The Board of Directors of the Postsecondary Electronic Standards Council (PESC) announces the formation of the Course Catalog Workgroup, Taxonomy Workgroup, and Certification Task Force. All three will launch and hold their initial meetings at the PESC Fall 2006 Summit in San Diego October 23-24.

The Course Catalog Workgroup will be co-chaired by Anne Valentine, President of SmartCatalog and Rick Skeel, Director of Academic Records at the University of Oklahoma and member of both the AACRAO SPEEDE Committee and the PESC Board of Directors. This workgroup will develop standard course definitions and data in XML.

The Taxonomy Workgroup will be co-chaired by Holly Hyland, Management Analyst with the US Department of Education’s Federal Student Aid. The efforts of this group will be broken down into two phases: In phase one, the group will review the classifications of core components as listed in the XML Registry and Repository for the Education Community, to understand their structure and recommend any changes that may need to be made; in phase two, the group will expand the scope of their review to account for pk20 and recommend any changes that may need to be made.

The Certification Task Force will fall under the jurisdiction of the Technical Advisory Board, chaired by Steve Margenau of Great Lakes Education Loan Services, Inc. This task force will investigate how certification and standards conformance testing is conducted in other similar standards-setting bodies and recommend to the Board how PESC should implement and manage certification and conformance testing for PESC standards.

Members and affiliates of PESC are able to join and participate in these efforts. The Steering Committee of the Standards Forum for Education will oversee these three efforts. Announcements and notifications of meetings will be made via email, included in The Standard, and posted on the PESC website. Those interested in participating can join through the PESC website, under Workgroups.

For more information on the Fall 2006 Summit including hotel and registration, please visit www.PESC.org.
SAVE THE DATE...

For the 4th Annual Conference on Technology and Standards, April 23-25, 2007 at the Wyndham Washington in Washington DC. With a spectacular line up of featured speakers already confirmed, next year’s conference is already shaping up to be an event you cannot afford to miss.

Aimee Guidera, Director, Data Quality Campaign
Using Data to Improve Student Achievement

Michael Feldstein, Assistant Director, Learning Network, State University of New York (SUNY)
Open Source, Learning and Patents

Katie Blot, Chief Information Officer, Chief Information Office, Federal Student Aid, US Dept of Education

Lee Hoffman, National Center for Education Statistics, US Dept of Education

Ross Santy, Deputy Assistant Secretary for Data and Information, Office of Planning, Evaluation & Policy Development, US Dept of Education
Standards within the US Department of Education

Hans P. L’Orange, Director, SHEEO/NCES Network and Director of Data and Information Management,
State Higher Education Executive Officers
Data as a Resource - State Policymaker's Perspectives

Dr. Michael Zastrocky, Vice President & Research Director for Academic Strategies, Gartner, Inc.
Bridging the Cultural Divide in Higher Education

Rob Abel, Chief Executive Officer, IMS Global Learning Consortium, The e-Learning Environment

“I wanted to thank you and the entire sponsorship for the [Annual] Conference. This was the most interesting and useful conference I have ever attended. I have worked outside of student aid for approximately 11 years and my recent return was 3 weeks prior to this conference. I feel that this was excellent training for me...I am learning what systems [our partners] have in place in addition to the procedures we have here – then determining how we can make improvements or integrate programming to benefit the students and the schools.”

-Conference Attendee, 3rd Annual Conference on Technology and Standards

New Members

PESC Welcomes the following new organizations to its membership.

National Transcript Center
(upgraded from Affiliate to Member)
The Member contact is Barbara Clements, Chief Standards Officer.
www.transcriptcenter.org

Ontario College Application Services (OCAS)
The Member contact is Barry Billing, Business Analyst.
www.ontariocolleges.ca

Smart Catalog
The Member contact is Anne Valentine, President.
www.academiccatalog.com

JPMorgan Chase Bank
The Member contact is Ahmad Shahid, Vice President, Chase Education Finance.
www.jpmorganchase.com
Steering Committee Elections - Proxy Ballots Issued

Elections for the Steering Committee, the body that leads and provides oversight for the Standards Forum for Education, will be held during PESC’s Fall Membership Meeting scheduled for Monday October 23, 2006 from 9:30 am – 11:00 am PST at the Kona Kai Resort in San Diego CA.

Membership meetings are open to all PESC Members and Affiliates, and with prior notification, other interested parties. Note though that only Members (with dues paid current) can vote. As nominations are closed, please find a proxy ballot on page 10 for elections to PESC’s Steering Committee.

