Sinclair CC and Wright State U Win PESC's 9th Annual Best Practices Competition

The Board of Directors of the Postsecondary Electronic Standards Council (PESC) is very pleased to announce Sinclair Community College and Wright State University as Winners of PESC's 9th Annual Best Practices Competition for 2007.

Their submission “Exchange of Electronic Transcripts via Ohio Board of Regents Articulation & Transfer Clearinghouse” received unanimous approval by the PESC Board Review Committee on the Best Practices Competition. Awards will be presented to Allison Rhea, Senior Director of Enrollment Management/Registrar at Sinclair Community College, and Terry Young, Senior Programmer Analyst for Computing and Telecommunications at Wright State.

See Competition, Page 2

PESC Honors Judith N. Flink with Distinguished Service Award

PESC will honor Judith N. Flink, Executive Director of University Student Financial Services and Cashier Operations at the University of Illinois, with its 2008 Distinguished Service Award. Ms. Flink is the last founding Director still active on the PESC Board of Directors and has decided not be renominated when her current term on the Board expires this June 30.

“It’s been wonderful to see the higher education community working together through PESC,” Ms. Flink reflects on her tenure on the Board.

“The standards we work on, from the High School and College Transcript to the Admissions Application, Test Score, and Common Record: CommonLine not only make our processes more efficient and contribute to cost-savings, they help ensure that barriers to accessing higher education are removed. It’s very important that organizations use standards and join PESC to help support the growing mission,” Ms. Flink continues.

Ms. Flink currently serves as Chairperson of the Advisory Committee on...
5th Annual Conference on Technology & Standards

Organizers of the 5th Annual Conference on Technology & Standards are very excited about the tremendous line-up of speakers and sessions planned for April 28 - 30, 2008.

General sessions include:

❖ **A Roundtable Discussion on the Impact of Politics on Higher Education**, with speakers Brett Lief, President, National Council of Higher Education Loan Programs (NCHELP); Kathleen Smith, President, Education Finance Council, (EFC); Harrison Wadsworth, Principal, Washington Partners


❖ **Legislative and Regulatory Impacts on Technology and Standards**, with speakers Wanda Hall, Vice President of Operations and Director of Compliance and Quality Assurance, EdFinancial Services; and Kathleen Smith, President, Education Finance Council, (EFC)

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**Competition**, from Page 1

University, at the opening session of the 5th Annual Conference on Technology and Standards being held April 28 - 30, 2008 in Washington, D.C. The Best Practices Competition is held each year by PESC to promote innovation and ingenuity in the application of standards for business needs. Ms. Rhea and Mr. Young will present their winning submission during a featured session at the 5th Annual Conference on Technology & Standards.

“Wright State and Sinclair Community College are both exporting and importing the PESC XML College Transcript through the Ohio Board of Regents Articulation and Transfer Clearinghouse as is the University of Cincinnati, while Bowling Green State University receives them,” states Terry Young from Wright State University. “As far as cost savings, with a regular [paper] transcript it takes between 5 to 45 minutes to process in the Registrar’s office...now it takes less 2 minutes,” Mr. Young continued.

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**Award**, from Page 1

Student Financial Assistance. She was appointed by the Speaker of the House of Representatives in 1999 to that Committee and reappointed in November 2005 to serve a term that expires in September 2008.

Ms. Flink has been with the University of Illinois for over 20 years. She is the Executive Director of University Student Financial Services and Cashier Operations, is a past president of the Coalition of Higher Education Assistance Organizations (COHEAO), and was appointed to the Advisory Council on the Education of Children with Disabilities by Governor Blagojevich of Illinois.

Ms. Flink will receive the award at the opening session of the 5th Annual Conference on Technology and Standards.
Conference, from Page 2

- **A Community Vision of Interoperability: FFELP Data Standardization**, with speakers Kristi Blabaum, FAMS/Industry Analyst, Great Lakes Higher Education Guaranty Corporation; Justin Draeger, Assistant Director for Communications, National Association of Student Financial Aid Administrators (NASFAA), Pam Eliadis, Director National Student Loan Data Systems (NSLDS) Group, Federal Student Aid (FSA), U.S. Department of Education
- **Statewide Student Unit Record Databases in Higher Education: Growth and Applications**, with speaker Peter Ewell, Vice President, National Council of Higher Education Management Systems (NCHEMS)
- **Perspectives from National, Centralized Data Exchange Service Providers**, with speakers Doug Falk, Vice President and Chief Information Officer, National Student Clearinghouse; Ida Quamina, Director of Product Development, ELM Resources; and Al Walser, Senior Programmer Analyst, Mapping Your Future

Concurrent sessions include:
- **Common Record: CommonLine (CR:C) Implementation**, with speakers David Bailey, Guarantee Services Branch Manager, Kentucky Higher Education Assistance Authority (KHEAA); Jennifer M. Hulvey, Student Systems Lead Functional Analyst, Student Financial Services, University of Virginia; and Rhonda Kilgore, Product Strategy Manager, Oracle Corporation
- **Exchange of Electronic Transcripts via Ohio Board of Regents Articulation & Transfer Clearinghouse**, with speakers Allison Rhea, Senior Director of Enrollment Management/Registrar, Sinclair Community College; and Terry Young, Senior Programmer and Analyst, Computing and Telecommunications, Wright State University
- **Global Authentication: Liberty Alliance Identity Assurance Framework**, with speaker Brett McDowell, Executive Director, Liberty Alliance
- **Emergency Security Systems & Technology**, Jack Sharon, Manager, Technical Solutions Engineering, Blackboard
- **Value of SIFA in PK - 12 Interoperability**, with speakers Dr. Larry Fruth, Executive Director, Schools Interoperability Framework Association (SIFA); and Laurie Collins, Project Strategist, Schools Interoperability Framework Association (SIFA)
- **Recommendations from PESC's EA2 (Electronic Authentication/Electronic Authorization) Task Force**, with speakers Tim Cameron, Meteor Project Manager, National Council of Higher Education Loan Programs (NCHELP), Charlie Leonard, Principal Technologist, Georgetown University
- **Emerging Standardization Efforts and Trends from the Vendor Perspective**, with speaker Mark Johnson, President, National Transcript Center; John O'Connell, Senior Vice President of Business Development, Docufide; Craig Powell, President, ConnectEDU, Inc.; and J. Michael Thompson, CEO, XAP Corporation
- **Considerations for Future XML Development Methodologies**, with speaker Steve Margenau, Systems Analyst, Great Lakes Educational Loan Services, Inc.
- **The Application of Business Intelligence in Higher Education**, with speaker John Van Weeren, Product Manager, Technology, Datatel, Inc.
- **Real ID and real ids**, with speaker Dan Combs, Senior Associate, Imedgen, LLC and Director, National

