



The STANDARD

News and Commentary on Technology and Standards

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Postsecondary Electronic Standards Council

January 2010

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The Standard is the electronic newsletter published monthly by PESC - The Postsecondary Electronic Standards Council. The Standard covers news and events that impact education information technology, common data exchange standards, and data systems. For more information, please visit www.PESC.org or email us at info@PESC.org.
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Unlocking the Power of Data^(R)



Spring 2010 Data Summit Announced

Register Now at www.PESC.org

PESC is pleased to announce its Spring 2010 Data Summit for April 1 - 2, 2010 in Washington DC at the Hyatt Regency Washington. With a theme, "Factors of Interoperability", this Summit reflects the complexities of data systems and

showcases the vital role collaboration and transparency play in connectivity and interoperability.

Karen Cator, Director of the Office of Education Technology (OET), Office of the Secretary, the U.S. Department of Education is PESC's featured speaker at the Spring 2010 Data Summit. Ms. Cator will speak Thursday April 1, 2010 over lunch. OET is responsible for coordinating the development and implementation of the Department's educational technology policies, research projects and national technology summits. OET's main goal is to maximize technology's contributions to improving education through developing national educational technology policy and implementing policy department-wide. *(continued on page 8)*



Above: Jason Elwood, redLantern President, at the launch of PESC's EdUnify Task Force in Washington, D.C. on December 19, 2009.

EdUnify Task Force Launches

25 Organizations Attend Inaugural Event

Thirty two representatives from twenty five organizations attended the launch of PESC's EdUnify Task Force on December 19 - 20, 2009 in Washington, D.C. The opening discussion of this inter-organizational group contained a number of recommendations and ideas leading to an emerging consensus to move forward, that the time was right for such an initiative. EdUnify is a federated exchange network that will automate electronic services for student data in higher education. *(continued on page 9)*



SPRING 2010 DATA SUMMIT

FACTORS OF INTEROPERABILITY

April 1 - 2, 2010

Hyatt Regency Washington on Capitol Hill Washington, D.C.

Data Summits are working meetings that focus on development, implementation and overall connectivity. Other topics of interest that impact common data standards, data systems, and interoperability are also discussed.

All meetings and discussions are open to all attendees. Engaging discussions, new business contacts, awareness of technical resources and best practices, identification of emerging technologies, and tips from experts of leading community organizations can be expected.

Sessions at the Spring 2010 **Data Summit** will be held on the following efforts and topics:

Development Efforts

- ✧ Academic Progress Workgroup
- ✧ Education Record User Group
- ✧ e-Portfolio Workgroup
- ✧ Recruitment & Enrollment Workgroup

Board & Committees

- ✧ Change Control Board
- ✧ Steering Committee
- ✧ Technical Advisory Board

Discussion Topics

- ✧ Authentication & Role Based Access
- ✧ Common Data Standards
- ✧ EdUnify
- ✧ Kuali Student
- ✧ National Education Data Model (NEDM)
- ✧ NCES SLDS Grants
- ✧ RS3G & the Bologna Process
- ✧ State Data Systems





SPRING 2010 DATA SUMMIT

REGISTRATION FORM

Sessions at the Spring 2010 **Data Summit** will be held on the following efforts and topics. Please indicate which sessions you will most likely attend (please check all that apply):

Development Efforts

- ☐ Academic Progress Workgroup
- ☐ Education Record User Group
- ☐ e-Portfolio Workgroup
- ☐ Recruitment & Enrollment Workgroup

Board & Committees

- ☐ Change Control Board
- ☐ Steering Committee
- ☐ Technical Advisory Board

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- ☐ Kuali Student
- ☐ National Education Data Model (NEDM)
- ☐ NCES SLDS Grants
- ☐ RS3G & the Bologna Process
- ☐ State Data Systems

Contact the hotel directly by February 26, 2010 for reservations:

Hyatt Regency Washington on Capitol Hill
400 New Jersey Ave NW
Washington DC 20001
800.233.1234

\$209/night in PESC Group

☐ **YES**, register me for the Spring 2010 Data Summit

☐ **PESC**
Member
\$195

☐ **NON**
Member
\$345

Organization Name

Contact Person and Title

Street Address

City, State and Zip

Phone

Fax

Email Address

Payment Amount

- ☐ **PRINT** a program and all meeting materials for me.
- ☐ **DO NOT PRINT** for me, I'll print and bring my own copies.

Please complete this form and send it along with a check payable to:
Postsecondary Electronic Standards Council
1250 Connecticut Ave, NW
Suite 200
Washington, DC 20036
Fax: 202-261-6517
PESC's tax ID# is 52-2179499

Online registration is available January 11, 2010 at www.PESC.org.
The dress code is business casual.

Please contact Jennifer Kim, PESC's Membership Services Manager, for more information and special arrangements at 202.261.6514 or at Jennifer.Kim@PESC.org.

- ☐ NO, I am unable to attend but please notify me of future Data Summits (list contact info above).



Introducing PESC 2.0: Unlocking the Power of Data

A lot has changed since PESC was founded in 1997. Back then, the scare of a Y2K catastrophe raised everyone's awareness about data, data standards, data systems, and the importance of simplified, cost-effective data system connectivity. Leaders in student aid, student loans, admissions, and registration drove higher education toward a better, more organized approach to data management by forming PESC as a new, centralized, community-funded organization to promote and facilitate the use of electronic standards for data sharing and reporting.

The Federal government also helped drive this effort in 1998 with the issuance of Office of Management and Budget Circular (OMB) NO. A-119, which provides guidance for agencies participating in voluntary consensus standards bodies; and Section 143 of the Higher Education Act of 1965 which directs the Secretary of Education and the Chief Operating Officer [of Federal Student Aid (FSA) within the U.S. Department of Education] to "encourage and participate in the establishment of voluntary consensus standards and requirements for the electronic transmission of information necessary for the administration of its programs."

With a growing membership, PESC formed the Standards Forum for Education in 2000 to serve as the technical development arm of PESC. Over the years, PESC developed and implemented policies and procedures to govern the development process, held numerous training events and conferences, unified with FSA on a common methodology for XML Architecture and Data Modeling and on a common XML Registry & Repository, and produced a number of standards which are being

implemented throughout the United States of America and Canada (college and high school transcripts, federal grants and loans, admissions application, education test score reporting, a web services based data transport standard, among others). A number of related standards are also in development at this time (Academic Progress, Course Inventory, Recruitment and Enrollment).

As we've stated many times and in many different venues, the most difficult aspect of attaining cost-effective system connectivity, or interoperability, is not founded in technical issues or technology, but on the business and policy side. Educating a community about what data standards are, along with their impact and how they are developed and maintained, requires unprecedented levels of collaboration and transparency. PESC has worked effortlessly over the years to create and nurture that trusting environment and it has become one of PESC's core competencies.

In maintaining a focus on student data, PESC began working cooperatively with the SIF Association and with all stakeholders in state-based longitudinal data. PESC's Standards Forum for Education also began working with the National Center for Education Statistics to standardize IPEDS and the first few components of IPEDS have already become PESC approved standards. This expansion of the awareness and importance of common data standards is now permeating throughout all of education.

With a new level of effort and unprecedented political will and funding, PESC has identified certain factors which impact interoperability. Long-standing proprietary methods and lack of a common, sustainable infrastructure hinder our ability to communicate data about a student effectively and efficiently. The current process is, at best, disjointed and exceedingly costly. Our current systems were simply not built with mobility of data in mind; and consequently we all pay the price. We can and must do better.

Powered by the strength of volunteers from its membership base and with its unique perspective, PESC is breaking down costly, proprietary barriers, and has mapped out a common, strategic path for the future. This path includes continued development of common data standards, establishment and support of data networks and infrastructure, common authentication and web

services protocols enterprise-wide, seamless connections bridging postsecondary education systems to secondary and labor and workforce systems, and an eye on emerging technologies like social networking.

Together we are not only helping students across the country and all over the world, but with transparent collaboration as a cornerstone principle, we are supplying administrators and executives, policy-makers, admissions officers, registrars, financial aid officers, CIOs, and architects the tools they need to do their jobs better. The political will and demand for improvement have never been greater and continue to increase with time as budgets tighten and common solutions like standardization are being viewed as wise, cost-saving investments.

With membership from all leading stakeholders in higher education, PESC was designated as the umbrella organization to coordinate and advocate for standardization and interoperability across higher education. We boldly accepted that mission and have worked diligently to establish a proven record of success and achievement. We now elevate the mission to the next level.

To read more about PESC 2.0 and PESC's plans for the future, visit www.PESC.org and click on "PESC 2.0".

Scaling Up PESC Infrastructure

With the emerging awareness of data standards and expanding interest in data systems, the PESC Board of Directors has authorized and agreed upon changes to its own internal structure. Effective immediately, the PESC Board of Directors will consist of four Committees:

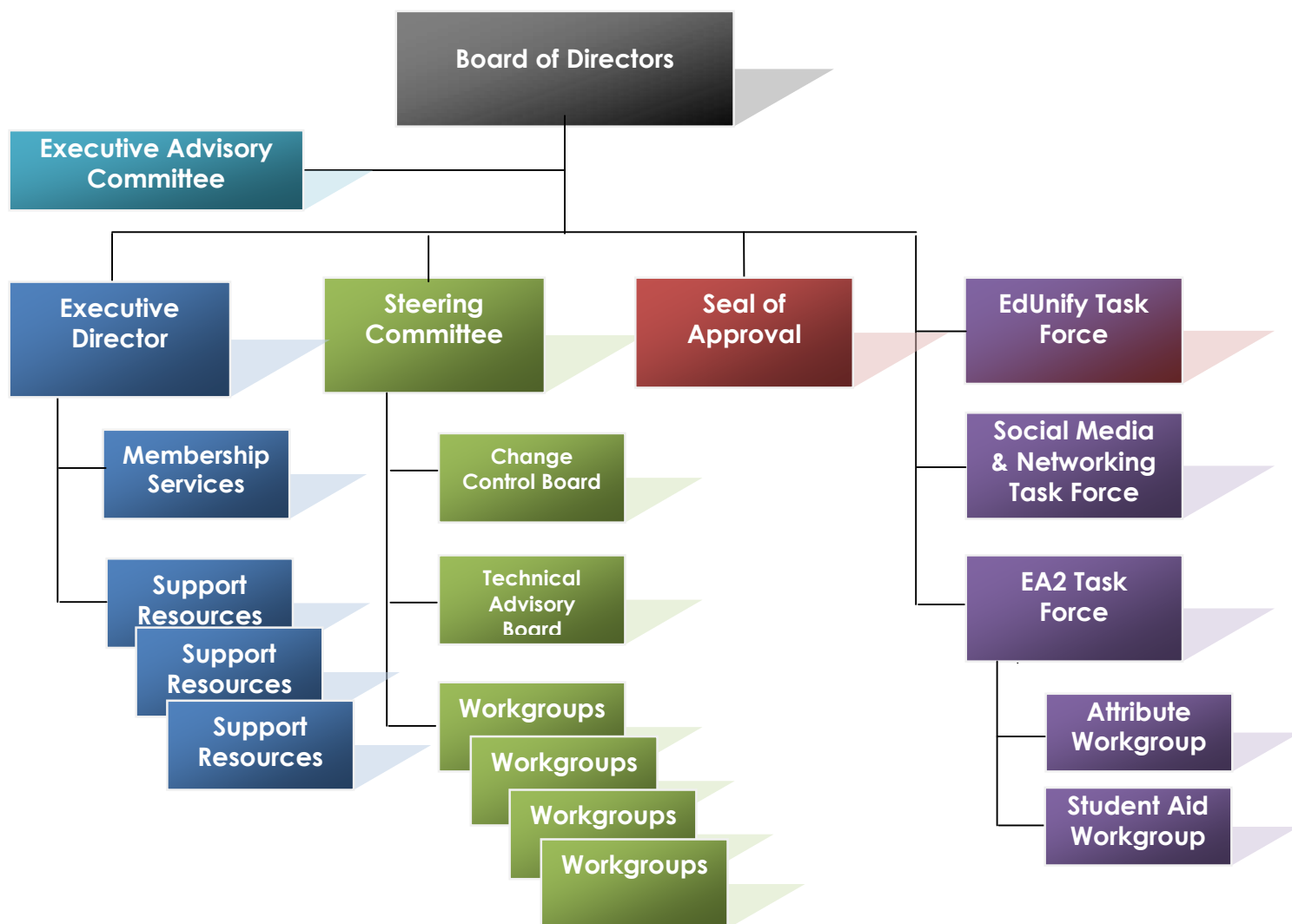
1. **Executive Committee:** comprised of the Chair, Vice Chair, Secretary, Treasurer, and Executive Director. The Executive Committee is responsible for urgent and high priority decisions, strategic planning, and overall governance of the Board of Directors. Appointed individuals include respectively: Bill Hollowsky, Francisco Valines, Rick Skeel, Dave Moldoff, and Michael Sessa.
2. **Finance Committee:** comprised of the Treasurer, two other at-large Board members, and the Executive Director. The Finance Committee is responsible for finance, audits, and budgeting. Appointed individuals

include respectively: Dave Moldoff, Doug Falk, Russ Judd, and Michael Sessa.