The Membership is electing seven (7) nominees to serve one-year terms each starting January 1, 2007. If voting by proxy ballot, please ensure that PESC offices receive your proxy ballot by close of business Wednesday October 18, 2006. Proxy ballots can be:

- emailed to Sessa@PESC.org
- faxed at 202-872-8857, or
- mailed to PESC, One Dupont Circle, NW, Suite 520, Washington, D.C. 20036.

Nominees will be provided with a brief period to address the Membership at the beginning of the Membership Meeting, before elections. If you are attending the Fall 2006 Membership Meeting in person, proxy ballots can still be submitted and then can either be replaced with an official vote on Monday October 18, 2006 or remain as the official vote.

The schedule for elections will be as follows:

- Friday, September 8, 2006: Nominations Open
- Wednesday, September 27, 2006: Nominations Closed, Proxy Ballots Issued
- Wednesday, October 18, 2006: If not attending the Membership Meeting in person, this is the date by which Proxy Ballots must be received in PESC’s offices
- Monday October 23, 2006: Elections held ~ 9:30 am PST

We encourage all of PESC members and affiliates to attend as Membership Meetings are your chance to influence the direction of your organization! If you have yet to register for the free Workgroup Summit in San Diego CA, please visit www.PESC.org.

We look forward to seeing you in October!
Interview with Dr. Ken Sauer

Ken Sauer, Ph.D., Associate Commissioner for Research and Academic Affairs, Indiana Commission for Higher Education. Dr. Sauer has been with the Commission for 21 years and currently functions as the academic officer for the Commission.

Q Tell us a little about the Indiana Commission for Higher Education.

A The Indiana Commission for Higher Education is the state coordinating agency for Indiana colleges and universities. It was created by statute in 1971. The agency has a small staff, which is located in Indianapolis and works with a large number of individuals in leadership positions in colleges and universities, the business community, the media, and the executive and legislative branches of state government.

Included among its principal functions are the following: forging a consensus among state leaders regarding long-range plans and policies to guide the development of higher education in the state, approving new degree programs for public institutions, making a biennial budget recommendation for higher education to the Governor and General Assembly, working with the Indiana Department of Education to enhance the K-12 preparation of students, and contributing to state economic development initiatives.

The agency does not have direct jurisdiction over the state’s private institutions; however, there are overlapping interests. For example, the Commission includes the needs of private post-secondary institutions in the budget recommendation for state student aid programs. Indiana has one of the most generous state student assistance programs in the country for students attending private colleges and universities.

Q What is your IT strategy? What are you trying to accomplish? What are the barriers?

A We are trying to use technology to leverage resources so that we can accomplish state educational goals quickly, effectively, and efficiently.

The Indiana e-Transcript Initiative – which allows high school students to request their transcripts to be sent to colleges electronically, and which allows high schools to send transcripts electronically to other high schools and colleges to other colleges – is a good example of this.

When it comes to the e-Transcript program the biggest barriers have more to do with human issues than technological ones. In large part, it takes the voluntary participation of an awful lot of people.
in both K-12 and postsecondary education to make a state-level initiative work, and so much time and effort is spent reaching the right people and convincing them that they need to place a high priority on the project.

Funding is also a barrier, although in Indiana’s case, the generosity of ISM Educational Loans, Inc. – Indiana secondary market for student loans – underwrote the implementation of the project, which is good news for students and schools, since there is no charge for any transcript sent within Indiana.

Q Please explain the e-Transcript Initiative?

A The e-Transcript allows K-College institutions to electronically send transcripts among Indiana high schools, between high schools and colleges, and soon from college to college.

Students register online for the service. Once they are signed on, they simply indicate to which schools they would like a copy of their transcript sent. That information is then accessed either on a batch or individual basis by the high school counselor, who then electronically okays the request and the transcripts are sent in electronic form to the requested school(s). The school can then download the information in PDF or raw data XML format.

The student is notified by email when the transcript is sent by the high school guidance counselor and again notified when the receiving school downloads the transcript.

The process also works for schools outside of Indiana. If the school is in one of the eleven midwestern states that comprise The Midwest Higher Education Compact (MHEC), the process will soon mirror that of the Indiana process. However, if the student requests transcripts be sent to any non-participating school, Docufide, the contracting company, prints and sends the transcripts for the student. Even with this process, the student is able to do all requests electronically and the high school guidance counselor is able to approve the sending of all transcripts electronically. The company does charge the student a small fee for service to non-participating schools.

Q How do PESC standards help you achieve your goals/mission?

A The e-Transcript initiative both for Indiana and MHEC are based on PESC’s XML High School Transcript Standard.