See Conference, Page 4
Conference, from Page 3

Emergency Preparedness Coordinating Council

- **European Initiatives and Impacts on the U.S.**, with speaker Jim Farmer, Georgetown University
- **The Data Quality Campaign’s Efforts to Build Longitudinal Education Data Systems that Improve Student Achievement**, with speaker Tom Lindsley, Director, Washington DC Office, National Center for Educational Achievement / ACT, Inc.
- **Emerging Trends in Finding Alternative Data Sources and Tools for Loan Underwriting**, with speaker Stuart Pratt, President, Consumer Data Industry Association
- **Electronic Data Exchange Standards in FFELP**, with speakers Tim Cameron, Meteor Project Manager, National Council of Higher Education Loan Programs (NCHELP); and Mark Putman, Chief Technology Officer, National Council of Higher Education Loan Programs (NCHELP)
- **Standards Initiatives in Development**, with speakers Laurie Collins, Project Strategist, Schools Interoperability Framework Association (SIFA); Rick Skeel, Director of Academic Records, University of Oklahoma; and Eddie Upton, Systems Analyst Manager, University of Mississippi

The conference reception will be held in the Thornton Room on the 11th floor of the Hyatt Regency Washington where attendees can mingle and network over impressive views of the U.S. Capitol Building.

Registration for the 5th Annual Conference on Technology and Standards is still available. Please visit the PESC website at www.PESC.org for all conference, hotel, and registration information. The conference begins at 8:30am on Monday April 28, 2008, includes six general sessions that will feature prominent speakers, eighteen concurrent sessions, and concludes by noon on Wednesday April 30, 2008. With this conference, the four associations (CBA, EFC, NCHELP, and PESC) continue to focus on technological issues important to their respective memberships under one efficient venue. The conference is targeted toward technical staff and upper management responsible for technology decisions. Once again, this conference includes the full support and participation of the National Association of Student Financial Aid Administrators (NASFAA) and the US Department of Education’s Office of Federal Student Aid (FSA).

We thank GOLD Sponsors American Student Assistance, Great Lakes Education Loan Services Inc, and TG; SILVER Sponsor Oracle; and BRONZE Sponsor USA Funds.

A dditional sponsorship opportunities are still available. Please contact Jennifer Kim at Jennifer.Kim@PESC.org or at 202-261-6514 for more information on sponsorship opportunities of the 5th Annual Conference on Technology & Standards.
PESC Board of Director Elections

Please be advised that nominations for the PESC Board of Directors will open on Wednesday March 19, 2008. 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, 2008 - June 30, 2010. 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 located 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 10th Annual Membership Meeting scheduled for Monday April 28, 2008 from 5:00 pm - 6:00 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.

The schedule for elections will be as follows:

**Wednesday March 19, 2008**
- Nominations Open

**Wednesday April 9, 2008**
- Nominations Close

**Thursday April 10, 2008**
- Proxy Ballots issued.

**Thursday April 24, 2008**
- If not attending the Membership Meeting in person, this is the date by which Proxy Ballots must be received in PESC's offices
- Elections held ~ 5:00pm EDT

**Monday April 28, 2008**
- Nominations Open

NOTE: If attending the 10th Annual Membership Meeting in person, Proxy ballots can still be submitted and then can either be replaced with an official vote on Monday April 28, 2008 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.

Visit PESC at the SunGard Higher Education Summit!

PESC is very pleased to announce that Jennifer Kim, Membership Services Manager; and Michael Sessa, Executive Director, will be staffing a booth at the SunGard Summit April 14-15, 2008 in Anaheim CA. For anyone attending, please come by and visit PESC at booth #309 to say hello and find out what's new at PESC.

Also on Tuesday, April 15, 2008 at 3:00pm in the Huntington C room (Hilton), Michael Sessa, Executive Director of the Postsecondary Electronic Standards Council (PESC) and Banner Student Guest Speaker, is giving a presentation on "PESC Standards - Solution for Interoperable Student Systems and Applications". Again for anyone attending the Summit, please attend this session to hear about the new and exciting activities happening within PESC and the standards community.
Electronic Transcripts at the Tipping Point

From CampusTechnology.com

BY LINDA L BRIGGS

In an age of electronic information, it seems obvious—exchange student transcripts electronically, thereby cutting costs, speeding the process, and making fraud more difficult. But in a process that has taken many years, student transcripts are just now being pushed and pulled into the 21st century. Often on a state-by-state basis, high schools and colleges are gradually adopting technologies to allow them to exchange transcripts electronically.

For many post-secondary institutions, transcripts are the only remaining paper part of what has become an almost entirely electronic process of applying for college online. The paper portion: requesting transcripts that must be physically mailed between the high school and college, often many times as it becomes more common for students to apply to five or even 10 schools.

