

# CT Preschool through Twenty & Workforce Information Network (P20 WIN)

## DATA REQUEST DOCUMENT

This form and all attachments are to be submitted to the P20 WIN Data Governing Board for consideration and approval before the execution of each Data Request.

Information provided here is required to fulfill the mandatory provisions for written agreements according to the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g and to comply with Unemployment Compensation (UC) considerations under state (CGS § 31-254) and federal (20 CFR 603) law. PERSONS WHO ARE NOT STATE GOVERNMENT EMPLOYEES OR OFFICIALS MAY NOT HAVE ACCESS TO PERSONALLY IDENTIFIABLE INFORMATION (Pii) FOR DOL UC RECORDS.

### SECTION 1 - BASIC DATA REQUEST INFORMATION

1.a Application Submission Date: November 27, 2019

1.b TYPE OF SUBMISSION:  Initial Application  Continuation\*  Modification\*\*

\*Initial applications are approved for a given duration. Select 'continuation' if this request is to extend that timeframe.

\*\* If you are requesting a modification to a request that has already been approved and is underway, select 'Modification' and address only the sections of this form which are being adjusted from the prior request.

1.c P20 WIN Data Request Number: P20W\_1809\_0\_0020

1.d Data Request Title: Augmenting the Preschool Development Grant (PDG) Evaluation

1.e Agencies from which data is being requested (Check all that apply):

OEC  SDE  CSCU  Department of Labor  Cicu-IRPS  UCONN

1.f Has this Data Request been discussed with program employees at the involved agencies?:  Yes  No

If yes please indicate with whom:

Agency: OEC

Agency: SDE

Agency:

Name: Rachel Leventhal-Weiner, Beth Bye, Deb Watson

Name: Chuck Martie, Gil Andrade, Ajit Gopalakrishnan

Name:

### SECTION 2 - REQUESTOR INFORMATION

2.a Name (last, first): Strambler, Michael J.

2.b Title: Assistant Professor

2.c Organization: Yale School of Medicine/Partnership for Early Education Research (PEER)

2.d Mailing Address: The Consultation Center at Yale University, 389 Whitney Avenue, New Haven, CT 06511

2.e Email Address: [michael.strambler@yale.edu](mailto:michael.strambler@yale.edu)

2.f Phone Number: (203)789-7645

Fax Number: (203)562-6355

2.g Provide Full name, organization, email address, and project role for ALL other persons within the requestor's organization who need to work with raw data, derived data or data output for this project before the P20 WIN Data Governing Board Participating Agencies involved have approved the data as appropriately aggregated for public release. Add additional space as necessary. Please print and attach a signed Confidentiality Agreement for each individual needing access to the resultant data set. (See Attachment C) Note: Persons who are not state government employees or officials may not have access to Pii for DOL UC records.

Joanna Meyer, Yale School of Medicine, [joanna.meyer@yale.edu](mailto:joanna.meyer@yale.edu), Research Associate

2.h Provide full name, organization, email address and project role for all other persons from the Participating Agencies or Contributing Institutions who have been identified as having legitimate interests in the evaluation

who need to access raw data, derived data or any data output for this project before the P20 WIN Data Governing Board Participating Agencies involved have approved the data as appropriately aggregated for public release. For these individuals, access to the unit record data is limited. For example, named individuals may a) need access to data to support the data matching process or b) function as a subject matter experts from the Participating Agencies to support the data matching process or authorized requestor's analysis, or c) they may only have access to their own organization's data linked to other non-education records. After each name, please include an explanation as to why these individuals need access to the unit record data. If not already signed, please print and attach a signed Confidentiality Agreement for each individual needing access to the resultant data set. (See Attachment C). Note: Persons who are not government employees or officials may not have access to Pii for DOL UC records.

Beth Bye, Office of Early Childhood (OEC), [Beth.Bye@ct.gov](mailto:Beth.Bye@ct.gov), advisor  
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Joanne White, State Department of Education (SDE), [Joanne.White@ct.gov](mailto:Joanne.White@ct.gov), advisor

### SECTION 3 – ALIGNMENT OF PURPOSE & SCOPE

**3.a Provide a brief summary of the Data Request.** Include a description of the categories of data, years or data and cohorts of students – if applicable. Provide enough detail so that the Participating Agencies can understand what they need to provide.

