Public Comment Period Extended One Day to Wednesday May 27, 2009

The proposed XML standards for the Admissions Application, Education Test Score Reporting and IPEDS upload are all simultaneously open for public comment and share the same comment period expiration date of Wednesday May 27, 2009. All three proposed standards as well as the numerous standards already approved by PESC (high school and college transcripts, student aid, etc.) are based on the same XML architecture and data modeling guidelines established and used by both PESC and the U.S. Department of Education’s Federal Student Aid Office since 2005.

All three submissions can be accessed at http://www.PESC.org. The public comment period was to expire at the close of business on Tuesday May 26, 2009, but is being extended one day to Wednesday May 27, 2009 (due to the holiday).

All comments from the general public and PESC membership should be made in the form of an e-mail to the PESC Executive Director at: Michael.Sessa@PESC.org. Public comments can address any and/or all part of the standard being proposed. The comment e-mail should clearly identify the:

1) Responder full name and appropriate contact information (phone, email, organization, etc);
2) Source of the comments, i.e., whether the comments are individual or originate from a group the responder represents;
3) Nature of the responder's interest in the standard (what is the issue and why is it important?);
4) Element(s) of the proposed standard with which issue is taken;
5) Changes suggested to resolve the issue(s).

“This [education test score reporting standard] will benefit both educational institutions and students. Test scores, demographic and other educational information will be reported in a standardized way that will be easier to organize and read. We want all recipients of this information to be able to use it more effectively, whether it’s a college, a scholarship organization, a government agency--anyone interested in this type of educational data.”

- Arthur C. Peters, Vice President, Information Technology at ACT

See IPEDS, Page 2
The Process

Within 30 calendar days after the close of the public comment period, the Change Control Board (CCB) of PESC’s Standards Forum for Education will address and consider all public comments and make, in consultation with the respective development workgroup any necessary revisions. All public comments will be posted to the PESC website during the review process. The CCB’s consideration/revision period expires on Thursday June 25, 2009 unless extenuating circumstances exist which require further deliberation.

Once any changes resulting from the public comment period have been incorporated, the CCB will recommend to the Standards Forum’s Steering Committee and the PESC Board of Directors that the respective specifications be submitted to a vote by the PESC members. The PESC office will issue electronic ballots to the official contacts of PESC member organizations. Completed ballots, including the reason(s) for any rejection, must be returned to the PESC office via e-mail attachment, fax, overnight delivery, or U.S. Postal Service within ten (10) business days. PESC staff is responsible for the tabulation of the ballots; acceptance of the specification as a standard requires an affirmative vote of at least 80% of all votes cast. Once the members accept and approve the specification, the PESC Board of Directors will within seven (7) calendar days ratify the vote or refer it back to the CCB with specific instructions for further work.

PESC staff will then publish/post all necessary documents and communications and implement version control on all documents. PESC approved standards are freely accessible on the PESC website (http://www.PESC.org).

PESC Board of Directors Elections

PESC is pleased to announced that new Board members Jeff Alderson of ConnectEdu, Russ Buyse of National Transcript Center, Manuel Dietz of unisolution, and Russ Judd of Great Lakes Educational Loan Services (representing the National Association of Student Loan Administrators) have been elected to the PESC Board of Directors, while incumbents Bill Hollowsky of SunGard Higher Education, David Moldoff of AcademyOne, and Rick Skeel of the University of Oklahoma (representing the American Association of Collegiate Registrars and Admissions Officers) have been re-elected. Terms for these board members are two years and start July 1, 2009.

PESC Strategic Survey for Members

With the PESC Board of Directors annual retreat coming up in July 2009, PESC wants to ensure that its annual strategic planning process includes input from the general membership. Within this week, Jennifer Kim, PESC’s Membership Services Manager, will be issuing a quick survey to PESC members on key topics and ideas. Please ensure that your organization’s voice is heard and complete the survey by June 12, 2009. We’ve made the online survey quick and easy and we hope that PESC members provide their input and feedback on the strategic direction of PESC. For questions or concerns, please contact Jennifer at Jennifer.Kim@PESC.org or at 202-261-6514.

"[NCES] would like to offer the IPEDS community an XML-based method of uploading data, and concurrently, we would like to have our XML schemas approved by PESC for use in the postsecondary community. While the IPEDS data collection currently encompasses eight survey components, our first mission will be to have PESC approved schemas for the student-based survey components: Fall Enrollment, Twelve Month Enrollment, Completions, Graduation Rates and Student Financial Aid.

-Elise Miller, IPEDS Program Director, National Center for Education Statistics, U.S. Department of Education"
The 6th Annual Conference on Technology & Standards

The 6th Annual Conference on Technology & Standards, held in April 2009, was rated a success by conference attendees. NCHELP, PESC, and SHEEO thank all the speakers (listed below) and sponsors (AcademyOne, NASLA, and USA Funds) that helped make the conference possible. Presentations from the conference are now posted on the PESC website for downloading and review.

