

National
Forum
on Education
Statistics

History



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History

April 2004

Lee Hoffman
Project Officer
**National Center for
Education Statistics**

Acknowledgements

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Forum Background

Planning for a Cooperative System

In anticipation of the legislation that would establish a federal-state cooperative system, Center for Education Statistics¹ Director Emerson Elliott met with the Council of Chief State School Officers (CCSSO) and its Committee on Coordinating Educational Information and Research (CEIR) in November 1987. Elliott held the meeting with the intention of securing help in convening a task force on implementing a national cooperative education statistics program. With CCSSO's assistance, a 21-member task force composed of federal, state, and local groups involved in education data collection assembled to develop concrete strategies for implementing the proposed federal-state statistics cooperative.

The first task force meeting, co-organized by the Center for Education Statistics and CCSSO, was convened in Alexandria, Virginia, on March 13–15, 1988. The purpose of this meeting was to explore alternative strategies for a cooperative federal-state education statistics program that would be broad in scope, encompassing the Common Core of Data (CCD) and other surveys, as well as addressing the coordination of student achievement data collections. The task force accomplished the goal of the meeting by developing a conceptual framework for a cooperative system in terms of its approach, governance, mechanisms for operating the system, activities, and products in accord with the provisions of the proposed legislation. Using the proposed legislation as its guide, the task force focused on three major areas related to the development of a cooperative system: 1) administrative mechanisms for operating the cooperative system; 2) governance structure; and 3) activities and products.

Authorization

The anticipated legislation was passed on April 20, 1988. The Hawkins-Stafford Elementary and Secondary Education Improvement Amendments of 1988 (P.L. 100–297) gave the National Center for Education Statistics (NCES) the authority to establish a National Cooperative Education Statistics System. NCES established the Cooperative System to “produce and maintain, with the cooperation of the States, comparable and uniform educational information and data that are useful for policymaking at the Federal, State, and local level.” The legislation identified seven broad topics as examples of areas that could be addressed by the data collection and reporting system: 1) schools and school districts; 2) students and enrollments, including special populations; 3) the availability of school libraries and their resources; 4) teachers, librarians, and school administrators; 5) the financing of elementary and secondary education; 6) student outcomes, including scores on standardized tests and other measures of education achievement; and 7) the progress of educational reform in the states and in the nation.

Designing a Cooperative System

The first task force developed a number of proposals and strategies during the 3-day March meeting. These proposals were further refined in July 1988 at the Cooperative System Task Force meeting, following the passage of the Hawkins-Stafford educational amendments. The conceptual

¹ The agency's name changed to the National Center for Education Statistics, and the Director became a Commissioner under the 1988 Elementary and Secondary Education Act amendments.

framework was elaborated and the task force recommended that the Cooperative System network expand to represent a range of groups that are major users and producers of educational data. It proposed an ongoing 15-member task force that would advise the NCES Commissioner on programs of the Cooperative System. The task force also recommended that distribution of funds to the states take the form of a contract and that participating states agree on an annual basis to four commitments. These commitments included 1) participation in NCES data collection activities; 2) participation in Cooperative System components; 3) development of individual state data plans (ISDPs); and 4) submission of state proposals for Cooperative System funding (Gadol and Bloom 1992).

In August 1988 the task force prepared an implementation plan for the Cooperative System. This plan further clarified the conceptual framework, mechanisms for operation, governance structure, and potential activities and products of the system. CCSSO then developed the decision making process based on consensus models. Most importantly, the task force recommended establishing a Cooperative System Forum to serve as the primary vehicle to implement and support the Cooperative System. A Forum planning panel was developed to prepare Forum meetings and to provide access to technical panels for the Forum.

Establishing the Forum

NCES established the National Forum on Education Statistics in 1989 as the primary vehicle to implement and support the Cooperative System. Chief State School Officers, federal program heads, and directors of professional associations with an interest in education statistics were asked to appoint a liaison who would represent their various institutions. The Forum held its first meeting in March 1989. The members agreed that the Forum would serve as a vital resource in the development of a nationwide elementary and secondary education system. The organization was intended to be an arena in which federal and state education representatives and others in the education community could discuss issues, address problems, and develop new approaches.

The Forum formalized its goals, objectives, functions, organizational structure, and operations in January 1990 with the adoption of a *Policies and Procedures Manual* by the Forum membership. In 1996, the Forum expanded its membership when the members voted to add one local education agency representative from each state to be appointed by the Chief State School Officer.

Continuing NCES Responsibility

The National Education Statistics Act of 1993 revised and extended the statutory authority of NCES. The preamble to this new legislation cited Congress's 1867 authorization of a Department of Education to collect such statistics and facts that show the condition and progress of education, and noted that it was NCES's continuing responsibility to perform these critical activities. The Education Sciences Reform Act of 2002 continues to support NCES's cooperative systems as a means to "...produce and maintain, with the cooperation of the States, comparable and uniform information and data on early childhood education, elementary and secondary education... that are useful for policymaking at the Federal, State and local levels."²

²"National Education Statistics Act of 1993," Part C, Section 157, P.L. 107-279.

Mission Statement

Legislation authorizing the Cooperative System provided the Forum with a broad mandate and considerable freedom in determining how it would be met. In order to focus its efforts and ensure the continuity of work over time, the Forum adopted a mission statement that established its goals and set broad parameters for the work it would undertake. The 1990 mission statement, quoted on the right, remains in effect today.

Current Strategies for Achieving This Mission

The Forum has adopted three major goals for organizing its work over the coming years. These are as follows:

- I. Develop a comprehensive system of comparable local, state, and federal basic data elements useful for education decision making at all levels of government.

The Forum will identify and define the core data needed to operate schools and districts, to support state and federal program reports, and to guide education policy at all levels. This core will provide answers to policy and program questions with maximum efficiency and will reduce burden on data providers.

- II. Improve coordination, integration, and consolidation of the collection and dissemination of quality education data.

The Forum will propose standards and principles of good practice to promote more secure, accurate, timely, comparable, and uniform education data and to make the best use possible of these data.

- III. Promote the Forum as a widely recognized cooperative body addressing issues of education data policy and as a leader in setting data standards.

Forum Mission Statement of 1990

Uniform, timely, and accurate education information is essential to quality decision making. Such information is diverse and requires periodic examination and improvement as it is collected by local, State, and Federal entities. Further, while this information includes the wide range of general purpose statistics and program and compliance data, it is often specified in Federal and State education legislation. To meet the needs of the potential users of this crucial education information, the National Forum on Education Statistics proposes as its mission:

To develop and propose, cooperatively, a national education data agenda and model(s) for a national data system that will meet the needs of education policy makers and program planners in the decade and beyond;

To inform Federal, State, and local decision makers on the goals and progress of this cooperative education statistics system;

To provide an arena in which Federal, State, and local education interests can identify, debate, mediate, and where appropriate, recommend action on education policy, issues, emerging needs, and technological innovation salient to the improvement of education data comparability, uniformity, timeliness, and accuracy at the national level.

To this end, the Forum may consider issues, recommend study, inform policy and program development, provide direction for research and evaluation, and bring to the attention of relevant parties such matters as may contribute to the accomplishment of this mission.

The Forum will continue to be a leader in setting data standards, including areas such as policy question clarification, indicator development, data quality, feasibility of data collection, and data collection strategies.

These goals are included in the Forum's strategic plan, which is revisited every 2 years. The current strategic plan is included in attachment A of the *Policies and Procedures Manual*.

Reference

Gadol, Richard and Sonny S. Bloom (1992). *The History, Planning , and Establishment of the National Cooperative Education Statistics System and the National Forum on Education Statistics*. Silver Spring, MD: RII.

History by Year

1989: The First Meeting

Officers

Forum Chair

- Emerson Elliot, National Center for Education Statistics (NCES)

Forum Vice Chair

- Vacant

National Education Statistics Agenda Committee (NESAC)

- Pascal Forgione, Connecticut, Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Thomas Satterfield, Mississippi, Chair

Policies, Programs, and Implementation (PPI) Committee

- Paul Planchon, NCES, Chair

Evaluation Committee

- Mark Moody, Maryland, Chair

Database Committee

- Elam Hertzler, Illinois, Chair

Subcommittees

NESAC

Demographics Subcommittee

Outcomes Subcommittee

Resources Subcommittee

School Process Subcommittee

TD&C

None

PPI

Funding Subcommittee

Standards and Definitions Subcommittee

Subcommittee for Cooperation With Federal Agencies That Collect Education Data

Technical Assistance Subcommittee

Task Forces

SPEEDE/ExPRESS Task Force

- Bob Friedman, Florida, Chair

Publications

None

Actions

March 5–8, 1989

- NESAC defined its mission and established objectives for the next Forum meeting.
- PPI established a task force to define its mission and created four subcommittees.
- TD&C defined its mission and decided to take the lead in supporting the Cooperative System in the education community.
- The Evaluation Committee established its purpose as the objective appraiser of the Cooperative System and the Forum.

Officers

Forum Chair

- Leland Tack, Iowa

Forum Vice Chair

- Paul Planchon, NCES

National Education Statistics Agenda Committee (NESAC)

- Pascal Forgione, Connecticut, Chair
- Jeanne Griffith, NCES, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Margaret Hayden, North Carolina, Chair
- Gerald Iannelli, U.S. Bureau of the Census, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Larry Bussey, U.S. Department of Education, Chair
- Bertha McClaskey, Missouri, Vice Chair

Evaluation Committee

- Mark Moody, Maryland, Chair
- Ed Glassman, U.S. Department of Education, Vice Chair

Subcommittees

NESAC

Demographics Subcommittee

- Joel Bloom, New Jersey, Chair

Outcomes Subcommittee

- Lynn Cornett, Southern Regional Education Board (SREB), Chair

Resources Subcommittee

- James Phelps, Michigan, Chair

School Process Subcommittee

- Robert Burns, Oregon, Chair

TD&C

None

PPI

Federal Coordination Subcommittee

- Lynn Moak, Texas, Chair

Fellows Program Subcommittee

- Bertha McClaskey, Missouri, Chair

Task Orders Subcommittee

- John Stiglmeier, New York, Chair

Task Forces

SPEEDE/ExPRESS Task Force

- Bob Friedman, Florida, Chair

Publications

- *A Guide to Improving the National Education Data System* (1990)

Actions**July 23–25, 1989**

- The members approved a motion to accept the portions of the interim *Policies and Procedures Manual* governing elections.

