ADDED to FALL 2012 DATA SUMMIT:

- FSA’s CIO Richard Gordon who will speak on FSA’s E-Authentication Strategy
- FSA’s Mike Fillinich who will discuss migration to NIEM
- Parchment’s Matthew Pittinsky, P.h.D who will discuss Electronic Transcript Exchange
NEW PESC MEMBERS
INTRODUCING PREMIER PESC PARTNERS
FALL 2012 DATA SUMMIT | OCTOBER 17-19, 2012 | VANCOUVER | FOUR SEASONS
PESC MEMBERS VOTE ON UPDATED IPEDS REPORTING COMPONENTS
PESC CELEBRATES 15TH YEAR ANNIVERSARY
FSA FALL CONFERENCE
FSA 2013-2014 SYSTEMS SPECIFICATIONS FOR SOFTWARE DEVELOPERS
NEW NCES/SLDS DATA ANALYSIS TECHNICAL ASSISTANCE INITIATIVE
WHAT YOU NEED TO KNOW ABOUT MOOC’S
RACE TO THE TOP
LUMINA AIMS TO FURTHER COLLEGE COMPLETION
EDUCAUSE TOP 10 ISSUES IN IT
CEDS RELEASES ‘CONNECT’ TOOL
AACRAO SPEEDE’S UPDATE FOR JULY AND AUGUST
WHITE HOUSE’S CONSUMER INTERNET PRIVACY BILL OF RIGHTS
REQUEST FOR COMMENTS ON FAFSA (FEDERAL REGISTER)
NSLDS MYDATADOWNLOAD BUTTON FILE LAYOUTS
RECENT NCES REPORTS AND ANALYSES
SHOPPING SHEET FOR STUDENT FINANCIAL AID
NEW PESC MEMBERS

American Student Assistance (ASA)
www.ASA.org

Career Cruising
www.CareerCruising.com

National Association of Student Financial Aid Administrators (NASFAA)
www.NASFAA.org

National Council of Higher Education Resources (NCHER)
www.NCHER.org

Pennsylvania Higher Education Assistance Agency (PHEAA)
www.PHEAA.org

SSD Technology Partners
www.SSDEL.com

State Higher Education Executive Officers (SHEEO)
www.SHEEO.org

INTRODUCING PREMIER PESC PARTNERS
UPGRADED MEMBERS – OUR HIGHEST LEVEL

National Student Clearinghouse
www.StudentClearinghouse.org

SCRIP-SAFE International
www.Scrip-Safe.com

USA Funds
www.USAFunds.org

REGISTER NOW AT WWW.PESC.ORG

FALL 2012 DATA SUMMIT
OCTOBER 17-19, 2012
VANCOUVER
FOUR SEASONS

The PESC Fall 2012 Data Summit takes place Wednesday October 17-19, 2012 and includes PESC’s Annual Fall Membership Meeting and Annual Fall Reception.

Data Summits focus on open community development, integration & implementation, maintenance and exchange of data and data standards. Access, data quality, overall connectivity, and political factors that drive information systems and interoperability are also discussed.

All Concurrent and General Summit Sessions and events are open to all registered attendees and dress code is business casual. Transparent collaboration, engaging discussions, awareness of technical resources and best practices, identification of emerging technologies, new business contacts, & tips from experts of leading community organizations can be expected.

In continuing its mission of transparent, community-based collaboration, the Fall 2012 Data Summit is held in partnership with the AACRAO SPEEDE Committee, the Common Education Data Standards (CEDS) Initiative & Consortium, InCommon & the US Department of Education.

PESC thanks DIAMOND Sponsor ORACLE; SILVER Sponsors National Student Clearinghouse, Pearson, Smart Catalog and USA Funds; BRONZE Sponsors ellucian, eScholar and Parchment; and STAKEHOLDER Sponsor SIFA.

Sessions at the Fall 2012 Data Summit will be held on the following efforts and topics. Please check the PESC website for program and agenda updates.
Development Efforts
- Academic ePortfolio
- Common Data Services Task Force & EDeXchange
- EA2 Task Force, InCommon & CommIT
- Student Loan Data Reporting Workgroup

Board, Committees & User Groups
- Canadian PESC User Group
- CEDS User Group
- Student Aid User Group
- Education Record User Group
- Seal of Approval Board
- Technical Advisory Board

General Session Topics & Featured Speakers

- **Richard Gordon** | Mr. Gordon, CIO, Federal Student Aid (FSA), US Department of Education will discuss FSA’s E-Authentication Strategy and the short and long-term plans for supporting various community-based federations.

- **Matthew Pittinsky, Ph.D.** | Parchment CEO Dr. Pittinsky will discuss a new white paper focusing on the value of Electronic Transcript Exchange.

- **Michael Riley** | As new Executive Director of AACRAO – American Association of Collegiate Registrars and Admissions Officers, Mr. Riley will make his first address to the PESC community and discuss his future plans for AACRAO.

- **Canadian PESC User Group** | Kelly McMullen of ApplyAlberta, Trudy Sykes of Ontario Universities’ Application Centre (OUAC), Jam Hamidi of BCCampus and Bill McKee of Ontario College Application Service (OCAS) and User Group Co-Chair will discuss how PESC Approved Standards are being used throughout Canada and the value standards bring.

- **David Mathews** of Ellucian will discuss the challenges of “Co-Opetition” and the need for transparent collaboration.
SAVE THE DATE

Spring 2013 Data Summit

May 1 – 3, 2013
San Diego CA | Omni Hotel
$199 “PESC”
(Hotel Cutoff: 4/1/13)

Fall 2013 Data Summit

October 1 – 3, 2013
Palm Beach FL | Four Seasons
$199 “PESC”
(Hotel Cutoff: 8/30/13)

Check www.PESC.org for information and registration
# Fall 2012 Data Summit

October 17 – 19, 2012

Vancouver | Four Seasons

## Program At-A-Glance

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>7:30am – 8:30am</td>
<td>Continental Breakfast</td>
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<tr>
<td>8:00am – 5:00pm</td>
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<td>1&lt;sup&gt;st&lt;/sup&gt; Time Attendee Orientation</td>
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<td>8:30am – 10:15am</td>
<td>General Sessions</td>
<td>Concurrent Sessions</td>
<td>Concurrent Sessions</td>
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<td></td>
<td>PESC</td>
<td>CommIT EA2 Task Force</td>
<td>CommIT EA2 Task Force</td>
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<td>Canadian User Panel</td>
<td>Student Loan Data Reporting</td>
<td>Canadian PESC User Group</td>
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<td></td>
<td>MyDataButton</td>
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<td>Academic ePortfolio</td>
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<td>10:15am – 10:30am</td>
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<tr>
<td>10:30am – noon</td>
<td>USDE &amp; NIEM</td>
<td>Concurrent Sessions</td>
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<td>FSA Strategy for E-Authentication</td>
<td>CommIT EA2 Task Force</td>
<td>CommIT EA2 Task Force</td>
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<td>Noon – 1:30pm</td>
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<td>Student Loan Data Reporting</td>
<td>Canadian PESC User Group</td>
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<td>Keynote Lunch/Awards</td>
<td>Lunch: Buffet</td>
<td>Academic ePortfolio</td>
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<td>CommIT EA2 Task Force</td>
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<tr>
<td>1:30pm – 3:00pm</td>
<td>Electronic Transcript Exchange – AACRAO</td>
<td>CDS Task Force</td>
<td>Joint CCB/TAB</td>
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<td>Student Aid User Group</td>
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<tr>
<td>3:00pm – 3:15pm</td>
<td>Break</td>
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<tr>
<td>3:15pm – 5:00pm</td>
<td>CommiT</td>
<td>CDS Task Force</td>
<td>CEDS User Group</td>
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<tr>
<td></td>
<td>CDS Task Force</td>
<td>Student Aid User Group</td>
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<tr>
<td>5:30pm – 6:30pm</td>
<td>Annual Fall Reception</td>
<td>Annual Fall Membership Meeting</td>
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</table>
AACRAO’s SPEEDE Committee meets at PESC’s Spring 2012 Data Summit in Las Vegas. The SPEEDE Committee has met at every PESC Summit since PESC was founded and both AACRAO and SPEEDE remain PESC’s strongest strategic partners.

Janie Barnett of AACRAO joins Dave Stones and Jim Farmer at the Spring 2006 Summit in San Diego.

Executive Director Larry Fruth of SIFA and Vice President Hans L’Orange of SHEEO join Executive Director Aimee Guidera of the DQC in receiving PESC’s Best Practices Award for 2006.

Vice President Brian Allison of USA Funds, Bob King formerly with Citibank, and Pete Nalli, former PESC Chairman (now deceased) at the presentation ceremony in which NCHELP won PESC’s Best Practices Award for 2005 for CommonLine.

“Parchment is committed to driving industry standards for the exchange of credentials data among educational and professional organizations because it improves efficiencies from all sides, “ said Matthew Pittinsky, Ph.D., CEO, Parchment Inc.
On August 18, 1997, a critical meeting was convened at the National Center for Higher Education at One Dupont Circle in Washington, D.C. which resulted in the formation of PESC. At that time, several major factors relating to modernizing data systems and standardization were emerging and the higher education community had reached the tipping point where a new, centralized, community-funded organization to promote and facilitate the use of electronic standards for data sharing and reporting was needed:

- **Y2K**: The advent of the new millennium created a fear that systems may be compromised when the year 1999 rolled over into 2000. In preparing for Y2K, a global awareness emerged of “COBOL” and the importance of data and standards.

- **Electronic Transcripts**: Electronic data exchange in the admissions and registrar functions (transcripts, test score, admissions application, etc.) were in the process of being developed and deployed through a partnership between AACRAO, CCSSO and NCES. Benefits of standardization were being realized and other sectors of higher education were interested in realizing benefits as well.

- **FDSLP**: The launch of the Federal Direct Student Loan Program (FDSLP) in 1993 by the U.S. Department of Education as mandated by the U.S. Congress through Reauthorization of the Higher Education Act of 1965, which circumvented all bank and other private involvement in the loan process, introduced a single standard and banks found themselves needing to respond with standards as well to remain competitive.

- **Project EASI**: The U.S. Department of Education launched its Project EASI (Easy Access for Students and Institutions) “modernization” effort to reengineer their convoluted and disparate thirteen stovepipe systems. Maintenance and development costs for those systems were increasing exponentially; yet accessing those systems was difficult and obtaining accurate and reliable data took weeks and sometimes months.

Three major legislative items also helped in the creation of PESC:

- **The National Technology Transfer and Advancement Act (NTTAA)**: Section 12 of the NTTAA, passed in 1995, states that “all Federal agencies and departments shall use technical standards that are developed or adopted by voluntary consensus standards bodies.”

- **OMB Circular NO. A-119**: The Office of Management and Budget (OMB) issued in 1998 Circular NO. A-119 which provides guidance for agencies participating in voluntary consensus standards bodies and procedures for satisfying the reporting requirements of NTTA.

- **Section 143 of the Higher Education Act of 1965**: Language was added in 1998 which directs the Secretary of Education and the Chief Operating Officer (of Federal Student Aid 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 programs.”
On November 13, 1998 after months of collecting seed funding and organization membership, Bylaws for PESC were approved by the then governing board and Articles of Incorporation were filed on June 15, 1999. Preliminary tax-exempt status was awarded on August 27, 1999 and was made permanent on November 13, 2003.

On August 4, 2000, the PESC Board of Directors founded the Standards Forum for Education. XML development and applications were emerging in all industries, but PESC had identified an absence of any single organization responsible for developing XML business standards for the postsecondary community. The community embraced the Standards Forum for Education and together worked to develop and produce the first PESC approved standard, the XML Postsecondary Transcript, in July of 2004. Numerous development efforts have since taken place within the Standards Forum for Education and more and more are being proposed from within the community.

PESC and its members have worked diligently over the years and have successfully created the environment envisioned in 1997. Now with its largest membership in its history, with its Approved Standards being implemented across North America and with permanent User Groups now monitoring initiatives and maintenance, PESC continues to serve the needs of the education community especially as the focus moves toward teaching and learning across the entire student lifecycle P20W (from early learning through education and into the workforce). The benefits of standards, once realized, spark the need for more standards, education and training, and other supporting mechanisms and PESC members working in transparent collaboration continue to drive the value of PESC.

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# PESC Distinguished Service Awards

<table>
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<tr>
<th>Year</th>
<th>Name</th>
<th>Organization</th>
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<tr>
<td>2009-2010</td>
<td>Kristi Blabaum</td>
<td>NASLA</td>
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<tr>
<td></td>
<td>Michael Morris</td>
<td>ACT, Inc.</td>
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<tr>
<td>2008-2009</td>
<td>Stephen C. Biklen</td>
<td>NASLA</td>
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<td></td>
<td>David K. Moldoff</td>
<td>AcademyOne, Inc.</td>
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<td></td>
<td>Clare Smith-Larson</td>
<td>Iowa State University</td>
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<tr>
<td>2007-2008</td>
<td>Judith Flink</td>
<td>University of Illinois</td>
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<td></td>
<td>10th Year Milestone Award</td>
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<td></td>
<td>Rick Skeel</td>
<td>University of Oklahoma</td>
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<tr>
<td>2006-2007</td>
<td>AACRAO</td>
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<td></td>
<td>Jim Farmer</td>
<td>Georgetown University</td>
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<tr>
<td>2005-2006</td>
<td>Ed Hauser</td>
<td>SunGard Higher Education</td>
</tr>
<tr>
<td></td>
<td>Keith Riccitelli</td>
<td>Sallie Mae</td>
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<tr>
<td></td>
<td>Tom Stewart</td>
<td>AACRAO, SPEEDE</td>
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<tr>
<td>2004-2005</td>
<td>Tim Bornholtz</td>
<td>Office of Federal Student Aid, U.S. Education</td>
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<td></td>
<td>Mark Bolembach</td>
<td>SunGard SCT</td>
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<td></td>
<td>Adele Marsh</td>
<td>AES</td>
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<td></td>
<td>Dallas Martin</td>
<td>NASFAA</td>
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<tr>
<td></td>
<td>Bruce Marton</td>
<td>University of Texas at Austin</td>
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<tr>
<td>2002-2003</td>
<td>Jerry Bracken</td>
<td>Brigham Young University</td>
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<tr>
<td>2001-2002</td>
<td>Steve Margenau</td>
<td>Great Lakes Higher Education Corporation</td>
</tr>
<tr>
<td></td>
<td>Adele Marsh</td>
<td>AES</td>
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<tr>
<td></td>
<td>Bruce Marton</td>
<td>University of Texas at Austin</td>
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<tr>
<td>2000-2001</td>
<td>Rebecca Babel</td>
<td>ELM Resources</td>
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<tr>
<td></td>
<td>Ellen Blackmun</td>
<td>NASFAA</td>
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<tr>
<td></td>
<td>Steve Margenau</td>
<td>Great Lakes Higher Education Corporation</td>
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<td></td>
<td>Karl Van Neste</td>
<td>The College Board</td>
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<td>1999-2000</td>
<td>David Leonard</td>
<td>USA Group</td>
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<tr>
<td></td>
<td>Tim Pavlick</td>
<td>KPMG</td>
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<tr>
<td></td>
<td>David Stones</td>
<td>Harbinger</td>
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</table>
“At ConnectEDU, we are passionate about adopting, maintaining and promoting industry best practices to benefit our customers, specifically around the use of data,” stated Jeffrey Alderson, Senior Director of Product Innovation, ConnectEDU, Inc. and PESC board member.