3. **Outreach Committee:** comprised of at-large members of the Board plus the Executive Director and the Membership Services Manager. The Outreach Committee is responsible for inter-association relationships, networking, and membership services and benefits. Appointed individuals include respectively: Jeff Alderson, Brian Allison, Russ Buyse, Manuel Dietz, Rick Skeel, Andy Wood, Michael Sessa, and Jennifer Kim.
4. **Revenue Committee:** comprised of at-large members of the Board and the Executive Director. The Revenue Committee is responsible for ensuring sufficient revenue into PESC to operate efficiently and effectively.

Additionally, due to the nature of PESC, Board members will take on more active roles in the operation of PESC. The following eight (8) appointments have also been made, effective immediately, for operational issues:

- **EA2 - Electronic Authentication and Authorization Task Force Project Directors**
Doug Falk and Russ Judd are members of EA2 and will help run and administer this Task Force.
- **EdUnify Project Director**
Dave Moldoff is an EdUnify member and will help drive its progress.
- **Operations Director**
Brian Allison will join the Standards Forum's Steering Committee and will facilitate Board/Standards Forum communications.
- **PK20 Director**
Jeff Alderson will serve in this role and will maintain communications with the SIF association and PK12.
- **Political Director**
Dave Moldoff will serve in this role.
- **Seal of Approval Director**
Francisco Valines is a Seal of Approval Board member and will facilitate Board/PSA communications.
- **State Longitudinal Data**
Michael Sessa will serve in this role and will maintain communications with all necessary parties.
- **Technology Director**
Russ Buyse will join PESC's Technical Advisory Board (TAB) and will facilitate Board/TAB communications.



IP & User Agreement and Terms & Conditions of Use

With an updated business plan (PESC 2.0), PESC is also ensuring its Intellectual Property (IP) & User Agreement and Terms & Conditions of Use are also updated. While the new policies do not change how PESC operates or manages its development efforts, these new policies do mitigate risk and reflect more clearly the open, transparent, and collaborative nature of PESC.

The PESC Board of Directors has already accepted the revised IP & User Agreement and Terms & Conditions of Use but is asking for member input before final ratification occurs. Member organizations are requested to review the revised policies and provide any comments they may have. The member comment period for PESC's

proposed IP & User Agreement and Terms & Conditions of Use is open now, and closes February 26, 2010. In providing comments, please ensure you include:

- Your name, organization and contact information
- The language or issues that concern you
- Why the language or issue concerns you
- What you propose as a solution (if you have specific language, please provide it)

Comments can be provided by email, faxed or mailed to PESC. After comment period is over, we'll publish any comments received along with the responses and then make a general announcement about the final policies. If you have any questions, please contact Michael Sessa directly at michael.sessa@pesc.org.

Common Data Standards

In an effort to formalize and organize the approach to state-based, longitudinal, common data standards, a new consortium was recently formed. This new consortium consists of the Council of Chief State School Officers (CCSSO), the State Higher Education Executive Officers (SHEEO), the SIF Association, the Postsecondary Electronic Standards Council, the National Center for Education Statistics (NCES) of the U.S. Department of Education, and the Data Quality Campaign. Together partners will work across PK20 to advocate, communicate, and promote common data standards; and identify and develop standards as needed.

There are three components to this consortium:

1. CCSSO and SHEEO (along with the SIF Association and PESC) will lead the adoption and implementation efforts and will target users and providers.
2. NCES will lead the identification and development through a Technical Workgroup, of which CCSSO, SHEEO, SIF Association, PESC, DQC, and a number of State Education Agencies (SEAs) and Local Education Agencies (LEAs) are members.
3. DQC will lead advocacy efforts (note that CCSSO, SHEEO, SIF Association, and PESC are partners within the DQC).

The Consortium is finalizing a two-page statement of common purpose as a means to organize itself and to communicate to the community at large how the Consortium will operate. While this statement will be the first public document released and will foster better understanding of the Consortium, many questions remain. The Consortium is eager to move forward and has agreed that openness and transparency in this effort are of paramount importance. No other solid information is available at this time. PESC has already begun to post information related to the Common Data Standards Consortium on its website at www.PESC.org and will continue to provide updates and information as this effort progresses.

Note too that representatives from the Common Data Standards Consortium will provide in-depth updates at PESC's upcoming Spring 2010 Data Summit being held

Thursday April 1, 2010 through Friday April 2, 2010 in Washington DC. Registration and hotel information are also posted on the PESC website.

Helping make this consortium possible are the Bill and Melinda Gates Foundation (BMGF) which is funding CCSSO and SHEEO; and the Michael and Susan Dell Foundation (MSDF) which is funding the DQC.

2010-2011 Application Processing System Specifications for Software Developers (Final)

From William Leith, Service Director, Program Management, Federal Student Aid

Federal Student Aid is pleased to announce the posting of the final 2010-2011 Application Processing System Specification for Software Developers. Other than removing designations of this version as a "draft," no changes have been made to the specifications since the last posting (see the specifications posted on December 11, 2009) and no further updates are planned for this document.

In addition to its current availability on the Information for Financial Aid Professionals (IFAP) Web site, the specifications will also be available in the next several days from the Federal Student Aid Download (FSAdownload) Web site, located at <https://www.fsadownload.ed.gov>.

If you have questions, contact CPS/SAIG Technical Support at 800/330-5947 (TDD/TTY 800/511-5806) or by e-mail at CPSSAIG@ed.gov.

SIF Specification 2.4 30 Day Review Period Ends 02/05

The 30 day review period for the SIF Implementation Specification 2.4 is coming to an end. Comments must be received via discussion board by this Friday February 5, 2010. Or submit your comments by email to vparedes@sifassociation.org. Click here to [submit your comments to the discussion board](#), and here to access the [draft specification for review](#).

PESC Vision, Mission, & Goals

Established in 1997 at the National Center for Higher Education and located in Washington, D.C., the Postsecondary Electronic Standards Council (PESC) is a non-profit 501(c)(3), community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies.

VISION

PESC envisions national and international interoperability, that is a trustworthy, inter-connected environment built by and between communities of interest in which data flows seamlessly from one system to another and throughout the entire eco-system when and where needed without compatibility barriers but in a safe, secure, reliable, and efficient manner.

MISSION

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 higher education lifecycle.

GOALS OF THE VISION AND MISSION

Accelerate Performance & Service

- PESC develops and identifies tools for operational efficiencies and performance improvement in student data exchange from postsecondary preparedness and initial access of the student from high school into the college environment through successful completion of the education experience and into the workforce.

Reduce Cost

- PESC promotes cost effectiveness of data alignment across disparate systems and across sectors that help mitigate costs for state and local governments and institutions struggling to keep up with the demands of technology and real-time data exchange while maintaining competitive tuition rates.

Lead Collaborative Development

- PESC leads the establishment and facilitates the adoption and implementation of data exchange standards through direct community participation. Workgroups are continuously formed and follow specific policies and procedures, governed by the Steering Committee of the Standards Forum.

Set & Maintain Common Data Standards

- PESC serves as a standards-setting & maintenance body with open, balanced policies & procedures. The Change Control Board (CCB) is the standing committee that reviews and approves standards.

Promote Best Practices

- PESC highlights and supports successful business models for data standardization, access, and exchange. A competition is held each year and awards are provided each spring.

Link Public & Private Sectors

- PESC maintains collaborative relationships with public, private, governmental, and international stakeholders in a balanced, neutral, and trusting environment.

Serve as Data Experts

- PESC continuously improves its expertise and core competency in XML architecture and data modeling. The Technical Advisory Board (TAB) is the standing committee that provides technical expertise.

PESC 2.0

UNLOCKING THE POWER OF DATASM

Mobility and changing learning patterns together obsolete long-standing paradigms and drive the reengineering of how data systems are built and used. The demand for improvement and political will have never been greater. Now is the time for modern solutions and PESC proposes EdUnify.

EdUnify provides users the ability to lookup electronic services in a network directory, exchange and report student data, link PK12 and workforce systems to higher education; and provides the necessary infrastructure to automate an academic transfer network, among other services.

EdUnify simplifies access to data, improves data quality, lowers the cost of managing data and data systems, and accelerates performance and service over the long-term.

NOW IS THE TIME. PESC IS THE PLACE.

Established in 1997 at the National Center for Higher Education and located in Washington, D.C., PESC is a non-profit 501(c)(3), community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies. For up-to-date information on current meetings, events, new development efforts, and how to join, visit www.PESC.org or call 202.261.6516. © 2009. PESC. All rights reserved.



12th Annual Membership Meeting

Please be advised that the next meeting of the PESC membership will take place at 5:30pm on Thursday April 1, 2010 at the Hyatt Regency Washington during PESC's Spring 2010 Data Summit. Membership meetings are open to all PESC Members and Affiliates, and with prior notification, other interested parties. The agenda will include elections for the PESC Board of Directors and updates on PESC initiatives, workgroups, and finances. Nominations for the PESC Board of Directors will be opening soon. For any person interested or looking to learn about Board roles and responsibilities, please download the Board Manual of Roles and Responsibilities located on the PESC website under "About Us" and "Board."

State Use of Existing Data Standards

At the end of 2009, the National Forum for Education Statistics released an informal survey of state use of existing data standards. The survey reports that six states currently use (have implemented) PESC approved standards, while eighteen states plan on implementing PESC approved standards within the next twenty-four months. The survey results are attached to this edition of The Standard.

In Potential Blow to Open-Source Software, Mellon Foundation Closes Grant Program

From Marc Parry, The Chronicle of Higher Education

The Andrew W. Mellon Foundation is closing a grant program that financed a series of high-profile university software projects, leaving some worried about a vacuum of support for open-source ventures.

Mellon's decade-old Research in Information Technology program, or RIT, helped bankroll a catalog of freely available software that includes Sakai, a course-management system used by Stanford University and the University of Michigan; Quali, a financial-management program recently rolled out at Colorado State University; and Zotero, a program for managing research sources used by millions.

Now the foundation plans to eliminate the RIT program as a stand-alone entity, a move that was scheduled to take effect Monday, according to a December letter to grantees obtained by The Chronicle.

Mellon described the change as part of an effort to "consolidate resources" and concentrate on core program areas like the liberal arts, scholarly communications, and museums. RIT will merge into the Scholarly Communications program, which will manage its existing grants. Ira H. Fuchs, RIT's founder, says his position has been eliminated, as has that of Christopher J. Mackie, RIT's associate program officer.

"It might lead to a reduction in funding for people that want to build large-scale open-source software programs for education," says David Wiley, an associate professor of instructional psychology and technology at Brigham Young University who reported the changes on his blog last month.

Don Waters, Mellon's program officer for Scholarly Communications and the author of the December letter, did not return a phone call by deadline. Asked what the move would mean for the future, Mr. Fuchs says, "I think that remains to be determined. The honest answer is I don't know."

RIT spent some \$50-million or \$60-million since it was established in 2000, according to Mr. Fuchs. One longtime Mellon grantee, Bradley C. Wheeler of Indiana University at Bloomington, says the investments "will prove transformative for higher education." Had Mellon not stepped in to help set up Sakai, colleges choosing course-management systems would face a "highly monopolistic pricing situation," he says.

The closure shouldn't be read as a sign of the foundation divorcing itself from technology, adds Mr. Wheeler, vice president for information technology at Bloomington and chairman of Quali's board. Indeed, the Scholarly Communications division will be renamed to explicitly reflect that "technology-based grantmaking is part of its mandate," according to Mr. Waters's letter.

"I do see Mellon refocusing its IT investments more closely to what they view as the core scholarship of the academy," says Mr. Wheeler. "That means things that

have to do with research and education, more so than things like administrative systems."

Mellon invested \$2.4-million in Sakai, but the founding four universities put in an even greater amount toward the software-development collaboration, Mr. Wheeler notes. The Kualu Foundation's various projects have received more than \$6.5-million from Mellon. The financial-software project is "economically viable on its own," Mr. Wheeler says, with a dozen sustaining investors who contribute the equivalent of about \$125,000 a year.

But while Mr. Wheeler was ready to declare victory, one outside observer was more cautious.

"I would tactfully say these are still early stage," says Kenneth C. Green, founding director of the Campus Computing Project, noting that Sakai is gaining traction while the Kualu projects are less far along. "The story's not over."

In the small world of foundations that finance higher-ed technology, especially open-education projects, the story is all about one word right now: transition.