January 22–25, 1990

- The Forum passed a resolution to adopt the *Policies and Procedures Manual* by consensus.
- Members passed a resolution to recommend that NCES and other federal government agencies investigate the feasibility of developing a state-by-state statistical measure to adjust educational resource data for differences among states.³
- A resolution to support comparable and uniform student achievement measures, if proven to be valid and reliable, was passed.
- The Forum passed a resolution supporting the examination and reporting of differences in student performance between subgroups.
- A resolution similar to the two previous resolutions, pertaining to National Assessment of Educational Progress (NAEP) data issues, was passed. Also, four resolutions considered simultaneously and all pertaining to NAEP data issues were passed.
- The Forum passed a resolution urging the Office of Educational Research and Improvement to conduct research, development, and experimentation with broader and more sophisticated measures of student performance.

³ *A Guide to Improving the National Education Data System* (October 1990) contains the 36 recommendations that resulted from this resolution. See pages 105–115 of the guide.

Officers

Forum Chair

- Paul Planchon, NCES

Forum Vice Chair

- Kevin Crowe, Nevada

National Education Statistics Agenda Committee (NESAC)

- Ed Sloat, Arizona, Chair
- Jeanne Griffith, NCES, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Bob Beecham, Nebraska, Chair
- Gerald Iannelli, U.S. Bureau of the Census, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Larry Bussey, U.S. Department of Education, Chair
- John Stiglmeier, New York, Vice Chair

Evaluation Committee

- Matt Cohen, Ohio, Chair
- Ed Glassman, U.S. Department of Education, Vice Chair

Subcommittees

None

Task Forces

NESAC

Implementation Recommendations Task Force

- Susan Tyson, Georgia, Chair, and Steven King, Wyoming, Vice Chair

TD&C

SPEEDE/ExPRESS Task Force

- Bob Friedman, Florida, Chair

PPI

Cooperative Education Data Collection and Reporting Standards (CEDCARS) Project

- David Bayless, Westat, Chair

Publications

- *Standards for Education Data Collection and Reporting (SEDCAR)* (1991)

Actions

July 23–25, 1990

- The Forum passed a resolution to adopt the proposal for the formal working relationship between the Forum and the Education Information Advisory Committee (EIAC) by consensus vote (appendix 1).
- A resolution to adopt the 36 NESAC recommendations listed in *A Guide to Improving the National Education Data System* (October 1990) was passed.

January 22–24, 1991

- The Forum passed a resolution from the PPI Committee requesting that the Secretary of Education establish a formal procedure for the coordination of all data collections and data management activities within the U.S. Department of Education; however, sending the resolution was tabled until a companion document could be created. The letter was sent in June 1992 (appendix 2).
- The Forum passed a resolution from NESAC to adopt and distribute to the Governor's Panel and other organizations a NESAC report entitled *Measuring the National Education Goals: Perspectives From a Report of the National Forum on Education Statistics*, "which aligns pertinent discussions and recommendations from the National Forum's *Guide to Improving the National Education Data System* to each of the six national education goals."
- A resolution to approve the Office of Special Education and Rehabilitation Services and the Office of Vocational and Adult Education as full members of the Forum was passed.
- The Forum created a task force of EIAC members to provide recommendations from state education agency testing directors' perspectives on the National Assessment of Educational Progress.

Officers

Forum Chair

- Kevin Crowe, Nevada

Forum Vice Chair

- Jeanne Griffith, NCES

National Education Statistics Agenda Committee (NESAC)

- Ed Sloat, Arizona, Chair
- Vacant, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Bob Beecham, Nebraska, Chair
- Ed Strozyk, Washington, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Dennis Powell, Illinois, Chair
- John Stiglmeier, New York, Vice Chair

Evaluation Committee

- Matthew Cohen, Ohio, Chair
- Roger Herriott, NCES, Vice Chair

Implementation Committee

- Susan Tyson, Georgia, Chair
- Steven King, Wyoming, Vice Chair

Subcommittees

NESAC

Early Childhood Subcommittee

- Joan Buttram, Council for Educational Development and Research, Chair

Equity Subcommittee

Task Forces

NESAC

Implementation Recommendations Task Force

- Susan Tyson, Georgia, and Steven King, Wyoming, Chairs

TD&C

Automation Feasibility Task Force

- Jerry Malitz, NCES, Chair

Dropout Task Force

- Judy Burnes, Colorado, Chair

SPEEDE/ExPRESS Task Force

- Jill Hanson, Washington, Chair

PPI

None

Publications

None

Actions**July 22–24, 1991**

- The Implementation Task Force evaluated each of the 36 recommendations of NESAC in terms of information quality, cost, burden, benefit, and compatibility with current activities. Members ranked the recommendations as high-immediate priority (15), middle priority (14), and low priority (7).
- The Office of Educational Research and Improvement funded studies to investigate the utility of free lunch data and alternative measures of socioeconomic status indicators as proposed by NESAC. The two studies were included in the 36 NESAC recommendations proposed in 1990 (appendix 3).
- NCES determined the feasibility of obtaining comparable state data on high school graduates during the first year after graduation.
- The Secretary of Education established a procedure for coordination of all data collection by and data management activities within the U.S. Department of Education.
- The Forum passed a resolution that proposed a plan and budget to disseminate the Standards for Education Data Collection and Reporting (SEDCAR) and encourage their use (appendix 4).
- The Steering Committee formed the Strategic Planning Committee to provide the Forum with increased structure and direction in carrying out its mission.

January 23–24, 1992

- A PPI proposal recommending that the Forum accept and endorse SEDCAR as the best practice methodology for collecting and reporting data unanimously passed.
- The Forum unanimously approved a movement from TD&C to establish an Automated Information Reporting Systems (AIRS) Task Force.
- Members approved the movement to adopt the recommendations of the Implementation Task Force report, which proposed a plan for implementing the 36 NESAC recommendations (appendix 5).

Officers

Forum Chair

- Jeanne Griffith, NCES

Forum Vice Chair

- Dennis Powell, Illinois

National Education Statistics Agenda Committee (NESAC)

- Gary Farland, Minnesota, Chair
- Jim Phelps, Michigan, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Ed Strozyk, Washington, Chair
- Steve King, Wyoming, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Larry Hutchenson, Florida, Chair
- Patricia Nathan, Virgin Islands, Vice Chair

Evaluation Committee

- Roger Herriott, NCES, Chair
- Bertha Gorham, Maryland, Vice Chair

Subcommittees

None

Task Forces

NESAC

None

TD&C

Automated Information Reporting Systems (AIRS) Task Force

- Jerry Malitz, NCES, Chair

Dropout Statistics Review Task Force

- Judy Burnes, Colorado, Chair

SPEEDE/ExPRESS Task Force

- Jill Hanson, Washington, Chair

PPI

None

Publications

- *The Dropout Report* (1993)

Actions

July 26–28, 1992

- The PPI Committee proposed a resolution to change the Evaluation Committee to an ad hoc committee under PPI. The Forum approved the change.
- The TD&C Committee proposed a resolution to accept the recommendation of the Dropout Task Force report regarding the denominator of the dropout statistic. The Forum approved the resolution.
- The Forum Evaluation Committee accepted a plan of work developed by RII, a consulting firm, to assess the activities and outcomes of the Cooperative System.
- In June, a letter of resolution to establish a formal procedure for data collection within the U.S. Department of Education was sent to Secretary of Education Lamar Alexander (appendix 6).

January 25–27, 1993

- The Steering Committee was directed to appoint a task force to review the NCES Common Core of Data dropout statistic and report its findings to the Forum.
- The Forum invited the National Science Foundation (NSF) to join as an associate member of the Forum. The NSF accepted the invitation.
- The strategic plan of the National Forum of Education Statistics was approved (appendix 7).
- The “Terms and Tenure” section of the *Policies and Procedures Manual* was amended to read: “Forum and committee officers will be elected for a period of one year and will take office immediately following the summer Forum meeting at which they are elected.”
- The Forum requested that a letter be sent to George Wade, NCES, commending his support of the Forum from its establishment until his retirement.

Officers

Forum Chair

- Dennis Powell, Illinois

Forum Vice Chair

- Roger Herriott, NCES

National Education Statistics Agenda Committee (NESAC)

- Gary Farland, Minnesota, Chair
- Jim Phelps, Michigan, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Steve King, Wyoming, Chair
- Nathan Slater, Mississippi, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- JoAnn Keith, Colorado, Chair
- Len Powell, New York, Vice Chair

Evaluation Committee

- John McClure, West Virginia, Chair
- Ann Harrison, Kansas, Vice Chair

Subcommittees

PPI Subcommittee of Federal Program Officers

PPI Budget Subcommittee

Task Forces

NESAC

Core Data Task Force

- Tom Soltys, Delaware, Chair

Crime and Violence Statistics Task Force

- Lavan Dukes, Florida, Chair

TD&C

Automated Information Reporting Systems (AIRS) Task Force

- Jerry Malitz, NCES, Chair

Internet Demonstration Project Task Force

- Tom Cooke, Oregon, Chair

SPEEDE/ExPRESS Task Force

- Jill Hanson, Washington, Chair

PPI

Data Confidentiality Task Force

- Dennis Powell, Illinois, Chair

Data Coordination Task Force

- JoAnn Keith, Colorado, Chair

Publications

- *A Statistical Agenda for Early Childhood Care and Education* (1994)

Actions

July 26–28, 1993

- TD&C endorsed the Internet as the standard communication vehicle for state, local, and federal efforts associated with developing the national cooperative communication system and data highway.
- A task force of TD&C members developed standards, protocol, and processes that demonstrated the utility of the Internet as a result of the Internet endorsement.
- The Forum membership accepted the PPI resolution to disband the Evaluation Committee.
- NCES evaluated how each state implemented the current federal dropout definition and determined what each state used as a definition for its dropouts.
- NESAC passed a resolution asking the Steering Committee to establish a mechanism for providing an information exchange of deliberations, problems, and issues discussed by Education Information Advisory Committee and the Forum.
- NESAC passed a resolution to resend the letter sent by the Forum last year to the appropriate Department of Education officials regarding the improvement of the coordination of federal data collection among agencies.
- The Forum passed a resolution from the TD&C Committee to accept the other recommendations from the Dropout Task Force, including changing the definition of the numerator and denominator (appendix 8).

