂ አድልዎ እና ግሎች ከፍትሃዊነት ጋር በተያያዙ ርእሶች ወይ በተለያዩ መንገዶች፣ የግለሰቦችን ስልጠናን ይጨምሮ በመካሄድ ወይ ባለው ሙያዊ የትምህርት ክፍለ ጊዜዎች ላይ እንዲሳተፉ ማድረግ አለበት። (Observations 1.3, 1.4, 2.4, 3.2, 4.2, 5.2, 6.3, 6.4) ለሙያዊ ትምህርት መሰጠት ለግለሰብ ተሞክሮ ነፀብራቅ፣ ስለ ሥርዓትአቀፍ የዘር እኩልነት ጉዳዮች ከግንዛቤ እና ከተወሰኑ ሚናዎች እና ኃላፊነቶች ጋር ሊጣጣሙ የሚችሉ ስልቶችን ማበልፀግ አለበት (Pollock et al., 2010)።

ለሙያዊ ትምህርት ሥርዓቶችን፣ አሠራሮችን እና ልምዶችን ለመንደፍ፣ MCPS የሚከተሉትን ምርጥ ልምዶች ማገናዘብ ይኖርበታል። በዘር እኩልነት ጋር የተያያዘ ቀጣይነት ያለው ግብአት እና መሻሻል እንዲኖር ሙያዊ የመማር እድሎች ተሳታፊዎች እንዲሰጡ መመቻቸት አለበት። በዘር ፍትሃዊነትን የሚዳስስ ሙያዊ ትምህርት ለግለሰብ ተሞክሮ ነፀብራቅ፣ ስለ ሥርዓትአቀፍ የዘር እኩልነት ጉዳዮች ከግንዛቤ እና ከተወሰኑ ሚናዎች እና ኃላፊነቶች ጋር ሊጣጣሙ የሚችሉ ስልቶችን ማበልፀግ አለበት (Venet, 2021) እና ግብል የተኼት ጐማ עשፋ/ማህበረሰብ ሥርዓት ለማሳወቅ ይበልፀ፣ ይወስት ደንስትር ለምስትር ጋር ሊቀንስ አቀራረቡ ይህ ሲሆን የማህበረሰብ በማህበረሰብ ይልቃገብ።
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- The recommendations are based on various sources, including Hammond (2015).
- The recommendations focus on addressing systemic issues in MCPS (Mid-Atlantic Equity Consortium, Inc., 2021).
- The recommendations are supported by data and evidence from various sources.
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የሥራ ግብረኃይል ብዝሃነት ስብጥር

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ማድረግ አለበት። ከሰራተኛ ግብረኃይል የብዝሃነት ስብጥር ጋር በተገናኝ ለማሳደግ MCPS በተተገበሩ ስልቶች ላይ መረጃዎችን መተንተን፣ መተንተን፣ እና ሪፖርት በተተገበሩ ስልቶች ላይ መረጃን መሰብሰባ፣ ማቆየት፣ መተንተን፣ እና ሪፖርት ማድረግ። ስኬትን ለማጎልበትና የዲስትሪክቱን የስራ ግብረኃይል የዘር ብዝሃነት ስብጥር ለመጨመር ያለማቆየት ስለሚያግዝ በይፋ መገለፅ አለባቸው (Observations 2.1, 2.2, 2.4)። 

የሰው ሃይል ዘር ብዝሃነትን በማሳደግ ያተኮሩ አዳዲስ እና ነባር ስትራቴጂዎቹ ግልፅነትን ለማሻሻል ለሞንትጎመሪ ካውንቲ የድስትሪክቱን ስክረሃሳብ 2.3፦ እና ሲው ለመወሰን እና ማሻሻልዎችን ለማድረግ የዲስትሪክቱን የሰው ኃይል ዘር ብዝሃነት ስብጥር ለመጨመር ያለማቆየት ስለሚያግዝ በይፋ መገለፅ አለባቸው (Observations 2.1, 2.2, 2.4)። 

የሰው ሃይል ዘር ብዝሃነትን በማሳደግ ያተኮሩ አዳዲስ እና ነባር ስትራቴጂዎቹ ግልፅነትን ለማሻሻል ለሞንትጎመሪ ካውንቲ ያካትታሉ፦ 

· የሚያስችሉ ስልቶችን ያካትታል/ማካተት ይኖርበታል። 

MCPS በአሁኑ ጊዜ 2020-2021 የመነሻ መረጃ ተንተርሶ በየዓመቱ እቅድ (IEP) ተማሪዎች መካከል በዲሲፕሊን እርምጃ አወሳሰድ ውይወን ፓይለት ግቦችን ምሳሌዎችን በመጠቀም የውስጥ ሰራተኞችን ግንዛቤ ማዳበር እና የሠርተፊኬት መስጠት። 