The William and Flora Hewlett Foundation, the dominant source of foundation money for open-education content projects, also went through major personnel changes, Mr. Wiley notes. And the Alfred P. Sloan Foundation is closing its online-education grant program.

Gartner Acquires Burton Group

Gartner, Inc., the leading provider of research and analysis on the global information technology industry, today announced that, on December 30, 2009, it acquired Burton Group, Inc. for approximately \$56 million in cash. Burton Group is a leading research and advisory services firm that focuses on providing practical, technically in-depth advice to front-line IT professionals. The firm has approximately 41 research analysts, 40 sales and client service associates, and projected 2009 revenue of \$30 million.

The acquisition of Burton Group is expected to expand Gartner's product and service offerings, and increase its IT research market opportunity. The combination is also expected to drive operational efficiencies and cost savings.

Gene Hall, Gartner's chief executive officer, said, "Gartner has traditionally focused on providing strategic insight to CIOs and senior IT executives, while Burton Group has built a leading niche providing practical, how-to advice to front-line IT professionals. Thus, Burton Group is a great strategic fit for Gartner and should enable us to offer a more complete solution to every level and functional expert within an IT organization. By leveraging our scale and worldwide distribution capabilities, we expect to significantly grow Burton Group's business over time."

Jamie Lewis, Burton Group's chief executive officer, commented, "I am very excited about the opportunities for accelerated growth that Burton Group should have as part of Gartner. By combining our technical depth with Gartner's global presence and distribution capabilities, we can reach a much broader set of clients with the most complete set of IT research and advisory services available."

Spring 2010 Data Summit

(continued from page 1)

Please be advised that the **hotel cut-off date is Friday, February 26, 2010** and fast approaching. If you haven't done so already, reserve your room today by calling the hotel directly at (202) 737-1234 and mentioning the room block 'PESC'.

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- Common Data Standards
- NCES SLDS Grants
- RS3G & the Bologna Process
- State Data Systems

Plus, the annual spring reception and the 12th annual meeting of PESC's membership.

If you have questions regarding the upcoming Summit, please do not hesitate to contact Jennifer Kim, PESC's Membership Services Manager, at jennifer.kim@Pesc.org or at 202.261.6514.

PESC Spring 2010 Data Summit

Thursday April 1, 2010 – Friday April 2, 2009

Hyatt Regency Washington on Capitol Hill

400 New Jersey Ave., NW

Washington, D.C. 20001

202.737.1234

800.233.1234

Group Rate: \$209

Group Name: PESC

Hotel Cut-Off: February 26, 2010

EdUnify

(continued from page 1)

The first phase of **EdUnify**SM will include a lookup service that lists integration services, access locations for electronic services, protocols, payloads and authentication which are advertised by data exchange partners in various configurations from hub-and-spoke to point-to-point. This lookup service enables institutions, states and others the ability to advertise their electronic

services so others can find those services and automate their connections and their data trading needs.

"Mobility and changing learning patterns together obsolete long-standing paradigms and drive the reengineering of how data systems are built and used," states PESC Executive Director Michael Sessa. "The demand for improvement and political will have never been greater; and PESC continues to collaborate with stakeholders to answer this call and to provide this much needed infrastructure lacking in higher education," Mr. Sessa continues.

Subsequent phases of **EdUnify**SM will include national and international data exchange and reporting functionality, an agent to link PK12 and workforce systems with higher education systems, and functionality to enable timely disclosure to students through an academic transfer network regarding transferability of credits, among other services. Similar to the ATM network in banking, automation of electronic services in higher education simplifies access to data and data providers, lowers the cost of managing data and data systems, and accelerates performance and service over the long term.



Left: Jason Elwood of redLantern and the team from Georgetown University at the launch of PESC's EdUnify Task Force in Washington, D.C. December 19, 2009.



Right: Project Director Dave Moldoff describing the vision of EdUnify at the opening session.

The EdUnify Task Force has formed two subcommittees which are now meeting on a weekly basis: Business Workgroup which is focusing on the policies and procedures of how EdUnify will function; and a Technical Workgroup which is use cases and the technical structure of how EdUnify will operate. For more information about EdUnify including how to join, please contact Michael Sessa at michael.sessa@pesc.org.



STOP PASSING COSTS ON TO STUDENTS, PARENTS, INSTITUTIONS, & TAXPAYERS.

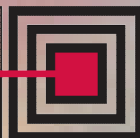
How much could you be saving with PESC's data standards?

In today's world we all need to be smarter about how we get our business done. If you aren't considering interoperable solutions that lowers costs, improve service, and increase data quality, what are you waiting for?

Solutions are available. Now is the time. PESC is the place.

JOIN THE COMMUNITY.
JOIN THE EFFORT.
JOIN PESC.

POSTSECONDARY
Electronic Standards Council
PESC.ORG



SIMPLIFYING ACCESS

"In California's Community College System, we're implementing the XML Postsecondary Transcript. It will save us time and most importantly resources and money. We are looking for one way to process transcripts and this will be it."

Catherine McKenzie, Project Coordinator for the Chancellor's Office
California Community College System

IMPROVING DATA QUALITY

In Ontario the cost to process a hardcopy postsecondary transcript was \$4.18. The calculated cost to exchange an electronic transcript is \$1.14, resulting in a savings of \$3.04 for each transcript processed. This represents a reduction of approximately 73% in preparation and transport cost and does not include any savings being realized by the institutions for not having to manually load grade records into admission systems.

From an interview with OCAS, PESC Standard 11/2006.

REDUCING COST

In the eleven states of MHEC, "schools not only save time and can improve processes, but also recoup an estimated \$6.70 per paper-based transcript processed (according to NCES study on cost per transcript to secondary/postsecondary schools). With an average of 6 transcripts per student being requested, that adds up to over \$40 per college bound student. Postsecondary institutions will also see a savings, calculated at over \$9 per incoming high school transcript."¹

¹From MHEC's e-Transcript Initiative: <http://www.mhec.org/mhecwww/studentAccess/ETI-Aug06.pdf>

ACTIVATING INTEROPERABILITY IN HIGHER EDUCATION

Established in 1997 at the National Center for Higher Education and located in Washington, D.C., PESC is a non-profit 501(c)(3), community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies. For up-to-date information on current meetings, events, new development efforts, and how to join, visit www.PESC.org or call 202.261.6516. © 2009. PESC. All rights reserved.



National Educational Technology Plan

The U.S. Department of Education is developing a new National Educational Technology Plan to provide a vision for how information and communication technologies can help transform American education. The plan will provide a set of concrete goals that can inform state and local educational technology plans as well as inspire research, development, and innovation. A draft plan is expected in early 2010.

To gather input about improving education through the innovative use of technology, edtechfuture.org collected statements, written resources, and examples from the public from August 30-December 6, 2009. The comment period is now closed as the plan development team reviews submissions from the field. Thank you to all who shared their experience and expertise. To view recommendations from the community, please visit <https://edtechfuture.org/>.

New Members

PESC is pleased to announce the following new members who have joined over the past few months.

eScholar LLC

www.escholar.com
Shawn Bay, CEO & Founder

Kuali Foundation

www.kuali.org
Matthew Coombs, Senior Director of Systems Development, San Joaquin Delta College District

Southern Connecticut State University

www.southernct.edu
Richard L. Riccardi, Director, Office of Management Information and Research

University of Louisiana at Lafayette

www.louisiana.edu
Sam Bullard, Director, Information Systems

Community Calendar

Check out PESC's new community calendar for the first two quarters of 2010...under the Events Tab.

FSA Conference

In December, Secretary of Education Arne Duncan joined more than 6,000 officials from colleges and universities in Nashville for the Department's annual Federal Student Aid (FSA) Conference. In a morning keynote address, he outlined the Obama Administration's higher education agenda and its plans to improve college completion.

Specifically, he emphasized the administration's commitment to college aid and assistance programs, calling it the "biggest investment in student aid since the GI Bill," and praised the House passage of the Student Aid and Fiscal Responsibility Act. That legislation authorizes up to \$87 billion for student aid over the next decade, including \$40 billion for mandatory inflation-indexed Pell Grants and \$10 billion to strengthen community colleges. The Secretary also discussed the need to eliminate "prohibitive, time-consuming administrative hurdles" by streamlining the Free Application for Federal Student Aid (FAFSA), working with the Internal Revenue Service to electronically retrieve tax return data, and reducing the paperwork for financial aid administrators. Furthermore, the administration proposes saving Americans billions of dollars by transitioning all student loans to the Direct Loans program. For more information, please visit <http://www.edgovblogs.org/duncan/2009/12/secretary-duncan-is-committed-to-making-it-easier-for-students-to-attend-and-pay-for-college/>.

Educate to Innovate

President Obama, as part of his Educate to Innovate campaign, has announced a number of new and innovative partnerships involving companies, universities, foundations, non-profit organizations, and government agencies, designed to improve the participation and performance of America's students in science, technology, engineering, and mathematics (STEM).

These five public-private partnerships -- Intel's Science and Math Teachers Initiative, expansion of the National Math and Science Initiative's UTeach Program, a commitment by more than 75 public university presidents to train 10,000 math and science teachers annually by 2015, the PBS Innovative Educators Challenge, and Woodrow Wilson Teaching Fellowships in Math and

Science -- represent a combined \$250 million in financial and in-kind support, adding to the \$260 million in support announced in November 2009 at the launch of the campaign.

Furthermore, the President called on the 200,000 scientists and engineers working for the federal government to engage in high-impact volunteering alongside STEM educators. In response, the National Aeronautics and Space Administration (NASA) is organizing a multiple-year "Summer of Innovation" enrichment program, in which NASA staff will work with thousands of students and teachers on cutting-edge learning opportunities. At the same event, the President also honored more than 100 outstanding math and science teachers, winners of the Presidential Award for Excellence in Mathematics and Science Teaching or the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. For more information, please visit the following website <http://www.whitehouse.gov/issues/education/educate-innovate>.

Race to the Top

The U.S. Department of Education announced that 40 states and the District of Columbia submitted applications to be considered for Phase I of the Race to the Top competition. Race to the Top is the agency's \$4.35 billion fund to dramatically reshape America's educational system to better engage and prepare students for success in the 21st century global economy and workplace. States' Phase I applications were due to the Department by January 19 at 4:30 p.m. ET.

Winners of the first Race to the Top awards will be announced in April. A second round of applications from states will be due in June, with winners announced this September. States that apply, but do not win in Phase I, may reapply for Phase II. States that applied include:

Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, DC, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Minnesota, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina,

South Dakota, Tennessee, Utah, Virginia, West Virginia, Wisconsin, Wyoming.

Federal Register Goes XML

U.S. White House officials announced late last year that the Federal Register is now available in a format that lets readers browse, reorganize, and electronically customize the publication's daily contents. Issues of the Federal Register in XML format are now available at federalregister.gov. The XML documents are also available at Data.gov and GPO.gov. XML is a machine readable form of text that can be manipulated to work with digital applications, allowing people to analyze its contents in various ways. In 2008, editions of the daily publication contained nearly 32,000 separate documents on nearly 80,000 pages; the register chronicles White House and agencies' activities and proposed changes to federal regulations. For more information, please visit http://federalregister.gov/documents/XML_Federal_Register.pdf.

The Last Word

"We are on the cusp of a new era of innovation and entrepreneurship in education that was almost unimaginable a decade ago. But, we still have a long way to go. And the responsibility for speeding that transformation lies not just in school districts but at the doors of the U.S. Department of Education.... The Department has, historically, been an agency that monitored compliance with federal regulations. The Department did not open its Office of Innovation and Improvement until 2002, more than two decades after its founding. Even then the Department's programs to promote innovation have been modest. I want to fundamentally change the historical relationship. I want the Department to become an engine of innovation, not a compliance machine. I want the Department to provide powerful incentives to states, districts, and non-profits to innovate, but at the same time leave most of the creative thinking and entrepreneurship for achieving our common goals in local hands."

- Secretary of Education Arne Duncan (8/20/09)

DRIVING DATA SYSTEMS ALIGNMENT

A National Campaign Enabling the Interoperable Exchange of Education Data
Sponsored by the Postsecondary Electronic Standards Council



ACTIVATING INTEROPERABILITY IN HIGHER EDUCATION

Connecting Kids to College

PESC - The Postsecondary Electronic Standards Council is working to become the voice for standardizing student data from initial access of the student from high school into the college environment through to successful completion of the education experience.

The proprietary and disjoint approach that higher education has taken toward entry and retrieval of student data has produced an unwieldy system. PESC drives the elimination of incompatible interfaces and processes that present barriers to students, including adult learners, and that inflate costs for colleges and universities while ensuring that the right data gets to the right place at the right time.

The PESC standard enables efficiency, improved data quality, and faster real-time services as once student data is entered, administrators can rely on the accuracy and quality of that data without having to enter it again or develop additional costly interfaces.

