MARYLAND DISTRICTS' CCR SUPPORT PROGRAMMING STRATEGIES ARE STRONG BUT VARIED

Through the Blueprint for Maryland's Future, Maryland is prioritizing college and career readiness (CCR). In March 2025, the state board of education adopted a new CCR standard with the goal of ensuring that, by the end of 10th grade, all students have the skills and knowledge that enable them to be successful in entry-level credit-bearing courses or postsecondary education. The new standard also broadens the ways in which students can demonstrate CCR (e.g., GPA, registered apprenticeships). This infographic outlines the types of CCR support programming Maryland districts are offering for students who are struggling to meet the state's new standard, highlighting strategies that may be particularly promising.

Promising Strategies

- **Monitoring students' progress** through formative assessments, grades, or other metrics
- Developing **Individualized Learning Plans** (ILPs) with and for students
- **Engaging with students' families** about their CCR status and how to promote CCR
- Supporting student learning through **credit recovery programs**

Key Elements of Success

Broad strategies for supporting CCR were promising, but districts attended to the key elements that make those strategies most successful to varying degrees. In other words, districts reported offering more or less promising versions of the same types of support programming outlined above. The graphic below highlights these elements and offers examples of districts engaging in them.

MAKING THE MOST OF PROGRESS MONITORING

Monitoring students' progress toward CCR is most likely to be successful when its metrics are **consistently and accurately** measuring students' progress, and when progress check-ins occur **on a regular basis**. In Calvert County Public Schools, this included creating a guidebook of the expectations for schools. Dorchester County Public Schools embodied the frequency element by checking in with students about grades, attendance, and behavior at least weekly.

OPTIMIZING INDIVIDUALIZED LEARNING PLANS

Key features of successful ILP processes to support CCR include efforts to **train staff** around the process and provide them with **dedicated time** to engage in it. In Baltimore City Public Schools this entailed offering regular opportunities for professional development on completing ILPs. Queen Anne's County Public Schools created time for staff to complete ILPs by offering course releases for designated teachers at each school for this purpose.

MAXIMIZING OPPORTUNITIES FOR FAMILY ENGAGEMENT

To meaningfully engage with families around CCR, districts should provide frequent opportunities to **communicate** with them about their student's academic progress, involve them in the **ILP process**, and **provide information** about CCR standards and postsecondary pathways. St. Mary's County Public Schools accomplished this by hosting parent information sessions. Talbot County Public Schools provided families with indicators of progress four times a year through various reports.

ENHANCING CREDIT RECOVERY PROGRAMS

The most successful credit recovery programs are those that are offered **in-person**, include supports to encourage **attendance**, provide **individualized** instruction, follow a **flexible schedule**, and incorporate **progress check-ins**. Baltimore City Public Schools encouraged attendance in credit recovery programs by allowing students to receive a paycheck through the city's summer youth jobs program. Frederick County Public Schools convened a stakeholder workgroup to design program structures.

UNIVERSITY OF MARYLAND COLLEGE OF EDUCATION
TRANSFORMING EDUCATION FOR GOOD

The University of Maryland College of Education's **Maryland Equity Project (MEP)** seeks to improve public education through research that supports an informed public policy debate about the quality and distribution of educational opportunities in Maryland and nationally.