



April 2012

Special Education Field Advisory

From: James P. DeLorenzo

Subject: Skills and Achievement Commencement Credential for Students with Severe Disabilities

Sections 100.5, 100.6, 100.9 and 200.5 of the Regulations of the Commissioner of Education have been amended to replace, beginning with the 2013-14 school year and thereafter, the New York State (NYS) individualized education program (IEP) diploma with a Skills and Achievement Commencement Credential for students with severe disabilities who are eligible to take the New York State Alternate Assessment (NYSAA).

In this context, students with severe disabilities means students who have limited cognitive abilities combined with behavioral and/or physical limitations and who require highly specialized education, social, psychological and medical services in order to maximize their full potential for self-fulfillment and meaningful participation in society. Students with severe disabilities may experience significant speech, language, and/or perceptual-cognitive impairments, and evidence challenging behaviors that interfere with learning and socialization opportunities. These students may also have extremely fragile physiological conditions and may require personal care, physical/verbal supports and assistive technology devices.

The Skills and Achievement Commencement Credential will provide this group of students who are exiting school after attending at least 12 years, excluding kindergarten, with a commencement certificate similar in form to the diploma issued by the school district. The Skills and Achievement Commencement Credential must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.

Skills and Achievement Commencement Credential: Requirements

The Board of Education or trustees of a school must (and the principal of a nonpublic school may) issue a Skills and Achievement Commencement Credential to each student with a severe disability in accordance with the following rules.

1. Only students with disabilities who have been instructed and assessed on the alternate performance level for the State learning standards are eligible for this credential award.
2. The credential may be awarded any time after such student has attended school for at least 12 years, excluding kindergarten or received a substantially equivalent education elsewhere; or at the end of the school year in which a student attains the age of 21.
3. The credential would not be considered a regular high school diploma in accordance with State standards or for federal accountability purposes.
4. The credential must be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on the credential a clear annotation to indicate the credential is based on achievement of alternate academic achievement standards (see Attachment 1).
5. The credential must be issued together with a summary of the student's academic achievement and functional performance (Student Exit Summary – see State Developed Model Form Attachment 2) and must include documentation of the student's:
 - achievement against the Career Development and Occupational Studies (CDOS) learning standards <http://www.p12.nysed.gov/cte/cdlearn/>;
 - level of academic achievement and independence as measured by NYSAA;
 - skills, strengths, interests; and
 - as appropriate, other achievements and accomplishments.
6. For students less than 21 years old, the credential must be provided with a written assurance that the student continues to be eligible to attend the public schools of the school district in which the student resides without payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which the student turns age 21, whichever occurs first.

Skills and Achievement Exit Summary Model Form

The Department has, with extensive stakeholder participation, developed a recommended model form for districts to use to meet the documentation requirements that must accompany an award of a Skills and Achievement Commencement Credential. For students with severe disabilities, use of this form would also meet the federal and State requirement for the summary of academic achievement and functional performance that must be provided to a student with a disability upon exit from school. The model Exit Summary form includes those competencies/skills identified as important for post-secondary living, learning and working. Use of this form would ensure consistency in documentation across the State for students exiting with this credential.

Whether the district uses the State-developed model form or a locally-developed form, it must include specific documentation of the student's:

1. level of achievement and independence for each of the CDOS standards, including, but not limited to:
 - career development;
 - integrated learning; and
 - universal foundation skills including:
 - basic skill in reading, writing, listening, speaking, math and functional math;
 - thinking skills;
 - personal qualities;
 - interpersonal skills;
 - use of technology;
 - managing information and resources; and
 - systems skills.
2. academic skills, as measured by the State assessment for students with severe disabilities (i.e., NYSAA); and
3. strengths and interests and, as appropriate, other student achievements and accomplishments.

Instruction to Prepare Students for the Skills and Achievement Commencement Credential

In order for students to develop the competencies that must be documented with the credential award, students must be provided instruction in CDOS learning standards and be provided opportunities, as appropriate, to engage in instructional and work preparation experiences, both in school and, whenever possible and appropriate, in the community. Schools are encouraged to review their curriculum instruction for students with severe disabilities to ensure that such students have maximum opportunities to achieve their highest academic and career development potentials.