PESC MEMBERS VOTE ON UPDATED IPEDS REPORTING COMPONENTS

PESC Members, with development work and public comment period now satisfactorily performed and completed, the updated IPEDS Reporting Components (new versions for 12 MONTH ENROLLMENT 4 YEAR, FALL ENROLLMENT 4 YEAR & LESS THAN 4 YEAR AND COMPLETIONS) are now being presented for a VOTE of approval and acceptance of IPEDS Updated Reporting Components as PESC APPROVED STANDARDS. Ballots, with specific voting instructions, are attached and are also available online at http://www.pesc.org/interior.php?page_id=228.

All ballots must be received by PESC by 5pm PST Monday October 1, 2012.

Email: Michael.Sessa@PESC.org
Fax: 202-261-6517
Mail: Postsecondary Electronic Standards Council
1250 Connecticut Avenue, NW
Suite 200
Washington DC 20036

PESC CELEBRATES 15th YEAR ANNIVERSARY

To commemorate PESC's 15th Year Anniversary, we’ve upgraded our business plan from PESC 2.0 whereby we focused on Unlocking the Power of Data Across the Education Lifecycle to PESC 3.0 in which we Unify the Education Domain Around Interoperability to Improve Student Achievement. PESC 3.0 to be announced at the Fall 2012 Data Summit includes a number of enhancements:

- Member upgrades to Premier Partner (our highest Member status)
- New Membership Categories (for schools and/or LEA's)
- Common Intellectual Property (IP)
GREETINGS FROM PESC!

On behalf of the Board of Directors, I am pleased to provide you with PESC’s 2012-2013 Membership Application.

PESC is working to become the voice for the efficient and secure real-time exchange of student data from initial access of the student from high school into the college environment through successful completion of the education experience.

PESC is driving the collaborative development and alignment of data across disparate systems and across sectors; and, eliminating incompatible interfaces that disrupt student achievement and inflate costs for institutions, states, government agencies and schools struggling to keep up with the demands of technology while maintaining competitive tuition and/or spending rates.

PESC’s strength and influence are derived from the direct actions and participation of its membership and collaborating within the Education community continues to bring us closer to our mutual goals. By joining PESC, you join the rest of the education technology, data, research and policy communities in this mission.

Please review this information and return all completed forms to us. If you have questions, please contact Membership Services Director Jennifer Kim at jennifer.kim@pesc.org or 202-261-6514.

Sincerely,

Michael D. Sessa
President & CEO
WHO WE ARE
Established in 1997 at the National Center for Higher Education in One DuPont Circle and located in Washington, D.C., PESC is an international non-profit, community-based, 501 (c)(3) umbrella association of colleges and universities; college and university systems; professional and commercial organizations; data, software and education technology service providers; non-profit organizations and associations; and local, state and federal government agencies.

OUR 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 Education lifecycle.

OUR VISION
PESC envisions national and international interoperability within the Education domain, supported by a trustworthy, inter-connected network called EdUnify 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.

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

Accelerate Performance & Service
• In serving as a window into education technology, PESC bridges the channels between those that need services and those that provide them. This neutral environment opens communications and raises cross-sector awareness leading to faster identification of emerging technologies, trends, changes in demands and needs and increased value and integrity of education technology.

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

Lead Collaborative Development
• PESC leads the establishment and facilitates the adoption & implementation of data exchange standards through direct, open and transparent community participation. Workgroups are continuously formed and follow specific policies and procedures, governed by the Steering Committee of the Standards Forum; while Task Forces focus on infrastructure needed to support

Set/Maintain Common Data Standards
• PESC serves as a data 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 Education and across other industries 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.
MEMBER BENEFITS

Valid through June 30, 2012

➢ Unlimited, active participation for member representatives is available in:
  — all PESC User Groups and PESC Task Forces
  — all national & international data standards-setting development initiatives
  — all PESC Workgroups within the Standards Forum for Education

➢ Member representatives are qualified to serve:
  — as Chair or Co-Chair of initiatives and/or workgroups
  — on the Steering Committee of the Standards Forum for Education
  — on the Board of Directors

➢ Members only carry the right to vote on:
  — issues proposed by the Membership
  — changes to PESC by-laws
  — elections of the Board of Directors

➢ Members are eligible to:
  — propose workgroup topics to the Board of Directors for standards development, research and/or discussion
  — submit articles & press releases for inclusion in PESC's monthly newsletter “The Standard”

➢ Members are eligible for discounted rates:
  — at PESC meetings & conferences
  — for Seal of Approval Program

➢ Free access to all PESC conference calls

➢ Linked as a Member on PESC website (with a link to your website), in certain publications, and in promotional materials

➢ Networking and collaboration with other Membership organizations that support data exchange standardization
LIMITED PESC MEMBERSHIP

PESC is pleased to announce the establishment of a new membership benefit which allows *non-profit organizations, non-profit associations* and *commercial organizations* to pass on at their discretion, free Limited PESC Memberships to other organizations.

Limited PESC Membership includes all Member benefits except:

1) The number of representatives that can participate in PESC is limited to one representative.
2) All designated representatives are ineligible to serve on the PESC Board of Directors.

Organizations with Limited PESC Memberships that are interested in having more than one representative participate in PESC or interested in serving on the PESC Board of Directors, must upgrade their Membership from Limited to Member.
MEMBER DUES
Valid through June 30, 2012

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<td>- 50,000+ students</td>
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<td>- 1 campus</td>
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<td>- 50,000+ students</td>
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<td>- $1 billion+</td>
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<td>$20,000</td>
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<td>- $1 billion+</td>
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</tbody>
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| NON-PROFIT ASSOCIATION**            | $5,000 | 5 |

* Increases to $250 on July 1, 2013  ** In addition to the unlimited number of staff that can participate in PESC from an association, associations are also provided with 5 Limited PESC Memberships to distribute.
# 2012-2013 MEMBERSHIP FORM

- **Organization Name**
- **Organization Website Address**
- **Voting Member (or Official Contact) Name and Title**
- **Street Address**
- **City, State and Zip**
- **Phone**
- **Fax**
- **E-mail Address**

## MEMBERSHIP CATEGORY
- [ ] Member
- [ ] Limited Member
- [ ] Affiliate
- **MEMBER TYPE**
  - [ ] Local Education Agency (LEA) or School
  - [ ] Non-Profit College or University
  - [ ] For-Profit College or University
  - [ ] State or Federal Government
  - [ ] Non-Profit Organization
  - [ ] Commercial Organization
  - [ ] Non-Profit Association

## REFERRING MEMBER
(If any)

## MEMBER FEE

Refer to Fee Structure on preceding page

## Signature  Name (please print)  Date

*In joining PESC’s membership, my company and its employees, contractors and affiliated parties agree to abide by PESC’s membership guidelines, terms & conditions of use and intellectual property and user agreement.*

Please complete this form and send it along with a check payable to:

**PESC**
1250 Connecticut Avenue, NW, Suite 200
Washington, D.C. 20036
Fax: (202) 261-6517
www.PESC.org
PESC’s TIN#: 52-2179499
MEMBERSHIP UPGRADES NOW AVAILABLE

BECOME A PREMIER PARTNER IN PESC

**IT's FREE TO UPGRADE**

For **commercial Members, non-profit association Members and non-profit organization Members:**

In an effort to thank these Member organizations for their continued support of PESC over the years accented by our upcoming 15th Year Anniversary, PESC is pleased to announce the establishment of a new membership benefit which allows current PESC Members (limited to non-profit organizations, non-profit associations and commercial organizations only) to pass on at their discretion, **free** Limited PESC Memberships to other organizations. This new benefit is available effective immediately for Members current in their PESC dues and is automatically included in your current dues.

Limited PESC Membership includes all Member benefits including external reference as a PESC Member except internally:

- The number of representatives that can participate in PESC is limited to one representative.
- All designated representatives are ineligible to serve on the PESC Board of Directors.

Organizations with Limited PESC Memberships that are interested in having more than one representative participate in PESC or interested in serving on the PESC Board of Directors, must upgrade their Membership from Limited to Member.

PESC Members that take advantage of this benefit and bring in at least one Limited PESC Member will be upgraded to **Premier Partner** and this exclusive status will be reflected by PESC in all marketing materials, presentations and on the membership page of the PESC website.

An updated Membership Application is attached in PDF and we ask to have the receiving organization or Limited Member complete and return this application to PESC. Be sure that in completing the application, Limited Members identify the Premier Member. Going forward, the Limited Membership roster will be reviewed upon the Premier Member’s anniversary date.

We know that intermittent momentum in the economy continues to present financial challenges for all of us. We also know that the higher dues paid by non-profit organizations, non-profit associations and commercial organizations over the years have allowed for lower dues for schools, colleges and universities. We hope this benefit expands your exemplary good will while simultaneously expanding the community supporting interoperability and student achievement.

Again, we thank you for your continued support of PESC and look forward to a mutually beneficial relationship with you and your organization as we celebrate our 15th Anniversary!

PESC will be celebrating its 15th Anniversary at the Fall 2012 Data Summit in Vancouver, British Columbia, October 17-19, 2012 at the Four Seasons. In recognition of the expanding role PESC plays in Education standards, the Board of Directors has authorized several key benefits to the PESC Membership structure. Most notably:

- Based on their respective dues, non-profit organizations and associations, along with commercially-based organizations that are members of PESC will be granted the ability to
pass on a limited number of PESC memberships to distribute at their discretion. The membership is limited to one representative from that organization.¹

- A new category in the membership structure has been created effective immediately for individual schools, districts and/or local education agencies (LEAs).
- The $150 tier for individual colleges and universities will be increased to $250 effective July 1, 2013.
- PESC will form and launch a Student Aid User Group at its Fall 2012 Data Summit being held October 17-19, 2012 in Vancouver. This User Group joins the three other permanent groups within PESC: Education Record User Group, Common Education Data Standards User Group and Canadian PESC User Group.

¹For example, one commercial organization could grant a PESC membership to its best client or customer; but only one representative from that client or customer organization can participate in PESC. If that organization wants more than one representative to participate in PESC, that organization would then join PESC directly as a Member, under which there is no limit to the number of representatives a Member organization can have participating in PESC.

## NSLDS MYDATA BUTTON FILE LAYOUT

Recently FSA released the file layouts for access to NSLDS under the “MyDATAButton” Initiative.

If you have questions about this information, contact the NSLDS Customer Support Center at 800/999-8219 800/999-8219. You can also contact Customer Support by e-mail at nslds@ed.gov.

Attachments/Enclosures:


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### INTEROPERABILITY from Wikipedia

**Interoperability** is a property referring to the ability of diverse products, systems and/or organizations to work together (inter-operate). The term is often used in a technical systems engineering sense, or alternatively in a broad sense, taking into account social, political, and organizational factors that impact system to system performance.

For systems interoperability specifically organizations communicate through interfaces which are completely understood...each can work with the other’s products or systems without any restricted access or implementation.

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**2012 FSA FALL CONFERENCE INFORMATION**


**The date & location of the Federal Student Aid Conference:**

November 27th - November 30th, 2012
(Tuesday – Friday)

The Peabody Orlando
9801 International Drive
Orlando, FL 32819

The Federal Student Aid Conference is an event like no other, offering premiere financial aid training for you and your colleagues throughout the
financial aid community. This year’s conference program will focus on topics related to changes in Title IV policies and programs that affect your job and, more importantly, the students you serve. The Conference program and session content will be posted in the coming weeks.

For further information regarding our upcoming 2012 Federal Student Aid Conference, please visit our website at http://fsaconferences.ed.gov. Registration and room blocks are open, so register and secure lodging early!

1998 Amendments to the Higher Education Act of 1965
P.L. 105-244

Sec 101—Revision of Title I
PART D—ADMINISTRATIVE PROVISIONS FOR DELIVERY OF STUDENT FINANCIAL ASSISTANCE

SEC. 143. ADMINISTRATIVE SIMPLIFICATION OF STUDENT AID DELIVERY.

(a) IN GENERAL— In order to improve the efficiency and effectiveness of the student aid delivery system, the Secretary and the Chief Operating Officer shall encourage and participate in the establishment of voluntary consensus standards and requirements for the electronic transmission of information necessary for the administration of programs under title IV.

(b) PARTICIPATION IN STANDARD SETTING ORGANIZATIONS—

(1) The Chief Operating Officer shall participate in the activities of standard setting organizations in carrying out the provisions of this section.

(2) The Chief Operating Officer shall encourage higher education groups seeking to develop common forms, standards, and procedures in support of the delivery of Federal student financial assistance to conduct these activities within a standard setting organization.

(3) The Chief Operating Officer may pay necessary dues and fees associated with participating in standard setting organizations pursuant to this subsection.

2013-2014 APPLICATION PROCESSING SYSTEM SPECIFICATIONS FOR SOFTWARE DEVELOPERS
August 2012 Draft

We are pleased to announce the posting of the draft Application Processing System Specifications for Software Developers for the 2013-2014 cycle. Please note the following:

* Testing of these specifications will not be complete until January 2013. Software developers should be prepared to receive updates to the specifications until that time.

* Draft 2013-2014 Institutional Student Information Record (ISIR) layouts are included in the draft 2013-2014 EDE Technical Reference, which is now available on the Information for Financial Aid Professionals (IFAP) Web site.

In addition to its current availability on the IFAP Web site, the specifications will also be available in the next several days from the 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.

Author: William Leith, Service Director, Program Management, Federal Student Aid

NEW NCES/SLDS DATA ANALYSIS TECHNICAL ASSISTANCE (DATA) INITIATIVE

Announcing new NCES/SLDS technical assistance for SEAs and LEAs interested in forming a community of practice around data analysis techniques. This new initiative is designed to facilitate the exchange of information and resources among practitioners.