**Tim Bornholtz**, President, The Bornholtz Group  
**Tim Calhoon**, Technical Manager, Butte College and California Community College System  
**Tim Cameron**, Meteor Project Manager, NCHELP  
**Paul Combe**, President and CEO, American Student Assistance  
**Manuel Dietz**, Founder and Managing Director, unisolution and Steering Committee of RS3G  
**Justin Draeger**, Vice President of Planning and Development, NASFAA  
**Pam Eliadis**, Federal Student Aid (FSA), System Operations and Aid Delivery Management Services, U.S. Department of Education  
**Doug Falk**, Vice President and CIO, National Student Clearinghouse  
**Dr. Larry Fruth**, Executive Director, SIFA  
**Alan Jewett**, Vice President of Marketing, XAP  
**Charlie Leonhardt**, Principal Technologist, Georgetown University  
**Charles McGrew**, PK20 Director, Data Quality Campaign  
**David Moldoff**, Founder and CEO, AcademyOne, Inc.  
**Karen Nunn**, GaBEST Program Director, Office of Information and Instructional Technology, Board of Regents of the University System of Georgia  
**Hans L’Orange**, Vice President for Research and Information Resources and Director of the SHEEO/NCES Network, SHEEO  
**Jack Suess**, CIO, University of Maryland Baltimore County and Educause/Internet2

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**Data Exchange Statistics for Internet Server at University of Texas at Austin**

<table>
<thead>
<tr>
<th>March 2009</th>
<th>April 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transcript Processing</strong></td>
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<tr>
<td>Transcripts</td>
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<td>146</td>
</tr>
<tr>
<td>Response</td>
<td>147</td>
</tr>
<tr>
<td>Functional acknowledgement</td>
<td>997</td>
</tr>
<tr>
<td>Test Score</td>
<td>138</td>
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<tr>
<td>Admissions Applications</td>
<td>189</td>
</tr>
<tr>
<td>TOTAL Data Exchange Transactions</td>
<td><strong>262,795</strong></td>
</tr>
</tbody>
</table>
The Data Quality Campaign Brings Together Education Leaders to Urge States to Use Data Systems for Continuous Improvement

On Tuesday, March 10 in Washington D.C., U.S. Secretary of Education Arne Duncan urged states and school districts to continue their momentum towards building longitudinal data systems and developing the capacity of educators, policymakers, and other education stakeholders to understand and use this data to proactively drive continuous improvement throughout the education system.

"Now that the Data Quality Campaign has put data quality on the map, we need to work together to leverage this work and push it to the next level by using data to drive reform," said Secretary Duncan at a forum held in Washington, D.C. convened by the Data Quality Campaign. "The Department has made an early commitment to this by providing funding in the stimulus package for data systems so we can assess what’s working and what’s not. The path to real reform begins with the truth - and we must keep facing the truth and finding the answers until every classroom has a great teacher, and every child has an education that prepares him for college, for work, and for life." The forum, “Leveraging the Power of Data to Improve Education," brought together hundreds of state and federal policymakers and education leaders to discuss the integral role of data to the national education improvement agenda, the challenges to growing and using these systems, the necessary leadership of state and federal policymakers, and how the newly available stimulus funds can be used to improve student achievement and close achievement gaps. The entire forum can be viewed via webcast at http://ne.edgecastcdn.net/000172/dataqualitycampaign/031009/DQCArchive.htm.

Chairman of the National Governors Association, Governor Ed Rendell (PA), told the forum that state policy leaders should ensure that all state agencies work together and share vital information to inform a common goal of ensuring individual state citizens are prepared for the demands of the knowledge based competitive economy. "Longitudinal data is not just a K-12 issue; it requires gubernatorial commitment because all of our systems - from early childhood, to K-12 education, to colleges and universities, to workforce development, to employment databases - must work together to make data collection possible," Governor Rendell said. "And we need to do more to make the data useful, because even the best data collection system is worthless if it does not change what goes on in the classroom." Jay Pfeiffer, retired Florida Deputy Commissioner of Education, received a Lifetime Achievement Award from the Data Quality Campaign for his leadership in developing Florida’s model data system which provides best practices and lessons for other states. “States have made great progress in building their longitudinal data systems, but now we need a cultural shift to build the political will and take the practical steps needed to ensure that this data is accessed, shared, and used for continuous education improvement,” said Aimee Rogstad Guidera, Director of the Data Quality Campaign. “That’s what the Campaign will focus on now – helping states identify and put in place the necessary policies and practices so that key stakeholders actually use longitudinal data to help students succeed.”
DQC Releases Action Guide for State and Federal Policy Makers

To guide state and federal policymakers in building capacity of education stakeholders to understand and use longitudinal data in effective decision making, the Data Quality Campaign released “The Next Step: Using Longitudinal Data Systems to Improve Student Success.” The guide provides ten action steps states need to take to move from collecting data for compliance to using data for improvement. These ten state actions ensure effective data use will expand the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies; ensure that data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement; and build the capacity of all stakeholders to use longitudinal data for effective decision making. The guide, with examples of states which have implemented model efforts, is available at http://www.dataqualitycampaign.org/resources/384.

The Data Quality Campaign Receives $4.8 Million from the Gates Foundation

The Bill & Melinda Gates Foundation recently granted the Data Quality Campaign $4.8 million to support continuation of its work over the next three years. The new grant will allow the DQC to continue to assist states in developing data systems based on the ten essential elements as well as encouraging states to take actions necessary to help support effective data use. The DQC will continue to survey states and provide resources and assistance around the ten essential elements as well as on the new ten state actions to ensure effective data use.