January 24–26, 1994

- NESAC recommended that the Forum adopt the paper *A Statistical Agenda for Early Childhood Care and Education* as an addendum to *A Guide to Improving the National Education Data System* (1990). The Forum unanimously approved the motion.
- PPI recommended that the revised *Policies and Procedures Manual* for the Forum be approved. The motion was approved.
- Dennis Powell, Forum Chair, wrote a letter to the Under Secretary of Education concerning data collection burden and quality of education information.

Officers

Forum Chair

- Paul Planchon, NCES

Forum Vice Chair

- Nathan Slater, Mississippi

National Education Statistics Agenda Committee (NESAC)

- Dori Nielson, Montana, Chair
- Tom Soltys, Delaware, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Tom Saka, Hawaii, Chair
- Sallie Fellows, New Hampshire, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- JoAnn Keith, Colorado, Chair
- Roger Hummel, Pennsylvania, Vice Chair

Subcommittees

None

Task Forces

NESAC

Core Data Task Force

- Tom Soltys, Delaware, and Dori Nielson, Montana, Chairs

Crime and Violence Task Force

- Lavan Dukes, Florida, Chair

TD&C

Automated Information Reporting Systems (AIRS) Task Force

- Jerry Malitz, NCES, Chair

Data Warehousing Task Force

- Tom Saka, Hawaii, Chair

Migrant Records Task Force

- Kathleen Barfield, California, Chair

Software Selection Standards Task Force

- Jerry Malitz, NCES, and Andy Rogers, Los Angeles Unified, CA, Chairs

SPEEDE/ExPRESS Task Force

- Jill Hanson, Washington, Chair

PPI

Data Confidentiality Task Force

- Dennis Powell, Illinois, Chair

Data Coordination Task Force

- JoAnn Keith, Colorado, Chair

Publications

- *A Pilot Standard National Course Classification System for Secondary Education* (1995)
- *Improving the Capacity of the National Education Data System to Address Equity Issues* (1995)

Actions

July 20–24, 1994

- The Forum approved the updated strategic plan that was presented during the July conference.
- The Forum requested a task force, consisting of either PPI Committee members or a cross-section of Forum membership and federal representatives, meet in August or September to identify problems and solutions associated with state- and local-level data collections.
- NESAC requested a Core Data Task Force be established. Forum members approved the task force.

January 24–26, 1995

- The paper *Improving the Capacity of the National Education Data System to Address Equity Issues* was unanimously accepted as an addendum to *A Guide to Improving the National Education Data System* (1990).
- NCES was to reinstate the Forum *Exchange* newsletter with an emphasis on including state activities or issues related to the interests of the Cooperative System.

Officers

Forum Chair

- Nathan Slater, Mississippi

Forum Vice Chair

- Ed Glassman, U.S. Department of Education

National Education Statistics Agenda Committee (NESAC)

- Dori Nielson, Montana, Chair
- Lavan Dukes, Florida, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Tom Saka, Hawaii, Chair
- Gordon Green, U.S. Bureau of the Census, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Roger Hummel, Pennsylvania, Chair
- Mary Ann Awad, New York, Vice Chair

Subcommittees

None

Task Forces

NESAC

Core Data Task Force

- Dori Nielson, Montana, Chair

Crime and Violence Task Force

- Lavan Dukes, Florida, Chair

TD&C

Automated Information Reporting Systems (AIRS) Task Force

- Jerry Malitz, NCES, Chair

Data Warehousing Task Force

- Tom Saka, Hawaii, Chair

Electronic Data Security Task Force

- Steven King, Wyoming, Chair

Migrant Records Task Force

- Kathleen Barfield, California, Chair

Software Selection Standards Task Force

- Jerry Malitz, NCES, and Andy Rogers, Los Angeles Unified, CA, Chairs

SPEEDE/EXPRESS Task Force

- Jill Hanson, Washington, Chair

PPI

Data Confidentiality Task Force

- Dennis Powell, Illinois, Chair

Data Coordination Task Force

- JoAnn Keith, Colorado, Chair

Publications

- *Recommendations of the Crime, Violence, and Discipline Reporting Task Force* (1996)

Actions

July 17–19, 1995

- The Forum passed a resolution recognizing the contributions of Emerson J. Elliott to American education in establishing the National Cooperative Education Statistics System during his tenure as Commissioner of Education Statistics.
- The Forum passed a resolution recognizing Bob Barker, who passed away during an Education Information Advisory Committee meeting, for his dedication and many contributions to the Forum that helped the organization grow in stature and influence during his time with the Texas Education Agency.

January 23–24, 1996

- NESAC committed to developing a set of standard guidelines for reviewing data comparability task order proposals.
- PPI recommended a change in the by-laws to set procedures for establishing task forces, and discussed increased local education agency involvement. There was no consensus, so PPI agreed to write a 1-page summary on the pros, cons, and unresolved issues.
- A resolution was passed recognizing the contributions of Sharon Tuchman of the Office for Civil Rights for her longstanding commitment and contribution to the Forum.
- The Forum approved the brochure explaining student confidentiality rights to parents.
- The final report of the Data Coordination Task Force was approved.
- After gaining Forum approval, the Steering Committee amended the by-laws to provide for the establishment and monitoring of task forces.

Officers

Forum Chair

- Ed Glassman, U.S. Department of Education

Forum Vice Chair

- Judith Thompson, Connecticut

National Education Statistics Agenda Committee (NESAC)

- Lavan Dukes, Florida, Chair
- Matthew Cohen, Ohio, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Tom Ogle, Missouri, Chair
- Gordon Green, U.S. Bureau of the Census, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Judith Fillion, New Hampshire, Chair
- Mary Ann Awad, New York, Vice Chair

Subcommittees

None

Task Forces

NESAC

Core Data Task Force

- Dori Nielson, Montana, Chair

Education Finance Data Elements Task Force

- Dori Nielson, Montana, Chair

School Facility Data Elements Task Force

- Lavan Dukes, Florida, Chair

TD&C

Data Warehousing Task Force

- Tom Saka, Hawaii, Chair

SNAP Task Force (continued from the SPEEDE/ExPRESS Task Force)

Technology Security Task Force

- Steve King, Wyoming, Chair

Technology Task Force

- Jerry Malitz, NCES, Chair

PPI

School Staff Record Security Task Force

- Dennis Powell, Illinois, Chair

Student Record Privacy: Interagency Data Sharing Task Force

- Dennis Powell, Illinois, Chair

Publications

- *The Core Data Task Force Report* (1997)
- *Basic Data Elements for Elementary and Secondary Education Information Systems* (1997)
- *Protecting the Privacy of Student Records: Guidelines for Education Agencies* (1997)
- *Protecting the Privacy of Student Records* (brochure) (1997)

Actions

July 18–19, 1996

- Forum members invited the American Education Finance Association to become an associate member of the Forum.
- The Forum approved the change to the *Policies and Procedures Manual* allowing local education agencies to join as associate members.
- Forum members asked NCES to create a listserv for the entire Forum.
- The Electronic Data Security Task Force was established to develop guidelines for the security of electronic data.

January 27–29, 1997

- The Core Data Task Force report *Basic Data Elements for Elementary and Secondary Education Information Systems* was approved for publication.
- The Forum accepted the PPI report *Protecting the Privacy of Student Records: Guidelines for Education Agencies* for publication.
- TD&C requested that the Steering Committee approve a new task force on the effective use of the web for disseminating and collecting information.

Officers

Forum Chair

- Judith Thompson, Connecticut

Forum Vice Chair

- Gordon Green, U.S. Bureau of the Census

National Education Statistics Agenda Committee (NESAC)

- Lavan Dukes, Florida, Chair
- Matthew Cohen, Ohio, Vice Chair

Technology, Dissemination, & Communications (TD&C) Committee

- Tom Ogle, Missouri, Chair
- Andy Rogers, Los Angeles Unified, CA, Vice Chair

Policies, Programs, and Implementation (PPI) Committee

- Judith Fillion, New Hampshire, Chair
- Vacant, Vice Chair

Subcommittees

Communications Subcommittee

- Barbara Edwards, Nebraska, and Nathan Slater, Mississippi, Chairs

Task Forces

NESAC

Core Data: Basic Finance Data Elements Task Force

- Dori Nielson, Montana, and Linda Champion, Florida, Chairs

School Facility Data Elements Task Force

- Patricia Bowles, Utah, Chair

TD&C

Data Warehousing Task Force

- Tom Saka, Hawaii, Chair

SNAP Task Force Technology Security Task Force

- Steve King, Wyoming, Chair

Technology Task Force

- Jerry Malitz, NCES, Chair

PPI

School Staff Record Security Task Force

- Dennis Powell, Illinois, Chair

Student Record Privacy: Interagency Data Sharing Task Force

- Dennis Powell, Illinois, Chair

Publications

- *Safeguarding Your Technology* (1998)
- *Technology @ Your Fingertips* (1998)

Actions

July 28–30, 1997

- The Steering Committee approved a new task force proposed by PPI on school staff record security to develop guidelines for school staff records.
- The Forum and the Steering Committee discussed marketing, maintenance, and accountability, but no resolutions were reached on these issues.
- The Steering Committee recommended an amendment to the *Policies and Procedures Manual* under which representatives of local education agencies would become full members of the Forum and be eligible to vote and hold office. The amendment was passed in July 1998.