This data request supports a collaboration between PEER, OEC, SDE, and UCONN to enhance PDG evaluation efforts, in order to better understand the impact of PDG on child and family outcomes. PEER is a research-practice partnership based at Yale School of Medicine that involves early childhood stakeholders across three CT communities, along with the OEC and the SDE. In 2015, the OEC partnered with the Neag School of Education at UCONN to assess child-level outcomes within Preschool Development Grant programs. PEER will expand the scope of the current PDG evaluation by combining data from the SDE and OEC to examine the effects of PDG participation on child and family outcomes in grades K, 1, and 2. Specifically, PEER will examine the association of PDG enrollment with early elementary child outcomes including children's kindergarten entry skills (using data from the Connecticut Kindergarten Entrance Inventory (KEI)), disciplinary behavior, attendance, chronic absenteeism, on-time promotion, and the age at which children are identified for Special Education services. For Bridgeport Public Schools children, the evaluation will also include data from the i-Ready assessment. The evaluation team will use a quasi-experimental design to compare child outcomes for children who participated in PDG programs and similar children who did not participate in PDG programs. The project will include three cohorts of children, beginning with children who were four years old in 2015-2016 and in kindergarten in 2016-2017 and ending with children who were four years old in 2017-2018 and in kindergarten in 2018-2019. Specifically:

- OEC will provide data for three cohorts of preschoolers: those children in ECIS who were enrolled in pre-kindergarten (PK3 or PK4) in 2015-2016, 2016-2017, or 2017-2018.
- SDE will provide data for three cohorts of kindergarteners: those children in PSIS who were enrolled in kindergarten in 2016-17, 2017-18 or 2018-19. For each child, data will be provided starting from that child's entry into PSIS (including enrollment in PK3 or PK4) and ending in the spring of the (final) year available (depending grade 2 for the first/2016-2017 cohort, grade 1 for the second/2017-2018 cohort, and kindergarten for the third/2018-2019 cohort).
- Participating agencies aim to execute all P20-WIN agreements by end of January 2019 so that the match process can begin.
- For matching, SDE will use the PSIS October collection of the kindergarten year for each cohort (i.e., October 2016, October 2017, and October 2018.)

- All three SDE data sets and all three OEC data sets will be ready to send to DOL for matching by mid-February 2018. This will allow DOL to do the match once for all cohorts.
- OEC will send complete unit-level data for cohorts 1, 2 and 3 to Yale by the end of March 2018.
- SDE will send complete unit-level data for cohorts 1 and 2 and preliminary unit-level data for cohort 3 to Yale by the end of March 2018 (preliminary data to include data elements from rows 13-32 of spreadsheet, Child'sDateofBirth through ResidentTownNumber).
- SDE will send complete unit-level data for cohort 3 to Yale by early October 2019.
- SDE will send unit-level i-Ready data for all three cohorts to Yale by early December 2019.
- SDE can retain the relationship between fake ID and SASID until data for all three cohorts has been provided to Yale.

**3.b Clearly state the purpose of this request and describe how the purpose is an audit or evaluation of federal or state supported education program(s) (See Audit or Evaluation Exception 20 U.S.C. 1232g(b)(1)(C), (b)(3), and (b)(5) and §§99.31(a)(3) and 99.35).**

The purpose of this data request is to support the evaluation of federally-funded education programs in Connecticut that are supported by Preschool Development Grant program. As such, this project falls within the Audit or Evaluation Exception of the Family Educational Rights and Privacy Act (FERPA) and parental consent is not required for the OEC, SDE, and UCONN to release the requested student data.

**3.c Describe the benefit that this audit/evaluation will provide to a local or State Education Authority or Agency (34 C.F.R. 99.1) and the state of Connecticut. Note requests that only provide audit or evaluation of non-state Participating Agencies will not be approved.**

This evaluation will benefit the Connecticut Office of Early Childhood (OEC) and the Connecticut State Department of Education (State Education Agencies) by helping these agencies to understand the benefits provided by Preschool Development Grant (PDG) programs. Federal PDG funding is based on the premise that high-quality preschool programs can increase school readiness and other education outcomes for participating children. These state agencies will benefit from learning whether the state's PDG classrooms were successful in improving child outcomes in measurable ways over the first years of the program. Specifically, the results of the evaluation will hopefully inform future decisions about state funding for early childhood education programs.