PESC envisions an interoperable environment which allows and enables students to smoothly transition from high school to college and between colleges. The goal of seamless interoperability is achievable. We have the power and the ability. We've identified what needs to be done and we know how to do it. The time is now.

Improving Performance

Now more than ever, data mechanisms that provide significant control over process, customer service, cost containment, data integrity, and accountability are available.

Software applications generate the transactions that are needed to integrate the student into the campus system. These transactions are based in the latest technology — eXtensible Mark-Up Language (XML). With standard methods of communicating and transporting data, all software applications can be synchronized harmoniously.

Architects and IT directors can make sound technology decisions and rely on a proven return on investment. Administrators in admission offices, registrars, business and financial aid officers, and states can depend on the accuracy and quality of student data. Data and software providers can work efficiently to meet the needs of the community without having to worry about multiple methods and proprietary formats.

By eliminating barriers that inflate costs for colleges and universities struggling to keep up with demands of technology and real-time data exchange while maintaining competitive tuition rates, simplifying access, and bridging data gaps in student lifecycles, a new level of efficiency emerges.

Investing in the Future

Collaboration is our cornerstone principle. The sharing of ideas and best practices reminds us that while we work in a competitive environment, as stakeholders we must also cooperate and work together for the greater common good. That greater common good is ensuring student achievement and progression along the education lifecycle and fostering a successful learning experience. With its founding in 1997 by leaders in higher education, the PESC community has taken on that responsibility and is dedicated to achieving its mission.

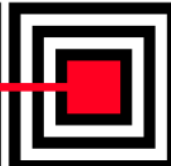
PESC has since brought the education community together and facilitated the creation of a comprehensive, open standard for technology and data exchange that is transforming the education landscape. As a "best practices" model and through open and transparent community participation, PESC enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the higher education lifecycle.

The U.S. Department of Education, the SIF Association, and a number of important allies also support this mission and together with PESC, we are bringing interoperability to PK20 on a scale never before seen.

Simplifying Access ◆ **Improving Data Quality** ◆ **Reducing Cost**

Established in 1997 at the National Center for Higher Education and located in Washington, D.C., PESC is a non-profit 501(c)(3), community-based, umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies. For up-to-date information on current meetings, events, new development efforts, and how to join, visit www.PESC.org or call 202.261.6516. © 2010. PESC. All rights reserved.

POSTSECONDARY
Electronic Standards Council
PESC.ORG



State Higher Education Executive Officers



Common Data Standards Project Manager Common Data Standards Research Associate

SHEEO is seeking two talented professionals, a **Project Manager and Research Associate**, for a three-year project supporting the development and adoption of a national model for longitudinal data standards for education. The project team will work closely with the Council of Chief State School Officers (CCSSO), the U.S. Department of Education, the Data Quality Campaign (DQC), and the Postsecondary Electronics Standards Council (PESC) and will incorporate a consultative process involving school, district, and postsecondary institutional and associational representatives. The project's scope will focus on the limited set of data elements required for guiding educational policy and supporting effective communication among the different components of the educational system. It will not seek to develop a model addressing every aspect of the education enterprise. Standards will address both business and technical definitions for the data that provide the 2-way links between K-12 and postsecondary education.

The Project Manager will be responsible for overall project direction, and will be expected to have a strong track record in project leadership as well as extensive experience in postsecondary data systems. The Research Associate will have major responsibilities for project implementation and the collection and dissemination of information to advance the goals of the project.

. The ideal candidates for both positions will have:

- Experience working with and developing business and technical data standards,
- Data system technical fluency,
- Experience developing national advocacy and communication strategies,
- Strong communication and interpersonal skills,
- Project management skills,
- Experience planning meetings in multiple locations,
- Deep knowledge of postsecondary education and relationships with K-12, and
- Exposure to the technical vendor community.

Both positions will require experience writing clearly and concisely for a variety of audiences; the ability to grasp and convey detailed and complex information to both technical and non-technical audiences; experience planning and conducting state, regional, and national meetings; and making presentations on substantive issues at national conferences.

Responsibilities include but are not limited to the following:

- Participating in the development of national data standards through an effort directed by the U.S. Department of Education;
- Developing adoption and communication plans for the newly-developed data

standards;

- Advocating and communicating the value of data standards through print and electronic means as well as formal presentations;
- Soliciting and communicating feedback and reaction from the postsecondary community for ongoing refinements to the standards;
- Developing collaborative strategies for advocacy and adoption with project partners including CCSSO, DQC, and PESC;
- Building relationships with the vendor community to encourage the incorporation of the common data standards into software used by the postsecondary community;
- Measuring and reporting on state adoption of the common data standards; and
- Developing national name recognition for the common data standards project within the postsecondary community.

The project will be under the direction of the Vice President for Research and Information Resources who will work closely with the team.

Minimum qualifications for the Project Manager include an advanced degree plus ten years of progressive work experience involving postsecondary data systems, advocacy and communication for major initiatives, and project management. Minimum qualifications for the Research Associate position include an advanced degree with relevant experience in the same fields.

National travel up to 50% of time will be required.

SHEEO offers competitive salaries based on education and experience and excellent staff benefits. SHEEO is particularly interested in providing equal employment opportunities and employing a diverse staff.

Applications including a resume and cover letter or nominations should be sent to Gladys Kerns, SHEEO, 3035 Center Green Drive, Suite 100, Boulder, Colorado 80301-2205. E-mail (gkerns@sheeo.org) is preferred. Fax number is 303-541-1639. Information on SHEEO and on current SHEEO projects can be found at www.sheeo.org. These positions are available immediately and the search will continue until both positions are filled.

Summary of Meetings and Conference Calls of the AACRAO SPEEDE Committee Months of November and December 2009

This is an update for interested members of the AACRAO membership about the ongoing activities of the Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE) Committee of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). SPEEDE is a committee that is more active year round than many of the other AACRAO standing committees. The SPEEDE committee reports to the AACRAO Vice President for Information Technology (Group VI), Jeff von Munkwitz-Smith.

Face to Face Meetings Held: None.

AACRAO SPEEDE Committee conference calls held (with number of participants): 11/05/09 (6), 11/12/09 (6), 11/19/09 (5), 12/3/09 (6) and 12/10/09 (7).

Activities related to PESC: AACRAO is a founding member of, and an active supporter and participant in, the Postsecondary Electronic Standards Council. PESC is the standards setting organization for the electronic exchange of student records in higher education in North America.

- Rick Skeel represents AACRAO on the PESC Board of Directors.
- Clare Smith-Larson is Chair of the PESC Steering Committee.
- Tuan Anh Do and Tom Stewart serve on the Change Control Board (CCB).
- Tuan Anh Do also serves on the Technical Advisory Board.

And, much of the real work of PESC is accomplished in workgroups.

PESC Standards and Workgroups of Interest to AACRAO Members Include:

XML College Transcript - PESC approved this schema as a standard in May 2004. PESC approved a new version (1.1.0) of the schema in October 2007. The three .xsd files to view the schema with a reader such as Altova Corporation's XMLSpy, and Version 1.1.1 of the Implementation Guide are posted on the PESC web site at http://www.pesc.org/interior.php?page_id=164 . It is recommended that all users update to Version 1.1.0 of the schema. All users who have updated to the latest version can still accept all documents created with Version 1.0.0. All users of Version 1.0.0 can also receive documents created in Version 1.1.0 provided that no data were included that use the new data elements, or new values of old data elements.

November and December 2009 Report from AACRAO SPEEDE Committee

The Education Record User Group (ERUG) has also requested that a new version (1.2.0) of the XML College Transcript be released. This has been approved by the PESCCCB and should be officially released in January.

XML High School Transcript - The XML High School Transcript was approved as a PESCCCB standard in June 2006. The Implementation Guide Version 1.0.2 in PDF format and the three files needed to view the schema (Version 1.0.0) are available on the PESCCCB web site at http://www.pesc.org/interior.php?page_id=163.

The ERUG has requested the release of a new version (1.1.0) of the High School Transcript and the PESCCCB has approved it. It should be posted to the PESCCCB.org web site in January.

XML Application for Admission - The XML Application for Admission to Postsecondary Schools in the US and Canada schema was approved as a PESCCCB standard in August 2009. The Implementation Guide Version 1.0.0 in PDF format and the three files needed to view the schema (Version 1.0.0) are available on the PESCCCB web site at http://www.pesc.org/interior.php?page_id=136.

XML Education Test Score Reporting - The XML Education Test Score Reporting schema was approved as a PESCCCB standard in August 2009. The Implementation Guide Version 1.0.0 in PDF format and the three files needed to view the schema (Version 1.0.0) are available on the PESCCCB web site at http://www.pesc.org/interior.php?page_id=132.

XML Transcript Acknowledgment: This schema became an approved PESCCCB XML Standard in July 2007. Information about this Standard is located on the PESCCCB web site at http://www.pesc.org/interior.php?page_id=184.

Academic Record Batch Submittal: Since each XML instance document is a stand-alone document for transmission, several schools and agencies had asked for some way to bundle multiple XML documents in the same manner that multiple EDI documents were bundled inside the ISA/IEA envelope. This schema became a PESCCCB XML Standard in July 2007 and information about this Standard may be viewed on the PESCCCB web site at http://www.pesc.org/interior.php?page_id=185.

XML Transcript Request and Response: The XML schemas for the Request for a Student Transcript and also for the (Negative) Response to that Request for a Student Transcript were approved in October 2007 as PESCCCB standards. The three .xsd files to view the schema and the two Implementation Guides are available on the PESCCCB web site at http://www.pesc.org/interior.php?page_id=174. The latest Guide (4/20/08) is more appropriate for a school requesting a transcript from a current or prior school attended by a student.

November and December 2009 Report from AACRAO SPEEDE Committee

Standardization of PDF Education Documents: A workgroup was formed to deal with the issue of standardization of PDF documents and their electronic transmission. Armando Rodríguez from Xap Corporation and Jim Bouse of the AACRAO SPEEDE Committee co-chair this group. It now holds regular conference calls and welcomes the participation of anyone whose school or company is a member of PESc.

XML Functional Acknowledgment of XML Instance Documents: Another workgroup was formed to create the XML equivalent of the EDI TS997. Rob Moore from Edustructures/Pearson and Monterey Sims from the AACRAO SPEEDE Committee are the co-chairs of this workgroup. It held regular conference calls and presented the schema to the PESc Change Control Board for approval. It now awaits posting on the PESc web site for a 30 day comment period.

Academic Progress (formerly Degree Audit): Clare Smith-Larson from the AACRAO SPEEDE Committee co-chairs this newly activated group with Dave Moldoff from AcademyOne. New participants, whose school or company are members of PESc, are welcome.

IPEDS Reporting Schemas: The US Department of Education's National Center for Education Statistics (NCES) is in the process of creating PESc XML Schemas to give schools an XML option for reporting data to NCES. The schemas for reporting enrollment data have been approved by PESc. The schemas for reporting graduation rates have been approved by the PESc Change Control Board (CCB) and are awaiting the end of the 30 day comment period. The remaining IPEDS schemas are in the final stages of development before seeking approval of the PESc CCB.

Education Record User Group (ERUG) for Approved XML and EDI Standards: PESc formed a user group that deals with maintenance of all of the approved XML schemas in the student records area, as well as all of the ANSI ASC X12 EDI Standards for the admissions and student records area.

Tuan Anh Do of the AACRAO SPEEDE Committee and Dr. Barbara Clements from the ESP Solutions Group co-chair the User Group. Participants, whose schools or companies are members of PESc, are welcome to join ERUG.

ERUG currently holds conference calls each Monday at 1 pm Eastern.

Crosswalks for the College Transcript (EDI to XML and vice versa): These rules for crosswalks were developed by the AACRAO SPEEDE Committee and approved by the PESc ERUG and have now been posted with the associated XML schemas on the PESc.org web site.

November and December 2009 Report from AACRAO SPEEDE Committee

Current Activities of the AACRAO SPEEDE Committee:

State and Province Electronic Transmission Initiatives and Mandates: The SPEEDE Committee now updates, approximately every three months, a spreadsheet of all the activities, mandates and initiatives of which we are aware in each US State and Canadian Province. We encourage you to review the spreadsheet to insure it is up to date for your state or province. Please send updates and corrections to stewartj@aol.com. It is now posted on the SPEEDE page on the AACRAO web site at <http://www.aacrao.org/speede/statestat.cfm>.

State EDI and XML Contacts: The SPEEDE Committee also recently updated the contacts list. It is now posted on the AACRAO web site at <http://www.aacrao.org/speede/statecont.cfm>. Please send updates and corrections to cssmith@iastate.edu.

