THE STANDARD

SPECIAL EDITION

EDEXCHANGE

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DATA EXCHANGE | DIGITAL LOOK UP

EDEXCHANGE.PESC.ORG

MULTIPLE STAKEHOLDERS. ONE VISION.

PESC

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Expanding PESC's AMBASSADOR PROGRAM

To activate awareness & adoption of data standards, PESC and its Members promote digitalization and advocate for automated, machine-to-machine connectivity. In supporting and governing PESC, Members are the best spokespeople to champion the need & value of data standards and communicate a common, shared vision of seamless life-long learning.

PESC established International Ambassadors in 2018 after partnering with the Groningen Declaration Network (GDN). **International PESC Ambassadors** were established for leaders from PESC Members who also attend the Annual GDN Meetings held around the world to ensure a unified message. With 15 International PESC Ambassadors at last year's Annual GDN Meeting in Paris, PESC was very well represented and our mission resonated clearly.

In expanding the Ambassador Program, PESC adds several new categories based on key topics & functions. Sign up today to help spread the word and expand the movement!

Join one or all so that PESC is well represented year-round!

1) PESC International Ambassadors

2) PESC Ambassadors for **Credentialing**

3) PESC Ambassadors for **Transcripts**

4) PESC Ambassadors for **EdExchange**

5) PESC Ambassadors for **GEO Code**

What's expected as a PESC Ambassador? PESC will list you on its website, promote you as a contact person & liaison for PESC, and you agree to be available should someone contact you with questions about PESC, data standards and interoperability.

To sign up to be a PESC Ambassador, please visit www.PESC.org or contact Jennifer Kim at PESC.

Ambassador PESC
AMBASSADOR PROGRAM

STANDARDS MAKE THE WORLD GO 'ROUND

PESC Members Make Standards Free & Open

Join the Effort. Join the Community. Join PESC.

www.PESC.org

![PESC logo]

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FOR IMMEDIATE RELEASE
March 8, 2019
Contact:
Jennifer Kim
PESC Membership Services Director
+1.202.261.6516

PESC COMPLIANT JSON v 1.0 APPROVED
XML Request & Response v 1.0 Approved

Washington, D.C. The Postsecondary Electronic Standards Council (PESC) is pleased to announce the Approval and Release of *PESC Compliant JSON* version 1.0 and XML *Request & Response* version 1.0. As a PESC Approved Standard, PESC Compliant JSON v 1.0 defines unified translation rules (used by developers and programmers) for data transformations between XML and JSON technologies. As a PESC Approved Standard, XML Request & Response v 1.0 provides a digital method, a neutral way to communicate or signal, for requesting, sharing and/or exchanging data via paired standardized XML messages between organizations.

Development of JSON was conducted and produced through the JSON Task Force, launched at PESC's Spring 2017 Data Summit. In January 2018, PESC joined forced with Access 4 Learning (previously the SIF Association), one of PESC's long-time Partners in PK12 to adopt a unified, education-wide strategy on JSON. Development of XML Request & Response was conducted and produced under the PESC Standards Development Forum for Education in collaboration with the AACRAO SPEEDE Committee.

"Over the past year, Members of the A4L Community, lead by A4L's Technology Director John W. Lovell, and PESC have been productively working together on a joint approach through the JSON Task Force," states Dr. Larry L Fruth II, A4L CEO. "PESC Compliant JSON v 1.0 will be referenced in the upcoming A4L Unity Technical Specifications as a data exchange option for SIF Specification users and is a model for collaborative open standards development between standards organizations," Dr. Fruth concluded.

"PESC and A4L working together on JSON is the perfect example of the power of collaboration between standards bodies and the value of providing a unified approach for education," adds Michael D. Sessa, PESC President & CEO. "As PESC Members are heavy users of XML, our highest priority was to provide a standardized migration, or mapping, strategy between XML & JSON to these users, many of whom were already experimenting with JSON. XML has proven very successful for efficient, business-to-business digital exchange and delivery of data. The addition of JSON enables standardized business-to-web delivery."

PESC Members Approving PESC Compliant JSON v 1.0 and XML Request & Response v 1.0	
AACRAO	Indiana Commission for Higher Education
AcademyOne	Indiana State University
ACT	iQ4
Access 4 Learning	National Association Student Loan Administrators
Alberta Post-Secondary Application System	National Student Clearinghouse
Bardic Systems	Nova Scotia Council on Admissions & Transfer
California Community College System	OCAS
Camosun College	Ontario Universities' Application Centre
Carnegie Mellon University	Oracle
College Board	Parchment
Common Application	Stanford University
Credentials Solutions	University of Chicago
DegreeData	University of Denver
Digitary	University of Louisiana at Lafayette
Educational Credential Evaluators	University of Missouri System
EducationPlannerBC	University of Oregon
Ellucian	University of Phoenix
ELM Resources	University of Southern California
Florida International University	U.S. Chamber of Commerce Foundation
Federation of State Medical Boards	Workday
Gotocollegefairs	

{ JSON }

JavaScript Object Notation

PESC Compliant JSON v 1.0 and XML Request & Response v 1.0 are posted online as "PESC Approved Standards" at www.pesc.org. All PESC Approved Standards are free, developed through a rigorous, yet open and transparent development, approval and maintenance process; and made available to all education stakeholders worldwide for use, adoption and implementation.

About the Access 4 Learning Community
The Access 4 Learning (A4L) Community, previously the SIF Association, is a unique, non-profit collaboration composed of schools, districts, local authorities, states, US and International Ministries of Education, software vendors and consultants who collectively address all aspects of learning information management and access to support learning. The A4L Community is "Powered by SIF" Specifications as its major technical tool to allow for this management and access simply, securely and in a scalable, standard way regardless of the platform hosting those applications. The Access 4 Learning Community has united these education technology end users and providers in an unprecedented effort to give teachers more time to do what they do best: teach. For further information, visit http://www.A4L.org

About PESC
ESTABLISHED IN 1997 AT THE NATIONAL CENTER FOR HIGHER EDUCATION AND HEADQUARTERED IN WASHINGTON DC,
PESC is an international, 501 (c)(3) non-profit, community-based, umbrella association of data, software and education technology service providers; schools, districts, colleges and universities; college, university and state systems; local, state/province and federal government agencies; professional, commercial and non-profit organizations; and non-profit associations & foundations.

LEADING THE ESTABLISHMENT AND ADOPTION OF TRUSTED, OPEN DATA STANDARDS ACROSS THE EDUCATION DOMAIN
Through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the Education lifecycle. PESC envisions global interoperability within the Education domain, supported by a trustworthy, inter-connected network built by and between communities of interest in which data flows digitally and seamlessly from one community or system to another and throughout the entire eco-system when and where needed without compatibility barriers but in a safe, secure, reliable, legal, and efficient manner.

ABOUT PRIVACY While PESC promotes the implementation and usage of data exchange standards, PESC does not set (create or establish) policies related to privacy and security. Organizations and entities using PESC Approved Standards and services should ensure they comply with FERPA and all local, state, federal and international rules on privacy and security as applicable. For more information, see www.PESC.org.

PESC IS SPONSORED ANNUALLY by Credentials Solutions, National Student Clearinghouse, Oracle, Parchment, DegreeData & ECE.

PESC PARTNERS include AACRAO, APEREO, ARUCC, A4L, DXtera Institute, EMREX, EWP, Groningen Declaration Network, HR Open Standards, SHEEO, and the US Department of Education's Common Education Data Standards (CEDS) Initiative.

PESC IS A PROUD EXHIBITOR at AACRAO's Annual Meeting, ARUCC's Annual Meeting, and the Annual STATS-DC Conference of the National Center for Education Statistics (NCES) of the US Department of Education.

PESC IS A PROUD SPONSOR of AIR's Annual Conference & of the Annual California Electronic Transcripts Workshop and CCCApply.

PESC IS A PROUD MEMBER/AFFILIATE/SIGNATORY of AACRAO, of the US NCES National Forum on Education Statistics, and of the Groningen Declaration Network.

PESC HAS A STRONG HISTORY that includes AACRAO, SPEEDE, EDI, ANSI, X12, Canada, the US Department of Education and Y2K.

IN FULFILLING ITS NON-PROFIT MISSION, all PESC Approved Standards are available to the education community online free of charge at www.PESC.org.

# # #

PESC

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WWW.PESC.ORG

SPRING2019

Postsecondary Electronic Standards Council proudly presents

SPRING 2019 DATA SUMMIT

STATE OF TECHNOLOGY & STANDARDS IN HIGHER EDUCATION

20TH ANNUAL BEST PRACTICES | MAY 8 – 10, 2019 | WASHINGTON, D.C.

The PESC Membership and the General Public are welcome and encouraged
to register and attend!

The **SPRING 2019 DATA SUMMIT** includes a range of topics all targeting:

➢ access, integration and implementation of data systems;
➢ maintenance and promotion of data standards;
➢ community-driven innovation and development of technology in an open, transparent, neutral environment;
➢ data management, data privacy, data quality, and data collection and reporting;
➢ mobility and overall interoperability, and;
➢ other key factors that drive global education data systems development and technology.

PESC & PESC MEMBERS lead open, transparent, collaborative development across the education domain. Supporting this mission are PESC Partners: AACRAO, APEREO, ARUCC, A4L Community, Connecting Credentials, DXtera Institute, EMREX, Erasmus Without Paper, Groningen Declaration Network, HR Open Standards, SHEEO & U.S. CEDS.

PESC SPONSORS: ANNUAL DIAMOND SPONSOR MEMBERS: **Credentials Solutions, Digitary, National Student Clearinghouse, Oracle** and **Parchment**; ANNUAL GOLD SPONSOR MEMBER: **DegreeData**; SILVER SPONSOR MEMBER: **Educational Credential Evaluators**.

Join Us & Get Connected!

>> KEYNOTE PANEL I <<
DIGITALIZATION: REVOLUTION OR EVOLUTION?

