6th Annual Conference on Technology & Standards

The Postsecondary Electronic Standards Council (PESC), in partnership with the National Council of Higher Education Loan Programs (NCHELP) and the State Higher Education Executive Officers (SHEEO), is pleased to invite you to the 6th Annual Conference on Technology & Standards in Higher Education, to be held April 6-7, 2009 in Washington, D.C.

This year, Pre-Conference Concurrent Workshops will be held on Sunday, April 5, 2009, prior to the conference. PESC’s Spring 2009 Summit will then follow the conference from April 7-8, 2009.

This event signifies an effort by NCHELP, PESC, and SHEEO to focus on technological issues important to their respective memberships under one efficient venue. This conference also includes the support and participation of the Data Quality Campaign (DQC), U.S. Department of Education’s Office of Federal Student Aid (FSA) and the Schools Interoperability Framework Association (SIFA).

In partnering together, NCHELP, PESC, and SHEEO are jointly planning and presenting this conference, and PESC will serve as overall administrator. The conference is targeted toward technical staff and upper management responsible for technology decisions. Members and/or Affiliates from any of the three associations are eligible for the discounted registration rate of $350. The non-Membership rate is $600. A conference rate at the Hyatt Regency Washington of $209 has been reserved for single/double hotel rooms. The cut-off date to receive this discounted hotel rate is March 5, 2009.

WHEN
- Pre-Conference Workshops: Sunday, April 5, 2009, 1:00pm-5:00pm
- 6th Annual Conference on Technology & Standards: Monday, April 6, 2009, 8:30am - Tuesday, April 7, 2009, 12:15pm
- PESC Spring 2009 Member Summit: Tuesday, April 7, 2009, 1:30pm - Wednesday, April 8, 2009, 5:00pm

WHERE
Hyatt Regency Washington on Capitol Hill
Conference, from Page 1

400 New Jersey Ave, NW
Washington, DC 20001
$209/night for single and double rooms
Group Name: “PESC”
Cutoff for Group Rate: March 5, 2009

ATTIRE
Business Casual

REGISTRATION
$350 for Members and/or Affiliates of NCHelp, PESC, and SHEEO
$600 for Non-Members
www.PESC.org

SPONSORS
AcademyOne, Inc and USA Funds

PESC Kicks Off Membership Campaign

PESC continuously expands its outreach and its membership. With a new year and more workgroups and initiatives than ever before, we’re launching our annual membership campaign for 2009!

Please review the attached brochure and application to learn about Membership and all the benefits provided.

For information about PESC Membership, please contact Jennifer Kim, PESC’s Membership Services Manager, Jennifer.Kim@PESC.org or 202-261-6514.

Membership brochure and application may be found on page 14.

Spring 2009 PESC Member Summit

As a result of difficult economic times and the pressure it puts on all organizations, PESC is holding its Spring 2009 Summit immediately following the 6th Annual Conference on Technology & Standards thereby eliminating one in-person meeting for 2009 and allowing members to travel once for multiple purposes.

Member Summits include meetings of all active development workgroups, boards, task forces, and the PESC Board of Directors. While most work done throughout the year is conducted via conference call, Summits are working meetings which maximize the benefits of meeting in-person. In addition to being exposed to a number of development efforts and ideas, attendees can network with fellow colleagues also tackling the challenges of data communications and implementation. This year PESC’s 11th Annual Membership meeting will also take place during the Summit. Regular updates will be provided by respective chairs and elections for the PESC Board of Directors will be held.

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ATTIRE
Business Casual

REGISTRATION
$150
www.PESC.org

SPONSORS
National Student Clearinghouse, Oracle, XAP
6th Annual Conference on Technology & Standards

“Maximizing Performance Across the Education Lifecycle”
Hyatt Regency Washington on Capitol Hill
April 6 – 7, 2009

Members and Non-Members Welcome ~ Dress Code is Business Casual
www.PESC.org

What some have said about past conferences.

“All the sessions I attended were presented well and very informative.”
“What a terrific conference, again.”
“...the most interesting and useful conference I have ever attended.”

Hyatt Regency Washington on Capitol Hill
400 New Jersey Ave NW ~ Washington, D.C. 20001 ~ 202-737-1234
Group Name: PESC ~ Group Rate: $209 single/double
Hotel Cut-Off: March 5, 2009
Elections for PESC Board of Directors

Please be advised that nominations for the PESC Board of Directors will open on Wednesday February 25, 2009. Representatives from MEMBER organizations (with dues paid current) are eligible to serve on the Board of Directors. The term of service is two years and runs July 1, 2009 - June 30, 2011. As terms of service are staggered on the Board of Directors, elections will be for six seats (total number of seats is 12).

Nominations should be made via the Board Nomination Form at http://www.pesc.org/interior.php?page_id=93 and submitted to Michael Sessa at Michael.Sessa@PESC.org. Duties of Board members are outlined in the Manual of Roles and Responsibilities also located on the same web page. When nominating, please ensure that the nominee is aware that a nomination is being made.

Elections will be held during PESC’s 11th Annual Membership Meeting scheduled for Tuesday April 7, 2009 from 5:30 pm - 6:30 pm EDT at the Hyatt Regency Washington on Capitol Hill (400 New Jersey Avenue NW, Washington DC, 20001). Membership meetings are open to all PESC Members and Affiliates, and with prior notification, other interested parties.

Nomination forms can be found on page 24.

The schedule for elections will be as follows:

- **Wednesday February 25, 2009** - Nominations Open
- **Wednesday March 18, 2009** - Nominations Close
- **Friday March 20, 2009** - Proxy Ballots issued
- **Wednesday April 1, 2009** - If not attending the Membership Meeting in person, this is the date by which Proxy Ballots must be received in PESC’s offices
- **Tuesday April 7, 2009** - Elections held ~ 5:30pm EDT

**NOTE:** If attending the 11th Annual Membership Meeting in person, Proxy ballots can still be submitted and then can either be replaced with an official vote on Tuesday April 7, 2009 or remain as the official vote. We recommend that every member organization submit a Proxy Ballot so that if any last minute emergencies occur (weather, delays, etc), an official ballot is on file for that member organization.

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**11th Annual PESC Membership Meeting**

Please be advised that PESC’s 11th Annual Membership Meeting will take place on Tuesday April 7, 2009 from 5:30pm - 6:30pm EDT at the Hyatt Regency Washington on Capitol Hill during the Spring 2009 PESC Member Summit. Membership meetings are open to all PESC Members and Affiliates, and with prior notification, other interested parties. Registration for the Summit is not required in order to attend the Membership Meeting.

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**Sponsorship Opportunities**

Additional sponsorship opportunities are still available for both the 6th Annual Conference on Technology & Standards and the Spring 2009 PESC Member Summit. We thank AcademyOne and USA Funds for sponsoring the 6th Annual Conference on Technology & Standards and the National Student Clearinghouse, Oracle, and XAP for sponsoring the Spring 2009 PESC Member Summit. Please contact Jennifer Kim at Jennifer.Kim@PESC.org or at 202-261-6514 for more information on sponsorship opportunities.
RS3G Moves Bologna Data Exchanges Forward

The Rome Student Systems and Specifications Group informal collaboration reported on four projects at their December 11, 2008 meeting in Stuttgart, Germany. RS3G expects to fully automate the Bologna processes through a combination of university student system enhancements and servicers.

Mark Stubbs, Manchester Metropolitan University, reported the transfer of course data from universities to UCAS is gaining broader implementation. UCAS is “the organisation responsible for managing applications to higher education courses in the UK.” The JISC-funded projects developed the XCRl specification for the data exchanges. Stubbs later wrote “XCRl was submitted formally (with the support of UCAS chief exec and others) to the UK’s Information Standards Board for Education and Children’s Services.” XCRl was based on the CDM specification used for reporting in Norway, subsequently adopted in France as CDM-FR, and now being advanced for approval by CEN (European Committee for Standardization).

Scott Wilson, JISC/CETIS (UK) reported work has begun on specifications for the “Higher Education Achievement Report - the UK’s diploma supplement plus extensions.” In his brief he said this work was reviewing previous work and practices to minimize changes to legacy software. Seventeen pilot projects are underway. The universities are using Oracle Peoplesoft, Tribal (SITS), Agresso and Sungard Banner student systems and one yet to be confirmed.

Wilson cautioned: “[R]equirements are largely supply-driven and lack a clear understanding of demand-side requirements.” The intent is for these data to be used by employer systems as well. Most Human Resource software systems are expected to use the HR-XML specifications. The Candidate release of Version 3.0 has been published. In September: Consortium Executive Director Chuck Allen wrote “[Version 3] is the first vertical industry standard that is designed as a ‘plug-in’ to the Open Applications Group Integration Specification (OAGIS). OAGIS is the world’s most widely implemented horizontal business language.”

At the Rome Conference in November 2007, Professor Dr. Hermann Strack, Hochschule Harz University of Applied Studies and Research, recommended RS3G using the OSCI (Open Service Computer Interface) specification for the transport exchanging data. The primary contributor to the specification was Die Senatorin für Finanzen, Bremen, Germany. The current Version 1.2 of the specification was published in June 2002 with a Version 2.0 expected. At the Stuttgart Workshop Dr. Strack said the specification would be published “soon” in German and perhaps late January in English. The supporting documentation would only be available in German.

The specification is based on XML, SOAP messaging, WS-Security and WS-Trust. The two presentations suggest commonality with the direction of the U.S. Department of Education and the current Meteor Project data exchanges. Dr. Strack said the work was based on German financial institutions. In the U.S., the Meteor Project was based on early implementations of SOAP messaging technology from the German banking industry.