The Learning Standards for CDOS include key ideas, performance indicators describing expectations for students, and sample tasks suggesting evidence of progress toward the standards (see <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>). The *Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum* is a companion document to the CDOS learning standards. It further develops the core content for each learning standard and career major. The document is also rich with teacher developed classroom activities that help students achieve the CDOS standards (see <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>).

Transition Planning and Services

To appropriately prepare a student for the Skills and Achievement Commencement Credential, the school must develop an individual transition plan documented in the student's IEP. Beginning with post-secondary goals projected for the student, the IEP transition plan identifies the needs of the student to meet those post-secondary goals and recommends annual goals and services to incrementally prepare the student to meet his/her post-secondary goals for living, learning and working. Individualized transition planning must begin as early as possible, but not later than the school year in which a student turns age 15. The coordinated set of transition activities must be focused on improving both the academic and functional achievement of the student with a disability to facilitate his/her movement from school to post-school activities.

High school transition planning includes exploring post-secondary opportunities and employment options and should include connecting with the adult service agencies that may provide the student with services when he or she is no longer eligible for a free appropriate public education after the age of 21. For additional information on transition planning, see <http://www.p12.nysed.gov/specialed/publications/transitionplanning-2011.htm>.

To guide instruction and planning, educators are strongly encouraged to use the State's model Student Exit Summary form (Attachment 2), beginning very early in a student's educational years, for transition planning, goal setting and annual progress reporting purposes.

Training and Resources for Technical Assistance on the Skills and Achievement Commencement Credential

In the coming year, additional training and guidance regarding the Skills and Achievement Commencement Credential will be available through the State's Regional Special Education Technical Assistance Support Centers and the Department's website. Questions regarding this memorandum and the credential should be submitted to skillscred@mail.nysed.gov.

Attachments

AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Bracketed language [] indicates regulatory language repealed.
Underlined language _____ indicates language added.
All other language indicates regulatory language prior to amendments.

Pursuant to Education Law sections 101, 207, 208, 305, 4402 and 4403

1. Subparagraph (iii) of paragraph (7) of subdivision (b) of section 100.5 of the Regulations of the Commissioner of Education is amended, effective February 1, 2012, as follows:

(iii) Earning a Regents or local high school diploma shall be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law, section 3202(1) and shall terminate a student's entitlement to a free public education pursuant to such statute. Earning a high school equivalency diploma [or], an Individualized Education Program diploma or a skills and achievement commencement credential as set forth in section 100.6 of this Part shall not be deemed to be equivalent to receipt of a high school diploma pursuant to Education Law, section 3202(1) and shall not terminate a student's entitlement to a free public education pursuant to such statute.

2. Section 100.6 of the Regulations of the Commissioner of Education is repealed, effective February 1, 2012.

3. A new section 100.6 of the Regulations of the Commissioner of Education is added, effective February 1, 2012, as follows:

§100.6. Skills and achievement commencement credential.

Beginning with the 2013-14 school year and thereafter, the board of education or trustees of a school district shall, and the principal of a nonpublic school may, issue a skills and achievement commencement credential to a student who has taken the State

assessment for students with severe disabilities, as defined in section 100.1(t)(2)(iv) of this Part, in accordance with the following provisions:

(a) Prior to awarding the skills and achievement commencement credential, the governing body of the school district or nonpublic school shall ensure that:

(1) the student has been recommended by the committee on special education to take the alternate assessment in lieu of a required State assessment;

(2) such student meets the definition of a student with a severe disability as defined in section 100.1(t)(2)(iv); and

(3) the student has been afforded appropriate opportunities to participate in community experiences and development of employment and other instructional activities to prepare the student for post-secondary living, learning and employment .

(b) The credential may be issued at any time after such student has attended school for at least 12 years, excluding kindergarten, or has received a substantially equivalent education elsewhere, or at the end of the school year in which a student attains the age of 21.