Q Quantify savings gained by using standards...

A While I could work out a dollar figure saved based on the cost of paper, envelope, printers, toner and stamp needed to send a paper transcript, the real savings with the e-Transcript is in human terms.

Students no longer need to make appointments to meet with counselors just to make a request for transcripts, nor do they need to follow-up by phone with high school counselors or college admissions offices to see if the transcripts were received. This may seem trivial, but often times the college needs transcripts at three different intervals within the students’ senior year. This is a significant amount of time spent by parties at all levels, not to mention the stress it puts on the student wondering if the document is lost in the mail, or just sitting on a desk unopened.

High School counselors can now spend their time providing guidance instead of licking envelopes and filling out transcript forms. And college admission offices can spend less time fielding calls from distraught high school seniors about transcript receipt and more time working to ensure a smooth admissions process.

Q Quantify process efficiencies gained by using standards...

A There are the obvious efficiencies of time and effort, but I’m more excited about the derivative capabilities. As previously mentioned, the transcript data can be downloaded in PDF or as XML data to be incorporated into a colleges database. Once we are able to collect the information in a database, it allows for advanced analyzation.

For example, we can now look at how students who
took algebra and trigonometry in high school do in college calculus. We can then break that information down by geographic location, school district or gender if we choose. We have the ability to do advanced analysis of what is working and what isn’t working from high school to college.

Another derivative is a program we are currently working to implement. We call it the Diploma Audit System. The e-Transcript sets up our ability to monitor students’ progress throughout their education and notify them each step of the way about their progress.

To receive a state standard diploma in Indiana a student must complete what is called the Core 40—forty units of high school credit. The credits are aligned with what is needed to be successful in college. At the end of each semester, the software can analyze a student’s progress and notify him or her of what classes, what grades and whether or not he or she is on track for graduation. The notification not only helps the student, but can be used to notify high school faculty, parents, etc., if additional help is needed or if the student is progressing as needed.

Q Do you required standards in RFP language?

A When the Commission issued the RFP to invite vendors to submit proposals to implement our e-Transcript Initiative, we specified that the transcripts had to be transported using PESC XML standards.

Q How many trading partners?

A Since the Indiana e-Transcript Initiative was launched in October 2005, we have 90 percent of our nearly 400 public and non-public high schools participating in the Initiative: 50 percent are able to transmit transcripts electronically right now and the other 40 percent are in various stages of implementing this capability. All public four-year and two-year colleges, and 75 percent of our 31 private colleges, are able to receive transcripts electronically from high schools. Including initial, mid-year, and final transcripts, we project a total of more than 200,000 high school transcripts to be sent electronically during the current academic year.

We expect the project to get much bigger over the next year or so. The Midwest Higher Education Compact (MHEC), consisting of the 11 Midwestern states, has just launched an e-Transcript Initiative that intends to replicate the Indiana experience on a regional basis. The company that Indiana contracted with to implement our e-Transcript Initiative – Docufide, which is headquartered in California – has been selected to provide these services for the other Midwestern states.

Q How does the Commission deal with privacy and security?

A While I am not familiar with the security software and programming personally, I do know that the CEO of Docufide has a banking and HR background, which makes him very aware of privacy concerns and issues. The company uses extra strength Internet security in its transmissions. From the student’s side, they must enter a user name and password to access the system. From the college side, each school must apply to be registered with Docufide as recipient. Once the application is filled out, to be approved the institution is verified with Department of Education, through phone calls directly to school personnel and through accrediting agencies.

Q What should we all be paying more attention to?

A One of the big hurdles is the issue of trying to integrate what are now separate databases into a seamless “K-16” system. It is very difficult to transmit information from the K-12 sector to the postsecondary sector, and in many cases it is just as much of a challenge to transmit information among the various databases within each sector.

The challenge is not just the funding of one giant database, but how to address the duplicative information among the databases since the same data is handled differently, with different input and output codes.

The e-Transcript is a good example of something to make the K-16 system a reality, but work needs to be done across multiple databases throughout the nation’s K-16 system.
We know a number of organizations across the country are developing the XML College Transcript, the Data Transport Standard (DTS), the XML High School Transcript, and Common Record: CommonLine (CRC) – all PESC approved national education community standards – for use and implementation.

While part of PESC’s responsibility is to lead the development and establishment of standards, we must also ensure that we promote and ensure standards implementation and adoption as well.

By promoting your efforts, we create a concerted and unified approach and a critical mass. Momentum picks up, adoption spreads, and the use of the standard solidifies a standard as the standard. With unity and momentum, we preclude other subversive efforts that could introduce confusion in the market and take additional time, money, and effort.