January 26–28, 1998

- The Forum unanimously approved the revised strategic plan.
- TD&C proposed that a task force on the World Wide Web Electronic Data Interchange (EDI) Server be established. The EDI Task Force was approved.

Officers

Forum Chair

- Gordon Green, U.S. Bureau of the Census

Forum Vice Chair

- Dori Nielson, Montana

National Education Statistics Agenda Committee (NESAC)

- Judith Thompson, Connecticut, Chair
- Patricia High, Oklahoma, Vice Chair

Technology, Dissemination & Communications (TD&C) Committee

- Andy Rogers, Los Angeles Unified, CA, Chair
- Nancy Walker, West Virginia, Vice Chair

Policies, Programs and Implementation (PPI) Committee

- Dennis Powell, Illinois, Chair
- Nick Stayrook, Fairbanks Public Schools, AK, Vice Chair

Subcommittees

Communications Subcommittee

- Nathan Slater, Mississippi, Chair

Task Forces

NESAC

Core Data: Basic Finance Data Elements Task Force

- Linda Champion, Florida, Chair

School Facility Data Elements Task Force

- Patricia Bowles, Utah, Chair

TD&C

Data Warehousing Task Force

- Andy Rogers, Los Angeles Unified, CA, Interim Chair

EDI Task Force (continued from the SNAP Task Force)

- Raymond Yeagley, Rochester School Department, NH, Chair

Technology in Schools Task Force

- Tom Ogle, Missouri, Chair

PPI

None

Publications

None

Actions

July 28–29, 1998

- The Steering Committee recommended revising the policies to allow state liaisons to designate a permanent alternate to represent them in Forum meetings.
- A Forum web site on the NCES web site was established.
- The Forum voted to amend its policies to reflect the importance of local education agency representatives by granting them full member status, including the right to hold an office. The amendment passed.

January 26–27, 1999

- The long-range planning group reviewed a document on priorities for action from the Forum's strategic plan and decided to endorse three top priorities: a) disseminating and promoting the use of Forum products; b) expanding membership and approaching both current associate member organizations and potential new associate member groups; and c) reviewing and updating all Forum products.
- The work of the Communications Subcommittee and the Forum brochure were approved.
- Members approved TD&C's request for a task force on technology in schools.

Officers

Forum Chair

- Dori Nielson, Montana

Forum Vice Chair

- Andy Rogers, Los Angeles Unified, CA

National Education Statistics Agenda Committee (NESAC)

- Patricia High, Oklahoma, Chair
- Kelly Powell, Arizona, Vice Chair

Technology, Dissemination & Communications (TD&C) Committee

- Nancy Walker, West Virginia, Chair
- Raymond Yeagley, Rochester School Department, NH, Vice Chair

Policies, Programs and Implementation (PPI) Committee

- Carol Hokenson, Minnesota, Chair
- Nick Stayrook, Fairbanks Public Schools, AK, Vice Chair

Subcommittees

Communications Subcommittee

- Nathan Slater, Mississippi, Chair

Task Forces

NESAC

Crime, Violence and Discipline Task Force

- Annette Barwick, Hillsborough County School District, FL, and William Smith, Sioux Falls School Districts, SD, Chairs

Finance Data Task Force

- Linda Champion, Florida, Chair

School Facility Data Elements Task Force

- Patricia Bowles, Utah, Chair

TD&C

EDI Task Force

- Raymond Yeagley, Rochester School Department, NH, Chair

Technology in Schools Task Force

- Tom Ogle, Missouri, Chair

PPI

Data Confidentiality Task Force

- Dennis Powell, Illinois, Chair

Publications

- *Building an Automated Student Record System* (2000)
- *Privacy Issues in Education Staff Records* (2000)

Actions

July 24–26, 1999

- Forum members approved the purchase of a portable Forum booth.
- The Forum voted to accept the *Product Development & Dissemination Guide* as developed by the Communications and Dissemination Subcommittee for internal use.
- In an effort to improve the Forum's visibility and recognition, members voted to adopt a new symbol to represent the organization.

January 25–26, 2000

- The Crime, Violence, and Discipline Working Group was approved as a task force.
- The Forum approved converting the paper publication of *Technology @ Your Fingertips* to a continually updated web version.

Officers

Forum Chair

- Andy Rogers, Los Angeles Unified, CA

Forum Vice Chair

- Lavan Dukes, Florida

National Education Statistics Agenda Committee (NESAC)

- Kelly Powell, Arizona, Chair
- Bethann Canada, Virginia, Vice Chair

Technology, Dissemination & Communications (TD&C) Committee

- Raymond Yeagley, Rochester School Department, NH, Chair
- Blair Loudat, North Clackamas Schools, OR, Vice Chair

Policies, Programs and Implementation (PPI) Committee

- Nick Stayrook, Fairbanks Public Schools, AK, Chair
- Ronald Danforth, New York, Vice Chair

Subcommittees

Electronic Exchange of Education Records Subcommittee

Website Development Assistance Subcommittee

- Joe Pangborn, Rhode Island, Chair

Task Forces

NESAC

Crime, Violence and Discipline Task Force

- Annette Barwick, Hillsborough County School District, FL, and William Smith, Sioux Falls School Districts, SD, Chairs

Education Facilities Task Force

- Patricia Bowles, Utah, Chair

Education Finance Task Force

- Linda Champion, Florida, Chair

TD&C

EDI Task Force

- Raymond Yeagley, Rochester School Department, NH, Chair

Technology in Schools Task Force

- Tom Ogle, Missouri, Chair

PPI

None

Publications

- *Technology @ Your Fingertips* (revised) (2001)

Actions

July 25–26, 2000

- The Forum approved the NESAC booklet for printing.
- The Forum approved the writing of a letter to encourage action in providing guidelines under the Family Educational Rights and Privacy Act.
- The recommendations to *The Forum Voice* newsletter made by the Communications and Dissemination Subcommittee were approved.

January 30–31, 2001

- A task force, evolved from the School Facilities Maintenance Working Group, was approved to develop a school facilities maintenance planning guide.
- The Forum accepted the PPI's request for a new task force on facilities maintenance.
- A recommendation was made to form a subcommittee that would update the Forum on EDI progress.
- TD&C recommended that a subcommittee be created on web site development.
- A member motioned to accept the EDI Task Force recommendations, including the recommendation to disband the EDI Task Force (appendix 9).

Officers

Forum Chair

- Lavan Dukes, Florida

Forum Vice Chair

- Raymond Yeagley, Rochester Schools (NH)

National Education Statistics Agenda Committee (NESAC)

- Bethann Canada, Virginia, Chair
- William Smith, Sioux Falls School District, SD, Vice Chair

Technology, Dissemination & Communications (TD&C) Committee

- Blair Loudat, North Clackamas Schools, OR, Chair
- Roger Young, Haverhill Public Schools, MA, Vice Chair

Policies, Programs and Implementation (PPI) Committee

- Ronald Danforth, New York, Chair
- Nerissa Bretania-Shafer, Guam, Vice Chair

Subcommittees

None

Task Forces

NESAC

Crime, Violence and Discipline Task Force

- Annette Barwick, Hillsborough County School District, FL, and William Smith, Sioux Falls School Districts, SD, Chairs

Education Facilities Task Force

- Patricia Murphy, Utah, Chair

Education Finance Task Force

- Linda Champion, Florida, Chair

TD&C

Technology in Schools Task Force

- Tom Ogle, Missouri, Chair

Web Standards and Security Task Force

- Joe Pangborn, Rhode Island, Chair

PPI

Student Privacy Task Force

- Dennis Powell, Illinois, Chair

Publications

- *Technology in Schools: Suggestions, Tools and Guidelines for Assessing Technology in Elementary and Secondary Education* (2002)
- *Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools* (2002)
- *To Help Promote a Violence-Free School Environment (Safety in Numbers brochure)* (2002)

Actions

July 24–25, 2001

- The Forum approved PPI's revisions to the Forum's *Policies and Procedures Manual*.
- The 1994 document on student confidentiality was approved to be revised and updated.
- TD&C proposed that the Communications and Dissemination Subcommittee become a regular committee of TD&C.

March 13, 2002

- The Forum unanimously approved the draft publication of the Crime, Violence, and Discipline Task Force handbook for external review.

2002–2003

Officers

Forum Chair

- Raymond Yeagley, Rochester Schools, NH

Forum Vice Chair

- Bethann Canada, Virginia

National Education Statistics Agenda Committee (NESAC)

- William Smith, Sioux Falls School District, ND, Chair
- Vacant, Vice Chair

Technology, Dissemination & Communications (TD&C) Committee

- Roger Young, Haverhill Public Schools, MA, Chair
- Tom Purwin, Jersey City Public Schools, NJ, Vice Chair

Policies, Programs and Implementation (PPI) Committee

- Vacant, Chair
- Gerald Hottinger, Pennsylvania, Vice Chair

Subcommittees

None

Task Forces

NESAC

Crime, Violence and Discipline Task Force

- Annette Barwick, Hillsborough County School District, FL, and William Smith, Sioux Falls School Districts, SD, Chairs

Education Facilities Task Force

- Patricia Murphy, Utah, Chair

Education Finance Task Force

- Linda Champion, Florida, Chair

Education Performance Indicators Task Force

- Steve King, Wyoming, Chair

School Facility Maintenance Task Force

- Roger Young, Haverhill Public Schools, MA, Chair

TD&C

Data Quality Task Force

- Blair Loudat, North Clackamas Schools, OR, Chair

Technology in Schools Task Force

- Tom Ogle, Missouri, Chair

Web Standards and Security Task Force

- Joe Pangborn, Rhode Island, Chair

PPI

Student Privacy Task Force

- Dennis Powell, Illinois, Chair

Publications

- *Facilities Information Management: A Guide for State and Local Education Agencies* (2003)
- *Weaving a Secure Web Around Education: A Guide to Technology Standards and Security* (2003)
- *Get a Lock on Web Site Development and Security for Your School* (2003)
- *Planning Guide for Maintaining School Facilities* (brochure) (2003)
- *Planning Guide for Maintaining School Facilities* (2003)
- *Power Tools for Your Schools* (brochure) (2003)
- *Putting Numbers to Work for Schools* (brochure) (2003)
- *Financial Accounting for Local and State School Systems* (web only) (2003)

Actions**July 23–24, 2002**

- The Forum approved the review of the facilities handbook via e-mail in fall 2002.
- The Steering Committee reviewed the basic data elements document at the request of NESAC to determine if the publication should become a database.
- PPI requested the establishment of the Guidelines for Data Quality Task Force. The Forum unanimously approved the new task force.
- PPI also requested the establishment of a Student Privacy Task Force, which was unanimously approved.
- The final *Technology in Schools* report was approved.
- On behalf of the Forum, Raymond Yeagley wrote a letter to all the state chiefs to request that they tell their local education agencies about the valuable free services the Forum offers.
- The Forum invited the Navajo Nation and the State Education Technology Directors Association (SETDA) to become associate members in the Forum. Both organizations accepted the invitation.