DQC Launches Web Site Redesign

The Data Quality Campaign (DQC) launched a comprehensive Web site redesign in March 2009 that includes:

- **New look and feel.** While staying true to the DQC blue, every web page has been redesigned to be more user-friendly, interactive, and targeted towards users of all levels of sophistication.
- **Resource library.** DQC seeks to become a one-stop clearinghouse for all resources related to building and using data systems. The resource library includes everything from newsletters and videos to policy briefs and research papers. DQC invites you to submit resources to add to the library at Info@DataQualityCampaign.org.
- **Interactive survey results.** Each year, the DQC surveys all 50 states and the District of Columbia to assess states’ progress toward implementing the 10 essential elements of a longitudinal data system. The Web site redesign presents these survey results in an interactive state map, interactive charts with multiple years of data, and users can even view survey results by element or policy implication(s).
- **Share your story.** Data systems are not solely IT projects, so the Web site invites users to share how building and using data systems have improved their work and ultimately student success.
- **And more...** Please visit the new and improved DQC Web site: www.DataQualityCampaign.org.
DQC Staff Transitions

Dr. Nancy Smith is Leaving DQC

Nancy Smith is leaving her position as Deputy Director of the Data Quality Campaign in mid-April to pursue independent consulting opportunities. She will also serve as a consultant to DQC to oversee the development, administration, and analysis of the 2009 DQC Survey and to advise the Campaign and states on implementing and using longitudinal data systems. Nancy joined the National Center for Educational Achievement (NCEA) in 2004 and has been a vital leader in developing and managing the campaign from day one. Nancy was instrumental in the drafting of the original DQC white paper outlining the ten essential elements and has spent the last four years advising states and national partners on the challenges and successes of our collective capacity to connect policy and data to improve student achievement. The success of DQC’s phase I was due in large part to the voice, expertise, and enthusiasm that Nancy brought to the table on every issue. The staff of the Data Quality Campaign is sorry to see Nancy go, but we wish her the best of luck in her future endeavors and know that she’ll never be too far from a DQC meeting. You can reach Nancy at Nancy@dataqualitycampaign.org.

Please Welcome DQC’s Newest Staff Member, Charles McGrew

As Senior Project Manager, P-20 Data Systems, Charles will help develop the strategy and manage the efforts of the DQC to expedite the development and use of longitudinal data systems across the P-20 education pipeline and across state agencies. Most recently, he was the assistant vice-president of information and research for the Kentucky Council on Postsecondary Education, where he directed research and information to support postsecondary policy development. He developed the Kentucky High School Feedback Report and chaired Kentucky’s P-20 Data Warehouse Work Group. He has worked in postsecondary research for the past eighteen years including positions at community colleges, a regional university, and research universities. Charles can be reached at Charles@dataqualitycampaign.org.

Data and the Economic Stimulus Package

On April 1st, the US Department of Education issued applications and guidance for substantial portions of funds available to states and localities under the American Recovery and Reinvestment Act (ARRA). Initial guidance focuses on the State Fiscal Stabilization Fund ($48.6 billion), which will be distributed in two rounds – now and in late summer.

The initial application for states to access money requires a commitment to four education reforms, one of which is, “Gathering information to improve student learning, teacher performance, and college and career-readiness through enhanced data systems that track progress.” In this initial guidance, the Department of Education uses 2008 DQC state survey data as the baseline against which states must show progress and document data system implementation plans – (see Appendix B, p. B-2, in the application at http://www.ed.gov/programs/statestabilization/2009-394.pdf).

In the near future, the Department of Education will publish the phase two application process (for public comment), which will specify a plan for gathering data not currently available in the states and how they will show progress as they implement and use statewide longitudinal data systems. A companion letter from Secretary Arne Duncan to governors suggests the “metrics” of state data elements that should be gathered to measure progress, answer key reform questions, and be included in state data systems. (more)
Our understanding is the final draft of metrics will be published in the Federal Register within the next 2 weeks and that there will be a 30 day comment period. The DQC Partners will be discussing these metrics and providing formal comments; we look forward to hearing from you as well.


The Data Quality Campaign website ([www.DataQualityCampaign.org](http://www.DataQualityCampaign.org)) has posted this guidance and other helpful explanatory information on the stimulus package and will be updating it regularly.

**IES Announces 2009 Grantees and Award Amounts**

On Friday, April 3, the US Department of Education announced the recipients of the 2009 Statewide Longitudinal Data System grants (see list below). Details of the awards can be found at [http://nces.ed.gov/programs/S LDS/fy09_announcement.asp](http://nces.ed.gov/programs/S LDS/fy09_announcement.asp). Twenty-seven states received grants ranging from $2.5 million to $9.0 million. Congratulations to these 27 states!!! To date, 41 states plus the District of Columbia have received IES SLDS grants since 2005.

**Awardees are:**

<table>
<thead>
<tr>
<th>Arkansas: $5.0 million</th>
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<tbody>
<tr>
<td>California: $6.0 million</td>
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<tr>
<td>Connecticut: $2.9 million</td>
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<td>Florida: $2.5 million</td>
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<tr>
<td>Georgia: $8.9 million</td>
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<td>Hawaii: $3.5 million</td>
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<tr>
<td>Texas: $7.9 million</td>
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<tr>
<td>Washington: $5.9 million</td>
</tr>
<tr>
<td>Wisconsin: $5.6 million</td>
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</tbody>
</table>

**Employment Opportunities**

The National Student Clearinghouse ([www.studentclearinghouse.org](http://www.studentclearinghouse.org)) is looking to fill four positions within its Research Services Department. Complete job descriptions are available at: [http://research.studentclearinghouse.org/careers.html](http://research.studentclearinghouse.org/careers.html).