To begin, we are compiling a broad distribution list for a general DATA listserv to which individuals can add their names, and from which smaller topical
data analysis working groups can be formed by SEA and LEA staff. This assistance is in response to requests from education agency staff conducting analysis with their state or district’s longitudinal data system (LDS). In addition to ongoing agency analysis, these staff receive data analysis requests from policymakers, educators, and sister agencies. They are also responsible for validating the methodology used by researchers or the press when high-profile studies circulate about education in their state or district. The offices fielding these requests are often small, sometimes a single individual, and could benefit from a community.

Some examples of in-house analysis that may be required:
- Development, implementation, and/or interpretation of new ESEA flexibility waiver measures.
- Development, implementation, and/or interpretation of teacher value-added measures.
- School-age population projections to determine building needs.
- Local adjustments to the parameters of a vendor’s early-warning or feedback model.
- Local evaluation of program changes within a short timeframe and for different populations.
- Assessment of coursetaking patterns and outcomes, especially pertaining to college and work.

If you would like to participate in methodological discussions around data use topics such as these, you can subscribe to the DATA listserv by replying to NCES/S LDS Program Officer: dorothyjean.cratty@ed.gov

You can also forward me the names and emails of other staff members you would like to receive this invitation. If you are not SEA/LEA staff, but are interested in participating in this community of practice in its broadest form, please include some context information in your email reply.

Thank you,

Dorothyjean Cratty
Program Officer, State Longitudinal Data Systems Grant Program, NCES

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WHAT YOU NEED TO KNOW ABOUT MOOC’S

From The Chronicle

We’ll be updating this page regularly. Please check back for updates.

Call it the year of the mega-class. Colleges and professors have rushed to try a new form of online teaching known as MOOC’s—short for “massive open online courses.” The courses raise questions about the future of teaching, the value of a degree, and the effect technology will have on how colleges operate. Struggling to make sense of it all? On this page you’ll find highlights from The Chronicle’s coverage of MOOC’s.

What are MOOC’s?

MOOC’s are classes that are taught online to large numbers of students, with minimal involvement by professors. Typically, students watch short video lectures and complete assignments that are graded either by machines or by other students. That way a lone professor can support a class with hundreds of thousands of participants.

Why all the hype?

Advocates of MOOC’s have big ambitions, and that makes some college leaders nervous. They’re especially worried about having to compete with free courses from some of the world’s most exclusive universities. Of course, we still don’t know how much the courses will change the education landscape, and there are plenty of skeptics.

These are like OpenCourseWare projects, right?

Sort of. More than a decade ago, the Massachusetts Institute of Technology started a much-touted project called OpenCourseWare, to make all of its course materials available free online. But most of those are text-only: lecture
notes and the like. Several colleges now offer a few free courses in this way, but they typically haven’t offered assignments or any way for people who follow along to prove that they’ve mastered the concepts. MOOC’s attempt to add those elements.

So if you take tests, do you get credit? 
So far there aren’t any colleges that offer credit for their MOOC’s. But some MOOC participants can buy or receive certificates confirming their understanding of the material.

Who are the major players?
Several start-up companies are working with universities and professors to offer MOOC’s. Meanwhile, some colleges are starting their own efforts, and some individual professors are offering their courses to the world. Right now four names are the ones to know:

edX A nonprofit effort run jointly by MIT, Harvard, and Berkeley.
Leaders of the group say they intend to slowly add other university partners over time. edX plans to freely give away the software platform it is building to offer the free courses, so that anyone can use it to run MOOC’s.

Coursera A for-profit company founded by two computer-science professors from Stanford.
The company’s model is to sign contracts with colleges that agree to use the platform to offer free courses and to get a percentage of any revenue. More than a dozen high-profile institutions, including Princeton and the U. of Virginia, have joined.

Udacity Another for-profit company founded by a Stanford computer-science professor.
The company, which works with individual professors rather than institutions, has attracted a range of well-known scholars. Unlike other providers of MOOC’s, it has said it will focus all of its courses on computer science and related fields.

Khan Academy
A non-profit organization founded by MIT and Harvard graduate Salman Khan.
Khan Academy began in 2006 as an online library of short instructional videos that Mr. Khan made for his cousins. The library—which has received financial backing from the Bill and Melinda Gates Foundation and Google, as well as from individuals—now hosts more than 3,000 videos on YouTube. Khan Academy does not provide content from universities, but it does offer automated practice exercises, and it recently debuted a curriculum of computer science courses. Much of the content is geared toward secondary-education students.

Udemy A for-profit platform that lets anyone set up a course.
The company encourages its instructors to charge a small fee, with the revenue split between instructor and company. Authors themselves, more than a few of them with no academic affiliation, teach many of the courses.

DESPITE HALT IN FEDERAL ENFORCEMENT, STATES MOVE AHEAD WITH REGULATIONS FOR ONLINE PROGRAMS
By Eric Kelderman
The federal government may not be able to enforce a rule requiring colleges to be licensed in every state where they are operating, but that hasn’t stopped states from forging ahead with new regulations for the myriad institutions that enroll students within their borders but may have no physical campus there.

Maryland, for example, has passed a new law requiring all out-of-state colleges that enroll Maryland residents in online programs to register with the state’s Higher Education Commission and pay a $1,000 registration fee.
Other states, such as Minnesota, are going after colleges that are not complying with their authorization rules, sending "cease and desist" letters to institutions that resist the process.

Some states are also trying to make it simpler to authorize online programs, but the complexity and variation in state regulations can make it difficult for colleges to expand their offerings to new areas, said Russell Poulin, deputy director for research and analysis for the WICHE Cooperative for Educational Technologies. (The cooperative, known as WCET, is a membership organization that promotes online education in partnership with the Western Interstate Commission for Higher Education.)

The hurdle is higher for cash-strapped public universities, which can't necessarily afford the time and staff to manage compliance with other states' laws, than it is for the large proprietary institutions, Mr. Poulin said. And in some cases, public colleges have simply ignored the licensing requirements in other states, he said.

**Rule Gone Awry**

States have traditionally had a role regulating the institutions within their borders by providing a measure of consumer protection for individual students. The regulatory picture has been blurred, however, by the proliferation of colleges and programs that operate mostly or entirely online and may have no campus within a state.

Many states have applied their regulations only to colleges that have a physical presence in the state, said Gregory Ferenbach, a lawyer with Dow Lohnes who advises colleges on regulatory compliance. And some states have ceded their authority by relying on approval by accreditors or the federal government, says a recent report by the education committee of the U.S. Senate.

The federal government tried to strengthen states' roles with a 2011 regulation known as the state-authorization rule. That rule, which was opposed by lobbyists for colleges, required institutions to be authorized in each state where they were operating as a condition of being eligible to accept federal student aid for students in that state.

A court blocked the rule almost as soon as it took effect, however, and a federal appeals court upheld that decision in June, finding that the U.S. Education Department had not followed proper procedures in issuing the rule. The department has the right to set such a rule, the appellate court's opinion states, but it will have to reissue the rule under the proper procedures before it can enforce the provisions that apply to online programs.

More recently, the Education Department released a letter saying that it would not enforce the state-authorization requirement, leading to speculation that it would not reissue the rule but perhaps would try instead to insert such a regulation into the next renewal of the federal Higher Education Act.

**Pandora's Box**

While enforcement has been suspended, the rule's existence has had the effect of alerting states to the number of colleges operating within their borders.

In Minnesota, more than 500 colleges contacted the state Office of Higher Education about obtaining authorization, said George R. Roedler, the office's manager of institutional registration and licensing. "We have our hands full," he said. State procedures require the office to review each applying institution's financial status, the qualifications of its faculty members, and the curricula of its general-education courses.

It costs each institution $7,000 to $10,000, on average, to gain initial approval, Mr. Roedler said, with an annual recurring charge of $2,500. The agency has managed to register about 50 of those institutions, he said, while others have chosen not
to enroll any Minnesota residents in the future. "Some haven't decided if it is worth the cost," he said.

And a few institutions have decided to ignore the rules and enroll Minnesota students without obtaining authorization, Mr. Roedler said. In those cases, his agency has asked the state's attorney general to threaten legal action.

Noncomplying institutions have been identified by student complaints or even by other institutions, Mr. Roedler said. "They're not above tattling on each other."

Still, the goal is to get institutions to comply, he said, not to shut them down.

In other states, the rules for authorization can be even more costly and complex. In Arkansas, for example, an out-of-state college seeking approval to offer online degrees is required to list information about each of its faculty members in a specific format, said Mr. Poulin, of WCET. While that might be manageable for a small institution, it creates an administrative burden for a public flagship, he said.

In Massachusetts, an out-of-state college that wants to offer online courses has to pay $10,000 plus $2,000 for each degree it seeks to offer, and the process of licensing can take nine months to a year.

Efforts are under way to standardize the state-authorization process, including a commission organized to study the issue by the State Higher Education Executive Officers and the Association of Public and Land-Grant Universities. But a regional or national approach could take years to accomplish because it will require statutory changes in the states that want to participate.

Despite the difficulties, Mr. Poulin said, the need is there for states to continue to regulate distance and online education. "One thing that I noticed a lot of institutions aren't aware of, they see what the state regulators do as duplicative and not adding value, but they don't consider the consumer-protection aspect," he said. "Who else is going to protect the individual student?"

RACE TO THE TOP

On August 12, the Department announced it had finalized the application for the 2012 Race to the Top-District competition, which will provide nearly $400 million to support school districts in implementing local education reforms that personalize instruction, close achievement gaps, and take full advantage of 21st century tools that prepare each student for college and careers. The program sets a high bar to fund those districts that have a track record of success, clear vision for reform, and innovative plans to transform the learning environment and accelerate student achievement.

“Race to the Top helped bring about groundbreaking education reforms in states across the country. Building off that success, we’re now going to help support reform at the local level,” Secretary Duncan noted. “We want to help schools become engines of innovation through personalized learning, so that every child in America can receive the world-class public education they deserve.”

The program criteria invites applications from districts or groups of districts proposing to serve at least 2,000 students -- or groups of 10 or more districts proposing to serve less than 2,000 students -- with at least 40% of participating students (across all participating schools) qualifying for free or reduced-price lunch. Districts will choose to apply for funding to support learning strategies that personalize education in all or a set of schools, within specific grade levels or select subjects.
Moreover, districts must demonstrate a commitment to Race to the Top’s four core reform areas and have sign-off on their plan from the local superintendent, local school board president, and local teacher union/association president (where applicable).

The Department plans to support high-quality proposals from across a variety of districts, including rural and non-rural, as well as those participating in a Race to the Top state grant and those not participating. The program offers competitive preference to applicants that form partnerships with public and private organizations to sustain their work and provide services to help meet students’ academic, social, and emotional needs and enhance their ability to succeed.

The Department expects to make 15 to 25 awards. Awards will range from $5 million to $40 million, depending on the population served through the plan. Districts are asked to submit an intent to apply by August 30. Applications are due October 30. Grants will be announced no later than December 31.

FOR MORE INFORMATION, PLEASE GO TO http://www2.ed.gov/programs/racetothetop-district/. (Note: To assist applicants in preparing the application, the agency is hosting technical assistance webinars [http://www2.ed.gov/programs/racetothetop-district/resources.html] and has posted answers to Frequently Asked Questions [http://www2.ed.gov/programs/racetothetop-district/faq.html].)

LUMINA AIMS TO FURTHER COLLEGE COMPLETION WITH VENTURE-CAPITAL INVESTMENT

By Eric Kelderman

The Lumina Foundation for Education has become one of the best-known philanthropies in higher education, awarding millions of dollars each year in grants for programs that are meant to improve college-completion rates while maintaining the quality of degrees.

The usual recipients of those grants—nearly $48-million in 2011—have been higher-education associations, accreditors, institutions, and states.

The money has been directed toward policies and practices that Lumina hopes will achieve the foundation’s big goal: having 60 percent of U.S. residents earn a college credential by 2025.

More recently, though, Lumina has decided to put some of its money to use in the marketplace, by investing $10-million with New Markets Venture Partners, a fund that supports emerging-technology companies, including for-profit education businesses.

Companies currently receiving support from the venture-capital fund include Moodlerooms, which provides an open-source platform for online courses, and Starfish Retention Solutions, which helps colleges offer online student advising, tracking, and tutoring.

New Markets has no current investments directly in for-profit colleges, but it has invested in the past in American Public Education Inc. and Capella University.

Holiday Hart McKiernan, vice president for operations and general counsel at Lumina, said the investment in the venture-capital fund was another way to further the foundation's college-completion agenda, giving some for-profit companies an incentive to help achieve Lumina's goal. The money in New Markets also has to provide a rate of return similar to the rest of the foundation's $1.1-billion investment portfolio, she said.

"What's really interesting to me is, Can mission-related investing be an effective avenue for achieving our strategic objectives?," Ms.
McKiernan said. "I'm guardedly optimistic that the two-prong approach can achieve social change."

Not Alone
Lumina is not the only charitable foundation trying to spur market innovations. In June the Financial Times reported that the Bill & Melinda Gates Foundation had announced a new strategy to take equity stakes worth several millions of dollars in up to a dozen biotechnology firms that are working on vaccines and other treatments for infectious diseases affecting the world's poor—a priority of the foundation.

Lumina, however, was inspired to try the new strategy by the Annie E. Casey Foundation, which established a social-investments portfolio in 2002. That fund, which is now worth about $125-million, includes a "limited" amount of "mission-related investments" that are "intended to generate market rates of return but have a programmatic and/or social benefit as well," according to the Casey Foundation's Web site.

The Casey Foundation supports programs for vulnerable and at-risk children.

In 2010, after discussions with the Casey Foundation, Lumina began talking with managers at New Markets, said Ms. McKiernan, because of the firm's past success in investing and its focus on companies that were seeking to make colleges more efficient and effective at graduating students. "The courtship took a long time," she said.

In addition, she said, New Markets has a rigorous process to determine if a fledgling company is worth the investment risk.

Officials at New Markets could not be reached for comment, but according to its Web site, it operates under an investment philosophy of supporting "disruptive technologies that leverage time, money, and human capital and solve real problems."

Survey of California Community Colleges Reveals Drastic Effects of Budget Cuts
By Lee Gardner
More than 472,000 of the 2.4 million students in the California Community Colleges system were put on waiting lists for classes this fall, according to the results of a survey released on Wednesday by the system's chancellor, Jack Scott. That statistic was one of a litany featured in the survey, which presented a picture of the state's two-year colleges as struggling to maintain their missions after budget cuts totaling more than $809-million over the past three years, as well as uncertainty over possibly more cuts in 2013.