- The Forum reviewed and updated the strategic plan.

March 13, 2003

- NESAC requested the establishment of a Performance Indicators Task Force, which the Forum unanimously approved.
- PPI recommended to the Steering Committee that the Forum write a letter of support for the outlying areas being included as “states” in the new Cooperative System contract.
- PPI officially requested approval of the Local and State Student Data Model Alignment Task Force. The proposal was sent to the Steering Committee.
- TD&C requested that the Steering Committee establish a working group to revise the Pilot National Course Classification System.
- The Forum sent a letter to the Deputy Secretary of Education offering the expertise of the membership in implementing the data requirements of the No Child Left Behind Act.

2003–2004

Officers

Forum Chair

- Bethann Canada, Virginia

Forum Vice Chair

- Blair Loudat, North Clackamas Schools, OR

National Education Statistics Agenda Committee (NESAC)

- William Smith, Sioux Falls School District, ND, Chair
- Brad James, Vermont, Vice Chair

Technology, Dissemination & Communications (TD&C) Committee

- Tom Purwin, Jersey City Public Schools, NJ, Chair
- Madalyn Quinlan, Montana Office of Public Instruction, Vice Chair

Policies, Programs and Implementation (PPI) Committee

- Gerald Hottinger, Pennsylvania, Chair
- Nancy Resch, New Jersey, Vice Chair

Subcommittees

None

Task Forces

NESAC

Education Finance Task Force

- Linda Champion, Florida, Chair

Education Performance Indicators Task Force

- Steve King, Wyoming, Chair

TD&C

Data Quality Task Force

- Blair Loudat, North Clackamas Schools, OR, Chair

PPI

Student Privacy Task Force

- Dennis Powell, Illinois, Chair

Publications

- *Protecting the Privacy of Student Records: Guidelines for Education Agencies* (2004)

Actions

July 22–23, 2003

- PPI recommended to the Forum Steering Committee that the Schools Interoperability Framework (SIF), a nonprofit organization, be invited for associate membership.
- The Forum booth was discussed and considered to be potentially no longer valuable to Forum members; therefore, a survey of Forum members on their opinion of the booth was taken.
- The Forum’s “Selected State Agency Online Data Issues Survey” was updated by Forum state education agency respondents in June 2003 and is available for viewing on the web site.
- The Performance Based Data Management Initiative is in the process of developing a data model to see how program offices can share data efficiently. By November they expect to load 2002–03 school data on some schools, districts, and states.
- The proposed Data Model Working Group remained inactive pending the activities of related initiatives from the Schools Interoperability Framework and the CELT Corporation/ Council of Chief State School Officers.

Publications

- *Protecting the Privacy of Student Records: Guidelines for Education Agencies* (2004)
- *Financial Accounting for Local and State School Systems* (web only) (2003)
- *Putting Numbers to Work for Schools* (brochure) (2003)
- *Facilities Information Management: A Guide for State and Local Education Agencies* (2003)
- *Weaving a Secure Web Around Education: A Guide to Technology Standards and Security* (2003)
- *Get a Lock on Web Site Development and Security for Your School* (2003)
- *Planning Guide for Maintaining School Facilities* (brochure) (2003)
- *Planning Guide for Maintaining School Facilities* (2003)
- *Power Tools for Your Schools* (brochure) (2003)
- *Technology in Schools: Suggestions, Tools, and Guidelines for Assessing Technology in Elementary and Secondary Education* (2002)
- *Safety in Numbers: Collecting and Using Crime, Violence, and Discipline Incident Data to Make a Difference in Schools* (2002)
- *To Help Promote a Violence-Free School Environment (Safety in Numbers brochure)* (2002)
- *Technology @ Your Fingertips* (revised) (2001)
- *Building an Automated Student Record System* (2000)
- *Privacy Issues in Education Staff Records* (2000)
- *Safeguarding Your Technology* (1998)
- *Technology @ Your Fingertips* (1998)
- *The Core Data Task Force Report* (1997)
- *Basic Data Elements for Elementary and Secondary Education Information Systems* (1997)
- *Protecting the Privacy of Student Records: Guidelines for Education Agencies* (1997)
- *Protecting the Privacy of Student Records* (brochure) (1997)
- *Recommendations of the Crime, Violence, and Discipline Reporting Task Force* (1996)
- *A Pilot Standard National Course Classification System for Secondary Education* (1995)

- *Improving the Capacity of the National Education Data System to Address Equity Issues* (1995)
- *A Statistical Agenda for Early Childhood Care and Education* (1994)
- *The Dropout Report* (1993)
- *Standards for Education Data Collection and Reporting (SEDCAR)* (1991)
- *A Guide to Improving the National Education Data System* (1990)

Task Forces

National Education Statistics Agenda Committee (NESAC)

- Core Data Task Force: 1993–1997
- Crime and Violence Statistics Task Force: 1993–1996
- Crime, Violence, and Discipline Task Force: 1999–2003
- Education Finance Data Elements Task Force (also the Core Data: Basic Finance Data Elements, Finance Data, and Education Finance Task Forces): 1996–2004
- Education Performance Indicators Task Force: 2002–2004
- Implementation Recommendations Task Force: 1990–1992
- School Facility Data Elements Task Force (also the Education Facilities Task Force): 1996–2003
- School Facility Maintenance Task Force: 2002–2003

Technology, Dissemination and Communications (TD&C)

- Automation Feasibility Task Force: 1991–1992
- Automated Information Reporting Systems (AIRS) Task Force: 1992–1996
- Data Quality Task Force: 2002–2004
- Data Warehousing Task Force: 1994–1999
- Dropout Statistics Task Force: 1991–1993
- EDI Task Force (continued from the SNAP Task Force): 1998–2001
- Electronic Data Security Task Force: 1995–1996
- Internet Demonstration Project Task Force: 1993–1994
- Migrant Records Task Force: 1994–1996
- SNAP Task Force (continued from SPEEDE/ExPRESS): 1996–1998
- Software Selection Standards Task Force: 1994–1995
- SPEEDE/ExPRESS Task Force: 1989–1996
- Technology in Schools Task Force: 1998–2003

- Technology Security Task Force: 1996–1998
- Technology Task Force: 1996–1998
- Web Standards and Security Task Force: 2001–2003

Policies, Programs and Implementation (PPI)

- Cooperative Education Data Collection and Reporting Standards (CEDCARS) Task Force: 1990–1991
- Data Confidentiality Task Force: 1993–1996, 1999–2000
- Data Coordination Task Force: 1993–1996
- School Staff Record Security Task Force: 1996–1998
- Student Privacy Task Force: 2001–2004
- Student Record Privacy: Interagency Data Sharing Task Force: 1996–1998

Special Projects

Teacher Supply and Demand

Project Summary

Between 1991 and 1996, the Cooperative System state contracts supported a series of projects that used existing state government and higher education data systems to forecast changes in the workforce, such as the need for teachers and administrators due to anticipated retirements and persons leaving the education field before reaching retirement age. The purpose of the task order was to provide funding for the pilot phase of developing an educator supply and demand database for the states, with the goal of eventually having all southern states participate as part of a consortium coordinated by the Southern Regional Education Board (SREB), an associate member of the Forum. Under the leadership of Lynn Cornett, SREB took a very active role in promoting this project among its member states. Individual state projects were typically funded in 2 consecutive years, with the expectation that the state would be able to continue the forecasting model once it was installed. The firm Data and Decision Analysis, which carried out the technical work of the projects, developed the forecasting system.

The educator supply and demand model incorporated information about educators entering, in, or leaving the field from existing state data systems within a state. It produced analyses of such things as overall growth or decline in the teaching workforce over time; comparisons of teacher retention across school districts in the state; the percent of teachers, administrators, and support staff changing positions within and between districts; projected numbers of retiring teachers and administrators at specified dates in the future; characteristics of entering teachers; and the demand for teachers in selected fields.

Lynn Cornett and SREB have continued to encourage states to produce teacher supply and demand information using the framework established in the early 1990s. Most recently, Tennessee (2003) and Oklahoma (2002) reported teacher supply and demand studies.

Website

<http://www.sreb.org/main/HigherEd/leadership/teachersupplyanddemand.asp>

Participating States

Arkansas, Florida, Georgia, Kentucky, Oklahoma, South Carolina, Tennessee, Texas, and Virginia

SPEEDE, ExPRESS, and SNAP

Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE)

Exchange of Permanent Records Electronically for Students and Schools (ExPRESS)

Statistical Networking Applications Project (SNAP)

Project Summary

Efforts leading up to SPEEDE began in the late 1980s with a group of postsecondary institutions and associations that recognized the need for the accurate movement of student transcripts. While SPEEDE established itself in the postsecondary arena, a similar group of institutions and associations developed ExPRESS as a parallel in the pre-K–12 area. Both projects came together in 1989 to work toward the same goal of ensuring the extensive electronic exchange of student information. SPEEDE/ExPRESS branched into SNAP under a new contract with Sierra Systems Consultants, Inc., in 1996.