SCOTT CHENEY
Executive Director
Credential Engine

MATTHEW PITTINSKY, PH.D.
CEO
Parchment

JOELLEN SHENDY
Product Strategy Director
Workday

RICK TORRES
President & CEO
National Student Clearinghouse

>> KEYNOTE PANEL II <<
RESHAPING THE ECOSYSTEM

BOB SHEETS, PH.D.
RESEARCH PROFESSOR
GEORGE WASHINGTON INSTITUTE FOR PUBLIC POLICY

NATASHA JANKOWSKI, PH.D.
DIRECTOR, EDUCATION POLICY, ORGANIZATION AND LEADERSHIP
NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT

JASON TYSZKO
VICE PRESIDENT, CENTER FOR EDUCATION & WORKFORCE
US CHAMBER OF COMMERCE FOUNDATION

SYLVIA BRUNET-JONES
TECHNICAL PROGRAM DIRECTOR, DATA DRIVEN EDUCATION
MICHAEL & SUSAN DELL FOUNDATION

>> PRE-SUMMIT TRAINING WORKSHOP – EDI, JSON, PDF & XML – DIGITAL DATA 101 <<

MATT BEMIS, ASSOCIATE REGISTRAR, UNIVERSITY OF SOUTHERN CALIFORNIA
JERRY BRACKEN, SOFTWARE ENGINEER, OFFICE OF INFORMATION TECHNOLOGY, BRIGHAM YOUNG UNIVERSITY
DOUG HOLMES, ACTING MANAGER, eTRANSCRIPTS, ONTARIO UNIVERSITIES' APPLICATION CENTRE
ALEX JACKL, PRESIDENT & CEO, BARDIC SYSTEMS

>> PRE-SUMMIT TRAINING WORKSHOP – DATA PRIVACY & PROTECTION 101 <<

MARY CHAPIN, CHIEF LEGAL OFFICER, VP & CORPORATE SECRETARY, NATIONAL STUDENT CLEARINGHOUSE
DOUG FALK, CIO & VP, NATIONAL STUDENT CLEARINGHOUSE
JULIA FUNAKI, ASSOCIATE DIRECTOR, AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS (AACRAO)
RICK SKEEL, DIRECTOR OF PRODUCT MANAGEMENT, ELLUCIAN

>> LEARNER CENTRIC HUB/SPOKE–SCALABILITY/PORTABILITY <<

BERT VAN DER GEEST
PROJECT DIRECTOR, BRITISH COLUMBIA MINISTRY OF EDUCATION

VICTORIANO GIRALT
CIO, UNIVERSITY OF MALAGA, FOUNDING PRESIDENT GDN

CATHY VAN SOEST
MANAGER, EDUCATIONPLANNERBC TRANSCRIPT SERVICES

TOM BLACK
Assistant Vice Provost & University Registrar
Johns Hopkins University

TAKIS DIAKOUMIS
Chief Technology Officer, Digitary

JAMES KELLY
Senior Director of Technology
Educational Credential Evaluators

>> INTEGRATION & IMPLEMENTATION <<

KIRSTEN SCHROEDER
GLOBAL BUSINESS SERVICES PARTNER EDUCATION, EPA, OPM,
CONGRESSIONAL OFFICES, IBM

MEGAN COVAL
VICE PRESIDENT, POLICY & FEDERAL RELATIONS, NASFAA

KEN SAUER, PH.D.
ASSOCIATE COMMISSIONER & CHIEF ACADEMIC OFFICER, INDIANA
COMMISSION FOR HIGHER EDUCATION

JASON WEAVER
HEAD OF PRODUCT, PARCHMENT

TOM GREEN, PH.D.
ASSOCIATE EXECUTIVE DIRECTOR, AACRAO

MARK LEUBA
VICE PRESIDENT, PRODUCT MANAGEMENT, IMS GLOBAL

>> BREAKOUTS <<

- **Academic Credentialing & Experiential Learning Task Force**
- **Canadian PESC User Group**
- **Credential Engine**
- **Data Privacy & Protection Task Force**
- **EdExchange User Group**

>> BREAKOUTS <<

- **Global Education Organization (GEO) Code User Group**
- **Groningen Declaration Network Update**
- **USCCF JDX**
- **JSON-LD Task Force**
- **USCCF T3 Innovation Network**

>> 20TH Annual Best Practices <<

Open for Submissions through April 19, 2019
1st Place Winner is Announced & Featured at PESC Spring 2019 Data Summit

Promoting Innovation & Ingenuity In the Application & Implementation of Interoperable Data Standards For Business Needs

The PESC Annual Best Practices Competition is held by PESC to highlight and promote innovation and ingenuity in the application and implementation of interoperable data standards for business needs.

First held in 1999, the Competition is open to colleges & universities, associations, organizations, government agencies & departments, districts, consortia, non-profit and commercial service providers and other education stakeholders that have collaborated To design and/or adopt an electronic standardization initiative.

Read More at www.PESC.org.

>> Competencies & Credentials User Group <<

The USER GROUP is the 3RD initiative to launch under PESC's Academic Credentialing & Experiential Learning Task Force which formed at the Fall 2015 Data Summit in Washington, D.C. The PESC Board of Directors authorized the formation of this Task Force at its annual retreat in June 2015 due to the impact of student mobility on the international credentialing landscape.

As a discussion group, clearinghouses and point of contact for the emergence and awareness related to knowledge, skills and abilities, the Academic Credentialing & Experiential Task Force collaborated with Credential Engine to launch and host the Credential Data Mapping Initiative at the Spring 2016 Data Summit.

The 2ND major initiative was development, approval and release of a Common XML Credential for Certificates, Degrees & Diplomas in March 2017 used by Stanford University and Johns Hopkins University (as part of AACRAO's Comprehensive Learner Record Initiative).

Topics included in the mission of the User Group, in addition to competencies & credentials: ARTIFICIAL INTELLIGENCE, BUSINESS ANALYTICS, BLOCKCHAIN, COURSES, CURRICULUM, DISTRIBUTED LEDGER TECHNOLOGY, OPEN BADGES & PATHWAYS.

The Competencies & Credentials User Group will also establish formal links with Credential Engine, USCCF's JDX & T3 Innovation Network, JSON-LD Task Force, EdExchange User Group, Global Education Organization (GEO) Code User Group and Standards Development Forum.

PESC Members – Sign Up Online at www.PESC.org.

>> Hosting <<

AACRAO SPEEDE COMMITTEE
CREDENTIAL ENGINE
USCCF JDX & T3 INNOVATION NETWORK

Leading the
Establishment & Adoption of Trusted, Open Data Standards Across the Education Domain

Ambassador
PESC
AMBASSADOR PROGRAM

>> Session Topics <<

- **Blockchain and Artificial Intelligence**
- **Blockchain and PESC Compatibility**
- **Comprehensive Learner Record**
- **Data Transport with PESC EDexchange**
- **Digital Credentials**

>> Session Topics <<

- **Implementation of PESC High School Transcript**
- **Lifelong Learning**
- **Pathways**
- **Perspective from the CIO**
- **Student Unit Record**

>> Who's Attending? <<

Representatives from the following organizations are attending PESC's Spring 2019 Data Summit:

American Association of Collegiate Registrars & Admission Officers
Association of American Medical Colleges
AcademyOne
Access 4 Learning Community
Ascendium Education
Bardic Systems
Bill and Melinda Gates Foundation
Brigham Young University
British Columbia Ministry of Education
California Community Colleges
Carnegie Mellon University
College Board
College Source
Credential Engine
DegreeData
DIGARC
Digitary
Educational Credential Evaluators
EducationPlannerBC
Ellucian
Federation of State Medical Boards
Florida International University
George Washington Institute for Public Policy
HR Open Standards Consortium
IBM
IMS Global
Instructional Media + Magic

>> Who's Attending? <<

Representatives from the following organizations are attending PESC's Spring 2019 Data Summit:

Johns Hopkins University
Michael and Susan Dell Foundation
Midwestern Higher Education Compact
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National Student Clearinghouse
National Institute for Learning Outcomes Assessment
Oracle
Ontario Universities' Application Centre
Paradigm
Parchment
Quality Information Partners
San Diego State University
SPEEDE
Talemetry
University of Denver
University of Malaga
University of Michigan
University of Phoenix
University of Southern California
US Chamber of Commerce Foundation
Virginia Department of Education
World Education Services
Western Governors University
Workday

>> Upcoming Events <<

Groningen Declaration Network | 8th Annual Meeting
April 24 – 26, 2019 | Puebla

DXtera Institute | 2019 Academy
June 10 – 12, 2019 | Indianapolis

AACRAO Tech & Transfer | Annual Conference
July 14 – 16, 2019 | Las Vegas

U.S. IES & National Center for Education Statistics
National Forum & STATS-DC Conference
July 22 – 26, 2019 | Washington, D.C.

EDEXCHANGE

EDEXCHANGE

A NEUTRAL DATA EXCHANGE PLATFORM ENABLING THE ELECTRONIC EXCHANGE OF STANDARDS-BASED DIGITAL DOCUMENTS AND DATA BETWEEN ACADEMIC INSTITUTIONS & THEIR SERVICE PROVIDERS.

ACHIEVED THROUGH AN OPEN WEB SERVICES ARCHITECTURE & ASSOCIATED STANDARDS.

DESIGNED AS A PEER-TO-PEER NETWORK PROMOTING SECURE, RELIABLE, & DIRECT CONNECTIONS BETWEEN INSTITUTIONS WHILE AVOIDING FILE-BASED TECHNOLOGY.