The survey results "highlight the dire circumstances" in which California's community colleges find themselves, Mr. Scott said.

The informal survey was conducted by the chancellor's office, and 78 of the system's 116 colleges responded. Among the respondents, 70.5 percent indicated that their enrollment had dropped since the 2011-12 academic year, and 20 percent reported increases. While 20.5 percent of the colleges reported no waiting lists or did not respond to the question, 79.5 percent reported that their students faced waiting lists for classes in the coming semester. At the responding institutions, 78.7 percent of all classes were expected to be full this fall.

Student-support services that are often critical to lower-income and first-generation college students that community colleges often serve also took a hit. About 68 percent of responding institutions reduced or eliminated student services.

In addition to the effects of budget cuts on students, the survey found that 87.2 percent of responding colleges had reduced their staffs between the 2010-11 and 2011-12 academic years. Adjunct faculty were part of the cuts at 75.8 percent of responding colleges. During a conference call with reporters, Mr. Scott said that a
"majority" of those reductions took place through retirements and resignations. Over all, the open-enrollment system served 2.4 million students in 2011-2012, down from 2.89 million students in 2008-9. "None of that has been the result of a lack of demand," Mr. Scott said, but a function of the budget cuts that have hit all of California's public colleges since the recession.

Facing a 'Trigger Cut'
Beyond the cuts to date, the community colleges face an additional $338-million "trigger cut," effective in January 2013, if voters in this November's general election don't approve a ballot measure authorizing temporary tax increases. "We think of it as having a perfect storm of economic impacts," said Eloy Ortiz Oakley, president of the Long Beach City College District. The two campuses he oversees have borne an additional $2-million in cuts so far in 2012 to close the existing deficit, and have reduced their administrative and support staffs by 56 as of this summer. At the same time, Long Beach City is faced with the area's largest local high-school graduating classes ever, a local work force with about a 12-percent unemployment rate, and many returning veterans. Mr. Oakley said that Long Beach City currently enrolls about 27,000 students, about 2,000 fewer than it did three years ago.

Mr. Oakley spoke of "silver linings" in recent improvements in enrollment priority and other efficiencies. But he also warned that if the ballot measure failed in November, Long Beach City would face a total of $8.4-million in cuts by 2013, and the college would "look very different than it looks like today."

Deborah G. Blue, chancellor of Central California's State Center Community College District, emphasized the stakes for Californians as well as for the colleges themselves. She said that unemployment in certain areas around the five colleges she oversees near Fresno ranged as high as 33 percent, and community college "isn't just one option, it's the only option for higher education" for many. "Our biggest fear," she added, "is that they'll be discouraged because of reductions and not come to college at all."

Mr. Scott echoed Ms. Blue in stressing the potential long-term impact of the cuts in state support to date and the possible trigger cut in 2013. "I don't think we're going to see the results of this for some time," he said, until a decade from now, when "we don't have the educated work force that we desperately need for economic vitality in California."

**EDUcause Top 10 IT Issues 2012**
For 2012, the top IT Issues:

1. Updating IT professionals’ skills and roles to accommodate emerging technologies and changing IT management and service delivery models
2. Supporting the trends toward IT consumerization and bring-your-own device
3. Developing an institution--wide cloud strategy

For more information, visit http://www.educause.edu/research-and-publications/research/it-issues-panel.

**CEDS Releases ‘Connect’ Tool**
The Common Education Data Standards (CEDS) is pleased to announce the release of CEDS Connect https://ceds.ed.gov/connect.aspx.

This innovative new tool allows users to find and create "Connections" from data elements to practical applications across the P-20W (early learning through workforce) environment. Use Connect to find out how others in the field are using data elements to answer policy questions, calculate metrics and indicators, and report to the federal government, and share your own approaches to using data to meet these and
other information needs.

Connect is currently loaded with more than 25 Connections for users to explore, which have been derived from sources for education indicators such as the National Forum on Education Statistics and the SLDS community, as well as from researcher analysis.

CONNECT OR ALIGN? Wondering whether to use the new Connect tool or Align?

If you are interested in figuring out which elements are connected to aggregate items such as an indicator, a sum of many parts, a "total" table, etc., then use Connect.

If you would like to work with other agencies to share data, compare data dictionaries, and/or align to CEDS, then Align is the right tool for the job.

CEDS ON TWITTER: CEDS now tweets @CEDStandards
[https://twitter.com/CEDStandards]!

Active and open community engagement has always been the driving force behind CEDS. Building on this history of stakeholder group engagements, open commenting, presentations and workshops, the listserv, Align, and Connect, CEDS is now on Twitter! Follow us [https://twitter.com/CEDStandards] to get the latest news on the standards, tools, and events, and join the CEDS conversation!

FACT SHEET: ADMINISTRATION RELEASES FINAL VERSION OF FINANCIAL AID SHOPPING SHEET

Earlier this year, at the University of Michigan, President Obama outlined the steps that his Administration is taking to make college more affordable and to ensure that students “know before they owe.”

Today, as part of that ongoing effort, the Administration unveiled the final version of the model financial aid award letter, or “Shopping Sheet” — an individualized standard financial aid letter that will help students understand their costs before making the final decision on where to enroll. The shopping sheet will allow students to easily compare aid packages offered by different institutions. To develop the Shopping Sheet, the U.S. Department of Education partnered with the Consumer Financial Protection Bureau (CFPB), a new independent agency established in the wake of the financial crisis.

Too often, students and families face the daunting task of deciding where to enroll, whether to write a check, or whether to sign for a student loan, without a clear explanation of what the costs mean, or how these costs compare to other colleges they are considering. As a result, too many students leave college with debt that they didn’t understand at the time that they entered school. While many financial aid award letters provide this information, some can be confusing, lacking clear distinctions between grants and loans, as well information about post-graduate outcomes associated with the institution. These obscurities make the task of comparison-shopping for the most affordable and appropriate college even more difficult.

The Shopping Sheet makes clear the costs and responsibilities of student loans upfront – before students have enrolled – outlining their total estimated annual costs, institutional rates of completion and default, and information about a student’s potential monthly loan payments after graduation. Ultimately, this tool provides students and their families with useful information that can help them make a more informed decision about where to attend college and to help them better understand the debt burdens that may be face after graduation.

Secretary Duncan today will publish an open letter to college and university presidents, asking them to
adopt the Shopping Sheet as part of their financial aid awards starting in the 2013-14 school year. Additionally, colleges who agree to the Principles of Excellence for Serving Military and Veterans will begin using this form during the 2013-14 school year. Institutions of higher education interested in adopting the Shopping Sheet may contact the Department of Education at ShoppingSheet@ed.gov for additional information.

While states and colleges share responsibility to keep down the rising cost of college, improved consumer disclosures can ensure that students and families make wise decisions when investing in higher education.

July 24, 2012

Dear College President:

Getting students successfully through college and into the workforce is a shared responsibility among federal and state governments, institutions like yours, and students and families. In order to meet our national goal of producing the highest proportion of college graduates by the end of this decade, we must make it easier for parents and students to finance their college education and to understand their financial obligations. It starts with transparency.

Today, I am asking you to voluntarily adopt a new “Shopping Sheet” we have developed that clearly shows prospective students the cost of their college education. The “Shopping Sheet” reflects input from thousands of students, parents, college counselors, financial aid administrators, and other higher education officials. It is designed to be consumer-friendly while putting as little burden as possible on you and your institution. We believe the “Shopping Sheet” accomplishes both while allowing colleges to include additional financial aid information specific to each institution.

The “Shopping Sheet” can be viewed on the Department’s Web site at http://collegecost.ed.gov/shopping_sheet.pdf. And your institution may indicate its commitment to using this tool, or direct any questions regarding its adoption, to shoppingsheet@ed.gov.

Students should not have to wait until after they graduate to find out the size of their monthly student loan payment. Families choosing a college should have clear and comparable information in a common format to guide their choice. And no one should forego college because they think they cannot afford it.

Our goal is that more students will arrive at school each fall less worried about how they will pay for college and more focused on how they will complete college. We know that you share that goal, and so we hope that you will join your colleagues across the country who have already agreed to adopt the “Shopping Sheet” starting in the 2013-2014 school year.

Thank you very much for your consideration of this request, and for the important work you do every day to provide a quality college education to young people and adults and to help secure America’s future.

Sincerely,

Arne Duncan

OBAMA ADMINISTRATION AND THE CONSUMER FINANCIAL PROTECTION BUREAU PARTNER TO PROMOTE TRANSPARENCY IN COLLEGE COSTS

Today, the U.S. Department of Education unveiled the Obama Administration’s model financial aid award letter, also known as the Shopping Sheet — a personalized way to help students understand the type and amount of aid they qualify for and
easily compare aid packages offered by different institutions.

The Department of Education partnered with the Consumer Financial Protection Bureau to develop the Financial Aid Shopping Sheet to promote transparency in student financial disclosures. The Shopping Sheet is designed to help students better understand the amount of grants and scholarships they would receive from a given institution, and the amount of loans an institution recommends a student take out to cover out-of-pocket costs. While the Shopping Sheet isn’t mandatory, this standard format should be considered a best practice in helping students to compare costs across different colleges.

“Countless students I meet across the country feel like the first time they really understood how much student loan debt they were in was when the first bill arrived,” said U.S. Secretary of Education Arne Duncan. “We must unravel the mystery of higher education pricing by giving students and families the information they need to make smart educational choices. The Shopping Sheet is a positive step in that direction.”

“Students should know before they owe,” said CFPB Director Richard Cordray. “But unfortunately, we have heard from so many student-loan borrowers who say that they simply did not understand what they signed up for. The Financial Aid Shopping Sheet gives students real numbers and a clear format that makes sense of a huge financial undertaking that too often is complex and confusing.”

There are more than 7,000 institutions of higher education in America. Each institution has its own financial aid award letter. Some of these letters are very good and provide helpful information to prospective and current students but many are confusing and, in some cases, misleading. The Financial Aid Shopping Sheet is a model of what a good financial aid award letter should look like. It makes student loan costs clear upfront – before students have enrolled – by outlining their total estimated annual costs; how much grant money student will receive and how much they may have to take out in the form of student loans; the institution’s graduation and default rates; and an estimate of monthly loan payments after graduation.

The Shopping Sheet is the product of extensive feedback from the public, consumer advocacy groups, and leaders from the higher education community. Since posting a draft version of the Shopping Sheet for public comment in October of 2011, the Administration and the CFPB received and reviewed over 1,000 comments before releasing the final version today.

In conjunction with the release of the Shopping Sheet, today Secretary Duncan published an open letter to college and university presidents, asking them to voluntarily adopt the Shopping Sheet as part of their financial aid awards starting in the 2013-14 school year. Institutions of higher education interested in adopting the Shopping Sheet may contact the Department of Education at ShoppingSheet@ed.gov for additional information.

“Today, I want to challenge every college and university in the country to hold themselves accountable to higher standards of transparency as one step toward our collective goal of meeting the President’s 2020 goal and producing the highest percentage of college graduates in the world,” Secretary Duncan said. “Having easy-to-understand information will help students and families make smarter decisions about higher education. We don’t want students and families taking on more debt than they need. We don’t want them defaulting. Worst of all, we don’t want them deciding they cannot afford college.”

Today’s announcement builds on the Obama Administration’s commitment to address the growing challenge of college costs. Last year, the
President convened leading college presidents from around the nation to discuss innovative solutions and proposals to keep costs down while maintaining quality in higher education.

This spring, as the Shopping Sheet was being finalized, the President and other Administration officials held discussions across the country with college presidents and higher education leaders on the importance of transparency around college costs. At a meeting held with Vice President Joe Biden, the Department of Education, and the CFPB at the White House in early June, 10 college presidents committed to providing key financial information to all their incoming students starting with the 2013-14 school year, and several other college presidents have made the same commitment in the last few months, in advance of the Financial Aid Shopping Sheet.
A CONSUMER INTERNET PRIVACY BILL of RIGHTS

The Obama Administration believes America must apply our timeless privacy values to the new technologies and circumstances of our times. Citizens are entitled to have their personal data handled according to these principles.

Individual Control
Consumers have a right to exercise control over what personal data companies collect from them and how they use it.

Access and Accuracy
Consumers have a right to access and correct personal data in usable formats, in a manner that is appropriate to the sensitivity and risk associated with the data.

Transparency
Consumers have a right to easily understandable and accessible information about privacy and security practices.

Focused Collection
Consumers have a right to reasonable limits on the personal data that companies collect and retain.

Respect for Context
Consumers have a right to expect that companies will collect, use, and disclose personal data in ways that are consistent.

Accountability
Companies should be accountable to enforcement authorities and consumers for adhering to these principles.

Security
Consumers have a right to secure and responsible handling of personal data.

LEARN MORE AT WHITEHOUSE.GOV
The XML specifications that support the updated IPEDS Reporting Components are presented by the Standards Forum for Education to the Members of PESC for vote as official PESC Approved Education Community Standards. Please indicate your vote by checking one of the boxes below and submitting your ballot to PESC:

- [ ] APPROVE
- [ ] NOT APPROVE

If not approved, please indicate reason(s) below. Attach more sheets if necessary:

Your Person Name: 
Your Organization: 
Date: 

All ballots must be received by PESC by 5pm PST Monday October 1, 2012.

Email: Michael.Sessa@PESC.org
Fax: 202-261-6517
Mail: Postsecondary Electronic Standards Council
      1250 Connecticut Avenue, NW
      Suite 200
      Washington DC 20036
We are pleased to announce that the new "MyStudentData Download" button is now available on the [NSLDS Student Access](http://nslds.ed.gov/) Web site. As we described in an [August 16, 2012 electronic announcement, posted on the Information for Financial Aid Professionals (IFAP) Web site](http://ifap.ed.gov/eannouncements/092412ImplementofMyStudentDataDownloadButtonOnNSLDS), the MyStudentData Download button will allow students to download their loan, grant, enrollment, and overpayment information from the National Student Loan Data System (NSLDS) into a machine-readable, plain text file. The downloaded file can then be viewed, printed, and saved to a hard drive. In the future, online tools, mobile apps, and other resources will be available for students to upload their data and receive customized information relating to their educational goals.

**Note:** The name of the button has been changed from "MyData" to "MyStudentData Download" but the functionality of the button is as previously described. Please refer to the [August 16, 2012 electronic announcement](http://ifap.ed.gov/eannouncements/092412ImplementofMyStudentDataDownloadButtonOnNSLDS) for a complete description of this initiative.