Website

<http://nces.ed.gov/edi/speedeExp.asp>

Timeline

- In 1989, both the SPEEDE and ExPRESS groups recognized two essential movements within the goal to guarantee the electronic exchange of student data. The first movement included the adoption of technology to support automated student data systems; the second movement included the establishment of accepted standards for the content of student records and the method of exchanging student information. The second movement was the focus for SPEEDE/ExPRESS and several task forces thereafter, including the SNAP Task Force, the Electronic Data Interchange (EDI) Task Force, the CHARLOTTE project, and the Education Performance Indicators Task Force.
- NCES and the Council of Chief State School Officers negotiated a contract in 1991 to work on the ExPRESS project until September 1994.
- In the early 1990s, both SPEEDE and ExPRESS focused on four activities: standards development, standards approval, marketing, and pilot projects. SPEEDE and ExPRESS started holding joint meetings in July 1991.
- In 1993, the CTMG consultant wrote a strategic plan for the SPEEDE/ExPRESS projects under the direction and funding of NCES. A draft of the plan was distributed in conjunction with the American National Standards Institute's Accredited Standards Committee (ANSI ASC X12) meetings in early 1993 for review. SPEEDE/ExPRESS members approved the strategic plan in the summer of 1993.
- In 1993, CCSSO began to oversee the development of SPEEDE as well as continuing to manage ExPRESS.

- The definitions used by ExPRESS received ANSI approval in 1993.
- In 1993, the work of ExPRESS indicated that the transfer of student records could feasibly be done over the Internet.
- NCES developed a Request for Proposal to support SPEEDE/ExPRESS and to develop EDI standards for administrative records collections in 1995.
- On October 1, 1996, NCES awarded a 4-year contract called SNAP to Sierra Systems Group, Inc., to support further development and implementation of EDI standards for administrative records.
- SNAP focused on three activities similar to SPEEDE/ExPRESS; however, the three activities were streamlined from the broader SPEEDE/ExPRESS activities. SNAP activities included continuing SPEEDE/ExPRESS management and policy support, ensuring the development of EDI transactions, and promoting standards maintenance and development. A close relationship was also maintained with ANSI ASC X12.

Project Summary

CHARLOTTE, a server that translates student records into electronic data interchange (EDI) transactions, began in the late 1990s as an extension of the SPEEDE/ExPRESS and SNAP initiatives for the electronic exchange of student records. The EDI Task Force oversaw the development of CHARLOTTE. Initially CHARLOTTE was developed exclusively for the American National Standards Institute's Accredited Standards Committee (ANSI ASC X12) protocol, which is the sole protocol used in the EDI transfer process. CHARLOTTE was envisioned as a system that would overcome the high costs of EDI by shifting from a Value Added Network (VAN) environment to a web-based server and by mapping to the major student information systems in use by school districts throughout the country.

Timeline

- The SPEEDE/ExPRESS and SNAP projects reached a point in the early 1990s where the projects were in danger of being abandoned before completion.
- In 1998 and 1999, there was a recommitment of the vendor, Sierra Systems, and the pilot sites to see the project through to completion and to develop a business plan. The EDI Task Force formed in 1998 to continue the student record work.
- Early in 2000, an informal alliance was formed between the Postsecondary Electronic Standards Council (PESC) and the EDI Task Force.
- In October 2000, Raymond Yeagley was invited by PESC to make a presentation at the EDI conference in California, sponsored by the American Association of College Registrars and Admission Officers (AACRAO). This was an effort to bring secondary and postsecondary education officials together in preparing for the ultimate implementation of an electronic transfer of student records system.
- At the same time, Extensible Markup Language (XML) began to take a prominent role in electronic data exchange; therefore, Sierra began to look at the feasibility of making the CHARLOTTE server work in two environments—EDI and XML. Sierra demonstrated that CHARLOTTE was flexible enough to work with XML format.
- Also in 2000, tests were successfully completed using the web-based server to send transcripts from Spaulding High School in Rochester, NH, through CHARLOTTE to the University of Maryland, College Park, using the EDI format.
- By the end of 2001, the EDI Task Force completed its task by 1) demonstrating that the web-based EDI server was feasible, and 2) submitting a deployment model and business plan to the Forum with recommendations that final implementation of such a project should be carried out through private enterprise rather than through a government-subsidized system.
- Since the completion of the EDI Task Force, Docufide, Inc., a small California-based company that is working with school districts in six states, became aware of the work of the EDI Task Force. Docufide, Inc., has used EDI findings to inform its own implementation plan. They are working with the same AACRAO group that heard Raymond Yeagley's presentation, and there is an effort to make the EDI and XML environments work together in this arena.

Automation Feasibility Site Visits

Project Summary

The automation feasibility site visits supported the general plan of technical assistance to help states develop automated information management systems. Consultants who were familiar with state education data systems and information technology worked with a team of state education agency personnel at each site. Each team had to find out as much as possible about the state's current and planned future activities in the area of automated information systems development, and provide consulting assistance and advice to state personnel on how to proceed. These site visits provided NCES with first-hand knowledge of states' achievements and the best utilization of the limited resources of the Cooperative System.

Timeline

- Between December 16, 1991, and February 5, 1992, NCES supported state efforts to develop automated information management systems by conducting site visits to five states.
- In 1992, the Technology, Dissemination, and Communications (TD&C) Committee recommended criteria for selecting states for NCES-sponsored automation feasibility site visits. As of 1992, 10 states received technical assistance site visits from 2- or 3-person teams.
- In July 1992, TD&C formed a subcommittee to develop criteria for selecting additional states for site visits, as well as to develop guidelines for funding states that requested an automated system study. TD&C recommended that an application process be instituted considering the cost to conduct the site visits and the number of states requesting feasibility assistance.
- In 1993, the Automated Information Reporting Systems (AIRS) Task Force met on several occasions to develop guidelines and processes for implementing automated systems in the states. The task force instituted an application process for all future automation feasibility studies as TD&C recommended.
- In 1994, the Forum encouraged the automation of state education data systems through demonstration projects using the Internet to collect and transmit education data.
- During 1994, 11 site visits were completed and task orders were awarded to 7 states for automation feasibility studies.
- In 1997, an automation site visit was no longer a prerequisite for an automation task order.

States Visited

1991–1992

- California, Colorado, Louisiana, Missouri, Nebraska, Nevada, Oregon, Tennessee, Washington, Washington/Oregon Record Exchange, and Wisconsin

1993

- Alabama, Alaska, Commonwealth of the Northern Mariana Islands, Connecticut, District of Columbia, Hawaii, Mississippi, New Hampshire, Utah, and Wyoming

1994

- Alaska, Arizona, Guam, Idaho, Massachusetts, Minnesota, Montana, North Carolina, North Dakota, South Carolina, and South Dakota

1995

- Arizona, Mississippi, Montana, and South Carolina

1996

- New Mexico, Oklahoma, and Rhode Island

Migrant Student Data Systems

Project Summary

Between 1995 and 1996, the Migrant Records Task Force supported the development of migrant student data systems to improve the transfer of information regarding the children of migrant and other mobile workers.

Timeline

- In January 1995, the migrant education state education agencies/local education agencies reviewed NCES products, including the Standards for Education Data Collection and Reporting, the Course Codebook, SPEEDE/ExPRESS, and a Common Core of Data CD-ROM, during a discussion called “NCES Products Meet Mobile Students.”
- In 1995, a pilot was conducted in which six sites used the SPEEDE/ExPRESS format for transmitting migrant student records. The Migrant Records Task Force also proposed a pilot to identify data elements needed for a state student locator.
- In 1996, the Office of Migrant Education, migrant state directors, and management information systems personnel worked together to develop ways to track migrant/mobile students.
- The Student Locator System Task Force was created in 1996 to address the issue of student record transfers. The task force recommended the creation of a project that looks at student locator systems. Five states were included in the locator project: Arizona, California, Florida, Georgia, and New York. The goal of the project was to create student locator databases to be distributed to the states through vendors, which include Management Information Systems (MIS) 2000 (Arkansas), National Computer Systems (Iowa), and WestEd.

Appendixes

Appendix 1

Proposal for Formal Working Relationship Between the National Forum on Education Statistics and the Education Information Advisory Committee

The National Forum on Education Statistics (Forum) and the Education Information Advisory Committee (EIAC) of the Council of Chief State School Officers' Committee on Coordination Education Information and Research (CEIR) propose an ongoing working relationship between the Forum and EIAC. Acknowledging, and describing the mechanism for, this cooperation will foster a collegial relationship as the two groups work toward a mutual goal of improved education information.

Background

Forum

The Forum has been organized by the National Center for Education Statistics (NCES) to represent the State and Federal participants in the National Cooperative Education Statistics System, established by Public Law 100-297, in order to implement the goals of the Cooperative System. This enabling legislation is explicit in its authors' intent that the Cooperative System provide information and data that are useful for education policy making at the Federal, State and local levels. The Cooperative System is defined as a Federal-State relationship, and clearly assigns responsibility for the Cooperative System to NCES, but the law does not prohibit working with other groups that have a vested interest in the production and use of education information. In fact, the areas of interest to the Cooperative System range from school demographics to the progress of education reform, suggesting strongly that the entire education community might profitably be involved.

The Forum is comprised of a representative appointed by each chief State school officer, representatives from various Federal agencies, and associates from professional and governmental agencies. SEA and LEA staff may attend the Forum. The mission includes, but is "not limited to, 1) the development of a national agenda for the collection and reporting of elementary and secondary education statistics, 2) development of policies and procedures for implementing and strengthening the Cooperative System, and 3) improvement of communication among the National Center for Education Statistics, state education agencies, and other providers and users..."

