

Certification for Paperwork Reduction Act Submissions

Needs Sensing Survey under the Regional Educational Laboratory Program

On behalf of this Federal Agency, I certify that the collection of information encompassed by this request complies with 5 CFR 1320.9 and the related provisions of 5 CFR 1320.8(b)(3).

The following is a summary of topics, regarding the proposed collection of information that the certification covers:

- (a) It is necessary for the proper performance of agency functions;
- (b) It avoids unnecessary duplication;
- (c) It reduces burden on small entities;
- (d) It uses plain, coherent, and unambiguous language that is understandable to respondents;
- (e) Its implementation will be consistent and compatible with current reporting and recordkeeping practices;
- (f) It indicates the retention periods for recordkeeping requirements;
- (g) It informs respondents of the information called for under 5 CFR 1320.8(b)(3) about:
 - (i) Why the information is being collected;
 - (ii) Use of information;
 - (iii) Burden estimate;
 - (iv) Nature of response (voluntary, required for a benefit, or mandatory);
 - (v) Nature and extent of confidentiality; and
 - (vi) Need to display currently valid OMB control number;
- (h) It was developed by an office that has planned and allocated resources for the efficient and effective management and use of the information to be collected
- (i) It uses effective and efficient statistical survey methodology (if applicable); and
- (j) It makes appropriate use of information technology.

If you are unable to certify compliance with any of these provisions, identify the item(s) and explain the reason in the Supporting Statement.

All submitted information collection requests must be complete and approved by your office. By signing this certification, RIMS has been authorized to post the information collection request to EDICSWEB for public comment. If this collection should not be publicly available, please provide reasons to RIMS via e-mail to ICDocketMgr@ed.gov when you notify RIMS of your official EDICS submittal. Information collections tied to a proposed or draft rule are not shared with the public until the publication date of that rule.

Signature of Principal Office Official or Designee 	Date: 08.13.2012
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Rebecca Maynard 8/8/12
Ruth C. Nara 8/8/12

Contract No.: ED-IES-12-C-0004

**Supporting Justification
for OMB Clearance of a
Needs Sensing Survey
under the Regional
Educational Laboratory
Program (REL)
*Section A***

June, 2012

Submitted to:

U.S. Department of Education
Institute of Education Sciences
555 New Jersey Ave., NW, Rm. 308
Washington, DC 20208
(202) 208-7078

Submitted by:

American Institutes for Research
1120 E. Diehl Road, Suite 200
Naperville, IL 60563
(630) 649-6563

Project Officer:

Christopher Boccanfuso

Project Director:

Matt Dawson, Ph.D.

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readiness, low-performing schools and school improvement, and early childhood education);

- for each issue, the types of data and analysis supports, and research and evaluation needs which respondents anticipate would be of particular value;
- what factors would increase the likelihood respondents and the populations they represent would turn to the REL for data and analysis supports, or research and evaluation needs in the future.

REL Midwest will use results of the survey to prioritize the assistance that REL Midwest provides to educators in the region for utilizing their longitudinal data systems, conducting high quality research and evaluation; learning about the best education research; and incorporating data into policy and practice.

More specifically, the survey will give respondents in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin an opportunity to provide REL Midwest and ED with information on the priority needs of the region. This includes feedback from stakeholders in each of the seven states served by REL Midwest on current levels of interest in the four priority areas (described above) that are the focus of REL Midwest's work, as well as stakeholder interest in important educational issues that fall under each of these four priority areas. Finally, respondents will be asked to provide feedback on a variety of specific activities that REL Midwest is planning to undertake over the next five years. Failure to collect this information might result in a misalignment of REL Midwest services and the needs of the educators they serve.

1. Circumstances Necessitating Collection of Information

This data collection is authorized by the Educational Sciences Reform Act (ESRA) of 2002. Part D, Section 174(f)(3) of ESRA states that as part of their central mission and primary

6. Consequences to Federal Program or Policy Activities if the Collection is Not Conducted or Is Conducted Less Frequently than Proposed

If the proposed data were not collected, IES would fail to fulfill its mandate in ESRA 2002 to identify and serve the educational needs of the Midwest region by conducting a continuing survey. Thus, federal resources would be allocated and program decisions would be made in the absence of valid evidence of the need for products and activities provided by REL Midwest to educators in the region.

7. Special Circumstances

There are no special circumstances.

8. Federal Register Announcement and Consultation

a. Federal Register Announcement

We will publish a 30-day Federal Register Notice to allow public comment.

b. Consultations Outside the Agency

None.

c. Unresolved Issues

None.

9. Payment or Gift to Respondents

None.

10. Confidentiality of the Data

The data collection efforts that are the focus of this clearance package will be conducted in accordance with all relevant federal regulations and requirements. These include the Education

- Computer data files are protected with passwords and access is limited to specific users.

With especially sensitive data, the data are maintained on removable storage devices that are kept physically secure when not in use.

The Privacy Act of 1974 applies to this data collection. NORC will make certain that all surveys are held strictly confidential, as described above, and that in no instance will responses be made available except in tabular form.

11. Additional Justification for Sensitive Questions

No questions of a highly sensitive nature are included in the survey.

