Maryland
STATE DEPARTMENT OF EDUCATION

Maryland Certificate of Program Completion Endorsement Attainment Rubric

For Attainment of the Post-Secondary Education, Career and Work Readiness, and Community and Citizen Endorsements

Division of Early Intervention and Special Education Services

May 2024

MARYLAND STATE DEPARTMENT OF EDUCATION

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A Note of Thanks

The Maryland State Department of Education would like to thank the members of the Maryland Certificate of Program Completion (MCOPC) Task Force. The work of the task force began in March of 2020, with workgroup members representing over twenty community organizations, local education agencies, state agencies, family and community advocates, and non-profit partners. The group met to review national best practices, draft and refine endorsement recommendations, and ensure equitable voice as a core component of post-secondary transition planning for students receiving a Certificate of Program Completion in Maryland.

Task Force Participants:

Pamela Talley, Co-Chair
Special Education State Advisory
Committee (SESAC)

Leslie Margolis, J.D., Managing Attorney
Disability Rights Maryland

Rene Averitt-Sanzone, Executive Director
Parents' Place of Maryland

Addie Kaufman, Executive Director
Maryland Association of Secondary School
Principals

Susan Harris, Principal, Dumbarton Middle
School
Maryland Association of Middle School
Principals

Rachel London, Executive Director
Maryland Developmental Disabilities
Council

Dr. Carol Quirk, Executive Director
Maryland Coalition for Inclusive Education

Amy Dwyre-D'Agati, Technical Assistance
Specialist
University of Maryland Center for Transition
and Career Innovation

Dr. Greg Knollman, Assistant Professor
Towson University

Sherry Massoni, Assistant Dean of
Continuing Education and Training
Community Education
Harford Community College

Neill Christopher, Training Institute
Program Manager
The ARC Northern Chesapeake Region

Ryan Lawrence
Koons Ford

Madeline Will
Collaboration to Promote Self-
Determination

Gena Mitchell, Executive Director
Devenio, Inc.

Kate Snow, Coordinator of Secondary
Special Education Programs
Harford County Public Schools

Jeremy Wolfer, Secondary Transition
Coordinator/Special Education Teacher
Wicomico County Public Schools

Jade Gingerich, Director of Employment
Policy
Maryland Department of Disabilities

Christian Miele, J.D., Deputy Secretary
Maryland Department of Disabilities

Erin Rot, Deputy Assistant Secretary
Maryland Department of Labor

Dr. Emily Dow, Assistant Secretary of
Academic Affairs
Maryland Higher Education Commission

Amanda White, Assistant Attorney General
Maryland Office of the Attorney General

Scott Dennis, Assistant State
Superintendent
Division of Rehabilitation Services

Jackie Schrader, Secondary Transition
Coordinator
Anne Arundel County Public Schools

Ken Capone
Self-Advocate/People on the Go

Rachel London, Esq.
Developmental Disabilities Council

Dr. Conchita Hernandez
Maryland School for the Blind

Janet Furman
Developmental Disabilities Administration

Lori Markland
Maryland Department of Disabilities

Kim Manzo, Alternate Framework
Facilitator
Harford County Public Schools

Kristen Patterson
Maryland Department of Labor

Donnice Brown
Baltimore City Summer Work/Mayor's
Office of Employment Development

Kathleen Walker
Developmental Disabilities Administration

Sherry Massoni, Assistant Dean of
Continuing and Community Education
Harford Community College

Kelly Koermer, J.D., Dean of Integrated
Business and Applied Tech
Harford Community College

Leanne Allen, Director, Fiscal and Program
Compliance
Chesapeake College

Trish Gordon McCown
Maryland Higher Education Commission

Audri Levering
Parents' Place of Maryland

Keith Walmsley
Walmsley Strategies

Stephanie Hayes, Secondary Transition
Resource Teacher
Howard County Public Schools

Dana Hackey, Program Director for
Maryland Promise
Way Station, Inc. / Mental Health Frederick

Cheri Dowling, Family Support
Maryland School for the Deaf

Carl Livesay, Vice President of Operations
Maryland Thermoform Corporation,
Employer/Governor's Workforce
Development Board

Michelle J. Wright, President
Certus Consulting, LLC

Lisa Rusyniak, President and CEO
Goodwill Industries of the Chesapeake, Inc.