With that in mind, we are looking to collect the following information:

1. **Organizations:** Organizations interested in communicating adoption and/or production dates of the XML College Transcript, the Data Transport Standard (DTS), the XML High School Transcript, and Common Record: CommonLine (CRC)

2. **Dates:** If yes, the date(s) or date range(s) or whatever information needs to communicated about an organization’s readiness

3. **Number of Transactions:** To understand how far reaching standards are and how they serve the education community, we are also looking to identify the number of transactions processed by each system on a monthly and/or annual basis.

Reporting this information is voluntary and we’ve included a form on page 13 for organizations to report this information.

We hope that as organizations develop and implement PESC approved national education community standards that we communicate and promote our efforts either on the website or through the Standard.

We look forward to hearing from you. In the meantime, if you have questions or concerns, please contact Michael Sessa, PESC Executive Director, directly at 202-293-7383.

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**PESC Fall 2006 Membership Meeting**

Please be advised that a meeting of the PESC Membership has been scheduled for Monday, October 23, 2005 at 9:30 am - 11a.m. This meeting will be held at the Kona Kai Resort in San Diego immediately before PESC’s Workgroup Summit which kicks off on the same day at 1:00pm.

Tentatively scheduled for the agenda at this time:

- Board of Directors Update
- Elections for the Standards Forum for Education Steering Committee
- Standards Forum for Education Update

Also note that PESC is hosting a Membership Luncheon immediately following the Membership Meeting. If you are planning on attending the Membership Meeting and Luncheon, please register online as well at www.PESC.org.
Technology Tidbits
and Standards Snippets

- OASIS launched a new website, OpenDocument XML.org to serve as the official community gathering place and information resource for the OpenDocument Format (ODF). An international standard approved by OASIS, ISO and IEC, OpenDocument enables users of varying office products to freely exchange documents. All OpenDocument XML.org pages are accessible by the public, and readers are encouraged to contribute content. In addition to technical and educational background material on the standard, the site features a community bulletin board and directory where readers share news, events, product and services listings, information on deployments in the public and private sectors, case studies, testimonials, and recommendations on books, white papers, and other useful resources. OpenDocument XML.org is sponsored by IBM, Intel, and Sun Microsystems, Inc.

- Senate leaders proposed federal grants, last week that would help states set up databases, often referred to as “unit record systems,” to track post-secondary students’ educational progress, as part of a draft bill addressing science education and economic competitiveness. With several major bills facing the Senate before term adjournment, the bill will likely not be addressed this term. The Department of Education proposed a similar national database last year that would help states collect data on individual students from pre-k through an undergraduate level. These databases are opposed by those who think they would violate existing privacy laws. When the House passed a bill (HR 609) in March to reauthorize the Higher Education Act, which sets policy for the Education Department, the lawmakers specifically forbade the agency to develop such

UT Austin Internet Server ‘SPEEDEs’ Along

August 2006 volume included:
- 73,880 TS130 transcripts
- 60,204 TS131 acknowledgements
- 12,770 TS997 Functional acknowledgements
- 13,716 TS189 Admission Applications
- 3,403 TS138 test score reports
- 186,907 total transactions
a data system.

- **Georgetown University and IBM are collaborating to design service-oriented architecture (SOA) curricula for computer science professionals and undergraduates, officials announced recently.** Georgetown will get help on the project from professors at George Mason University and the College of Charleston, both of which have graduate-level computing programs that touch on SOA. The new curricula should help prepare students for commercial IT jobs, said M. Brian Blake, an associate professor of computer science at Georgetown, at yesterday's announcement. And it may help boost computer-science enrollment, he argued, by shredding "the perception that computer scientists are always contained within a cubicle and don't have the perspective of a total business."

- **“The School of the Future,” the product of a Microsoft and School District of Philadelphia, opened September 7.** The school is billed as the most technologically advanced in the world, featuring a progressive and research-based curriculum, integrated technology, and environmentally advanced architecture. The students, called “learners,” have smart cards to register for classes, open lockers and track calories. Each student has Tablet PC, with broadband access at home, and wireless access throughout the school. Microsoft created solutions specifically for use at the school, including the Virtual Teaching Assistant, which provides teachers with online tracking to target student progress and development areas. Through teacher-distributed assessments the software gauges the progress of each student individually, and allows deeper instruction for the advanced student and more review for those needing additional time with a topic. Other innovative elements include the media-rich classrooms and the Interactive Learning Center, which replaces the traditional library — allowing content to be constantly updated, in essence creating textbooks with local, regional and global information that is always refreshed and never out of date. In addition, blackboards have been replaced with "smart boards" that allow teachers to zoom in and out, write or draw, and even link to the Internet. Additional information about the school may be accessed at http://www.microsoft.com/press-pass/presskits/sof/default.mspx.
PROXY BALLOT
STANDARDS FORUM FOR EDUCATION
STEERING COMMITTEE ELECTIONS
JANUARY 1, 2007 – DECEMBER 31, 2007