(c) The credential shall be similar in form to the diploma issued by the school district or nonpublic school, except that there shall appear on such credential a clear annotation to indicate that the credential is based on achievement of alternate academic achievement standards.

(d) The credential shall be issued together with a summary of the student's academic achievement and functional performance, as required pursuant to section 200.4(c)(4) of this Title, that includes documentation of:

(1) the student's level of achievement and independence for each of the career

development and occupational studies learning standards set forth in section 100.1(t)(1)(vii)(a), (b) and (c) of this Part including, but not limited to, career development, integrated learning, universal foundation skills that include basic skills in reading, writing, listening, speaking, math and functional math; thinking skills; personal qualities; interpersonal skills; use of technology; managing information and resources; systems skills;

(2) the student's academic skills, as measured by the State assessment for students with severe disabilities; and

(3) the student's strengths and interests and, as appropriate, other student achievements and accomplishments.

School districts may use the State model form developed by the commissioner for the summary of academic and functional performance or a locally-developed form that meets the requirements of this subdivision.

(e) If the student receiving a credential is less than 21 years of age, such credential shall be accompanied by a written statement of assurance that the student named as its recipient shall continue to be eligible to attend the public schools of the school district in which the student resides without the payment of tuition until the student has earned a regular high school diploma or until the end of the school year in which such student turns age 21, whichever shall occur first.

4. A new subdivision (g) is added to section 100.9 of the Regulations of the Commissioner of Education, effective February 1, 2012, as follows:

(g) The provisions of this subdivision shall be deemed repealed on June 30, 2013 and no IEP diploma shall be awarded pursuant to this section on or after July 1, 2013.

5. Subparagraph (iii) of paragraph (5) of subdivision (a) of section 200.5 of the Regulations of the Commissioner of Education is amended, effective February 1, 2012, as follows:

(iii) Prior to the student's graduation with an individualized education program (IEP) diploma or, beginning with the 2013-14 school year, prior to a student's exit with a skills and achievement commencement credential as set forth in section 100.6 of this Title, such prior written notice must indicate that the student continues to be eligible for a free appropriate public education until the end of the school year in which the student turns age 21 or until the receipt of a regular high school diploma.

STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Student:	School:	ID#:
Completed by:	Title:	Date:
STUDENT SKILLS, STRENGTHS AND INTERESTS		
<div style="border: 1px solid black; height: 100px;"></div>		
COMMUNITY/WORK-BASED LEARNING EXPERIENCES (INCLUDING SCHOOL- AND COMMUNITY- BASED CAREER EXPLORATION, ASSESSMENT, TRAINING AND/OR SERVICE LEARNING OPPORTUNITIES):		
<div style="border: 1px solid black; height: 100px;"></div>		
ACADEMIC PERFORMANCE: AS MEASURED BY NYSAA		
<div style="border: 1px solid black; padding: 5px;"><p>ENGLISH LANGUAGE ARTS:</p><p>MATH:</p><p>SOCIAL STUDIES:</p><p>SCIENCE:</p></div>		
OTHER ACHIEVEMENTS, AWARDS AND HONORS		
<div style="border: 1px solid black; height: 50px;"></div>		

STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Key for Levels of Independence (with the use of assistive technology and accommodations as appropriate)	
1: Not Applicable	Student has not had an opportunity or been observed to attempt or complete task.
2: Extensive Support	Student requires ongoing assistance (verbal, physical, visual prompts) and close supervision to complete task.
3: Moderate Support	Student requires frequent assistance (verbal, physical, visual prompts) and periodic supervision to complete task.
4: Minimal Support	Student requires occasional assistance (verbal, physical, visual prompts) and intermittent supervision to complete task.
5: Independent	Student completes task without assistance/supervision.

