

Promise Neighborhoods Restricted-Use Data Files: Technical Specification and Requirements

September 20, 2013

Abstract

The *Promise Neighborhoods restricted-use data files (RUDF)* will contain individual-level and summary data on Promise Neighborhoods programs and participants. The RUDF will be created by the Urban Institute for the U.S. Department of Education (the Department) from data collected by Promise Neighborhoods implementation grantees through surveys, case management systems, and administrative sources. This document specifies the data that the Department expects the grantees to provide to the Urban Institute for the RUDF.¹ The Department will make the RUDF available to approved researchers for conducting future studies on Promise Neighborhoods through a National Center for Education Statistics restricted-use license, with stringent restrictions on acceptable use that rule out attempts to identify any individuals in the data. Data in the RUDF will include information on the characteristics of persons and families who live in the Promise Neighborhood or participate in Promise Neighborhood programs, the types and amounts of services they received, and selected results measures (e.g., *Government Performance and Results Act* indicators). Implementation grantees and the Urban Institute will take appropriate steps to remove direct identifiers and to ensure that the privacy of individuals and families are protected before the RUDF are delivered to the Department or shared with other researchers.

¹ The steps that the Urban Institute will take to prepare the grantee-submitted data for transmittal to the Department will be covered in a separate data processing and analysis plan.

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Section 1. Introduction

This document describes the data that Promise Neighborhood implementation grantees are to submit to the Urban Institute for eventual transmittal to the U.S. Department of Education (the Department) to be incorporated into a restricted-use data file (RUDF). Data to be collected include sensitive information on individuals, such as individual assessment scores and survey responses, and are subject to multiple data security requirements by law. Careful monitoring of data security should be undertaken by grantees, and all data must be transmitted via a secure protocol, with all individual direct identifiers, such as person's names, removed. General requirements for all data files are discussed in Section 2. There are a variety of types of data to be submitted, with slightly different formats required, which are each discussed in turn below in Sections 3 through 9. Because the data themselves may differ across sites, each data file should be accompanied by a metadata file that describes the population measured in the data and details of the data collection, as described below. Each data file is a series of alphanumeric codes, in a spreadsheet or comma-separated text file, for example, but the metadata file is a text document describing the data file in detail following the outline presented in Section 10. For information about specific question wording, or details on data fields to be collected, or potential data sources, please refer to the [Guidance Document](#).²

Section 2. General Requirements

A. Types of Files and Frequency of Submission

The RUDF will consist of seven types of data files:

- Neighborhood survey file (submitted biennially)
- School survey file (annually)
- School-level summary data (annually)
- Administrative/case management outcomes file (quarterly)
- Implementation file (quarterly)
- Demographic file (quarterly)
- Family roster file (quarterly)

The full specifications and submission requirements for each file, including a data delivery schedule, are provided in this document.

B. Data to Be Included

Three main categories of data are to be included in the RUDF submissions.

Demographic and characteristics will include descriptive data on Promise Neighborhoods participants and family members, such as age, gender, whether someone attends a Promise Neighborhood target school, and whether someone lives in the Promise Neighborhood footprint. Examples from the [Guidance Document](#) are included in the specifications of the RUDF submission files, below. Promise

² *Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results* [<http://www.ed.gov/programs/promiseneighborhoods/pndataguidance.pdf>],

Neighborhoods should include other demographic and characteristic information from their systems that would be relevant to researchers trying to better understand the populations being served.

Government Performance and Results Act (GPRA) data include all information related to the measurement and calculation of the GPRA indicators that Promise Neighborhoods are required to track and report on. The file specifications below draw upon the definitions of the GPRA indicators in chapter 4 of the [Guidance Document](#) (pp. 59–116) and include data fields consistent with those definitions. If the Promise Neighborhood measures any of the GPRA indicators differently than specified in the [Guidance Document](#), then these alternative definitions, including wording of survey questions and descriptions of data fields, should be documented in the metadata file provided with each data submission.

Finally, Promise Neighborhoods should include in their RUDF submissions any additional, non-GPRA outcome data collected and tracked for their own program tracking and performance measurement purposes. These outcome data may be specific to particular programs (such as proficiency assessments administered as part of a reading program) or may be more general outcomes (such as attitudinal surveys about education).

C. Population

The RUDF will consist of individual-level and summary data on children, youth, parents, and other family members who are involved in the Promise Neighborhood. The population to be included will depend on the data collection and programmatic policies of the individual grantees. Generally, information will be included on the following populations:

- Children, youth, parents, and other family members living in the Promise Neighborhood footprint;
- Children and youth who are attending or have attended one or more Promise Neighborhood target schools; and
- Children, youth, parents, and other family members who have received services as part of the Promise Neighborhoods continuum of solutions.

In their metadata, Promise Neighborhoods implementation grantees should describe the populations included in the different RUDF data that they submit.

D. Activity Dates

To the extent possible, data on all Promise Neighborhoods activity from the start of the first implementation grant year through the most recent information available should be included in the RUDF. Education information should be from the most recent school year for which data are available. Data do not need to be repeated in subsequent submissions unless changes to the data have occurred—only new or updated data need to be provided with each biennial, annual, or quarterly submission. All data should have dates attached as appropriate; for example, for a quarterly data file that refers to September 1 through November 30, the start and end dates are the same for every record, then individual dates on each record are redundant but provide a useful check that every case is in sample for the same period of time. For quarterly data referring to nonstandard time periods, this is even more helpful.

E. Identification of Individuals and Privacy Concerns

Before transmittal to the Urban Institute, individual-level RUDF data should be *deidentified* to the largest extent possible. At a minimum, grantees should remove all direct personal identifiers (including, but not limited to, names, addresses, telephone numbers, Social Security numbers, and school identification numbers) from files.

It must still be possible, however, for researchers to track the same individuals across the identified individual-level RUDF data files and over time (longitudinally). To do this, grantees should create a *RUDF ID*—a pseudo ID number for longitudinal tracking—for each individual in the RUDF administrative/case management, implementation, demographic, and family roster files. The RUDF ID should be included on each individual RUDF record and must be consistent across RUDF reporting in subsequent years. The RUDF ID should not be directly linkable to any other external identification numbers.

Prior to releasing the RUDF to the Department of Education, the Urban Institute will perform a thorough risk disclosure analysis to determine whether, even without the presence of direct identifiers, it may still be possible for an outside person to identify individuals in the data. While such risk cannot be completely eliminated, the Urban Institute will take appropriate steps based on the results of this risk disclosure analysis, such as data scrubbing or data perturbation, to substantially reduce the possibility that unauthorized disclosures of personally identifiable information occurs as a result of the release of the RUDF to authorized researchers.

Despite the above steps to be taken by the Urban Institute, Promise Neighborhoods implementation grantees must ensure that they are fully complying with *Family Educational Rights and Privacy Act (FERPA)*, *Health Insurance Portability and Accountability Act (HIPAA)*, and all other legal requirements regarding the protection of personally identifiable information in their possession. Grantees should not transmit any data to the Urban Institute that violate any of these legal requirements. Specifically, if Promise Neighborhoods have not previously obtained written FERPA consent and written HIPAA authorization from individuals that allow the disclosure of their personally identifiable information, or have not obtained a valid exception from such requirements, then such data cannot be transmitted to the Urban Institute. The Urban Institute will maintain FERPA-protected data in separate files from data without personally identifiable information.

HIPAA-protected data are not explicitly requested for the RUDF, but grantees may choose to include additional program or outcome indicators that are covered under HIPAA requirements. Promise Neighborhoods should provide advance notice to the Urban Institute if they intend to include outcome data other than the types of data specified in this document, so that new measures can be included in our Institutional Review Board (IRB) review before data are transmitted.