E D E X C H A N G E
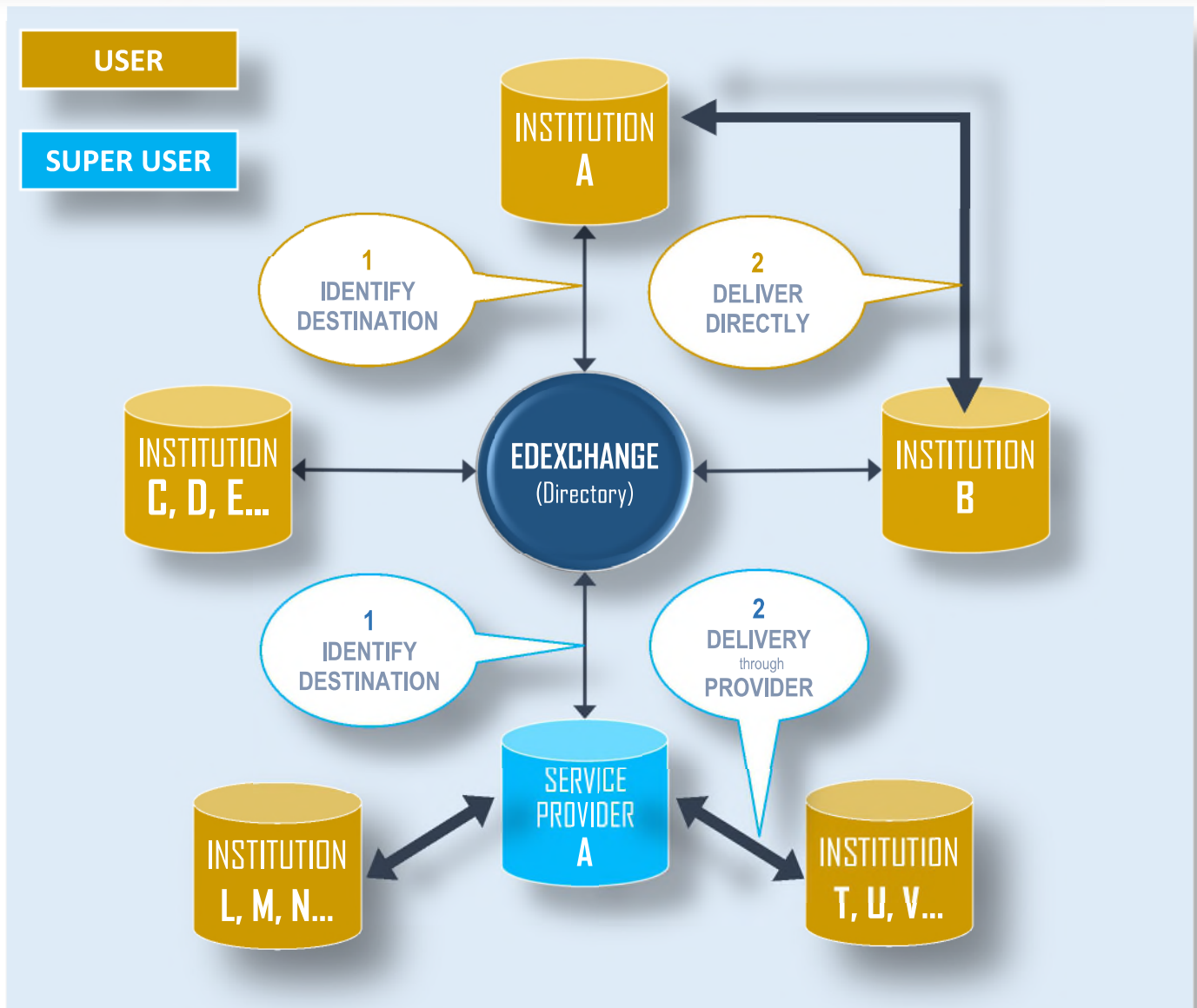
USERS are institutions that look up or use *EdExchange* to determine the destination to request or send digital documents and data.

SUPER USERS are organizations that look up or use *EdExchange* on behalf of a group of institutions to determine the destination to request or send digital documents and data.

USERS and **SUPER USERS** must register with *EdExchange* and configure their processing profile prior to actual use of the *EdExchange* service.

EDEXCHANGE

OVERVIEW & BENEFITS

The concept is that the *EdExchange* specification become a PESC Approved Standard, and then stakeholders implement and offer this standard specification, alongside their other digital services and applications, to exchange data among themselves.

With a consistent, reliable cross-sector standardized exchange, those that use, collect or exchange data can now have this option available to them. Whether connecting directly or through use of a third party service provider, *EdExchange* could provide data exchange services for all educational needs.

Additional benefits resulting from use of *EdExchange* include:

➢ *Use of EdExchange is voluntary and compliments previously established protocols between organizations that exchange digital documents and data.*

➢ *EdExchange does not limit the types of digital documents and data to be exchanged.*

➢ *EdExchange is not a database, and therefore, does not store digital documents or data.*

➢ *EdExchange requires peer-to-peer direct connections for delivery of digital documents and data.*

➢ *Through a partnership with Apereo, the EdExchange specification, designed with an open web services architecture, is governed as an open source community effort.*

➢ *EdExchange is operated by PESC and governed directly by PESC Members.*

EDEXCHANGE

CURRENT STATUS

The following organizations volunteered to initiate and launch EdExchange and each is in some varying degree of progress within their respective pilots:

> - *California Community Colleges*
> - *Credentials Solutions*
> - *Digitary*
> - *Educational Credential Evaluators*
> - *National Student Clearinghouse*
> - *Parchment*
> - *University of Phoenix*

AVAILABILITY & COST

The vision is that the *EdExchange* specification become a PESC APPROVED STANDARD allowing stakeholders to implement and integrate a standard platform, alongside their other digital services and applications.

With a consistent, reliable, neutral, standardized service, those that use, collect or exchange data, now have a scalable, cost-effective option available to them rather than expending internal resources and funding to build a service on their own. Whether connecting directly or through use of a third-party service provider, *EdExchange* allows data exchange services for all educational needs.

In order to realize this vision, *EdExchange* must first undergo a rigorous testing and pilot phase. Once successfully completed, availability of *EdExchange* services will be announced for widespread use.

In order to ensure *EdExchange's* sustainability at this time, it is envisioned that *EdExchange* users would remit a nominal, annual subscription and setup service fee allowing unlimited use of the service while general lookup would be free of charge.

EDEXCHANGE

HISTORY

The Common Data Services (CDS) Task Force launched under PESC at the Fall 2011 Data Summit. Leaders within the California Community College (CCC) System requested this community development through PESC and have remained consistent leaders and participants to this day.

With a focus on data exchange, the CDS Task Force studied and analyzed the technical landscape, monitored the political climate and adopted a specific mission:

> "to improve security, reliability, efficiency and speed in the
> transfer of all educational data types by developing an open
> web services network and associated standards to benefit the
> education of students, streamline processes for institutions, and
> facilitate the advancement of services offered for education..."

From the CDS Task Force and with this guiding mission, a project, *EdExchange,* emerged. To support the initiative and ensure its progress, the CCC Technology Center dedicated technical staff, resources and hardware to run the service in test and throughout the pilot phase.

PESC BOARD OF DIRECTORS

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National Student Clearinghouse
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Associate Registrar
University of Southern California
Vice Chair

THOMAS MCKECHNEY
CEO
Credentials Solutions
Treasurer

MICHAEL SESSA
President & CEO
PESC
Secretary

KRISTI BLABAUM
Systems Integration Analyst
Great Lakes Higher Education
Corporation, representing NASLA

LIZ DIETZ
Vice President
Student Strategy & Product Management
Workday

TUAN ANH DO
Senior Director for Infrastructure Services
and Interim Information Security Officer
San Francisco State University,
representing AACRAO

JAMES KELLY
Senior Director of Technology
Educational Credential Evaluators

DAVID MOLDOFF
CEO & Founder
AcademyOne

RICK SKEEL
Director of Product Management
Ellucian

FRANCISCO VALINES
Director of Financial Aid
Florida International University

JASON WEAVER
Senior Director
Parchment

VIVIAN WONG
Group Vice President
Higher Education Development
Oracle

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December 18, 2018

Charmaine Hack
Chair, ARUCC Groningen Steering Committee
Registrar, Ryerson University

Re: Letter of Endorsement for ARUCC Groningen and Student Mobility Project

Greetings,

The Postsecondary Electronic Standards Council (PESC) is pleased to provide full endorsement for the ARUCC Groningen and Student Mobility Project and its vision for Canada which is aspiring to advance national and international student mobility through trusted electronic data exchange

The Project's goals of enhancing Canada-wide capacity and creating a national, trusted network for student data exchange are timely and needed. We are particularly pleased to hear the ARUCC registrarial leadership unanimously endorsed this initiative at its recent bi-ennial general meeting and to see the following principles articulated in your plans:

- A learner focus with aspirations to enhance student mobility across Canada and internationally
- Respect for institutional diversity and autonomy
- Acknowledgement and support for provincial and territorial authority
- An emphasis on maximizing efficiencies and quality through trusted data exchange

The concept of a model that respects and builds upon existing data exchange and application centres in select regions of Canada resonates with our association and community. We further support the plans to create a model that both facilitates connectivity options for institutions lacking electronic data exchange capacity and provides access for institutions and allied organizations to trusted data providers in other countries as an enhancement to international student mobility into Canada.

With this letter, we also provide permission for you to use our organization's logo in project communications material to demonstrate our endorsement.

Thank you for the opportunity to express our support for this initiative.

Sincerely,

Michael D. Sessa
President & CEO

MULTIPLE STAKEHOLDERS. ONE VISION.

U.S. CHAMBER OF COMMERCE FOUNDATION JOINS PESC

Washington, D.C. The Postsecondary Electronic Standards Council (PESC) is pleased to announce the addition of the U.S. Chamber of Commerce Foundation as its newest Member to join PESC.

"The Chamber Foundation is excited to join PESC and to contribute toward the ongoing development of data standards for education," states Jason A. Tyszko, Vice President, U.S. Chamber of Commerce Foundation Center for Education and Workforce. "In today's talent marketplace, data is king, and good data starts with high-quality data standards," adds Mr. Tyszko, who will serve as the PESC Member contact.

"The Chamber Foundation is a true stakeholder in the new emerging ecosystem," states Michael D. Sessa, PESC President & CEO. "Jason, his team, and all the successful initiatives they administer, prove the value of collaboration. We are very happy to welcome the Chamber Foundation into PESC and PESC looks to progress efforts as a Member and participant in the Chamber Foundation's Job Data Exchange (JDX) and T3 Innovation Network," Mr. Sessa added.

The Chamber Foundation joins additional new PESC Members that have recently joined:

U.S. CHAMBER OF COMMERCE FOUNDATION

➢ **U.S. Chamber of Commerce Foundation**
   Jason Tyszko, Vice President, Education & Workforce Development
➢ **Camosun College**
   Dan Hodgson, Director of Institutional Research & Planning
➢ **Duklas Cornerstone Consulting**
   Joanne Duklas, President
➢ **Gotocollegefairs.com**
   Holly Lazzaro, Executive Director
➢ **Indiana Commission for Higher Education**
   Ken Sauer, Ph.D., Associate Commissioner & Chief Academic Officer
➢ **McGill University**
   Romesh Vadivel, Asst. Registrar & Director, Service Point, Enrolment
➢ **Nova Scotia Council on Admissions & Transfer**
   Ruth Blades, Operations Manager

> PESC is an international 501(c)(3) non-profit, community-based, umbrella association with headquarters in Washington, D.C. of:
>
> Application Centers
> Assessment & Testing Agencies
> Colleges & Universities
> College, University & State/ Provincial Systems
> Credential Service Providers
> Data, Software & Technology Service Providers
> Local, State/Provincial & Federal Government Offices
> Non-Profit Associations, Foundations & Organizations
> Professional & Commercial Organizations
> Student Information System (SIS) Vendors

ABOUT THE CHAMBER FOUNDATION CENTER FOR EDUCATION AND WORKFORCE

Our mission is to inform and mobilize the business community to make a difference in education and workforce reform through engaging partnerships, challenging the status quo, and using our research, programs, and policy to connect pressing education and workforce issues to economic development. A center within the U.S. Chamber of Commerce Foundation, an affiliate of the U.S. Chamber of Commerce, the Center for Education and Workforce is dedicated to strengthening American's long-term competitiveness. Our mission is to inform and mobilize the business community to make a difference in education and workforce reform. We work directly with business leaders, educators, community leaders, and other stakeholders to develop and promote solutions for the most pressing education and workforce challenges of our day. For more information, visit https://www.uschamberfoundation.org/center-education-and-workforce.

