

RECOMMENDATIONS TO IMPROVE THE QUALITY OF PERKINS IV DATA IN NEW JERSEY

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BACKGROUND

In October 2007, the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, invited state directors of career and technical education (CTE) to submit requests for individualized technical assistance to improve the quality of their Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) accountability systems. In response, the New Jersey Department of Education requested support to improve postsecondary data collection and reporting procedures for the state's two delivery systems: the 19 county colleges enrolling approximately 100,000 students and the 21 county vocational schools enrolling several thousand adult students.

Following consultation with Marie Barry, Director of the Office of Career and Technical Education, New Jersey Department of Education, MPR and state staff agreed that New Jersey would benefit from assistance in refining secondary, postsecondary, and adult measures and measurement approaches; support for aligning and/or integrating measures of adult CTE programs with postsecondary programs; and aid in considering new technology for data collection and reporting strategies.

Amanda Richards, Research Associate, and Dr. Steven Klein, Director, Preparation for College and Careers at MPR Associates, Inc., provided consultation services to New Jersey. Dialogues with the state took place via telephone and during a one-day site visit, and focused on reviewing the state's data collection and reporting capabilities and options for reporting on Perkins IV measures. Following the site visit, MPR provided New Jersey with a preliminary set of measure recommendations so the state could apply the discussion results to its State Plan approval process. This paper presents MPR's final recommendations for structuring population definitions and measures, in light of federal non-regulatory guidance, to enhance the quality of Perkins IV accountability data in New Jersey.

SECONDARY MEASURES

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
CTE Participant	A secondary student who has earned at least one (1) but less than 50% of the total credits in any career and technical education (CTE) program area.	A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.	A secondary student who has completed at least one (1) CTE course in any career and technical education (CTE) program area.	Include all secondary students who have completed at least one (1) CTE course in any CTE program area. Do not limit participants to students who have earned a threshold grade ("completing" a course is equivalent to "passing" a course).
CTE Concentrator	A secondary student who has earned 50% or more of the total credits in a single CTE program area (e.g., health care or business services) at the secondary level are recognized by the State and/or its local eligible recipients.	A secondary student who has earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.	A secondary student who has completed at least two (2) or more courses in a single CTE program area (e.g., health care or business services) where a program sequence represents three or more courses, or one (1) course in a single CTE program area, but only in those program areas where two course sequences at the secondary level are recognized by the State and/or its local eligible recipients.	Include all secondary students who have: <ul style="list-style-type: none"> completed at least two courses of a single CTE program consisting of three or more courses or completed one course of a single CTE program that consists of only two courses.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
1S1: Academic Attainment – Reading/ Language Arts	N:	Number of CTE concentrators who met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in reading/language arts administered by the State under Section 1111(b)(3) of the ESEA and who left secondary education in the reporting year.	Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in reading/language arts administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Include concentrators who: <ul style="list-style-type: none"> • left secondary education in the reporting year, even though they may not have taken the statewide assessment that year; • were included in the State’s computation of AYP; and • who met the proficient or advance level on the HSPA in reading/language arts. Concentrators who never took the assessment are excluded from the numerator.
	D:	Number of CTE concentrators who took the Statewide High School Proficiency Assessment (HSPA) in reading/language arts, whose scores were included in the State’s computation of AYP, and who left secondary education in the reporting year.	Number of <u>CTE concentrators</u> who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.	Number of <u>CTE concentrators</u> who took the Statewide High School Proficiency Assessment (HSPA) in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.	Identify all concentrators who: <ul style="list-style-type: none"> • left secondary education in the reporting year, even though they may not have taken the statewide assessment that year; and • took the state reading/language arts assessment at some point while attending secondary education. Concentrators who never took the assessment are excluded from the denominator.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
1S2: Academic Attainment – Mathematics	N:	Number of CTE concentrators who met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in mathematics administered by the State under Section 1111(b)(3) of the ESEA, and who left secondary education in the reporting year.	Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of AYP and who, in the reporting year, left secondary education.	Number of <u>CTE concentrators</u> who have met the proficient or advanced level on the Statewide High School Proficiency Assessment (HSPA) in mathematics administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.	Include concentrators who: <ul style="list-style-type: none"> left secondary education in the reporting year, even though they may not have taken the statewide assessment that year; were included in the State’s computation of AYP; and who met the proficient or advance level on the HSPA in mathematics. Concentrators who never took the assessment are excluded from the numerator.
	D:	Number of CTE concentrators who took the Statewide High School Proficiency Assessment (HSPA) in mathematics, whose scores were included in the State’s computation of AYP, and who left secondary education in the reporting year.	Number of <u>CTE concentrators</u> who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.	Number of <u>CTE concentrators</u> who took the Statewide High School Proficiency Assessment (HSPA) in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.	Identify all concentrators who: <ul style="list-style-type: none"> left secondary education in the reporting year, even though they may not have taken the statewide assessment that year; and took the state mathematics assessment at some point while attending secondary education. Concentrators who never took the assessment are excluded from the denominator.