The Massachusetts Department of Elementary and Secondary Education has a policy analyst position available in the department of Planning, Research and Evaluation. The complete job description can be found at: [https://jobs.hrd.state.ma.us/recruit/public/3111/job/job_view.do?postingId=J17801](https://jobs.hrd.state.ma.us/recruit/public/3111/job/job_view.do?postingId=J17801).
New DQC Endorsing Partners

Academy for Educational Development (AED) (www.aed.org) is a nonprofit organization working globally to improve education, health, civil society and the environment—the foundation of thriving societies. AED's worldwide staff of 2000 implements more than 250 programs serving people in all 50 U.S. states and more than 150 countries. Working collaboratively with local and national partners, AED fosters sustainable results through practical, comprehensive approaches to social and economic challenges.

The National Math and Science Initiative (www.nationalmathandscience.org)
The National Math and Science Initiative is a non-profit organization working to advance math and science education in the United States. We do this by expanding programs with proven results to a national scale in order to reach the 50 million students in America’s public school system.

National School Boards Association (www.nsba.org)
The National School Boards Association is a not-for-profit organization representing state associations of school boards and their member districts across the United States. Its mission is to foster excellence and equity in public education through school board leadership. NSBA achieves that mission by representing the school board perspective before federal government agencies and with national organizations that affect education, and by providing vital information and services to state associations of school boards and local school boards.

National Staff Development Council (www.nsdc.org)
NSDC Purpose: Why we exist - Every educator engages in effective professional learning every day so every student achieves.

NSDC Beliefs: What we stand for
- Every student learns when every educator engages in effective professional learning.
- Schools' most complex problems are best solved by educators collaborating and learning together.
- Remarkable professional learning begins with ambitious goals for students.
- Professional learning decisions are strengthened by diversity.
- Sustainable learning cultures require skillful leadership.
- Student learning increases when educators reflect on professional practice and student progress.

The National Student Clearinghouse (www.studentclearinghouse.org) is the nation's trusted source for academic verification and reporting. Over 3,200 colleges, enrolling 91% of US college students, submit updated degree and enrollment records to us several times a year. Our StudentTracker service enables the education community to track student enrollment and degree attainment nationwide.
Summary of Meetings and Conference Calls of the AACRAO SPEEDE Committee Months of March and April 2009

This is an update for interested members of the AACRAO membership about the ongoing activities of the AACRAO SPEEDE Committee. SPEEDE is a committee that is more active year round than many of the other AACRAO standing committees. The SPEEDE committee reports to the AACRAO Vice President for Information Technology (Group VI), Jeff von Munkwitz-Smith.

Face to Face Meetings Held: At the AACRAO Annual Meeting in Chicago on April 13 with 7 members attending. We were honored by the attendance of Betsy Bainbridge, founding Executive Director of PESC, and a former founding member of the AACRAO SPEEDE Committee, Jeanenne Rothenberger. Jeanenne was awarded Honorary Membership in AACRAO at the Chicago Annual Meeting of AACRAO.

AACRAO SPEEDE Committee conference calls held (with number of participants): 3/5/09 (8), 3/26/09 (7), 4/2/09 (7), 4/23/09 (6), and 4/30/09 (8). The average number of participants per call was 7.

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

- Rick Skeel represents AACRAO on the PESC Board of Directors.
- Clare Smith-Larson is Chair of the PESC Steering Committee.
- Tuan Anh Do and Tom Stewart serve on the Change Control Board.
- Tuan Anh Do also serves on the Technical Advisory Board.
- Clare Smith-Larson was awarded the PESC Distinguished Service Award for her past and current contributions to PESC and for her promotion of electronic standards in higher education.
- The California Community Colleges Transcript (CCCTran) project and the XML College Transcript project in the state of Georgia were co-winners of the PESC Best Practices Award this year.
March and April 2009 Report from AACRAO SPEEDE Committee

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

PESC Standards and Workgroups of Interest to AACRAO Members Include:

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


**XML Application for Admission** - This workgroup held weekly conference calls for about two years. The workgroup is chaired by Adriana Farella, from The Catholic University of America, and Tom Stewart of the AACRAO SPEEDE Committee assists her. Notes from the workgroup conference calls and the latest draft of the Implementation Guide are available on the PESC web site at [http://www.pesc.org/interior.php?page_id=136](http://www.pesc.org/interior.php?page_id=136). Clare Smith-Larson and Robin Greene are other AACRAO SPEEDE members who actively participated in this workgroup.

The PESC Change Control Board approved the proposed schema and it has been posted on the PESC web site for a 30 day review and comment period of the higher education community. This comment period ends May 26, 2009.

**XML Education Test Score Reporting** - Information on this PESC proposed standard is located on the web site at [http://www.pesc.org/interior.php?page_id=132](http://www.pesc.org/interior.php?page_id=132). It serves essentially the same purpose as the EDI Transaction Set 138 so that education test scores can be exchanged electronically. Tuan Anh Do, Clare Smith-Larson and Tom Stewart of the AACRAO SPEEDE Committee were active participants on this workgroup. Michael Morris from ACT, Inc. presented the schema for approval of the PESC Change Control Board and it was approved. It is now posted on the PESC web site for a 30 day comment period. The comment period ends May 26, 2009.

Academic Record Batch Submittal: Since each XML instance document is a stand-alone document for transmission, several schools and agencies had asked for some way to bundle multiple XML documents in the same manner that multiple EDI documents were bundled inside the ISA/IEA envelope.