የአስተማሪ አጋዦች፣ ረዳት አስተማሪዎች፣ ፓራፕሮፌሽናሎች)፣ እንደ ኒው ዮርክ ብዝሃነት ያላቸው መምህራን ፓይለት ግብሮችን ምሳሌዎችን በመጠቀም የገለፅ እና የሠርተﻔ መስጠት። 

የአስተማሪ አጋዦች፣ ረዳት አስተማሪዎች፣ ፓራፕሮፌሽናሎች)፣ እንደ ኒው ዮርክ ብዝሃነት ያላቸው መምህራን ፓይለት ግብሮችን ምሳሌዎችን በመጠቀም "የራስን ፕሮግራም ማሳደግ/Grow Your Own program"፣ ይህም ለወደፊቱ አስተማሪዎች ይህም ለወደፊቱ አስተማሪዎች ይህም ለወደፊቱ አስትቷል። 

የለጥቁር/አፍሪካዊ አሜሪካዊ እና የሂስፓኒክ/ላቲኖ እጩዎች በሜሪላንድ የማስተማር (MSDE, 2022b) የትምህርት ቤት ባህልና አውድ መመጀክት የቅጥር ኮሚቴዎች አካል መሆናቸውን ለማረጋገጥ የሚያስችል ዘዴ ማዘጋጀት፣ የአጭር ጊዜ ስልቶች - አዲስ፡ ቀዳሚ የቅጥር እና የማስተዋወቂያ የጊዜ ማእቀፍ ስለመተግበር፤ ቀለም (ከለር) የአጭር ጊዜ ስልቶች - በሂደት ይብል። የሚሰጡ HBCUs እና HACUs ጋር ግንኙነት መገንባቱን መቀጠል። 

በጀት እና ድጋፍን ይጨምራል፥ እና ከአካባቢው የዘር ልዩነት/ብዝሃነት ያላቸው እጩዎችን ለመመልመል ድጋፍ በመጠቀም “የራስን ፕሮግራም ማሳደግ/Grow Your Own program”፣ ይህም ለወደፊቱ አስተማሪዎች ይህም ለወደፊቱ አስተማሪዎች ይህም ለወደፊቱ አስትቷል። 

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MCPS Antiracist System Audit | Key Recommendations

The MCPS Data Dashboard (Observation 2.1, 2.2, 3.1, 3.2, 3.4) is a key observation for increasing accountability across the network of schools.

- **Observation 2.1:**
  - MCPS Data Dashboard is key to increasing accountability across the network of schools.
  - The Education Trust (nd) is a key observational tool for increasing accountability across the network of schools.

- **Observation 2.2:**
  - MCPS Data Dashboard is key to increasing accountability across the network of schools.
  - The Education Trust (nd) is a key observational tool for increasing accountability across the network of schools.

- **Observation 2.3:**
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- **Observation 2.4:**
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- **Observation 2.5:**
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- **Observation 2.6:**
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- **Observation 2.9:**
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- **Observation 2.10:**
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- **Observation 2.11:**
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- **Observation 2.12:**
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- **Observation 2.13:**
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- **Observation 2.14:**
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- **Observation 2.15:**
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- **Observation 2.16:**
  - MCPS Data Dashboard is key to increasing accountability across the network of schools.
  - The Education Trust (nd) is a key observational tool for increasing accountability across the network of schools.
• **Observation 3.2:** errs in Out彻ck for MPSSA, R.A.A.R. and Updated R.A.A.R.'s Goldberg Law as also Master of Law as. MCPS also added the following:
  MCPS  also added the following:
  MCPS Antiracist System Audit
  MCPS Relate-Relate and Antiracist System Audit Goldberg Law as well as MCPS Audit (Observation 1.1, 2.1, 2.2, 3.1, 3.3, 3.4) R.A.A.R. and Updated R.A.A.R.’s Goldberg Law as also Master of Law.

  o R.A.A.R. and/or Master of Law and A.R.A.R. Goldberg Law as well as MCPS Audit (Observation 1.1, 2.1, 2.2, 3.1, 3.3, 3.4) Goldberg Law as also Master of Law.

  o R.A.A.R. and/or Master of Law and A.R.A.R. Goldberg Law as well as MCPS Audit (Observation 1.1, 2.1, 2.2, 3.1, 3.3, 3.4) Goldberg Law as also Master of Law.

  o R.A.A.R. and/or Master of Law and A.R.A.R. Goldberg Law as well as MCPS Audit (Observation 1.1, 2.1, 2.2, 3.1, 3.3, 3.4) Goldberg Law as also Master of Law.

  o R.A.A.R. and/or Master of Law and A.R.A.R. Goldberg Law as well as MCPS Audit (Observation 1.1, 2.1, 2.2, 3.1, 3.3, 3.4) Goldberg Law as also Master of Law.