Jim Brannon, Director of Human Resources
Atlantic General Hospital

Jacqueline (Tina) Turner
Department of Human Services

Jill Pierce-Hill, Staff Specialist for Students
and Transition-Aged Youth
Division of Rehabilitation Services

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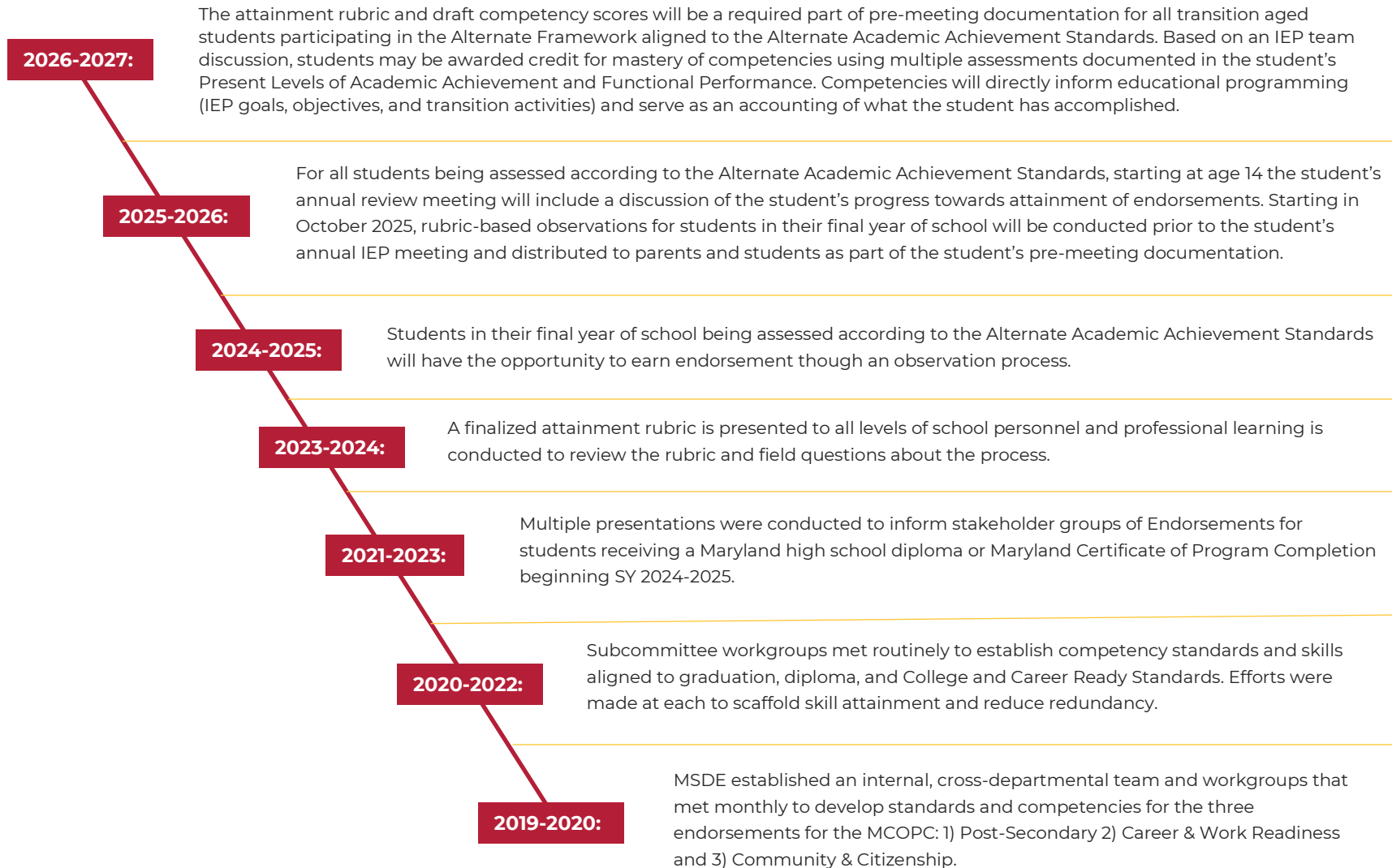
Purpose and Overarching Goal

In the state of Maryland, students who are being assessed according to Alternate Academic Achievement Standards can earn up to three of the following endorsements on their Maryland Certificate of Program Completion (MCOPC):

- **Post-Secondary Education**
- **Work Readiness and Career**
- **Community and Citizenship**

The **overarching goal** of the endorsement **attainment rubric** is that youth exiting with a Certificate of Program Completion will be able to achieve at least one of the three above endorsements. These endorsements provide a clear vision of what students should be able to know and do upon completion of school programming and offer Local Education Agencies (LEAs) concrete roadmaps for comprehensive student transition planning. Endorsements are attained through mastery of **standards**, which are aligned to Common Core State Standards (CCSS), Dynamic Learning Maps Essential Elements (DLM/EE), and other established content standards in the state of Maryland. Attainment of these standards is measured by demonstrating the **competencies** outlined in this attainment rubric.