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2S1: Technical Skill Attainment	N:	Number of CTE concentrators who, during the reporting year, passed the available end of program skill assessments that are aligned with industry-recognized standards.	Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.	Include only those secondary concentrators who took and passed a 3 rd party validated, industry aligned technical skill assessment.
	D:	Number of CTE concentrators who took the available end of program assessment during the reporting year.	Number of <u>CTE concentrators</u> who took the assessments during the reporting year.	Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.	Include only those secondary concentrators who took a 3 rd party validated, industry aligned technical skill assessment.

Note: According to recent information from OVAE, states should endeavor to report only on students who have taken third-party assessments, even though that may be a small percentage of students within a state. States with statewide approval processes for local assessments may choose to combine those results with third-party assessments. States that do not plan to implement or expand use of third-party or state-approved assessments may consider reporting on other types of assessments for all students. Because New Jersey does not currently have a state-approval process for locally developed assessments, and the state team expressed interest in expanding use of third-party, industry-aligned assessments, MPR recommends that the state use the following measurement approach:

Report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). In the Consolidated Annual Report narrative, report the percentage of students who were assessed using third-party assessments and outline the state’s plans for expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry-aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
3S1: Secondary School Completion	N:	Number of CTE concentrators who earned a high school diploma and left secondary education during the reporting year.	Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.	Number of CTE concentrators who earned a regular secondary school diploma and left secondary education during the reporting year.	Include only those secondary concentrators who: <ul style="list-style-type: none"> • earned a regular high school diploma during the reporting year and • left secondary education during the reporting year.
	D:	Number of CTE concentrators who left secondary education in the reporting year.	Number of <u>CTE concentrators</u> who left secondary education during the reporting year.	Number of CTE concentrators who left secondary education during the reporting year.	Include only those secondary concentrators who left secondary education during the reporting year.

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4S1: Student Graduation Rates	N:	Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	Number of <u>CTE concentrators</u> who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.	Apply State's computation of NCLB graduation rate using only concentrators who graduated instead of all graduates.
	D:	Number of CTE concentrators who were included in the State's computation of its graduation rate as designed in the State's Consolidated Accountability Plan (111(b)(2)(C)(vi) of the ESEA.	Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	Number of <u>CTE concentrators</u> who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	Apply State's computation of NCLB graduation rate using only concentrators instead of all students.