As a reminder, we also posted the corresponding file layout on August 16, 2012 in the [NSLDS Record Layouts section on the IFAP Web site](http://ifap.ed.gov/eannouncements/092412ImplementofMyStudentDataDownloadButtonOnNSLDS). This document defines the layout of the file that students will be able to download from [NSLDS Student Access](http://nslds.ed.gov/) and assists software vendors with designing new tools for students to maximize the usefulness of the data.

**Contact Information**

If your students have questions about NSLDS, ask them to contact the Federal Student Aid Information Center at 800/4-FED-AID (800/433-3243) or by e-mail at [FederalStudentAidCustomerService@ed.gov](mailto:FederalStudentAidCustomerService@ed.gov). TDD/TTY service is also available at 800/730-8913.
does not routinely train with rotary-wing light-lift and attack support.

In support of the proposed action to base and operate up to two VMM squadrons and one HMLA squadron in Hawaii, the DoN will: (1) Implement facilities projects at MCB Hawaii Kaneohe Bay to accommodate the squadrons, to include demolition, new construction, and renovation; (2) conduct aviation training, readiness, and special exercise operations at training facilities and federally obligated state airports statewide; and (3) construct improvements at selected training facilities.

All practical means to avoid or minimize environmental harm from the selected alternative have been adopted.

The complete text of the Record of Decision is available for public viewing on the project Web site at www.mcbh.usmc.mil/mv22h1eis along with the Final Environmental Impact Statement and the Programmatic Agreement negotiated under Section 106 of the National Historic Preservation Act. For further information, contact Naval Facilities Engineering Command, Pacific Division, Attn: EV21, MV–22/H–1 EIS Project Manager, 258 Makalapa Drive, Suite 100, Pearl Harbor, HI 96860–3134. Telephone 808–472–1109.

Dated: August 6, 2012.

C.K. Chiappetta,
Lieutenant Commander, Office of the Judge Advocate General, U.S. Navy, Federal Register Liaison Officer.

[FR Doc. 2012–20024 Filed 8–14–12; 8:45 am]
BILLING CODE 3810–FF–P

DEFENSE NUCLEAR FACILITIES SAFETY BOARD

Sunshine Act Notice

AGENCY: Defense Nuclear Facilities Safety Board.

ACTION: Notice of Public Meeting and Hearing.

SUMMARY: Pursuant to the provisions of the “Government in the Sunshine Act” (5 U.S.C. 552b), and as authorized by 42 U.S.C. 2286b, notice is hereby given of the Defense Nuclear Facilities Safety Board’s (Board) public meeting and hearing described below. The Board invites interested persons or groups to present comments, technical information, or data concerning safety issues related to the matters to be considered.

TIME AND DATE OF MEETING: Session I: 1 p.m.—5 p.m., October 2, 2012; Session II: 6:30 p.m.—9 p.m., October 2, 2012.

PLACE: Knoxville Convention Center, 701 Henley Street, Knoxville, Tennessee 37902.

STATUS: Open. While the Government in the Sunshine Act does not require that the scheduled discussion be conducted in a meeting, the Board has determined that an open meeting in this specific case furthers the public interests underlying both the Sunshine Act and the Board’s enabling legislation.

MATTERS TO BE CONSIDERED: In Session I of this public meeting and hearing, the Board will examine the National Nuclear Security Administration’s (NNSA) efforts to mitigate risks to public and worker safety posed by aging defense nuclear facilities at the Y–12 National Security Complex. The Board will receive testimony from NNSA and its contractors concerning the operations at existing Y–12 defense nuclear facilities, including Building 9212, Building 9204–2E, and Building 9215. The Board is interested in actions taken to address recent issues with conduct of operations, maintenance, and work planning; the contractor’s processes for identifying and resolving safety issues; and the effectiveness of NNSA’s oversight for nuclear operations. The Board will also examine the status of emergency preparedness at Y–12 and will receive testimony concerning how well NNSA and its contractor are prepared to respond to severe events and site emergencies. The Board is interested in lessons learned from the events at the Fukushima Daiichi complex and the actions taken to incorporate these lessons learned at the site-wide level and in defense nuclear facility operations. During Session II, the Board will receive testimony regarding factors that could affect the timely execution and safety of the Uranium Processing Facility (UPF) project. These factors include the federal project team’s strategy for identifying and resolving safety issues in a timely manner. The Board is also interested in exploring the potential safety impacts of NNSA’s decision to accelerate the acquisition of select processing capabilities and defer others to a later date, as well as the potential for weaknesses in technology development to impact safety. The public hearing portion of this proceeding is authorized by 42 U.S.C. 2286b.

CONTACT PERSON FOR MORE INFORMATION: Debra Richardson, Deputy General Manager, Defense Nuclear Facilities Safety Board, 625 Indiana Avenue NW., Suite 700, Washington, DC 20004–2001, (800) 788–4016. This is a toll-free number.

SUPPLEMENTARY INFORMATION: Public participation in the hearing is invited. The Board is setting aside time at the end of each session of the hearing for presentations and comments from the public. Requests to speak may be submitted in writing or by telephone. The Board asks that commenters describe the nature and scope of their oral presentations. Those who contact the Board prior to close of business on September 28, 2012, will be scheduled to speak at the session of the hearing most relevant to their presentations. At the beginning of Session I, the Board will post a schedule for speakers at the entrance to the hearing room. Anyone who wishes to comment or provide technical information or data may do so in writing, either in lieu of, or in addition to, making an oral presentation. The Board Members may question presenters to the extent deemed appropriate. Documents will be accepted at the hearing or may be sent to the Board’s Washington, DC, office. The Board will hold the record open until November 2, 2012, for the receipt of additional materials. The hearing will be presented live through Internet video streaming. A link to the presentation will be available on the Board’s Web site (www.dnfsb.gov). A transcript of the hearing, along with a DVD video recording, will be made available by the Board for inspection and viewing by the public at the Board’s Washington, DC, office and at DOE’s public reading room at the DOE Federal Building, 1000 Independence Avenue SW, Washington, DC 20585. The Board specifically reserves its right to further schedule and otherwise regulate the course of the meeting and hearing, to recess, reconvene, postpone, or adjourn the meeting and hearing, conduct further reviews, and otherwise exercise its power under the Atomic Energy Act of 1954, as amended.


Peter S. Winokur,
Chairman.

[FR Doc. 2012–20087 Filed 8–13–12; 11:15 am]
BILLING CODE 3670–01–P

DEPARTMENT OF EDUCATION

Notice of Proposed Information Collection Requests; Federal Student Aid: 2013–2014 Federal Student Aid Application

AGENCY: Department of Education.

ACTION: Notice.

SUMMARY: As required by the Paperwork Reduction Act of 1995, this notice
requests comments on the 2013–2014 versions of the forms used by individuals applying for federal student aid including the Free Application for Federal Student Aid (FAFSA) and the Student Aid Report (SAR).

DATES: Interested persons are invited to submit comments on or before October 15, 2012.

ADDRESSES: Comments may be submitted electronically by emailing FAFSA.Comments@ed.gov. Any comments received after this date will be retained for consideration in the next annual review of the federal student aid application.

SUPPLEMENTARY INFORMATION: The Secretary is publishing this request for comment under the Provisions of the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 et seq. Under that Act, the Department must obtain the review and approval of the Office of Management and Budget (OMB) before it may use a form to collect information. However, under procedure for obtaining approval from OMB, the Department must first obtain public comment of the proposed form, and to obtain that comment, the Department must publish this notice in the Federal Register. In addition to comments requested above, to accommodate the requirements of the Paperwork Reduction Act, the Secretary is interested in receiving comments with regard to the following matters: (1) Is this collection necessary to the proper functions of the Department, (2) will this information be processed and used in a timely manner, (3) is the estimate of burden accurate, (4) how might the Department enhance the quality, utility, and clarity of the information to be collected, and (5) how might the Department minimize the burden of this collection on the respondents, including through the use of information technology.

Request for Comments: Comments should be submitted to the Department as indicated. All comments will become a matter of public record. Requests for copies of the proposed information collection request may be accessed from http://edciweb.ed.gov, by selecting the “Browse Pending Collections” link and by clicking on link number 04899. When you access the information collection, click on “Download Attachments” to view. Written requests for information should be addressed to U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Washington, DC 20202–4537. Requests may also be electronically mailed to ICDocketMgr@ed.gov or faxed to 202–401–0920. Please specify the complete title of the information collection when making your request. Comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDocketMgr@ed.gov. Individuals who use a telecommunications device for the deaf (TDD) may call the Federal Information Relay Service (FIRS) at 1–800–877–8339 between 8 a.m. and 8 p.m. Eastern time, Monday through Friday.


OMB Control Number: 1845–0001.

Type of Review: Revision.

Total Estimated Number of Annual Responses: 46,099,008.

Total Estimated Number of Annual Burden Hours: 25,959,853.

Abstract: Section 483 of the Higher Education Act of 1965, as amended (HEA), mandates that the Secretary of Education “* * * shall produce, distribute, and process free of charge common financial reporting forms as described in this subsection to be used for application and reapplication to determine the need and eligibility of a student for financial assistance * * *”.

The determination of need and eligibility are for the following Title IV, HEA, federal student financial assistance programs: the Federal Pell Grant Program; the Campus-Based programs (Federal Supplemental Educational Opportunity Grant, Federal Work-Study, and the Federal Perkins Loan Program); the William D. Ford Federal Direct Loan Program; the Teacher Education Assistance for College and Higher Education Grant; and the Iraq and Afghanistan Service Grant.

Federal Student Aid, an office of the U.S. Department of Education (hereafter “the Department”), subsequently developed an application process to collect and process the data necessary to determine a student’s eligibility to receive Title IV, HEA program assistance. The application process involves an applicant’s submission of the Free Application for Federal Student Aid (FAFSA). After submission of the FAFSA, an applicant receives a Student Aid Report (SAR), which is a summary of the data they submitted on the FAFSA. The applicant reviews the SAR, and, if necessary, will make corrections or updates to their submitted FAFSA.

The Department seeks OMB approval of all application components as a single “collection of information.” The aggregate burden will be accounted for under OMB Control Number 1845–0001. The specific application components, descriptions and submission methods for each are listed in Table 1.

### Table 1—Federal Student Aid Application Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAFSA on the Web (FOTW)</td>
<td>Online FAFSA that offers applicants a customized experience.</td>
<td>Submitted by the applicant via <a href="http://www.fafsa.gov">www.fafsa.gov</a>.</td>
</tr>
<tr>
<td>FOTW—Renewal</td>
<td>Online FAFSA for applicants who have previously completed the FAFSA.</td>
<td></td>
</tr>
<tr>
<td>FOTW—EZ</td>
<td>Online FAFSA for applicants who qualify for the Simplified Needs Test (SNT) or Automatic Zero (Auto Zero) needs analysis formulas.</td>
<td></td>
</tr>
<tr>
<td>FOTW—EZ Renewal</td>
<td>Online FAFSA for applicants who have previously completed the FAFSA and who qualify for the SNT or Auto Zero needs analysis formulas.</td>
<td></td>
</tr>
<tr>
<td>FAFSA on the Phone (FOTP)</td>
<td>The Federal Student Aid Information Center (FSAIC) representatives assist applicants by filing the FAFSA on their behalf through FOW.</td>
<td>Submitted through <a href="http://www.fafsa.gov">www.fafsa.gov</a> for applicants who call 1–800–4–FED–AID.</td>
</tr>
<tr>
<td>FOTP—EZ</td>
<td>FSAIC representatives assist applicants who qualify for the SNT or Auto Zero needs analysis formulas by filing the FAFSA on their behalf through FOTW.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 1—Federal Student Aid Application Components—Continued

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAA Access</td>
<td>Online tool that a financial aid administrator (FAA) utilizes to submit a FAFSA.</td>
<td>Submitted through <a href="http://www.fafsa.gov">www.fafsa.gov</a> by a FAA on behalf of an applicant.</td>
</tr>
<tr>
<td>FAA Access—Renewal</td>
<td>Online tool that a FAA can utilize to submit a Renewal FAFSA.</td>
<td></td>
</tr>
<tr>
<td>FAA Access—EZ</td>
<td>Online tool that a FAA can utilize to submit a FAFSA for applicants who qualify for the SNT or Auto Zero needs analysis formulas.</td>
<td></td>
</tr>
<tr>
<td>FAA Access—EZ Renewal</td>
<td>Online tool that a FAA can utilize to submit a FAFSA for applicants who have previously completed the FAFSA and who qualify for the SNT or Auto Zero needs analysis formulas.</td>
<td></td>
</tr>
<tr>
<td>Electronic Other</td>
<td>This is a submission done by a FAA, on behalf of the applicant, using the Electronic Data Exchange (EDE).</td>
<td>The FAA may be using their mainframe computer or software to facilitate the EDE process.</td>
</tr>
<tr>
<td>PDF FAFSA or Paper FAFSA</td>
<td>The paper version of the FAFSA printed by the Department for applicants who are unable to access the Internet or the online PDF FAFSA for applicants who can access the Internet but are unable to complete the form using FOTW.</td>
<td>Mailed by the applicant.</td>
</tr>
</tbody>
</table>

### Correcting Submitted FAFSA Information and Reviewing FAFSA Information

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOTW—Corrections</td>
<td>Any applicant who has a Federal Student Aid PIN (FSA PIN)—regardless of how they originally applied—may make corrections using FOTW Corrections.</td>
<td>Submitted by the applicant via <a href="http://www.fafsa.gov">www.fafsa.gov</a>.</td>
</tr>
<tr>
<td>Electronic Other—Corrections</td>
<td>With the applicant’s permission, corrections can be made by a FAA using the EDE.</td>
<td>The FAA may be using their mainframe computer or software to facilitate the EDE process.</td>
</tr>
<tr>
<td>Paper SAR—This is a SAR and an option for corrections</td>
<td>The full paper summary that is mailed to paper applicants who did not provide an e-mail address and to applicants whose records were rejected due to critical errors during processing. Applicants can write corrections directly on the paper SAR and mail for processing.</td>
<td>Mailed by the applicant.</td>
</tr>
<tr>
<td>Internal Department Corrections</td>
<td>The Department will submit an applicant’s record for system-generated corrections.</td>
<td>There is no burden to the applicants under this correction type as these are system-based corrections.</td>
</tr>
<tr>
<td>FSAIC Corrections</td>
<td>Any applicant, with their Data Release Number (DRN), can change the postsecondary institutions listed on their FAFSA or change their address by calling FSAIC.</td>
<td>These changes are made directly in the CPS system by a FSAIC representative.</td>
</tr>
<tr>
<td>SAR Electronic (eSAR)</td>
<td>The eSAR is an online version of the SAR that is available on FOTW to all applicants with a PIN. Notifications for the eSAR are sent to students who applied electronically or by paper and provided an e-mail address. These notifications are sent by e-mail and include a secure hyperlink that takes the user to the FOTW site.</td>
<td>Cannot be submitted for processing.</td>
</tr>
<tr>
<td>SAR Acknowledgment</td>
<td>This is the condensed paper SAR that is mailed to applicants who applied electronically but did not provide an e-mail address and do not meet the criteria for a full paper SAR.</td>
<td></td>
</tr>
</tbody>
</table>

This information collection also documents an estimate of the annual public burden as it relates to the application process for federal student aid. The Applicant Burden Model (ABM), measures applicant burden through an assessment of the activities each applicant conducts in conjunction with other applicant characteristics and in terms of burden, the average applicant’s experience. Key determinants of the ABM include:

- The total number of applicants that will potentially apply for federal student aid;
- How the applicant chooses to complete and submit the FAFSA (e.g., by paper or electronically via FOTW);
- How the applicant chooses to submit any corrections and/or updates (e.g., the paper SAR or electronically via FOTW Corrections);
- The type of SAR document the applicant receives (eSAR, SAR acknowledgment, or paper SAR);
- The formula applied to determine the applicant’s expected family contribution (full need analysis formula, Simplified Needs Test or Automatic Zero); and
- The average amount of time involved in preparing to complete the application.