**3.d Provide a brief description of the method for analysis.**

PEER researchers will employ a quasi-experimental design to compare child outcomes for children who participated in PDG programs to outcomes for similar children who did not participate in PDG programs. Specifically, we will use multi-level modeling to examine the association of PDG status with kindergarten entry skills (measured by the Kindergarten Entrance Inventory), attendance, chronic absenteeism, disciplinary behavior, on-time promotion, and age at which children are identified for Special Education services. For Bridgeport Public Schools children, the evaluation will also include data from the i-Ready assessment. We will correct for demographic factors such as gender, race, ethnicity, English learner status, and free/reduced price lunch status. Data for all Connecticut children enrolled in public kindergarten or publicly-funded pre-K in the study years will be used to identify a non-PDG comparison group.

**3.e Provide a description of the documents or reports that will reference data from this Data Request. For each report indicate the audience for the report and expected indicators or measures to be included in each.**

PEER will produce an internal report for the Office of Early Childhood, State Department of Education, and PDG Evaluation Team at UConn. Specific indicators will be kindergarten entry skills (measured by the Kindergarten Entrance Inventory), attendance, chronic absenteeism, disciplinary behavior, on-time promotion, and age at which children are identified for Special Education services, relative to participation in PDG classrooms or other publicly-

funded pre-K classrooms. For Bridgeport Public Schools children, the evaluation will also include data from the i-Ready assessment. Once analyses are complete, PEER will also discuss with these entities the possibility of a public report.

**3.f In addition to utilizing a minimum cell size as documented by the Data Governance Procedure, identify/describe the statistical methods that will be used to minimize the risk of re-identification of PII for data to be published. Some typical methods are listed below; however, this list is not comprehensive. Options should be used in combination for maximum security. See the [USED Technical Brief 3](#) as a resource.**

- **Suppression by:** cell, row, sampling (present data for a portion of students: e.g. 80%)
- **Blurring through:** aggregation of groups, rounding, use of ranges, use of top/bottom categories (e.g. 'less than 5%, greater than 95%),
- **Perturbation:** data swapping, adding noise, use of synthetic data

The primary goal of this project is to understand program effectiveness at the state-level. PDG programs are located in only thirteen communities, four of which house PDG seats at a single site. Given this configuration, deidentified data is vulnerable to re-identification if presented at the site- or community-level.

Beyond presenting results only at the state level, the risk of re-identification will be minimized by suppressing data for any cells with fewer than 10 students and suppressing data for any cells that could be used to calculate values for cells with fewer than 10 students. If necessary, we will also combine/collapse outcome categories to increase subgroup sizes and/or report whole-number percentages only for subgroups, rather than reporting subgroup counts.

#### SECTION 4 – PROTECTION OF CONFIDENTIALITY

**4.a By what date will the datasets and all paper or electronic copies will be destroyed by the requestor?**

*After the Approved Requestor has received data files and the matrix of generic unique identifiers, the Approved Requestor has 12 months to complete analysis and destroy the data files. Note, that the Data Governing Board may set a shorter or longer time frame before the data files must be destroyed, and this 12 month limitation may be extended with written approval from the Data Governing Board. Requestors need to submit the Query Management Document as a 'continuation' for approval of an extension.*

PEER will destroy the datasets for this project (including all paper or electronic copies) by December 31, 2023.

**4.b With the addition of your signature at the bottom of this section, indicate that you agree to each of the following statements:**

- I will only utilize the data received through this Data Request to meet the purpose as described. The approval given to receive data through this Data Request does not confer approval to use it for another purpose.
- I will not re-disclose the data received through this Data Request approval process to any public official who has not been authorized by the Data Governing Board to receive it, and who has not also signed a Personal Statement of Confidentiality and Non-Disclosure.
- I will take the necessary and appropriate precautions to safeguard personal information and will comply with all state and federal laws concerning the safeguarding and disclosure of such information.
- I will not use the datasets to re-identify individuals.
- I agree that approval to receive data does not convey ownership of the data.
- I agree that prior to the public release of any documents or reports generated from this Data Request I will supply all reports or documents to the Data Governing Board for review and verification that the intended purpose has been adhered to.
- I agree to store all resultant data, in print or electronic form, in a locked receptacle that can be accessed by authorized persons only.