EIAC

The mission of EIAC, as defined by the Council of Chief State School Officers' Board of Directors on April 27, 1989, is to "Consolidate coordination and state representation responsibilities for CCSSO purposes under single, senior individual with broad authority and responsibility for, or access to, data-collection activities in each state. This individual will serve as overall coordinator and liaison for CCSSO data-collection programs...chief state school officers will be encouraged to designate this individual as liaison for NCES programs...They will review data-collection proposals, including proposals developed through the NCES Cooperative System, for their states. They will act on these proposals as a body and forward their actions through CEIR..."

EIAC consists of a representative appointed by each chief State school officer. Other SEA and LEA staff are routinely involved with EIAC in various functions and roles, including serving as subcommittee chairs. EIAC has officers and is governed by a Board of Directors.

Overlap and Differences

In approximately 30 States, the EIAC Representative and the Forum Member is the same person. States are reimbursed from National Cooperative Education Statistics System funds for travel to Forum meetings. States are not reimbursed for travel to EIAC meetings. Further, the Acting Commissioner of Education Statistics may assign Center staff or provide contracted services to assist the Forum's standing Committees and appointed Task Forces in carrying out their work. EIAC staff support is provided by staff members from the CCSSO.

Purpose and Nature of Working Relationship

The Forum recognizes that an indirect, but substantial, relationship already exists with the IAC; CCSSO is an Associate of the Forum, and the States whom EIAC represents are Forum members. However, as EIAC comprises a standing committee on issues of education information, a formally recognized channel of communication would allow the Forum to profit from EIAC's help in several major areas.

Areas for Potential Coordination

The Forum was established by NCES to assist in formulating activities and determining priorities for implementing the Cooperative System. The list of objectives that complement EIAC's interests includes, although it is not exhausted by, the following:

1. To develop a broad agenda relating to elementary and secondary data
2. To set priorities for data collection and studies
3. To set standards for data collection
4. To set standards for data reporting by NCES

After a priority is established by the Forum, the Steering Committee or other appropriate standing Committee will identify the resources needed to carry it out. These may include financial or staff resources to be assigned by the Acting Commissioner, or resources external to the Center. One such resource from which the Forum should seek advice, review, and professional expertise is EIAC. Individual requests for EIAC participation should be in writing to the EIAC Chair. The Chair, in turn, should refer the request to the appropriate subcommittee chair and ask that task group participants be appointed from the membership of that particular committee.

EIAC and the Forum are separate bodies, with separate, although complementary, missions. These differences provide the opportunity for mutual support. More specifically, there are three major areas in which EIAC should usefully become involved in the activities of the Forum:

1. Review of the Forum's proposals, general recommendations, and positions, while these are still under discussion by Committees. This need not require a formal position be taken by EIAC, although that is not precluded. However, a preliminary assessment of the effect proposed

Forum action is expected to have on States and schools would help ensure that the Forum's final proposals are useful and feasible.

2. Similar evaluative review of specific Forum activities or products (e.g., reports, standards), focusing on EIAC's professional judgment about potential burden, accuracy, technical quality, and appropriate audiences.
3. Access to recognized subject specialists to be called upon for their advice or expert knowledge. EIAC should nominate such content experts as potential members of Forum subcommittees and appointed Task Forces addressing individual areas of concern to the Cooperative System.

The task group approach allows for documents and working groups to be developed in a participatory process. In this way, all organizations have the opportunity for continuing review during the developmental stage rather than reacting to a nearly finished, draft document at the end of a process.

Implementing Coordination

This relationship should be accomplished through written requests from the Forum Chair and other Steering Committee members for assistance from the Chair of EIAC. Once involved with the Forum, EIAC task group members will provide regular progress reports to their subcommittee as appropriate. EIAC representatives should be kept informed at each EAIC meeting, at a minimum, with the opportunity to provide input to the process as they see fit. During this process, dialogue with NCES or other staff will be handled by the subcommittee chair or his/her designee.

When draft documentation are completed, they will be distributed by the Forum through the Acting Commissioner to various groups and organizations as deemed appropriate. One of these organizations will be EIAC. Upon receipt from the Forum, the chair of the EIAC subcommittee that was represented on the Forum task group will be responsible for scheduling the documents as an agenda item at a regularly scheduled EIAC meeting. As in all cases, EIAC positions as forwarded to CEIR are advisory only and individual States must be responsible for assessing each document on its merits.

Resolution, as Amended, Requesting Federal Coordination of Education Data Collection Efforts

Whereas, the Forum has asked the Policy, Programs and Implementation Committee and the Implementation Task Force to provide recommendations to establish a formal procedure for the coordination of all data collection by and data management activities within the U.S. Department of Education; and

Whereas, the report entitled *A Study of Availability and Overlap of Education Data in Federal Collection* (Federal Collection) identifies duplication among major Federal data collections; and

Whereas, the 36 recommendations contained in the NESAC report require the use of existing information and new data; and

Whereas, the National Goals Panel has set out an ambitious task of measuring progress towards achieving national goals; and

Whereas, "America: 2000" education strategy may require additional information; and

Whereas, the usability of Department of Education data are improved when there is established a comprehensive data management plan.

Then Forum requests that the U.S. Secretary of Education establish a formal procedure for the coordination of all data collection by and data management activities within the U.S. Department of Education. Therefore, as a first step the Forum requests that the Secretary directs the Senior Paperwork Reduction Act official to examine the Federal Collection report and undertake any other relevant study to set out policies and procedures to assure that the unnecessary duplication in the Department of Education's data collection be eliminated. An interim report by July of 1992 should be submitted to the Forum, and a full report by January 1993 and annually thereafter.⁴

⁴An amendment to the original resolution was presented to the Forum and passed by the voting membership. The amendment recommended that the original resolution specify that, "A report to the Forum is requested by January 1993 and annually thereafter" be changed to: "An interim report by July 1992 should be submitted to the Forum, and a full report by January 1993 and annually thereafter."

Appendix 3

**Resolution Recommending That the NCES Undertake Two Feasibility Studies Contained in
*A Guide to Improving the National Education Data System***

1. That OERI Fund Studies to Investigate the Utility of Free Lunch Data And Alternative Measures as Indicators for Student Socio-Economic Status (SES), as Recommended by *A Guide to Improving the National Education Data System*, Community and Background Statistics Section: Recommendation #4

The Office of Educational Research and Improvement (OERI) should fund special studies investigating the efficacy of using free-lunch data as proxies for student socioeconomic status (SES) and the costs, benefits, and burdens associated with regularly collecting and reporting alternative SES measures. These studies should specifically examine issues of validity, reliability, and usefulness of free-lunch and alternative measures for different types of reporting and analysis as well as administrative issues related to the collection and reporting of such measures.

2. That a Study Be Conducted to Determine the Feasibility of Obtaining Comparable State Data on High School Graduates During Their First Year Following Graduation, as Recommended by *A Guide to Improving the National Education Data System*, Student Outcome Section, Recommendation #10

NCES, in cooperation with other federal agencies and State Departments of Education, should investigate the feasibility of obtaining and periodically reporting comparable State-by-State data on the following subjects by race/ethnicity, sex, and other important subgroups:

- a) The percentage of high school graduates who enroll in different types of postsecondary institutions within a year after graduation,
- b) The percentage of high school graduates who enter the military within a year of graduation,
- c) The percentage of high school graduates who enter the civilian labor force within a year after graduation, and
- d) The percentage of high school graduates in the civilian labor force who are employed/not employed one year after graduation.

Resolution Requesting That NCES Propose a Plan and Budget for Activities Leading to the Implementation of the “Standards for Education Data Collection and Reporting” (SEDCAR)

Whereas, the National Cooperative Education Statistics System (NCESS) was established by the Hawkins-Stafford Education Improvement Amendments of 1988; and whereas the National Forum on Education Statistics was formed to fulfill the mandates in the law; and

Whereas, one mandate was to develop a best-practice methodology for collecting and reporting education data; and

Whereas, the Cooperative Education Data Collection and Reporting Standards (CEDCARS) project was initiated in July 1989 by the National Forum to address this mandate; and

Whereas, as of September 30, 1991, a Task Force comprised of local, state, and federal representatives will have spent twenty-seven months performing background research, drafting best practice methods for collecting and reporting education data, and soliciting critique from technical peer reviewers; and

Whereas, the final product of the project *Standards for Education Data Collection and Reporting* will be distributed to members of the National Forum prior to the January 1992 National Forum meeting; and

Whereas, the final product will be presented formally to the National Forum for Action at the January 1992 meeting.

Therefore, be it resolved that, assuming the National Forum on Education Statistics accepts and endorses the final product as the best practice methodology for collecting and reporting data, the National Center for Education Statistics (NCES) prepare by January 1992 a plan and budget to do the following:

- a) Announce the acceptance and endorsement by the National Forum and other groups of the final product to the education community and the general public;
- b) Disseminate the final document to the education community and make it available to the general public;
- c) Encourage local, state, federal, and other data collectors or reporters to voluntarily implement those best practices applicable to their data collection and reporting activities.

Appendix 5

Resolution Requesting That NCES Accept and Adopt the Recommendations of the Implementation Task Force Report

Be it resolved that the National Forum on Education Statistics accept and adopt the recommendations of the Implementation Task Force Report with wording to be included in the Report to note that the assignment of ranked priorities in no way implies that development activities in any state should be curtailed, and that the following wording be added to page 21 of the Report in relation to Resource 10, concerning the status of buildings and facilities (additions italicized):

...but the anticipated cross-state comparability problems and expected level of usefulness do not warrant implementation *at this time*. *NCES should be encouraged to explore methodology and assist individual states with this effort.*

Be it also resolved that the Steering Committee of the National Forum on Education Statistics develop a mechanism for monitoring progress toward implementation of these recommendations and report at the July 1992 Forum Meeting what mechanisms has been established.