PLEASE VOTE FOR SEVEN (7) NOMINEES:

☐ PAULA BROWER SUNGARD HIGHER EDUCATION
☐ ADRIANA FARELLA XAP CORPORATION
☐ HOLLY HYLAND US DEPARTMENT OF EDUCATION
☐ ROBERT KING CITIBANK
☐ ADELE MARSH AES
☐ BRUCE MARTON UNIVERSITY OF TEXAS AT AUSTIN
☐ EDDIE UPTON UNIVERSITY OF MISSISSIPPI
☐ JOHN VAN WEEREN DATATEL, INC.

YOUR NAME: ___________________________

YOUR ORGANIZATION: ________________________

DATE: ___________________________

ALL PROXY BALLOTS MUST BE RECEIVED BY PESC
BY CLOSE OF BUSINESS WEDNESDAY OCTOBER 18, 2006:

EMAIL: SESSA@PESC.ORG
FAX: 202-872-8857
MAIL: POSTSECONDARY ELECTRONIC STANDARDS COUNCIL
ONE DUPONT CIRCLE NW
SUITE 520
WASHINGTON DC 20036
STANDARDS FORUM FOR EDUCATION
STEERING COMMITTEE ELECTIONS

NOMINEE BACKGROUND

PAULA BROWER, INCUMBENT
SUNGARD HIGHER EDUCATION

BANNER STUDENT PRODUCT MANAGER
Paula Brower works for SunGard Higher Education as the Banner Student Product Manager. As Product Manager, Paula leads the future direction and planning for the Banner Student Administrative system. Paula joined SunGard Higher Education in April 2005 after working seven years for PeopleSoft as the Student Administration Product Strategy Manager. She has a BS degree in Computer Science and Interior Design. Paula has over 24 years of experience working in the Information Technology field including 8 years working as Student Administration functional lead within IT departments at a 4-year public university and a 2-year community college. Paula lives in Fallbrook, California (the avocado capital) with her husband, Randy, and teenage son, Bradley. She enjoys walking her two dogs, Tuxedo and Turbo, swimming, hiking, gardening, reading, and watching her son play competitive baseball.

ADRIANA FARELLA, INCUMBENT
XAP CORPORATION

DIRECTOR OF PRODUCT AND INDUSTRY STRATEGY
Adriana is the Director of Product and Industry Strategy at Xap Corporation where she is responsible for driving new development and investments, determining and documenting new product requirements, and launching new solutions to the marketplace. Adriana joined Xap in 2004, after almost eight years at PeopleSoft, where she was Director of Product Planning, Senior Product Strategy Manager and Product Marketing Manager for the Student Administration Solution suite. Prior to her stint at PeopleSoft, Adriana was a Principal at American Management Systems, working with AMS’s Student Information System clients. Adriana began her career in Higher Education in Massachusetts, where she was Director of Systems and Development and Director of New Student Services at the University of Massachusetts, Associate Registrar at Wellesley College, and Registrar of Pine Manor College. Whether working at an institution or as a vendor, Adriana has collaborated with hundreds of colleges and universities in the use of technology to achieve breakthrough results. Her expertise is within the Enrollment Services area, including Recruiting and Admissions, Student Records, and Academic Advisement. Adriana has also held a variety of positions in professional associations, most notably President of the New England Association of Collegiate Registrars and Admissions Officers, and Chairperson of the Hospitality Committee for the AACRAO Annual Meeting in Boston.

HOLLY HYLAND, INCUMBENT
OFFICE OF FEDERAL STUDENT AID
US DEPARTMENT OF EDUCATION

MANAGEMENT ANALYST
Holly has over 20 years of experience in financial aid. For 16 years, she worked in colleges and universities aid offices with a concentration in financial aid systems. She worked for one year at KPMG where she was lead of the Common Record initiative. She has worked for FSA for five years where she serves as liaison for standards organizations. In addition, she remains lead for the Common Record initiative and is the business owner of the XML Registry and Repository for the Education Community.