Crosswalks: Work is in progress for these crosswalks:

High School Transcript - XML Version 1.0.0 to EDI TS 130 Version 4010 (and vice versa);

(Negative) Response to a Request for a Student Transcript - XML Version 1.0.0 to EDI TS 147 (and vice versa);

College Transcript - XML Version 1.1.0 to EDI TS 130 Version 4010 (and vice versa).

In addition, initial work on the translation program from the XML College Transcript Version 1.0.0 to the TS130 EDI Transcript has been completed by the folks at the University of Texas at Austin (assisted by Texas A&M University and the University of Oregon). The Server is now beginning the testing phase with a group of pilot schools.

Acronyms: Robin Greene created a small database of common acronyms and other terms used in PESC and SPEEDE. Once it is reviewed, it will be posted on the PESC web site.

Acceptable Values for Data Elements in EDI Transaction Sets: In response to an inquiry, the SPEEDE Committee responded that although any value listed for an ANSI ASC X12 data element in the dictionary will be accepted by EDI data parsers, many of those values will not be appropriate for any given segment in a specific transaction set. It is recommended to limit the use of values for specific data elements to those provided in the EDI Implementation Guides.

Trusted Link: Tuan Anh Do is working with Inovis to add XML capability to its current EDI product.

November and December 2009 Report from AACRAO SPEEDE Committee

University of Texas at Austin SPEEDE Internet Server: Shelby Stanfield, University Registrar at UT Austin has provided us with the following information about the use of the Server as of the end of December 2009:

Description	Last Year	This Year	Percent Change
Number of TS130 Transcripts for December	71,851	91,937	28%
Number of TS130 Transcripts for past 12 months	858,174	1,071,864	25%
Number of TS131 Transcript Acknowledgments for December	52,588	77,418	47%
Number of TS131 Transcript Acknowledgments for past 12 months	690,814	905,390	31%
Number of TS189 Applications for Admission for December	128,654	126,060	-2%
Number of TS189 Applications for Admission for past 12 months	908,140	1,111,779	22%
Number of Total Transactions for December **	381,681	461,995	21%
Number of Total Transactions for past 12 months **	3,374,768	4,285,725	27%
Number of TS130 Sending Schools in December ***	152	172	13%
Average Number of TS130 Sending Schools per month for past 12 months ***	152	169	11%
Number of TS130 Receiving Schools in December ***	261	303	16%
Average Number of TS130 Receiving Schools per month for past 12 months ***	261	294	13%

** Total Transactions include TS130 Transcripts, TS131 Acknowledgments, TS997 Functional Acknowledgments, TS 189 Applications for Admission, and TS138 Test Scores.

*** In addition to this number of schools, there are other entities that distribute transcripts through the Server, such as Docufide, Florida K-12, Florida Postsecondary, Edustructures/Pearson, Texas Education Agency, Triand, and Xap Corporation.

November and December 2009 Report from AACRAO SPEEDE Committee

Since the SPEEDE Server at the University of Texas at Austin began keeping statistics in 1997, it has processed the following number of national standard electronic EDI student documents:

TS130 Student Transcripts	5,969,000
TS131 Transcript Acknowledgments	4,715,000
TS997 Functional Acknowledgments	1,436,000
TS189 Applications for Admission	4,888,000
TS138 Education Test Score Reports	1,338,000
Total of above EDI Documents	18,346,000

In addition, 85 PESC XML College Transcripts were exchanged among postsecondary schools through the Texas SPEEDE Server in December. It is unknown if any of these were true production exchanges. Initiating these exchanges were XAP Corporation, Georgia, Minnesota to AMCAS, Missouri, Tennessee and the National Transcript Center.

And, in November and December 2009, 7,127 XML high school transcripts were exchanged among the Wake County Public School System and the North Carolina colleges and universities via CFNC.org (statewide College Foundation of North Carolina access web portal).

Future Meetings: The following are future events at which the AACRAO SPEEDE Committee normally participates:

PESC Spring Data Summit April 1 & 2, 2010 (Thursday and Friday) in Washington, DC at the Hyatt Regency Hotel on Capitol Hill.

AACRAO Annual Meeting April 21-24, 2010 (Wednesday through Saturday) in **New Orleans** at the Ernest N. Morial Convention Center.

AACRAO Technology Conference July 18-20, 2010 (Sunday through Tuesday) in Kansas City, MO at the Westin Hotel.

November and December 2009 Report from AACRAO SPEEDE Committee

AACRAO SPEEDE Committee Members for 2009-2010:

Barry Billing, Chair	Former Associate Registrar, <i>Conestoga College Institute of Technology and Advanced Learning (Ontario)</i> , and representative to the AACRAO SPEEDE committee from the Association of Registrars of the Universities and Colleges of Canada (ARUCC)	barrybi11ing@hotmail.com
James M. "Jim" Bouse	Associate Registrar for Technology, <i>University of Oregon</i>	jbouse@uoregon.edu
Tuan Anh Do, Vice-Chair, and Chair-Elect	Assistant Director, Systems Support Group, Undergraduate Admissions, <i>San Francisco State University (CA)</i>	doey@sfsu.edu
Robin S. Greene	Senior Associate Director of Technology and Internet Services, College Foundation of North Carolina, <i>University of North Carolina General Administration</i>	greeners@northcarolina.edu
Monterey E. Sims	Director of Operations/Intake, <i>University of Phoenix (AZ)</i>	monterey.sims@phoenix.edu
Rick Skeel	Director of Academic Records, <i>University of Oklahoma</i>	rskeel@ou.edu
Clare Smith-Larson	SPEEDE/Project EASIER Coordinator, <i>Iowa State University</i>	cssmith@iastate.edu
John T. "Tom" Stewart	Retired College Registrar, <i>Miami Dade College (FL)</i>	stewartj@aol.com
Tim Tashjian	Associate Director, Student Information Systems, Office of the Registrar, <i>University of Texas at Austin</i>	tim.tashjian@austin.utexas.edu

And that's the update for the past two months from the AACRAO SPEEDE Committee.



DQC Newsletter

Happy New Year!

January 2010

In this edition

- Element 5 Efforts— Teacher/ Student Linkages and Teacher of Record (p.1)
- Save the Date—January 29, 2010 (p.1)
- Common Data Standards Under Development (p.2)
- DQC 2009 Survey Results Online (p.3)
- New Endorsing Partners (p.4)
- DQC Resources Available on Actions 3 and 9 (p.4)

January 29, 2010 —Release of the DQC 10 State Actions Survey Results ([Register](#))

The event will be held at the Russell Senate Office Building, Room 325, Constitution Ave. and First St., NE, Washington, DC from 2-4 pm EST, and will be broadcast over the Internet via a live Webcast. At this meeting the Data Quality Campaign will release its first report on the [10 State Actions](#) to ensure the effective use of longitudinal data, including details on how states are changing policies and practices to promote linkages across systems, ensuring appropriate access to new data and analysis, and strengthening stakeholder capacity to use this information. The DQC will also be announcing its [Recognition Program](#) award winners during the release. For more: <http://www.dataqualitycampaign.org/events/263>.

DQC Supports States in Implementing a High Quality Teacher/ Student Link

Every Governor committed to build a P-20/workforce longitudinal data system in their application for ARRA State Fiscal Stabilization Funds, including developing and implementing the capacity to link student and teacher data. However, the [DQC 2009 Annual Survey](#) indicates that just three additional states (over the 2008 survey) have developed a teacher identifier system with the ability to match teachers to students (DQC Element 5). Now, as a result of the American Recovery and Reinvestment Act, states have the financial and political capital they need to move on this critical piece of the work so that planning for and implementing the remaining three ARRA reforms (great teachers and leaders, standards and assessments, and support for struggling schools) can begin in earnest.

States currently collect myriad data on their teachers, including certifications, degrees, training institution, demographics, professional development, and transcripts. By linking this information to student-level data (e.g., assessment scores, transcripts, program information, etc.), states and districts will have the information they need to develop new models for evaluating teacher/principal effectiveness through student growth as well as new compensation models around educator performance utilizing a variety of data elements beyond a simple test score. Having the ability to link and analyze teacher and student information is also critical in states' efforts to inform a variety of state and local policies aimed at improving student achievement, including resource allocation, teacher preparation, tailored instruction, and targeted professional development.

For the first time, states are looking to implement high-stakes uses of this data (e.g., compensation, evaluation, tenure, etc.). Prior to ARRA, states who implemented Element 5 did so in a low-stakes environment and, as a result, the data is not often of a quality sufficient for high-stakes decisions. The Data Quality Campaign is committed to supporting states as they implement and *upgrade* [Element 5](#) and begin the critical work on [State Action 9](#) to build the capacity of educators at all levels to analyze and use data at the district, building, and classroom levels for both high and low stakes decisions.

Specifically, DQC will promote understanding of, and demand for, how the implementation of a common definition of "teacher of record"

(Continued on page 2)

Collaborative Effort for Development of Common Data Standards

The lack of common data standards is a barrier for states to link data within and across agencies as well as across states. As states build their P-20 data infrastructures, they must standardize the meaning of data so that it can be brought together in meaningful ways. Without coordination, there would be 50 different state-level “standards” and it would be impossible to follow student data across states and systems. High school graduates may attend college or work out-of-state. Without the ability to link the data in a standard format, students who leave their home states would erroneously appear as though they didn’t go to college or work. With the support of the Michael & Susan Dell Foundation, the DQC is continuing the work of supporting and encouraging the development of these standards. In addition to providing a resource page on the DQC [website](#) and hosting a meeting and webinar on standards, our latest efforts on standards include the following:

- A paper entitled [Connecting Policy and Data: What Are Your State’s Critical Policy Questions?](#) Knowing the critical questions is the first step toward identifying necessary data elements.
- Development of a brief overview of common data standards in conjunction with partners including PESc, SIFA, and others to highlight the importance of standards and provide an overview of the existing standards processes to be released in January.

DQC is actively participating in the NCES Common Data Standards Technical Working Group led by Nancy Smith (former DQC Deputy Director). This federal initiative will develop a set of voluntary, community developed common data standards that will facilitate the linking of data both within and across K-12 and postsecondary. The Technical Working Group is composed of members representing organizations including the Data Quality Campaign, Council of Chief State School Officers, State Higher Education Executive Officers, Postsecondary Electronic Standards Council, and Schools Interoperability Framework Association, as well as K-12 and postsecondary community members.

In the upcoming months, the DQC will continue to provide webinars, host events, and develop materials that highlight the importance of the ongoing common data standards initiatives from NCES as well as the work of our partners SIFA, PESc, CCSO, and SHEEO as well as others in this area.

Click [here](#) to read a DQC issue brief on interoperability.

Linking Teacher and Student Data (Continued from page 1)

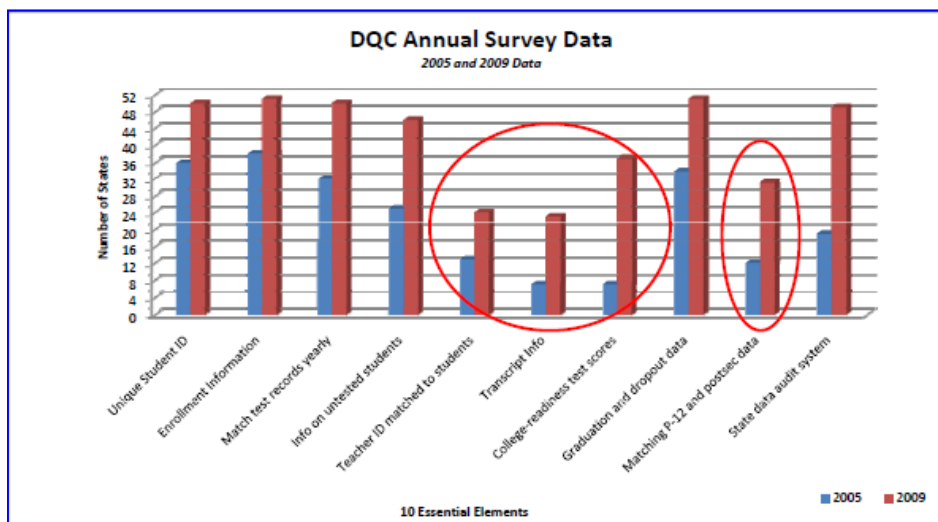
and the development of the requisite business rules for assigning a teacher to a student can help expedite effective use of teacher/student information. In today’s schools, students are taught by many teachers and it is critical to determine which portion of a student’s learning can be attributed to his/her various teachers. This is important not just for decisions around evaluation and compensation but also for the critical district and state work of identifying best practices in teaching. Simply put, we can’t learn from the best if we can’t properly *identify* the best!