But a number of states are working to change that. Georgia is an example of one state that has now moved almost completely to an electronic transcript exchange system between its high schools and colleges. The program, initially only for those high schools participating in Georgia’s huge $500-million state college scholarship program, now encompasses all high schools, colleges and universities in Georgia.

The process was a lengthy one. Beginning in 2004, the state worked with Xap Corp. to develop and deploy a statewide electronic transcript exchange that allows virtually all Georgia high schools and colleges to exchange official transcripts. Xap offers products and services around electronic and Internet-based information management systems, and has been active in the electronic transcript exchange arena. The Xap system developed for the state of Georgia was deployed in late 2006 and has been in production since 2007. There are various approaches to providing electronic transcripts between schools. Xap offers its Transcript Exchange service, but also works to help a school or schools develop a "mentor" site that guides students through the process of comparing colleges, selecting which to apply to, applying for admission, and working through the financial aid application process.

Jim Baumann is CIO of the Georgia Student Finance Commission, a state agency that offers a variety of financial aid packages to Georgia students. His commission spear-headed the drive to electronic transcripts, which he described in retrospect as “a huge effort.” There are 618 high schools in Georgia, about 350 public and the rest private, and the transcript program was initially required of any high school with any senior graduates who want to become eligible for the state’s HOPE scholarship program—in short, nearly everyone.

Xap worked with Baumann’s commission to build a mentor site called GAcollege411, Baumann explained, that serves as the user interface for authorized senders to deliver transcripts to Baumann’s commission. Xap also provides some transcript exchange capabilities between schools and colleges.

Once transcripts are uploaded to the site by a high school, they are stored by Xap in a Xap-defined proprietary format that allows all information on the transcript to be captured and stored. Rather than exchanging PDFs or other documents, that means Georgia schools using the Xap system are exchanging actual data. That, however, required extensive work with a variety of student information system vendors, Bauman said. Fortunately, vendors were able to see future advantages to adopting to the new system, and thus cooperated.

Georgia made the decision early on, Baumann explained, to eschew electronic transcript systems that exchange images of transcripts—often PDFs. That seemed an interim step to the final goal of a completely electronic data exchange system. Baumann said Georgia was thus the first state to fully
Transcripts, from Page 6

implement the PESC (Postsecondary Electronic Standards Council) XML standard online. "Others [states] are still thinking of moving images around. That speeds it up, but ... we made a leap way beyond that," Baumann said.

Once a high school (and student) has released a transcript to Xap using the Georgia system, any Georgia college or university administrator with proper access can go to the mentor Web site, log in, and download the transcript. The site also tracks who has accessed a transcript, so a guidance counselor can keep parents and students in the loop.

One huge challenge during the process was dealing with the low level of standardization that existed among high schools; Baumann found 36 different student information systems in Georgia, for example, each of which had to interact with the Xap system. "Even public schools hadn't standardized [on a single student information system among them]," Baumann said, "and private schools were all over the map. They often didn't even have [a student information system.] They were just using Excel."

Cost is probably one of the biggest benefits, if not the biggest, in moving to an electronic system. Georgia did a cost analysis early in the process and pegged the cost of producing a paper transcript at $10 per, versus $0.50 for an electronic transcript--one-twentieth of the cost.

Schools are "just beginning to see all the benefits" of the system, Baumann said. High school to high school transcript exchange, which would be a huge benefit because of the number of students who transfer between high schools within the state, has "stimulated a lot of discussion," he said. Similarly, exchange of transcripts outside the state beckons, although the topic hasn't been formally broached yet.

ABOUT THE AUTHOR: LINDA L. BRIGGS IS A FREELANCE WRITER BASED IN SAN DIEGO, CALIF.

Technology Tidbits

and Standards Snippets

New FSA reports provide a count of FAFSAs received by the Central Processing System (CPS) from each state for the 2006-07 and 2007-08 award years. The reports identify the source of those applications and display figures for both dependent and independent students.


UT Austin Internet Server 'SPEEDEs' Along

February 2008 volume included:

- Total transcripts for date range: 53,399
- Total acknowledgements for date range: 47,773
- Total for code 138: 15,697
- Total for code 146: 23,128
- Total for code 147: 9,465
- Total for code 189: 70,383
- Total for code 997: 22,353
- Total transaction sets for date range: 238,888

PESC Member Meeting

Please be advised that PESC's 10th Annual Membership Meeting will be held Monday April 28, 2008 from 5pm - 6pm at the Hyatt Regency Washington in the Columbia Room B. An update on PESC activities will be provided along with elections for the Board of Directors.
FFEL Business Process and Data Standardization - Project Update 03/01/2008

Project Update:
Since January 7, 2008, Federal Student Aid conducted five weekly conference calls with the FFEL external workgroup. The workgroup members received a high-level overview of Federal Student Aid’s vision for reengineering and integrating business applications that interface with the FFEL community. The workgroup also began reviewing data elements previously vetted with Federal Student Aid internal stakeholders in Phase 1 of the FFEL project. The workgroup specifically analyzes data element names, definitions, field type, field length and the purpose(s) for exchanging the proposed data elements. At the end of this phase of the FFEL project, Federal Student Aid will take the workgroup approved data elements to the Postsecondary Education Standards Council (PESC) change control board to add to or modify the data elements in the XML Registry and Repository (XML R&R).

Current Status:
To date, the workgroup has approved 13 data elements. The embedded file presents the data elements approved by the external workgroup along with their respective definitions, field lengths (FL) and field types (FT).