The general approach by RS3G is to develop a specification and then offer it for standardization. Cleo Sgouropoulou, National Technical University of Athens, gave a status briefing on the “Learner Mobility Standard.” She traced the requirements from the Lisbon 2001 meeting of the European Council. The result was “the development of the European Higher Education Area (the Bologna process)” and “the enhanced European co-operation in Vocational Education operation in Vocational Education and Training (the Copenhagen process).” The two “tools” are the European Credit Transfer System and Europass. The Europass itself includes CV- a curriculum vitae structure for the presentation of an individual’s qualifications and competences, Mobility- which records periods of learning attended in other countries, Diploma Supplement - providing information on a holder’s higher education achievements, Language Portfolio - language skills, and Certificate Supplement - corresponding to a vocational training certificate.

Projects, such as XCRl, the U.K. diploma transcript project and the OSCI organizations specification, are submitting their specifications to national bodies for approval and subsequently to CEN-the European Union’s standards organization.

Simone Ravaoli, KION, opened the conference with a history of the organization and its recommendations. Thirty six representatives from twelve countries attended. David K. Moldoff, CEO of Academy One, represented PESC.

-By Jim Farmer
FSA Releases Updated Federal School Codes

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

Subject: 2009-2010 Federal School Code List of Participating Schools (February 2009 Update)


The Federal School Code List contains the unique codes assigned by the Department of Education for schools participating in the Title IV federal student aid programs. Students enter these codes on the Free Application for Federal Student Aid (FAFSA) to indicate which postsecondary schools will receive the processed application results.

The Federal School Code List of Participating Schools is only available electronically as a PDF or Microsoft Excel (XLS) file for the 2009-2010 award year. We no longer distribute the list in hard-copy format. In addition to the Federal School Code search that is already available on FAFSA on the Web (http://www.fafsa.ed.gov/ the PDF and XLS files provide you with the most current FSC information available in a searchable format. We will remind you quarterly to update your FSC information, after which updated PDF and XLS files will be posted.

Submitting Updates to FSC Information
To update your FSC information, go to the Electronic Application for Approval to Participate in the Federal Student Financial Aid Programs (E-App) Web site, located at http://eligcert.ed.gov. Click on "Update your Federal School Code Addresses which are used by the FAFSA" on the left side of the page under the "Other Features" section.

Note: A school can only have one city and state for each FSC. In addition, changes to the FSC File do not update your school's name or address in any other U.S. Department of Education database. If you need to change the "Official Name or Address" of your school, you must submit an "Update" application through the E-App Web site.

Contact Information
We appreciate your assistance in keeping your school's Federal School Code information up to date. For help with the E-App Web site <http://eligcert.ed.gov/> , contact the Federal Student Aid School Participation Team for your state. Please see the E-App home page <http://eligcert.ed.gov/> for the phone number of your School Participation Team.

Technology Tidbits and Standards Snippets

- New FERPA regulations, recently released the U.S. Department of Education, address privacy issues associated with technology. After much debate, the final regulations allow ID numbers to be included in directories as long as they could not be used to gain access to education records except when used with one or more factors to authenticate the student's identity. On information security, the new regulations make recommendations about protecting student records, but does not mandate a specific security threshold. The regulations specify colleges are not required to notify students of security breaches, and they explicitly state that privacy law protects online students, too.

- The IEEE Computer Society releases some of its publications with free Internet access. In this article, http://www.computer.org/portal/cms_docs_computer/computer/homepage/Jan09r1web.pdf, Jim Hendler, Rensselaer Polytechnic Institute, reports on the progress of Web 3.0.
As a contrast to Rome and Dublin, the Stuttgart Meeting of the RS3G was held in a corporate center complex where Unisolution is headquartered.

**Getting there**

I planned the trip with the help of Google and Expedia. Checking flights and trains revealed a large variation in options and costs. I ended up buying tickets off a discount site that offered coach seats for about 1/3 the price of what USAir was selling the same seat for on Expedia and USAir’s own website. Flight 700, the red eye leaving Philly was not crowed at all and I took advantage of an upgrade option. That added some costs, but the comfort was well worth it, given the length of ride and the added room. Yet, I did not sleep. I guess the excitement and anticipation put too much adrenalin in my blood. So, I watched a few movies, ate, drank and listened to music.

Flight 700 landed in Frankfurt promptly at 6:30am. The Airbus 330 moved to the gate, but stopped short of it, requiring the portable steps to be moved into position, instead of the auto walkway that usually connects to a large plane under cover. It was spitting rain and snow when we landed, but I did not have to face the elements much. The passengers proceeded down the steps into a large bus that shuttled us to the terminal and then on to Customs only facing the elements for a minute. Once in the terminal, we walked to German Customs – which was quick and easy. No forms. Just waited a couple of minutes and was out in a jiff.

My next task was to find where to buy a train ticket to take me to Stuttgart after exiting the secure area of the terminal. I followed the signs for baggage claim, I found the sign for the train station. It felt like a mile, winding past points between terminal 1 and terminal 2. Once reaching the train station, I proceeded to the first DB Train desk where I purchased a roundtrip ticket from Frankfurt to Stuttgart. I then waited an hour in the DB lounge. It was a bit more upscale than Amtrak, offering free tea and coffee and a very comfortable setting to grab my laptop and connect to t-mobile. But, I could not find any bathrooms, which was strange. The time zone was still not hitting me yet. So, I could still function moving thru my Vista connection options to attach to the network which usually has its moments moving from point to point. Considering I did not speak German, most people I met conversed in English with me. So, asking for help, directions and for information was easy.

The DB Ice Train Itinerary was very helpful. It was in German, but I quickly recognized the train platform was “Gleis” and the Train Number was 591 on Platform 5. I did not know it was taking me only half way, where I had to change train from “Fern” to “Mannheim”. After sitting down, buying a cup of coffee and getting my laptop out to connect to the t-mobile offered on the train, I was lucky the train conductor clipping my ticket said I needed to get off and change trains in two minutes. After packing up quickly, I moved off the train and within minutes boarded the “Mannheim” train to Stuttgart. It took another 20 minutes and we stopped in the Stuttgart Main Train station, which was under renovation without any

Prepared by David K. Moldoff, AcademyOne, Inc.
The next thing was I had to either take a commuter train to the Pullman Hotel or a Taxi. It was now snowing, and considering I did want to get a more personal perspective of the city, I took a Taxi. The first thing I noticed was I was sitting in a very comfortable leather seat in an immaculate diesel powered Renault. The driver was pleasant and we chatted as we drove up the hills to the Pullman Hotel. He said it was about 10 Kilometers. The roads were wet, and not crowded. By the time we got to the Pullman, the ground was covered by about three inches of snow. I got to the hotel around 11:30am and was restless and tired. The Pullman in Stuttgart is well appointed and very comfortable. It’s lobby and bar is on the first floor. And, the restaurant is tucked away on the other side of the open bar. Registration was quick. They gave me a nice room on the 4th floor which had a key ring they weighed about ½ pound with two small keys – one for the door and one for the mini-bar. After checking in, I dumped my stuff off in the room and left the room to find my way to the conference center, where we were to meet for lunch before the Steering Committee meeting.

**Stuttgart the City**

The city is in a valley and the suburbs surround it rest on the hills around it. Stuttgart is an expanding, cosmopolitan city. Unlike Rome and Dublin, one could not notice the newness and the blended architectures of past and present. It was not defined by water ways or rivers. The streets and roads were designed for drivers, not bikers or pedestrians. Yet, everywhere I turned, there was little, if any litter and a lot of people smoking in designated areas. Many walls and outside walks are plastered with modern graffiti. And, the speed, softness and quiet of the German trains live up to all expectations. Another placard of the past that I noticed was placement of phone booths scattered about. Since many Germans use public transportation, there is a great trust for it and Phone booths can be found just about everywhere. No one asked me for tickets on the commuter train. It appeared on the honor system. And, the long distance trains, were not crowded either. Comfortable leather seats, power, and room reflected the German commitment to this mode of transportation.

During my stay, I traveled through residential areas, retail and office parks. Did not see any heavy industries in the city. Along the train tracks and most roads I passed, houses had red or grey clay ceramic shingles on their roofs – layered on steep angles to avoid deep piling. It reminded me of houses in the North East US, but had deeper inclines. Most of the houses were two stories that had a common look about them. One could see different types of houses and living conditions across the train tracks. House colors were yellow, pink, tan with some contrast – but most were white. Occasionally I would see a bright yellow or green house in a bunch. Windows were not large. Houses were plastered with stucco. There was a consistency in the dwellings with texture and color and the neighborhoods seen very organized like Levittown – but on hills, if you ever saw that in the United States. As one moves out of the dense areas,
the houses begin to separate, have more land and offer distinctions that visibly reflect more independence.

Farms were just plowed for the winter rest. Some had low level greenery like a winter planting of Brussels sprouts. And trees buffered large swaths of land. Factories and storage barns were mostly single story, large running buildings linking industries from the past to the present. Refineries and processing plants followed the tracks of the train. One could easily compare the region to Lancaster county in Pennsylvania. I see so many similarities.