At the time of data transmission, grantees should include one of these two statements:

Either

(a) The data in this RUDF submission include information from the following HIPAA-covered entities: (list them). Written authorization to release these data to Promise Neighborhoods and to the Department of Education and its contractors has been received from individuals or

individuals' personal representatives and the dates authorization was granted have been recorded in the case management system data file;

or

(b) The data in this RUDF submission include no information from HIPAA-covered entities.

Promise Neighborhoods grantees must include documentation of the number of cases excluded from the delivered files due to the lack of consent. In order for the research files to accurately reflect the served population, either the Promise Neighborhood or the Urban Institute will construct weights for the data delivered. This weight is distinct from the sample weight constructed for neighborhood survey data.

F. File Formats

RUDF data may be provided to the Urban Institute in any of the following formats:

- dBase IV-compatible files
- Microsoft Access or Excel-compatible files
- ODBC SQL-compatible files
- Comma-separated text files

The metadata should be provided in a Microsoft Word-compatible format using the metadata document template provided.

G. Data Formats

Unless otherwise specified, individual data fields should be formatted as follows:

- All dates should be provided as six-character string values representing the two-digit month and the four-digit year (e.g., "112012" for November 2012).
- School years should be provided as a six-character string values representing the starting and ending calendar year (e.g., "201213" for the 2012–13 school year).
- All fields answerable only as Yes or No should be provided as a single-character string value, with "Y" for "yes" and "N" for "no."
- For parochial or private schools where a Common Core of Data school ID code is not available, provide the NCES school code, prefixed with the letter "P" to indicate the alternate source.
- For each data field, missing information should be designated with a specific coded string value (such as ".a"), the meaning of which must be indicated in the metadata, preferably in accordance with the Missing Data Codes list provided below. Missing information must be clearly distinguishable from valid responses as well as from values that are not applicable for a particular record. Not applicable values should be represented by a distinct missing value code. For example, if a survey question is only asked for children 0 to 5 years old, then the field for the response to this question may be coded ".a" (meaning Not Applicable) for children 6 and older but should be coded as ".r" (meaning "refusal") if the child is 0 to 5 but no valid response was recorded due to a refusal to answer.

H. Missing Data Codes

To minimize the chance of miscoded responses, a standard set of missing value codes is enumerated here. The code “.a” is taken to mean “Not Applicable” (a question was not answered or asked because it does not apply to the case). The code “.k” is taken to mean “Don’t Know” or “Unknown” (the respondent expresses a desire to answer a question but reports not knowing the answer). The code “.r” is taken to mean “Refusal” (the respondent expresses a desire not to answer a question). If other codes are used in coded responses to questions, or data fields with missing data, these codes should be carefully documented in the metadata. A general missing data code of “.” should be documented as “missing data, reason for missing unknown.” Numerical codes used to represent missing values are frequently misunderstood by data users, and statistical programs do not treat them differently, motivating the use of missing value codes that begin with or consist of a single period. If numerical codes are used to represent missing or blank entries, careful documentation of their meaning should be emphasized in the metadata. Identification of the specific numeric code for each type of missing value detailed above must be included.

I. Metadata

In addition to the data files, each RUDF submission must include a metadata file, prepared by the grantee, that thoroughly describes and documents the content of the RUDF and provides any information that will be needed by future researchers who will analyze these data. Further description of the metadata file is provided below.

J. Data Transmittal and Storage

Grantees will transmit RUDF data and metadata via a secure file transfer protocol (SFTP) site provided by the Urban Institute. RUDF data must *not* be sent by email or any other unsecure or unapproved means. Data will be stored at the Urban Institute on encrypted, password-protected servers that will be accessible only to Promise Neighborhoods project team members who need to access the files. All individuals with access to the data will sign confidentiality pledges that require them to protect the privacy of the information. After transmittal of the final RUDF data to the Department of Education and at the conclusion of its contract with the Department, the Urban Institute will destroy all RUDF data in its possession.

All plans and procedures for handling, storing, and disposing of confidential data at the Urban Institute must be reviewed and approved by the Urban Institute’s Institutional Review Board. The IRB also monitors compliance with the approved procedures. Additional information on Urban Institute data security and handling procedures is available upon request by contacting Peter Tatian (ptatian@urban.org), Christopher Hayes (chayes@urban.org), or Austin Nichols (anichols@urban.org).

Section 3. Neighborhood Survey File

This data file will consist of individual-level information used to collect, track, and report on GPRA indicators and other information collected from the Promise Neighborhood’s neighborhood survey.³ The Urban Institute will collect these data from grantees biennially. Since these data are assumed to be anonymous and not linkable to administrative or case management systems, no RUDF ID is required. If

³ Neighborhood and school climate surveys are discussed in chapter 7 of the [Guidance Document](#), pp. 157–172.

the Promise Neighborhood collects identifiers for survey respondents, the IDs may be included in the RUDF, at the discretion of the Promise Neighborhood.

The file will contain one record per survey respondent. If the survey data include a combination of individual-level and household-level responses, then the metadata should describe the unit of observation for a file record and individual fields.

Example #1: A survey is administered on a sample of households in the neighborhood, but some questions are asked about specific individuals, such as the household head or a focus child. The data can be reported with a single observation per household, with particular fields designated for responses on different individuals.

Example #2: A survey is administered as a two-stage sample of households followed by a sample of one or more individuals within the household. The data can be reported with a single observation per person, with household-level information repeated for each individual in the same household.

The following fields should be included for each individual record. **Field names are shown in bold.**

Demographic and characteristic information (Note: Include other fields that were collected in the survey, such as age of household head and number of children in household, and document these fields in the metadata.)

- **LivePN:** Lives in the Promise Neighborhood footprint (yes/no)
- **AttendPNSchool:** Attends a Promise Neighborhood target school (yes/no)
- **Date:** Date survey data were collected (month/year)

*Survey sample design data (Note: A description of the sample design and the values of survey strata and cluster variables, if applicable, should be included in the metadata. Include sample design fields only for surveys using a clustered and/or stratified random sample meant to be representative of the larger population. Surveys based on a simple random sample⁴ need only include **PopSampleWeight**. Surveys based on a nonrandom sample do not need to provide any survey strata, cluster, or sample weight fields, since they would not be applicable.)*

- **SurveyStrata1:** Categorical variable for 1st sample strata (for stratified samples)
- **SurveyStrata2:** Categorical variable for 2nd sample strata
repeat as needed
- **SurveyCluster1:** Categorical variable for 1st sample cluster (for clustered samples)
- **SurveyCluster2:** Categorical variable for 2nd sample cluster
repeat as needed
- **SampleWeight:** Sampling weight scaled to total unweighted number of observations

⁴ A simple random sample is one in which every member of the population has an equal probability of being selected for inclusion in the sample.

- **PopSampleWeight:** Sampling weight scaled to total population

GPRA Indicators (Note: The descriptions of fields below are based on the recommended survey questions from the [Guidance Document](#). If different questions were used in the survey, then the question and response wording and data file fields should be documented in the metadata.)

GPRA 1. Number and percent of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

- Components of measure:
 - **GPRA1Q1:** Answer to 1Q1, Is there a place that [CHILD] USUALLY goes when [he/she] is sick or you need advice about [his/her] health?
 - (1) Yes
 - (2) No [stop]
 - (3) There is more than one place
 - (.k) DON'T KNOW
 - (.r) REFUSED
 - **GPRA1Q2:** Answer to 1Q2, What kind of place does [CHILD] go to most often?
 - (1) Doctor's office
 - (2) Hospital emergency room
 - (3) Hospital outpatient department
 - (4) Clinic or health center
 - (5) Retail store clinic or minute clinic
 - (6) School (nurse, athletic trainer, etc.)
 - (7) Friend/Relative
 - (8) Mexico/Other locations out of U.S.
 - (9) Some other place [record verbatim response]
 - (10) Does not go to one place most often
 - (.k) DON'T KNOW
 - (.r) REFUSED
 - **GPRA1Q3:** Answer to 1Q3, Do you have one or more persons you think of as [CHILD]'s personal doctor or nurse?
 - (1) Yes, one person
 - (2) Yes, more than one person
 - (3) No
 - (.k) DON'T KNOW
 - (.r) REFUSED
- Summary measure:
 - **GPRA1Summary:** Child has a medical home (yes/no)

GPRA 3. Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly funded preschool.