The workgroup will continue to meet weekly via conference call to continue reviewing data elements. An all day meeting has also been scheduled on March 10 in Washington, DC to discuss current FFEL business processes and data elements needed for event-based and periodic reporting, consolidation, assignment, Treasury Offset Program (TOP) and obtaining borrower address and employer information from the National Database of New Hires (NDNH).

Reviewed by:
All external communication has been reviewed by the communication subgroup of the FFEL Data Standards Workgroup, presented in Table 1.

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<tr>
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<tr>
<td>Ron Bennett</td>
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<tr>
<td>Jonathan Way</td>
<td>Federal Student Aid Contractor</td>
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<td>Mark Putman</td>
<td>NCHELP</td>
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<td>Mike Balogh</td>
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<td>Member</td>
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<tr>
<td>Justin Draeger</td>
<td>NASFAA</td>
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Table 1: External Communication Subgroup

**Reference Materials:**
Workgroup participant list

FFEL Data Standards  
Workgroup_v1.0.doc

**Comments and responses:**
Questions regarding this report or companion documents referenced above can be directed to DataStrategy@ed.gov.

**Revision History:**
Created: March 1, 2008
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<td>FirstName</td>
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<td>S</td>
<td>This basic component specifies the first name by which a person is legally known.</td>
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<td>LastName</td>
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<td>S</td>
<td>This basic component specifies the last name or surname by which a person is legally known.</td>
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<td>MiddleName</td>
<td>35</td>
<td>S</td>
<td>This basic component specifies the middle name by which a person is legally known.</td>
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<td>BirthDate</td>
<td>8</td>
<td>D</td>
<td>This basic component specifies the person's current date of birth.</td>
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<tr>
<td>SSN</td>
<td>9</td>
<td>T</td>
<td>This basic component specifies the unique nine digit number assigned to a person in order to establish a US Social Security account.</td>
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<tr>
<td>RealSSNCode</td>
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<td>T</td>
<td>This basic component indicates whether the Social Security Number is a real Social Security Number or a pseudo number.</td>
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<td>DriversLicenseNumber</td>
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<td>S</td>
<td>This basic component specifies the person's driver's license number.</td>
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<td>DriversLicenseState</td>
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<td>T</td>
<td>This basic component specifies a code indicating the person's Driver's License State.</td>
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<td>RelationshipCode</td>
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<td>S</td>
<td>This element indicates the relationship of the person.</td>
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<td>OrganizationName</td>
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<td>This basic component specifies the business name of an organization.</td>
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<td>Data Element Name</td>
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<tr>
<td>AddressLine</td>
<td>40</td>
<td>S</td>
<td>This basic component specifies the local delivery information such as street, building number, post office box, or apartment portion of a postal address.</td>
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<tr>
<td>City</td>
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<td>S</td>
<td>This basic component specifies the city in which the address is located.</td>
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<tr>
<td>StateProvinceCode</td>
<td>2</td>
<td>T</td>
<td>This basic component specifies the person or organization's U.S. State, Territory or Canadian Province.</td>
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</table>
# Federal Student Aid FFEL Data Standards

## Workgroup Representatives

<table>
<thead>
<tr>
<th>Business Process Representative</th>
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<tbody>
<tr>
<td>Nora Corralez</td>
<td>ACS</td>
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<tr>
<td>Adele Marsh</td>
<td>AES</td>
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<td>Lloyd Robertson</td>
<td>Chase Education</td>
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<td>Gail McIntyre</td>
<td>Citigroup</td>
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<td>Dana Purdy</td>
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<td>Don Duggan</td>
<td>HESC</td>
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<td>Beth Wicks</td>
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<td>Dan Davenport</td>
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<td>Xpress Student Loan Servicing</td>
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<td>Lisa Elliott</td>
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<td>Jonathan Way</td>
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</tr>
<tr>
<td>Himanshu Verma</td>
<td>Federal Student Aid Contractor Support</td>
</tr>
</tbody>
</table>
FOR IMMEDIATE RELEASE

Contact: Mindy Kaplan Eline
NASFAA Director of Marketing
(202) 785-6950
elinemk@nasfaa.org

Calendar Announcement

National Association of Student
Financial Aid Administrators (NASFAA)
To Host 2008 National Conference in Orlando, FL


The NASFAA National Conference is the largest gathering of financial aid professionals anywhere. Each year more than 3,000 attendees come together to learn, share ideas, and network. A complete schedule of events, including pre-conference activities and speakers, can be found on the NASFAA Web site at www.NASFAA.org/Conference.asp.

The cost to attend the conference is $525 ($625 after June 2) for NASFAA members and $625 ($725 after June 2) for nonmembers. For more information and to register, email Web@NASFAA.org or visit www.NASFAA.org/Conference.asp.

The National Association of Student Financial Aid Administrators (NASFAA) is a nonprofit membership organization that represents more than 13,000 financial aid professionals at nearly 3,000 colleges, universities, and career schools across the country. Each year, financial aid professionals help more than 16 million students receive funding for postsecondary education. Based in Washington, D.C., NASFAA is the only national association with a primary focus on student aid legislation, regulatory analysis, and training for financial aid administrators. In addition to its member Web site at www.NASFAA.org, the Association offers a Web site with financial aid information for parents and students at www.StudentAid.org.

-30-
The financial services sector is leading the industry in innovative new services and processes that utilize key identity information. What information is used, how it is shared and how it is protected has been the topic of much discussion and regulatory guidance, and organizations have struggled to grow their identity deployments outside of the virtual walls of the institution, impeding the growth that many have predicted would take place. The Identity Assurance Framework—a product of work from the global membership of the Liberty Alliance with heavy financial services and egovernment sector input—builds on existing NIST assurance level standards and collaborative input from other organizations. It aims to break through the barriers of growth, providing guidance for the support of mutual acceptance, validation, and life cycle maintenance across identity federations.