The Maryland Certificate of Program Completion (MCOPC) Endorsement, standards, and competencies are the result of the hard work of the Maryland Certificate of Program Completion Taskforce. The Taskforce represents twenty advocacy organizations, community employers, state agencies, LEAs, and Institutions of Higher Education (IHE). The Taskforce reviewed national best practices, post-graduation outcomes, and community need when drafting the attainment rubric. All questions about the rubric can be directed to Molly Conner, Performance Support and Technical Assistance Program Manager in the Division of Early Intervention and Special Education Services (molly.conner@maryland.gov).

A Timeline to Endorsements

2026-2027: The attainment rubric and draft competency scores will be a required part of pre-meeting documentation for all transition aged students participating in the Alternate Framework aligned to the Alternate Academic Achievement Standards. Based on an IEP team discussion, students may be awarded credit for mastery of competencies using multiple assessments documented in the student's Present Levels of Academic Achievement and Functional Performance. Competencies will directly inform educational programming (IEP goals, objectives, and transition activities) and serve as an accounting of what the student has accomplished.

2025-2026: For all students being assessed according to the Alternate Academic Achievement Standards, starting at age 14 the student's annual review meeting will include a discussion of the student's progress towards attainment of endorsements. Starting in October 2025, rubric-based observations for students in their final year of school will be conducted prior to the student's annual IEP meeting and distributed to parents and students as part of the student's pre-meeting documentation.

2024-2025: Students in their final year of school being assessed according to the Alternate Academic Achievement Standards will have the opportunity to earn endorsement though an observation process.

2023-2024: A finalized attainment rubric is presented to all levels of school personnel and professional learning is conducted to review the rubric and field questions about the process.

2021-2023: Multiple presentations were conducted to inform stakeholder groups of Endorsements for students receiving a Maryland high school diploma or Maryland Certificate of Program Completion beginning SY 2024-2025.

2020-2022: Subcommittee workgroups met routinely to establish competency standards and skills aligned to graduation, diploma, and College and Career Ready Standards. Efforts were made at each to scaffold skill attainment and reduce redundancy.

2019-2020: MSDE established an internal, cross-departmental team and workgroups that met monthly to develop standards and competencies for the three endorsements for the MCOPC: 1) Post-Secondary 2) Career & Work Readiness and 3) Community & Citizenship.

ENDORSEMENT #1: Post-Secondary Education

POSTSECONDARY EDUCATION ENDORSEMENT GOAL

To promote, measure and verify development of skills that align with the expectations of postsecondary opportunities that do not require a high school diploma.

Competency Level	Description	Criteria
0	Not Introduced	N/A
1	Approaching the competency	Demonstrates the competency with less than 75% accuracy in all authentic opportunities
2	Demonstrates the competency with or without adult support	Demonstrates the competency with between 75-90% accuracy in all authentic opportunities
3	Demonstrates the competency independently (with or without identified accommodations)	Demonstrates the competency with 90% or greater accuracy in all authentic opportunities

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
SELF-ADVOCACY Effectively communicates personal strengths and challenges and asserts their own interests and desires. Demonstrates an understanding of the differences between the services available as a K-12 student with a disability and the services available in post-secondary education and training programs in order to request necessary accommodations, services, and supports.	1.1 Requests assistance and help from others, when needed. 1.2 Participates in Individualized Education Program (IEP) meetings and educational planning. 1.3 Communicates with teachers, staff, and family. 1.4 Advocates for changes in the environment for potential sensory or emotional "triggers" (loud noises, smells, large groups). 1.5 States learning strengths and identifies challenges they may face in a post-secondary setting. 1.6 Articulates and demonstrates strategies to address challenges by articulating accommodations needed to support learning and remove barriers to learning. 1.7 Identifies on-campus support for students with disabilities, as appropriate. 1.8 Demonstrates an understanding of their legal rights as a student with a disability.	**CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English[1] when indicated or appropriate. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.W.11-12.2** Write to share information supported by details. **DLM.ELA.EE.W.11-12.3** Write about events or personal experiences.
COMMUNICATION	2.1 Articulates thoughts, ideas, needs, and interests in writing, orally, or through some other means (i.e., AAC or American Sign Language (ASL).	**CCSS.ELA-LITERACY.SL.11.1-12.1B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
Communicates clearly and checks for understanding, such as asking clarifying questions. Communicates appropriately and effectively with instructors, administration, peers, and disability support office (i.e., texting, emailing, learning management systems, and social media use). Note: Communication includes (but is not limited to) gestural language, spoken language, signed language, written language, and formal and informal assistive technologies of various forms.	2.2 Uses a total communication approach, which may include spoken, signed, gestures, pictures, or AAC to build and maintain relationships. 2.3 Asks appropriate questions and provides appropriate information when asked including requests for clarification if a message is not clear. 2.4 Can identify preferred communication strategy and communicates using those strategies with classmates and instructors.	**DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.