ABOUT PESC

ESTABLISHED IN 1997 AT THE NATIONAL CENTER FOR HIGHER EDUCATION & HEADQUARTERED IN WASHINGTON DC
PESC is an international, 501 (c)(3) non-profit, community-based, umbrella association of data, software and education technology service providers; schools, districts, colleges and universities; college, university and state systems; local, state/province and federal government agencies; professional, commercial and non-profit organizations; and non-profit associations & foundations.

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Through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the Education lifecycle. PESC envisions global interoperability within the Education domain, supported by a trustworthy, inter-connected network built by and between

communities of interest in which data flows digitally and seamlessly from one community or system to another and throughout the entire eco-system when and where needed without compatibility barriers but in a safe, secure, reliable, legal, and efficient manner.

ABOUT PRIVACY While PESC promotes the implementation and usage of data exchange standards, PESC does not set (create or establish) policies related to privacy and security. Organizations and entities using PESC Approved Standards and services should ensure they comply with FERPA and all local, state, federal and international rules on privacy and security as applicable. For more information, see www.PESC.org.

PESC IS SPONSORED ANNUALLY by Credentials Solutions, National Student Clearinghouse, Oracle, Parchment, DegreeData & ECE.

PESC PARTNERS include AACRAO, APEREO, ARUCC, A4L, DXtera Institute, EMREX, EWP, Groningen Declaration Network, HR Open Standards, SHEEO, and the US Department of Education's Common Education Data Standards (CEDS) Initiative.

PESC IS A PROUD EXHIBITOR at AACRAO's Annual Meeting, ARUCC's Annual Meeting, and the Annual STATS-DC Conference of the National Center for Education Statistics (NCES) of the US Department of Education.

PESC IS A PROUD SPONSOR of AIR's Annual Conference & of the Annual California Electronic Transcripts Workshop and CCCApply.

PESC IS A PROUD MEMBER/AFFILIATE/SIGNATORY of AACRAO, of the US NCES National Forum on Education Statistics, and of the Groningen Declaration Network.

PESC HAS A STRONG HISTORY that includes AACRAO, SPEEDE, EDI, ANSI, X12, Canada, the US Department of Education and Y2K.

IN FULFILLING ITS NON-PROFIT MISSION, all PESC Approved Standards are available to the education community online free of charge at www.PESC.org.

# # #

PROXY BALLOTS MUST BE RECEIVED IN PESC'S OFFICES BY 5:00PM PST MAY 3, 2019

SUBMIT COMPLETED BALLOTS:
202-261-6517 FAX
MICHAEL.SESSA@PESC.ORG
1250 CONNECTICUT AVE NW STE 700
WASHINGTON, DC 20036
WWW,PESC.ORG

PESC

Proxy Ballot

BOARD OF DIRECTORS | ELECTIONS FY20

ELECTIONS FOR PESC'S BOARD OF DIRECTORS WILL BE HELD IN-PERSON

during the 21th Annual PESC Spring Membership Meeting Thursday May 9, 2018 from 5.00pm – 6.00pm EDT at the Dupont Circle Hotel in Washington, D.C. PESC Membership meetings are open to all PESC Members & with prior notification, other interested parties.

THIS OFFICIAL PROXY BALLOT ALLOWS MEMBERS, WHO MAY NOT BE ABLE TO VOTE AT THE ELECTIONS IN-PERSON, THE ABILITY TO CAST A VOTE NOW.

ALL MEMBERS are encouraged to submit a PROXY BALLOT and may allow it to remain as the official ballot OR replace it by voting 'in-person' at the elections. This ensures a ballot has been cast and will be counted for each Member in case last minute emergencies (weather, flight delays, etc.) prevent voting at the elections 'in-person'.

Those nominees appearing on this ballot will have the option to address the Members immediately prior to 'in-person' elections. Nominees, who may want to introduce themselves to PESC Members sooner as they may not be as familiar with the PESC Membership or who wish to communicate with Members over the coming weeks, may submit no more than two (2) communications (emails, letters, etc.) to the PESC office. In turn the PESC office will issue that nominee's communication(s) to the PESC Members over the PESC Member listserve. Nominees are able to communicate directly and independently with PESC voting members outside of this process.

NOTE THAT PESC DOES NOT ACCEPT 'WRITE-IN' CANDIDATES.

Due to specific bylaws requiring diversity, a slate of nominees is presented from which Members vote.
At this time there are six (6) nominees for six (6) Board of Director seats.

PLEASE VOTE FOR SIX (6) PERSONS:

- [ ] **W. Matt Bemis** — *University of Southern California*
- [ ] **Kristi Blabaum** — *National Association of Student Loan Administrators*
- [ ] **James Kelly** — *Educational Credential Evaluators*
- [ ] **Randy Levy** — *Credentials Solutions*
- [ ] **David Moldoff** — *AcademyOne*
- [ ] **Mike Reilly** — *American Association of Collegiate Registrars and Admissions Officers*

PESC Member Organization:	
Person Voting: (*please print*)	
Signature:	Date:

W. MATT BEMIS
INCUMBENT

ASSOCIATE REGISTRAR, UNIVERSITY OF SOUTHERN CALIFORNIA

Matt Bemis is the Associate Registrar at the University of Southern California (USC) and is responsible for the Degree Progress Department operations. In this role, Matt serves as the Administrator over Degree Audit and Transfer Credit applications, serves as USC's NCAA continuing eligibility certification officer and manages Curriculum Services.

Matt is also the Project Lead for the Electronic Data Interchange (EDI) initiative at USC (transcript processing) and recently served as the Chair for the AACRAO Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE) Committee. Matt has served as the Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO) Program Committee Chair, serves on the PESC Board of Directors (Vice Chair), is Co-Chair for the PESC Education Record User Group (ERUG), and is Co-Chair and Steering Committee Member of PESC's Global Education Organization (GEO) Code.

KRISTI BLABAUM
INCUMBENT

SYSTEMS INTEGRATION ANALYST, ASCENDIUM EDUCATION
REPRESENTING NATIONAL ASSOCIATION OF STUDENT LOAN ADMINISTRATORS (NASLA)

Kristi brings over 27 years of financial aid experience to her current position as a Systems Integration Analyst at Ascendium Education Solutions (formerly Great Lakes Higher Education). For over two decades she has been a leader in many industry initiatives such as CommonLine processing, development of Common Record: CommonLine (CRC), and guiding it through the process to become a PESC Approved Standard.

Kristi has been a PESC Board member since 2011 and has been serving on the Standards Development Forum's Steering Committee since 2009. She has been an active member on the Change Control Board (CCB) for 14 years and has been the Chair for the last 11 years.

Through these leadership positions, in collaboration with the Technical Advisory Board (TAB) and as CCB Chair, Kristi is a positive influence and champion of PESC initiatives. She ensures public collaboration, feedback and guidance to every PESC development workgroup and to external organizations and initiatives looking to analyze, compare and map PESC Approved Standards with new and/or existing data sets, ensuring uniform decision-making and consistent design methodology.

Previously she served as the Co-Chair of the Development Workgroup within PESC leading the creation and publication of the Student Loan Portfolio Detail Report – now a PESC Approved Standard and is involved in the ongoing Student Aid User Group. For 8 years, Kristi held the position of Co-Chair of the Origination Standards Advisory Team (OSAT) within NCHELP's Electronic Standards Committee (ESC) setting the data exchange standards for the Student Loan Industry.

JAMES KELLY
INCUMBENT

SENIOR DIRECTOR OF TECHNOLOGY, EDUCATIONAL CREDENTIAL EVALUATORS (ECE)

Jim Kelly serves as Senior Director of Technology at Educational Credential Evaluators, Inc. (ECE). Over the last 18 years, he has successfully built a foundational framework for technology to support infrastructure, applications, and strategic activities. These initiatives have been key to the growth of services offered by ECE helping the business triple in size during Jim's tenure.

Jim manages a team of skilled technology professionals, sets technology goals and leads strategic planning initiatives. As part of ECE's senior leadership team, Jim supports internal & external systems while involved in planning, general leadership and management efforts.

Jim also works with PESC and the Groningen Declaration Network to standardize credential evaluation data and contributes to educational data mobility internationally. Jim serves as Co-Chair and as Steering Committee Member of the PESC Global Education Organization (GEO) User Group on the PESC EdExchange Steering Committee. Jim has also been representing PESC as speaker and presenter at Annual Meetings of the Groningen Declaration Network.

After graduation from the University of Wisconsin Oshkosh with a degree in Biology and a minor in Chemistry, Jim began a career in business and technology professional consulting for organizations that vary in both size and industry. Jim's consulting experience brings a wealth of knowledge in technology, project management, business systems, warehousing, and distribution to his current efforts.

RANDY LEVY

CHIEF ADMINISTRATIVE OFFICER, CREDENTIALS SOLUTIONS

Randal Levy is an accomplished business executive with over 25-years of experience leading strategic finance and operations. Randy is an entrusted business strategy partner accomplished in developing strategic roadmaps and business value across IT, finance, and operations.

Randy currently serves at Chief Administrative Officer for Credentials Solutions LLC, which he began that role in January 2019. Credentials Solutions is a SaaS Solutions technology company serving the post-secondary education marketplace.

Prior to joining Credentials Solutions, Randy served as President of Operations of Gold Eagle Co, an industry leading middle-market CPG and contract packager for the specialty automotive aftermarket since 2014. Prior to being named President, Randy served as the company's CFO since 2000. Randy served on the company's board of advisors, lead the company's IT Steering Committee, 401(K) Investment Advisory Committee, Risk Management Committee and Comp and Benefits committees.

Randy began his career in Public Accounting with Blackman-Kallick and holds a B.A in Accounting from University of Texas at Austin and is inactive CPA. Randy has completed executive education from Northwestern's Kellogg School of Management in 2003 and Stagen Leadership Institute in 2011.