- I agree to store all resultant data on secure desktop computers and in secure files to which access is restricted to authorized persons only.
- I agree that no resultant data may be transmitted via email or placed or stored on a mobile computing or storage device. For purposes of this agreement, a definition of "mobile computing device" includes, but is not limited to, notebooks, palmtops, PDAs, iPods®, Blackberry® devices, and cell phones with internet browsing capability. A "mobile storage device" includes but is not limited to, mobile computing devices, diskettes, magnetic tapes, external/removable hard drives, flash cards (e.g., SD, Compact Flash), thumb drives (USB keys), jump drives, compact disks, digital video disks, etc.
- I agree to destroy all confidential information obtained through this agreement as soon as such information is no longer needed.
- I agree that the Data Governing Board will be allowed access to monitor all authorized users to ensure such users adhere to the confidentiality requirements of the information obtained under this Agreement.
- I agree to comply with all provisions of the P20 WIN Data Request Management Procedure.

I, **Michael J. Strambler, PhD**, agree with each of the statements in section 4.b.

#### SECTION 5 - ADDITIONAL INFORMATION

5.a Provide any additional comments that would be useful to the Data Governing Board in considering this request.

More information about PEER is posted at <http://peer.yale.edu>. *Assessing Kindergarten Entry Skills in Connecticut: The Kindergarten Entrance Inventory, 2010-2013*, a report based on a 2014-2018 collaboration with the SDE, is available at <https://peer.yale.edu/publications/>.

#### SECTION 6 - SIGNATURE OF REQUESTOR AND DATE

6.a Signature of Requestor

I understand that the entities that are providing data to P20 WIN (hereinafter Participating Agencies) have made reasonable efforts to ensure that the data available through P20 WIN are up-to-date, accurate, complete and comprehensive at the time of disclosure. These records reflect data as reported to the Participating Agencies by their data-submitting organizations for the reporting period indicated. Changes or updates to the data may occur after the time of disclosure and may impact data that have previously been made available. The Participating Agencies are not responsible for data that are misinterpreted or altered in any way. Derived conclusions and analyses generated from this data are not to be considered attributable to the Participating Agencies or the participating organization(s) from which the data originated.

I certify that the information supplied in this form, with attachments, is complete, accurate. The analysis will be conducted according to the protocol approved by the Data Governing Board, applicable federal, state and local laws regarding the protection of education records and unemployment insurance records. I will ensure that all protocol changes will be prospectively reviewed by the Data Governing Board. I will request approval from the Data Governing Board for changes to the Data Request and will not implement proposed changes until I receive Data Governing Board approval. I will promptly report to the Data Governing Board any related complaints, problems, and/or breaches of confidentiality.

Michael J.  
Strambler

Digitally signed by Michael J.  
Strambler  
Date: 2019.12.05 12:49:48 -05'00'

Signature \_\_\_\_\_

Date \_\_\_\_\_

*Jennifer Rawlings* 12/6/2019  
**JENNIFER RAWLINGS**  
**CONTRACT MANAGER, SO/AOR**  
**YALE UNIVERSITY**  
**OFFICE OF SPONSORED PROJECTS**

Question/Purpose for P20 WIN Data Request  
P20 WIN Number: P20W\_1809\_0\_0020

Item	Short explanation	Detailed explanation
1	Augmenting the Preschool Development Grant (PDG) Evaluation	PEER will examine the association of PDG enrollment with early elementary child outcomes including children's kindergarten entry skills (using data from the KEI), on-time promotion, disciplinary behavior, attendance, chronic absenteeism, and the age at which children are identified for Special Education services.