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[1] While the tasks in the competency are aligned to speaking and listening standards, completion of these tasks do not have to happen in "formal English" to meet the rigor of the standard. Teams should consider a "total communication approach," which may include spoken, signed, gestures, pictures, or Augmentative and Alternative Communication (AAC). Additionally, for multi-lingual learners, completion of tasks in a student's native language would also satisfy attainment of the competency and subsequent standard. This guidance should be applied to all instances of alignment between competencies and the speaking and listening standards.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
INTERPERSONAL SKILLS Demonstrates the ability to communicate, interact, and work with individuals and groups in a school or college setting (in person and online). Maintains appropriate relationships with friends and peers, manages interactions respectfully with others, and engages in assigned group work.	3.1 Participates in a variety of school and community activities and/or groups. 3.2 Demonstrates skills to manage conflict, frustration, or disappointment appropriately. 3.3 Demonstrates the ability to take on roles within small groups for presentations, study sessions, or other academic tasks. 3.4 Demonstrates strategies to manage emotions during times of disagreement. 3.5 Listens to and acknowledges others' points of view. 3.6 Communicates thoughts and ideas with others appropriately in person and or via social media.	**CCSS.ELA-LITERACY.SL.11.1-12.1B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
SKILLS FOR INDEPENDENCE Effectively demonstrates the skills and tasks necessary to manage their daily life in a post-secondary setting. Understands the importance of personal health and safety in school or on campus; accepts and understands levels of personal risk.	4.1 Demonstrates an understanding of the importance of good hygiene skills and practices them daily. 4.2 Demonstrates an understanding of the importance of dressing appropriately for different settings (i.e. work, home, school). 4.3 Arrives on time for classes or other scheduled activities or meetings. 4.4 Demonstrates an understanding of how to act safely and the risks involved in a post-secondary setting. 4.5 Demonstrates an ability to identify and apply solutions when faced with adversity.	**1a.HS1.1** Analyze how mental and emotional health can affect health-related behaviors. **1a.HS2.3** Evaluate a variety of strategies to improve personal wellness.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
TECHNOLOGY Uses a variety of technology to conduct research, solve problems, communicate with fellow students, and school staff, and create documents to support assignments. Demonstrates positive, safe, and legal behavior using technology.	5.1 Utilize assistive technology that enhances and promotes access including software (i.e., Word, Excel, PowerPoint) that supports learning success. 5.2 Demonstrates ability to use a variety of common technical tools, such as computer, cell phone, email, video conferencing. 5.3 Uses the internet to research a topic of interest independently or with support as well as to find and access other needed resources. 5.4 Uses a mobile device to manage and monitor course schedule, assignments, and social activities. 5.5 If appropriate to task, is able to recognize and maintain social media accounts responsibly. 5.6 Exhibits an understanding of how to use computers and technology appropriately within the school setting, including how to apply appropriate data privacy practices.	**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **DLM.ELA.EE.SL.11-12.5** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. **Maryland Technology Education Standards** Advanced Technology, Grades 10-12: Apply knowledge of core technologies in the development of solutions to problems.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
TRANSPORTATION Demonstrates an understanding of, and ability to safely use, various modes of transportation. Uses technology to access other forms of transportation (i.e., Uber, Lyft, CharmPass and other Maryland Department of Transportation resources).	6.1 Demonstrates pedestrian safety rules (i.e., wait before crossing, follow crossing signals). 6.2 Uses public transportation to travel to specific, predetermined destinations. 6.3 Locates, reads, and follows a bus or train schedule. 6.4 Describes how to (and to whom to) communicate if there is a problem such as transportation is delayed. 6.5 Uses mobile devices for other means of transportation (i.e., Uber, Lyft, regional transportation services).	**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **Maryland Technology Education Standards** Advanced Technology, Grades 10-12: Apply knowledge of core technologies in the development of solutions to problems.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
FINANCIAL MANAGEMENT Understands the importance of making informed, financially responsible decisions. Understands the basics of money management and budgeting.	7.1 Demonstrates how to develop a shopping list, choose appropriate items, and pay. 7.2 Understands account limits. 7.3 Understands purchasing limits for credit cards and can make online purchases. 7.4 Demonstrate strategies to keep debit card personal identification number (PIN) code and money safe. 7.5 Develops a simple budget (i.e., to cover tuition, books, supplies, extra snacks, dining card). 7.6 Calculates and pays daily education or training expenses such as transportation and meals.	**Maryland State Depart of Education (MSDE) Financial Literacy Education Standards:** 1. Makes informed, financially responsible decisions. 2. Relate Career, education and income. 3. Plan and manage money. 4. Manage credit and debt. 5. Create and build wealth. 6. Manage risks and preserve wealth.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
ACADEMIC Has basic academic skills and has expressed an interest in pursuing chosen post-secondary education pathway(s)[2]. Can apply critical thinking and problem-solving skills across a broad array of settings[3].	8.1 Arrives prepared with appropriate materials and supplies for classes or other scheduled activities or meetings. 8.2 Participates in class discussions and asks for help if needed. 8.3 Stays on task with minimal reminders and completes familiar tasks without assistance. 8.4 Demonstrates the ability to complete and submit all assignments in a timely manner[4]. 8.5 Takes or knows how to get class notes. 8.6 Demonstrates use of strategies to manage time in order to complete assignments. 8.7 Demonstrates use of organizational strategies (i.e., calendars, planners, notebooks, apps).	**CCSS.ELA-LITERACY.W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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[2] Accommodations include assistive technology and/or modifications or adjustments provided by institutes of higher education/learning as required under the Americans with Disabilities Act (ADA).