DAVID MOLDOFF
INCUMBENT

CEO & FOUNDER, ACADEMYONE

David K. Moldoff, Founder and CEO of AcademyOne, Inc., is a visionary in higher education responsible for AcademyOne's overall strategy with specific emphasis on the technology infrastructure, integration of applications and services as well as exploiting his vast industry network with regards to sales, strategic partnerships, associations, etc. David is a successful entrepreneur with over 34 years of experience in launching and managing new companies and new products in technology for higher education.

Before forming AcademyOne in 2005, David was SVP of Solutions Architecture and Infrastructure for SCT, which he was instrumental in selling to SunGard in 2004. Within PESC, David currently serves as Co-Chair of the EdExchange User Group, on the Steering Committee of PESC GEO Code User Group and active in the Academic Credentialing and Experiential Learning Task Force.

David serves as PESC Board Liaison to the Rome Student Systems and Standards Group (RS3G) – now converged with the Groningen Declaration Network, served as Co-Chair of the EdUnify Task Force, and was instrumental in the formation of the Common Identity and Trust (CommIT) Collaborative initiated by PESC's Electronic Authentication/Authorization (EA2) Task Force which partnered with Internet2.

MIKE REILLY

EXECUTIVE DIRECTOR, AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS (AACRAO)

Mike Reilly serves as the Executive Director of the American Association of Collegiate Registrars and Admissions Officers (AACRAO), a position he has held since June 2012. Prior to coming to AACRAO he served as the Executive Director for the Council of Presidents, an association of the six public baccalaureate degree granting institutions in the state of Washington.

Mike has 25 years of experience in university administration, admissions and enrollment management, including having been the Associate Vice President for Enrollment Management at both Central Washington University and Humboldt State University. He recently served on the American Council on Education Board of Directors and is currently on the Groningen Declaration Network Board of Directors as Vice Chair, on the American Council on Education's Commission on Education Attainment and Innovation, and the College Board's Access and Diversity Collaborative Advisory Council. He is a frequent writer and speaker on public policy matters impacting higher education.

DATA PRIVACY & PROTECTION

UPDATE ON TECHNICAL IMPLEMENTATION

PESC Data Privacy & Protection Task Force

Tuesday April 2, 2019 | 8am PDT

Session ID #6259 | Room #506 L2

PESC

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National Student Clearinghouse

PESC Board Chair

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Agenda

1) Introduce PESC Data Privacy & Protection Task Force
2) Highlight AACRAO & PESC Resources & Efforts
3) Review Key Components of Rules & Regulations
4) Discuss Relationships & Scenarios
5) Propose Solution | Phase 1 Implementation
6) Next Steps & How To Participate

Outcomes of this session:

- Learn about AACRAO & PESC resources on privacy

- Understand how major service providers & partners are digitally communicating privacy data

- Encourage active discussions within institutions & with service providers and vendors

- Promote access to the Data Privacy & Protection Task Force

Postsecondary Electronic Standards Council

- Standards-development & standards-setting body

- Voluntary consensus-based model *(not authoritative)*

- Founded 1997*

- AACRAO & PESC History and Partnership

- Vision of global connectivity & data integrity

How PESC Operates

- **Free & Open Groups** (Admissions, CanPESC, Data Privacy, JSON)

- **Member-Based Groups** (Competencies & Credentials, EdExchange)

- **Goals of PESC Mission** (501c3 non-profit):

  - Standardization & PESC Approved Standards (EDI, JSON, PDF, JSON)

  - Identify common industry-shared problems & foster open, transparent collaboration

  - Optimize institution's digital performance

  - Enable sustainable solutions across disparate technologies

Data Privacy & Protection Task Force

- ***From PESC Board Retreat June 2018, Task Force launched at Fall 2018 Data Summit San Francisco***

  - Ensure uniform, technical implementation of GDPR

  - Prepare for additional rules (FERPA, California, etc.)

  - Harmonize with policy leaders & practitioners

  - Serve as a free, open & transparent information clearinghouse

  - Propose technology-neutral solutions

AACRAO & PESC Resources

- **https://www.aacrao.org/resources/compliance**

- **https://www.pesc.org/groups-and-initiatives.html**

- *Implications of the General Data Protection Regualtion: An Interassociational Guide*

https://www.aacrao.org/signature-initiatives/trending-topics/gdpr/gdpr-interassociational-guide

- *GDPR – neatly arranged, easy quick links*

https://gdpr-info.eu/

- *Great Guidance by topic from the UK ICO (UK Data Protection Authority)*

https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/

- *International Association of Privacy Professionals*

https://iapp.org/

GDPR Review & Task Force Focus

- Level set on GDPR

- Highlights of implementation

- The role of controller and processor

- Focus on an exchange mechanism to convey a data privacy status

GDPR Overview

- Significantly expands personal privacy rights for processing of and free movement of personal data

- Applies to **personal data**: any information relating to an identified or identifiable natural person physically in the EU (EU data subject) when the data is collected (e.g., name, ID, location data, online ID such as IP addresses, images)
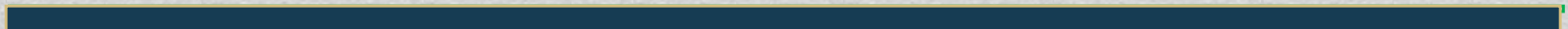
GDPR Overview

- Applies to **processing** of personal data by Controllers & Processors not in the EU where the processing is related to:

  - Offering goods or services to EU data subjects or

  - Monitoring EU data subject behavior within the EU

- Applies to **Controllers** and **Processors** established in the EU even if processing of personal data is outside of the EU

  There must be a lawful basis for all data processing (e.g., consent, necessary to perform a contract, required by law, "legitimate interests" balanced against impact on individuals)

Definition of Personal Data

1. Any Information	2. Relating to	3. An identified or identifiable	4. Natural Person

What qualifies as information?	When does information relate to a person?	What is identity? When is someone identifiable?	What is a natural person?

Four Step Test*

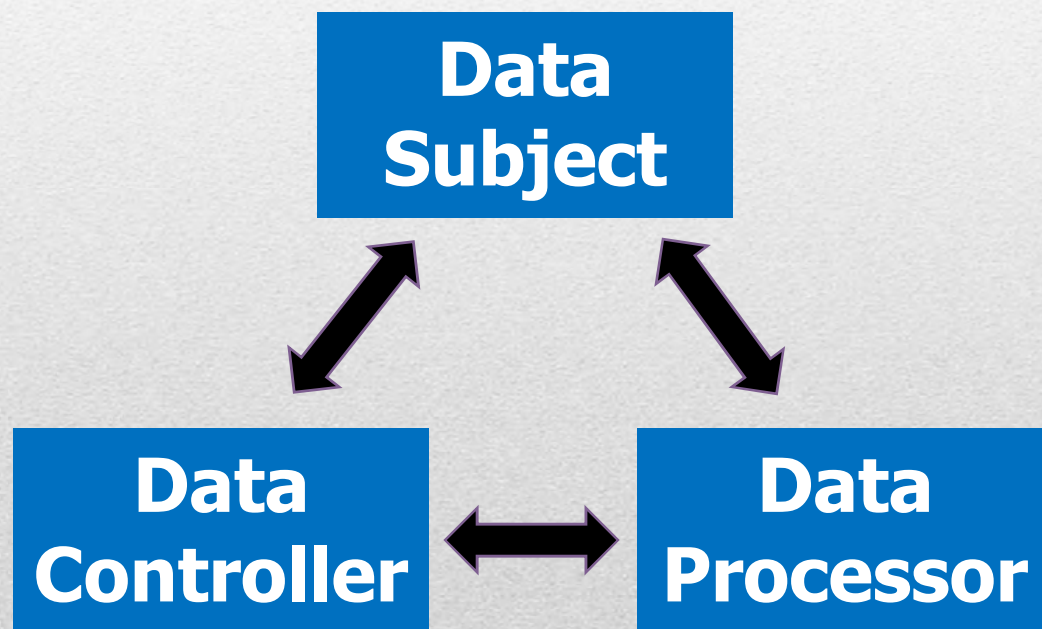(Article 4, Recitals 26-27, 30)

*IAPP

GDPR: Applies to Processing of Personal Data

Definition of *Processing*:

- any operation or set of operations which is performed on personal data or on sets of personal data, whether or not by automated means, such as collection, recording, organization, structuring, storage, adaptation or alteration, retrieval, consultation, use, disclosure by transmission, dissemination or otherwise making available, alignment or combination, restriction, erasure or destruction **(Art. 4)**

GDPR Roles, Relationships & Responsiblities

Data Subject

Data Controller

Data Processor

Articles 24-43

- **Address responsibilities of <u>Controller</u> and <u>Processor</u>.**
- **It is important to understand who is a Controller and who is Processor as each has significant obligations**

Who is Subject to GDPR?

Controller:

- an entity that, alone or jointly with others, determines the purposes and means of the processing of personal data **(Art. 4)**

*Processor***:**

- an entity that processes personal data <u>only</u> on behalf of and on the instructions of the controller (e.g., service providers) **(Art. 4)**

Who is Subject to GDPR?

Controller Obligations:

- Comply with all data protection principles
- Processing only if lawful/legal basis
- Appoint Processors by written contract
- Ensure Processor's processing complies with the law

Processor Obligations:

- Processing only on documented instructions of Controller
- Security measures
- Implement measures to assist Controller with complying with GDPR
- Keep records of processing activities

Lawful Processing

Requirement of a Lawful/Legal Basis for All Data Processing:

- Consent
- Performance of a Contract
- Comply with Legal Obligations
- Legitimate Interests
- Protect Vital Interests
- Performance of Task Carried Out in Public Interest

Controllers Processing w/ Processors

Data Processing Agreements (DPAs)

- **Processing** instructions from **Controller** to **Processor**
- Subject matter and duration of the processing
- Nature and purpose of the processing
- Confidentiality obligations of all persons who process data
- Security requirements

Controllers Processing w/ Processors

Data Processing Agreements (DPAs)

- Assist Controller in complying with data subject rights of access and other rights under GDPR
- Deletion or return of data as requested or end of contract
- Processor to keep records of processing activities
- Submit information to Controller to ensure both Controller and Processor meeting their Art. 28 obligations

Recurring Considerations for Compliance

- Territoriality
- Careful consideration of lawful/legal basis for data processing
- Categorize GDPR roles
- Identify Processing Partner
- Identify students who are EU data subjects & subject to GDPR and record it on the student record for period of time student is an EU data subject.

Cases and Scenarios

When do you need/care about transmitting a students privacy status?

Implications of the

General Data Protection Regulation

AN INTERASSOCIATION GUIDE May 2018

Scenario Review

- **Case 1.3**
  Prospect data from applications in progress from Common Application

  - A student located in the EU begins an application on a third party platform
  - Student has selected our institution as one to which they intend to submit an application

By selecting our campus, the student has given permission to the vendor to share their information with colleges and universities for the purpose of receiving recruitment information.