- Components of measure:

- **GPRA3Q1:** Answer to 3Q1, Does anyone else beside the parent/guardian take care of (CHILD) for at least 10 hours per week?
 - (Y) Yes
 - (N) No [stop]
 - (.k) DON'T KNOW
 - (.r) REFUSED
- **GPRA3Q2:** Answer to 3Q2, Is (CHILD) now regularly attending a child care center more than 10 hours per week?
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - (.r) REFUSED
- **GPRA3Q3:** Answer to Q3, Is (CHILD) currently receiving care from a relative or nonrelative other than a parent on a regular basis more than 10 hours per week?
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - (.r) REFUSED
- **GPRA3Q4:** Answer to 3Q4, How many children are usually cared for together, in the same group at the same time, by (PROVIDER IN QUESTION 3), counting (CHILD)?
 - ENTER NUMBER OF CHILDREN_
 - (.k) DON'T KNOW
 - (.r) REFUSED
- Summary measures:
 - **GPRA3Summary1:** Child attends center-based child care (yes/no)
 - **GPRA3Summary2:** Child attends home-based child care (yes/no)
 - **GPRA3Summary3:** Childs attends center-based and home-based child care (yes/no)

GPRA 12. For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week.

- Components of measure:
 - **GPRA12Q1:** Answer to 12Q1, In a typical week, how often do you or any other family members read books to (CHILD)?
 - (1) Not at all
 - (2) Once or twice
 - (3) 3–6 times
 - (4) Every day
- Summary measure:
 - **GPRA12Summary:** Parent reads to child at least three times per week (yes/no)

GPRA 13. For children in the kindergarten through 8th grades, the number and percent of parents or family members who report encouraging their child to read books outside of school.

- Components of measure:
 - **GPRA13Q1:** Answer to 13Q1, In a typical week, how often do you or any other family members read books to (CHILD)?
 - (1) Not at all
 - (2) Once or twice
 - (3) 3–6 times
 - (4) Every day
 - **GPRA13Q2:** Answer to 13Q2, In the past week, how often did (CHILD) read to (himself/herself) or to others outside of school?
 - (1) Never
 - (2) Once or twice
 - (3) 3–6 times
 - (4) Every day
 - (.r) REFUSED
 - (.k) DON'T KNOW
- Summary measure:
 - **GPRA13Summary:** Parent encourages their child to read books outside of school (yes/no)

GPRA 14. For children in the 9th to 12th grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.

- Components of measure:
 - **GPRA14Q1a:** Answer to 14Q1a, Provided advice or information to child about selecting courses or programs at school
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
 - **GPRA14Q1b:** Answer to 14Q1b, Provided advice or information to child about plans and preparation for college entrance exams such as ACT, SAT, or ASVAB
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
 - **GPRA14Q1c:** Answer to 14Q1c, Provided advice or information to child about applying to college or other schools after high school
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW

- **GPRA14Q1d:** Answer to 14Q1d, Provided advice or information about specific jobs your high school student might apply for after completing or leaving high school
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
- Summary measures:
 - **GPRA14Summary1:** Parent talks to their child about college (yes/no)
 - **GPRA14Summary2:** Parent talks to their child about careers (yes/no)
 - **GPRA14Summary3:** Parent talks to their child about college and career (yes/no)

Additional outcome measures (Note: Include other outcome data that were collected in the survey and document these fields in the metadata.)

Section 4. School Survey File

This data file will consist of individual-level information used to collect, track, and report on GPRA indicators and other information from the Promise Neighborhood's school surveys.⁵ The Urban Institute will collect these data from grantees annually. Since these data are assumed to be anonymous and not linkable to administrative or case management systems, no RUDF ID is required. However, if the Promise Neighborhood does collect linkable IDs, the IDs may be included in the RUDF at the grantee's discretion.

The file will contain one record per student.

The following fields should be included for each individual record. **Field names are shown in bold.**

Demographic and characteristic information (Note: Include other fields that were collected in the survey, such as student race or ethnicity, and document these fields in the metadata.)

- **LivePN:** Lives in the Promise Neighborhood footprint (yes/no)
- **Age:** Respondent age in years
- **Gender:** Respondent gender (male/female)
- **CurrentGrade:** Respondent grade level
- **CCDID:** Common Core of Data School ID Code
- **School:** School name
- **Schaddress:** School street address
- **Date:** Date survey data were collected (month/year)

Survey sample design data (Note: A description of the sample design and the values of survey strata and cluster variables, if applicable, should be included in the metadata. Include sample design fields only for surveys using a clustered and/or stratified random sample meant to be representative of the

⁵ Neighborhood and school climate surveys are discussed in chapter 7 of the [Guidance Document](#), pp. 157–172.

larger population. Surveys based on a simple random sample⁶ need only include **PopSampleWeight**. Surveys based on a nonrandom sample or conducted as a census of all students do not need to provide any survey strata, cluster, or sample weight fields, since they would not be applicable.)

- **SurveyStrata1:** Categorical variable for 1st sample strata (for stratified samples)
- **SurveyStrata2:** Categorical variable for 2nd sample strata
repeat as needed

- **SurveyCluster1:** Categorical variable for 1st sample cluster (for clustered samples)
- **SurveyCluster2:** Categorical variable for 2nd sample cluster
repeat as needed

- **PWeight:** Unadjusted sampling weight (reciprocal of sampling probability)
- **AdjWeight:** Sampling weight adjusted for nonresponse
- **SampleWeight:** Sampling weight scaled to total unweighted number of observations
- **PopSampleWeight:** Sampling weight scaled to total population

GPRA Indicators (Note: The descriptions of fields below are based on the recommended survey questions from the [Guidance Document](#). If different questions were used in the survey, then the question and response wording and data file fields should be documented in the metadata.)

GPRA 8–9. Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and consume five or more servings of fruits and vegetables daily.

- Components of measures:
 - **GPRA8Q1:** Answer to 8Q1, How many days in the past week did respondent participate in at least 60 minutes of physical activity?
 - (0) zero days
 - (1)
 - (2)
 - (3)
 - (4)
 - (5)
 - (6)
 - (7)
 - **GPRA9Q1:** Answer to 9Q1, How often in the past week did respondent drink 100% fruit juice?
 - (A) I did not drink 100% fruit juice during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day

⁶ A simple random sample is one in which every member of the population has an equal probability of being selected for inclusion in the sample.

- (F) 3 times per day
 - (G) 4 or more times per day
 - **GPRA9Q2:** Answer to 9Q2, How often in the past week did respondent eat fruit?
 - (A) I did not eat fruit during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
 - **GPRA9Q3:** Answer to 9Q3, How often in the past week did respondent eat green salad?
 - (A) I did not eat green salad during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
 - **GPRA9Q4:** Answer to 9Q4, How often in the past week did respondent eat potatoes?
 - (A) I did not eat potatoes during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
 - **GPRA9Q5:** Answer to 9Q5, How often in the past week did respondent eat carrots?
 - (A) I did not eat carrots during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
 - **GPRA9Q6:** Answer to 9Q6, How often in the past week did respondent eat vegetables other than potatoes and carrots?
 - (A) I did not eat other vegetables during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- Summary measures:

- **GPRA8Summary:** Student participates in at least 60 minutes of physical activity, 7 days a week (yes/no)
- **GPRA9Summary:** Student consumes five or more fruits and vegetables per day (yes/no)

GPRA 10. Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.