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MCPS Antiracist System Audit | Key Recommendations                                ©2022. Mid-Atlantic Equity Consortium, Inc. All

- **Banks, 2012** ከእርምጃዎቹ እንዲቸው ለማህበረሰብ ውስጥ ያስፈልገው "መድብለ ባህላዊ ትምህርት ማሻሻያ" የተለያዩ አቀራረቦችን ያካተተ መሆን እንዲያውቅ በሚስማወ የሚገኝ የሚታወሚ መስጠት እና የማህበረሰብ ውስጥ ያስፈልገው (Ladson-Billings, 1995)

- የሚያስችሏቸውን ስርአተ ትምህርት፣ "መድብለ ባህላዊ ትምህርት ማሻሻያ" የተለያዩ አቀራረቦችን ያካተተ መሆን እንዲያውቅ በሚስማወ የሚገኝ የሚታወሚ መስጠት እና የማህበረሰብ ውስጥ ያስፈልገው (Ladson-Billings, 1995) (Observation 4.1, 4.2, 4.3, 4.4, 5.5, 5.6, 6.3).

**የማኅበረሰብ ግንኙነትና ተሳትፎ**

- **Barton et al., 2004** ከእርምጃዎቹ እንዲቸው ለማህበረሰብ ውስጥ ያስፈልገው "FSIZE, MCPS should shift from an involvement approach to an engagement approach" (Winthrop et al., 2021) ያስፈልገው ለማህበረሰብ ውስጥ ያስፈልገው "FSIZE, MCPS should shift from an involvement approach to an engagement approach" (Winthrop et al., 2021)

  - **Winthrop et al., 2021** ከእርምጃዎቹ እንዲቸው ለማህበረሰብ ውስጥ ያስፈልገው "FSIZE, MCPS should shift from an involvement approach to an engagement approach" (Winthrop et al., 2021) ያስፈልገው ለማህበረሰብ ውስጥ ያስፈልገው "FSIZE, MCPS should shift from an involvement approach to an engagement approach" (Winthrop et al., 2021)
Key Recommendations | MCPS Antiracist System Audit

- The MCPS Antiracist System Audit highlights the importance of addressing systemic racism and bias in schools. The audit recommends focusing on equitable policies and practices to ensure that all students have equal opportunities to succeed.

- The audit underscores the need for culturally responsive teaching and the importance of involving students and families in decision-making processes. It calls for the discontinuation of practices that exacerbate disparities and for the implementation of strategies that support student well-being.

- The recommendations include the development of a comprehensive antiracist curriculum, the provision of professional development for teachers, and the creation of a supportive school culture that values diversity and inclusion.

- The audit also emphasizes the need for data collection and analysis to monitor progress and make informed decisions. It calls for the establishment of a system to track and report on antiracist practices and outcomes.

- The recommendations are based on research and best practices in antiracist education, including the work of Winthrop et al. (2021), Learning Heroes (2021), Mapp & Bergman (2021), and others.
• **Recommendation 6.3:** To ensure that the existing disaggregated data is reported in a consistent and cumulative manner, MCPS should undertake a comprehensive audit of the existing data collection processes and implement a system for continuous improvement. (Observation 3.2, 6.1, 6.3)

**Observation 1.4:** To ensure the equitable distribution of resources, MCPS should establish a clear and transparent process for resource allocation. (Education Resource Strategies, 2018; Annenberg Institute for School Reform, 2010)

**Observation 1.3:** To ensure the equitable distribution of resources, MCPS should establish a clear and transparent process for resource allocation. (Education Resource Strategies, 2018; Annenberg Institute for School Reform, 2010)

**Observation 6.2:** To ensure the equitable distribution of resources, MCPS should establish a clear and transparent process for resource allocation. (Education Resource Strategies, 2018; Annenberg Institute for School Reform, 2010)
Key Recommendations | MCPS Antiracist System Audit

- Observations 1.3, 1.4, 5.5, 6.1, 6.4

• The Education Trust, 2019

- Observations 1.3, 1.4, 6.1, 6.3.

- Observations 1.3, 1.4, 5.5, 6.1, 6.4.

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