The Workshop Meeting

The RS3G Workshop meeting was held in the Stuttgarter Engineering Park GmbH named STEP 2 – a large and growing complex that houses many leading companies in the region and world. Each building had a STEP number. Unisolution’s office is in STEP Engineering Office Park and the workshop was scheduled and held in the conference center in STEP 2. After a short taxi ride from the Pullman Hotel, I found my way up STEP 2, a modern five story office building that was lined with glass. The second floor had a conference center and dining hall able to serve several hundred. Several RS3G attendees met for lunch and had a nice pre-meeting discussing current events and the election in the US.

The STEP Conference Center was a great accommodation. Outside the Loft Room, beverages, coffee and teas were served with buttered German pretzels or coffee cake all during the meetings. So, one would easily have enough carbs to make it through the day.

The RS3G Workshop was split into two segments. The first day, initiated a steering committee discussion where we focused on the vision, objective, mission and goals of RS3G. A steering committee was established to foster and channel efforts of the RS3G. Unisolution, Digitary and Kion will have three seats at the table and another two or four members will be selected at large from other European members. The initial goal of the steering committee will be to formalize the structure for future work of RS3G. The second day was more focused on presentations by participants and updates on some of the work member countries implementing EUROPASS and the Diploma Supplement.

The evening of the 10th was reserved for a social event at the Restaurant Neuer Ochsen, Schwabenplatz 3, Stuttgart Vaihingen: http://www.neuerochsen.de/

We met at 8:00pm at the Schwaben Brau, an historical brewery visited by King of Württemberg in the early 1900’s. The Restaurant offered Swabian traditional cuisine. We had a few pints of German beer and the food was absolutely delicious. The main entrée was Schwaben String, a delicate sliced onion roast with a mushroom gravy called Swabian Maultäschle in Zwiebelschmälze with crispy fried potatoes.

Prepared by David K. Moldoff, AcademyOne, Inc.
Relying on pure fumes at that point given the lack of sleep, I walked back to the Pullman with Simone Ravaioli in the snow around 11:30pm.

Simone Ravaioli opened the workgroup by summary the efforts in Dublin and Rome. Then, he proceeded to summarize the agenda for the December 11th meeting.

• MLO-AD: update by Mark Stubbs from the UK reviewed the MLO project progress, a reference architecture model for defining and capturing learning outcomes. This effort was linked to the CDM – Course Description Model which was successfully launched last year in the UK.

• European Learner Mobility: update by Cleo Sgouropoulou from Greece. The Diploma Supplement components were reviewed and the progress converting it to XML use.

• EuroAFI project proposal: update by Uni Stuttgart covered the integration delivery system employed to send electronic documents and payloads through a publish and subscribe model.

• CETIS Achievement Information Working Group – Diploma Supplement and Transcript structure and sharing protocols by Scott Wilson was reviewed.

The effort and presentations will be posted on the RS3G Wiki found at: http://www.wiki.teria.no/confluence/display/RS3G/Forum

More information can be obtained by contacting one of the three RS3G Steering Committee members:

Manuel Dietz, unisolution, Germany
velay@unisolution.eu
+49 711 2535 9160

Jonathan Dempsey, Digitary, Ireland
jonathan.dempsey@digitary.net
+353 87 8515508

Simone Ravaioli, Kion, Italy
sravaioli@kion.it
+39 051 6111411

Visiting Unisolution’s Office

I did not get much time to visit and site see given the short trip. But, after the meeting on Thursday evening, I did visit with Manuel and Stephen in their office. They are expanding their business and moving to larger quarters in the newly finished and expanded part of the complex. One could see, they were squished into their office setting, sharing spaces and utilizing every nook and cranny they could. Unisolution is focused on learner mobility, much like AcademyOne is focused on college transfer in the States. They have maps of Germany, Spain, England and France plastered on the walls. Some had the push pin markings of their institutional users, but were not large enough to hold all the push pins by

Prepared by David K. Moldoff, AcademyOne, Inc.
scale. Larger maps with the whole continent showed the borders of States and the legacy of geographical regions long dominated by social changes accustomed to periodic movements of order, from chaos.

The Boys

Manuel and Stephane both have sons a few weeks apart in age. Both boys attend a full day nursery school together a few minutes from their complex. I did not meet Manuel’s son. But, Stephane’s son did come into the office. His name was Elliot and was rambunctious after getting out of school. Elliot is almost 2. He looked comfortable running, around the office beneath the adults talking about the education market in Europe and the differences with the United States. Another tidbit was that Stephane was originally from France, while Manuel grew up in Germany and attended institutions inside and outside of Germany. Both were products of the European Learner Mobility initiatives and gained their understanding of the processes from their personal experiences.

As partners and managing directors, Manuel and Stephane rely on each other as they stress to grow their enterprise and overcome the challenges of building sales, gaining adoption in the higher education market, and manage their staff as they extend their moveon and movein applications across French, German, Spanish and Italian institutions. They share an office where their desks face each other.

The Tour

Stephane and his significant other and son in toe, on a snowy Thursday night took me downtown for dinner and a little site seeing. While Stephane visited Philadelphia in 2008, my wife and I hosted one evening at my house where they could meet my family (my two kids) and experience a traditional American meal. Then, the next day, I met them down in Philly and I took them on walking tour around the Philly Art Museum area and along the Benjamin Parkway. We shared lunch in the Reading market, splitting hoggies and cheese steaks, a Philadelphia tradition influenced by a European blend of bread, meat and cheeses – which I am sure parts come from Germany.

So, Stephane offered to reciprocate the experience taking me thru the Stuttgart city center, as we moved toward the Christmas Market after dark. He drove us downtown in his Renault, a small and comfortable car I wish I could get in the US. The Christmas city of Stuttgart invites you to the most beautiful Christmas market, known in German as the Stuttgarter Weihnachtsmarkt. Everywhere the Christmas light decorations sparkle, the smell of cinnamon and vanilla, bratwurst and mulled wine are in the air and Christmas music sounds from everywhere. Thousands of people were drinking hot spicy mulled wine out of small mugs or steins.

The festively illuminated city center - with a medieval flair due to the Old Castle, the towers of the Collegiate Church and the grand Baroque castle - forms the wonderful backdrop of the Stuttgart Christmas Festival. The architecture

Prepared by David K. Moldoff, AcademyOne, Inc.
reflects the Moorish influence I think. We walked by the ice skating rink which was well lit where skaters synchronized with the holiday music. The dramatic 18th century New Castle and the 10th century Old Castle through rows of colorful Medieval houses to the imposing, Gothic St. Eberhart’s Cathedral was a pleasure visiting on the snowy night.

After walking briskly through the snowy elements, we searched for a restaurant in the nearby neighborhood. We ended up at an Italian Restaurant after trying several traditional German restaurants that were too busy. Stephane told me that Stuttgart has a large Italian community and when the world cup of soccer played between the French and Italians, he was out numbered 200 to 1 in the stands. After a nice meal, we drove back to my hotel and we said our goodbyes.

**My Trip Home**

Waking up at 6:30am on a few hours of sleep was not to hard. I used my GSM phone and set the alarm to ring, jolting me from bed with plenty of time to have a hearty breakfast and time to map out my reversal home. This time, instead of taking a taxi back down the hills, I decided to take the commuter line. I checked out of the hotel and proceeded to the train platforms nearby. I purchased a ticket from the vending machine for zone 1. And, proceeded to take the first train from platform 2 the wrong way. Noticing the mistake as the train zoomed by the stations on the map, I jumped off after three stations and reversed course. I had plenty of time. The train downtown took about 20 minutes and I exited. Initially, I did not notice one has to push a button to open the doors. I was lucky someone trying to get on the train pushed it for me. Another small mistake that could have been costly.

After getting to the City Center train station, I approached the DB Lounge and asked the reception desk for the train platform number. I was informed it was #9 and not the #16 printed on my itinerary. After waiting about 30 minutes, I proceeded to the platform #9 and walked around waiting. Then, I noticed another white DB train two platforms over and the sign digital sign over the #9 platform with the phrase that looked like my train was moved to track #7. So, after taking a wild guess, I jumped over to the other track and quickly asked one of the conductors standing outside. Lucky I did it quick, because within minutes the train started out of the stations. The ride to Frankfurt was uneventful. Took a little more than an hour. I got off at Frankfurt and took a shuttle bus to terminal 2, then walked to terminal 1. Got to the US Air counter and checked in. Then on to customs which seemed like a mile down the way. Then, I crammed into the waiting area for boarding flight 701 back to Philadelphia. A little after 12PM, the flight attendant announced boarding for families needing help. After a few minutes, she quickly said boarding Zones 1-3. Instead of giving each Zone their own timeframe, she skipped and the mad rush began. It took about 15 minutes to squish though the sardine crowd trying to board the plane.
Well, that is the end of the story. The flight landed on time. Proceeded through customs and on to my car. My world travel to Germany was over and I was ready for my bed by 7:30pm.
Who We Are

Established in 1997 and located in Washington, D.C., the Postsecondary Electronic Standards Council (PESC) is a non-profit, community-based, umbrella association of colleges and universities; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; state and federal government agencies; and profit organizations and associations, and umbrella association of colleges and universities. PESC is a non-profit, community-based, umbrella association of colleges and universities.

Our Mission

PESC's mission is to lead the alignment of education lifecycle student progression along the higher education performance and ensure cost-effective data across disparate systems to improve performance.