This schema became a PESC XML Standard in July 2007 and information about this Standard may be viewed on the PESC website at http://www.pesc.org/interior.php?page_id=185.

XML Transcript Request and Response: The XML schemas for the Request for a Student Transcript and also for the Response to that Request for a Student Transcript were approved in October 2007 as PESC standards.

An updated version of the Implementation Guide (Version 1.0.1) was prepared for the XML Request for a Student Transcript. No changes were made to the schema, but several recommendations were modified to allow for the requestor to specify that the transcript be released after a specified future date, or after a specified future event has occurred. The .xsd files and the two Implementation Guides are available on the PESC website at http://www.pesc.org/interior.php?page_id=174. The latest Guide (4/20/08) is more appropriate for a school requesting a transcript from a current or prior school attended by a student.

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

XML Functional Acknowledgment of XML Instance Documents: Another new workgroup was formed to create the XML equivalent of the EDI TS 997. Rob Moore from the National Transcript Center and Monterey Sims from the AACRAO SPEEDE Committee are the co-chairs of this workgroup. It held regular conference calls and has presented the schema to the PESC Change Control Board for approval.

Academic Progress (formerly Degree Audit): Clare Smith-Larson from the AACRAO SPEEDE Committee has volunteered to co-chair this newly activated group. New participants whose school or company are members of PESC are welcome.
New User Group for Approved XML and EDI Standards: PESC formed a new user group (Education Record User Group) that will deal with maintenance of all of the approved XML schemas in the student records area, as well as all of the ANSI ASC X12 EDI Standards for the admissions and student records area. In the future, as they are approved, the User Group will also consider modifications to the Application for Admission, Course Catalog and Education Test Score Reporting schemas, as well.

Tuan Anh Do of the AACRAO SPEEDE Committee is a co-chair of the User Group. The other co-chair is Dr. Barbara Clements from the National Transcript Center. All members of the AACRAO SPEEDE Committee plan to be active with this new workgroup, and other participants whose schools or companies are members of PESC are welcome.

Among the items being discussed by the User Group are

a. Adding regional accreditation information on the XML Student Transcript;

b. Clarification in the documentation about the use of the feature to ask for delay of the release (when requesting an XML Transcript) until a degree or grades are posted;

c. The addition of a more complete summary, of credits required and completed by curriculum area for a diploma, on an XML High School Transcript;

d. The addition of a new optional data element to specify a student’s high school program of study in the XML High School Transcript;

e. The addition of an optional User Defined Extension in the Transmission Data area of XML schemas.

f. A minor modification to the XML Request for a Student Transcript to allow a sender of the request to indicate that an earlier request has been canceled. This would be an additional enumerated value of “Cancel” to the simple data element “DocumentTypeCode”.

g. The addition of new codes for Education Tests and Sub-tests to supplement those being created in CoreMain 1.7.0.

It now holds conference calls on the second and fourth Tuesday of each month at 2 pm Eastern.
March and April 2009 Report from AACRAO SPEEDE Committee

New AACRAO Publication on Electronic Exchanges of Student Records (EDX): Under the leadership of Clare Smith-Larson, the AACRAO SPEEDE Committee developed a new publication for AACRAO. It is now available for $25 for AACRAO members for purchase from AACRAO. It was released at the end of 2008.

Crosswalks for High School and College Transcripts (EDI to XML and vice versa): Jim Bouse from the AACRAO SPEEDE Committee reports that the state of Oregon has prepared XSLT’s for all these crosswalks for use within the state of Oregon. They would be happy to share their work with any other AACRAO schools that are interested.

Current Activities of the AACRAO SPEEDE Committee:

- **Electronic Requests for Student Transcripts**: The AACRAO SPEEDE Committee explored the idea of the addition of information about the policy of schools for honoring electronic requests from other schools for a student’s transcript. Amy Berg and Monterey Sims from the University of Phoenix are beginning a project to gather the data. They plan to present the results of the survey at the AACRAO Technology Conference in Tucson in July. The Texas SPEEDE Internet Server is exploring a modification of its participant table to store participating schools’ policies.

- **Crosswalks for Requests for Student Transcripts and Responses to those Requests**: The AACRAO SPEEDE Committee has completed the crosswalk for the XML to EDI for the Request for a Student Transcript. Work is now in progress for the other three crosswalks.
March and April 2009 Report from AACRAO SPEEDE Committee

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

<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 April</td>
<td>58,264</td>
<td>64,673</td>
<td>11%</td>
</tr>
<tr>
<td>Number of TS130 Transcripts for past 12 months</td>
<td>758,917</td>
<td>902,681</td>
<td>19%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for April</td>
<td>45,638</td>
<td>58,135</td>
<td>27%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for past 12 months</td>
<td>602,748</td>
<td>733,505</td>
<td>22%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for April</td>
<td>73,201</td>
<td>89,669</td>
<td>22%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for past 12 months</td>
<td>808,878</td>
<td>963,844</td>
<td>19%</td>
</tr>
<tr>
<td>Number of Total Transactions for April **</td>
<td>217,471</td>
<td>269,551</td>
<td>24%</td>
</tr>
<tr>
<td>Number of Total Transactions for past 12 months **</td>
<td>2,910,854</td>
<td>3,536,181</td>
<td>21%</td>
</tr>
<tr>
<td>Number of TS130 Sending Schools in February ***</td>
<td>155</td>
<td>164</td>
<td>6%</td>
</tr>
<tr>
<td>Average Number of TS130 Sending Schools per month for past 12 months ***</td>
<td>157</td>
<td>154</td>
<td>-2%</td>
</tr>
<tr>
<td>Number of TS130 Receiving Schools in April ***</td>
<td>278</td>
<td>291</td>
<td>5%</td>
</tr>
<tr>
<td>Average Number of TS130 Receiving Schools per month for past 12 months ***</td>
<td>230</td>
<td>269</td>
<td>17%</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 that distribute transcripts through the Server, such as Florida K-12, Florida Postsecondary, Texas Education Agency, Triand, Xap Corporation and the National Transcript Center.
March and April 2009 Report from AACRAO SPEEDE Committee