**P20 WIN ATTACHMENTS A & B – DATA ELEMENTS FOR QUERY BY IMPACTED AGENCY & PURPOSE CROSSWALK**

**Attachment A:** Provide the name of each element from each data source including elements needed to link data sets. Identify the values of each elements code sets that are necessary. Add as many rows as necessary  
**Attachment B:** Provide a crosswalk for each data element requested and describe how it relates to the purpose of the query. List each data element once with only one data element per row. Add as many rows as necessary. P20 WIN element names can be found here: [\[enter URL for meta-data dictionary\]](#). Note: if a proposal is approved, data elements may be removed from the request if there is insufficient evidence to show how the data element requested relates to the purpose.

P20 WIN Query Number: P20W\_1809\_0\_0020

Date requested for the following academic years and groups: All students enrolled in prekindergarten (PK3 or PK4) during 2015-2016, 2016-2017, or 2017-2018  
 Office of Early Childhood

Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
SASID	State assigned student identifier	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed by P20-WIN to link data from OEC and SDE	CSV	Numeric	
FormalFirstName	The full legal first name given to a person at birth, baptism, or through legal change.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 2	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
FormalLastName	The full legal last name given to a person at birth, baptism, or through legal change.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 3	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
FormalMiddleName	The full legal middle name given to a person at birth, baptism, or through legal change.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 4	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
GenerationSuffix	An appendage, if any, used to denote a person's generation in his family (e.g., Jr., Sr., III).	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 5	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
FacilityName	Site name, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Text	
FacilityCode	Site ID code, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Numeric	
FacilityGroupName	Name of the school district or organization that operates the child's center/school, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Text	
OrganizationID	Organization ID code of the school district or organization that operates the child's center/school, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Numeric	

Office of Early Childhood

Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
FacilityEntryDate	Date on which the child began to attend the center/school, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	MM/DD/YYYY	
FacilityExitDate	Last date on which the child attended the center/school, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	MM/DD/YYYY	
ExitCategory	Exit Category associated with Reason that the Child Exited the Facility.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	2 = Child Stopped Attending (Facility Exit Reason = 1) 3 = Child Was Asked To Leave (Facility Exit Reason = 1) 4 = Chose to Attend A Different Program (Facility Exit Reason = 2, 3, 4, 6, 7, or 8) 5 = Deceased (Facility Exit Reason = 1) 6 = Moved to Another State (Facility Exit Reason = 1) 7 = Moved to Another Town (Facility Exit Reason = 1) 8 = Other (Facility Exit Reason = 1) 9 = Parent Withdrew Child (Facility Exit Reason = 8, 9, or 10) 10 = Unknown (Facility Exit Reason = 1)	
ExitReason	Reason that the Child Exited the Facility, Associated with Exit Category	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	1 = None 2 = Charter School 3 = Home Care 4 = Magnet School 6 = Other State Funding 7 = Private School 8 = Other 9 = Due to Fees Unsatisfied 10 = Unknown	



Office of Early Childhood

Data Element Name	Definition	Code Set value to be Included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
FundingType	Funding type associated with the child's enrollment. Connecticut Office of Early Childhood Early Care and Education Funding Types in ECIS.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Need to link children to publicly-funded programs	CSV	<p>1 = School Readiness – Competitive (Space Type = 2, 3, or 4 and HS/EHS Sub Space Type = 1)</p> <p>2 = School Readiness – Priority (Space Type = 2, 3, 4, or 10 and HS/EHS Sub Space Type = 1)</p> <p>3 = Child Day Care (Space Type = 5, 6, 7, 8, or 9 and HS/EHS Sub Space Type = 1)</p> <p>4 = Smart Start (Space Type = 4 and HS/EHS Sub Space Type = 1)</p> <p>5 = PDG-Federal (Space Type = 18, 19, 20, or 21 and HS/EHS Sub Space Type = 1)</p> <p>6 = PDG-State Quality Enhancement (Space Type = 1 and HS/EHS Sub Space Type = 1)</p> <p>7 = Head Start - State Supplement (Space Type = 10, 11, or 12 and HS/EHS Sub Space Type = 1)</p> <p>8 = Head Start/Early Head Start (Space Type = 13, 14, or 16 and HS/EHS Sub Space Type = 2, 3, 4, 5, 6, 7, 8, or 9)</p> <p>9 = Private Pay (Space Type = 1 and HS/EHS Sub Space Type = 1)</p>	
SpaceType	Space Type associated with the child's enrollment and funding. Connecticut Office of Early Childhood Early Care and Education Funding Types in ECIS.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018			Needed to quantify preschool participation/dosage	CSV	<p>1 = None</p> <p>2 = Full Day/Full Year (FD/FY)</p> <p>3 = Part Day/Part Year (PD/PY)</p> <p>4 = School Day/School Year (SD/SY)</p> <p>5 = Infant/Toddler Full-Time (IT F/T)</p> <p>6 = Infant/Toddler Wrap Around (IT/ W/A)</p> <p>7 = Preschool Full-Time (PS F/T)</p> <p>8 = Preschool Wrap Around (PS W/A)</p> <p>9 = School Age (Note: School Age not required to be entered as of April 2016)</p> <p>10 = Extended Day (ED)</p> <p>11 = Extended Year</p> <p>12 = State Enrollment</p> <p>13 = Center-based Full Day (Space Type = 8 and HS/EHS Sub Space = 2, 3, 4, or 5)</p> <p>14 = Center-based Part Day (Space Type = 8 and HS/EHS Sub Space = 2, 3, 6, or 7)</p> <p>16 = Family Child Care (Space Type = 8 and HS/EHS Sub Space = 8 or 9)</p> <p>18 = Full Day Expansion (FD E)</p> <p>19 = Full Day Improved (FD I)</p> <p>20 = School Day Expansion (SD E)</p> <p>21 = School Day Expansion (SD I)</p>	