To inform the work, DQC has formed an Educator Advisory Group comprised of experts from our [partner organizations](#) as a forum to discuss all of the issues around using data collected from the teacher-student link (e.g., compensation, evaluation, effectiveness, etc). In particular, the group will help guide DQC’s State Action 9 on building capacity for educators to use data to improve instruction. Representing the views of the critical stakeholders (e.g., governors, state school chiefs, legislators, administrators, unions, advocacy groups, etc.) essential to the successful implementation of DQC State Action 9 and the reforms required by ARRA, this group will expedite the dissemination of best practices, resources, initiatives, and state success stories by convening quarterly. All resources and materials shared by this group are, and will continue to be, posted on the [DQC website](#).

DQC 2009 Annual Survey Data Online

The Data Quality Campaign released the results of its 2009 Annual progress report on statewide longitudinal student data systems on November 23, 2009, showing that every state is on track to have a longitudinal data system that follows student progress from preschool through college by 2011. However, many states still lack key elements that could inform critical policy discussions like college and career readiness and teacher impact, states the report.

See the complete results at www.dataqualitycampaign.org/survey.

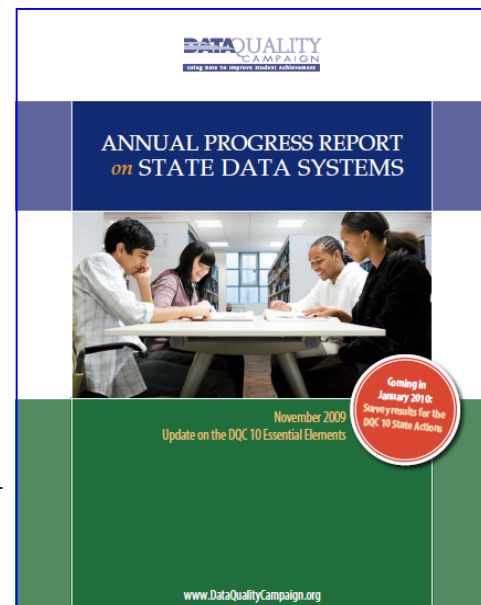


“The goal of implementing a comprehensive statewide data system in all 50 states is within reach,” said Mississippi Governor Haley Barbour.

Key findings from the 2009 survey of all 50 states, the District of Columbia, and Puerto Rico:

- 11 states have all ten Elements (no state had all ten Elements in 2005 and just six states had ten Elements in 2008)
 - 31 states have eight or more of the Elements
 - Only two states have fewer than five Elements
- All but one state collect student-level enrollment, demographic and program participation data or collect student-level graduation and dropout data.

In January 2010, the DQC will release its first survey results on state status on implementing the [DQC 10 State Actions to Ensure Effective Use of Data](#). This January report will provide greater detail on how states are changing policies and practices to promote linkages across systems, ensure appropriate access to new data and analysis, and strengthen stakeholder capacity to use the information.





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About the DQC

The Data Quality Campaign is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. The campaign will provide tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access and use. The DQC is an enthusiastic supporter of the State Education Data Center and SchoolDataDirect.org. *The DQC is supported by the Bill & Melinda Gates Foundation, the Casey Family Programs, the Michael & Susan Dell Foundation, the Lumina Foundation for Education and the Pew Charitable Trusts.*

New Endorsing Partners

[The International Association for K-12 Online Learning](#)

The International Association for K-12 Online Learning is a non-profit

501(c)(3) membership association based in the Washington, DC area with more than 2,500 members. They are unique; their members represent a diverse cross-section of K-12 education from school districts, charter schools, state education agencies, non-profit organizations, research institutions, corporate entities and other content & technology providers.



[National Council on Teacher Quality](#)

The **National Council on Teacher Quality** is a nonpartisan research and advocacy group committed to restructuring the teaching profession, led by a vision that every child deserves effective teachers.



National Council on
Teacher Quality

[Public Education Network](#)

Public Education Network (PEN) is a national association of [local education funds \(LEFs\)](#) and [individuals](#) working to advance public school reform in low-income communities across our country. PEN believes an active, vocal constituency is the key to ensuring that every child, in every community, benefits from a quality public education.



For a complete list of DQC Endorsing partners, please visit <http://www.dataqualitycampaign.org/about/partners/endorsing>.

DQC Resources Available on 10 Action Steps

The DQC has a **new resource** around [Action 9: Building Capacity of Educators to Use Data](#). We began this series on the DQC 10 State Actions with a brief on [State Action 3: Governance](#) and will continue writing short overview briefs for each of the 10 State Actions.

Informal Survey of State Use of Existing Data Standards - 11/24/2009

Data Standards Use Survey¹

In October 2009, state education agency (SEA) members of the National Forum on Education Statistics were asked to report the extent to which their state education data systems incorporated a selected set of data standards. The purpose of the survey was to provide background information to the Forum as it assisted NCES in developing a comprehensive set of national data standards.

Forty-five SEAs responded to the survey by November 13. These states enrolled 92 percent of all public elementary and secondary students in 2007-08². It should be noted that the information reflects the judgments of the respondents.

Standards Selected for the Survey

The survey included 11 sources of data standards that are readily available through the NCES website or that have been used in Statewide Longitudinal Data System projects under grants from the U.S. Department of Education. Two of the standards were indicators: the National Governors' Association (NGA) graduation rate and the Common Core of Data (CCD) dropout definition. Two were technical standards: the XML schemas of the Schools Interoperability Framework Association (SIFA) and the Postsecondary Electronic Standards Council (PESC). The remaining seven sets of standards consisted of data definitions and code sets:

- NCES Handbooks Online – a comprehensive set of data definitions and code sets for information about students, staff, and education entities;
- Secondary Course Codes (SCED) – course codes and course descriptions ;
- NCES Accounting Handbook – codes and descriptions for elementary/secondary education revenues and expenditures;
- Forum Exit Codes – a taxonomy of definitions and code sets for all student enrollment statuses;
- Forum Attendance Codes – a taxonomy of definitions and code sets for the attendance status of all enrolled students;
- Forum Crime, Violence, and Discipline Codes – definitions and code sets for incidents of student crime, violence, and disciplinary actions;
- OSEP Early Intervention – definitions and code sets developed by the Office of Special Education Programs for children with disabilities ages 3 to 5.

¹ For more information about this paper or the Forum on Education Statistics, contact Ghedam Bairu at Ghedam.bairu@ed.gov

² In 2007-08 there were 49.3 million students in membership in the 50 states and the District of Columbia. The states responding to this survey accounted for 45.2 million of these students (derived from table 1, Public Elementary and Secondary School Student Enrollment and Staff from the Common Core of Data: School year 2007-08, NCES 2010-309, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, DC).

Response Options

For each item, the respondent was asked to indicate which practice was closest to the state's current practice. The Forum's Steering Committee members reviewed the questions and helped to frame the response options. The choices were:

1. We have adopted all or most of this as our standard.
2. We modified, expanded, or partially aligned with this standard.
3. We have crosswalked, or could crosswalk, our standards to this source.
4. We have not used this standard at all, but plan to do so within the next 2 years.
5. We have not used this standard at all, and do not plan to do so.

If there were no plans to use the standard, the respondent was asked to explain why this was the case. At the end of the survey, respondents were also asked to list any national standards they used that were not included in this survey.

The questions offered forced-choice responses. However, respondents could select more than one answer to an item if they felt this was necessary. These multiple responses were accepted. It was not always possible to determine the reason why more than one answer was chosen. Sometimes the true condition fell into two answers (for example, a state might be able to crosswalk to a standard now and be planning to adopt it within two years); in other cases it appeared that different data systems in a state might be at different stages of adoption. Some of the tabulations presented here include all responses³, with the result that the response rate for individual items exceeded 100 percent in most cases. Other tabulations collapsed respondents' choices into 1 per item.

Findings

The Extent of Standards Use (all responses). More than three fourths of the states have adopted, or are using with modifications, the CCD dropout definition (91 percent), the NGA graduation rate (84 percent), the Forum exit codes (80 percent), and the Handbooks Online (78 percent)(table 1).⁴

One fourth or more of the respondents wrote that their state did not plan to use the Forum attendance codes (38 percent), PESCS XML schemas (29 percent), or OSEP early intervention handbook (27 percent).

The standards that appear most likely to be adopted by states within the next 2 years are the PESCS XML schemas (18 states), SIFA XML schemas (14 states), and the secondary course codes (12 states).

³ Some states provided no response to one or more questions. In all, there were 16 instances where respondents left an item blank.

⁴ Percentages were calculated by dividing the total number of responses by the total number of state respondents (45). Note that some states selected more than one response for each standards source, consequently raising the total response rate above 100 percent.

Table 1. Number and percent of states that have adopted or modified the standard, could crosswalk to the standard, will adopt the standard within 2 years, or do not plan to adopt the standard¹

Standard	Adopted or modified ²		Crosswalk possible now		Adopting within 2 years		Will not adopt		No response ³		Total number ⁴	Total percent ⁵
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
NCES Handbooks Online	35	77.8	11	24.4	4	8.9	1	2.2	0	0.0	51	113.3
Secondary Course Codes	16	35.6	10	22.2	12	26.7	8	17.8	1	2.2	47	104.4
NCES Accounting Handbook	31	68.9	14	31.1	2	4.4	4	8.9	0	0.0	51	113.3
CCD Dropout Definition	41	91.1	3	6.7	0	0.0	3	6.7	0	0.0	47	104.4
NGA Graduation Rate	38	84.4	3	6.7	6	13.3	2	4.4	0	0.0	49	108.9
Forum Exit Codes	36	80.0	8	17.8	1	2.2	4	8.9	0	0.0	49	108.9
Forum Attendance Codes	17	37.8	6	13.3	5	11.1	17	37.8	1	2.2	46	102.2
Forum Discipline Codes	28	62.2	7	15.6	3	6.7	10	22.2	1	2.2	49	108.9
OSEP Early Intervention	18	40.0	7	15.6	2	4.4	12	26.7	7	15.6	46	102.2
SIFA Data Specifications	14	31.1	8	17.8	14	31.1	11	24.4	0	0.0	47	104.4
PESC Data Specifications	6	13.3	5	11.1	18	40.0	13	28.9	5	11.1	47	104.4

¹ A total of 45 state respondents are included in this table.

² Category is a combination of first two response options on the survey: 1) "We have adopted all or most of this as our standard" and 2) "We modified, expanded, or partially aligned with this standard."

³ No response was not an option on the survey. This column summarizes instances in which respondents failed to provide an answer to the question.

⁴ The total number of responses exceed 45 due to multiple responses and non-responses.

⁵ Total response rate percentages exceed 100 percent due to multiple responses and non-responses.

SOURCE: National Forum on Education Statistics, informal member survey on use of data standards, October-November 2009.

Current Availability of Comparable Data. Table 2 aggregates the states' responses into two categories: "Currently available" and "Not available."

Only a single response per item was used in estimating how many states could currently meet a standard, or could not meet it at this time. States that reported they had adopted a standard, modified or partially aligned with it, or could crosswalk to a standard were considered to have the standard available at this time. States that reported they would adopt a standard within two years, or had no plans to adopt it, were considered to not have a standard currently available⁵. This break-out gives a notion of what comparable data would be available now.

With this aggregation, the standards that would enable three-fourths or more of states to provide comparable data at this time were the following (table 2).

- CCD dropout definition – 93 percent
- Handbooks Online – 91 percent
- Forum exit codes – 89 percent
- NCES accounting handbook – 87 percent
- NGA graduation rate – 87 percent

⁵ If a state had more than one response to an item in the "currently available" category, only one response was counted; the same method was used with states that had more than one response in the "not available" category. If a state responded in both the available and not available categories – for example, indicating that the state could crosswalk to a standard but had no plans to adopt it – the item was counted once in the "currently available" category.

Table 2. Number and percent of states from which data meeting standards are currently available or not available¹

Standard	Currently available ²		Not available ³		No response	
	Number	Percent	Number	Percent	Number	Percent
NCES Handbooks Online	41	91.1	4	8.9	0	0.0
Secondary Course Codes	25	55.6	19	42.2	1	2.2
NCES Accounting Handbook	39	86.7	6	13.3	0	0.0
CCD Dropout Definition	42	93.3	3	6.7	0	0.0
NGA Graduation Rates	39	86.7	6	13.3	0	0.0
Forum Exit Codes	40	88.9	5	11.1	0	0.0
Forum Attendance Codes	22	48.9	22	48.9	1	2.2
Forum Discipline Codes	33	73.3	11	24.4	1	2.2
OSEP Early Intervention	24	53.3	14	31.1	7	15.6
SIFA Data Specifications	21	46.7	23	51.1	1	2.2
PESC Data Specifications	11	24.4	29	64.4	5	11.1

¹ A total of 45 state respondents are included in this table.

² Currently available includes survey responses indicating that states have adopted the standard; have modified, expanded, or partially aligned with the standard; and could crosswalk to the standard.

³ Not available includes survey responses indicating that states either plan to use within 2 years or do not plan to use this standard.

SOURCE: National Forum on Education Statistics, informal member survey on use of data standards, October-November 2009.