Scenario Review 1.3 continued

Admissions loads the information to Customer Resource Management (CRM) and Student Information System (SIS).

- We use the student information to drive the recruitment communication stream, with special messages encouraging them to complete and submit their application.
- All recruitment e-mails provide the opportunity for opt-out.

QUESTIONS
- **Is the opt-out option in the recruitment messages sufficient to be the GDPR compliant?**
- **Does an opt-out require that we delete the student record?**
- **Does admissions office become the controller upon receipt?**
- **Do our application vendors need to identify EU students?**

Scenario Review

- ## Case 2.1
  ### *Enrollment Reporting Services*

- NSC enters into a contract with institution to report your student enrollment to the NSC and, on your behalf, NSC receives and responds to requests from the NSLDS, other lenders and servicers in the federal loan programs, and private lenders seeking to verify enrollment status of participating students, for purposes of ensuring that such enrolled loan recipients have their loans placed in deferment while in school.

- **Role**
  - Institution is a Controller as personal information is collected by the institution
  - NSC is a processor and should comply with processing instructions the institution (Controller) provides to the NSC regarding how to process the personal data submitted to NSC for its services. Institution must identify to NSC which information for processing is personal data on an EU data subject (student subject to GDPR) and when it provides to NSC a request under the GDPR (e.g., opt out)

Scenario Review 2.1 continued

Institutional Responsibility

- Controllers must contractually obligate Processors to adhere to certain standards under GDPR
- The Controller is responsible for adhering to data privacy principles including providing notice consistent with the GDPR requirements, such as
- Description of the purposes of processing
- Description of the entities or categories of entities to which it discloses personal data covered by GDPR
- Institution should identify to NSC which personal information is subject to GDPR

Institutional Action

- Should you record students who are EU data subjects governed by GDPR? Or even bigger than that…do you even want to enroll students who are in the EU?
- Institution could consider the work performed by NSC as "necessary for the purposes of legitimate interest" (or lawful processing)
- Institution could consider the processing necessary for the performance of a contract, but the institution needs to provide a rationale for the processing; thus, an institution would need to conclude that the relationship with the student could not exist without the processing of the data at issue. Could mandatory state reporting fall under that?

Proposed Solution

- **Education records need to have a set of flags to indicate which privacy regulations the education record is subject to.**

- **SIS providers will have to update their systems to provide school administrators the ability to apply privacy flags to education records.**

- **SIS providers may implement the storage of privacy flags and methods for updating the flags using any mechanisms they choose. Those details are not in scope of this workgroup's work.**

- **SIS providers will have to update their systems to add the privacy flags to the output files in accordance with the new standards and any proprietary vendor formats they support. This will also apply to any institutions with homegrown SIS systems.**

Proposed Solution

- PESC proposes an XML tag structure for XML data standards:

```
<xs:complexType name="DataPrivacyType">
     <xs:element name="PrivacyRequirement" type="PrivacyRequirementType" minOccurs="0" maxOccurs="unbounded"/>
</xs:complexType>

<xs:complexType name="PrivacyRequirementType">
     <xs:sequence>
          <xs:element name="PrivacyRequlationCode" type="PrivacyRequlationCodeType"/>
          <xs:element name="PrivacyRegulationName" type="xs:string" minOccurs="0">
               <xs:annotation>
                    <xs:documentation>
                         The text name of the privacy regulation if the PrivacyRegulationCode is "Other"
                    </xs:documentation>
               </xs:annotation>
          </xs:element>
          <xs:element name="PrivacyComplianceIndicator" type="xs:boolean"/>
     </xs:sequence>
</xs:complexType>

<xs:simpleType name="PrivacyRequlationCodeType">
     <xs:restriction base="xs:string">
          <xs:enumeration value="California"/>
          <xs:enumeration value="FERPA"/>
          <xs:enumeration value="GDPR"/>
          <xs:enumeration value="Other"/>
     </xs:restriction>
</xs:simpleType>
```

Proposed Solution

- PESC sample XML:

```
<DataPrivacy>
        <PrivacyRequirement>
                <PrivacyRequlationCode>GDPR</PrivacyRequlationCode>
                <PrivacyRegulationName>EU General Data Privacy Regulation</PrivacyRegulationName>
                <PrivacyComplianceIndicator>true</PrivacyComplianceIndicator>
        </PrivacyRequirement>
        <PrivacyRequirement>
                <PrivacyRequlationCode>California</PrivacyRequlationCode>
                <PrivacyRegulationName>California Consumer Privacy Act</PrivacyRegulationName>
                <PrivacyComplianceIndicator>true</PrivacyComplianceIndicator>
        </PrivacyRequirement>
        <PrivacyRequirement>
                <PrivacyRequlationCode>FERPA</PrivacyRequlationCode>
                <PrivacyRegulationName>Family Education Rights and Privacy Act</PrivacyRegulationName>
                <PrivacyComplianceIndicator>true</PrivacyComplianceIndicator>
        </PrivacyRequirement>
    /DataPrivacy>
```

Proposed Solution

- PESC proposes using the NTE segment for EDI transactions:

NTE Note/Special Instruction

To transmit information in a free-form format, if necessary, for comment or special instruction

01	363	Note Reference Code	O	ID 3/3
02	352	Description	M	AN 1/80

- **Where:**

  - **Element 363 Note Reference Code = "OTH" (Other Instructions)**
  - **Element 352 Description contains the privacy flags**

Phase 1 Proposed Solution

- **Processors who have their own file proprietary file formats will have to evaluate the best method to accommodate current privacy policy flags, as well as allow the expansion of new privacy policy flags into the future.**

Thank You!

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Session ID #6259

Please complete the session evaluation using the AACRAO mobile app.

PESC

The Forum Voice

National Forum on Education Statistics

CONTENTS

EDITORIAL BOARD

Dean Folkers, Nebraska Department of Education
Cheryl L. VanNoy, St. Louis Public Schools (MO)
Bradley McMillen, Wake County Public School System (NC)
DeDe Conner, Kentucky Department of Education

LETTER FROM THE CHAIR

Dear Forum Members:

Congratulations on a productive past year of Forum work, and welcome to a new year of exciting developments in education data!

I am proud to announce some of the many accomplishments of the Forum over the last year. We recently released two new Forum guides: The *Forum Guide to Early Warning Systems* and the *Forum Guide to Facility Information Management: A Resource for State and Local Education Agencies*. These resources will be a great help to education agencies interested in developing early warning systems to support struggling students and prevent dropouts, and in learning more about planning, maintaining, and upgrading their school facility information systems. We also released SCED Version 6, and we updated the SCED Finder tool and added new resources to the SCED web page.

Through these new SCED developments, we are keeping up to date with trends in courses and course coding and meeting the changing needs of education agencies.

We have many things to look forward to in 2019. The Communications Subcommittee met in October 2018 and made plans to continue its excellent work this year. We have four working groups that will continue to do a lot of exciting work in the coming year: The Crisis Data Management Working Group, the Data Governance Working Group, the Exit Codes Working Group, and the SCED Version 7 Working Group.

You can look forward to several forthcoming Forum resources during the next year. SCED just published two case studies from states, *Iowa's SCED Regional Course Coding Workshops* and *Virginia's Use of SCED State-Specific Course Codes*. Two Forum guides are on track to be published soon: The *Forum Guide to Education Technology* and a new personalized learning data resource (title forthcoming). Additionally, we will be publishing a new online course, the Forum Data Visualization Online Course. As always, the Forum360 website (https://forum.grads360.org) is a great resource for learning about new developments and staying in touch with other Forum members.

In parting, I would like to say to all Forum members: thank you for your time and commitment to education data. Your time is appreciated, and your work is valued. Keep up the great work in communicating about Forum activities and resources to the other education professionals with whom you maintain contact. I enjoyed seeing many of you in person at the 2018 Summer Forum Meeting, and I look forward to seeing and working with you again in 2019!

Allen Miedema, Forum Chair
Northshore School District (WA)

DISSEMINATING FORUM RESOURCES IN STATE AND LOCAL EDUCATION AGENCIES (SEAS AND LEAS)

The Forum develops and offers free resources on a variety of issues that affect schools, school districts, and state education agencies, including best practice publications, online courses, and videos. All Forum members are responsible for promoting and disseminating Forum products to staff, members, and subject matter experts within their agency, organization, or home state through relevant activities, networks, and professional meetings. Conferences, training sessions, and other activities provide excellent opportunities to inform colleagues about the Forum and Forum products. The Forum maintains an Outreach Toolkit, which is intended to assist Forum members with resource promotion and dissemination when making presentations and conducting other outreach activities. The Toolkit offers several downloadable promotional tools, including presentations and publication summaries.

The Forum's Communications Subcommittee aims to identify and develop methods for advancing Forum communications, including resource promotion and dissemination. The Subcommittee met most recently in Washington, DC, on October 29, 2018, to address the Forum's evolving communications needs; consider the ways in which the Forum communicates with its members, potential partner organizations, and other audiences; and work to promote the dissemination of information about the Forum and Forum publications. During the meeting, members identified several actions and strategies that could facilitate more effective outreach to member organizations and other audiences that can benefit from Forum resources. Members also shared several methods that they use to disseminate Forum resources to their agency colleagues and professional networks, including

- posting Forum resources to their agency's website;
- referring colleagues to specific Forum resources for guidance on a particular data issue;
- citing Forum resources during meetings and training sessions;
- disseminating Forum resources through relevant email lists;
- sharing Forum resources with agency staff, agency leadership, and peer networks;
- presenting Forum resources at regional meetings, workshops, and conferences;

- sharing draft resources with agency colleagues for feedback;

- publicizing Forum resources through weekly newsletters and social media channels; and

- using Forum courses in staff training.

Since their October 2018 meeting, the subcommittee has been working to update and enhance communications materials that Forum members can use to help raise awareness of the Forum among the broader education community. The subcommittee recently developed two annotated presentations to assist Forum members and others engaged in outreach activities on behalf of the Forum. The first presentation offers an introduction to the Forum; the second presentation provides an overview of the free resources developed by the Forum. These presentation materials are available on the Forum website for use by Forum members. In addition, recommendations from the subcommittee, Forum Steering Committee, and other Forum groups informed recent updates to the Forum website. These updates highlight new Forum resources, aid users in identifying Forum publications, and provide members with easy access to frequently used pages. Additional website updates will continue to help to promote the dissemination of Forum information by improving the overall usability of the website.