Office of Early Childhood

Data Element Name	Definition	Code Set value to be Included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
StartDate	Date the Funding for the child starts related to the enrollment.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	MM/DD/YYYY	
EndDate	Date the Funding for the child ends related to the enrollment.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	MM/DD/YYYY	
SpaceTypeSubCategory	Additional space subcategory type associated to Head Start and Early Head Start (HS/EHS)	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Numeric	
DateOfBirth	Child's date of birth, as recorded in ECIS	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	MM/DD/YYYY	
GenderCode	Child's sex, as recorded in ECIS	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	M, F, Unknown	
AnnualFamilyIncome	Amount of annual family income from employment earnings, self-employment, or other sources.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Numeric	
DateFamilyIncomeDocumented	The date the annual income documentation was received by the Early Care and Education program or facility.	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	MM/DD/YYYY	
FamilyIncomeNotDisclosed	Indicates that the family was not willing to give annual income information or the facility or school did not require documentation. Y-Yes Field may be Blank	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Yes or blank	
IndividualizedIEP	Child's special education/IEP status, as recorded in ECIS	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y/N (Yes IEP/No IEP)	
AmericanIndian	An indicator showing that the person has origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y=Yes, N=No	

Office of Early Childhood

Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
Asian	An indicator showing that the person has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y=Yes, N=No	
Black	An indicator showing that the person has origins in any of the black racial groups of Africa	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y=Yes, N=No	
Hawaiian	An indicator showing that the person has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y=Yes, N=No	
White	An indicator showing that the person has origins in any of the original peoples of Europe, Middle East, or North Africa	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y=Yes, N=No	
Is-Hispanic	Child's ethnicity, as recorded in ECIS	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Y for Hispanic/Latino, regardless of race; N for No; NS for not selected	
<b>Other desired data elements that are NOT available from DEC:</b>								
EnrollmentDays	Number of days that the program was open AND child was enrolled, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Numeric	Not available in ECIS at this time.
AttendanceDays	Number of days that the child was present on site, for each center/school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify preschool participation/dosage	CSV	Numeric	Not available in ECIS at this time.
Absences	Number of days that child was absent from school while school was open, and child was enrolled, for each school that the child attended	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	Not available in ECIS at this time.
TotalSS	Student's total in-school suspension days per year, for each year	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to examine child outcomes	CSV	Numeric	Not available in ECIS at this time.
TotalOSS	Student's total out-of-school suspension days per year, for each year	All students enrolled in preK during 2015-2016, 2016-2017, and 2017-2018	N/A	Question 1	Needed to examine child outcomes	CSV	Numeric	Not available in ECIS at this time.