- Components of measure:
 - **GPRA10Q1:** Answer to 10Q1, Respondent believes the school is safe for students (agree/disagree)
 - (A) Strongly agree
 - (B) Agree
 - (C) Disagree
 - (D) Strongly disagree
 - (.k) DON'T KNOW
 - **GPRA10Q2:** Answer to 10Q2, Respondent believes traveling to and from school is safe for students (agree/disagree)
 - (A) Strongly agree
 - (B) Agree
 - (C) Disagree
 - (D) Strongly disagree
 - (.k) DON'T KNOW
- Summary measures:
 - **GPRA10Summary1:** Student believes the school is safe for students (yes/no)
 - **GPRA10Summary2:** Student believes traveling to and from school is safe (yes/no)
 - **GPRA10Summary3:** Student believes the school and traveling to and from school is safe (yes/no)

GPRA 15. Number and percent of students who have school and home access (and percent of the day they have access) to broadband Internet and a connected computing device.

- Components of measure:
 - **GPRA15Q1a:** Answer to 15Q1a, Internet at home: Through my home computer (i.e., desktop or laptop) that has slow or dialup internet access
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - **GPRA15Q1b:** Answer to 15Q1b, Internet at home: Through my home computer (i.e., desktop or laptop) that has fast internet access (e.g., DSL, Broadband, or cable)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - **GPRA15Q1c:** Answer to 15Q1c, Internet at home: Through my Wi-Fi or 3G/4G mobile device
 - (Y) Yes

- (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1d:** Answer to 15Q1d, Internet at home: Through my digital reader or tablet (e.g., iPad or Kindle)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1e:** Answer to 15Q1e, Internet at home: Through my music or video device (e.g., MP3 player, iPod or iPod Touch)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1f:** Answer to 15Q1f, Internet at home: Through my handheld game (e.g., GameBoy, Nintendo DS)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1g:** Answer to 15Q1g, Internet at home: Through my video gaming system (e.g., Xbox, PlayStation, Wii)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1h:** Answer to 15Q1h, Internet at home: Another way
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2a:** Answer to 15Q2a, Internet at school: During a school computer lab or computer class
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2b:** Answer to 15Q2b, Internet at school: During an academic class other than computer lab or computer class such as English or math class
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2c:** Answer to 15Q2c, Internet at school: Through school library computers
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2d:** Answer to 15Q2d, Internet at school: Through my own laptop that I bring to school
 - (Y) Yes
 - (N) No

- (.k) DON'T KNOW
 - **GPRA15Q2e:** Answer to 15Q2e, Internet at school: Through my own tablet computer (such as an iPad) that I bring to school
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - **GPRA15Q2f:** Answer to 15Q2f, Internet at school: Through my Wi-Fi or 3G/4G mobile device that I bring to school
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - **GPRA15Q2g:** Answer to 15Q2g, Internet at school: Another way
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- Summary measures:
 - **GPRA15Summary1:** Student has access to Internet only at home (yes/no)
 - **GPRA15Summary2:** Student has access to Internet only at school (yes/no)
 - **GPRA15Summary3:** Student has access to Internet both at home and school (yes/no)

Additional outcome measures (Note: Include other outcome data that were collected in the survey and document these fields in the metadata.)

Section 5. Summary School-Level File

This data file will consist of all school-level information used to collect, track, and report on GPRA indicators and other information in the Promise Neighborhood's target schools. These data will be collected annually.

Data should be reported separately for each school and, where applicable, by grade. In addition, when possible separate summaries should be provided for students who live inside and outside the Promise Neighborhood footprint.

Example: The summary school-level file would contain all data collected for the school year by grade. In addition, for certain indicators, the Promise Neighborhood can disaggregate data based on whether students live in the Promise Neighborhood. The record structure would be as follows:

SchoolYear	PNSchool	School	Grade	LivePN	Data fields...
2012-13	Y	Somewhere ES	1	Y	
2012-13	Y	Somewhere ES	1	N	
2012-13	Y	Somewhere ES	1	.a	
2012-13	Y	Somewhere ES	2	Y	
2012-13	Y	Somewhere ES	2+3	Y	
2012-13	Y	Somewhere ES	.a	Y	
2012-13	Y	Somewhere ES	.a	N	
2012-13	Y	Somewhere ES	.a	.a	

Data for first graders that can be disaggregated by whether the student lives in the Promise Neighborhood would be reported in the first two records; data that cannot be disaggregated by where the first grader lives would be reported in the third record. This structure would be repeated for subsequent grades. The last three records in the file are used for reporting data that are not grade-specific for students who attend the target school and (1) who live in the Promise Neighborhood, (2) who live outside the neighborhood, and (3) for whom residential location is not determined, respectively. Data fields not applicable to particular records should be coded with the “not applicable” code (.a); missing data should be coded with a missing data value whose meaning is indicated in the metadata.

The following fields should be included for each individual record. **Field names are shown in bold.**

Demographic information (Note: Include other fields, as available, and document in metadata file.)

- **SchoolYear:** School year for data collection
- **PNSchool:** Promise Neighborhood target school (yes/no)
- **CCDID:** Common Core of Data school ID code
- **School:** School name
- **Schaddress:** School street address
- **Grade:** Grade level (missing value code if reporting data for ungraded or missing grade classrooms; for multiple-grade classrooms, specify each grade [e.g., K+1 or 2+3])
- **LivePN:** Students live in the Promise Neighborhood footprint (yes/no; missing value code if unknown or includes a mix)

GPRA 2. Number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.

NOTE: Promise Neighborhoods should report in their metadata which assessment tool(s) was used to determine if the three-year-old or kindergartner exhibits age-appropriate development.

- **GPRA2A13Yrs:** Number of three-year-olds assessed with assessment tool 1
- **GPRA2NumKinder1:** Number of kindergartners assessed with assessment tool 1
- **GPRA2A1Date:** Date assessment tool 1 used (month/year, missing value code if not used)
- **GPRA2A2Date:** Date assessment tool 2 used (month/year, missing value code if not used)
- **GPRA2A3Date:** Date assessment tool 3 used (month/year, missing value code if not used)

repeat as needed

- **GPRA2A1Result:** Age-appropriate function score using assessment tool 1 (missing value code if not used)
- **GPRA2A2Result:** Age-appropriate function score using assessment tool 2 (missing value code if not used)
- **GPRA2A3Result:** Age-appropriate function score using assessment tool 3 (missing value code if not used)

repeat as needed

- **GPRA2A1Threshold:** Threshold for age-appropriate functioning using assessment tool 1 (missing value code if not used)
- **GPRA2A2Threshold:** Threshold for age-appropriate functioning using assessment tool 2 (missing value code if not used)
- **GPRA2A3Threshold:** Threshold for age-appropriate functioning using assessment tool 3 (missing value code if not used)

repeat as needed

GPRA 4. Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school). (Note: Document assessment test name and raw score proficient and advanced cutoff values by grade in the metadata.)

- Components of measure:
 - **GPRA4NumSchool:** Number of students in grade attending school
 - **GPRA4TestedMath:** Number of students in grade tested for math proficiency
 - **GPRA4TestedEnglish:** Number of students in grade tested for English proficiency
 - **GPRA4AvgRawMath:** Average raw score of students in grade tested for math proficiency
 - **GPRA4AvgRawEnglish:** Average raw score of students in grade tested for English proficiency
- Summary measures:
 - **GPRA4Summary1:** Number of students in grade testing proficient or advanced in math
 - **GPRA4Summary1b:** Percent of students in grade testing proficient or advanced in math
 - **GPRA4Summary2:** Number of students in grade testing proficient or advanced in English
 - **GPRA4Summary2b:** Percent of students in grade testing proficient or advanced in English

GPRA 5. Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by chronic absenteeism

- Components of measure:
 - **GPRA5TotalStudents:** Number of enrolled students in grade
 - **GPRA5TotalDaysEnrolled:** Number of days enrolled for all students
 - **GPRA5TotalAttendance:** Number of days in attendance of all students
 - **GPRA5TotalSchoolDays:** Number of days school is in session for school year
 - **GPRA5TotalStudentsAbsentee:** Number of students in grade absent 10 percent or more of days enrolled
- Summary measures:
 - **GPRA5Summary1:** Average daily attendance
 - **GPRA5Summary2:** Rate of chronic absenteeism

Absences of partial days where data is sufficiently rich can be counted as fractional days; e.g., 3.5 absences with appropriate documentation of method in the metadata (and the same method can be used to code an unexcused absence of 2 hours of a partial day [e.g. a 4-hour school day]), but we anticipate that most sites will have to rely on the local educational authorities' definition of what constitutes an absence.