This workshop will provide attendees with a solid understanding of Identity Assurance work underway in the marketplace, tangible guidance on what other institutions are doing, and a blueprint for how to get involved. Some technical knowledge is helpful but not mandatory as the bulk of the presentations will focus on business level case studies and the accreditation process. Business line managers, directors of risk management and security, risk and compliance officers, technology strategists, product managers, and marketing officers are encouraged to attend.

1-1:30 pm  Introduction of the Liberty Alliance—Brett McDowell, Liberty Alliance, Executive Director

1:30-2 pm  Banking Industry: Trends and Identity Needs—Don Rhodes, ABA, Director, Risk Management Policy

2-2:30 pm  Introduction of the Identity Assurance Framework: Defining the Framework and Establishing Goals—Frank Villavicencio, Global Transaction Services, Citi, and Co-Chair of the Liberty Alliance Identity Assurance Expert Group

2:30-3:45 pm  Case studies on financial sector application of Identity Assurance Framework and Concepts: Citi and Fidelity—The goal of these case studies is to provide understanding of how the Framework fits into business plans/goals, marketplace alignment being achieved, and foundational guidance on getting started

3:45-4 pm  Break

4-4:30 pm  Introduction of the Accreditation Program and Program Participants—Alex Popowycz, Fidelity Investments, and Co-Chair of the Liberty Alliance Identity Assurance Expert Group

4:30-5 pm  Putting the Accreditation Program to Use: Practice and Next Steps—Roundtable Q&A

4:45-5 pm  Wrap Up/Getting Involved—Brett McDowell

For Liberty Alliance workshop attendees who would like to attend the TowerGroup Conference from May 29-30, TowerGroup is pleased to offer a discounted registration price for qualifying financial institutionals and $1,395 (normal price $1,495) for non-qualifying attendees. Please register at:

https://maa.projectliberty.org/ws/boston/index.html
Don Rhodes, American Bankers Association

Mr. Rhodes is Director, Risk Management Policy. Mr. Rhodes is responsible for keeping the banking industry appraised of trends in payment system technology and electronic banking. Mr. Rhodes manages the ABA's interests in combating online fraud and in implementing stronger online authentication. Mr. Rhodes represents the ABA with the Financial Services Sector Coordinating Council, BITS, the Financial Services Technology Consortium, the Anti-Phishing Working Group, ANSI X-9, the Payment Card Industry Security Standards Council and serves as a member of the Steering Committee of NACHA's Internet Council. Mr. Rhodes is also responsible at the ABA for issues regarding credit and debit card operations and operational risk management policy issues.

Frank Villavicencio, Citi

Mr. Villavicencio has nearly 10 years of experience in Internet Security and Identity Management, spanning consulting, large implementations, business development, sales, product management and the invention of two awarded patents in the area of web access management, as well as published papers and public speaking engagements. Since the summer of 2007, Mr. Villavicencio has been part of Citi's Managed Identity Services Product Management team focusing on strategic partnership and business development programs at a global level. Prior to Citi, Mr. Villavicencio ran a Product Management team responsible for Access Management and Federation products at Oracle.

Alex Popowycz, Fidelity Investments

As Vice President for Information Security at Fidelity Investments, Mr. Popowycz is responsible for all facets of online security and customer privacy for Fidelity's major Internet sites, including www.fidelity.com for retail customers; www.401k.com for corporate benefits customers; and www.streetscape.com for institutional brokerage clients. His responsibilities include application security, identity management, systems security architecture, and enterprise security strategy.
Notes from the Data Quality Campaign Quarterly Meeting, January 15, 2008
“Developing and Supporting P-20 Education Data Systems: Models that Work”

Summary

From the perspective of the Postsecondary Electronics Standards Council:

- As a practice, states are implementing state student identifiers that colleges and universities will receive from state high schools. This identifier must be carried through to and among other state colleges and universities in the state to provide a link between K-12 and postsecondary educational records. This implies these identifiers should be included in the PESC transcript. If student attends school, college, or university in more than one state, multiple state identifier would be required in addition to the identifier of the originating institution.

- State are developing longitudinal student records from pre-kindergarten through college or university labeled as “P-20.” These records are used as evidence of accountability, for policy analysis, and for education research. Some are making de-identified records available for education researchers. PESC should make available a policy for de-identifying records to ensure privacy.

- The priorities for state data systems seems to be accountability, generally in terms of retention and completions, policy analysis by the collecting agency or other state agency, and data for researchers.

- Some states are using these data to provide transcripts between high schools and among state colleges and universities though these transcripts would be current only from the last data collection. The PESC transcript should identify the date of the data to assist a user in determining whether the data is complete. PESC may consider the use of the University of Texas, Austin, Internet Server, or a similar network node, to transfer transcript data across state boundaries originating from the state central system.

Background

“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 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.”

1 From the Campaign’s website www.dataqualitycampaign.org/about_us/.
The Campaign has been an effective advocate for longitudinal data of individual students from pre-kindergarten through postsecondary education. Rather than argue for a single national system, the Campaign has advocated the extension of current state systems to meet the needs of the research community.

This Quarterly Meeting, held at the Senate Office Building in Washington, DC, was simultaneously Webcast. A copy is available from the Campaign archives at http://www.kzowebcasting.com/dataqualitywebcasts/.


Key Points of the Presentation

Purpose

The state agencies are developing centralized systems of longitudinal student records; three were described in the presentations. They include data from pre-kindergarten through higher education, labeled P-20. Many states are focusing on K-12, primarily because of federal requirements.