3 Supports may either be natural or enhanced. Natural supports are those provided in a work setting that anyone can access. Enhanced supports, such as job coaching, are above those provided under the ADA and typically funded by agencies such as the Division of Rehabilitation Services (DORS) or the Developmental Disabilities Administration (DDA).

4 This includes the extra time accommodation outlined in a student's learning plan.

ENDORSEMENT #2: Career and Work Readiness

CAREER AND WORK READINESS GOAL

To promote, measure and verify development of skills that align with the expectations of post school and work experiences that do not require a high school diploma.

Competency Rubric

Competency Level	Description	Criteria
0	Not Introduced	NA
1	Approaching the Competency	Demonstrates competency with less than 75% accuracy in all authentic opportunities
2	Demonstrates the Competency with Adult Support	Demonstrates competency with between 75-90% accuracy in all authentic opportunities
3	Demonstrates the Competency Independently (with or without identified accommodations)	Demonstrates competency with 90% or greater accuracy in all authentic opportunities

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
SELF-ADVOCACY Effectively communicates personal strengths and challenges and asserts their own interests and desires. Effectively requests necessary accommodations, services, and support in a career or work setting to which they are legally entitled in the workplace.	1.1 States opinions and preferences related to work environments, job types and tasks. 1.2 Articulates how their skills and strengths apply to career goals and the most effective ways they learn new skills. 1.3 States opinions and preferences related to work environments, job types and tasks. 1.4 States what post-school services and support they may be eligible for and knows how to effectively request services. 1.5 Requests and completes desired job applications. 1.6 Demonstrates when/how to disclose their disability and can identify and communicate examples of effective accommodations.	**CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.W.11-12.2** Write to share information supported by details. **DLM.ELA.EE.W.11-12.3** Write about events or personal experiences.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
COMMUNICATION Communicates clearly and checks for understanding by asking clarifying questions. Communicates appropriately and effectively with human resources, supervisors, co-workers, peers, and customers. Note: Communication includes (but is not limited to) gestural language, spoken language, signed language, written language, and formal and informal assistive technologies of various forms.	2.1 Demonstrates their preferred communication strategy and can consistently use it. 2.2 Communicates appropriately with colleagues and supervisors in the workplace. 2.3 Asks appropriate questions including asking clarifying questions and provides appropriate information when asked. 2.4 Describes and gives examples of effective interviewing practices including questions to ask interviewers. 2.5 Repeats and rephrases directions and instructions (expressive as well as receptive communication). 2.6 Uses strategies to resolve miscommunication. 2.7 Knows how and with whom to communicate if sick/running late and/or unable to attend work. 2.8 Understands leadership structure (i.e., who to take direction from, to whom to direct questions/concerns and how to request leave).	**CCSS.ELA-LITERACY.SL.11.1-12.1B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
	2.9 Demonstrates the importance of maintaining privacy (including data) and boundaries.	