ROBERT KING, INCUMBENT
CITIBANK, THE STUDENT LOAN CORPORATION

DIRECTOR OF INDUSTRY INITIATIVES
Bob has been with Citibank for over 28 years, with the last 24 of those dedicated to the student loan industry. Over the years, he has managed most operations and technical areas at one time or another. He is completing his 5th term on the PESC Standards Forum Steering Committee, is currently serving as co-chair of the NCHelp Electronic Standards Committee (ESC), and also serves as the lender representative on the NCHelp ESC Steering Committee. Bob also chaired the NCHelp Default Management Committee.
STANDARDS FORUM FOR EDUCATION STEERING COMMITTEE ELECTIONS

NOMINEE BACKGROUND

(CONTINUED)

ADELE MARSH, INCUMBENT
AES
VICE PRESIDENT OF E-COMMERCE INITIATIVES
Adele is the AES Vice President of e-Commerce Initiatives and has over 30 years of experience in the financial aid industry. Adele actively participates in numerous industry initiatives and is the Mapping Your Future Data Exchange Team Leader, Co-Chair of the Meteor Advisory Team, and presently serves on the Standards Forum for Education Steering Committee.

BRUCE MARTON, INCUMBENT
UNIVERSITY OF TEXAS AT AUSTIN
ASSOCIATE DIRECTOR, STUDENT INFORMATION SYSTEMS
Bruce is an Associate Director at The University of Texas at Austin, Student Information Systems, where he has been active in exploring XML technologies for use in Admissions and Registrar applications. He currently serves on the PESC Standards Forum for Education Steering Committee, Chairs the High School XML Transcript Workgroup, and is a member of the AACRAO SPEEDE Committee.

EDDIE UPTON
UNIVERSITY OF MISSISSIPPI
SYSTEMS ANALYST MANAGER
Eddie has been employed in the Office of Information Technology at the University of Mississippi since November 2002. During the last four years, he has advanced steadily in terms of responsibility and now oversees the group that is responsible for student administration and the academic structure in the University of Mississippi’s SAP system. Eddie has been actively involved in projects that directly related to PESC objectives, especially the campus-wide effort to store all transfer details, including equivalency agreements and is part of the team that is piloting a project to exchange transcript data using the PESC XML Transcript standard. Prior to coming to the University of Mississippi, Eddie worked in the Office of Planning and Institutional Research at Northern Arizona University.

JON VAN WEEREN, INCUMBENT
DATATEL, INC.
PRODUCT MANAGER, TECHNOLOGY
John is Product Manager for Technology at Datatel, Inc. In his current role he is responsible for the direction and future of Datatel technology products related to databases, reporting, and business intelligence. John has held several positions in the company spanning a wide range of disciplines including: quality assurance and software testing, software development, training, consulting, technical support, and management. He is a Certified Quality Analyst (CQA) and received his credentials as a Certified Software Test Engineer (CSTE) from the Quality Assurance Institute. He is also involved with many professional organizations including PESC, the Data Warehouse Institute (TDWI), DC Product Marketing Association (DCPMA), and the Quality Assurance Institute.
# Systems Readiness Form

**Name:**

__________________________________________________________

**Title:**

__________________________________________________________

**Organization:**

_____________________________________________________

**Phone:**

__________________

**Email:**

_____________________________________________________

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Signed____________________________________Date__________________________

Please email, fax or mail to:
PESC
One Dupont Circle NW, Suite 520
Washington, D.C. 20036
Phone 202-293-7383  Fax 202-872-8857  Sessa@PESC.org
Data Quality Campaign
Using Data to Improve Student Achievement

DQC ISSUE BRIEF Excerpt:
Maximizing the Power of Education Data While Ensuring Compliance with Federal Student Privacy Laws: A Guide for State Policymakers

Educators and policymakers are beginning to recognize the value of better information as an essential tool for improving schools.

State Longitudinal Data Systems make it possible for these data to be collected and shared with parents, teachers, students, administrators, researchers, and institutions along the education pipeline. While the value of building and using these indispensable data systems is important for policy, management, and instructional decisions that focus on individual student success, these needs must be balanced with appropriate protections for the privacy of student records. In particular, the federal Family Educational Rights and Privacy Act (FERPA) imposes limits on the disclosure of student records by educational agencies and institutions that receive funds from the U.S. Department of Education (USED) (see www.ed.gov/policy/gen/guid/fpco/index.html and the new NCES Forum Guide for SEA staff on FERPA at nces.ed.gov for more information on this law).