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5S1: Secondary Placement	N:	Number of CTE concentrators who attained a secondary school diploma, left secondary education one year before the reporting year, and were placed in employment, military, postsecondary education, or advanced training in the second quarter following the program year in which they left secondary education.	Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).	Number of CTE concentrators who completed their CTE program, earned a secondary school diploma, and left secondary education one year before the reporting year, and who were placed in employment, military, postsecondary education, or advanced training in the second quarter following the program year in which they left secondary education.	Include only those secondary <u>concentrators</u> who: <ul style="list-style-type: none"> • completed their CTE program and • earned a secondary diploma and • left secondary education and • were identified as placed in postsecondary education or training or placed or retained in employment, placed in military service, or placed in an apprenticeship program in the 2nd quarter following the end of the year they left secondary education.
	D:	Number of CTE concentrators who attained a secondary school diploma and left secondary education one year before the reporting year.	Number of <u>CTE concentrators</u> who left secondary education during the reporting year.	Number of CTE concentrators who completed their CTE program, earned a secondary school diploma, and left secondary education one year before the reporting year.	Include only those secondary <u>concentrators</u> who: <ul style="list-style-type: none"> • completed their CTE program and • earned a secondary diploma and • left secondary education one year before the reporting year.

Note: Based on the discussion, New Jersey will probably want to continue conducting local surveys of program completers/graduates in order to identify placement in postsecondary institutions and employment. Any matching the state can do with the community colleges and university system will also help to improve the information on student placement. The state might consider running its completers/graduates through the National Student Clearinghouse to compare the results of that match to the data it receives from local surveys. Those results could help the state and locals improve survey methodology and reporting.

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6S1: Nontraditional Participation	N:	Number of CTE participants from an underrepresented gender group who participated in a nationally recognized nontraditional program in the reporting year.	Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Include only those secondary <u>participants</u> who: <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation.
	D:	Number of students who participated in a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	Include only those secondary <u>participants</u> who: <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE).

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” found at http://www.napequity.org/nape_publications.htm.

		<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
6S2: Nontraditional Completion	N:	Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Include only those secondary <u>concentrators</u> who: <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation.
	D:	Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	Include only those secondary <u>concentrators</u> who: <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (as identified by NAPE).

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” found at http://www.napequity.org/nape_publications.htm.

POSTSECONDARY MEASURES

During our conversations, the community college administrative and research staff indicated they will submit enrollment and outcome data for all students to the New Jersey Department of Education (NJDOE) in March of the academic year following the reporting year. This means that students who were participants and concentrators in the 2007–08 year will be submitted by the colleges to NJDOE in March of 2009, and the state will report on those students and all their outcomes on the December 2009 Consolidated Annual Report.

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CTE Participant	A postsecondary/adult student who earned one (1) or more credits in any CTE program area.	A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.	A postsecondary student who has completed at least one (1) CTE course in any CTE program area.	<p>Include all postsecondary community college students (part-time or full-time) who have completed at least one (1) CTE course in any CTE program area. Do not limit participants to students who have matriculated in a CTE major or who have earned a threshold grade (“completing” a course is equivalent to “passing” a course and earning credit).</p> <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

Note: New Jersey community colleges and the state may still wish to differentiate between types of participants for state-specific funding or research purposes. However, those categories may need to be rolled up so that all students who fit OVAE’s definition of participant are included in the state’s Perkins report. For example, if the state adopts the data field definition proposed by the community colleges for the “status” variable, MPR recommends the following modifications to meet both internal state needs and Perkins requirements:

In this example, categories “1” and “2” would be combined in order to identify participants for Perkins reporting.

- “0” for fundable – a postsecondary student (part-time or full-time) who is enrolled in a credit-bearing career and technical education course during the fall or spring semester, but who is not matriculated into a CTE major.
- “1” for non-matriculated participant – a postsecondary student who has completed at least one (1) credit-bearing CTE course in any CTE program area, but who is not matriculated into a CTE major.

- “2” for matriculated participant – a postsecondary student who is matriculated into a CTE major and has completed at least one (1) credit-bearing CTE course in any CTE program area.
- “3” for concentrator – a postsecondary student who is matriculated in a CTE major and: (1) has completed at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, certificate, or degree; or (2) has completed a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, certificate, or degree.