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
SKILLS FOR INDEPENDENCE AT WORK Understands purpose and importance of work. Demonstrates ability to manage time (or develop strategies to help manage time) to complete tasks. Demonstrates the ability to access and use resources related to work.	3.1 Demonstrates an interest in and willingness to work. 3.2 Dresses appropriately for various work settings and understands/demonstrates good hygiene regularly. 3.3 Arrives on time ready to work. 3.4 Understands the importance of time in the workplace and can manage their time effectively. 3.5 Understands and can apply basic principles of safety in the workplace. 3.6 Takes medicine as prescribed.	**1a.HS1.1** Analyze how mental and emotional health can affect health-related behaviors. **1a.HS2.3** Evaluate a variety of strategies to improve personal wellness.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
TECHNOLOGY Uses technology to complete job tasks and function successfully in the workplace. Demonstrates positive, safe, and legal behavior using technology.	4.1 Utilizes appropriate assistive technology including a variety of software. 4.2 Demonstrates ability to use a variety of common technology relevant to career goal/s (i.e., cell phone, email, cash register, video conferencing, scanners, word processing, PowerPoint, time keeping, key cards, etc.) and can select appropriate technology for the task. 4.3 Understands the differences between personal/professional technology and uses each appropriately. 4.4 Uses personal technology safely and responsibly. 4.5 Exhibits a basic understanding of how to safely, securely and appropriately use computers and technology within the workplace. 4.6 Uses credible internet sources to research a topic and evaluate information. 4.7 Adheres to confidentiality policies.	**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **DLM.ELA.EE.SL.11-12.5** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest. **Maryland Technology Education Standards Advanced Technology, Grades 10-12:** Apply knowledge of core technologies in the development of solutions to problems.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
TRANSPORTATION Demonstrates an understanding of and ability to use various modes of transportation to get to and from work. Uses technology to access other forms of transportation (i.e., Uber, Lyft, CharmPass and other Maryland Department of Transportation resources).	5.1 Knows what transportation is available to them/how to use it to get to and from potential job sites on time. 5.2 Can use available transportation safely. 5.3 Can locate, read, and follow a transportation schedule. 5.4 Understands how to align personal schedule with available transportation schedule. 5.5 Knows how and when to use various methods to pay for transportation.	**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **Maryland Technology Education Standards Advanced Technology, Grades 10-12:** Apply knowledge of core technologies in the development of solutions to problems.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
FINANCIAL MANAGEMENT Understands the impact of work on public benefits. Understands benefits and costs such as retirement, taxes, healthcare. Uses discretion when discussing financial matters.	6.1 Can use a bank account to deposit/cash a paycheck. 6.2 Understands the difference between wages earned and take-home pay. 6.3 Understands the impact of work on eligibility for public benefits they receive and the financial benefits of earned income. 6.4 Calculates and pays costs related to work (i.e., transportation, lunch, uniforms, social activities, etc.) 6.5 Understands the importance of repayment/good credit, and the impact it has on employment. 6.6 Maintains the privacy of personal financial information including social security numbers, PINs, passwords, and bank information.	**MSDE Financial Literacy Education Standards:** 1. Makes informed, financially responsible decisions. 2. Relate Career, education and income. 3. Plan and manage money. 4. Manage credit and debt. 5. Create and build wealth. 6. Manage risks and preserve wealth.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
ACADEMIC Has foundational literacy, science, and mathematics skills to support chosen employment goal(s). Can apply basic critical thinking and problem-solving skills across a broad array of settings.	7.1 Has basic reading and math skills or can use Assistive Technology that provides the necessary support. 7.2 Has the functional skills (i.e., measurement and quantification) to support their career goals with or without customized employment or other support. 7.3 Plans ahead to manage work assignments, organizes work materials and asks for help if needed.	**CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
INTERPERSONAL SKILLS Demonstrates ability to manage time (or develop strategies to help manage time) in order to complete tasks. Demonstrates ability to engage in appropriate self-care in the workplace in order to effectively work with others.	8.1 Treats co-workers, customers and others with courtesy and respect. 8.2 Can work independently or as part of a team. 8.3 Demonstrates integrity. 8.4 Recognizes and follows appropriate workplace boundaries. 8.5 Respects the personal space of others. 8.6 Demonstrates the ability to self-regulate by identifying potential triggers and using proven strategies. 8.7 Recognizes cultural and linguistic differences and knows how to engage respectfully with individuals from diverse backgrounds.	**CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
ESSENTIAL SKILLS FOR EMPLOYMENT Adheres to work and social rules and expectations. Manages conflict, frustration, or disappointment appropriately. Demonstrates good work habits.	9.1 Can stay on task and adhere to work schedule, taking breaks and returning to work at appropriate intervals. 9.2 Can follow directions and receive constructive criticism appropriately. 9.3 Takes responsibility for their actions and for task completion. 9.4 Understands different emotions and can select and demonstrate them as appropriate. 9.5 Demonstrates the ability to self-regulate by identifying potential triggers and using proven strategies. 9.6 Can appropriately balance personal and work life. 9.7 Can wear personal protective equipment or other required safety equipment for the duration of a shift, as required by their career goal.	**CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
ESSENTIAL RESOURCES FOR EMPLOYMENT Has the necessary tools, documents, and resources to apply for jobs[5] [6].	10.1 Has a resume. 10.2 Has a copy of their birth certificate and a photo identification or school records. 10.3 Knows where/how to find job openings and has enrolled with outside agencies (i.e., Maryland Labor/America's Job Centers, Division of Rehabilitation Services [DORS], Developmental Disabilities Administration [DDA]). 10.4 Has an email address they can access regularly that is appropriate for work. 10.5 Has measurable technical or other job specific skills acquired through work-based learning and/or paid employment that aligns with their career goals.	**CCSS.ELA-LITERACY.SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.