GPR A 6. Graduation rate (as defined in the notice).

- Summary measure:
 - **GPR A6Summary:** Four-year or extended-year adjusted 9th grade cohort graduation rate.

GPR A 7. Number and percent of Promise Neighborhood students who a) enroll in a two-year or four-year college or university after graduation; b) matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation; c) graduate from a two-year or four-year college or university or vocational certification completion; and d) earn industry-recognized certificates or credentials.

- Components of measure:
 - **GPR A7Cohort:** Number of students in graduating cohort
- Summary measures:
 - **GPR A7ASummary1:** Number of students enrolled in college or university
 - **GPR A7ASummary2:** Percent of students enrolled in college or university
 - **GPR A7BSummary1:** Number of students enrolled in college without English and math remediation
 - **GPR A7BSummary2:** Percent of students enrolled in college without English and math remediation
 - **GPR A7CSummary1:** Number of students graduated from community college, associate's program, or four-year college or university within traditional 100 percent completion time
 - **GPR A7CSummary2:** Percent of students graduated from community college, associate's program, or four-year college or university within traditional 100 percent completion time
 - **GPR A7DSummary1:** Number of students graduated from community college, associate's program, or four-year college or university within traditional 150 percent completion time
 - **GPR A7DSummary2:** Percent of students graduated from community college, associate's program, or four-year college or university within traditional 150 percent completion time
 - **GPR A7ESummary1:** Number of students graduated from vocational program within the traditional 100 percent completion time
 - **GPR A7ESummary2:** Percent of students graduated from vocational program within the traditional 100 percent completion time
 - **GPR A7FSummary1:** Number of students graduated from vocational program within the traditional 150 percent completion time
 - **GPR A7FSummary2:** Percent of students graduated from vocational program within the traditional 150 percent completion time

- **GPRA7GSummary1:** Number of students obtained industry-recognized certificates or credentials
- **GPRA7GSummary2:** Percent of students obtained industry-recognized certificates or credentials

GPRA 8–9. Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and consume five or more servings of fruits and vegetables daily.

- Summary measures:
 - **GPRA8Summary1:** Number of students who participates in at least 60 minutes of physical activity, 7 days a week
 - **GPRA8Summary2:** Percent of students who participates in at least 60 minutes of physical activity, 7 days a week
 - **GPRA9Summary1:** Number of students who consumes five or more fruits and vegetables per day
 - **GPRA9Summary2:** Percent of students who consumes five or more fruits and vegetables per day

GPRA 10. Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.

- Summary measures:
 - **GPRA10Summary1a:** Number of students who believe the school is safe for students
 - **GPRA10Summary1b:** Percent of students who believe the school is safe for students
 - **GPRA10Summary2a:** Number of students who believe traveling to and from school is safe
 - **GPRA10Summary2b:** Percent of students who believe traveling to and from school is safe
 - **GPRA10Summary3a:** Number of students who believe the school and traveling to and from school is safe
 - **GPRA10Summary3b:** Percent of students who believe the school and traveling to and from school is safe

GPRA 11. Student mobility rate (as defined in the notice).

- Components of measure:
 - **GPRA11Entry:** Number of student entries between the time of the official count and the end of the school year
 - **GPRA11Withdrawal:** Number of student withdrawals between the time of the official count and the end of the school year
 - **GPRA11TotalStudents:** Number of students in the official count
- Summary measure:
 - **GPRA11Summary:** Student mobility access

GPRA 15. Number and percent of students who have school and home access (and percent of the day they have access) to broadband Internet and a connected computing device.

- Summary measures:
 - **GPRA15Summary1a:** Number of students with access to the Internet only at home
 - **GPRA15Summary1b:** Percent of students with access to the Internet only at home
 - **GPRA15Summary2a:** Number of students with access to the Internet only at school
 - **GPRA15Summary2b:** Percent of students with access to the Internet only at school
 - **GPRA15Summary3a:** Number of students with access to Internet both at home and school
 - **GPRA15Summary3b:** Percent of students with access to Internet both at home and school

Additional outcome measures (Note: Include other outcome data that can be compiled at the school level and document these fields in the metadata.)

Section 6. Administrative/Case Management Outcomes File

This data file will consist of all information at the individual level used to collect, track, and report on GPRA indicators and other outcome information from the Promise Neighborhood’s case management system or other administrative sources. The Urban Institute will collect these data from grantees quarterly; the [Guidance Document](#) suggests updating the GPRA measures for individuals in the case management system at least annually. These data are assumed to be linkable to other administrative or case management data and therefore an RUDF ID is required for each individual. (Note: It is not anticipated that all GPRA indicators will be collected for every individual; rather, only those that are appropriate for each person will be tracked. Appropriate missing data codes should be defined where data collection is not applicable.)

The file will contain one record per individual. Each family member being tracked in the case management system or other administrative data should have a unique record in the system.

The following fields should be included for each individual record. **Field names are shown in bold.**

Identification information

- **RUDFID:** Individual’s RUDF ID number
- **Date:** Data collection date (month/year)
- **ConsentDate:** Date on which form consenting to data sharing was signed by the individual, parent or guardian
- **ConsentHIPAA:** Date on which HIPAA-specific form consenting to data sharing was signed by the individual, parent or guardian (enter N/A if no HIPAA-covered data have been included)
- **LivePN:** Lives in the Promise Neighborhood footprint (yes/no)
- **AttendPNSchool:** Attends a Promise Neighborhood target school (yes/no)
- **CCDID:** Common Core of Data school ID code (if applicable)
- **School:** School name (if applicable)
- **Schaddress:** School street address (if applicable)
- **PNExitCode:** Code to flag exit from Promise Neighborhood where no further data tracking is expected

- (1) Moved from Promise Neighborhood
- (2) No longer attending target school
- (3) Aged out of programming
- (4) Drop out (no further information)

GPR1. Number and percent of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.⁷

- Components of measure:
 - **GPR1Q1:** Answer to 1Q1, Is there a place that (CHILD) USUALLY goes when [he/she] is sick or you need advice about (his/her) health?
 - (1) Yes
 - (2) No [skip follow-up questions and code them as .a “Not applicable”]
 - (3) There is more than one place
 - (.k) DON’T KNOW
 - (.r) REFUSED
 - **GPR1Q2:** Answer to 1Q2, What kind of place does (CHILD) go to most often?
 - (1) Doctor’s office
 - (2) Hospital emergency room
 - (3) Hospital outpatient department
 - (4) Clinic or health center
 - (5) Retail store clinic or minute clinic
 - (6) School (nurse, athletic trainer, etc.)
 - (7) Friend/Relative
 - (8) Mexico/Other locations out of U.S.
 - (9) Some other place [record verbatim response]
 - (10) Does not go to one place most often
 - (.k) DON’T KNOW
 - (.r) REFUSED
 - **GPR1Q3:** Answer to 1Q3, Do you have one or more persons you think of as (CHILD)’s personal doctor or nurse?
 - (1) Yes, one person
 - (2) Yes, more than one person
 - (3) No
 - (.k) DON’T KNOW
 - (.r) REFUSED
- **GPR1Date:** Date GPR1 data were collected (month/year)
- Summary measure:
 - **GPR1Summary:** Child has a medical home (yes/no)

⁷ Although the GPR1 measure specifies children 0 to 5 years old, this information should be collected for all children in the case management system.