<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
CTE Concentrator	A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence (CTE major of study) that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.	A postsecondary/adult student who: (1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree	A postsecondary student who is matriculated in a CTE major and: (1) has completed <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) has completed a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
1P1: Technical Skill Attainment	N:	Number of CTE concentrators who passed the available end of program technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.	Include only those postsecondary <u>concentrators</u> who took and passed a 3 rd party, industry aligned technical skill assessment. Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR, allowing time to collect results from tests taken after the 2007-08 academic year.
	D:	Number of CTE concentrators who took the available end of program technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.	Include only those postsecondary <u>concentrators</u> who took a 3 rd party validated, industry aligned technical skill assessment. Data from 2007-08 will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.

Note: According to recent information from OVAE, states should endeavor to report only on students who have taken third-party assessments, even though that may be a small percentage of students within a state. States with statewide approval processes for local assessments may choose to combine those results with third-party assessments. States that do not plan to implement or expand use of third-party or state-approved assessments may consider reporting on other types of assessments for all students. Because New Jersey does not currently have a state-approval process for locally developed assessments and the state team expressed interest in expanding use of third-party, industry-aligned assessments, MPR recommends the state use the following measurement approach:

Report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). In the Consolidated Annual Report narrative, report the percentage of students who were assessed using third-party assessments and outline the state’s plans for expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry-aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
2P1: Credential, Certificate, or Degree	N:	Number of CTE concentrators who have received an industry-recognized credential, certificate, or a degree during the reporting year.	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.	<p>Include only those postsecondary <u>concentrators</u> who:</p> <ul style="list-style-type: none"> • earned a degree, certificate, or industry-recognized credential during the reporting year and • did not return the following fall or spring. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR. Community colleges will therefore have time to determine whether students returned in fall 2008.</p>
	D:	Number of CTE concentrators who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	<p>Include only those postsecondary <u>concentrators</u> who did not return the following fall or spring.</p> <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

Note: MPR’s recommendation is that New Jersey define “leaving” to include fall and spring of the following year. Most states are looking at summer and fall enrollments to determine whether a student did not return. However, because New Jersey is not submitting the data to NJDOE until spring/summer of the following academic year, community colleges could look at the entire following academic year to determine “leaver” status.

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3P1: Student Retention or Transfer	N:	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.	Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in that year.	Include only those postsecondary <u>concentrators</u> who: <ul style="list-style-type: none"> • were enrolled in fall of the reporting year and • did not earn a degree, certificate, or industry-recognized credential during the reporting year and • were identified as enrolled in the same or another higher education institution during the fall or spring of the following year. Data from 2007-08 will be submitted in spring/summer 2009 and reported on the December 2009 CAR to determine if students were enrolled in the same or another higher education institution in fall/spring 2008-09.
	D:	Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	Include only those postsecondary <u>concentrators</u> who: <ul style="list-style-type: none"> • were enrolled in fall of the reporting year and • did not earn a degree, certificate, or industry-recognized credential during the reporting year. Data from 2007-08 will be submitted in spring/summer 2009 and reported on the December 2009 CAR.

Note: The community colleges indicated they would match concentrators with the National Student Clearinghouse to identify students who were retained or transferred. If Clearinghouse data are unavailable, state administrators should match data with the New Jersey higher education system.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
4P1: Student Placement	N: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left postsecondary education.	Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	Number of <u>CTE concentrators</u> who completed their CTE program and were placed or retained in employment, or placed in military service or apprenticeship programs in the 2 nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2008 would be assessed between October 1, 2008 and December 31, 2008).	<p>Include only those postsecondary <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed their CTE program during the reporting year and left postsecondary education and were identified as placed or retained in employment, placed in military service, or placed in an apprenticeship program in the 2nd quarter following the end of the reporting year. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR. Community colleges will assess placement for students who earn a degree, certificate or credential in the 2007-08 year in the 2nd quarter following the end of the 2007-08 year (10/1/2008 – 12/31/2008).</p>
	D: Number of CTE concentrators who left postsecondary education one year before the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and left postsecondary education during the reporting year.	<p>Include only those postsecondary <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed their CTE program during the reporting year and left postsecondary education. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
5P1: Nontraditional Participation	N:	Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those postsecondary <u>participants</u> who:</p> <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation. <p>Data from 2007-08 will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>
	D:	Number of CTE participants who participated in a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those postsecondary <u>participants</u> who:</p> <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE). <p>Data from 2007-08 will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” found at http://www.napequity.org/nape_publications.htm.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>	
5P2: Nontraditional Completion	N:	Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those postsecondary <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>
	D:	Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those postsecondary <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (as identified by NAPE). <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