Postsecondary Electronic Standards Council
1250 Connecticut Avenue, NW
Suite 200
Washington, D.C. 20036

+1.202.261.6516 phone
+1.202.261.6517 fax
info@PESC.org
PESC TIN#: 52-2179499

Organizational Type
College or University
Non-Profit Association
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Bank, Lender, or Servicer
Commercial Organization

Organizational Information

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

PESC Membership

Please complete this form and send it with a check made payable to "PESC."
Greetings from PESC

On behalf of the Board of Directors, I am pleased to provide you with PESC’s 2009 Membership Benefits brochure. Effective July 1, 2009 – June 30, 2010

Michael D. Sessa
Executive Director

PESC drives data systems alignment across sectors and the elimination of incompatible interfaces and processes that present barriers to students and that inflate costs for public and private institutions struggling to keep up with the demands of technology and real-time data exchange while maintaining competitive rates.

Please review this brochure, complete the Form, and return it to us. If you have questions or concerns, please contact Jennifer Kim, Membership Services Manager, at 202-261-6514 or at Jennifer.Kim@PESC.org.

Sincerely,

Michael D. Sessa
Executive Director

Membership Benefits

Membership Dues

For existing Members that refer new Members, PESC will:

Referral Discounts

For existing Members that refer new Members, PESC will reduce the existing Member’s Membership Fee by 25% to a maximum of $2,000. The discount is provided once at the time the new Member joins PESC.

For existing Members that refer new Members, PESC will:...
Greetings from PESC!

On behalf of the Board of Directors, I am pleased to provide you with PESC’s 2009 Membership application.

PESC is working to become the voice for the efficient, qualitative, and secure exchange of student data from initial access of the student from high school into the college environment through to completion of one or more degrees from multiple colleges and universities.

PESC drives data systems alignment across sectors and the elimination of incompatible interfaces and processes that present barriers to students and that inflate costs for public and private institutions struggling to keep up with the demands of technology and real-time data exchange while maintaining competitive tuition rates.

PESC’s strength is derived from the actions and involvement of its membership and collaborating within the higher education community continues to bring us closer to our mutual goals. By joining PESC, you join the rest of the technology and standards community in this mission.

Please review this brochure and return all completed forms and information. If you have questions or concerns, please contact Jennifer Kim, Membership Services Manager, at 202-261-6514 or at Jennifer.Kim@PESC.org.

Sincerely,

Michael Sessa
Michael D. Sessa
Executive Director
Who We Are

Established in 1997 and located in Washington, D.C., the Postsecondary Electronic Standards Council (PESC) is a non-profit, community-based, umbrella association of colleges and universities; professional and commercial organizations; data, software and service providers; non-profit organizations and associations; and state and federal government agencies.

Our Mission

PESC’s mission is to lead the alignment of data across disparate systems to improve performance and ensure cost-effective student progression along the higher education lifecycle.

How We Achieve Our Mission

1. Leading the establishment and facilitating the adoption and implementation of data exchange standards
2. Highlighting and supporting best practices for data access and exchange
3. Maintaining collaborative relationships with all public, private, governmental, and international stakeholders
4. Serving as a standards-setting body
5. Advocating for operational efficiencies and simplification in student data exchange from initial access of the student from high school into the college environment through successful completion of the education experience
6. Promoting cost effectiveness of data alignment across disparate systems and across sectors that help mitigate costs for institutions struggling to keep up with the demands of technology and real-time data exchange while maintaining competitive tuition rates
7. Building a core competency in XML architecture and data modeling
Member Benefits

Valid through June 30, 2010

– Unlimited, active participation available in:
  – all PESC User Groups
  – all national, standards-setting development initiatives
  – the PESC Standards Forum for Education and all PESC workgroups

– Organizational representatives are qualified to serve:
  – as Chair of initiatives and/or workgroups
  – on the Steering Committee of the Standards Forum for Education
  – on the Board of Directors

– Right to vote on:
  – issues proposed by the Membership
  – changes to PESC by-laws
  – elections of the Steering Committee of the Standards Forum for Education
  – elections of the Board of Directors

– Eligible to:
  – propose workgroup topics to the Board of Directors for standards development and/or research

– 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
Association “Umbrella” Policy

For associations that are members of PESC, payment of dues enables both unlimited staff participation in PESC and extension of PESC member benefits to its membership as well. The first five (5) representatives from an association’s membership can participate at no extra charge. After five (5), a $500 per person fee is assessed. Associations are required to identify and submit the names and contact information for those representatives designated under the umbrella policy on an annual basis. As the association is the member though, official voting remains the sole responsibility of the association.

Referral discounts

For existing members that refer new members, PESC will reduce the existing member’s membership fee by 25% to a maximum of $2,000. The discount is provided once, at the time the new member joins PESC.

Membership Sponsors

Please note that members and affiliates may pay the membership costs for another organization. Such sponsorships are important for those organizations, especially colleges and universities, that have a vested interest in joining PESC but have budgetary restrictions.
Member Dues
Valid through June 30, 2010

College or University

Non-Profit
- 1 campus $150
- 2 - 10 campuses $500
- 11+ campuses $1,000

For Profit
- < 1,000 students $150
- 1,000 ≤ 10,000 students $500
- 10,000 < 50,000 students $1,000
- 50,000+ students $2,500

Non-Profit Association $5,000

Non-Profit Organization with Revenues
- < $10 million $5,000
- $10 million ≤ $100 million $7,500
- $100 million + $10,000

Commercial Organization with Revenues
- < $1 million $5,000
- $1 million ≤ $10 million $6,000
- $10 million ≤ $100 million $12,000
- $100 million + $14,000

State or Federal Government Agency $5,500

Bank, Lender, or Servicer $10,500
# 2009 Membership Form

<table>
<thead>
<tr>
<th>Organization Name</th>
<th>Organization Website Address</th>
<th>Voting Member (or Official Contact) Name and Title</th>
<th>Street Address</th>
<th>City, State and Zip</th>
<th>Phone</th>
<th>Fax</th>
<th>E-mail Address</th>
</tr>
</thead>
</table>

**Membership Category**

- [ ] Member
- [ ] Affiliate

**Member Type**

- [ ] Non-profit College or University
- [ ] For-profit College or University
- [ ] Non-Profit Association
- [ ] Non-Profit Organization
- [ ] State/Federal Government Agency
- [ ] Bank, Lender, or Servicer
- [ ] Commercial Organization

**Referring Organization**

(if any)

**Member Fee**

$ [ ] Refer to Fee Structure on preceding page

<table>
<thead>
<tr>
<th>Signature</th>
<th>Name (please print)</th>
<th>Date</th>
</tr>
</thead>
</table>

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

**Postsecondary Electronic Standards Council**

1250 Connecticut Avenue, NW, Suite 200

Washington, D.C. 20036

Fax: (202) 261-6517

PESC’s TIN#: 52-2179499
Spring 2009
PESC Member Summit

Hyatt Regency Washington on Capitol Hill
April 7 – 8, 2009

Members and Non-Members Welcome ~ Dress Code is Business Casual
www.PESC.org

Draft Program (begins at 1:30pm on Tuesday April 7, 2008)
- Academic Progress Workgroup
- Board of Directors
- Change Control Board (CCB)
- Course Inventory
- EA2 Task Force
- Education Record User Group
- Functional Acknowledgement Workgroup
- PDF Transcript Workgroup
- Seal of Approval Group
- Steering Committee of the Standards Forum for Education
- Technical Advisory Board (TAB)

Hyatt Regency Washington on Capitol Hill
400 New Jersey Ave NW ~ Washington, D.C. 20001 ~ 202-737-1234
Group Name: PESC ~ Group Rate: $209 single/double
Hotel Cut-Off: March 5, 2009

ORACLE

NATIONAL STUDENT CLEARINGHOUSE

xap
NOMINATION FORM

PESC BOARD OF DIRECTORS

Elections to be held:
11th Annual Membership Meeting
April 7, 2009
5:30 pm – 6:30 pm EDT
Hyatt Regency Washington on Capitol Hill
400 New Jersey Avenue NW
Washington, D.C. 20001

Nominee Full Name

Nominee Title and Organization

Street Address

City, State and Zip

Phone   Fax   Email Address

Please complete this form, attach a brief BIO of the nominee, and return both to PESC by close of business on Wednesday March 18, 2009:

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

WWW.PESC.ORG
January 29, 2009

Frances Bergeron
Team Leader
Program Management and Development
Federal TRIO Programs
Office of Postsecondary Education
U.S. Department of Education
1990 K Street NW, Room 7059
Washington, D.C.  20006-8510

Dear Frances:

On behalf of PESC – The Postsecondary Electronic Standards Council please accept this letter as comment to the “Notice of a New System of Records” for the Federal TRIO Programs published January 23, 2009 in the Federal Register.

PESC urgently requests that PESC standards be used for any and all data collection made throughout this new system of records. As you may know, the National Technology Transfer and Advancement Act of 1995 requires all Federal agencies to strongly consider standards and standards-setting bodies. The Office of Management and Budget’s Circular No. A-119 provides more clarification on both topics as does Section 143 of the Higher Education Act of 1965 which specifically requires the Secretary of Education and the COO of Federal Student Aid to participate in standards-setting bodies. PESC has worked steadfastly since its founding in 1997 to be that organization for the U.S. Department of Education, for Federal Student Aid, and all student-related campus sectors [registrar, admissions, etc.] that exchange student data.

PESC is working closely with FSA – Federal Student Aid, NCES – National Center for Education Statistics, among others on many projects and initiatives to ensure that data standards are implemented and supported throughout every system. Use of consistent data standards is proven to reduce cost, improve data quality and simplify access. We’ve worked long and hard over the past few years to approve “COD” – Common Origination and Disbursement (Direct Lending) and “CRC” – Common Record: CommonLine [private loans and federal loans made under FFELP – the Federal Family Education Loan Program] as PESC standards. In the next few months an “XML upload to IPEDS” - Integrated Postsecondary Education Data System will be released as an PESC approved standard.