COMPETENCIES

Career Development: Knowledgeable about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.		
Skills/Abilities	Level of Independence	Comments
Exhibits and/or expresses specific interests		
Demonstrates abilities related to specific interests		
Demonstrates awareness of opportunities for employment and/or other post-secondary activities related to specific interests		
Identifies skills needed for post-secondary success		
Identifies accommodations needed for post-secondary success		
Integrated Learning: Application of academic knowledge and skills to school, community, and home settings.		
Skills/Abilities	Level of Independence	Comments
Uses basic academic skills in community/work-based learning experiences (e.g., applies math skills to purchasing items, applies alphabetizing skills to sorting mail)		
Demonstrates skills learned in school in a variety of settings (e.g., home, community, workplace)		

STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Universal Foundation Skills		
Basic Skills: Ability to read, write, listen, speak and perform arithmetical and mathematical functions.		
Skills/Abilities	Level of Independence	Comments
Reading: Identifies and understands texts and symbols (e.g., stop, exit, and restroom signs)		
Reading: Identifies vocabulary associated with various jobs (e.g., matches tools to words)		
Writing: Creates pictures, symbols and objects and writes words and sentences to communicate information		
Listening: Follows one step directions to complete a given task		
Listening: Follows two or more step directions to complete a given task		
Speaking: Uses language to interact with others (e.g., expresses needs, demonstrates understanding, and interacts socially with others). May include use of augmentative communication, as appropriate.		
Math: Demonstrates basic math skills, including counting with one-to-one correspondence, matching similar objects, and understanding concepts of quantity (e.g., more, less, etc.)		
Functional Math: Applies basic math skills to daily living (e.g., tells time, manages money)		
Thinking Skills: Ability to use ideas and information to make decisions and solve problems.		
Skills/Abilities	Level of Independence	Comments
Recognizes that there is a problem and requests assistance		
Solves routine problems in daily life (e.g., indicates choice from menu of items, dresses for the weather)		
Solves less common problems, such as contacting emergency services (e.g., dial 911)		
Demonstrates understanding of cause and effect (e.g., burned when touches hot stove; consequences of inappropriate behavior)		
Uses similar skills across a variety of settings (e.g., identifies building exits in different settings)		

STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Personal Qualities: Ability to self-manage, plan, organize, and take independent action.		
Skills/Abilities	Level of Independence	Comments
Communicates preferences and needs		
Self-regulates during transitions (e.g., waits appropriately, engages in appropriate self-soothing activity in stressful situations)		
Transitions appropriately between activities		
Manages health (e.g., makes personal and health needs known)		
Performs personal care skills		
Uses unstructured time appropriately		
Interpersonal Skills: Ability to work independently or as part of a team and relate to different people across settings.		
Skills/Abilities	Level of Independence	Comments
Asks for help when faced with difficult situations and individuals		
Self-advocates (e.g., seeks out and uses supports and accommodations)		
Accepts direction from authority figures		
Works independently		
Works as part of a team		
Respects the space and property of others		
Demonstrates appropriate behavior across settings		
Interacts appropriately with peers and others		
Participates in leisure/recreation activities		
Technology: Ability to use different types of technology and resources to satisfy personal and societal needs and wants.		
Skills/Abilities	Level of Independence	Comments
Identifies the correct tool/technology necessary to complete a given task		
Uses basic tools safely and appropriately (e.g., microwave, eating utensils, televisions, assistive technology)		

STUDENT EXIT SUMMARY

ATTACHMENT 2

For Students Eligible for the New York State Alternate Assessment (NYSAA)

Managing Information: Ability to access and use information.		
Skills/Abilities	Level of Independence	Comments
Uses information to make simple decisions (e.g., responds to safety alarms, follows traffic safety rules)		
Accesses information from a variety of sources (e.g., internet, grocery ads, orders from a menu)		
Managing Resources: Ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity.		
Skills/Abilities	Level of Independence	Comments
Selects the appropriate resources to complete a task		
Initiates tasks		
Remains on task		
Completes tasks within existing time limits		
Manages household/environmental tasks (e.g., prepares meals, cleans room, does laundry)		
Systems: Ability to understand how a system operates and identify where to obtain information and resources within that system.		
Skills/Abilities	Level of Independence	Comments
Navigates the community (e.g., walking, public transportation)		
Demonstrates understanding of who to ask for help		
Uses appropriate health and safety practices		
Follows daily schedule and routines		
Adapts to new situations		
Understands and follows rules		
Other Universal Foundation Skills: Additional competencies student demonstrates that support post-school living, learning and working.		
Skills/Abilities	Level of Independence	Comments