To link programs with nontraditional occupations, refer to the National Alliance for Partnerships in Equity (NAPE) “Nontraditional Occupations SOC/CIP/Career Clusters/DOE Pathways Crosswalks” found at http://www.napequity.org/nape_publications.htm.

ADULT MEASURES

During the discussion, community college research staff indicated they will submit enrollment and outcome data for all students to the New Jersey Department of Education in March of the academic year following the reporting year. NJDOE may wish to consider asking the vocational schools to submit on the same timeline to maintain consistency between postsecondary and adult student measures. This would mean that students who were participants and concentrators in the 2007–08 year will be submitted by the colleges to NJDOE in March of 2009 and the state will report on those students and all their outcomes on the December 2009 Consolidated Annual Report.

	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
CTE Participant	A postsecondary/adult student who earned one (1) or more credits in any CTE program area.	A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.	An adult student who is enrolled in a CTE program that prepares them to earn a license or industry-recognized certification or take a nationally-recognized exam	Enrollment should be assessed after the drop/add (or equivalent) period to determine which students have been enrolled long enough to be considered participants Consider 4 th or 6 th week, or an equivalent time period already used by the vocational schools. Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.

<p>CTE Concentrator</p>	<p>A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single program area sequence (CTE major of study) that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of fewer than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.</p>	<p>A postsecondary/adult student who: (1) completes <u>at least 12</u> academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree</p>	<p>An adult student who has completed a CTE program that prepares them to earn a license or industry-recognized certification or take a nationally-recognized exam.</p>	
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	<i>New Jersey Draft State Plan</i>	<i>OVAE Non-Regulatory Guidance</i>	<i>Recommended Measure Definition Based on Discussion w/State Team</i>	<i>Recommended Methodology Based on Discussion w/State Team</i>
1A1: Technical Skill Attainment	N: Number of CTE concentrators who passed the available end of program technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.	Include only those adult <u>concentrators</u> who took and passed a 3 rd party validated, industry aligned technical skill assessment. Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR. Vocational schools will therefore have time to collect information and results from technical skill assessments taken after the end of the 2007-08 academic year.
	D: Number of CTE concentrators who took the available end of program technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.	Number of <u>CTE concentrators</u> who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.	Include only those adult <u>concentrators</u> who took a 3 rd party validated, industry aligned technical skill assessment. Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.

Note: According to recent information from OVAE, states should endeavor to report only on students who have taken third-party assessments, even though that may be a small percentage of students within a state. States with statewide approval processes for local assessments may choose to combine those results with third-party assessments. States that do not plan to implement or expand use of third-party or state-approved assessments may consider reporting on other types of assessments for all students. Because New Jersey does not currently have a state-approval process for locally developed assessments and the state team expressed interest in expanding use of third-party, industry-aligned assessments, MPR recommends the state use the following measurement approach:

Report on the percentage of students passing third-party, industry-aligned assessments (formerly called the “gold” level assessments). In the Consolidated Annual Report narrative, report the percentage of students who were assessed using third-party assessments and outline the state’s plans for expanding usage of third-party assessments to more program areas. Students who are assessed using an approach other than third-party validated, industry-aligned assessments will not be reported as part of this measure.