Standards Make the Network!
We envision that the ISIR – Institutional Student Information Record will soon be a PESC approved standard too. These activities will result in the use of PESC standards in every college and university in the country. We strongly urge the U.S. Department of Education to continue the use of data standards in all its systems. Not using consistent data standards will result in the problems many organizations experienced, including the Department, when “stove-pipe” systems were built. These systems are now being reengineered at a hefty cost to ensure openness, scalability, and interoperability. Hopefully, we’ve all learned from those trying times and we can agree that use of standards must be communicated and required.

On behalf of PESC, I thank you for your time. Should you have questions or concerns, please contact me directly at Michael.Sessa@PESC.org or at 202-261-6516.

Best Regards,

Michael D. Sessa
Executive Director
PESC – Postsecondary Electronic Standards Council

MDS/bhs

Enclosures:
Membership List
PESC brochures
February 6, 2009

Members, United States Senate  
Members, U.S. House of Representatives  
Committee of Conference on the American Recovery and Reinvestment Act  
Washington, D.C. 20510

Dear Conferee:

We, the undersigned organizations, write to urge you to support the development of robust statewide longitudinal education data systems in the final economic stimulus package, the American Recovery and Reinvestment Act (H.R. 1/S. 336). Specifically, we urge you to maintain the language in both H.R. 1 and S. 336 assuring that states receiving funding under the State Fiscal Stabilization Fund develop longitudinal data systems that include the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871). Further, we urge that the final bill include the H.R. 1 provisions for $250 million to build, improve, and utilize statewide data systems.

State education data systems are critical components of a 21st century education system. They are necessary for implementing many of the reforms and policies advanced by both policymakers and advocates for improving decision-making across the system. This includes activities such as measuring common graduation rates, implementing growth models in accountability systems, improving the allocation of funding, aligning professional development to educator and school needs, and evaluating program and intervention effectiveness. To ensure data systems are equipped to serve these and many other functions, they must be characterized by the 10 essential elements for longitudinal data systems described in the America COMPETES Act.

States are committed to building longitudinal data systems and using them to improve student achievement and outcomes. They have made impressive gains since 2005. In fact, according to the 2008 survey of states conducted by the National Center for Educational Achievement and the Data Quality Campaign, 47 states plan to have 8 or more of the 10 essential elements for longitudinal data systems in place within three years. Forty-two of these states (compared to 14 in 2005) now have the data systems necessary to calculate the National Governors Association high school graduation rate. All states except one plan to report this rate by 2010-2011.

However, while states are poised, with written plans of action, to build and use these data systems now, these critical efforts are in jeopardy of being stalled by state budget cuts. Both state interest in and need for federal assistance for developing these systems has been clearly demonstrated. Since 2005, all 50 states have applied for federal financial assistance to build and use elementary and secondary data systems through a small grant program under the U.S. Department of Education’s Institute of Education Sciences. The limited numbers of states that have received grants have served to fuel the momentum among all states to implement longitudinal data systems and to share their innovations. Interest in postsecondary data systems is equally high and just as challenging.

Federal funding for these efforts through the stimulus grant funds will help states reach this important goal quicker, and equip them to improve education sooner. They will be able to implement the stimulus grants effectively when they are appropriated. We urge your inclusion of provisions to both invest in statewide longitudinal data systems across all levels of education and ensure they have elements necessary to advance the goal of preparing all students for 21st century college- and work-readiness.

Sincerely,

ACT, Inc.  
Advancement Project  
Alliance for Excellent Education  
American Association of Colleges for Teacher Education
Association of School Business Officials International
Bay Area Council
California ACORN
Children Now
College Summit
Commission on No Child Left Behind
Council of Chief State School Officers
Democrats for Education Reform
Education Trust
Education Trust - West
GreatSchools
Jobs for the Future
Knowledge Alliance
League of United Latin American Citizens (LULAC)
Learning Point Associates
Long Beach Unified School District
NAACP
National Association of Federally Impacted Schools
National Association of Secondary School Principals
National Association of State Directors of Career Technical Education Consortium
National Association of State Directors of Special Education
National Association of State Directors of Teacher Education and Certification
National Center for Educational Achievement
National Forum to Accelerate Middle-Grades Reform
National Indian Education Association
National PTA
National Middle School Association
New England Board of Higher Education
PESC – Postsecondary Electronic Standards Council
PICO California
Policy Analysis for California Education (PACE)
Preschool California
Public Advocates
Sacramento County Office of Education
Silver Giving Foundation
Springboard for Improving Schools
Southeast Asia Resource Action Center (SEARAC)
State Education Technology Directors Association
State Higher Education Executive Officers (SHEEO)
Jack O’Connell, California State Superintendent of Public Instruction
Summary of Meetings and Conference Calls of the AACRAO SPEEDE Committee Months of November and December 2008

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: None

AACRAO SPEEDE Committee conference calls held (with number of participants):
11/13/08 (6), 11/20/08 (7), 12/4/08 (7), 12/11/08 (8), and 12/18/08 (5). The average and the median 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 the vice-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.

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

XML Course Inventory - This somewhat inactive workgroup is co-chaired by Rick Skeel, from the AACRAO SPEEDE Committee, and Anne Valentine from SmartCatalog. This schema is similar to the EDI TS188. AACRAO SPEEDE members that participate with this workgroup are Clare Smith-Larson and Tom Stewart.

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. Clare Smith-Larson and Robin Greene are other AACRAO SPEEDE members who actively participate in this workgroup.

Adriana presented the schema for approval of the PESC Change Control Board and it was approved. The next step is posting the schema with the draft Implementation Guide on the PESC web site for a 30 day review and comment period of the higher education community. It is anticipated that this will now occur in January of 2009.

XML Education Test Score Reporting - Information on this PESC workgroup is located on the web site at http://www.pesc.org/interior.php?page_id=132. It is developing the PESC XML standard that 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 are active participants on this workgroup. Michael Morris from ACT, Incorporated has begun the approval process with the PESC Change Control Board.


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 web site at http://www.pesc.org/interior.php?page_id=185.
XML Transcript Request and Response: The XML schemas for the Request for a Student Transcript and also for the 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) has been 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 web site at [http://www.pesc.org/interior.php?page_id=174](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 Rodríguez from Xap Corporation and Jim Bouse of the AACRAO SPEEDE Committee co-chair this new group. It held its first meeting at the PESC Workgroup Summit in October in the DC area. 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. The first meeting was held at the PESC Workgroup Summit in Arlington, VA in October and it is now holding regular conference calls and welcomes participation from anyone whose school or company is a member of PESC.

Academic Progress (formerly Degree Audit): Clare Smith-Larson from the AACRAO SPEEDE Committee has volunteered to co-chair this newly activated group which met on October 7 at the PESC Workgroup Summit and new participants 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 volunteered to co-chair 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 group 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.

The first meeting of the User Group was held October 6, 2008 at the PESC Fall Workgroup Summit at the Hyatt Regency Hotel Crystal City in Arlington, VA. It held its first conference call in December 2008.

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 purchase from AACRAO. It was released at the end of 2008.

Current Activities of the AACRAO SPEEDE Committee:

AACRAO Consulting: The SPEEDE Committee has been holding discussions with the AACRAO Consulting Service and plans to make the expertise of the committee available to the Service in the areas of electronic student records exchange.

Electronic Requests for Student Transcripts: Angela Debose, University Registrar at the University of South Florida, asked the AACRAO SPEEDE Committee to explore providing a data base of schools that will honor electronic requests for student transcripts. ANSI ASC X12 TS146 and the PESC XML Request for Student Transcripts provide the means to process these requests, but there is no easy and reliable way to know which schools will return a transcript based on that request.

The AACRAO SPEEDE Committee has agreed to explore this idea and Amy Berg and Monterey Sims from the University of Phoenix are beginning a project to gather the data.

New NCES Race and Ethnicity Codes: The SPEEDE Committee has recommended the use of the NTE Segment in ANSI ASC X12 TS189 to include the ethnicity and the multiple race codes. Upon approval of the PESC Education Record User Group, new versions of the EDI TS189 Implementation Guides will be posted to the PESC web site.
University of Texas at Austin SPEEDE Internet Server: Shelby Stanfield, University Registrar at UT Austin has provided us with the following information about the use of the Server as of the end of December 2008:

<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 December</td>
<td>61,836</td>
<td>71,851</td>
<td>16%</td>
</tr>
<tr>
<td>Number of TS130 Transcripts for past 12 months</td>
<td>720,149</td>
<td>858,174</td>
<td>19%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for December</td>
<td>47,982</td>
<td>52,588</td>
<td>10%</td>
</tr>
<tr>
<td>Number of TS131 Transcript Acknowledgments for past 12 months</td>
<td>580,895</td>
<td>690,814</td>
<td>19%</td>
</tr>
<tr>
<td>Number of TS189 Applications for Admission for December</td>
<td>110,170</td>
<td>128,654</td>
<td>17%</td>
</tr>
<tr>
<td>Number of TS189 Applications for past 12 months</td>
<td>754,169</td>
<td>908,140</td>
<td>20%</td>
</tr>
<tr>
<td>Number of Total Transactions for December **</td>
<td>314,558</td>
<td>381,681</td>
<td>21%</td>
</tr>
<tr>
<td>Number of Total Transactions for past 12 months **</td>
<td>2,730,742</td>
<td>3,374,768</td>
<td>24%</td>
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<tr>
<td>Number of TS130 Sending Schools in December ***</td>
<td>152</td>
<td>152</td>
<td>0%</td>
</tr>
<tr>
<td>Average Number of TS130 Sending Schools per month for past 12 months ***</td>
<td>159</td>
<td>152</td>
<td>-4%</td>
</tr>
<tr>
<td>Number of TS130 Receiving Schools in December ***</td>
<td>241</td>
<td>261</td>
<td>8%</td>
</tr>
<tr>
<td>Average Number of TS130 Receiving Schools per month for past 12 months ***</td>
<td>241</td>
<td>261</td>
<td>8%</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 and the National Transcript Center.
November and December 2008 Report from AACRAO SPEEDE Committee

The schools or other entities that sent the most TS130 transcripts through the UT Austin SPEEDE Server in December were Florida Public Postsecondary Schools (10,327), Florida Public High Schools (9,579), North Carolina Department of Public Instruction (9,283), National Transcript Center on behalf of the Texas Education Agency (4,786), Maricopa Community Colleges in Arizona (3,950), Lone Star College in Texas (2,479), and Blinn College in Texas (2,506).