In the 30 years since FERPA was enacted, not only has the technology and culture around data collection and use changed, but also the state role in collecting and using data, resulting in a gray area around how FERPA relates to state agencies and state longitudinal data systems. This uncertainty has led to organizations and individuals being denied appropriate access to educational data under the sometimes mistaken assertion that providing the information would be “in violation of FERPA.” Until now, virtually the only written guidance on FERPA has been provided through letters on specific cases issued by USED’s Family Policy Compliance Office (FPCO), which administers FERPA. The USED is planning to address proposed regulations that, among other things, clarify how FERPA relates to state longitudinal data systems. This provides an important opportunity for states and all education stakeholders to submit comments on how to implement the statute in a manner that aligns student privacy protections with modern data systems that are needed to facilitate educational reform.

In response to state requests for information on FERPA, the Managing Partners of the Data Quality Campaign have worked with the law firm of Holland & Knight to analyze FERPA and to address how the new roles of state education agencies (and their longitudinal data systems) in data collection and sharing can be aligned with FERPA. This issue analysis may serve as a roadmap for states to assist them as they build and use state longitudinal data systems in ways that comply with FERPA and fully protect the privacy rights of students and their parents. The DQC strongly supports the use of longitudinal data as an indispensable tool in the effort to improve school performance; this legal analysis concludes that instituting and using these state longitudinal data systems can be in complete accordance with FERPA.

This DQC Issue Brief, in addition to identifying areas that are already resolved, proposes approaches to issues where there may not be clear answers at the current time, but which our legal experts believe are viable strategies for states to pursue. This issue brief aims to provide states with suggested steps and actions to think about in relation to both federal and state policies and regulations. The DQC looks forward to providing forums for these conversations within and across states to inform sound policy decisions that support using longitudinal data to improve student achievement while also protecting individual privacy.

Visit the DQC website to find the complete Issue Brief as well as a link to the Holland & Knight legal analysis. The website will also serve as a state resource center for states wishing to share their existing and new guidelines and policies regarding data collection and access as pertaining to privacy issues.

Friday, Sept 1st:
- Complete Issue Brief will be posted to the DQC website www.DataQualityCampaign.org
- Legal Analysis by Holland & Knight, LLP will be available on the firm website (www.hklaw.org)
MANAGING PARTNER: State Educational Technology Directors Association (SETDA) - http://www.setda.org

SETDA is the principal association representing the state directors for educational technology in all 50 states, DC, and American Samoa. SETDA’s goal is to improve student achievement through technology, and its mission is guided by three key principles:
• To promote national leadership in educational technology to support achievement in lifelong learning;
• To provide professional development in educational leadership for members; and
• To build partnerships and provide leadership to advance learning opportunities.

The American Board for Certification of Teacher Excellence is committed to recruiting, certifying and supporting excellent teachers essential for achieving student success. Its Passport to Teaching program is targeted to career changers interested in becoming teachers, and its Master Teacher certification will be awarded to teachers with high levels of subject matter knowledge and student achievement.

Partner Highlights: Education Commission of the States

ECS is an interstate compact created by the states and territories in 1965 to improve public education by facilitating the exchange of information, ideas and experiences among state policymakers. As a nonprofit, nonpartisan organization serving policymakers and education leaders from all levels of the education system, ECS creates unique opportunities to build partnerships, share information and promote the development of policy based on available research and strategies. Given the diverse character of its constituency, ECS provides a broad perspective that considers the various roles and responsibilities within the state policymaking process.

Forty-nine states, three territories and the District of Columbia constitute the commission's current membership. Seven commissioners -- the governor and six other individuals, typically legislators, chief state school officers, state and local school board members, superintendents, state higher education officials and business leaders, represent each member state or territory. The chairmanship and vice chairmanship of ECS are held by a governor and a state legislator, respectively, alternating between the two major political parties. Each chairman selects a particular issue that serves as a focal point for the organization’s work during his or her term. The 2006-2008 Chairwoman, Democratic Governor Kathleen Sebelius of Kansas, has selected teacher retention as the focus of her initiative, the second two-year initiative in ECS history.

ECS policy work is conducted through the Information Clearinghouse and four institutes, on School Improvement, Teaching Quality and Leadership, Postsecondary Education and Workforce Development, and the National Center for Learning and Citizenship.

The Education Commission of the States is committed to the Data Quality Campaign as a managing partner because the goals of the campaign are consistent with the work ECS has done to promote a seamless education system from pre-kindergarten through postsecondary education. Critical to creating a seamless P-16 system are high quality data about students, teachers, schools and colleges which does not just provide a snapshot at one point in time, but a longitudinal view of the factors that impact student learning. ECS will actively engage with the other DQC partners to build the capacity of education practitioners and policymakers to gather and analyze data which will lead to the effective implementation of learning strategies in the classroom and policies at the state capitol which result in all students learning the critical skills that are necessary to be active citizens and effective participants in the global economy.
LESSONS FROM THE STATES: DQC staff conducted site visits to Florida, Utah, Virginia, and Wyoming this spring to learn how they have built and used their longitudinal data systems.