**P20 WIN ATTACHMENTS A & B – DATA ELEMENTS FOR QUERY BY IMPACTED AGENCY & PURPOSE CROSSWALK**

Attachment A: Provide the name of each element from each data source including elements needed to link data sets. Identify the values of each elements code sets that are necessary. Add as many rows as necessary

Attachment B: Provide a crosswalk for each data element requested and describe how it relates to the purpose of the query. List each data element once with only one data element per row. Add as many rows as necessary. P20 WIN element names can be found here: [Enter URL for meta-data dictionary](#). Note: If a proposal is approved, data elements may be removed from the request if there is insufficient evidence to show how the data element requested relates to the purpose.

P20 WIN Query Number: P20W\_1809\_0\_0020

Data requested for the following academic years and groups: Data from 2016-2017 through 2018-2019 for all students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
SASID	State assigned student identifier	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed by P20-WIN to link data from OEC and SDE	CSV	Numeric	
FormalFirstName	The full legal first name given to a person at birth, baptism, or through legal change.	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
FormalLastName	The full legal last name given to a person at birth, baptism, or through legal change.	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
FormalMiddleName	The full legal middle name given to a person at birth, baptism, or through legal change.	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
GenerationSuffix	An appendage, if any, used to denote a person's generation in his family (e.g., Jr., Sr., III).	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed by P20-WIN to link data from OEC and SDE	CSV	Text	
DateofBirth	Child's date of birth, as recorded in PSIS	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	MM/DD/YYYY	
Sex	Child's sex, as recorded in PSIS	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	M, F, Unknown	
LunchEligible	Child's free or reduced price lunch status, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Numeric for Free, Reduced, Ineligible, Unknown (for example, 0=ineligible, 1=Reduced, 2=free, 3=unknown)	
EL	Child's EL status, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	

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Data Element Name	Definition	Code Set Value to be Included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
SpecialEd	Presence of an individualized education plan (IEP), as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	
AmericanIndianOrAlaskaNative	An indicator showing that the person has origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliation or community attachment, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	
Asian	An indicator showing that the person has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	
BlackOrAfricanAmerican	An indicator showing that the person has origins in any of the black racial groups of Africa, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	
HispanicOrLatino	An indicator showing that the person traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	
NativeHawaiianOrOtherPacificIslander	An indicator showing that the person has origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	
White	A person having origins in any of the original peoples of Europe, Middle East, or North Africa, as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	0=No, 1=Yes	

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
RaceEthnicityReportingText	Single column description of student's race and ethnicity, based on federal race/ethnicity guidelines (see right), as recorded in PSIS at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and correct for demographic characteristics	CSV	Numeric (for example 1=American Indian or Native Alaskan, 2=Asian or Pacific Islander, etc.)	American Indian or Native Alaskan - a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. Asian or Pacific Islander - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, Samoa, India, and Vietnam. Black or African American, not of Hispanic Origin - a person having origins in any of the black racial groups of Africa. Hispanic or Latino - a person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino." White, not of Hispanic Origin - a person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Two or more races - a person having origins in two or more races.
GradeLevel	Grade level, as recorded in PSIS at time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Numeric (-2=PK3, -1=PK4, 0=K)	
RepeatedKindergarten	Flag indicating whether the student repeated kindergarten, with a value of 1 for Yes and 0 for No	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to examine child outcomes	CSV	0=No, 1=Yes	
SchoolName	School name, for school of enrollment at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Text	
SchoolID	NCEES School ID, for school of enrollment at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Numeric	
ReportingDistrictName	Name of the child's home district at the time of each data collection, regardless of whether the child's placement is in or out of district	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Text	
ReportingDistrictID	Name of the child's home district at the time of each data collection, regardless of whether the child's placement is in or out of district	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Numeric	

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
ResidentTownName	Resident Town Name from reporting district at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Text	
ResidentTownNumber	Resident Town code from reporting district at the time of each data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to identify comparison group and to quantify school attendance as child outcome	CSV	Numeric	
SchoolMoves_Total	Total number of times the student changed schools as a Connecticut public school student (Pre-K through kindergarten)	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
DistrictMoves_Total	Total number of times the student changed district as a Connecticut public school student (Pre-K through kindergarten)	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
SchoolMoves_K	Number of times the student changed schools during the kindergarten year	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
DistrictMoves_K	Number of times the student changed district during the kindergarten year	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
EnrollmentMembershipDays	Number of days that the school was open AND child was enrolled, for school of enrollment at the time of each end-of-year data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
AttendanceDays	Number of days that the child was present in school, for school of enrollment at the time of each end-of-year data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
Absences	Number of days that child was absent from school while school was open and child was enrolled, for school of enrollment at the time of each end-of-year data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	
ChronicAbsenteismStatus	Flag indicating whether the student was chronically absent for each school year, with a value of 1 for yes and a value of 0 for no	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	0=No, 1=Yes	