Other Standards Used by States. The final question on the survey asked states what other standards they used that were not listed on the survey. Responses included *EDFacts*, state standards, and the *Forum Guide to Implementing New Federal Race and Ethnicity Categories*.

Caveats

Most of the standards discussed in this survey were not developed with the primary purpose of providing national accountability or performance data. Eight of the standards sources that are discussed here were developed by the Forum with assistance from NCES, or were developed by NCES with substantial feedback from state and local education agencies. (The exceptions are the NGA graduation rate and the XML schemas of PESC and SIFA.) These Forum and NCES products were intended to support data comparability across SEA and LEA data systems. They typically consist of definitions and code sets that would be used in a unit record system, and rarely directly address education indicators or metrics of education quality, status, or change. For example, the Forum attendance codes do not decide whether a student who is out of school for a family activity has an excused or unexcused absence. Local policy makes that decision; the attendance codes only provide a standard way of recording the absence.

This survey did not ask for detail. For example, a response that a state had modified or partially aligned with a standard does not tell what the modifications are, how extensive the alignment is, or what parts of the state's education data system are included.

Any interpretation of the results should recognize that the information reflects the judgments of the respondents. For example, two of the states that reported they did not follow the CCD dropout definition use a variation that is accepted by NCES. At least one state that reported it had not yet

implemented the NGA graduation rate is collecting data for this statistic now, but needs 4 years of data for the rate. It must also be acknowledged that there are great differences in education data systems across states, and often within a single state.

Reasons for Not Adopting a Standard

The reasons for not using a standard can reflect dissatisfaction with a standard (or satisfaction with the status quo), conflicting state and local requirements, or a lack of familiarity with the standard, among other things.

For each of the standards included in the survey, there were some common reasons provided by states as to why they had not used, or did not plan to use, a standard.

1. **NCES Handbooks:** One state did not plan to use these. One wrote that it would continue to use its own data definitions, which had been established for some time. A couple of respondents, who did use the Handbooks to some extent, noted that the Handbooks were not sufficiently granular to be used without modification.
2. **Secondary Course Codes (SCED):** Eight states do not plan to use SCED. Some of these are satisfied with the course codes that they had established long before SCED. One state said to adopt SCED would "need legal justification or natural migration via [its] transcript process." And one state said that its English courses were structured in a way that did not line up with SCED.
3. **NCES Financial Accounting for Local and State School Systems (Handbook 2R2).** Four states do not plan to adopt this accounting system. Several states follow state statutes. Others use financial standards that were established many years ago. One state says that the school financial data system is not under its jurisdiction.
4. **CCD Dropout Definition:** Three states reported that they would not adopt this definition. However, one of these did not know whether the state definition aligned with the CCD, and one said that it used a different date than the CCD definition (i.e., not October 1).
5. **National Governors' Association High School Graduation Rate:** Two states do not intend to use this graduation rate. One said that it had moved its resources to implement an adjusted cohort rate, and the others said that they were now following the Title I-defined cohort graduation rate. Other states also noted that the Title I cohort graduation rate differs slightly from the NGA rate⁶.

⁶ The NGA rate offers the option of allowing some students, e.g., some English Language Learners, an additional year to graduate "on time."

6. **Forum Exit Codes:** Four states will not adopt these codes. Some states reported using their own state-defined standards; one referred to state statute that defines these. Another state reports following guidance from the US Department of Education, with the Forum codes used in support of this.
7. **Forum Attendance Codes:** Over one-third of states – 17 – do not plan to use these codes. The majority of states that will not use this standard say that their SEA does not currently collect individual student attendance data. Some other states report being satisfied with their current state standards, and several said that they follow state-legislated standards.
8. **Forum Crime, Violence, Discipline Incident Codes:** Ten states do not foresee adopting this system. Many of these SEAs follow their own state statutes, use long-established state codes, or do not collect individual level data on crime, violence and discipline.
9. **US Office of Special Education Programs Early Intervention Data Handbook:** The majority of the 12 respondents who do not use these standards said that another state agency handles these data. One SEA said it follows state statutes, while another continues to use codes that were established before this Handbook.
10. **SIFA Data Specifications:** Of the 11 states that do not plan to adopt these specifications, a number said implementation of SIF is too costly for them; one questioned the value of using SIF at the SEA level. Another state said its specifications have been developed in-house and meet its needs. And, one state said a single information system is more efficient than using a number of interoperable systems.
11. **PESC Data Specifications:** Most of the 13 respondents whose states have no plans of adopting PESC say that they are either currently focused only on K-12 or are still in the early stages of integrating with postsecondary education. One state said PESC implementation was too costly, while another said it must first deal with the state's lack of a common postsecondary student identifier.

Appendix A. Additional Comments

This section includes all of the comments from survey respondents. Some of these remarks were summarized in the discussion of why states that did not plan to adopt a standard took this position. However, both the “why not?” and the other comments are included here as written. State identifiers have been removed.

1. NCES Data Handbooks Online

- Our data element definitions are more comprehensive and precise than those in the handbooks. Our code sets are more granular.
- [State's] single SEA/LEA status results in single information systems and minimizes the needs for cross-walking data.
- The question references handbooks, plural, and you ask about a single standard; very confusing to me.
- [State] is beginning implementation of Master Data Management and plans to use this source.
- Lack of state resources in re-writing of old collection systems, use of off-the-shelf (contractor developed) products. We intend to use these as a resource as we develop a data warehouse through our current IES LDS grant.
- Partial use in financial and LDS.
- [State] has had established data elements for many years. Some cross-walking could be done in some areas, but as of yet this work has not been done and it is unknown as to when the cross-walking could be accomplished.
- When the student data handbook was revised, it did away with the hierarchical numbering system. Only the detail level was retained; general levels were eliminated. Example: If a student is exiting to attend a private school, the school office personnel may not know whether the school is religiously affiliated or not. There is no longer a more general level, such as Exited to attend a private school.
- We have discussed a crosswalk but have never had sufficient resources to undertake.
- We use this as a reference when determining data element definitions and code sets but may vary. We cross walk to federal and state reporting guidelines/requirements.
- We combine use of NCES Data Handbooks, SIF, and additional state needs.

2. Secondary Course Codes (SCED) [Now included in Handbooks Online]

- What progress, if any, has NCES made in non-secondary courses?
- [State] does not collect course data, but would use SCED as a basis, if and when implemented.
- Not sure why state does not want to adopt standard course codes
- We have had common course numbers since 1984. These courses are fully aligned with our curriculum frameworks. Our common course numbering is from PK-12.
- The need to crosswalk existing codes is not high at this time.
- We could crosswalk our course codes to these but we haven't so far.
- [State] hopes to be here in the future. We either need legal justification, or natural migration via our transcript process. We are just beginning a new staffing project where we intend to implement these.

- They were published after our current course/staff collection system was implemented. We are just beginning a new staffing project where we intend to implement these.
- [State] is a home rule state and many items are decided on a local level. There is no mandate for districts to adopt these standards.
- Course codes are being re-evaluated.
- [State] has an already established course code listing covering PK-12. SCED only covers secondary course offerings. To change one area and not the other does not seem appropriate.
- [State] tried to align with SCED during its development, but courses like language arts and literature did not line up. In [State], English courses are a combination of language arts and literature, not separate courses.
- SLDS Grant will be funding the adoption of the SCED within 2 years
- I do not think we have looked at these codes.
- We have our own, long-standing and quite elaborate system for classifying courses by subject.
- Our leadership feels the current state course codes are sufficient.
- As [State] moves forward to collect linked teacher/student/course data we will use the forum guide in establishing our standard.

3. NCES Financial Accounting for Local and State School Systems (Handbook 2R2)

- We use the 2003 standards. Haven't had a chance to look at 2009 yet.
- [State] has a statewide financial system not under our control.
- Existing state legislature-mandated reports seem to have priority.
- We call ours the Uniform Financial Accounting (UFA) manual and have more subclassifications. The chapter on Student Activities is mostly illegal in [State]--wish you would put that in a separate document.
- In January, 2009 [SEA] reviewed their process and modified the standards to more closely align with the NCES standards.
- We must adhere to state statutes and law
- Our financial data collection systems were complete prior to publication of this handbook. If/when revisions are made we will reference the handbook.
- [State] has had established financial reporting since the early 90's; most of which is driven by state legislation. There is a future possibility that [State] may restructure its financial reporting, whereas NCES handbook could be reviewed.
- [State] uses it all, and has added "project reporting" dimension to track federal programs in greater detail. [State] has also revised our School personnel records system to use the financial accounting codes for things like subject taught, federally funded teachers by project.
- I do not believe we have examined these codes.
- Especially true with the most recent updates to the handbook, our adoptions are still a work in progress.
- We have crosswalked to NCES / federal reporting requirements.

4. CCD Dropout Definition

- We follow the definition from state regulations. Our school year is defined as 7/1 - 6/30.
- Our definition is in [State] Statutes.

- We use a July-June school year.
- I do not know if our standards align to the CCD standards.
- In [State], we continue to struggle with kids who enter college without receiving a HS diploma. It isn't clear what NCES guidance is on this topic.
- We are using the CCD dropout definition per <http://nces.ed.gov/CCD/ccfaq.asp#f4> with one exception: 3rd Friday September is generally the key date rather than Oct 1.
- Recent (Dec 2008) USDE guidance is now the primary driver, CCD Dropout Definitions used in support.

5. National Governors' Association High School Graduation Rate

- Still working out the details at district and school level
- We use a 4-year cohort graduation rate.
- Since the NGA rate is a cohort rate and we don't have the data to produce the cohort rate yet.
- [State] will have full implementation in 2009-10 as modified by ESEA cohort rate requirements.
- NGA was never explicitly prescriptive unlike the Title I version.
- State Law defines Cohort Graduation Rate, it is different from the NGA Graduation Rate. Although we ran the [State] Cohort Graduation Rate, we also run and publish the NGA Rate.
- Cohort data required for implementation will be available next year. At that time we plan to adopt the NGA graduation rate.
- We have adopted this as our standard but due to data collection issues, we will not be able to implement until 2012.
- We will finally have four years of individual student data in our student information system this year which will make this possible.
- We believe we are required to use the ESEA Cohort Graduation Rate which is different than the NGA rate.
- We use cohort grad rate.
- We are going to produce the cohort rate by 2011 according to the NCLB requirements. The NGA rate has only two small differences from the NCLB one. Since NCLB is the law, we will use those guidelines.
- Data prior to 2006 is very suspect & will create no confidence.
- Moved resources to development of Adjusted Cohort Grad.
- [SEA] currently uses an estimated cohort graduation rate; however, we will implement a true adjusted cohort graduation rate beginning with the class of 2009-2010 (to be reported on the 2010-2011 Local Report Cards). The new graduation rate will conform to the National Governors' Association High School Graduation Rate standards.
- [State] now has large % of individual student records, but not 100% required for cohort calculations. Full adoption is still under discussion at this time. Comparing NGA and US ED SLDS grad rate definitions.
- We are committed to following USED regulations, which are more stringent than NGA.
- In the future we will be using the 4yr, 5yr and 6yr Adjusted Cohort rate consistent with the new Title 1 regulations. [State] moved away from the NGA grad rate after the new Title 1 regulations were finalized.
- We are using the USED cohort graduation rate rather than the NGA rate, but they are very similar.

- The USDE rate (Dec 2008) is similar but a bit more restrictive than the NGA rate. USDE rate will be primary.

6. Forum Exit Codes

- We assume you mean cross-walking to the NCES Handbook code sets.
- Current codes appear to satisfy reporting needs.
- [SEA] developed many of its entry & exit codes in order to complete school aid funding counts. The enrollment collection drives funding as well as other federal and states and states reporting mandates. The Forum product might also fit but a close examination would have to be made to ensure it fits State's needs.
- [State] is working with the districts to adopt the NCES entry & exit codes as part of their standard data collections.
- Comply with State Statutes ...
- This was very helpful when we designed our SIS! Thank you very much!
- [State] has had established data elements for many years. Some cross-walking could be done in some areas, but as of yet this work has not been done and it is unknown as to when the cross-walking could be accomplished.
- [State] has not switched to the new exit codes yet.
- [State] uses its own state-defined exit codes.
- We have our own established classification.
- We use this as a reference when determining data element definitions and code sets but may vary. We cross walk to federal and state reporting guidelines/requirement.
- Recent (Dec 2008) USDE guidance is the primary driver, Forum Exit Codes used in support.