A summary of those lessons is below:

“Scheduling, resources and capacity all have to come together.”

Time
1.5 – 3 years: To implement a student identifier (ID) system and sometimes a data warehouse. There are pros and cons to implementing a system quickly (in 2 years or less); most states recommend taking the time to adequately plan and pilot the system.

Strong advocate(s)
A strong advocate or group of advocates was needed and useful in all four states to promote the system, allay misconceptions, and assuage fears. Advocates were found in legislators, state superintendents, school district representatives, and governors.

Funding
These 4 states spend between $1 and $3 million annually for various components -- and the variance is based on many factors: the size, scope and design of the system. Part of the success in funding is changing the culture from a one-time project funding mentality to one of an infrastructure cost that needs to be in the state budget every year.

Human Resources
Whether a state chooses to contract with a vendor or build the system themselves, staff time at the state education agency will need to be dedicated to the effort to monitor contracts, conduct internal and external advisory committees, participate in and document the decision process, and consistently communicate with all parties involved.

Phased implementation
It is most productive in the long run to have a long-term plan while building the system in small, manageable phases; otherwise, the project becomes too cumbersome for state and district personnel. One state has a 10-year plan but works in two-year phases.

Oversight
State education agency staff in charge of the project must have the authority to make decisions or the capacity to get timely decisions from higher-level policymakers. The project should have both internal and external oversight committees to review progress and make higher-level decisions or recommendations.

Public relations and promotion efforts
Marketing and public relations directed internally to state education agency staff and externally to school districts, policymakers, and the public is invaluable to make the advantages and usefulness of the system known to stakeholders.

Plans for ongoing maintenance and change
Information systems are never static – as federal and state laws change, accountability systems are improved and education programs are enhanced, the need to refine and alter the data system will arise. Develop a process early on for managing and funding necessary changes.

Detailed reports from each state can be found at www.DataQualityCampaign.org/state_specific/ and a synthesis of the case studies can be found at www.DataQualityCampaign.org/tools/
The Data Quality Campaign is a national, collaborative effort to encourage and support state policymakers to improve the collection, availability, and use of high-quality education data, and to implement state longitudinal data systems to improve student achievement. The campaign aims to provide tools and resources that will assist state development of quality longitudinal data systems, while also providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focusing on improving data quality, access and use.

The DQC is supported by The Bill & Melinda Gates Foundation.

DQC Quarterly Issue Meeting: Using Data in the Central Office and in the Classroom to Improve Student Achievement

Featured presenters will include practitioners from the building, district, and state level:

- Amy Andres, Ohio Department of Education
- Holly Fisackerly, Aldine Independent School District, Houston, Texas
- Ed Hedgepeth, Knox County Schools, Knoxville, Tennessee
- Anne Miller, American Productivity & Quality Center

Time: Monday, September 25, 2:30-5 pm (EDT)
Location: United States Department of Education- FB6 Departmental Auditorium
400 Maryland Avenue, SW, Washington, DC 20202
Register online at www.DataQualityCampaign.org

Partner Activities

NASBE Annual Conference and Policy Forum, Oct 12-14, Louisville, KY: will focus on building data systems.


DQC Recognition Form

We are accepting nominations for state and district personnel who have done outstanding work in the design and/or implementation of longitudinal data systems. Please take this opportunity to nominate someone who you think deserves recognition. Just complete and forward the attached document to Nancy Smith at nancy@just4kids.org (fax: 512-232-0777).

About the DQC

www.DataQualityCampaign.org

We're on the Web!
Data Quality Campaign Recognition Program
Nomination form for Data or Technology Staff

About the nominee:
Name:
Organization/Position:
Address/Phone/E-mail:
This individual deserves recognition because:

About you: (you may nominate someone anonymously if you prefer)
Name:
Organization/Position:
Address/Phone/E-mail:

About the program
Deadline: October 20, 2006
How to submit: electronically, fax, or mail
Submit to Nancy Smith at nancy@just4kids.org or fax to 512.232.0777

Recognition awards will be presented to state chiefs/policymakers and state or local data/technology staff at the CCSSO Annual Policy Forum in November, 2006 in recognition of the one year anniversary of the launch of the Data Quality Campaign.