The schools or other entities that sent the most TS130 transcripts through the UT Austin SPEEDE Server in April were Florida Public Postsecondary Schools (6,562), Florida Public K-12 Schools (5,605), Texas A&M University (4,594), North Carolina Department of Public Instruction (2,586) facilitated via the College Foundation of North Carolina’s statewide college access web portal, , National Transcript Center on behalf of the Texas Education Agency (2,375), Maricopa Colleges in Arizona (2,206), and Triand on behalf of Public High Schools in Arkansas (1,613).

Schools in 18 US states and one Canadian province (BC) sent TS130 transcripts through the Server in April.

In addition, 31 PESC XML College Transcripts were exchanged among 9 postsecondary schools in Georgia through the Texas SPEEDE Server in April. In addition, U of Minnesota-Twin Cities sent 17 and Xap Corporation sent 27 high school transcripts to the NTC.

The UT Austin SPEEDE Server reached two milestones in April 2009: The 5 millionth TS130 Transcript was exchanged through the Server since it began service, and the 17 millionth electronic document was exchanged since the Server’s creation.

The UT Austin SPEEDE Server recently updated its popular (and free) Quick and Easy (QNE) Java based software which allows schools to immediately receive EDI transcripts and print them out in a common format. It also automatically returns an electronic acknowledgment to the sending school. See additional info and download the software from the QNE link at http://registrar.utexas.edu/speede/tools/qne.html

State and Province Electronic Transmission Initiatives and Mandates: The SPEEDE Committee recently updated a spreadsheet of all the activities, mandates and initiatives of which we are aware in each US State and Canadian Province. We encourage you to review the spreadsheet to insure it is up to date for your state or province. Please send updates and corrections to stewartj@aol.com. It is now posted on the SPEEDE page on the AACRAO web site at http://www.aacrao.org/speede/statetstat.cfm.
March and April 2009 Report from AACRAO SPEEDE Committee

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

**AACRAO Technology Conference in Tucson, AZ July 19-21, 2009:** This Sunday through Tuesday conference will be held at the JW Marriott Starr Pass Tucson Resort & Spa, 3800 w Starr Pass Blvd., Tucson, AZ 85745; Phone 520.792.3500; Reservations phone 888.527.8989. Web reservations link is http://marriott.com/tussp?grouCode=aacaaca&app=resvlink. Conference rate is $132 + tax single/double. Hotel cut-off date is June 29.

Registration and pre-conference workshops will be on Sunday morning. Opening session and breakout program sessions will continue Sunday afternoon. The last sessions will end at noon on Tuesday.

The AACRAO SPEEDE Committee plans to hold a pre-conference workshop on Sunday morning. We encourage schools to send both a registrar and/or admissions type to this workshop along with a technical person from your school. Our goal is to provide you with information and techniques and answer any questions you might have that can assist you in implementing or enhancing electronic student records exchanges on your campus.

**AACRAO Annual Meeting April 22-25, 2010** (Thursday through Sunday) in New Orleans at the Ernest N. Morial Convention Center.
March and April 2009 Report from AACRAO SPEEDE Committee

AACRAO SPEEDE Committee Members for 2009-2010:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Institution</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barry Billing, Chair</td>
<td>Associate Registrar, Conestoga College Institute of Technology and Advanced Learning (Ontario), and representative to the AACRAO SPEEDE committee from the Association of Registrars of the Universities and Colleges of Canada (ARUCC)</td>
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<tr>
<td>Tim Tashjian</td>
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<td><a href="mailto:tim.tashjian@austin.utexas.edu">tim.tashjian@austin.utexas.edu</a></td>
</tr>
</tbody>
</table>

And that’s the update for the past two months from the AACRAO SPEEDE Committee.
Now Available: Meteor Version 3.3

Despite the many challenges that the student loan financing industry faced in 2008, the Meteor Advisory Team (MAT) was successfully able to continue to advance the usage and value-add of the Meteor Project. The new enhancements that are now available to network participants include usability enhancements, additional security and failover capabilities, which set the stage for more robust access to student loan data and customization opportunities for the future. The most noteworthy of these enhancements are as follows:

- **Enhanced security components** including additional identifier information in the security assertion, new logging information to assist in security breach identification, a network status service and increased encryption to further enhance network security.

- **Restored access to The National Student Clearinghouse’s LoanLocator service** which allows Meteor v3.3 providers to display the LoanLocator information for organizations that are not currently providing real-time data to the Meteor Network. This enhancement makes it possible for students and schools to have access to 100% of their FFELP and Direct Loan information through Meteor using the LoanLocator service.

The Meteor software and access to the network is provided at no cost and is a public service offered to the higher education community by members of the FFELP community.