The ABM is largely driven by the number of potential applicants for the application cycle. The total application projection for 2013–2014 is based upon two factors—estimates of the total enrollment in all degree-granting...
institutions and the percentage change in FAFSA submissions for the last completed or almost completed application cycle. The ABM is also based on the application options available to students and parents. The Department accounts for each application component based on web trending tools, survey information, and other Department data sources.

For 2013–2014, the Department is reporting a net burden reduction of 3,398,000 hours. The reduction is a reflection of the effects of simplifying FAFSA on the Web, which is utilized by the majority of applicants who apply for aid. Simplification of the application is demonstrated by (1) the average completion times for initial submissions and; (2) fewer corrections being made to the application.

The projected average completion times for initial submissions has decreased by 11 minutes for 2013–14. In data reported in the 2012–2013 supporting statement, first-time filers using FOTW would take approximately 1.30 hours (78 minutes) to submit an application. The data from 2011–12 indicate that the same user would be able to submit their application in 1.12 hours (67 minutes), reducing their burden by .18 hours (11 minutes).

Corrections are also projected to decrease by 760,696 responses for 2013–14. Fewer corrections mean that more comprehensive and accurate data was captured in the initial submission of the application.

Updated completion times were calculated for each component and have been used to estimate the burden, excluding the change in the applicant volume. The results demonstrate that the burden for all applicants would have decreased by almost 13 percent or 3,758,702 hours, if the application volume had remained constant.

If the Department had not simplified the application process, thus reducing the time required to complete the FAFSA, the new burden estimates would only need to account for the change in applicants. The 1.43% increase in applicants would result in an increase in burden of 347,945 hours.

Accounting for both the increase in total applicants and the decrease in individual applicant burden, the net change is an overall decrease of almost 12 percent or 3,398,000 hours. The following Table shows the net burden change and total cost for applicants. The change in total annual responses is also listed in the Table. Total annual responses include the original FAFSA submission and corrections.

### Table 2—Net Burden Change

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applicants</td>
<td>24,705,864</td>
<td>25,053,809</td>
<td>+347,945</td>
<td>+1.41</td>
<td>Net decrease in burden. The 1.41% increase in applicants is offset by the results of the simplification changes implemented by the Department. This has resulted in an overall decrease in burden of 11.57% or 3,397,545 hours.</td>
</tr>
<tr>
<td>Total Applicant Burden</td>
<td>29,357,853</td>
<td>25,959,853</td>
<td>−3,398,000</td>
<td>−11.6</td>
<td></td>
</tr>
<tr>
<td>Total Annual Responses</td>
<td>46,447,024</td>
<td>46,099,007</td>
<td>−348,017</td>
<td>−0.75</td>
<td></td>
</tr>
<tr>
<td>Cost for All Applicants</td>
<td>$234,804.24</td>
<td>$190,224.76</td>
<td>$44,579.48</td>
<td>−18.99</td>
<td></td>
</tr>
</tbody>
</table>

The Department takes pride in the continued efforts to simplify the FAFSA submission process and the continued decrease in burden associated with the application process, even as the Department serves more students each year. The results confirm the significant improvements that have been made to the application process. The Department believes that these changes will lead to more students completing the FAFSA and will assist more students with their pursuit of postsecondary education through access to Title IV, HEA program assistance.

The Secretary is publishing this request for comment under the Provisions of the Paperwork Reduction Act of 1995, 44 U.S.C. 3501 et seq. Under that Act, the Department must obtain the review and approval of the Office of Management and Budget (OMB) before it may use a form to collect information. However, under procedure for obtaining approval from OMB, the Department must first obtain public comment of the proposed form, and to obtain that comment, the Department must publish this notice in the Federal Register. In addition to comments requested above, to accommodate the requirements of the Paperwork Reduction Act, the Secretary is interested in receiving comments with regard to the following matters: (1) Is this collection necessary to the proper functions of the Department, (2) will this information be used by grant recipients for other administrative purposes, (3) is the estimate of burden accurate, (4) how might the Department enhance the quality, utility, and clarity of the information to be collected, and (5) how might the Department minimize the burden of this collection on the respondents, including through the use of information technology.

Dated: August 2, 2012.

Darrin A. King,
Director, Information Collection Clearance Division, Privacy, Information and Records Management Services, Office of Management.
[FR Doc. 2012–19943 Filed 8–14–12; 8:45 am]

DEPARTMENT OF EDUCATION

Notice of Proposed Information Collection Requests; Office of Vocational and Adult Education; Perkins Discretionary Grant Performance Report

SUMMARY: The Perkins Discretionary Grant Performance Report will be used for interim and final performance reporting. The Perkins Discretionary Grant Performance Report form will also be used by grant recipients for other interim reporting such as quarterly or semi-annual performance and/or financial reporting.

DATES: Interested persons are invited to submit comments on or before October 15, 2012.

ADDRESSES: Written comments regarding burden and/or the collection activity requirements should be electronically mailed to ICDOcketMgr@ed.gov or mailed to U.S. Department of Education, 400 Maryland Avenue SW., LBJ, Washington, DC 20202–4537. Copies of the proposed information collection request may be...
NCES Releases New Data on Postsecondary Tuition, Fees and Degrees

Between 2009-10 and 2011-12, the average tuition and required fees at 4-year public institutions (after adjusting for inflation) increased more for in-state students (9 percent increase) than for out-of-state students (6 percent increase). During that same time period, 4-year nonprofit institutions increased overall by 4 percent. However, for-profit institutions reported no increase. This First Look report presents findings from the Integrated Postsecondary Education Data System (IPEDS) fall 2011 data collection, which included three survey components: institutional characteristics for 2011-12 -- such as degrees offered, type of program, application information, and tuition and other costs; the number and type of degrees conferred from July 2010 through June 2011; and 12-month enrollment data for the 2010-11 academic year.

Other findings include:

• In 2011-12, of the 7,398 Title IV institutions in the United States and other jurisdictions, 3,053 were classified as 4-year institutions, 2,332 were 2-year institutions, and the remaining 2,013 were less-than-2-year institutions.

• Institutions reported a 12-month unduplicated headcount enrollment totaling about 29.5 million individual students. Of these, roughly 25.6 million were undergraduates and approximately 3.9 million were graduate students.

• Of the roughly 3.6 million degrees institutions reported conferring, about 2.9 million were awarded by 4-year institutions and approximately 650,000 were awarded by 2-year institutions.

To view the full report please visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012289rev
NCES releases updated IPEDS Analytics: Delta Cost Project Database 1987-2010

The IPEDS Analytics: Delta Cost Project Database has been updated to include the academic year 2009-10 data from the Integrated Postsecondary Education Data System (IPEDS) surveys. Several variables have been derived that ease trend analysis, with a focus on revenues and expenditures at postsecondary institutions. The full database spanning 1987 to 2010 is available to download in SAS, SPSS, and STATA formats from http://nces.ed.gov/ipeds/deltacostproject/ along with the accompanying data file documentation.

This data file is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report please visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012823
NCES Releases New Data on Postsecondary Employees and Salaries, Student Financial Aid

For the 2010-11 academic year, the average price of attendance before aid and the net price of attendance varied by institutional sector. Among full-time, first time degree/certificate-seeking undergraduate students receiving any grant aid, the average price before aid, for those attending public 4-year institutions, was approximately $17,600 and net price was about $11,000; for those attending nonprofit 4-year institutions, average price before aid was roughly $34,000 and net price was about $19,800; and for those attending for-profit 4-year institutions, average price before aid was approximately $27,900 and net price was about $22,500. This provisional First Look report is a revised version of the preliminary report released on August 7, 2012. It includes fully edited and imputed data from the Integrated Postsecondary Education Data System (IPEDS) winter 2011-12 data collection, which includes two components: Human Resources, which highlights data on institutional staff and salaries and Student Financial Aid data for the 2010-11 academic year.

Other findings included:

• Title IV institutions and administrative offices reported employing approximately 3.9 million individuals in fall 2011. Of the 3.9 million individuals, about 2.5 million were reported to be employed full time and about 1.4 million were reported to be employed part time.

This First Look is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

To view the full report please visit http://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2012156rev
IES Newsletter now available featuring research highlights, upcoming events, and new resources

Take a look at the latest issue of our newsletter for a variety of articles on the activities supported by the Institute of Education Sciences. The news includes articles about:

- Educators’ Practice Guides from the What Works Clearinghouse
- Ruth Neild, the newly appointed Commissioner of the National Center for Education Evaluation and Regional Assistance
- New special education R&D centers
- Center for the Study of Adult Literacy
- Higher education GAPS report
- IES grantee Li Cai, recipient of the presidential award for excellence to education science
- New members of the National Board for Education Sciences

Click here to read the newsletter, [http://ies.ed.gov/whatsnew/newsletters/](http://ies.ed.gov/whatsnew/newsletters/)

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NCES releases Higher Education: Gaps in Access and Persistence Study

The National Center for Education Statistics has released *Higher Education: Gaps in Access and Persistence Study*. The 46 indicators and multivariate analyses presented in the report document the scope and nature of gaps in access and persistence in higher education by sex and race/ethnicity.

Report findings include:

- In 2008-09, a lower percentage of males than females graduated with a regular high school diploma (71.8 vs. 78.9 percent). This pattern was also found for Whites (78.9 vs. 84.0 percent), Blacks (57.3 vs. 69.3 percent), Hispanics (60.3 vs. 69.7 percent), Asians/Pacific Islanders (88.0 vs. 93.1 percent), and American Indians/Alaska Natives (60.5 vs. 67.7 percent).

- In 2010, a lower percentage of male than female 18- to 24-year-olds were enrolled either in college or graduate school (39 vs. 47 percent). This pattern was also observed for Whites (43 vs. 51 percent), Blacks (31 vs. 43 percent), Hispanics (26 vs. 36 percent), American Indians (24 vs. 33 percent), and persons of two or more races (40 vs. 49 percent).

- Among beginning postsecondary students who were recent high school graduates in 2004, the odds of attaining either an associate’s or bachelor’s degree by 2009 for males were 32 percent lower than the odds of degree attainment for females, after accounting for other student, family, high school, and postsecondary institutional characteristics. Compared with White students, Black students had 43 percent lower odds and Hispanic students had 25 percent lower odds of attaining an associate’s or bachelor’s degree, after accounting for background variables.

To view the full report please visit http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2012046
NCES Releases Updates to the State Education Reforms Website

New state-level data on high school completion credentials, exit and end-of-course exams, as well as requirements for kindergarten attendance and initial certification of teachers are now available on the State Education Reforms website. The State Education Reforms website, which draws primarily on data collected by organizations other than NCES, compiles and disseminates data on state-level education reform efforts in five areas:

(1) Accountability  
(2) Assessment and standards  
(3) Staff qualifications and development  
(4) State support for school choice and other options  
(5) Student readiness and progress through school

The "Assessment and Standards" section of the site had two tables updated. One table was updated in the "Staff Qualifications and Development" section, and three tables were updated in the "Student Readiness and Progress Through School" section. These tables can be easily located by the "Updated!" tags next to the table titles.

To view the site, please visit: http://nces.ed.gov/programs/statereform/

The State Education Reforms website is a product of the National Center for Education Statistics at the Institute of Education Sciences, part of the U.S. Department of Education.

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Posted Date: September 11, 2012

Author: David A. Bergeron, Acting Assistant Secretary for Postsecondary Education

Subject: Implementation Update on the Financial Aid Shopping Sheet

This Electronic Announcement provides additional information about the implementation of the Financial Aid Shopping Sheet (Shopping Sheet) for the 2013-14 award year.

As described in GEN-12-12 and GEN 12-17, all institutions are encouraged to use the Shopping Sheet as a model format for financial aid award letters beginning with the 2013-14 award year. The Shopping Sheet will help those institutions that receive Federal funds under the military and veterans educational benefits programs to meet a disclosure responsibility that will arise as a consequence of Executive Order 13607.

Through the Department's quarterly Software Developers Conference (http://www.fsaconferences.ed.gov/softwaredevelopers.html), we are engaged in discussions with financial aid software providers about how they can help institutions produce the Shopping Sheet. The current version of the Shopping Sheet is in PDF format. We are developing specifications and expect to have HTML format available for institutions and software providers in mid to late September 2012.

We've received questions about how institutions will receive the data to populate the institutional descriptors, specifically, graduation rate, loan default rate, and median debt figures. We will post a comprehensive file on the Department's Web site from which either an institution may pull its data or software providers may pull data on the institution's behalf.

Background information on the Shopping Sheet is included on our Model Financial Aid Offer Form Web page at: http://www2.ed.gov/policy/highered/guid/aid-offer/index.html. This Web page also includes an annotated Shopping Sheet at: http://www2.ed.gov/policy/highered/guid/aid-offer/annotatedshoppingsheet.pdf. The annotated document clarifies the data elements on the Shopping Sheet and is updated as needed.