NEW FORUM RESOURCES

- ***Forum Guide to Facility Information Management: A Resource for State and Local Education Agencies***
  The *Forum Guide to Facility Information Management: A Resource for State and Local Education Agencies* is designed to help education agencies plan, design, build, use, and improve their facility information systems. This resource includes a review of why school facilities data matter; recommends a five-step process that an education agency can undertake to develop a robust facility information system around goals, objectives, and indicators; includes selected measures of school facilities quality; and offers a logical approach to organizing facility and site data elements associated with facility identification, condition, design, utilization, management, and budget and finance. It builds upon information included in the 2012 publication *Forum Guide to Facilities Information Management: A Resource for State and Local Education Agencies*.

- ***Forum Guide to Early Warning Systems***
  The *Forum Guide to Early Warning Systems* is designed to help education agencies plan, develop, implement, and use an early warning system in their agency. This resource includes a review of early warning systems and their use in education agencies; explains the role of early warning indicators, quality data, and analytical models in early warning systems; describes how to adopt an effective system planning process; and recommends best practices for early warning system development, implementation, and use. It also highlights seven case studies from SEAs and LEAs who have implemented, or are in the process of implementing, an early warning system.

- **School Courses for the Exchange of Data (SCED) Version 6 and Related Resources**
  The Forum's SCED Working Group released SCED Version 6 in October 2018. This new version focused on updates to Advanced Placement and International Baccalaureate courses as well as a new cybersecurity course. Throughout the revision process, the working group collaborated with subject matter experts in federal, state, and local education agencies. Following the release of SCED Version 6, the Forum also updated the SCED Finder tool with new and updated courses. SCED Finder helps users select SCED codes and assign elements and attributes to those codes; search SCED using keywords; browse the entire SCED; and create, edit, and export lists of courses with the selected course code and user-identified SCED elements. In addition, the SCED Working Group added new search options to SCED Finder to improve search results. SCED Version 6, SCED Finder, SCED videos, and other SCED resources are all available at http://nces.ed.gov/forum/SCED.asp.

SCHOOL COURSES FOR THE EXCHANGE OF DATA (SCED) CASE STUDIES

The Forum maintains and develops SCED to help education agencies collect and manage student coursetaking data in a way that is easily understood, compared, and exchanged across systems. SCED also supports education research by providing a way to compare course offerings and coursetaking patterns across education agencies. SCED is widely used because it is flexible enough to meet the needs of different agencies. For example, some education agencies adopt SCED in the form in which it is published by the Forum; some adopt SCED with modifications, such as optional attributes; and others use SCED as a map between different course coding systems.

The Forum's SCED Working Group identifies best practices and develops new resources to help SCED users determine how they can use SCED codes to meet their particular needs. Recently, the working group has begun documenting case studies that demonstrate different uses of SCED. The first two case studies focus on Iowa's approach to updating SCED codes across the state and Virginia's approach to developing SCED codes for state-specific courses.

- ***Iowa's SCED Regional Course Coding Workshops***: The Iowa Department of Education (IDOE) implemented SCED beginning with SCED Version 1, which included secondary course codes (published in 2007) and prior-to-secondary course codes (published in 2011). While IDOE still uses the original prior-to-secondary SCED codes, it has been transitioning to updated secondary school codes as new versions of SCED are released. This case study focuses on IDOE's process for implementing new high school course codes through the use of in-person, regional course coding workshops.

- ***Virginia's Use of SCED State-Specific Course Codes***: SCED is designed for widespread use, but even with frequent updates, it cannot include codes for every course offered in every state. To accommodate courses that are not included, SCED has a set of designated course codes that states can use for courses that either do not yet exist in SCED or are only applicable to their state. The Virginia Department of Education (VDOE) uses SCED but found that several courses in the state do not align well with any of the existing SCED codes. This case study focuses on VDOE's development and use of state-specific course codes.

SCED case studies are published on the Forum website at https://nces.ed.gov/forum/sced_case_studies.asp.

FORTHCOMING FORUM RESOURCES

The Forum has had a productive year, with projects on education technology, personalized learning data, and data visualization nearing completion. Three new Forum resources will be published in the coming months:

- ***Forum Guide to Education Technology***
  The *Forum Guide to Education Technology* is designed to help education agencies with technology decisionmaking, particularly with understanding and applying best practices for selecting and implementing technology to support teaching and learning in the classroom. This resource addresses the widespread use and integration of technology in modern education systems including, but not limited to, administration (such as human resources and finances), reporting, infrastructure, student information systems, classroom software, and apps. It focuses on technology governance and planning, including needs assessment, as well as technology implementation, integration, maintenance, support, training, and evaluation.

- **New Personalized Learning Data Resource**
  This new resource, which has yet to be named, is designed to help education agency staff learn more about personalized learning and consider whether and how to implement and expand personalized learning in schools and districts. This resource reviews key concepts related to personalized learning, provides best practice information on collecting and using data for personalized learning, and reviews strategies to support personalized learning. It also includes case studies from schools, districts, and states that have implemented personalized learning.

- **Forum Data Visualization Online Course**
  The Forum Data Visualization Online Course is a self-paced, interactive online course based on content

published in the *Forum Guide to Data Visualization: A Resource for Education Agencies*. The course explains data visualization and its application in education agencies, introduces the four key principles of data visualization, and explains the six-step process for data visualization. The course also features interactive exercises to help users learn key concepts and characteristics of effective data visualizations. The course includes a voluntary assessment for users who wish to complete the course for professional development.

CURRENT SUBCOMMITTEES AND WORKING GROUPS

Forum subcommittees address ongoing issues beyond the scope of regular committee work, and Forum working groups address specific issues and develop resources. The Forum is currently supporting one subcommittee and four working groups:

- Communications Subcommittee

- Crisis Data Management Working Group

- Data Governance Working Group

- Exit Codes Working Group

- SCED Version 7 Working Group

Much of the Forum's work is collaborative and resources are often developed in partnership with national, federal, regional, state, and local education agencies and stakeholders. To support the engagement of the full Forum in the development of Forum resources, Forum working groups may share resource outlines and drafts with the Forum for feedback. Forum members are encouraged to review and comment on drafts and contribute applicable case studies and real-world examples from their agency.

UPDATES AND EVENTS

- **Summer 2018 Forum Meeting**
  The 2018 Summer Forum Meeting took place on July 23-25 in Washington, DC. Past Forum Chair Raymond Martin, Connecticut State Department of Education, welcomed Forum members to the meeting and introduced NCES Commissioner James "Lynn" Woodworth, who provided an update on NCES work that focused on future NCES plans and activities. Joint session presentations addressed several timely topics in education data: Steven Hernandez, chief information security officer at the U.S. Department of Education (ED), discussed cybersecurity in SEAs and LEAs; Michael Hopkins, Rochester School Department (NH), led an interactive session on data visualization; and Ken Hutchins, Brandywine School District (DE), and Adrian L. Peoples, Delaware Department of Education, discussed their work establishing and co-chairing the Delaware Education Data Forum. Standing committees met to discuss topics of interest to committee members, including cybersecurity, data privacy, the Every Student Succeeds Act (ESSA), federal data policy and collections, Forum products and practices, SEA-LEA collaboration, and more. Detailed meeting notes—including notes and presentations for all joint sessions, standing committee, and Steering Committee meetings—are available on the Forum website at https://nces.ed.gov/forum/summer_18.asp.

- **Strategies for Leveraging SCED to Support SEA and LEA Goals Webinar**
  The Forum and the Statewide Longitudinal Data Systems (SLDS) Program joined efforts to deliver a virtual presentation on December 10, 2018. SCED Working Group Chair Susan Williams, Virginia Department of Education, and SCED Working Group members Marilyn King, Bozeman School District #7 (MT), and Rachel Kruse, Iowa Department of Education, represented the Forum. The presentation provided helpful information for SEAs and LEAs interested in implementing SCED, as well as those with existing SCED implementations that wanted to hear more about innovative uses and efficiencies. The webinar summary, presentation slides, and recording are available on the SLDS website at https://slds.grads360.org/#communities/pdc/documents/17590.

- **NESAC Virtual Meeting**
  The National Education Statistics Agenda Committee (NESAC) held a virtual meeting on December 13, 2018. NESAC Chair Laura Boudreaux, Louisiana Department of Education, facilitated a discussion on how to verify student transfers. NESAC is developing a short 1-2-page summary resource on the discussion topic, which will be shared with the Exit Codes Working Group and posted to the Forum 360 website at https://forum.grads360.org.

- **TECH Committee Virtual Meeting**
  The Technology (TECH) Committee held a virtual meeting on December 14, 2018. TECH Chair Ken Hutchins, Brandywine School District (DE), facilitated a discussion on the intersection of cybersecurity and the broader security context. TECH is developing a short 1-2-page summary resource on the discussion topic, which will be posted to the Forum 360 website at https://forum.grads360.org.

- **PPI Committee Virtual Meetings**
  The Policies, Programs, and Implementation (PPI) Committee held two virtual meetings on January 16, 2019, and February 13, 2019. PPI Chair Charlotte Ellis, Maine State Department of Education, facilitated discussions on the topic of data governance. PPI is developing a short 1-2-page summary resource on the discussion topic, which will be shared with the Data Governance Working Group and posted to the Forum 360 website at https://forum.grads360.org.

- **Upcoming Events**
  The Forum is currently planning Forum webinars and standing committee virtual meetings on topics of interest to Forum members. Event details, including dates, topics, and speakers, will be posted to the Forum 360 website as more information becomes available.

- **Summer 2019 Forum Meeting – place and time to be determined**

NEWSLETTER INFORMATION

The *Forum Voice* is released as an electronic publication. To contact the Forum, email Ghedam Bairu.

LINKS TO PAST ISSUES OF THE FORUM VOICE

EMREX Newsletter, March 2019

Save the date for the EMREX 2019 Annual Assembly

The EMREX Annual Assembly for 2019 will be held on June 3rd (Monday), 15.00-18:00 in Trondheim, Norway. It is co-located and co-timed with the EUNIS 2019 conference (starting on Wednesday) and the EUNIS pre-workshop on student mobility (Tuesday) so that it is possible to attend all events.

Agenda will be published in May. Suggestions from members of topics to deal with should be sent to the secretary (info@emrex.eu) by May 3rd.

Nidaros Cathedral in Trondheim

ELMO 1.4 supporting Diploma Supplement has been released

Version 1.4 of ELMO has now been released on GitHub:

https://github.com/emrex-eu/elmo-schemas/releases/tag/v1.4.0

The new version includes structure for Diploma Supplement data and is based on the results of the workshop in Helsinki in September 2018. This update enables producers of ELMO Diploma data to add Diploma Supplement information as structural data, in addition to the DS-document itself.