For states, the principal reason is accountability. In McGrew’s presentation he described the High School Feedback Report provided to every high school. The report includes: Academic Preparation - College-going Rates, Developmental Needs, and ACT and AP Results; Academic Interests - Colleges Attended, Majors Selected, and Academic Performance, and Retention – Grades and Graduation Rates. He said these reports provide information to school districts to support improved decision making. According to Heegaard, Minnesota’s system will “Provide data to inform education and policy and funding decisions.” McGrew commented the Kentucky Council was encouraging research using their data. “Kentucky will not re-disclose identifiable data; however, de-identified data can be used for research.” He elaborated on this use during the question and answer period.

From earlier presentations, the Indiana system uses the PESC transcript system for higher education data and now includes the ability to exchange this transcript data among most colleges and universities in the state. Other agencies are considering the exchange of data among higher education institutions within the state. SHEEO is encouraging the use of PESC data standards.2

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2 From PESC Conference calls.
**Student Identifier**

All three systems, and apparently many others, depend upon assignment of a unique state student identifier when the student first enters the educational system—pre-kindergarten for Minnesota and others. This identifier is included on the high school transcript and is or will be required in subsequent data reported to the state. This approach is used to link K-12 to college or university data. They agreed the Social Security Number could not be used because of the number of errors when parents provide Social Security Numbers for their children.

This state-assigned identifier makes possible longitudinal data from the time a student enters a school, college or university that implements the identifier. It does not, and from a researcher’s perspective may not need to, fully complete the longitudinal records of students that cross state boundaries. There was no comment about a need to link records of these students, or how it might be done.

McGrew was clear, identifiers are not required for research if the agency links the data together for researchers into a longitudinal record for a single student. Responding to a question, he said their data could be made available to researchers.

**Course Identifier**

Several of the states have common course numbering—if the course number is the same for courses at two different institution, then the content of the course should be sufficiently similar to grant equal credit. Common course numbering was adopted to facilitate course credit for transferred work. In states with common course numbering, researchers may be able to compare the performance of students across institutions.

Federal reporting requirements include a CIP (Classification of Institutional Programs) code. NCES describes the code: “The purpose of the Classification of Instructional Programs (CIP) is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity.” If common course number is not available, the CIP code provides an approximation. In responding to a question Hans L’Orange said some states require these data be provided, but he did not know how many had it available in the state longitudinal data. Continuing the response he said he would see if the CIP code available in any longitudinal data made available to researchers.

**Privacy**

The presenters said collection and use of these data by a state agency does not violate FERPA federal privacy regulations. McGrew said, and others concurred, de-identified data could be used for research.
There is an analogy here. The Bureau of the Census does collect individual data and makes data available for very small samples. However, the Bureau does have practices that omit data from a collection if the data could be associated with a single person.\(^3\)

**Student Transcripts**

Student transcripts was not a topic of these discussions. Although the collected student records could—and if the PESC transcript is used do—have sufficient information to serve as a transcript, these systems depend upon periodic file updates from the schools, colleges, and universities. Thus the academic record is current only if no other academic work has been completed.

Since there was no mention of charges for data exchanged among colleges and universities via the central system, data from these sources may reduce the revenue of the college or university registrar’s office.

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\(^3\) The Department of Education describes it this way: “…provided such information is disclosed on a minimum of several students. This could ensure that the information disclosed is not personally identifiable.” “Guidance Regarding Disclosures to the Census Bureau,” 27 April 2000. That is no “cell” or combination of cells in a report could refer to one student.
Developing and Supporting P-20 Education Data Systems: Models that Work

Tuesday, January 15, 2-4 pm (EST)
Hart Senate Office Building, Room SH-902
Constitution Avenue, between 1st and 2nd Streets, NE
Washington D.C.

**Join us in person or via an interactive webcast**

As part of the Data Quality Campaign’s goal to provide a national forum for conversations about the power of longitudinal data, this Quarterly Issue Meeting will focus on the need to align P–12 and postsecondary data systems to ensure that conversations about aligning expectations in high school with demands of postsecondary education are informed by high-quality, relevant and timely data.

Educators and policymakers need to not only collect data but also use the information to improve education policy and practice. To do this, they need to know whether schools are preparing students for long-term success in college, postsecondary training and the workplace. There is a growing national interest in better aligning the P–12 and postsecondary education systems to ensure all students leave high school “college ready.” However, until all states have aligned longitudinal data systems, these conversations are limited. Please join us to hear from P-12 and postsecondary education leaders in states that have shown great leadership in collaborating, aligning, and sharing data across the P-20 spectrum.

Refreshments will be served at the meeting, and the panel presentation will be followed by a discussion between the presenters and the audience. A policy brief on this issue will also be released at the meeting.

Featured presenters will include:
- Susan Heegaard, Minnesota Office of Higher Education
- Hans L’Orange, State Higher Education Executive Officers
- Charles McGrew, Kentucky Council on Postsecondary Education
- Valerie Woodruff, Delaware Department of Education

Time: Tuesday, January 15, 2-4 pm (EST)
Location: Hart Senate Office Building, Room SH-902
Constitution Avenue, between 1st and 2nd Streets, NE
Washington D.C.

In order to attend in person, please complete the online registration form under Upcoming Events on the homepage of the campaign’s Web site, www.DataQualityCampaign.org, by Wednesday, January 9, 2008. Advance registration is required and seating is limited, so please sign up early.