7. Forum Attendance Codes

- We are not collecting attendance at the student-level.
- [State] does not collect individual attendance data, but would align, if and when implemented.
- We may use the codes, but it has still to be determined.
- Current codes seem to satisfy reporting needs.
- This is a new publication. We have not had the time and resources to cross walk the recommendations from the publication to our data collection.
- We do not collect attendance data.
- More detail than we require.
- Comply with State Statutes ...
- [State] has the ability to crosswalk to the standard; however, only for two "snap shot" collections with the school year.
- We do not currently collect daily attendance at the state level.
- We are researching the standards to ensure consistency.
- We are aligning standards at this time.
- We are looking at these codes but we now follow state statutes.
- Current codes meet needs.
- [State] has had established data elements for many years. Some cross-walking could be done in some areas, but as of yet this work has not been done and it is unknown as to when the cross-walking could be accomplished.

- This is not data the SEA presently collects on an individual student level, but may be something we collect in the future on students. [State] collects aggregate days attended by individual student for 1st Qtr and full year.
- [State] uses its own state-defined attendance codes.
- We collect only "days attended" for each student; coding of daily attendance status is left to LEAs.
- We feel our current codes are sufficient.
- As we move to a statewide student information system we will use the Forum guide in establishing our standards.
- The SEA does not collect attendance data for individual students.
- We do not collect codes for attendance, only actual days of attendance and possible days of attendance. We have used Forum Attendance Codes for reference purposes. Some data captured by Forum codes are included in other data elements.
- There is no requirement in place to collect attendance at this level of granularity.

8. Forum Crime, Violence, Discipline Incident Codes

- We follow our state statute.
- [State] does not collect individual incident data, but would align, if and when implemented.
- Current code seems to satisfy reporting needs.
- This publication looks good but again we have not taken a look at the taxonomy to see if they will fit [State's] needs.
- Comply with State Statute ...
- Unaware they existed. Will review the standards for compliance and gap analysis.
- We follow state statutes at this time.
- [State] is just beginning to work on collecting this data.
- [State] has had established data elements for many years. Some cross-walking could be done in some areas, but as of yet this work has not been done and it is unknown as to when the cross-walking could be accomplished.
- Only aggregate information is collected by SEA; codes not used. We used definitions from USED's The Uniform Data Set, A Guide to Measuring and Reporting for the Uniform Management Information and Reporting System.
- I do not know if our codes align to the Forum codes.
- Our focus has been on compliance with mandated reporting requirements.
- We use this as a reference when determining data element definitions and code sets but may vary. We cross walk to federal and state reporting guidelines/requirement.

9. US Office of Special Education Programs Early Intervention Data Handbook

- IDEA Part C falls under [State] Department of Human Services, Division for Developmental Disabilities.
- Lack of a defined benefit of linking the standards to ours
- The birth to 3 (Special Ed Early Intervention Program) is served by another state agency.
- Would have to align with state and department standards and currently not a priority with recent demands. (Received the CD with the standards at a Data managers meeting.)
- Program is in the Department of Health and Hospitals.
- Comply with State Statutes defined in [state law]
- EI staff were not available to weigh in. Unsure at this time.

- This guidance is for Part C and we are a Part B agency.
- ...this handbook is about Part C which is administered by [State Dept. of Health] & not applicable to SEA. This could change once the Ctr for Early Childhood Development is ...established within the next 2 years.
- Some of [State's] data elements align, but system was developed prior to handbook. [State] has not done in-depth study of what alignment would involve.
- I do not know if our standards align to the Forum standard.
- Our focus has been on compliance with mandated reporting requirements.
- Part C data is maintained by another agency.
- This is referencing Early Intervention Services through Part C. The Department of Health Services is the lead agency in [State] for Part C.

10. SIFA Data Specifications

- Our SLDS includes providing LEAs with the option to maintain their SSID using the SIF Student Locator part of the SIF specification.
- [State] plans to modify, expand or partially align with SIFA standards.
- Single information systems make direct interfacing more efficient.
- Our systems are primarily developed in-house and specifications have generally not been available to meet our needs. We have used the SIFA spec for implementing a student locator framework are investigating use of SIFA data standards for course completion collection and for electronic student record exchange.
- This work is in process.
- Too costly for us at this time.
- 2 years is an aggressive national goal, but we are aiming to meet it.
- As we migrate to new data collection systems, we will include the SIFA data specifications with our new system requirements.
- Small student population does not make it cost effective. We are working to mimic these standards.
- Do not see value of SIF for SEA and too expensive to implement.
- [State data system] re-design is using the SIF VRF for reporting data from districts to the state.
- We have not had the need for this standard. Aligned about 35%
- This is a major component in building our student record exchange system.
- No prior need
- We have not used SIFA data standards in the past but may explore using them for new collections. A decision has not yet been made.
- Our statewide system is not SIFA compliant but it is fully integrated across the state.

11. PESC Data Specifications

- We have completely adopted the standard...in fact, [our e-transcripts system team] was on the PESC standards committee that came up with the standard, and was one of the very first development efforts done nationally that used the new standard.
- [State] plans to modify, expand or partially align with PESC standards.
- Use of these standards is still to be determined.
- Not aware of what post-secondary is using
- e-transcript system will allow post-secondary to receive PESC

- Currently the SEA only deals with K-12, but will be expanding their data collections in the future to include P-20, at which time we will address which standards will be adopted.
- PESC standards will be a consideration as we continue to integrate with postsecondary.
- K-12 is not the driving force for these data specifications. [State] has a workable data model in place.
- No current need. Possibly could crosswalk our high school transcript data.
- Too costly for us at this time.
- [State] is new to sharing postsecondary data. Our e-Transcripts do use this standard.
- We are focusing on SIF.
- We are working with the Post-Secondary Community and PESC may be an option.
- We are just beginning discussions with our P-20 partners where the PESC standards will become more relevant.
- We are investigating a standard to use at this time
- The state doesn't have a common identifier for postsecondary, but we are working on having compatible data.
- Don't know what PESC means!
- This is a planned task of our SLDS Grant.
- We have performed a crosswalk during the development of our electronic transcript. We have not adopted.
- This is a standard for higher education, which is not the responsibility of our agency.
- No prior need

Appendix B. Full Response Spreadsheet

[illegible]

Results: Member Survey of the Extent of Common Data Standards Use (continued)

Count	Question/Standards Source	AK	AL	AR	AZ	CA	CO	CT	DE	FL	GA	HI	ID	IA	IL	IN	KS	KY	LA	MA	MD	MI	MN	MS	MT	NC	ND	NE	NH	NJ	NM	NV	NY	OH	OK	OR	RI	SC	TX	UT	VA	VT	WA	WI	WV	WY				
Count 7. Forum Attendance Codes																																																		
7	We have adopted all or most of this as our standard.										X					X		X					X													X	X										X			
10	We modified, expanded, or partially aligned with this standard.		X		X					X			X					X						X							X	X					X		X											
6	We have crosswalked, or could crosswalk, our standards to this source.	X		X					X													X					X			X																				
5	We have not used this at all in our standards, but plan to do so within the next 2 years.							X				X									X													X								X								
17	We have not used this at all in our standards, and do not plan to.					X							X	X						X		X				X		X	X			X		X	X			X		X	X		X	X			X			
1	No Response						X																																											
Count 8. Forum Crime, Violence, Discipline Incident Codes																																																		
10	We have adopted all or most of this as our standard.		X	X							X					X	X				X											X					X	X											X	
18	We modified, expanded, or partially aligned with this standard.	X			X			X		X			X									X	X	X	X			X			X			X			X		X		X	X		X					X	
7	We have crosswalked, or could crosswalk, our standards to this source.					X			X						X				X	X																									X			X		
3	We have not used this at all in our standards, but plan to do so within the next 2 years.											X																					X											X						
10	We have not used this at all in our standards, and do not plan to.					X							X								X						X		X	X					X	X			X		X									
1	No Response						X																																											
Count 9. US Office of Special Education Programs Early Intervention Data Handbook																																																		
5	We have adopted all or most of this as our standard.			X									X						X					X																										X
13	We modified, expanded, or partially aligned with this standard.		X		X		X			X						X							X					X	X		X	X						X		X		X								
7	We have crosswalked, or could crosswalk, our standards to this source.	X													X			X														X		X				X											X	
2	We have not used this at all in our standards, but plan to do so within the next 2 years.											X																					X											X						
12	We have not used this at all in our standards, and do not plan to.							X			X			X							X					X	X								X	X			X		X		X		X					
7	No Response					X			X											X	X		X							X				X																
Count 10. SIFA Data Specifications																																																		
5	We have adopted all or most of this as our standard.																																			X				X		X	X							X
9	We modified, expanded, or partially aligned with this standard.	X										X								X		X		X					X						X			X		X										
8	We have crosswalked, or could crosswalk, our standards to this source.		X						X							X		X	X							X											X						X							
14	We have not used this at all in our standards, but plan to do so within the next 2 years.				X	X		X					X	X		X					X		X	X	X			X						X							X	X								
11	We have not used this at all in our standards, and do not plan to.			X					X	X	X										X						X	X					X	X											X	X				
1	No Response						X																																											
Count 11. PESD Data Specifications																																																		
5	We have adopted all or most of this as our standard.					X																															X					X						X	X	
1	We modified, expanded, or partially aligned with this standard.																					X																												
5	We have crosswalked, or could crosswalk, our standards to this source.	X	X						X				X																											X										
18	We have not used this at all in our standards, but plan to do so within the next 2 years.			X	X			X				X		X	X	X							X	X		X			X		X	X		X		X				X		X	X							
13	We have not used this at all in our standards, and do not plan to.								X	X									X	X		X		X	X	X	X	X						X						X								X		
5	No Response					X					X										X										X		X																	



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Edustructures Releases National Transcript Center (NTC) Version 3.0 to Help Students and Parents Quickly Obtain School Transcripts Online, Anytime

Transformational Electronic PK-12 Student Record and Transcript Exchange System Provides Consumer-facing www.orderatranscript.com, Helping Guidance Counselors and Registrars Better Serve Constituents

SALT LAKE CITY, Utah - November 11, 2009 - Edustructures, part of the Pearson Assessment & Information group, today announced the availability of National Transcript Center (NTC) v3.0, an enhanced offering of the industry's most comprehensive solution for securely obtaining or exchanging electronic student records and transcripts online.

New to this offering of NTC is www.orderatranscript.com, a web-based transcript-ordering interface that allows parents and students to order official transcripts at their convenience, 24/7, even when schools are closed. Use of www.orderatranscript.com also streamlines the transcript fulfillment process for school guidance counselors and registrars. The technology automates the student/parent request verification, while providing an audit trail for the school and transcript order confirmation to the requesting student or parent. Because all transcript ordering steps are completed online, the cost and time involved in processing requests is eliminated, providing critical demand support and resource savings during the high volume October-through-January transcript-ordering season.

"NTC v3.0 allows school counselors and registrars to offer the utmost in 'customer service' to parents and students while reducing administrative burden," said Steve Curtis, president of Edustructures. "In an era of shrinking budgets and growing demands, the NTC Orderatranscript.com functionality allows schools to fulfill an important service in the most efficient and economical manner possible."

"Orderatranscript.com offers an opportunity to reduce an unthinkable amount of paper waste while meeting the needs of our constituents, all with a system that is more secure, more efficient, and saves money for school districts," said L. Russ Brawn, chief operations officer, California School Information Services (FCMAT/CSIS). "We are pleased to see this functionality added to the CSIS Transcript Center which will have a positive impact for California public schools, parents and students, and the environment."

In addition to the Orderatranscript.com functionality, NTC v3.0 provides enhanced support for SIF interoperability, providing translation between SIF and other transcript standards including the Postsecondary Electronic Standards Council (PESC) High School Transcript XML standard.

<MORE>

Currently, the NTC solution serves more than 15 million students under statewide contracts in California, Colorado, Iowa, Texas, Virginia, West Virginia and Wyoming, representing more than 25,000 education institutions.

About Pearson

Pearson (NYSE:PSO), the global leader in education and education technology, reaches and engages today's digital natives with effective and personalized learning, as well as dedicated professional development for their teachers. This commitment is demonstrated in the company's investment in innovative print and digital education materials for preK through college, student information systems and learning management systems, teacher professional development, career certification programs, and testing and assessment products that set the standard for the industry. The company's respected brands include Scott Foresman, Prentice Hall, Addison Wesley, Benjamin Cummings, PEMSolutions, Stanford 10, SuccessNet, MyLabs, PowerSchool, SuccessMaker, and many others. Pearson's comprehensive offerings help inform targeted instruction and intervention so that success is within reach of every student at every level of education. Pearson's commitment to education for all is supported by the global philanthropic initiatives of the Pearson Foundation. Pearson's other primary businesses include the Financial Times Group and the Penguin Group. For more information, go to www.pearson.com.

About Edustructures

Edustructures, a Pearson company (NYSE: PSO), is the recognized leader in enterprise interoperability solutions for the PK-20 education market. Through its SIFWorks® integration platform, National Transcript Center solution, comprehensive professional services, and relationships with business partners and educators, Edustructures connects the systems that power education. For more information about Edustructures, please visit www.edustructures.com.

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