We appreciate your continued efforts to provide clear information to inform students' educational choices. Please direct any questions about the Shopping Sheet to ShoppingSheet@ed.gov.
### Costs in the 2013-14 year

**Estimated Cost of Attendance**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and fees</td>
<td>$X,XXX</td>
</tr>
<tr>
<td>Housing and meals</td>
<td>X,XXX</td>
</tr>
<tr>
<td>Books and supplies</td>
<td>X,XXX</td>
</tr>
<tr>
<td>Transportation</td>
<td>X,XXX</td>
</tr>
<tr>
<td>Other educational costs</td>
<td>X,XXX</td>
</tr>
</tbody>
</table>

**Total Estimated Cost of Attendance**

$X,XXX / yr

### Grants and scholarships to pay for college

**Total Grants and Scholarships** (*Gift* Aid; no repayment needed)

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants from your school</td>
<td>$X,XXX</td>
</tr>
<tr>
<td>Federal Pell Grant</td>
<td>X,XXX</td>
</tr>
<tr>
<td>Grants from your state</td>
<td>X,XXX</td>
</tr>
<tr>
<td>Other scholarships you can use</td>
<td>X,XXX</td>
</tr>
</tbody>
</table>

**Total Grants and Scholarships**

$X,XXX / yr

### What will you pay for college

**Net Costs**

(Cost of attendance minus total grants and scholarships)

$X,XXX / yr

### Options to pay net costs

**Work options**

Work-Study (Federal, state, or institutional) $X,XXX

**Loan options***

- Federal Perkins Loans $X,XXX
- Federal Direct Subsidized Loan X,XXX
- Federal Direct Unsubsidized Loan X,XXX

*Recommended amounts shown here. You may be eligible for a different amount. Contact your financial aid office.

**Other options**

**Family Contribution**

(As calculated by the institution using information reported on the FAFSA or to your institution.)

$X,XXX / yr

- Payment plan offered by the institution
- Military and/or National Service benefits
- Parent PLUS Loan
- Non-Federal private education loan

Customized information from UUS
National Student Loan Data System
MyData Button
File Layout

August 16, 2012
1 Introduction

The National Student Loan Data System (NSLDS) MyData Button will allow students to download their loan, grant, enrollment, and overpayment information from the [NSLDS Student Access](#) Web site into a machine-readable, plain text file.

The MyData Button will be available from the following four [NSLDS Student Access](#) Web pages: Financial Aid Review, Loan Detail, Grant Detail, and Overpayment Detail. Students who click any one of the four buttons will receive, as a download, a machine-readable file in American Standard Code for Information Interchange (ASCII) format. The simple text file will include their loan information (e.g., loan amount, disbursement amount), grant information (e.g., award amount, disbursement amount), as well as enrollment and overpayment information, regardless of the Web page the student is on when clicking the button.

To assist software vendors with designing new tools for students to maximize the usefulness of the data, we have developed the [NSLDS MyData Button](#) file layout. This document defines the layout of the file that students will be able to download from [NSLDS Student Access](#).
2 NSLDS MyData Button File Layout

The MyData Button downloadable file will be made up of name:value pairs separated by colons. Each name:value pair will occupy a new line of the file. Individual pairs will not occur in fixed positions, as they would be in a fixed-length flat file or a formatted report, and they will not be tagged to identify their nature or cardinality, as they would be in an eXtensible Markup Language (XML) file. This is because there is no way to specify in advance how many loans, grants, or aid overpayments each student may have, or how many disbursements or statuses each loan may have.

However, pairs will always occur in the same order within the various subsections of the file. A student’s first name, if she has one, will always occur before her middle initial and last name. The status for an individual loan will always occur before the status description or status effective date. The combination of position and name should allow users or third-party software vendors to identify the contents of each name:value pair.

The relationships between the different parts of the download file can be expressed in tabular form as follows.

An example of the output created using this file layout is provided at the end of this section.

<table>
<thead>
<tr>
<th>Root</th>
<th>Has</th>
<th>Has</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>0–18 Loan Type Totals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0–50 Loans</td>
<td>1–50 Statuses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0–25 Disbursements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0–3 Contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0–1 Special Contacts</td>
</tr>
<tr>
<td></td>
<td>0–40 Grants</td>
<td>0–1 Contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0–1 Special Contacts</td>
</tr>
<tr>
<td></td>
<td>0–10 Aid Overpayments</td>
<td>0–1 Contacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0–1 Special Contacts</td>
</tr>
</tbody>
</table>

The layouts that follow identify position, name, format, and maximum length for each value. The lengths of both name and value fields are variable.

- Names vary from four to 65 characters in length.
- Values vary from one to 125 characters in length.
- Students who click the MyData Button on the English language site will see only the English name for each pair. Students who click the button on the Spanish site will see
only the Spanish name. Both will see all non-numeric values displayed in English, as that is the language used to store information on the NSLDS database.

### Student

<table>
<thead>
<tr>
<th>Pos.</th>
<th>English Name</th>
<th>Spanish Name</th>
<th>Format</th>
<th>Max. Len.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student First Name</td>
<td>Estudiante Primer Nombre</td>
<td>Text</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Student Middle Initial</td>
<td>Estudiante Inicial del Segundo Nombre</td>
<td>Text</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Student Last Name</td>
<td>Estudiante Apellido</td>
<td>Text</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>Student Street Address 1</td>
<td>Estudiante Domicilio 1</td>
<td>Text</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>Student Street Address 2</td>
<td>Estudiante Domicilio 2</td>
<td>Text</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>Student City</td>
<td>Estudiante Ciudad</td>
<td>Text</td>
<td>30</td>
</tr>
<tr>
<td>7</td>
<td>Student State</td>
<td>Estudiante Estado</td>
<td>Text</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Student Country</td>
<td>Estudiante País</td>
<td>Text</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Student Zip Code</td>
<td>Estudiante Código Postal</td>
<td>Text</td>
<td>17</td>
</tr>
<tr>
<td>10</td>
<td>Student Enrollment Status</td>
<td>Estudiante Dedicación de Estudios</td>
<td>Text</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Student Enrollment Status Effective Date</td>
<td>Estudiante Fecha de Dedicación de Estudios</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>Student Total All Loans Outstanding Principal</td>
<td>Estudiante Total de Todos los Prestamos Capital Pendiente</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Student Total All Loans Outstanding Interest</td>
<td>Estudiante Total de Todos los Prestamos Interés Pendiente</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>Student Pell Lifetime Eligibility Used</td>
<td>Estudiante Cantidad del Límite Máximo de Vida del Pell Usado</td>
<td>nnnnn.nnn%</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>Student Total All Grants</td>
<td>Estudiante Total de Todas las Becas</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
</tbody>
</table>

**Cardinality: 1**

### Loan Type Total

<table>
<thead>
<tr>
<th>Pos.</th>
<th>English Name</th>
<th>Spanish Name</th>
<th>Format</th>
<th>Max. Len.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student &lt;Loan Type&gt; Outstanding Principal</td>
<td>Estudiante &lt;Loan Type&gt; Capital Pendiente</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
</tbody>
</table>

**Cardinality: 0–18**
### Note: Valid Loan Types for loan type totals are:

- TOTAL FFEL CONSOLIDATED
- TOTAL NATIONAL DEFENSE LOAN
- TOTAL DIRECT STAFFORD SUBSIDIZED
- TOTAL DIRECT STAFFORD UNSUBSIDIZED
- TOTAL DIRECT PLUS GRADUATE
- TOTAL DIRECT PLUS
- TOTAL DIRECT CONSOLIDATED UNSUBSIDIZED
- TOTAL DIRECT CONSOLIDATED SUBSIDIZED
- TOTAL DIRECT PLUS CONSOLIDATED
- TOTAL DIRECT UNSUBSIDIZED (TEACH)
- TOTAL PERKINS EXPANDED LENDING
- TOTAL FEDERAL INSURED (FISL)
- TOTAL FFEL PLUS GRADUATE
- TOTAL INCOME CONTINGENT (ICL)
- TOTAL NATIONAL DIRECT STUDENT LOAN
- TOTAL FFEL PLUS
- TOTAL FEDERAL PERKINS
- TOTAL FFEL REFINANCED
- TOTAL STAFFORD SUBSIDIZED
- TOTAL SUPPLEMENTAL LOAN (SLS)
- TOTAL STAFFORD UNSUBSIDIZED

<table>
<thead>
<tr>
<th>Pos.</th>
<th>English Name</th>
<th>Spanish Name</th>
<th>Format</th>
<th>Max. Len.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Student &lt;Loan Type&gt; Outstanding Interest</td>
<td>Estudiante &lt;Loan Type&gt; Interés Pendiente</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pos.</th>
<th>English Name</th>
<th>Spanish Name</th>
<th>Format</th>
<th>Max. Len.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Loan Type</td>
<td>Préstamo Tipo</td>
<td>Text</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>Loan Attending School Name</td>
<td>Préstamo Institución Postsecundaria de Asistencia</td>
<td>Text</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Loan Date</td>
<td>Préstamo Fecha</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Loan Repayment Begin Date</td>
<td>Préstamo Fecha de Comienzo de Pagos</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Loan Period Begin Date</td>
<td>Préstamo Fecha de Comienzo del Plazo</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>Pos.</td>
<td>English Name</td>
<td>Spanish Name</td>
<td>Format</td>
<td>Max. Len.</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>6</td>
<td>Loan Period End Date</td>
<td>Préstamo Fecha de Cierre del Plazo</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Loan Amount</td>
<td>Préstamo Cantidad</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Loan Disbursed Amount</td>
<td>Préstamo Cantidad Desembolsada</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Loan Canceled Amount</td>
<td>Préstamo Cantidad Cancelada</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Loan Canceled Date</td>
<td>Préstamo Fecha de Cancelación</td>
<td>mm/dd/ccyy</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>Loan Outstanding Principal Balance</td>
<td>Préstamo Saldo del Capital Pendiente</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>Loan Outstanding Principal Balance as of Date</td>
<td>Préstamo Fecha del Saldo del Capital Pendiente</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>Loan Outstanding Interest Balance</td>
<td>Préstamo Saldo del Interés Pendiente</td>
<td>$nnn,nnn</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>Loan Outstanding Interest Balance as of Date</td>
<td>Préstamo Fecha del Saldo del Interés Pendiente</td>
<td>mm/dd/ccyy</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
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**Loan Status**  
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**Loan Disbursement**  
*Cardinality: 0–25*

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### Loan Contact

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<tr>
<td>3</td>
<td>Loan Contact Street Address 1</td>
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<td>Text</td>
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</tr>
<tr>
<td>4</td>
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<td>Préstamo Contacto Domicilio 2</td>
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</tr>
<tr>
<td>5</td>
<td>Loan Contact City</td>
<td>Préstamo Contacto Ciudad</td>
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<tr>
<td>6</td>
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<td>Préstamo Contacto Estado</td>
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<td>5</td>
</tr>
<tr>
<td>10</td>
<td>Loan Contact Email Address</td>
<td>Préstamo Contacto Correo Electrónico</td>
<td>Text</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>Loan Contact Web Site Address</td>
<td>Préstamo Contacto Sitio Web</td>
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### Loan Special Contact

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### Grant

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<tr>
<td>2</td>
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<td>Beca Cantidad Pendiente por Pagar</td>
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**Grant Contact**  
*Cardinality: 0–1*

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<td>Grant Contact Name</td>
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</tr>
<tr>
<td>3</td>
<td>Grant Contact Street Address 1</td>
<td>Beca Contacto Domicilio 1</td>
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<tr>
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<td>Beca Contacto Domicilio 2</td>
<td>Text</td>
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<tr>
<td>5</td>
<td>Grant Contact City</td>
<td>Beca Contacto Ciudad</td>
<td>Text</td>
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<tr>
<td>6</td>
<td>Grant Contact State</td>
<td>Beca Contacto Estado</td>
<td>Text</td>
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<td>7</td>
<td>Grant Contact Zip Code</td>
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**Overpayment**  
*Cardinality: 0–10*

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<tr>
<td>2</td>
<td>Overpayment Attending School Name</td>
<td>Ayuda en Exceso Institución Postsecundaria</td>
<td>Text</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>Overpayment Disbursement Date</td>
<td>Ayuda en Exceso Fecha de Desembolso</td>
<td>mm/dd/ccyy</td>
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<td>Overpayment Status</td>
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<td>Overpayment Repayment Date</td>
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**Overpayment Contact**  
Cardinality: 0–1

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<td>10</td>
<td>Overpayment Contact Email Address</td>
<td>Ayuda en Exceso Correo Electrónico</td>
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<tr>
<td>11</td>
<td>Overpayment Contact Web Site Address</td>
<td>Ayuda en Exceso Sitio Web</td>
<td>Text</td>
<td>45</td>
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</tbody>
</table>
To assist with the understanding how the file layout is comprised of the name:value pairings the following example is included:

Student First Name:SYNC
Student Middle Initial:N
Student Last Name:SIERRAS
Student Street Address 1:123 WINDING WAY
Student Street Address 2:APT. 1014
Student City:RENO
Student State Code:NV
Student Country Code:US
Student Zip Code:89123
Student Enrollment Status:FULL TIME
Student Enrollment Status Effective Date:08/20/2000
Student Total All Loans Outstanding Principal:$29,476
Student Total All Loans Outstanding Interest:$99
Student Pell Lifetime Eligibility User:16.657%
Student Total All Grants:$553
Student FEDERAL PERKINS Outstanding Principal:$1,589
Student FEDERAL PERKINS Outstanding Interest:$0
Student DIRECT STAFFORD SUBSIDIZED Outstanding Principal:$23,934
Student DIRECT STAFFORD SUBSIDIZED Outstanding Interest:$88
Student FFEL PLUS GRADUATE Outstanding Principal:$2,262
Student FFEL PLUS GRADUATE Outstanding Interest:$5
Student STAFFORD SUBSIDIZED Outstanding Principal:$1,691
Student STAFFORD SUBSIDIZED Outstanding Interest:$6
Loan Type:FEDERAL PERKINS
Loan Attending School Name:INTER AMERICAN UNIVERSITY OF PUERTO RICO
Loan Date:05/20/1996
Loan Repayment Begin Date:03/01/1998
Loan Period Begin Date:07/01/1995
Loan Period End Date:06/30/1996
Loan Amount:$1,270
Loan Disbursed Amount:$1,270
Loan Outstanding Principal Balance:$0
Loan Outstanding Principal Balance as of Date:09/15/1998
Loan Canceled Amount:$0
Loan Canceled Date:
Loan Outstanding Interest Balance:$0
Loan Outstanding Interest Balance as of Date:
Loan Interest Rate Type:
Loan Contact Type:Current Guaranty Agency
Loan Contact Name:USO FUNDS, INC.
Loan Contact Street Address 1:1544 SOUTH MAIN STREET
Loan Contact Street Address 2:SUITE 101
Loan Contact City:INDIANAPOLIS
Loan Contact State:IN
Loan Contact Zip Code:462061234
Loan Contact Phone Number:609-939-2389
Loan Contact Phone Extension:8349
Loan Contact Email Address:TWOMAN@USAFUNDS.COM
Loan Contact Web Site Address:
Grant Type:PE
Grant Attending School Name:ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY
Grant Award Year:2008 - 2009
Grant Scheduled Amount:$2,210
Grant Award Amount:$2,210
Grant Disbursed Amount:$110
Grant Remaining Amount to be Paid:$2,100
Grant First Time:No
Grant Additional Eligibility:N/A
Grant Contact Type:Attending School
Grant Contact Name:ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY
Grant Contact Street Address 1:4900 MERIDIAN STREET
Grant Contact Street Address 2:
Grant Contact City:NORMAL
Grant Contact State:AL
Grant Contact Zip Code:357621357
Overpayment Aid Type:FEDERAL PELL GRANT
Overpayment Attending School Name:ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY
Overpayment Disbursement Date:02/02/2009
Overpayment Status:OVERPAYMENT
Overpayment Repayment Date:
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). The AACRAO SPEEDE Committee actively meets and works year round with a focus on the creation, maintenance, and promotion of standards for the electronic exchange of student transcripts and other student education records. The AACRAO SPEEDE committee reports to the AACRAO Vice President for Information Technology (Group VI), Jim Bouse.