For those unable to attend the meeting in person, a live broadcast of this session will be available online and a video of this session and the policy brief will be available at the campaign’s Web site after February 10, 2008. Advance registration to view the webcast is encouraged but not required at the campaign’s Web site.
Webcast Instructions

Prior to the webcast-

• Advance registration is encouraged but not required

Day of the webcast, January 15, 2008-

• Log onto the webcast up to 15 minutes before the meeting begins at 2 pm (EST)
• May access the webcast two ways:
  1. Click the following link: [www.kzowebcasting.com/dataqualitywebcasts](http://www.kzowebcasting.com/dataqualitywebcasts)
  2. Go to the Data Quality Campaign's Web site at [www.DataQualityCampaign.org](http://www.DataQualityCampaign.org), and click “VIEW WEBCAST” under Upcoming Events on the right side of the homepage.
• Complete the contact information form, and view the webcast
  • During the meeting, online participants can submit questions real time that will be given to the moderator and posed to the panel if time allows.
• For technical assistance accessing the webcast, please call 571-203-8990.

About the Data Quality Campaign

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 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.

MANAGING PARTNERS OF THE DATA QUALITY CAMPAIGN INCLUDE:

Achieve, Inc.
Alliance for Excellent Education
Council of Chief State School Officers
Education Commission of the States
The Education Trust
National Association of State Boards of Education
National Association of System Heads
National Center for Educational Achievement*
National Center for Higher Education Management Systems
National Governors Association Center for Best Practices
Schools Interoperability Framework Association
Standard & Poor’s School Evaluation Services
State Educational Technology Directors Association
State Higher Education Executive Officers

*The campaign is managed by the National Center for Educational Achievement. The Bill & Melinda Gates Foundation is the founding funder; additional support has been provided by the Casey Family Programs and the Lumina Foundation for Education.

For more information, visit the campaign Web site at [www.DataQualityCampaign.org](http://www.DataQualityCampaign.org)
Developing and Supporting P-20 Education Data Systems: Models that Work

The Data Quality Campaign presents:

- **Hans L’Orange**, State Higher Education Executive Officers
- **Valerie Woodruff**, Delaware Department of Education
- **Charles McGrew**, Kentucky Council on Postsecondary Education
- **Susan Heegaard**, Minnesota Office of Higher Education

This Quarterly Issue Meeting is made possible through generous support of the Bill & Melinda Gates Foundation.
Delaware’s P-20 Journey

Linking the System
For
Student Success
Delaware’s P-20 Journey

• Early focus on Achievement Gap brought some entities together
• System Interdependence Increasingly Obvious and Critical
  – Pre-School experience affects K-12 success
  – IHE preparation of educators affects K-12 success
  – K-12 preparation affects students’ success in higher education
Delaware’s P-20 Journey

- Existing policies provided foundation
  - Unique K-12 Student Identifier in mid 1980’s
  - Statewide pupil accounting system in 1999
  - Achievement Gap Action Group convened by State Board provided early leadership
  - Early Care and Education Council charged with implementation of Early Success plan
  - Partnerships with some higher ed programs
Delaware’s P-20 Journey

• P-20 Council established
  – Subcommittee on postsecondary success
    • Graduation requirements
    • Data linkages for continuous improvement
  – Achievement Gap Action Group
    • Correlates of Achievement
Delaware’s P-20 Journey

• Challenges Met and Overcome
  – Agreement on data elements for IHE’s
  – Ensuring high school data on transcripts
  – Linking K-12 and IHE identifiers
  – Attending to FERPA issues
  – Development of and deciding on a “home” for the data cube
Delaware’s P-20 Journey

• Looking to the future
  – Data cube a component of Correlates of Achievement
  – Developing Delaware Higher Education Access Network (DECAN)
  – Developing linkages to the workforce
Contact Information

Valerie Woodruff
Secretary of Education
vwoodruff@DOE.K12.DE.US
Phone: 302-735-4000
How much does your state spend on education?
Percentage of Recent HS Graduates Entering College Underprepared in Mathematics, 2004

Students scoring less than 18 on the ACT mathematics exam (or the equivalent on the SAT or on-campus placement exams) as a percentage of all students taking such exams and entering public postsecondary institutions in the fall of 2004 after graduating from high school within the previous two years.

- 0.0% - 19.9%
- 20.0% - 29.9%
- 30.0% - 39.9%
- 40.0% - 49.9%
- 50.0% - 69.9%
The Road to P-20

• Stop the “blame game”
The Road to P-20

• Stop the “blame game”
• Identify your partners
  – K-12
  – Postsecondary
  – Financial aid
  – Teacher licensure
  – Adult education
  – Workforce education
The Road to P-20

• Identify what people need to know
• Find out what data is currently available
• Do something useful with the data you have to illustrate the potential of P-20
• Develop a plan
• Align data systems
Kentucky High School Feedback Report

Academic Preparation and Performance

Academic Preparation
College-going Rates
Developmental Needs
ACT and AP Results

Academic Interests
Colleges Attended
Majors Selected

Academic Performance
Retention
Grades
Graduation Rates

Kentucky High School Feedback Report
Class of 2004

Tates Creek High School
Fayette County Schools

The Kentucky High School Feedback Report is collaboratively produced by Kentucky’s Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), and the Kentucky Higher Education Assistance Authority (KHEAA) with the assistance of the National Center for Education Statistics (NCES) and the College Board. It provides a valuable framework for understanding Kentucky’s public and independent high school classes of 2004.