The schools or other entities that received the most TS130 Transcripts in December through the UT Austin SPEEDE Server were the College Foundation of North Carolina (9,283 high school transcripts), Florida Atlantic University (7,492), University of South Florida (5,685), University of Central Florida (4,482), and Arizona State University (3,952).

Schools in eighteen US states and two Canadian provinces sent TS130 transcripts through the Server in December.

Schools in twenty-four US states and two Canadian provinces received TS 130 transcripts from the Server in December. The states with the most schools receiving TS 130 transcripts were Texas (107), Arkansas (30), and Oregon (21).

In addition, about 50 PESC XML Transcripts are exchanged through the Server each month.

A new trend of increased volume of EDI high school transcripts appeared in 2008. The state of Florida continues to lead the nation as virtually 100% of Florida public high schools transmit EDI transcripts. However, the state of North Carolina is now showing impressive volumes of EDI high school transcripts. In addition, the Texas Education Agency has partnered with the National Transcript Center and has mandated the sending of electronic high school transcripts, and the numbers are now impressive. The state has also mandated that all public postsecondary schools have the ability to accept them.

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

**PESC Annual Conference on Standards and Workgroup Meetings April 6-8, 2009:** This Monday through Wednesday meeting is scheduled for the Hyatt Regency on Capitol Hill in Washington, DC. Most of the active PESC workgroups and the new PESC Education Record User Group will also meet.

**AACRAO Annual Meeting in Chicago April 13-16, 2009** (Monday through Thursday) at McCormick Place West. All meetings will be held at the Conference Center. The conference hotel is the Hilton on South Michigan Avenue. The AACRAO SPEEDE committee plans to meet after the end of the annual meeting.

**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.
## AACRAO SPEEDE Committee Members for 2008-2009:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/University/Email Address</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) <a href="mailto:bbilling@conestogac.on.ca">bbilling@conestogac.on.ca</a></td>
</tr>
<tr>
<td>James M. “Jim” Bouse</td>
<td>Associate Registrar for Technology, University of Oregon <a href="mailto:jbouse@uoregon.edu">jbouse@uoregon.edu</a></td>
</tr>
<tr>
<td>Tuan Anh Do, Vice-Chair</td>
<td>Assistant Director, Systems Support Group, Undergraduate Admissions, San Francisco State University (CA) <a href="mailto:doey@sfsu.edu">doey@sfsu.edu</a></td>
</tr>
<tr>
<td>Robin S. Greene</td>
<td>Senior Associate Director of Technology and Internet Services, College Foundation of North Carolina, University of North Carolina General Administration <a href="mailto:greeners@northcarolina.edu">greeners@northcarolina.edu</a></td>
</tr>
<tr>
<td>Mark D. Simpson</td>
<td>University Registrar, Weber State University (UT) <a href="mailto:marksimpson1@weber.edu">marksimpson1@weber.edu</a></td>
</tr>
<tr>
<td>Monterey E. Sims</td>
<td>Director of Operations/Intake, University of Phoenix (AZ) <a href="mailto:monterey.sims@phoenix.edu">monterey.sims@phoenix.edu</a></td>
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<tr>
<td>Rick Skeel</td>
<td>Director of Academic Records, University of Oklahoma <a href="mailto:rskeel@ou.edu">rskeel@ou.edu</a></td>
</tr>
<tr>
<td>Clare Smith-Larson</td>
<td>SPEEDE/Project EASIER Coordinator, Iowa State University <a href="mailto:cssmith@iastate.edu">cssmith@iastate.edu</a></td>
</tr>
<tr>
<td>John T. “Tom” Stewart</td>
<td>Retired College Registrar, Miami Dade College (FL) <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 <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.
SIF Association Staff Reorganizes

Our growing staff has been aligned to address those needs we have heard from membership and overall marketplace feedback. The staff has been reorganized into four strategic business units to better focus on identified needs both now and in the future to better align resources and expertise to reach the Association’s goals and objectives. As always you can contact any of the staff on any support items but this information might streamline your requests. The Business Units and staff allocated to them are:

Organizational Support Strategic Business Unit (OBU)
Objective: To ensure the efficient operations of the Association, support its members and its staff and help support the Board of Directors in setting a strategic direction for the SIF Community.
Larry Frith II, PhD - Executive Director/CEO
Jill Abbott - Associate Executive Director/CDO

Community Support Strategic Business Unit (CBU)
Objective: To create a unified, progressive organization image and messaging that will be maintained through strategic use of communications avenues.
Lisa Marks - Communications Manager

Development Support Strategic Business Unit (DBU)
Objective: To manage strategic innovation for the marketplace by creating and managing the Specification development processes including communicating the Specification’s features and functionalities to internal and external audiences.
Vince Parades, PhD - Strategic Development Architect
Ron Kleinman - Framework Architect

Utilization Support Strategic Business Unit (UBU)
Objective: To identify and produce the best utilization guidance and tools to ensure the development to, adoption around, and implementation of the SIF Specifications, as well as service the IT needs of the Association.
Laurie Collins - Utilization Director
Mark Ward - Engineering Strategist

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Connect with Linkedin & Facebook

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Get Connected!
The SIF Association has created groups in Facebook and LinkedIn. These online sites are a great way to get connected with others who are interested in SIF and the SIF Association.

To get connected in Facebook, search groups for SIF Association and join. To get connected in LinkedIn, search Groups for SIF Association and join this group.

SIF Pilot Update

SIF/SCORM
We are continuing to make great progress with the SIF/SCORM pilot. Metadata elements are being finalized and agent development will commence shortly. It is anticipated that the first phase of the pilot will be completed in March 2009. This is the first of three phases.

The goal of the first phase involves passing content from a content provider to a LMS. SIF Metadata and the Abstract Content Package will be utilized to pass the information. Additional elements are being identified in SIF Metadata for future inclusion in the SIF Implementation Specification.

For more information, contact Jill Abbott, jabbott@sifinfo.org.

SIF EDEN POC Pilot Project
The final outcome white paper from the SIF EDEN Proof of Concept Pilot Project is now available. The project objective and goals were to develop, establish and demonstrate the ability to automate the file submission process in a secure and reliable method using SIF Implementation Specification as the delivery and transport methodology.

The partners in the SIF EDEN Proof of Concept Pilot Project consider the POC to be successful in demonstrating its objectives in the ability to use the SIF transport methodology as a transmission protocol to EDEN. Furthermore the POC identified areas in the SIF Implementation Specification 2.0r1 that warrant improvement and in identifying various issues that would need to be addressed in order to pilot the project into production.

The recommendations and identified areas for improvement have been addressed in the SIF Specification. A new SEA Info object was created to be added to the SIF 2 Implementation Specification. In addition, several EDEN reports have undergone changes by the USED and will continue to evolve as they refine the EDEN /EDFacts collections.

The SIF Association was the subcontractor to Perot Systems Government Services. The pilot team included CPSI, South Carolina Dept of Education, and USDoE EDEN/EDFacts Team.


For more information, contact Laurie Collins, lcollins@sifinfo.org.

Ask EduGuy

eduguy.sif@gmail.com

With this issue, we are pleased to welcome Eduguy, the SIF Association Answer Man. His ongoing column of columns will respond to technical questions about the SIF specifications posed by our readers, or generated from the vast array of K-12 domain experts available to Eduguy (many of whom have already successfully completed the entire K-12 sequence as students)!

Q. Okay … now how do these Web Service developer advantages compare with those offered by the SIF Zone?
A. There is a lot of ground we’d need to cover to fully answer that question, and in fact many books have been written which are focused on that topic alone. For our purposes, we can narrow the more general definition to the following:

A Web Service is a software application which receives Request messages from clients, and issues corresponding Responses. It uses SOAP over HTTP as its transport, has its interface (the ways in which it can be invoked by a Web Client) defined in the Web Services Description Language (WSDL), and all data involved in its Request / Response exchanges take the form of XML documents.

Because SOAP is used as the transport, the Web Service can be located anywhere on the web. Because its service points are defined in WSDL, the Client developer can verify that the issued Requests are of the proper type and sequence. Because all data exchanged is in XML, both the Client and Server developers can be assured of receiving data in the correct format, without worrying about the platform (operating system, hardware) the sending application was deployed on, or even in what language it was written. But probably the two biggest advantages are that:

To the Service developer, the Service is totally defined by its WSDL description, and the associated XML schemas for the documents exchanged. Behind that clearly documented interface, the actual implementation can vary widely … and can even change significantly after original deployment without impacting any Clients. To the Client developer, the Client can be constructed using one of a number of standard (often open-source) Web Service tool sets, available from multiple vendors and communities.