GPRA 2. Number and percent of three-year-olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.

NOTE: Promise Neighborhoods should report in their metadata which assessment tool(s) was used to determine if the three-year-old or kindergartner exhibits age-appropriate development.

- **GPRA23Yrs:** Three-year-old (yes/no)
- **GPRA2Kinder:** Kindergartener (yes/no)
- **GPRA2A1Date:** Date assessment tool 1 used (month/year, .a if not applicable)
- **GPRA2A2Date:** Date assessment tool 2 used (month/year, .a if not applicable)
- **GPRA2A3Date:** Date assessment tool 3 used (month/year, .a if not applicable)

repeat as needed

- **GPRA2A1Result:** Age-appropriate function score using assessment tool 1 (.a if not applicable)
- **GPRA2A2Result:** Age-appropriate function score using assessment tool 2 (.a if not applicable)
- **GPRA2A3Result:** Age-appropriate function score using assessment tool 3 (.a if not applicable)

repeat as needed

- **GPRA2A1Threshold:** Threshold for age-appropriate functioning using assessment tool 1 (.a if not applicable)
- **GPRA2A2Threshold:** Threshold for age-appropriate functioning using assessment tool 2 (.a if not applicable)
- **GPRA2A3Threshold:** Threshold for age-appropriate functioning using assessment tool 3 (.a if not applicable)

repeat as needed

GPRA 3. Number and percent of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly funded preschool.

- Components of measure:
 - **GPRA3Q1:** Answer to 3Q1, Does anyone else beside the parent/guardian take care of (CHILD) for at least 10 hours per week?
 - (Y) YES
 - (N) NO [skip follow-up questions and code them as .a “Not applicable”]
 - (.r) REFUSED
 - (.k) DON'T KNOW
 - **GPRA3Q2:** Answer to 3Q2, Is (CHILD) now regularly attending a child care center more than 10 hours per week?
 - (Y) YES
 - (N) NO
 - (.r) REFUSED
 - (.k) DON'T KNOW

- **GPRA3Q3:** Answer to 3Q3, Is (CHILD) currently receiving care from a relative or nonrelative other than a parent on a regular basis more than 10 hours per week?
 - (Y) YES
 - (N) NO
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA3Q4:** Answer to 3Q4, How many children are usually cared for together, in the same group at the same time, by (PROVIDER IN QUESTION 3), counting (CHILD)?
 - 00- 99 NUMBER OF CHILDREN
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA3Date:** Date GPRA 3 data were collected (month/year)
- Summary measures:
 - **GPRA3Summary1:** Child attends center-based child care (yes/no)
 - **GPRA3Summary2:** Child attends home-based child care (yes/no)
 - **GPRA3Summary3:** Child attends center-based and home-based child care (yes/no)

GPRA 4. Number and percent of students at or above grade level according to State mathematics and English language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school). (Note: Document assessment test name and raw score proficient and advanced cut-off values by grade in the metadata.)

- Components of measure:
 - **SchoolYear:** School year for assessment
 - **GPRA4Date:** Date of assessment
 - **Grade:** Student's grade
- Summary measures:
 - **GPRA4Summary1:** Student is testing proficient or advanced in math (yes/no)
 - **GPRA4Summary2:** Student is testing proficient or advanced in English (yes/no)
 - **GPRA4RawScore1:** Student's raw test score on math assessment
 - **GPRA4RawScore2:** Student's raw test score on English assessment

GPRA 5. Attendance rate of students in 6th, 7th, 8th, and 9th grade as defined by chronic absenteeism.⁸

- Components of measure:
 - **GPRA5DaysAbsent:** Number of days student has been absent
 - **GPRA5DaysEnrolled:** Number of days student has enrolled in school
- Summary measure:
 - **GPRA5Summary:** Student is absent for 10 percent or more of the available school days during which they were enrolled (yes/no)

⁸ Although the GPRA 5 measure specifies children in 6th through 9th grade, this information should be collected for all children K–12.

GPRA 6. Graduation rate. [Individual data measuring fact of graduation.]

- Summary measures:
 - **GPRA6Summary:** Student graduated from high school (yes/no)
 - **GPRA6GradDate:** Date student graduated from high school (month/year; .a if not applicable)

GPRA 7. Number and percent of Promise Neighborhood students who a) enroll in a two-year or four-year college or university after graduation; b) matriculate to an institution of higher education and place into college-level mathematics and English without need for remediation; c) graduate from a two-year or four-year college or university or vocational certification completion; and d) earn industry-recognized certificates or credentials.

- **GPRA7Date:** Date GPRA 7 data were collected/updated (month/year)
- Summary measures:
 - **GPRA7ASummary:** Student is enrolled in college or university (yes/no)
 - **GPRA7BSummary:** Student is enrolled in college without English and math remediation (yes/no)
 - **GPRA7CSummary:** Student graduated from community college, associate's program, or four-year college or university within traditional 100 percent completion time (yes/no)
 - **GPRA7DSummary:** Student graduated from community college, associate's program, or four-year college or university within traditional 150 percent completion time (yes/no)
 - **GPRA7ESummary:** Student graduated from vocational program within the traditional 100 percent completion time (yes/no)
 - **GPRA7FSummary:** Student graduated from vocational program within the traditional 150 percent completion time (yes/no)
 - **GPRA7GSummary:** Student obtained industry-recognized certificates or credentials (yes/no)

GPRA 8–9. Number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily; and consume five or more servings of fruits and vegetables daily.

- Components of measures:
 - **GPRA8Q1:** Answer to 8Q1, How many days in the past week did respondent participate in at least 60 minutes of physical activity?
 - (0) zero days
 - (1)
 - (2)
 - (3)
 - (4)
 - (5)
 - (6)
 - (7)
 - **GPRA9Q1:** Answer to 9Q1, How often in the past week did respondent drink 100% fruit juice?

- (A) I did not drink 100% fruit juice during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- **GPRA9Q2:** Answer to 9Q2, How often in the past week did respondent eat fruit?
 - (A) I did not eat fruit during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- **GPRA9Q3:** Answer to 9Q3, How often in the past week did respondent eat green salad?
 - (A) I did not eat green salad during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- **GPRA9Q4:** Answer to 9Q4, How often in the past week did respondent eat potatoes?
 - (A) I did not eat potatoes during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- **GPRA9Q5:** Answer to 9Q5, How often in the past week did respondent eat carrots?
 - (A) I did not eat carrots during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days
 - (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- **GPRA9Q6:** Answer to 9Q6, How often in the past week did respondent eat vegetables other than potatoes and carrots?
 - (A) I did not eat other vegetables during the past 7 days
 - (B) 1 to 3 times during the past 7 days
 - (C) 4 to 6 times during the past 7 days

- (D) 1 time per day
 - (E) 2 times per day
 - (F) 3 times per day
 - (G) 4 or more times per day
- **GPR8Date:** Date GPR 8 data were collected (month/year)
- **GPR9Date:** Date GPR 9 data were collected (month/year)
- Summary measures:
 - **GPR8Summary:** Student participates in at least 60 minutes of physical activity, 7 days a week (yes/no)
 - **GPR9Summary:** Student consumes five or more fruits and vegetables per day (yes/no)

GPR 10. Number and percent of students who feel safe at school and traveling to and from school, as measured by a school climate needs assessment.⁹

- Components of measure:
 - **GPR10Q1:** Answer to 10Q1, Respondent believes the school is safe for students (agree/disagree)
 - (A) Strongly agree
 - (B) Agree
 - (C) Disagree
 - (D) Strongly disagree
 - (.k) DON'T KNOW
 - **GPR10Q2:** Answer to 10Q2, Respondent believes traveling to and from school is safe for students (agree/disagree)
 - (A) Strongly agree
 - (B) Agree
 - (C) Disagree
 - (D) Strongly disagree
 - (.k) DON'T KNOW
- **GPR10Date:** Date GPR 10 data were collected (month/year)
- Summary measures:
 - **GPR10Summary1:** Student believes the school is safe for students (yes/no)
 - **GPR10Summary2:** Student believes traveling to and from school is safe (yes/no)
 - **GPR10Summary3:** Student believes the school and traveling to and from school is safe (yes/no)

GPR 11. Student mobility rate (as defined in the notice).