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
SPED/Eligibility/DeterminationDate	Date on which the child was first identified for special education services	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	MM/DD/YYYY	Date of child's first IEP determination.
TotalAnnualISS	Student's total in-school suspension sanctions per year, at the time of each end-of-year data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	Numeric	
TotalAnnualLOSS	Student's total out-of-school suspension sanctions per year, at the time of each end-of-year data collection	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	Numeric	
KEI_TestDate	Date that KEI assessment data was finalized in the system (typically March 1)	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	Date	
KEI_Language	Child's Kindergarten Entrance Inventory (KEI) rating for Language skills, as recorded by teacher in fall of kindergarten	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	1, 2, 3, Missing	
KEI_Literacy	Child's Kindergarten Entrance Inventory (KEI) rating for Literacy skills, as recorded by teacher in fall of kindergarten	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	1, 2, 3, Missing	
KEI_Numeracy	Child's Kindergarten Entrance Inventory (KEI) rating for Numeracy skills, as recorded by teacher in fall of kindergarten	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	1, 2, 3, Missing	
KEI_Physical/Motor	Child's Kindergarten Entrance Inventory (KEI) rating for Physical/Motor skills, as recorded by teacher in fall of kindergarten	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	1, 2, 3, Missing	
KEI_Creative/Aesthetic	Child's Kindergarten Entrance Inventory (KEI) rating for Creative/Aesthetic skills, as recorded by teacher in fall of kindergarten	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	1, 2, 3, Missing	
KEI_Personal/Social	Child's Kindergarten Entrance Inventory (KEI) rating for Personal/Social skills, as recorded by teacher in fall of kindergarten	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	1, 2, 3, Missing	



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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
iReady_CollectionName	Indicator of when the iReady assessment was administered	All students in the 2015-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	Fall, Winter, Spring	
iReady_ELA	All available iReady Reading scores	All students in the 2015-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to examine child outcomes	CSV	Numeric	For example, subtest scores, composite scores, and benchmark scores.

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Data Element Name	Definition	Code Set value to be included	Other Qualifier	Related Research / Policy Question	Explain how this element relates to the Research Question	Data Type	Format	Notes
<b>Other desired data elements that are NOT available from SDE:</b>								
IReady_Math	All available I-Ready Math scores	All students in the 2016-2017, 2017-2018, or 2018-2019 kindergarten cohorts	Data from every data collection since child entered PSIS	Question 3	Needed to examine child outcomes	CSV	Numeric	Not available in PSIS at this time.
SchoolMoves_PreK	Number of times the student changed schools during the <del>pre-kindergarten</del> year(s)	All students enrolled in kindergarten during 2016-2017, 2017-2018, or 2018-2019	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	Not available in PSIS at this time.
DistrictMoves_PreK	Number of times the student changed district during the <del>pre-kindergarten</del> year(s)	All students enrolled in kindergarten during 2016-2017, 2017-2018, or 2018-2019	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	Numeric	Not available in PSIS at this time.
EnrollmentDate	Date on which the child began to attend the school, for school of enrollment at the time of each data collection	All students enrolled in kindergarten during 2016-2017, 2017-2018, or 2018-2019	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	MM/DD/YYYY	Not available in PSIS at this time. Fall and spring data collections record point-in-time snapshot, not enrollment history.
ExitDate	Last date on which the child attended the school, for school of enrollment at the time of each data collection	All students enrolled in kindergarten during 2016-2017, 2017-2018, or 2018-2019	Data from every data collection since child entered PSIS, including PreK	Question 1	Needed to quantify school attendance as child outcome	CSV	MM/DD/YYYY	Not available in PSIS at this time. Fall and spring data collections record point-in-time snapshot, not enrollment history.