For implementation information, please contact Tim Cameron at meteor@nchelp.org.

Meteor Powers USA Funds’ Loan SolutionsSM

USA Funds® has introduced a new online resource to help student loan borrowers keep track of their loans and resolve repayment problems. USA Funds Loan SolutionsSM helps borrowers understand, manage and repay their student loans by offering online access to account information and resources to help borrowers take action.

USA Funds Loan Solutions provides borrowers a more complete picture of their student loan debt by displaying loan information from the Meteor Network. The tool displays information to borrowers based on the status of their loans — in good standing, past due or in default. The site assists borrowers in resolving past-due loan accounts by stepping them through their options, helping them determine if they qualify to defer loan payments and providing online wizards that help borrowers request economic hardship or unemployment deferments.

For more information about USA Funds Loan Solutions, visit [www.usafunds.org](http://www.usafunds.org) and select “Loan-Payment Solutions” from the Quick Access drop-down menu. Borrowers also may access the tool at [www.loanpaymentsolutions.org](http://www.loanpaymentsolutions.org).

What students are saying:

- “I wish they had this when I went to school!”
  Antwon Tuggle

- “Nice to manage your loans from the comfort of your own computer.”
  David Shulse

- “Very helpful in keeping track of all my loans.”
  Kristi Humphrey
Institutions enrolled in the National Student Clearinghouse’s free online Student Self-Service program can now provide their students with access to the Meteor Network. The Clearinghouse uses campus-based authentication to enable access to Meteor and its other Student Self-Service offerings from a college’s website.

Campus-based authentication provides greater access to valuable debt management, default aversion, and other tools and services by using a college’s authentication process to gain access to the Meteor Network and other web services.

Expanding the current Clearinghouse implementation is currently being discussed with Meteor participants and with Mapping Your Future.

For more information, please contact Adriene Doray-Franklin at doray@studentclearinghouse.org

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**Upcoming Conference Presentations**

**WASFAA**
April 26 to 28, 2009
Ankorage, Alaska

**Mapping Your Future**
May 6 & 7, 2009
Minneapolis, Minnesota

**The Portals Conference**
June 2 to 5, 2009
Valley Forge, Pennsylvania

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**Industry Collaboration**

The MAT is continuing to explore opportunities for industry collaboration. The team is currently working with Mapping Your Future to integrate data into their entrance counseling sessions. The team will also continue its participation on the PESC Electronic Authentication and Authorization (EA2) Task Force which is looking at building interoperability among authentication federations. Collaboration with school financial management systems vendors continues to be a top priority.

If your organization is interested in exploring a custom implementation of Meteor, contact Tim Cameron at meteor@nchelp.org.
LETSI Newsletter

LETSI, ADL, AND THE FUTURE OF SCORM
The U.S. Advanced Distributed Learning Initiative (ADL) was instrumental in forming LETSI. At the time of its formation, LETSI was to take over the evolution and "stewardship" of SCORM from the ADL. This was reflected in LETSI's original organizational documents that identified the stewardship of SCORM as the first order of business in a broader program aimed at enabling and promoting global LET systems interoperability.

To this end LETSI initiated an open discussion of what needed to done with SCORM. LETSI set out to gather from the broadest possible set of stakeholders the requirements for a modernized framework. LETSI's "SCORM 2.0" Project drew over 100 white papers; spawned months of online discussion threads; and concluded with a sold out Workshop in October 2008. The results of the project, summarized in LETSI's Assumptions Document, made it clear that the community was ready to reconsider the underlying assumptions of SCORM and to focus on creating a modern framework to replace SCORM.

So, the plan has changed. Rather than transfer stewardship, the ADL Initiative will continue to develop and maintain SCORM and will assign certain rights to use SCORM to external organizations on a non-exclusive basis. In other words, ADL will continue as the "steward of SCORM" and will continue to work with other stakeholders as it has done in the past.

With the stewardship of SCORM supported by the ADL, LETSI will pursue its broader program of global LET systems interoperability. LETSI has turned its attention to the development of an Open Platform for Learning, starting with the projects described below. LETSI will continue to participate actively in the SCORM community and will ensure that its Open Platform will meet the requirements of that community. Since a transition in ADL leadership is taking place over the next few months, the long-term relationships between the ADL and other organizations (including LETSI) remain to be clarified, but LETSI expects that the ADL will continue its long tradition of contributing to and applying the work of other organizations.

THE LETSI OPEN PLATFORM
As we agreed in Pensacola, a fresh approach is needed to realize the true potential of technology to transform the way we teach and learn. The LETSI Open Platform, as we are calling it, attempts to move beyond today’s learning and learning systems typified by single student, self paced, content “packages”, programmed instruction, and reliance on the LMS as the sole source of student information.

The idea is that the broader LETSI community will develop together a common but flexible set of software tools, libraries, and infrastructure. This shared software framework, actual running code, will help all of the vendors and systems builders implement a core set of relevant standards more rapidly and more consistently.