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[5] Accommodations include assistive technology and/or modifications or adjustments provided by an employer as required under the Americans with Disabilities Act (ADA).

[6] Supports may either be natural or enhanced. Natural supports are those provided in a work setting that anyone can access. Enhanced supports, such as job coaching, are above those provided under the ADA and typically funded by agencies such as the Division of Rehabilitation Services (DORS) or the Developmental Disabilities Administration (DDA).

ENDORSEMENT #3: Community & Citizenship

COMMUNITY & CITIZENSHIP ENDORSEMENT GOAL

To promote, measure and verify development of skills that align with the expectations of being an active and contributing citizen of their community.

Competency Level	Description	Criteria
0	Not Introduced	NA
1	Approaching the Competency	Demonstrates competency with less than 75% accuracy in all authentic opportunities
2	Demonstrates the Competency with Adult Support	Demonstrates competency with between 75-90% accuracy in all authentic opportunities
3	Demonstrates the Competency Independently (with or without identified accommodations)	Demonstrates competency with 90% or greater accuracy in all authentic opportunities

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
SELF-ADVOCACY Demonstrates an ability to fulfill wants and needs. Effectively requests necessary accommodations, services, and supports to which they are legally entitled in community activities and settings.	1.1 Demonstrates or communicates wants and needs. 1.2 Participates in planning for the future (e.g., participating in annual IEP meeting, developing post-secondary goals). 1.3 Expresses needs and preferences related to their disability (e.g., "I need an interpreter" or "I need a break because it's too loud in here"). 1.4 Develops a list of community agencies that can provide support services. 1.5 Participates in the selection of supports, service providers, and agencies. 1.6 Participates in community organizations and activities. 1.7 Demonstrates or communicates when a setting or activity is not what they wanted, needed, or accessible. 1.8 Requests accommodations and support to engage in chosen community activities.	**CCSS.ELA-LITERACY.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.W.11-12.2** Write to share information supported by details**.** **DLM.ELA.EE.W.11-12.3** Write about events or personal experiences.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
COMMUNICATION Communicates with familiar and unfamiliar people to meet needs, participate in activities, and build relationships. Note: Communication includes (but is not limited to) gestural language, spoken language, signed language, written language, and formal and informal assistive technologies of various forms.	2.1 Communicates to get needs met. 2.2 Communicates to build and maintain relationships with familiar people, including asking and answering questions, expressing ideas, and sharing information. 2.3 Communicates with unfamiliar people (e.g., store employees, neighbors) to get needed information and makes requests in community activities. 2.4 Communicates to resolve challenges and conflicts, including asking for assistance when needed. 2.5 Communicates needs related to personal safety and alerts others to a dangerous situation (e.g., bullying, sexual harassment, equipment failures).	**CCSS.ELA-LITERACY.SL.11.1-12.1B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
SKILLS FOR INDEPENDENCE Demonstrates an understanding of time management, personal care and safety, household management, and rights as a citizen within the community.	3.1 Follows a schedule for personal and community activities. 3.2 Follows and/or participates in personal hygiene routines, using appropriate assistive technology as needed. 3.3 Administers own medication. 3.4 Responds appropriately if ill or injured (e.g., asks a family member or support staff for help, uses appropriate over-the-counter medications, seeks medical assistance). 3.5 Responds appropriately to emergency situations (e.g., exits the building for a fire alarm, calls for emergency assistance). 3.6 Identifies and recognizes warning and safety signs. 3.7 Identifies and reads warning labels. 3.8 Identifies housing options in a community, including location, cost, and other factors. 3.9 Follows recipes using appropriate assistive technology as needed. 3.10 Plans and prepares meals according to personal preferences and dietary needs, using appropriate assistive technology as needed.	**1a.HS1.1** Analyze how mental and emotional health can affect health-related behaviors. **1a.HS2.3** Evaluate a variety of strategies to improve personal wellness.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
	3.11 Uses household items and appliances appropriately and safely, with appropriate adaptations and accommodations.	
	3.12 Locates items within a store, using appropriate assistive technology as needed.	
	3.13 Develops a list of recreational activities of interest.	
	3.14 Plans and prepares for a vacation (packing clothing), using appropriate assistive technology as needed.	
	3.15 Requests accommodations and supports (as needed) to vote.	