A. Basic Information About the Class of 2004

<table>
<thead>
<tr>
<th>Category</th>
<th>State Total</th>
<th>District Total</th>
<th>County Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of high school graduates</td>
<td>3,186</td>
<td>1,837</td>
<td>1,349</td>
</tr>
<tr>
<td>2. Students who completed high school</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>3. Mean ACT scores for this class:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>22.5</td>
<td>22.1</td>
<td>22.8</td>
</tr>
<tr>
<td>Reading</td>
<td>22.9</td>
<td>22.7</td>
<td>23.1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22.9</td>
<td>22.7</td>
<td>23.1</td>
</tr>
<tr>
<td>Science</td>
<td>22.9</td>
<td>22.7</td>
<td>23.1</td>
</tr>
<tr>
<td>Composite</td>
<td>22.7</td>
<td>22.6</td>
<td>22.9</td>
</tr>
<tr>
<td>4. Number of Advanced Placement (AP) tests taken by students</td>
<td>1,585</td>
<td>525</td>
<td>760</td>
</tr>
<tr>
<td>5. Percentage of Advanced Placement (AP) tests with scores of 3 or higher in the Kentucky Department of Education (KDE)</td>
<td>57.9%</td>
<td>67.1%</td>
<td>58.2%</td>
</tr>
<tr>
<td>6. High school graduation rate:</td>
<td>51.9%</td>
<td>55.5%</td>
<td>51.3%</td>
</tr>
</tbody>
</table>

High School Graduation Rates

In-State College Enrolling Rates

For more information visit: http://www.ky.gov/education/highschoolfeedback/khsf/
FERPA and Confidentiality

• We believe our education agencies have the authority to collect and link data for accountability purposes.

• Kentucky will not re-disclose identifiable data; however, de-identified data can be used for research.

• Agency level matches can be conducted in an environment where records from different systems are matched then immediately de-identified.
Technical Considerations

• If you don’t have a uniform identifier, can you put the K-12 ID# on the high school transcripts?

• If your state has a merit scholarship, somebody probably already has limited high school and college data in one system (with an identifier).

• After students’ records have been matched together, do you really need student names and their social security numbers in the system?
P-20 is a Journey

• What could your data people do today with some time, effort, and your help to link information together to support education policy decisions?
• What could they do with more resources?
• How many millions of dollars would your state save every year if your education systems become even 1% more effective?
Can you afford to not have a P-20 data warehouse?
Charles McGrew
Director of Information & Research

charles.mcgrew@ky.gov

http://cpe.ky.gov/info
Data Needed to Improve Student Success

Minnesota’s Approach
Why create a state P-16 data system?

• Identify predictors of college success. Look back to identify what made a difference in a student’s educational experience.
  – Courses
  – Curriculum
  – Credit for learning (AP, IB etc.)
  – College access programs
  – District approaches

• Minnesota has high aggregate achievement overall, but a clear and persistent gap between white and students of color.

• Provide data to inform education and policy and funding decisions.
Minnesota’s Process

• No mandate from legislative or administrative branch.

• P-16 voluntary initiative. Large group set the vision. Small working group developed initial action plan.

• Involvement from:
  – Minnesota Department of Education
  – Public postsecondary systems
  – Private colleges
  – Minnesota Office of Higher Education
  – School districts and colleges
  – (Interest expressed from private high schools)
Minnesota’s Implementation

• Common student I.D. number following a student from kindergarten through postsecondary education.

• The existing K-12 student I.D. number is added to high school transcripts by school districts.

• When students apply for admission to postsecondary in Minnesota, public and private colleges add the student ID to their student record data bases.

• State’s Department of Education will begin collecting additional data on K-12 student education.

• P-16 voluntary initiative. Large group set the vision. Small working group developed initial action plan.

• Involvement from:
  – Minnesota Department of Education
  – Public postsecondary systems
  – Private colleges
  – Minnesota Office of Higher Education
  – School districts and colleges
  – (Interest expressed from private high schools)
# Sample K-12 Data Elements

<table>
<thead>
<tr>
<th>Data currently collected</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demographic data</td>
<td>High school course curriculum</td>
</tr>
<tr>
<td>Grade level/attendance status</td>
<td>College access program participation</td>
</tr>
<tr>
<td>District/school attended</td>
<td>Participation in IB, AP etc.</td>
</tr>
<tr>
<td>Gifted/talented participation</td>
<td>GPA</td>
</tr>
<tr>
<td>Special education status</td>
<td>Class rank</td>
</tr>
<tr>
<td>Limited English</td>
<td>ACT/SAT score</td>
</tr>
<tr>
<td>K-12 standardized test results</td>
<td></td>
</tr>
</tbody>
</table>
## Postsecondary Data Elements

<table>
<thead>
<tr>
<th>Data currently collected</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demographic data</td>
<td>Advanced standing for new students</td>
</tr>
<tr>
<td>College attended</td>
<td>College graduation date</td>
</tr>
<tr>
<td>Credit transfer data</td>
<td>College GPA</td>
</tr>
<tr>
<td>Grade level</td>
<td>Years to graduation</td>
</tr>
<tr>
<td>Credits accumulated</td>
<td>Transfer activity/transfer credits</td>
</tr>
<tr>
<td>Full-time/part-time</td>
<td></td>
</tr>
<tr>
<td>Program/major</td>
<td></td>
</tr>
<tr>
<td>Degree sought</td>
<td></td>
</tr>
<tr>
<td>Remedial credits</td>
<td></td>
</tr>
<tr>
<td>Tuition type</td>
<td></td>
</tr>
</tbody>
</table>
Educational improvement questions/answers

• Why is one school more effective at preparing students to succeed in college than another? (with similar student demographics)

• Do higher levels of science make a difference in a student’s propensity for college success?

• Which college awareness programs are having the greatest success?

• Is there a correlation between the state’s standardized test results and college success?

• What made a difference early, among Minnesota students who graduate from college within six years?
Steps

• Require high schools to include student I.D. number on transcripts.

• Ask all Minnesota colleges to collect and report student I.D. number as part of their annual data reporting to the state. (A condition of participating in State financial aid programs.)

• K-12 districts and the state begin collecting more data on student course curriculum and program involvement.

• Request a provision in the state’s data privacy legislation to allow state agencies collecting K-12 and higher education data to share data, and report in the aggregate, key information that can inform policy and lead to educational improvement.

• Produce annual reports for the state and for school districts.
Susan Heegaard
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