Q. Okay … now how do these Web Service developer advantages compare with those offered by the SIF Zone?
A. In a way the two technologies are somewhat orthogonal. Both make the Requestor (Client) independent of the implementation of the Respondor (Web Service, or in the case of SIF, Object Provider). They both use HTTP/HTTPS as their underlying transport layer, and they both format all exchanged data in XML. But that’s pretty much where the similarities stop.

The SIF Zone provides a tighter, more featureful binding for its communicating applications than the general Web Service environment described above. It does this by imposing a central Message Broker (the Zone Integration Server, or ZIS) into every exchange of data between applications residing in the SIF Zone. As a result, the SIF Zone provides the following additional functionality for the communicating applications, above and beyond simply encapsulating the partner’s implementation details:

The SIF Association Board of Directors has approved a strategy that will quickly allow for international partners to develop their own SIF Communities in efforts to localise the creation and utilization of a version of the SIF Specification. Newly formed special “Task Forces” of international groupings will allow for more streamlined community development and allow for these entities better access to the Association’s expertise and resources. These Task Forces will run in a modified version of our current groupings but have a local Board directing the locale activities and have a seat on the Association’s Board of Directors. There is no special designation for international membership – all members of the Association can partake in any of the Association’s activities – both in the US and abroad.

SIF Association AU:
As part of efforts to improve learning opportunities for Australian students and maximize value from their investment in ICT in schools, the Australian Government, with the Department of Education, together with counterparts from the non-Government schools sectors, have commenced an Australian implementation of the Schools Interoperability Framework, being termed Systems Interoperability Framework® (SIF) for schools. The CIOs have formed an interim management board to oversee the project which will be one of a number of interoperability initiatives linked to the Digital Education Revolution program.

An initial pilot is underway to connect demonstration data systems within the Victoria Education Department. SIF Association AU anticipates learning a lot in a short period, further pilots are encouraged and the community expects to see cooperation across the education sector, believe it will enable Australian companies to not only use SIF in Australian education market, but to gain access to the growing SIF market world-wide.

The first meeting of the SIF Association AU Task Force convened a few weeks ago at the Idea Conference 2008 in Melbourne. This event was used as the first official convening of the SIF Association AU Task Force leadership and working participants to support the national efforts in localizing the SIF data model and utilizing the established infrastructure as a national strategy for data interoperability for education. Currently, Adam Todhunter, CIO for the Department of Education and Training for Victoria serves as the head of the SIF Association AU Board. Please visit http://au.sifinfo.org to stay informed of the progress of the interim SIF.

SIF Association UK:
Having gained agreement from the SIF Association Board of Directors last month, the SIF Association UK Board is working through the ‘Rules of Governance’ for one of the newly created International Task Forces – UK (which will also be known as the SIF Association UK).

Work is also continuing on the SIF 1.2 Implementation Specification (UK), due for release in early 2009 and the SIF Association is working hard on completing a certification test harness for SIF 1.1 Implementation Specification (UK) which is anticipated to be completed in January 2009.

The most recent Quarterly Meeting was held on 3rd & 4th December 2008 in Manchester. We look forward to continuing the work in progress and hearing updates on several implementations (National SIF Pathfinder Project Birmingham, Norfolk County Council, London Grid for Learning and South West Grid for Learning Merlin Project).

More details of implementations within the UK will be available in the December issue of the SIF Association UK Newsletter and via the SIF Association UK website (http://uk.sifinfo.org).

SIF Association International Update

The SIF Association Annual Meeting will be held in Washington, DC on January 14-16 2009.

If you are interested, please register for the conference as soon as possible. Although limited, room is still available at the Washington Marriott for the evenings of the conference.

Register will end on December 19th.

http://www.sifinfo.org/event-details.asp?id=108

Where is SIF?

FETC
January 21-24, 2009
Orlando, Fl

eTech Ohio
February 2-4, 2009
Columbus, OH

PETE&C
February 8-11, 2009
Hershey, PA

NCESS Forum and MIS
February 15-20, 2009
Seattle, WA

DeSN
March 10-12, 2009
Austin, TX

SIF Tips and Tricks (Volume 3)

The holidays are in the air and that means of you will have an opportunity to work on your SIF implementation while the many users of the system are enjoying a holiday break. With students and teachers out playing in the snow this time of year, all IT shops an excellent opportunity to install, upgrade and test.

As you start to think about upgrading your SIF implementation there are several significant points to consider, which application and agent pairs have been certified to the newest version of the SIF specification, can you upgrade only one or two of your application and agent pairs and still keep the rest of the implementation working and finally are you planning on doing this yourself or have you booked time with your vendor of choice to help you? All of these must be thought through and addressed; remember not all applications and agents will be able to function across different specification versions.

To determine what version of the SIF Implementation Specification the SIF Agents are certified for you can check for certified applications in the SIF Certification Registry located on the Association website at www.sifinfo.org on the home page under Implementing SIF.

It is also a very good idea to check with your Zone Integration Server (ZIS) vendor of choice to see what, if any limitation you may have on the particular version(s) of the SIF Implementation Specification the ZIS supports. This may be one of the determining factors for upgrading at this time. It is always a good idea to also check with the vendors of the applications you are considering upgrading as you will need to verify if their agent can support communicating with a lower version of the specification.

So what can you do if you find that either the ZIS or the agents do not support multiple versions of the SIF Implementation Specification? You must look at your entire implementation and the impact upgrading will have. If the ZIS supports multiple versions of the specification, you must find out how they support this model. You may need to set up separate zones to register the upgraded agents into to initiate and send the SIF Messages. This brings up important questions on what the application and agent pairings will support. For example, your SIS vendor has a newer version of the agent that has been certified to the SIF 2.0r1 Specification and the new grade book application you use also has a 2.0r1 certified SIF Agent. These two applications and agents should have no trouble being implemented together in the same zone. However, the cafe system is still using a certified 1.5 SIF Agent that will not be upgraded for awhile. The questions to ask vendors are: 1) does the new SIS 2.0r1 agent support and communicate in both the 2.0r1 and the 1.5 versions of the specification at the same time? 2) do we need to keep the versions separated by adding a zone to the ZIS or will the new SIS 2.0r1 agent not support any of the 1.5 SIF Messages and 3) could we use both of the SIS’s 1.5 and 2.0r1 agents at the same time? The answer: yes you obtain from your vendors may make the decision for you as to how you must configure your SIF zones to accommodate the upgrade, if you will be able to upgrade at this time or if you need to wait until all the applications and agents have been upgraded to the newer version of the Specification. Remember the SIF Association recommends that you have and use a phased implementation plan and upgrading should be a part of your plan. It is always important to investigate what you can do with the vendors before you make change to your implementation so that when school resumes again after the holidays everything is still working as expected.

For all of the Implementation Tools the Association provides look on the SIF Association website at www.sifinfo.org on under Implementing SIF Plan on starting out the New Year by enrolling and taking several of the courses offered on SIFA U—it’s a great way to learn about SIF and data quality.

If you have any SIF Tips and Tricks you would like to share or questions you would like to be addressed in upcoming issues of the newsletter please e-mail them to localline@sifinfo.org with a subject line of SIF Tips and Tricks.
2008 DQC Survey Results: State of the Nation’s Data Systems

Since its launch in 2005, the DQC, a national partnership to improve the quality, accessibility and use of data in education, has highlighted the power of developing and using longitudinal data systems to improve student achievement. Longitudinal data — data gathered on the same student from year to year — make it possible to follow individual student academic growth, determine the value-added of specific programs, and identify consistently high-performing schools and systems.

Key findings from the 2008 survey of all 50 states and the District of Columbia:

• In 2005, no state reported having all 10 essential elements of a robust state longitudinal data system; this year, six states do (AL, AR, DE, FL, LA and UT).
• 48 states now have five or more of the 10 elements.
• 42 states (compared to 14 in 2005) report they have the data systems necessary to calculate the National Governors Association longitudinal graduation rate. All states except one (Idaho) will report this rate by 2010–11.

"The Data Quality Campaign has brought focus to the benefits of good data systems," U.S. Secretary of Education Margaret Spellings said. “Today, thanks in part to the DQC, 42 states have already done the hard work necessary to have systems in place to calculate a more accurate and reliable graduation rate, and almost every other state is on track to have systems developed by 2011. Information is a powerful motivator for change, and I’m pleased that these states have put together systems that will empower parents and policymakers throughout the country to work to reverse low graduation rates."

States also are committed to continuing to build and expand these data systems: 47 states plan to have eight or more of the 10 elements in place within three years. But much work remains, particularly on certain elements.

But there is much work still left to do:
• Only 21 states have a teacher identifier system with the ability to match teachers to students; another 13 states plan to have this element by 2012, but 17 states report no plans to implement it.
• Only 17 states collect student-level course completion and transcript information, and at least nine have no plans to do so.
• 29 states have the ability to collect college readiness test scores, but at least 12 states have no plans to implement this element.

States report that it is not a lack of technological know-how that is keeping them from doing this work. The lack of political will and resources to implement the elements and change the culture around data use are the greatest barriers.