STUDENT EXIT SUMMARY**ATTACHMENT 2***For Students Eligible for the New York State Alternate Assessment (NYSAA)*

Recommendations to Assist Student to Meet Post-secondary Goals		
Education/Training Goal:	Employment Goal:	Independent Living Goal (<i>if appropriate</i>):
Supports	Recommendations	
Accommodations		
Assistive Technology/ Adaptive Equipment		
Environmental Supports		
Further Skill Development		
Adult Agencies Referrals/Contacts		
Other		

**General Directions to Use the State's Student Exit Summary Model Form
(April 2012)**

Student Exit Summary (Attachment 2)

The Student Exit Summary (Attachment 2) is provided as a sample form to meet the documentation requirements that must accompany the award of the Skills and Achievement Commencement Credential (Attachment 1). For students with disabilities eligible for the New York State Alternate Assessment (NYSAA), the Student Exit Summary is a model form that also satisfies the Individuals with Disabilities Education Act section 614(c)(5) and State regulation (section 200.4(c)(4)) requirements that the local educational agency provide a student with a disability with an exit summary of the student's academic achievement and functional performance that includes recommendations on how to assist the student in meeting his or her post-secondary goals. The model form may be used immediately to satisfy the requirements for the exit summary for students taking NYSAA.

The Student Exit Summary was developed in collaboration with parents, employers, adult service agencies, teachers and administrators with expertise in the area of students with severe disabilities. Skills included in the exit summary are based on the Career Development and Occupational Studies (CDOS) learning standards (Career Development; Integrated Learning and Universal Foundation Skills) and aligned with the Alternate Grade Level Indicators (AGLIs) in English language arts (ELA), mathematics, science, and social studies which measure performance for students taking NYSAA.

Districts and nonpublic schools may use and/or modify the attached model form, or develop their own form, provided that the locally developed form includes documentation of the student's:

- achievement of the CDOS learning standards <http://www.p12.nysed.gov/cte/cdlearn/>;
- level of academic achievement and independence as measured by NYSAA;
- skills, strengths, and interests; and
- as appropriate, other achievements and accomplishments.

Documentation should be concise yet descriptive enough to provide the employer, adult service agency and/or parent with an accurate and meaningful description of the student. Information may be provided in narrative and/or or bullet form.

Page 1

Page 1 of the Student Exit Summary includes:

1. Demographic information such as the student name; school name; student identification number; name and title of person completing form and date completed.
2. A summary of the student's skills, strengths and interests. In this section, the district should include information that identifies the skills, strengths and interests of the student that relate to postsecondary education and training, employment and independent living.

3. Documentation of any relevant community, school and work-based learning experiences in which the student participated. These may include, but are not limited to, career exploration, career assessment, training, transition activities and other volunteer and/or service learning experiences.
4. Information on the student's academic performance in the areas of ELA, math, social studies and science as measured by NYSAA. Include an informative description of the student's functional academic skills and knowledge in each of these areas.
5. Other achievements, awards and honors the student may have earned, including but not limited to those relating to extracurricular activities, sports, community groups, recreational activities, and school clubs in which the student participated.

Pages 2-5

Pages 2-5 of the Student Exit Summary describe the extent to which the student has achieved the CDOS learning standards for each of the following areas:

1. Career Development (Learning Standard 1): Knowledge about the world of work, career options, personal skills, aptitudes, and abilities relating to future career decisions.
2. Integrated Learning (Learning Standard 2): Application of academic knowledge and skills to school, community, and home settings.
3. Universal Foundation Skills (Learning Standard 3a): Skills and competencies essential for success in the workplace, including:
 - Basic Academic Skills (reading, writing, listening, speaking and math);
 - Thinking Skills (ability to use ideas and information to make decisions and solve problems);
 - Personal Qualities (ability to self-manage, plan, organize and take independent action);
 - Interpersonal Skills (ability to work independently or as part of a team and relate to different people across settings);
 - Technology (ability to use different types of technology and resources to satisfy personal and societal needs and wants);
 - Managing Information (ability to access and use information);
 - Managing Resources (ability to apply financial and human resources and manage time and materials to successfully carry out a planned activity); and
 - Systems (ability to understand how a system operates and identify where to obtain information and resources within that system).