- Components of measure:
 - **GPR11Entry:** Student entered in official enrollment of target school on the first day of the school year (yes/no)
 - **GPR11Withdrawl:** Student withdrew from school during the school year

⁹ Where a school climate assessment cannot be linked to individual data, a separate question may be asked of children or their parent/guardian and attached to the individual case management data.

- **GPRA11Date:** Date GPRA 11 data were collected (month/year)

GPRA 12. For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week.

- Components of measure:
 - **GPRA12Q1:** Answer to 12Q1, In a typical week, how often do you or any other family members read books to (CHILD)?
 - (1) Not at all
 - (2) Once or twice
 - (3) 3-6 times
 - (4) Every day
- **GPRA12Date:** Date GPRA 12 data were collected (month/year)
- Summary measure:
 - **GPRA12Summary:** Parent reads to child at least three times per week (yes/no)

GPRA 13. For children in the kindergarten through 8th grades, the number and percent of parents or family members who report encouraging their child to read books outside of school.

- Components of measure:
 - **GPRA13Q1:** Answer to 13Q1, In a typical week, how often do you or any other family members read books to (CHILD)?
 - (1) Not at all
 - (2) Once or twice
 - (3) 3-6 times
 - (4) Every day
 - (.r) REFUSED
 - (.k) DON'T KNOW
 - **GPRA13Q2:** Answer to 13Q2, In the past week, how often did (CHILD) read to (himself/herself) or to others outside of school?
 - (1) Never
 - (2) Once or twice
 - (3) 3-6 times
 - (4) Every day
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA13Date:** Date GPRA 13 data were collected (month/year)
- Summary measure:
 - **GPRA13Summary:** Parent encourages their child to read books outside of school (yes/no)

GPRA 14. For children in the 9th to 12th grades, the number and percent of parents or family members who report talking with their child about the importance of college and career.

- Components of measure:

- **GPRA14Q1a:** Answer to 14Q1a, Provided advice or information to child about selecting courses or programs at school
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA14Q1b:** Answer to 14Q1b, Provided advice or information to child about plans and preparation for college entrance exams such as ACT, SAT, or ASVAB
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA14Q1c:** Answer to 14Q1c, Provided advice or information to child about applying to college or other schools after high school
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA14Q1d:** Answer to 14Q1d, Provided advice or information about specific jobs your high school student might apply for after completing or leaving high school
 - (1) Never
 - (2) Sometimes
 - (3) Often
 - (.r) REFUSED
 - (.k) DON'T KNOW
- **GPRA14Date:** Date GPRA 14 data were collected (month/year)
- Summary measures:
 - **GPRA14Summary1:** Parent talks to their child about college (yes/no)
 - **GPRA14Summary2:** Parent talks to their child about careers (yes/no)
 - **GPRA14Summary3:** Parent talks to their child about college and career (yes/no)

GPRA 15. Number and percent of students who have school and home access (and percent of the day they have access) to broadband Internet and a connected computing device.

- Components of measure:
 - **GPRA15Q1a:** Answer to 15Q1a, Internet at home: Through my home computer (i.e., desktop or laptop) that has slow or dialup Internet access
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
 - **GPRA15Q1b:** Answer to 15Q1b, Internet at home: Through my home computer (i.e., desktop or laptop) that has fast Internet access (e.g., DSL, Broadband, or cable)

- (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1c:** Answer to 15Q1c, Internet at home: Through my Wi-Fi or 3G/4G mobile device
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1d:** Answer to 15Q1d, Internet at home: Through my digital reader or tablet (e.g., iPad or Kindle)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1e:** Answer to 15Q1e, Internet at home: Through my music or video device (e.g., MP3 player, iPod or iPod Touch)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1f:** Answer to 15Q1f, Internet at home: Through my handheld game (e.g., GameBoy, Nintendo DS)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1g:** Answer to 15Q1g, Internet at home: Through my video gaming system (e.g., Xbox, PlayStation, Wii)
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q1h:** Answer to 15Q1h, Internet at home: Another way
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2a:** Answer to 15Q2a, Internet at school: During a school computer lab or computer class
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2b:** Answer to 15Q2b, Internet at school: During an academic class other than computer lab or computer class such as English or math class
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2c:** Answer to 15Q2c, Internet at school: Through school library computers
 - (Y) Yes

- (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2d:** Answer to 15Q2d, Internet at school: Through my own laptop that I bring to school
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2e:** Answer to 15Q2e, Internet at school: Through my own tablet computer (such as an iPad) that I bring to school
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2f:** Answer to 15Q2f, Internet at school: Through my Wi-Fi or 3G/4G mobile device that I bring to school
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Q2g:** Answer to 15Q2g, Internet at school: Another way
 - (Y) Yes
 - (N) No
 - (.k) DON'T KNOW
- **GPRA15Date:** Date GPRA 15 data were collected (month/year)
- Summary measures:
 - **GPRA15Summary1:** Student has access to Internet only at home (yes/no)
 - **GPRA15Summary2:** Student has access to Internet only at school (yes/no)
 - **GPRA15Summary3:** Student has access to Internet both at home and school (yes/no)

Additional outcome measures (Note: Include other outcome data that were collected in the case management system and document these fields in the metadata.)

Section 7. Implementation Data Files

The implementation data files include two types of files. The individual-level implementation files will contain indicators that track, at an individual level, the type, quantity, duration and frequency of services delivered to Promise Neighborhood participants.¹⁰ This will require describing and categorizing different types of services and solutions (e.g., case management, wrap around care, drop-in program), recording individual treatment data (e.g., who participated in using the services), and dosage (e.g., when services started and ended, frequency, and duration). A second data file with service-level implementation data should also be produced, characterizing the full set of services provided (not necessarily to individuals with RUDF ID numbers).

¹⁰ Implementation data are discussed in chapter 5 of the [Guidance Document](#), pp. 127-130.

The individual-level implementation file will contain one record per person per program participation period per service provider.

Example #1: A child attends partner ABC's early care program from September 2012 through April 2013. This is reported in a single file record.

Example #2: A child attends partner XYZ's afterschool tutoring program from October 2012 through December 2012 and re-enrolls for a second semester from February 2013 through May 2013. This is reported in two separate file records, representing two distinct episodes of participation in the program.

The following fields should be included:

- **RUDFID:** Individual's RUDF ID number
- **ProgramID:** Program ID
- **SolutionsID:** Solutions ID (from GRADS360)
- **ProviderName:** Name of service provider
- **EnrollDate:** Enrollment or start date with service provider (not the date of first contact with Promise Neighborhood Initiative).
- **ServiceType:** Type of service (e.g., academic assistance, skills development, mentoring, case management)
- **StartDate:** Program participation start date (month/year)
- **EndDate:** Program participation end date (month/year, .a if still enrolled)
- **Date:** Data collection date (month/year)
- **NumVisits:** Number of sessions/visits
- **TimeTotal:** Total time spent in all sessions (in minutes, hours, or days)
- **TimeUnit:** Unit of time (minutes, hours, days)
- **TargetTotal:** Total time that would be spent in all sessions (in minutes, hours, or days) under perfect fidelity to program model.
- **TargetUnit:** Unit of time (minutes, hours, days) used in measuring target contact time
- **Exit:** Exit reason
 - (C) Completed the service(s)
 - (T) Transferred to another service provider
 - (D) Dropped out
 - (R) Removed or terminated for cause
 - (I) Ineligible to continue
 - (.a) Not applicable

The service-level implementation file will contain one record per time period per type of service per service provider. The following fields should be included:

- **ProgramID:** Program ID
- **SolutionsID:** Solutions ID (from GRADS360)
- **ProviderName:** Name of service provider
- **EnrollDate:** Enrollment or start date of service provider (not the date of first contact with Promise Neighborhood Initiative). This date is the beginning of service provision, which could come before or after the start date of the data reported. For example, a service could begin

September 1 but the data could be reported on a base of August 1 to October 31 or of October 1 to December 31.