“We need to transform our view of data in education and realize that quality student-level data presents a realistic — though not always pretty — picture of achievement in our schools. Chief state school officers in partnership with other state policymakers must reinforce the use of data as an integral part of our efforts to improve performance across the system, especially increasing student achievement. Thanks to the comprehensive state data system we have built in Arkansas, the information the state provides can help shape our decisions to ensure every student leaves high school prepared for the challenges of our increasingly demanding economy,” said Arkansas Commissioner Ken James, incoming president of CCSSO.

Please welcome DQC’s newest staff member, Paige Kowalski!

Paige will work out of our Washington, DC office and bring her considerable expertise primarily to our work within the K-12 arena. Prior to joining the Data Quality Campaign, Paige coordinated and managed multiple data initiatives for the Council of Chief State School Officers including SchoolDataDirect.org, technical assistance to IES SLDS grantee states, EIMAC’s Longitudinal Student Data Systems Taskforce, and the Coordinated Data Ask. Paige also has significant experience in building capacity in low performing schools through her K-16 partnership work at the University of California. Paige@DataQualityCampaign.org, (202) 262-5004
Beyond the 10 Essential Elements – Using Data to Improve Student Achievement

A data system with the 10 elements is not enough. We also need to increase access to and use of these data; link/align data systems across the knowledge supply chain to ensure data sharing and use to follow individual students over several sectors; and support district capacity to use longitudinal data in conjunction with their respective data systems.

The Data Quality Campaign will launch its second phase which will focus on this issue of using longitudinal data to improve student achievement and system performance. DQC Partners will gather with members of the new administration, Congress and leaders in the national education policy arena on March 10, 2009 in Washington, DC.

In addition to releasing a new set of elements to inform state actions around supporting the use of the data, the DQC will also highlight leading practices, priority issues in the states and the role of the federal government to help support state development and use of longitudinal data systems. Please watch this space for more information.

2008 Data Quality Campaign Recognition Program

**State Policymakers**
Edward G. Rendell, Governor, Pennsylvania
Gerald Zahorchak, Secretary of Education, Pennsylvania

Pennsylvania has benefited greatly from statewide leadership focused on education data. Under the governor’s and secretary’s direction, Pennsylvania has made tremendous progress in building its data system. In 2005, the state had only two of the 10 elements identified by the DQC as essential for longitudinal data systems. In 2008, it has seven of the 10. The Pennsylvania Department of Education continues to make great strides in building systems and processes that share and use data across the education pipeline, from prekindergarten into higher education. To create demand for this new information, the Department has created videos demonstrating how using data helps teachers and principals improve instruction. The collaborative and effective leadership of Gov. Rendell and Secretary Zahorchak demonstrates the value of political champions for investing in and using education data.

**State Data Director**
Kathy Gosa
Director of Information Technology
Kansas Department of Education

Kathy Gosa joined KSDE from private industry and brought to the agency a vision to integrate all areas of the organization under a cohesive data system. Under Gosa’s leadership, KSDE has deployed a statewide longitudinal data system that provides valuable insights to policymakers, but also reports valuable information about students back to the teachers to help them plan instruction. Kathy has been instrumental in building governance policies that have codified how data are shared and used throughout and across education systems in Kansas. She has focused on ensuring the quality and promoting the use of these data at the school, district, and state levels.

**District Data Leader**
Joe Kitchens
Superintendent, Western Heights Public Schools Oklahoma

Almost 10 years after being highlighted by Bill Gates in *Business @ the Speed of Thought* as creating “perhaps the leading technology-driven curriculum in the country,” Western Heights Public Schools is again leading the country in building and using technology and data systems to improve student achievement. As superintendent of Western Heights Public Schools, Joe Kitchens has transformed his district into a continually improving organization that is informed by real-time, accurate data. A data-driven decision making culture is now infused throughout the management of the district, to the teaching process and even to the athletic program.
Recent Publications

The Data Quality Campaign has recently released many new publications; these publications can be found on our website (www.DataQualityCampaign.org) in the following areas:

State Activities

Case Studies in California
(http://www.dataqualitycampaign.org/files/publications-california_dqc_site_visit-110108.pdf)

Louisiana
(http://www.dataqualitycampaign.org/files/publications-louisiana_dqc_site_visit-110108.pdf)

These cases studies demonstrate how state education agencies navigate around fiscal, cultural and technical obstacles to build longitudinal data systems. Previous case studies were conducted in Florida, South Carolina, Utah, Virginia, Wisconsin, and Massachusetts.

Tools and Resources

The Power of Longitudinal Data: Measuring Academic Growth
(http://www.dataqualitycampaign.org/files/publications-dqc_academic_growth-100908.pdf)

This resource guide discusses ways of using longitudinal data to identify college and career readiness benchmarks on state assessments.

Information Won’t Be Used If No One Can See It
(http://www.dataqualitycampaign.org/files/publication-information_wont_be_used_if_no_one_sees_it-090108.pdf)

This resource guide outlines why states should publish statistics based on longitudinal student data and provides examples of some key statistics that can inform policy.

Do “College Preparatory” Courses Live Up To Their Labels?
(http://www.dataqualitycampaign.org/files/publications-dqc_college_prep_courses-101308.pdf)

A growing number of educators and policymakers have begun focusing on the goal of preparing all or nearly all high school students for college and other advanced postsecondary learning opportunities. This resource guide discusses how to use longitudinal data to evaluate rigor of academic courses.

They Can Pass, But Are They College Ready?
(http://www.dataqualitycampaign.org/files/publications-dqc_state_ccr-100908.pdf)

Data Governance – Changing Culture, Breaking Down Silos, and Deciding Who is in Control
(http://www.dataqualitycampaign.org/files/meetings-dqc_quarterly_issue_brief-072908.pdf)

This issue brief outlines benefits of data governance for improved data quality and use, key elements for changing culture to leverage technology and three case studies in implementing data governance strategies.

The accountability mandates of the No Child Left Behind (NCLB) Act have focused educators’ and policymakers’ attention on developing fairer and more accurate methods of assessing student progress on academic standards. This resource guide discusses different types of growth and value-added models, which of the essential elements are needed to calculate academic growth and where states are in measuring academic growth.

Also, the Thomas B. Fordham Institute recently published a book, A Byte at the Apple: Rethinking Education Data for the Post-NCLB Era, with chapters by Chrys Dougherty, Aimee Guidera and Nancy Smith.

Go to www.edexcellence.net for more information on the book and a webcast of the book release.
Data Quality Curriculum Part II – Improving Education Data

The U.S. Department of Education’s National Forum on Education Statistics released the second of two no-cost online courses for local education agencies (LEA). These two courses, focused on improving education data, have been developed by the National Forum on Education Statistics, and in cooperation with the SIF Association, the Council of Chief State School Officers and the Central Susquehanna Intermediate Unit. The second course, Improving Education Data Part 2 – Coordinating Data Quality, looks at information for data coordinators/stewards around the responsibilities of their role and planning quality data initiatives for the LEA. The eight lessons in this course center on the data coordinator/steward responsibilities, data flow and cycles, data entry, creation and use of a data dictionary, development of a data calendar, types of data errors, validation and audit of data, and communication. Each of these courses is based upon the Forum’s Data Quality Curriculum Task Force’s curriculum resource and is available free of charge to LEAs or anyone interested in taking the courses. Providing professional development for LEAs around quality data is vital in analyzing longitudinal data and ultimately improving teaching and learning. To access the courses, visit http://www.sifinfo.org/sifau.asp.

Employment Opportunities

The Data Quality Campaign (DQC) is seeking to add staff members to our high energy, productive and fun team. We are looking for individuals who are passionate, motivated and eager to promote how data can improve student achievement and inform critical issues in the P-20 arena. All positions require strong research, writing, presentation, communication, and organizational skills; positions may be located in Washington, DC, Austin, TX, or Minneapolis, MN View all postings at: http://www.act.org/humanresources/index.html.

The DQC positions are:

1. Director of Early Learning and Postsecondary Data
   http://www.act.org/humanresources/jobs/0911-540.html
   This senior position will help develop the strategy and manage the efforts of the DQC to expedite the development and use of longitudinal data systems linked across the knowledge supply chain to help improve the rigor, relevance and results of P-20 education and increase career and college readiness of every student.

2. Project Associate
   Will develop resources, tools, presentations to assist the development, growth and use of longitudinal data as it pertains to improving the quality, linkages and use of data among K-12, postsecondary, early learning and other critical systems impacting student achievement.

New York State Education Department
Chief Data Director

Location: Albany, NY
*Starting Salary: $101,149

The NYS Education Department is seeking skilled professionals interested in joining a team to oversee the transformation of New York State’s data collection, management, and reporting processes that contribute to the State education accountability and school improvement system, including implementing and monitoring the Department’s data collection schedule and reporting calendar for Federal and State accountability. The Chief Data Director will supervise the Office of Information and Reporting Services.

We are looking for an enthusiastic candidate who wants to be part of an exciting team of professionals. The applicant must have a working knowledge of computer software and exhibit excellent analytical ability. The individual must have strong written and verbal communication skills, good interpersonal skills, strong leadership and management skills and the ability to gain an understanding of complicated issues in a variety of program areas quickly. The candidate must be capable of managing sensitive data with tact, integrity, and in a responsible manner.

Application: Qualified candidates should send a resume and letter of interest to:

Ms. Gayle Bowden
Director, Human Resources Management
Box ALG-EMS-670
NYS Education Department
89 Washington Avenue, Room 528EB
Albany, NY 12234
Fax: (518) 486-5631
E-mail: agrant@mail.nysed.gov

About the DQC

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