**Face to Face Meetings Held:** One meeting of the AACRAO SPEEDE Committee was held during the AACRAO Technology Conference in Chicago on July 2, 2012 with seven of the nine members attending.

The AACRAO SPEEDE Committee currently meets at the AACRAO Annual Meeting, at the AACRAO Technology Conference and at the two PESC Data Summits each year. Discussions are under way for holding one meeting each year in conjunction with an AACRAO regional meeting, such as PACRAO, SACRAO, Middle States, etc. This would be in lieu of one of the PESC annual summits.

**AACRAO SPEEDE Committee conference calls held (with number of participants):** 8/2/12 (6), 8/9/12 (7), and 8/30/12 (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. Rick was also appointed to the Technical Work Group (TWG), a part of the Common Education Data Standards (CEDS) Task Force organized by the US Department of Education’s National Center for Education Statistics (NCES).
- Tuan Anh Do and Tom Stewart serve on the Change Control Board (CCB).
- Tuan Anh Do also serves on the Technical Advisory Board (TAB).
- Robin Greene and Monterey Sims serve with the Seal of Approval Program.
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<td>High School Transcript</td>
<td>1.0</td>
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July and August 2012 Report from the AACRAO SPEEDE Committee

It is recommended that all implementers and users update to the latest version of each schema. All users who have updated to the latest version can accept all documents created with all earlier versions as long as the first digit of the Version Number is the same. All users of an earlier version can also receive documents created in later versions as long as the first digit of the Version is the same, provided that no data were included that use the new data elements, or new values of old data elements.

PESC Workgroups and User Groups of Interest to AACRAO Members include:

**EdUnify**: This web services group was launched to automate electronic lookup, reporting and exchange, PK12 and workforce linkages, and transfer of credit.

**Academic e-Portfolio**: This workgroup holds regular conference calls and welcomes participation from anyone whose school or company is a member of PESC or AACRAO.

**Education Record User Group (ERUG) for Approved PESC XML and EDI Standards**: PESC formed this user group that deals with maintenance of all of the approved XML schemas in the admissions and 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 currently co-chairs the User Group, with Bob Hewett from Pearson (formerly the National Transcript Center).

ERUG currently holds hourly conference calls every other Tuesday at noon Eastern Time whenever there are agenda items to discuss. Anyone whose school or company is a member of PESC is welcome and encouraged to join ERUG and participate in discussion of proposed changes to existing schemas.

**Commit**: This newly renamed workgroup will build upon earlier work done by other PESC groups to allow a person to create a secure valid log-on ID that can be used for future log-ons to multiple web sites (such as admission test sites or college admissions web sites).

**Canadian User Group**: There is extensive volume production use of PESC XML schemas in the province of Alberta and a great deal of interest in the same in Ontario and British Columbia. There is also extensive use of the EDI Transcript Suite of Standards in Ontario and BC. This new group will explore issues of special interest to Canadian users (and potential users) of PESC XML schemas and EDI transaction sets.

The group is now exploring the possibility of a nationwide electronic exchange of high school transcripts throughout Canada using the PESC XML High School as the standard.
Other Activities of the AACRAO SPEEDE Committee:

Crosswalks for EDI Transaction Sets to PESC XML Schemas, and vice-versa: Most schools that are just beginning to implement the electronic data exchange of postsecondary student transcripts are expected to implement the PESC XML format. However, almost all of the current production exchanges via the University of Texas SPEEDE Server are using the ANSI ASC X12 EDI format. To allow new users access to the established EDI exchanges, and to allow established EDI users to exchange with the new XML users, crosswalk rules are being developed from one format to the other.

These rules were developed by the AACRAO SPEEDE Committee and approved by the PESC ERUG and are now posted on the PESC.org web site at [http://www.pesc.org/interior.php?page_id=219](http://www.pesc.org/interior.php?page_id=219). Those approved to date are

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<tr>
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<td>Transcript Request</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Response to Request for Transcript</td>
</tr>
</tbody>
</table>

Work is in progress for the crosswalk rules from the High School Transcript - EDI TS 130 Version 4010 to PESC XML Version 1.0 and also for the PESC XML Response to a Request for a Student Transcript Version 1.0 to the EDI TS 147.
July and August 2012 Report from the AACRAO SPEEDE Committee

**State and Province Electronic Transmission Initiatives and Mandates:** The AACRAO SPEEDE Committee now updates, every few months, a spreadsheet of 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.

We know there is a great deal of activity among AACRAO members in the secure exchange of PDF Student Transcripts. Since a large portion of these PDF documents do not go to postsecondary schools, we need you to report this PDF activity so it can be included in this document on the AACRAO web site. Please send any 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/About-AACRAO/committees/speede/statestat.aspx.

**State EDI, XML, and PDF Contacts:** The AACRAO SPEEDE Committee also recently updated the contacts list. It is now posted on the AACRAO web site at http://www.aacrao.org/About-AACRAO/committees/speede/statecont.aspx. Please send updates and corrections to wbemis@usc.edu.

**Common Education Data Standards:** The AACRAO SPEEDE Committee, primarily through PESC, is involved in defining the data elements now being included in this national project. Version 2.0 of this standard is now available at http://ceds.ed.gov.

Work on Version 3.0 has begun and we hope that it will include even more data elements that are used in high school and college student transcripts. CEDS is now welcoming comments on Version 3.0.

**Privacy Technical Assistance Center (PTAC):** The US Department of Education’s National Center for Education Statistics (NCES) has established a new group and service as a one-stop resource for education stakeholders to learn about data privacy, confidentiality, and security practices related to student-level longitudinal data systems. More info is available at http://ed.gov/ptac. Members of the AACRAO SPEEDE Committee attended a workshop at the recent PESC Data Summit in Las Vegas to learn more about PTAC.

PTAC welcomes any questions and issues you might have related to privacy issues and/or concerns. They are interested in visiting schools or other groups to make presentations related to privacy issues.

**Volume Data Statistics via the University of Texas at Austin Free Internet Server:** The SPEEDE Committee is discussing the possibility of including some additional data on the monthly production statistical reports now available for the Server. Discussion includes:

- Monthly volume of EDI TS146 and TS147 documents;
- Monthly volume of PESC XML documents;
- Summaries of monthly volume by states and provinces;
**University of Texas at Austin SPEEDE Internet Server:** Shelby Stanfield, Vice Provost and University Registrar at UT Austin has provided us with the following information about the use of the Free Server. Cumulative 12 month stats are as of the end of August 2012:

<table>
<thead>
<tr>
<th>Description</th>
<th>Last Year</th>
<th>This Year</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of TS130 Transcripts for August</td>
<td>107,534</td>
<td>121,299</td>
<td>13%</td>
</tr>
<tr>
<td>Number of TS130 Transcripts for past 12 months</td>
<td>1,045,942</td>
<td>1,292,112</td>
<td>24%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for August</td>
<td>93,752</td>
<td>107,223</td>
<td>14%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for past 12 months</td>
<td>1,023,858</td>
<td>1,374,689</td>
<td>34%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for August</td>
<td>81,111</td>
<td>86,516</td>
<td>7%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for past 12 months</td>
<td>1,369,600</td>
<td>1,510,488</td>
<td>10%</td>
</tr>
<tr>
<td>Number of Total Transactions for August **</td>
<td>324,552</td>
<td>370,476</td>
<td>14%</td>
</tr>
<tr>
<td>Number of Total Transactions for past 12 months **</td>
<td>4,099,069</td>
<td>4,914,163</td>
<td>20%</td>
</tr>
<tr>
<td>Number of TS130 Sending Schools in August ***</td>
<td>173</td>
<td>177</td>
<td>2%</td>
</tr>
<tr>
<td>Average Number of TS130 Sending Schools per month for past 12 months ***</td>
<td>161</td>
<td>172</td>
<td>7%</td>
</tr>
<tr>
<td>Number of TS130 Receiving Schools in August ***</td>
<td>289</td>
<td>293</td>
<td>1%</td>
</tr>
<tr>
<td>Average Number of TS130 Receiving Schools per month for past 12 months ***</td>
<td>278</td>
<td>284</td>
<td>2%</td>
</tr>
</tbody>
</table>

**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, such as Parchment, Florida K-12, Florida Postsecondary, Pearson, Texas Education Agency, Triand, and Xap Corporation, that distribute transcripts through the Server on behalf of multiple schools.***

**XML Transcripts:** In August 2012, schools in 4 states (Arizona, Iowa, New Mexico, and Tennessee) exchanged 2,307 PESC XML Transcripts via the UT Austin Free SPEEDE Internet Server.
July and August 2012 Report from the AACRAO SPEEDE Committee

Other Electronic Transmission Activity Not Using the Texas Server: North Carolina sends electronic high school transcripts within the statewide college access web portal, CFNC.org. Within this NC network, there are 494 high schools sending electronic transcripts to 110 participating colleges and universities. For the months of July and August 2012, a total of 18,025 electronic high school transcripts were securely delivered. The breakdown is as follows: TS130 – 13,932 and XML – 4,093.

Other states and provinces that exchange PESC XML or EDI transcripts without the use of the Texas SPEEDE Server include Florida, Maryland, Ohio, New Jersey, Alberta, British Columbia and Ontario.

For example, as of September 2011 in Alberta Province, since ApplyAlberta (Alberta Postsecondary Application System) began in October 2009, a total of 196,126 PESC XML Admission Applications have been submitted by applicants. In addition, 260,693 PESC XML Transcripts have been processed through the system.

And in British Columbia, BCcampus reports that in October 2011, 612 PESC XML transcripts were exchanged between one BC college and two universities that are piloting this new service. It is estimated that over 4,000 PESC XML College Transcripts were exchanged between these institutions during calendar year 2011. Plans are in place to extend this service to all other BC public postsecondary institutions, and others.

And several vendors exchange many electronic high school and/or college transcripts using their own networks. These include Pearson (formerly National Transcript Center), Parchment (formerly Docufide), ConnectEDU and the several vendors who distribute PDF transcripts.

Future Meetings: The following are future events at which the AACRAO SPEEDE Committee is planning to participate:

PESC Fall Data Summit October 17 - 19, 2012 (Wednesday through Friday) at the Four Seasons Hotel in Vancouver, British Columbia
AACRAO Annual Meeting April 14 - 17, 2013 (Sunday through Wednesday) at the Moscone Conference Center West in San Francisco
AACRAO Technology Conference July 14 -16, 2012 (Sunday through Tuesday) at the JW Marriott Starr Pass in Tucson, AZ
July and August 2012 Report from the AACRAO SPEEDE Committee

**AACRAO SPEEDE Committee Members for 2012-2013:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Matt Bemis</td>
<td>Associate Registrar, University of Southern California</td>
<td><a href="mailto:wbemis@usc.edu">wbemis@usc.edu</a></td>
</tr>
<tr>
<td>Jerry Bracken</td>
<td>Software Engineer, Core Services, Brigham Young University (UT)</td>
<td><a href="mailto:jeraldbracken@gmail.com">jeraldbracken@gmail.com</a></td>
</tr>
<tr>
<td>Tuan Anh Do</td>
<td>Assistant Director, Systems Support Group, Undergraduate Admissions, San Francisco State University (CA)</td>
<td><a href="mailto:doey@sfsu.edu">doey@sfsu.edu</a></td>
</tr>
<tr>
<td>Robin S. Greene, Chair</td>
<td>Senior Associate Director of Technology and Internet Services, College Foundation of North Carolina, University of North Carolina General Administration</td>
<td><a href="mailto:greeners@northcarolina.edu">greeners@northcarolina.edu</a></td>
</tr>
<tr>
<td>Doug Holmes, Scribe</td>
<td>Programmer Analyst III, Ontario Universities’ Application Centre, and Representative to the AACRAO SPEEDE Committee from the Association of Registrars of the Universities and Colleges of Canada (ARUCC)</td>
<td><a href="mailto:doug@ouac.on.ca">doug@ouac.on.ca</a></td>
</tr>
<tr>
<td>Monterey E. Sims, Conferences Program Coordinator and Vice-Chair</td>
<td>Director of Operations/University Services Document Processing University of Phoenix (AZ)</td>
<td><a href="mailto:monterey.sims@phoenix.edu">monterey.sims@phoenix.edu</a></td>
</tr>
<tr>
<td>Rick Skeel</td>
<td>Director of Academic Records, University of Oklahoma</td>
<td><a href="mailto:rskeel@ou.edu">rskeel@ou.edu</a></td>
</tr>
<tr>
<td>John T. “Tom” Stewart</td>
<td>Retired College Registrar, Miami Dade College (FL)</td>
<td><a href="mailto:stewartj@aol.com">stewartj@aol.com</a></td>
</tr>
<tr>
<td>Tim Tashjian</td>
<td>Associate Director, Student Information Systems, Office of the Registrar, University of Texas at Austin</td>
<td><a href="mailto:tim.tashjian@austin.utexas.edu">tim.tashjian@austin.utexas.edu</a></td>
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And that’s the update for the past two months from the AACRAO SPEEDE Committee.