- **ServiceType:** Type of service (e.g., academic assistance, skills development, mentoring, case management)
- **StartDate:** Time period start date (month/year)
- **EndDate:** Time period end date (month/year, .a if still enrolled)
- **NumVisits:** Number of sessions/visits
- **TimeTotal:** Total time spent in all sessions (in minutes, hours, or days)
- **TimeUnit:** Unit of time (minutes, hours, days)
- **TargetTotal:** Total time that would be spent in all sessions (in minutes, hours, or days) under perfect fidelity to program model
- **TargetUnit:** Unit of time (minutes, hours, days) used in measuring target contact time

Additional implementation measures may also be available that do not fit into either of these data formats. Each site should also include other implementation data collected in the case management system in additional data files, and document these fields in the metadata. Before sending confidential data not described in this specification, sites should communicate to the Urban Institute the nature of the data to be uploaded. Metadata containing no protected information, or general descriptions of the data to be uploaded, can be emailed to RUDF staff so that the Urban Institute IRB can review the data collection in advance of submission.

Section 8. Demographic Data File

The demographic data file will contain basic descriptive information on individuals.¹¹ The file will contain one observation per person for each new update of the demographic data.

The following fields should be included:

- **RUDFID:** Individual's RUDF ID number
- **Date:** Date demographic data were collected (month/year)
- **LivePN:** Lives in the Promise Neighborhood footprint (yes/no)
- **AttendPNSchool:** Attends a Promise Neighborhood target school (yes/no)
- **BirthYear:** Year of birth
- **Gender:** Gender
- **Race:** Race
- **Eth:** Hispanic ethnicity
- **Language:** Primary language
- **ESL:** English as second language (Yes/No)
- **Enrollment:** School enrollment status
- **CurrentGrade:** Grade level
- **CCDID:** Common Core of Data school ID code
- **School:** School name

¹¹ Demographic data are discussed in chapter 5 of the [Guidance Document](#), pp. 121–124.

- **Schaddress:** School street address
- **HighestGrade:** Current or highest grade completed
- **LunchEligible:** Eligibility for free or reduced-price lunch (yes/no)
- **SpecEd:** Special education or learning disability (yes/no)
- **DateGrad:** Date of high school graduation or GED
- **MedicalCond:** Diagnosed medical condition (yes/no)
- **MedicalCondDesc:** Description of medical condition (if applicable)
- **CareGiver:** Current Caregiver Setting
 - (1) Two-parent home (including both biological and step-parents)
 - (2) Single mother, responsible for care of dependent children
 - (3) Single father, responsible for care of dependent children
 - (4) Joint custody
 - (5) Kinship care
 - (6) Foster care (includes youth living with relatives if this is a formal home placement)
 - (7) Group home
 - (8) Residential treatment
 - (9) Incarcerated setting
 - (10) Runaway or homeless/street youth
 - (20) Other
 - (.k) UNKNOWN

Additional demographic data (Note: Include other demographic data that were collected in the case management system and document these fields in the metadata.)

Section 9. Family Roster Data File

A family roster data file will list all participant and nonparticipant family members (i.e., family members not enrolled in Promise Neighborhoods) living in the household with a person who is receiving Promise Neighborhoods services.¹² The data file will contain one record for each person in the child’s family. A parent or guardian of the participant in Promise Neighborhoods should serve as the reference person for specifying familial relationships within the household. The file will contain one observation per person for each new update of the family roster data.

The following fields should be included:

- **RUDFIDFamMem:** Family member unique RUDF ID number
- **Date:** Date data were collected or recorded (month/year)
- **FamilyID:** Family ID (same for each member of the family)
- **BirthYear:** Year of birth
- **Gender:** Gender
- **GuardianRelation:** Relationship to Parent or Guardian (i.e., “daughter,” “son,” “mother,” or “self” if the record is of the parent or guardian).

¹² Family roster data are discussed in chapter 5 of the [Guidance Document](#), pp. 125–127.

- **Language:** Primary language spoken
- **HighestGrade:** Current or highest grade level completed
- **Employment:** Employment status
- **AnnIncome:** Prior-year annual income

Additional family roster data (Note: Include other family roster data that were collected in the case management system and document these fields in the metadata.)

Section 10. Metadata File

The metadata file is a text document that describes and documents the information included in the RUDF data transmitted to the Urban Institute. A template is provided for reporting metadata. A separate metadata file should be prepared with the following information for *each submitted data file*.

A. File Type

- One of the following: Neighborhood Survey File, School Survey File, Case Management File, School Summary File, Individual-Level Implementation Data File, Service-Level Implementation Data File, Demographic Data File, or Family Roster Data File

B. Contact Information

- Name of person responsible for compiling and transmitting RUDF data
- Telephone number
- Email address

C. Data Information

- List of data sources
- Date(s) when data were obtained from each source
- Description of data cleaning or other processing done to the data before transmittal, including any deidentification and disclosure risk abatement
- Identification of any HIPAA-covered entities among the data providers

D. Population Description

- Description of the population included
- Information on any notable exclusions from population

E. Activity Dates

- Date range covered by RUDF submission

F. File Format

- File name
- Description of the file format (dBase IV, Microsoft Excel, etc.)
- Number of observations
- Number of data fields

G. Sample Design

Note: Include this information for survey data files only.

- Description of sample design
- Strata variable information (if applicable)
- Cluster variable information (if applicable)

H. Data Fields and Formats (Codebook)

- A list of all of the fields in the data file, with the following information on each:
 - Field name
 - Field description
 - Field type (numeric, character, date)
 - Special coded values and meanings (if applicable, including codes for missing values)

I. Program Information (For Implementation Data File Only)

- Names and descriptions of programs included in implementation data
 - Description of program model
 - Expected or minimal level of participation
 - Outcome measures and assessment tools used

Section 11. Transmission Instructions

Instructions for uploading data to the UI SFTP site will be circulated under separate cover to all PN implementation grantees.

Section 12. Data Collection Schedule

Fiscal Year 2011 Implementation Grantees

Grantee Data Collection by RUDF Submission Due Date

Data File	Due 9/30/13	Due 12/31/13	Due 3/31/14	Due 6/30/14
Neighborhood Survey File (biennial)	Collected 2012–13 (baseline)	-	-	-
School Survey File (annual)	Collected SY2012–13 (baseline)	-	-	-
Case Management File (quarterly)	Collected through 8/31/13	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14
School Summary File (annual)	Collected SY2012–13 (baseline)	-	-	-
Implementation Data Files (quarterly)	Collected through 8/31/13	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14
Demographic Data File (quarterly)	Collected through 8/31/13	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14
Family Roster Data File (quarterly)	Collected through 8/31/13	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14

Fiscal Year 2012 Implementation Grantees

Grantee Data Collection by RUDF Submission Due Date

Data File	Due 12/31/13	Due 3/31/14	Due 6/30/14	Due 9/30/14
Neighborhood Survey File (biennial)	-	Collected 2013 (baseline)	-	-
School Survey File (annual)	-	-	-	Collected SY2013–14 (baseline)
Case Management File (quarterly)	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14	Collected through 8/31/14
School Summary File (annual)	-	-	-	Collected SY2013–14 (baseline)
Implementation Data Files (quarterly)	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14	Collected through 8/31/14
Demographic Data File (quarterly)	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14	Collected through 8/31/14
Family Roster Data File (quarterly)	Collected through 11/30/13	Collected through 2/28/14	Collected through 5/31/14	Collected through 8/31/14