Thereafter the EMREX and EWP networks will be able to exchange Diploma Supplement structured data.

ELMO 1.4 has been released

Croatia is now a full member of the EMREX User Group (EUG)

Croatia has been accepted as a full member to the EMREX User Group (EUG).

As it is stated in the EMREX User Group Statutes a full-member needs to be responsible for one or more NCPs. Full-members are the foundation of EUG and all have one vote per country. The Croatian NCP (National Contact Point) was launched last fall and it can be used by all higher education institutions in Croatia. Croatia is represented by the **Agency for Science and Higher Education** (ASHE). **Igor Drvodelić** from ASHE will be acting as the voting member for Croatia. Croatia's membership will be confirmed in the forthcoming EMREX Annual Assembly later this year.

The other full-member countries of EUG are Finland, Denmark, Italy, The Netherlands, Norway, Poland and Sweden. For more information on how to join the EMREX Network see http://www.emrex.eu/hom-to-join.

EMREX presented at conferences in 2018

In 2018 EMREX has been represented in the *Taking forward the EU Student eCard* initiative run by the European Commision (DG Connect and DG EAC). The network has also been presented at various conferences and events. Some of them are listed below:

- Groningen Declaration Annual Meeting, 18-19.04.2018 in Paris,
  EMREX update. Illustrative case: The Norwegian Diploma registry.
  Bracing for Europe and beyond. A German perspective on EMREX.
- PESC Spring 2018 Data Summit, 02-04.05.2018, Washington
  Introducing EMREX
- EUNIS 2018 Congress, 6-8.06.2018 in Paris,
  The Norwegian Diploma Registry – enabling secure digital sharing of educational results
- Annual Joint Meeting of the ENIC-NARIC Networks, 18-19.06.2018, Prague
  New Innovations: Digital Exchange of Student data and the Network
- ELMO Workshop, 05-06.09.2018, Helsinki
- EAIE conference, 11–14.09.2018, Geneva,
  Supporting digital admission and recognition with EMREX

In addition EMREX has been presented at a number of national conferences, and there has been held several technical workshops with companies, public bodies, universities for the implementation of EMREX.

EMREX will also join the next EAIE conference. This includes a joint session run by UNIT and Nokut from Norway and Digitary from Ireland. The session has the title "How we build internet of trust to streamline academic recognition and enhance employability of graduates".

EMREX presented at PESC Spring 2018 Data Summit in Washington

EMREX Executive Committee met in Warsaw on January 8-9th, 2019

EMREX Executive Committee met on January 8-9th, 2019 to discuss the realization of the work plan for 2018, as well as goals and strategy for 2019. The goals for 2018 have been obtained according to work plan, the only activity which has been postponed until 2019 is preparation of information materials to be used at various events and posted in the EMREX portal. The work plan for 2019 contains:

- Implementing of ELMO 1.4.
- Results recognition, workshop on requirements
- Supporting grade conversion by means of Egracons
- Market the possibility to open the student registry for employers
- Update the emrex.eu website.
- Strengthen the collaboration with ongoing EU-projects.
- Seek other collaboration opportunities.
- Create general information material.
- Send regular newsletters to the members.
- Seek to increase memberships
- Hold the Annual Assembly meeting.

Jan Joost Norder from DUO (Dienst Uitvoering Onderwijs, Netherlands) will continue his duty as the chair. **Geir Vangen** from UNIT (Norway) as vice chair, and **Tor Fridell** from LADOK (Sweden) as the secretary. The remaining members of the Executive Committee are **Janina Mincer-Daszkiewicz** from the University of Warsaw (Poland) and **Jukka Kohtanen** from CSC (Finland).

EMREX Executive Committee
from the left: Janina Mincer-Daszkiewicz, Geir Vangen, Jan-Joost Norder, Tor Fridell, Jukka Kohtanen

Be in touch

EMREX portal is available at emrex.eu. To contact us write to info@emrex.eu. To get support write to support@emrex.eu.

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EMBARGOED UNTIL APRIL 9, 2019

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New report finds state funding for higher education has only halfway recovered in the decade since the Great Recession

The State Higher Education Finance (SHEF) report examines the trends, context, and consequences of state higher education funding decisions in FY 2018.

BOULDER, Colorado, April 9, 2019 — Despite the American economic outlook having improved considerably, state funding for higher education has only halfway recovered in the ten years since the Great Recession, a new report released today by the State Higher Education Executive Officers Association (SHEEO) finds. The 2018 State Higher Education Finance (SHEF) report — an annual, nonpartisan analysis of educational appropriations, tuition revenue, and enrollment trends in all 50 states — also explores how students and families came to shoulder more responsibility for supporting public higher education as states attempted to rebound from the 2008 financial crisis.

This year's SHEF report marks the culmination of a ten-year data set since the Great Recession and offers a comprehensive look at how states navigated complex funding environments and undertook efforts, where possible, to restore public investments in higher education as they recovered from a significant economic downturn.

"State leaders had to make tough decisions about how to finance their public systems of higher education as their economies weathered the Great Recession," said Robert E. Anderson, president of SHEEO. "Many states used higher education as a balance wheel so they could preserve funding in other areas. But tighter purse strings also compelled state leaders to adopt new, innovative ways of thinking about higher education funding. This year's SHEF report calls for us to consider the decisions states made on the path to recovery with an understanding that there is still significant work to be done to develop equitable higher education finance policies that produce the talent states need to compete in the 21st century economy."

In addition to providing a decade-long snapshot of states' levels of investment in public higher education in the wake of the Great Recession, this year's SHEF report also details year-over-year changes in measures such as state and local support for higher education, educational appropriations, net tuition revenue, total educational revenue and full-time equivalent enrollment (FTE). Report highlights include:

- **Higher education funding is stabilizing:** Nationally, state and local per-student support for higher education increased at roughly the rate of inflation from 2017 to 2018. This minimal growth follows a five-year period of annual funding increases greater than 2 percent, indicating that state appropriation recovery from the Great Recession has stabilized, albeit at a much lower level.

![SHEEO logo]

SHEEO

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- **A new norm for the student share of higher education funding has arrived:** For the first time since the Great Recession, net tuition revenue remained flat in 2018, indicating that the growing reliance on net tuition as a revenue source — the student share — might be leveling. While tuition revenue measures more than just rate increases, flat tuition revenue may be a sign of the impacts of increasing pressure and attention on college affordability. However, the student share has increased significantly since before the Great Recession.

  "This substantial shift of responsibility represents a significant change for American higher education," said Anderson. "As the nation's economy continues to stabilize, it's clear that a heavy reliance on tuition revenue has become the new norm for how state higher education systems are funded."

- **There's good news when it comes to financial aid:** Unlike the rest of state higher education funding, states have increased their public financial aid consistently over time. In 2018, state financial aid saw the largest increase since the Great Recession. Financial aid now represents nearly 10 percent of all appropriations, and encouragingly, evidence shows that states largely protect this source of support during economic downturns.

- **The decline in full-time enrollment shows signs of slowing down:** Due largely to a recovering economy, fewer students continued to enroll in higher education than did so during the peak Recession years. However, there was little year-over-year change in this measure from 2017 to 2018, which — like trends in state and local appropriations and net tuition revenue — suggests stabilization in national enrollment levels.

"While these findings are crucial to understanding the broad strokes of national finance trends in higher education, it's important to note that national trends mask considerable variation across the states," said Sophia Laderman, senior policy analyst at SHEEO and an author of the 2018 SHEF report. "Although state funding for higher education has only halfway recovered nationally on a per-student level, some states have fully restored appropriations to prior levels, while others have increased tuition to fully offset the reduction in state funding, and a number have not recovered at all."

"Each year, the SHEF report is a valuable resource to the entire higher education community," said Glen D. Johnson, chancellor of the Oklahoma State System of Higher Education and chair of SHEEO's Executive Committee. "This year's report is no exception, as it provides important context about the financial landscape of our states and postsecondary institutions over the last 20 years. It is our hope that the SHEF report can assist state policy leaders as they make what we know to be difficult funding decisions."

The 2018 SHEF report also features a series of case studies that explore higher education finance topics including state cost and budget drivers that influence the funding of higher education, and an ongoing look at state funding challenges in Illinois. Those interested in data for an individual state are encouraged to access the electronic version of the report, which includes numerous supplementary state-by-state data tables and interactive data visualizations, at SHEEO.org/SHEF.

###

About the State Higher Education Executive Officers Association (SHEEO)
The State Higher Education Executive Officers is the national association of the chief executives of statewide governing, policy, and coordinating boards of postsecondary education. Founded in 1954, SHEEO serves its members as an advocate for state policy leadership, a liaison between states and the federal government, a

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vehicle for learning from and collaborating with peers, a manager of multistate teams to initiate new programs, and as a source of information and analysis on educational and public policy issues. SHEEO seeks to advance public policies and educational practices to achieve more widespread access to and completion of higher education, more discoveries through research, and more applications of knowledge that improve the quality of human lives and enhance the public good.

Michael Sessa

IES **Institute of Education Sciences** [facebook] [twitter] **NEWSFLASH**

NCES Announces the 2019 NCES STATS-DC Data Conference

The National Center for Education Statistics (NCES) is accepting proposals for the STATS-DC Data Conference, July 24-26 in Washington, DC. This year's theme is, "Providing Evidence to Drive Education." The conference is free and open to the public.

To submit a concurrent session or exhibitor proposal, please visit
https://ies.ed.gov/whatsnew/conferences/?id=5024

The deadline to submit a proposal is Friday, April 19, 2019.

More details about the conference, including hotel and registration information, will be available at a later time.

Highlights of the conference include:

- Discussions of technical and policy issues related to the collection, maintenance, and use of education data for education researchers, policymakers, and data system managers.
- Innovations in the design and implementation of education data collections and information systems from all levels of government;
- Informative sessions on the Common Core of Data (CCD), Statewide Longitudinal Data Systems (SLDS) and changes in how the Department of Education collects and uses data;
- Tutorials on data collection, data linking beyond K-12, data management, data privacy, data quality, data standards, data use (analytical and instructional), and fiscal data; and
- Updates on federal and state activities affecting data collection and reporting, with a focus on best practices in collecting, reporting, and using education statistics.

*** The deadline to submit a proposal is Friday, April 19, 2019. ***

The Institute of Education Sciences, a part of the U.S. Department of Education, is the nation's leading source for rigorous, independent education research, evaluation and statistics.