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
TECHNOLOGY Demonstrates positive, safe, and legal behavior using technology.	4.1 Initiates and uses own assistive technology devices when needed. 4.2 Uses technology tools (e.g., mobile device, computer, AT device) for recreational/leisure activities (e.g., listening to music, playing games). 4.3 Uses technology tools (e.g., mobile device, computer, AT device) to accomplish tasks (e.g., find information, make purchases, schedule activities). 4.4 Uses personal device to obtain assistance in an emergency. 4.5 Follows legal and safety guidelines when using online tools and activities (e.g., does not disclose personal information to strangers, protects passwords).	**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **DLM.ELA.EE.SL.11-12.5** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
TRANSPORTATION Demonstrates an understanding of and ability to use various modes of transportation to get to and from a destination and to access the community. Uses technology to access other forms of transportation (i.e., Uber, Lyft, CharmPass and other Maryland Department of Transportation resources).	5.1 Travels to and from a set destination using various forms of transportation including bus, subway, foot, rideshare, and other public transportation, following applicable traffic and safety rules. 5.2 Follows safety expectations when traveling (e.g., using seat belts, remaining seated, stopping before crossing the street). 5.3 Participates in the creation of and/or creates and follows a plan to travel to a self-selected destination in the community, using appropriate means for travel. 5.4 Requests accommodations to access travel and transportation. 5.5 Problem solves when issues arise when traveling and using public transportation.	**CCSS.ELA-LITERACY.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **Maryland Technology Education Standards Advanced Technology, Grades 10-12:** Apply knowledge of core technologies in the development of solutions to problems.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
FINANCIAL MANAGEMENT Demonstrates an understanding of personal finances and/or financial responsibilities.	6.1 Prepares a grocery or shopping list, using appropriate assistive technology as needed. 6.2 Uses a debit, credit card, or cash to make a purchase. 6.3 Makes deposits and withdrawals (electronic or paper). 6.4 Participates in the development of and follows a budget for a month or week. 6.5 Shops within a predetermined budget, using appropriate assistive technology as needed. 6.6 Uses a newspaper or internet to comparison shop for items, using appropriate assistive technology as needed. 6.7 Identifies the difference between a want and a need before making a purchase. 6.8 Pays bills on time, using appropriate assistive technology as needed. 6.9 Completes credit applications, using appropriate assistive technology as needed. 6.10 Maintains confidentiality of personal financial information (e.g., social security number, bank PIN).	**MSDE Financial Literacy Education Standards:** 1. Makes informed, financially responsible decisions. 2. Relate Career, education and income. 3. Plan and manage money. 4. Manage credit and debt. 5. Create and build wealth. 6. Manage risks and preserve wealth.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
ACADEMIC Uses literacy and math skills to complete daily activities, such as shopping, meal preparation, and recreation.	7.1 Uses technology tools to access and participate in routine and recreational activities (i.e., using a switch to activate a mixer or listen to music). 7.2 Reads a variety of materials for pleasure (using assistive technology as needed). 7.3 Reads a variety of materials to gain information (using assistive technology as needed). 7.4 Performs mathematical calculations to accomplish desired tasks (e.g., cooking, making purchases). 7.5 Writes for a variety of purposes (e.g., making lists and notes, communicating with others), using assistive technology as needed.	**CCSS.ELA-LITERACY.W.9-10.2a** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (i.e., headings), graphics (i.e., figures, tables), and multimedia when useful to aiding comprehension. **CCSS.ELA-LITERACY.SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Standards	Competencies	Alignment to Graduation / Diploma / Standards/College and Career Ready Standards
INTERPERSONAL SKILLS Demonstrates an ability to communicate, interact, and work with individuals and diverse groups in a community setting.	8.1 Participates in community group(s) of interest. 8.2 Maintains reciprocal friendships. 8.3 Manages emotions during times of disagreement. 8.4 Accepts constructive criticism. 8.5 Listens to others' point of view. 8.6 Communicates thoughts and ideas with others. 8.7 Identifies and maintains appropriate personal space. 8.8 Shows compassion and empathy (words, gestures, body language, etc.). 8.8 Facilitates positive connections and interactions with others (by words, actions, or presence).	**CCSS.ELA-LITERACY.SL.11.1-12.1B** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **DLM.ELA.EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate. **DLM.ELA.EE.L.11-12.3** Use language to achieve desired outcomes when communicating.