Dr. Kevin Crowe
Director, Planning, Research and Evaluation
State Department of Education
400 West King Street
Carson City, Nevada 89710

State of Nevada
Department of Education

June 17, 1992

Lamar Alexander
Secretary of Education
U.S. Department of Education
Room 4181
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Alexander,

As you are likely aware, the National Forum on Education Statistics has been designed and implemented in order to provide leadership for the National Cooperative Statistics System. The Cooperative Statistics System itself was established by the Hawkins-Stafford Education improvement Amendments of 1988 (Public Law 100–297), to “produce and maintain, with the cooperation of the States, comparable and uniform educational information and data”. To assist in meeting these goals, the National Center for Education Statistics has established the National Forum on Education Statistics.

As Chairman of the National Forum, I have been directed on behalf of the organization to submit to your office for consideration the attached resolution⁵ which was approved by the entire Forum in July, 1991.

The concern embraced in this resolution was the result of a problem we saw in the United States Department of Education (USDE) data collection efforts. Basically, National Forum members discovered duplication and fragmentation among various program offices within the USDE.

This lack of coordination within the USDE causes undue difficulties in the State Education agencies, often because of different data collection timelines and data definitions. This causes unnecessary confusion among program and information personnel in both the State Education agencies and within the USDE itself.

⁵ See appendix 2 for the complete text of the resolution.

I would respectfully request your thoughtful consideration of this resolution, and offer the assistance of the National Forum in assisting you and your staff in developing a strategy to address these concerns.

The National Forum further respectfully requests an interim report regarding these matters be presented to the January 1992 meeting, which is held in Washington, D.C.

If you have any questions, please contact me without hesitation.

Sincerely,

Kevin Crowe, EdD,
Director, Planning, Research and Evaluation
Nevada State Department of Education

Chairman,
National Forum on Education Statistics

Strategic Plan of the National Forum on Education Statistics

Approved: January 27, 1993

Introduction

The National Cooperative Education Statistics System was established by the Hawkins-Stafford Education Improvement Amendments of 1988 (Public Law 100–297) to “produce and maintain, with the cooperation of the states, comparable and uniform education statistics.” To assist in meeting this goal, the National Center for Education Statistics (NCES) established the National Forum on Education Statistics. The Forum members consist of Federal and state education representatives whose agencies have major responsibility for collecting and reporting education data. In December 1991, the Steering Committee of the National Forum, upon the recommendation of the Evaluation Committee, began developing a strategic plan that would:

- Clarify the mission and purpose of the Forum.
- Establish long-range goals and objectives for the Forum.
- Provide a framework for developing the strategies and activities that will accomplish these objectives.

The Mission of the Forum

The mission of the Forum is to develop and recommend strategies for building a national education data system that will support local, state, and Federal efforts to improve public and private education throughout the United States.

This strategic plan states the Forum’s mission, broad and long-range goals, objectives to be achieved, and strategies for achieving them. The goals and objectives should remain relatively constant over time, while the means undertaken to pursue these goals are expected to evolve—as opportunities arise, perceptions change, or accomplishments lead to new tasks.

The Strategic Plan: Goals, Objectives, and Strategies

Goals and Objectives of the National Forum on Education Statistics

The Forum has adopted three major goals⁶ for organizing its work over the coming years. These are as follows.

⁶In the organization of this plan, a *goal* is a generalized statement of some desired end (the “why” of subsequent action) and an *objective* is an implementable condition that will effect the goal, in whole or in part (the “what”). *Strategies* are general descriptions of how to achieve goals. Strategies generate specific *activities* with concrete products and timelines.

I. Develop a comprehensive core system of comparable local, state, and Federal data useful to policy makers and educators at all levels of government.

The Forum will identify and define the core data needed to operate schools and districts, to support state and Federal program reports, and to guide education policy at all levels. This core will be the base of a national⁷ distributive data system that can answer policy and program questions with maximum efficiency and minimal extra burden on respondents.

II. Improve coordination, integration, and consolidation of the collection and dissemination of educational data.

Proposed and existing data collections and systems must be examined closely for ways in which they can be made more efficient. The Forum will propose standards and principles of good practice to promote more accurate, timely, comparable, and uniform education data and to make the best use possible of the money and personnel resources that produce these data.

III. Develop the Forum into a widely recognized cooperative body addressing issues of education data policy.

To produce a cooperative national data system, the Forum must be perceived as a leader setting policy and standards. This role should include areas such as question clarification, indicator development, data quality, feasibility of data requests, data collection strategies, and database modification.

Objectives and Strategies for Meeting the Goals

Goal I

Develop a comprehensive core system of comparable local, state, and Federal data useful to policy makers and educators at all levels of government.

GOAL I OBJECTIVES:

1. A comprehensive, dynamic core of data will be developed.
2. Data will adhere to a set of core definitions.
3. Data will be comparable within reporting levels (e.g., from state to state) and across reporting levels (example, from district to state to national).
4. Data will be timely, that is, available on a schedule that encourages their use in education decision-making.
5. Data will be unbiased, that is, provide an accurate and reliable picture of what they measure.

To meet these objectives, the Forum endorses the following strategies:

- a) The Forum will identify and define a comprehensive core.

⁷“National” is used in this document to reflect the nation as a whole. It is distinct from, but includes, the Federal level of government.

- b) The Forum will review the content and completeness of the core data system on a continuing basis.
- c) The Forum will fully support and participate in the development of student, staff, and other data handbooks.
- d) The Forum will set standards for data collection and reporting to ensure that the conditions of comparability, timeliness, and absence of bias are achieved.
- e) The Forum will assist with the adoption and use of standards for data collection and reporting.
- f) The Forum will support states' efforts to plan the development and implementation of automated education data systems.
- g) The Forum will identify and seek to remove organizational and technical barriers, problems, and unresolved questions impeding the development and adoption of a shared core of data items.

Goal II

Improve coordination, integration, and consolidation of the collection and dissemination of education data.

GOAL II OBJECTIVES:

1. The reporting burden on state and local data providers will be minimized.
2. Communication and coordination among the various data providers and requestors will be improved.
3. The most efficient data collection procedures that are technically feasible will be employed.
4. The usefulness of resulting statistical products will be maximized.

To meet these objectives, the Forum endorses the following strategies:

- a) The Forum will promote an ongoing, coordinated review of education data collection activities.
- b) The Forum will support the use of standard definitions in education data collections.
- c) NCES will support the exploration of new and emerging technologies that promote efficiency in data collection.
- d) The Forum will promote the better integration of education data collections.
- e) The Forum will improve the dissemination and usefulness of education data.
- f) The Forum will establish linkages with postsecondary education to promote coordination and efficiency in data collection and use.

Goal III

Develop the Forum into a nationally recognized cooperative body addressing issues of data policy.

GOAL III OBJECTIVES:

1. The Forum will become a recognized authority on education data policy.

2. The Forum will develop and adopt education data policies.
3. The Forum will actively engage local, state, Federal, and other stakeholders in the development and implementation of education data policy.

To meet these objectives, the Forum endorses the following strategies:

- a) The Forum will disseminate widely its mission and plans.
- b) The Forum will promote the use of the Standards for Education Data Collection and Reporting (SEDCAR) by the states.
- c) The Forum will strengthen coordination by making better use of its Federal members, expanding the role of Associates, and including representatives of educational laboratories and postsecondary education.
- d) The Forum will promote consultation and information sharing with the private research, development, and service sectors.
- e) The Forum will develop linkages with agencies and groups outside with field of education who have an interest in issues related to the education of youth and other learners.
- f) The Forum will establish guidelines for policies affecting the production, use, confidentiality, release, and dissemination of education statistics.

Appendix 8

Resolutions Passed Relating to the Dropout Statistic Under the National Education Statistics Agenda Committee (NESAC)

1. Regarding the resolutions submitted by NESAC and based on recommendations submitted by the Dropout Statistics Review Task Force, NCES will evaluate how each state is implementing the current, federal dropout definition and what each state's statutory definition for a dropout currently is and will determine the differences found among the states.
2. A cross-section of Forum members from each of the Committees will be appointed to review these data and will make recommendations to the Forum for needed changes.
3. The review report will be made to the Steering Committee on the first day of the Forum in January 1994.

Electronic Data Interchange (EDI) Task Force Final Report

Raymond Yeagley, Chair of the EDI Task Force, discussed the group's work. The Task Force was created as part of the Statistical Networking Applications Project (SNAP), which allows schools to exchange student records electronically. This project emerged from the work of the SPEEDE/ ExPRESS committee, which represented both postsecondary and K-12 education while developing a framework for facilitating the electronic transfer of college transcripts and the exchange of student records for K-12 schools. K-12 schools use a variety of student information systems, which has created an obstacle to widespread adoption of EDI. The EDI Task Force determined that the solution would be to create a data format translator to share with schools and universities. Oregon and Washington were heavily involved in this work. Sierra Systems worked under a contract through September 30, 2000 to create a Web-based server designated as CHARLOTTE to facilitate electronic data interchange through the ANSI X12 protocol, the same protocol used by other industries, including electronic mortgage applications and transportation companies such as UPS.

Mr. Yeagley reported that the EDI Task Force has completed its task, and this final meeting was convened to distribute the Task Force's recommendations and disband the Task Force. The final recommendations (attached to the report in complete detail) are summarized below:

1. Engage all stakeholders in the discussion about electronic exchange of education records.
2. Formally recognize that electronic exchange of data is central to the Forum's mission.
3. Enhance communication between postsecondary and K-12 institutions regarding electronic exchange. The Department of Education should play a role, and a client advisory group should be created to link K-12 institutions to CHARLOTTE.
4. Create a subcommittee of TDC to facilitate recommendations and explore issues related to a broader view of electronic records exchange than just the EDI protocol.
5. Create a written record to assist clients with implementing electronic exchange through case studies of successful implementations and discussion of other issues (e.g., security).
6. Continue to provide federal resources for support of electronic exchange through seed money to states, personnel exchanges between states, and continued support for CHARLOTTE.
7. Continue federal involvement in the development of standards for electronic exchange of education records through membership in DISA and SIF.
8. Dissolve the EDI Task Force.

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