- Numerator: Number of CTE concentrators who completed their CTE program and passed technical skill assessments aligned with industry-recognized standards during the reporting year.
- Denominator: Number of CTE concentrators who completed their CTE program and took technical skill assessments aligned with industry-recognized standards during the reporting year.

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2A1: Credential, Certificate, or Degree	N:	Number of CTE concentrators who have received an industry-recognized credential, certificate, or a degree during the reporting year.	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.	Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.	<p>Include only those adult <u>concentrators</u> who:</p> <ul style="list-style-type: none"> • earned a program completion certificate, industry recognized certificate, or industry-recognized credential and • did not return the following fall or spring. <p>Data from 2007-08 will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR, allowing time to determine if students earned an external credential and if they returned in fall 2008.</p>
	D:	Number of CTE concentrators who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	<p>Include only those adult <u>concentrators</u> who did not return the following fall or spring.</p> <p>Data from 2007-08 will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

Note: MPR’s recommendation is that New Jersey define “leaving” to include fall and spring of the following year. Most states are looking at summer and fall enrollments to determine whether a student did not return. However, because New Jersey is not submitting the data to NJDOE until spring/summer of the following academic year, vocational schools could look at the entire following academic year to determine “leaver” status.

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3A1: Student Retention or Transfer	N:	Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another two- or four-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous year.	Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.	Number of CTE <u>concentrators</u> who remained enrolled in their original vocational school or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in the vocational school in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in that year.	<p>Include only those adult <u>concentrators</u> who:</p> <ul style="list-style-type: none"> • were enrolled in vocational school in the fall of the reporting year and • did not earn a degree, certificate, or industry-recognized credential during the reporting year and • were identified as enrolled in the same or another higher education institution during the fall or spring of the following year. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR. Vocational schools will therefore have time to determine whether students were enrolled in the same or another higher education institution in fall or spring of the 2008-09 academic year.</p>

	D:	<p>Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Number of CTE <u>concentrators</u> who were enrolled in vocational school in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>Include only those adult <u>concentrators</u> who:</p> <ul style="list-style-type: none"> • were enrolled in a vocational school in the fall of the reporting year and • did not earn a degree, certificate, or industry-recognized credential during the reporting year. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>
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Note: MPR recommends the vocational schools or the NJDOE match students with the National Student Clearinghouse to identify students who were retained or transferred. If Clearinghouse data are unavailable, state administrators should match data with the New Jersey higher education system.

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	D:	Number of CTE concentrators who left postsecondary education one year before the reporting year.	Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.	Number of CTE <u>concentrators</u> who completed their CTE program and left vocational school during the reporting year.	<p>Include only those adult <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed their CTE program during the reporting year. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

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5A1: Nontraditional Participation	N:	Number of CTE participants from an underrepresented gender group who participated in a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE <u>participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those adult <u>participants</u> who:</p> <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>
	D:	Number of CTE participants who participated in a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE <u>participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those adult <u>participants</u> who:</p> <ul style="list-style-type: none"> met the definition of participant defined above and participated in a program that leads to employment in a nontraditional occupation (as identified by NAPE). <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

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5A2: Nontraditional Completion	N:	Number of CTE concentrators from an underrepresented gender group who completed a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE <u>concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those adult <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (as identified by NAPE) and are from the underrepresented gender group for the nontraditional occupation. <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>
	D:	Number of CTE concentrators who completed a nationally-recognized nontraditional program in the reporting year.	Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	Number of CTE <u>concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.	<p>Include only those adult <u>concentrators</u> who:</p> <ul style="list-style-type: none"> completed a CTE program that leads to employment in a nontraditional field (as identified by NAPE). <p>Data from the 2007-08 academic year will be submitted to NJDOE in spring/summer 2009 and reported on the December 2009 CAR.</p>

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