The new architectural framework will allow community-specific specializations and extensions. Each community will be separately responsible for the definition, implementation, and conformance regime for their extensions of the core libraries. If extensions find broader support, they will eventually be brought into the core.
AN INNOVATIVE APPROACH TO STANDARDS-BASED SOFTWARE

LETSI’s “SCORM 2.0” Project was dedicated to determining the next generation of interoperability requirements for Learning, Education and Training. Emerging from those months of discussions was the requirement to develop a new type of solution and to make it available with no barriers to adoption. As the LETSI community began to reach consensus on what we needed to do and how we should do it, we communicated this to others. As it turns out, our approach is in synch with much of the thinking across the software standards world:

• LETSI works with existing standards organizations across all LET market sectors, to integrate innovative R&D into a larger framework.
• To promote effective standards adoption, LETSI is organizing an open source software community to build a shared software library to promote rapid, broad, and consistent adoption.
• LETSI freely licenses all software and specification documentation with “no strings attached”. This allows community-specific customization and promotes more rapid innovation, not restricted to big companies and institutions.
• LETSI’s sustainability will depend on broad-based awareness of the importance of open software standards and the need for radical innovation in the way we use technology to connect teachers and learners.

LETSI is building relationships with organizations around the world that understand the problems with current software standards practices and see in the model evolving at LETSI a creative approach to making standards work. LETSI has recently been granted Category A liaison status with the ISO/IEC JTC1 SC36. During their meetings in Wellington, New Zealand in March, the broader SC36 community was able to gain an appreciation of the work being undertaken by LETSI. As a result, a number of SC36 projects with a common focus have requested that LETSI be involved in their activities. LETSI’s Assumptions Document and other material on our wiki have already been recognized as providing value into their work.

LETSI already has formal relationships with standards organizations among the Founding Sponsors, including MedBiquitous, IEEE LTSC, IEEE Computer Society, SIFA, and the AICC. We are working towards the establishment of liaison relationships with additional organizations, including OASIS, e-Framework, OKI, OCW, Connexions, SALTIS, and national standards bodies. LETSI is open to liaison relationships with any standards organization or national body that shares common interest and is undertaking relevant work.

BRINGING SCORM INTO THE 21ST CENTURY – WEB SERVICE DEFINITIONS

A group of volunteers from more than a dozen organizations kicked off LETSI’s first open source software project off about a month ago to formalize the complete creation of a web-service-based communication API for the standardized run-time communication protocols used in SCORM. Frank Polster and Chuck Allen have taken the lead on this project. As with all LETSI projects, participation is open to all. Because this is a pilot project that will shape many future software projects, the team has made a point of being open and transparent.

The Working Group is building on R&D done at BBN Technologies in Cambridge, Massachusetts, to integrate game-based training systems into an LMS framework. The service-based API is complementary to the IEEE ECMAScript API standard, and BBN has submitted its work openly to the IEEE Learning Technology Standards Committee. LETSI and the LTSC are formally cooperating on the pilot project. LETSI is committed to this model – working with existing standards organizations to promote adoption vs. developing standards ourselves.

The pilot is off to a good start with an agreed upon project scope, a defined concept model and a running SourceForge site to document code development. Mike Rustici recently
demonstrated a working prototype. Already, three participants have donated code to the project, which the group will work to bring under a common services contract (WSDL). A first phase of the project will focus on a set of services that roughly mimic the existing ECMAScript-based RTE API. A second phase will expand the scope to looking at a new, optimized set of learning run-time services.

The outcome of this project will be a defined web services API that provides the functionality of the SCORM RTE and that is ready for implementation. Further extensions, beyond SCORM’s conceptual model, are expected in later phases. It is also expected that formal standardization will proceed through the IEEE LTSC.

**ORCHESTRATION VS. SEQUENCING**

The mechanism for dynamically changing a learners’ pathway through a course has been a subject of interest for a variety of initiatives around the globe. These approaches allow designers to define rules for “sequencing” from one activity to another, within the context of a single course. Over the years, the community has realized that there are many problems with current approaches to sequencing, including SCORM’s:

- Overkill for the simple, most common use cases
- Too limited and awkward for advanced instructional design
- Too confusing to get consistent implementations by vendors

LETSI’s Orchestration Working Group, led by Crispin Weston, includes a dozen experts on sequencing methods, instructional design, and the practical aspects of elearning. Having established its working assumptions, the Orchestration Working Group has been meeting regularly to consider a variety of proposed methodologies for achieving interoperable orchestration of learning objects and services. They are currently consolidating these different proposals into a unified strategy, which will be discussed at the face-to-face workshop in June (see below). The group is working within a basic strategy that was defined at the Pensacola workshop in October. They are pursuing a twin-track approach to the requirement for a new orchestration model:

- A simple, “declarative” specification which can be treated as an extension to current, LMS-based content aggregation schemes;
- A “delegated” model which allows more complex forms of orchestration to be handled by external services. These services will provide reusable templates and will operate on a “black-box” basis, allowing a wide variety of internal implementations, either using existing technologies such as ECMAScript, BPEL and SCXML; or new proprietary technologies.

We anticipate that the architecture required to enable delegated sequencing will have significant implications for the runtime CMI data model, the underlying object model, the extent of object metadata, and the need for a range of different kinds of external services and repositories. We expect that we will be in a better position to define these implications after the June conference, when we plan to produce our first working prototypes.

**LETSI TECHNICAL WORKSHOP, JUNE 23-25, PISCATAWAY, NJ**

LETSI’s Technical Roadmap Committee has organized a face to face meeting at the IEEE Operations Center in Piscataway, New Jersey. The meeting will run from Tuesday morning through Thursday Noon.
This is a working meeting. Sessions will discuss the web service pilot project; orchestration alternatives; general software architecture issues; and proposed future projects. More information is available at letsi.org/June2009Workshop.