The form includes skills/abilities demonstrated by the student in each of the competency areas. Space is provided to add other student specific skills. While examples are provided for some of those skills, it is important that the district not be limited by those examples when documenting evidence of student specific skills/abilities.

The form also includes levels of independence that describe the type and levels of supports and supervision the student requires to successfully complete a task and demonstrate competency in a skill area. The key provided describes four levels of support with decreasing intensity ranging from extensive support (2) to independent (5). For each competency, choose the number which best describes the level of support necessary for the student to demonstrate that task/skill. Not Applicable (1) is also included in the key and should be used only when the student has not had an opportunity to or been observed to attempt or complete a task. Not Applicable should be used infrequently as it is expected that students will be provided with instruction in and opportunities to demonstrate these skills.

Written comments should be added, as appropriate, for each of the competency areas to:

- clarify the student's level of achievement;
- provide additional detail as to the student's specific skills; and
- identify the specific supports, environmental modifications, accommodations and assistive technology the student requires for successful completion of that task.

Page 6

Page 6, Recommendations to Assist Student to Meet Post-secondary Goals, requires documentation of the student's goals for postsecondary education/training, employment and independent living (if appropriate) and recommendations to assist the student in meeting those goals.

The student's Post-Secondary Goals include the Measurable Post-Secondary Goal statements from the student's last IEP (revised as appropriate) to ensure that they reflect the student's goals upon school exit.

Recommendations to assist the student in meeting post-secondary goals should be directly tied to the students' post-school plans for education/training, employment, and independent living and reflect the students' skills, abilities, needs and level of support as documented in the other sections of the Student Exit Summary.

Districts should provide a narrative description or list of specific recommendations for the student. The form includes several supports for consideration to inform the development of appropriate and meaningful recommendations that assist the student in achieving his/her individual post-school plans. Districts may indicate Not Applicable if a particular support is not relevant for the student. These supports include, but are not limited to, a description of:

- specific accommodations (e.g., breaks at predetermined intervals, directions with pictures or diagrams);
- assistive technology/adaptive equipment (e.g., wheelchair, communication device, FM amplification system, pencil grips);
- environmental supports (e.g., accessible workstation, materials secured to work area, physical support or positioning);
- specific skills that may require further development, including additional or increased opportunities recommended, for the student to achieve his/her intended goals; and
- information regarding referral to and/or contact for adult agencies and/or others that may have a role facilitating achievement of the student's post school goals.

Process for Completing Skills and Achievement Exit Summary

It is strongly recommended that the Student Exit Summary be completed through a team process that includes the student, family and several school personnel including the special education teacher, general education teacher, and/or related services personnel who know the student best. With parental consent or consent of a student 18 years of age or older, adult agency personnel should be included in discussions if appropriate. Districts should establish a system to manage this process to ensure a quality document is completed.

Documentation should be based on multiple measures with information gathered over time across a variety of settings, including but not limited to, observation, coursework, community, school and work experiences, career assessments, Career Plan, Level I Career Assessments; other functional vocational assessments, and transition assessments. It is recommended that the form be used when transition planning begins (at age 15, or earlier, if appropriate) and be updated annually. A student's progress toward attaining skills should be monitored and used to help inform instruction and provide opportunities and appropriate experiences necessary to develop the targeted skills. A Student Exit Summary, with the aforementioned components, must be provided upon school exit when a student is awarded the Skills and Achievement Commencement Credential.

Resources

Additional resources to assist in the development of the Student Exit Summary:

- The New York State Education Department's March 2006 memorandum titled "Student Exit Summary as Required by IDEA 2004"
<http://www.p12.nysed.gov/specialed/idea/exitsumm.htm>
- The National Secondary Transition Technical Assistance Center (NSTTAC) provides resources to assist in the development of a summary of performance
<http://www.nsttac.org/content/summary-performance-resources>