12. Estimates of Hour Burden

The total reporting burden associated with this data collection is 983 hours (See Table 1 below). Approximately 2,800 respondents will be contacted with a target response rate of 80%, and the approximate time required for each respondent to complete the online survey is 0.33 hours on average. An advance notification letter is estimated to add 3 minutes (0.05 hours) to participation in the survey (see Appendix C). There will also be one postcard and up to four email follow-ups (0.04 hours each) for individuals who do not respond to the initial letter (see Appendix D). For more detailed information on the sample, please refer to Table 3.

Table 2: Annualized Cost

Task	Respondents		Time Estimate		Hourly rate	Estimated monetary cost of burden
	Type of respondent	Number	Hours per respondent	Total hours		
Gaining cooperation	District administrators and principals	1,540	.08	122	\$50	\$6,100
	School board members and teachers	1,540	.08	122	\$30	\$3,660
	Total	3,080	.08	244	\$40	\$9,760
Survey	District administrators and principals	1,120	.33	370	\$50	\$18,500
	School board members and teachers	1,120	.33	370	\$30	\$11,100
	Total	2,240	.33	740	\$40	\$29,600
Total						\$39,360

14. Estimates of Annualized Cost to the Federal Government

Annualized costs to the federal government for developing, fielding, and analyzing the survey include \$153,151 in Y1 (for developing the survey, obtaining OMB approval, and project management), \$208,182 in Y2 (for fielding the survey, analyzing results, and project management), and \$155,422 in Y3 (for analyzing results, drafting reports, and project management). Thus the average annual cost to the federal government for work conducted over all three years is \$172,252.

Table 3: Schedule of Activities

Activity	Schedule
Field online survey	April 2013-July 2013
Analysis and report	August 2013-April 2014

17. Approval Not to Display the Expiration Date for OMB Approval

Approval not to display the expiration date for OMB approval is not requested.

18. Exception to the Certification Statement

No exceptions to the certification statement are being sought.



Midwest
Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin



The purpose of this survey is to understand the needs of [school board members/district administrators] in the Midwest region. The survey is being conducted by NORC at the University of Chicago on behalf of REL Midwest, which is part of a network of ten Regional Educational Laboratories funded by the U.S. Department of Education's Institute of Education Sciences (IES). Each REL serves a designated region of the country and focuses on the national priority of helping states and districts use data and analysis to address relevant and timely education policy and practice issues with the goal of improving student outcomes.

REL Midwest serves the educational needs of Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. You are one of a sample of [school board members/district administrators] that was selected to represent not only you, but others in your role throughout the Midwest region; thus, it is essential we hear back from you. Your feedback is important because it will help REL Midwest refine its understanding of regional needs and inform its future research, technical assistance, and dissemination work.

PLEASE NOTE: Your participation is voluntary, and you may skip any question or stop at any time. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. Any willful disclosure of such information for nonstatistical purposes, without the informed consent of the respondent, is a class E felony. Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties. By clicking on the survey link below you are indicating that you consent to participate in this study. **If you have questions about your rights as a study participant, you may call the NORC IRB Administrator, toll free, at 866-309-0542.**

THANK YOU!



To learn more about REL Midwest, please visit the website at <http://www.relmidwest.org/> or call the REL Midwest hotline at 866-730-6735. For more information about the REL Program, please visit the IES website at <http://ies.ed.gov/ncee/edlabs/index.asp>.

OMB Control Number: XXXX-XXXX

- Q1p.** Increasing community and/or family involvement in school ?
- Q1q.** Providing more choice with respect to the schools students may attend ?
- Q1r.** Improving access to out-of-school programs for students at risk ?
- Q1s.** Increasing access to out-of-school programs for college-and-career readiness ?
- Q1t.** Establishing additional college- and career-ready standards ?
- Q1u.** Providing more opportunities to take advanced placement or college courses ?
- Q1v.** Increasing high school graduation rates ?
- Q1w.** Creating alternative pathways to high school completion ?
- Q1x.** Providing more college and career counseling ?
- Q1y.** Raising the quality of college and career counseling ?
- Q1z.** Improving access to high quality preschool programs ?
- Q1aa.** Coordinating better with early learning programs to improve school readiness ?
- Q1bb.** Increasing use of early childhood or early learning assessments ?
- Q1cc.** Developing or aligning early learning standards ?
- Q1dd.** Raising professional requirements for early childhood educators ?
- Q1ee.** Evaluating the quality of preschool programs ?
- Q1ff.** Linking pre-K data systems with K-12 data systems ?

Q2. Are there any other high priority issues for your district?

Q4. You indicated that [Item 1] is one of the highest priorities for your district. Thinking about your district, how useful would it be for REL Midwest to do the following? (Please rate each item separately on a scale of 1=Not at all Useful to 5=Very Useful)

	Not at all Useful			Very Useful	
Q4a. Supply information on the issue, such as summaries of existing research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Q4b. Provide support for using district data to address the issue	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Q4c. Conduct new research on the issue	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Q4d. What other kinds of assistance would be useful to your district to address this high priority issue?

Q5. You indicated that [Item 2] is one of the highest priorities for your district. Thinking about your district, how useful would it be for REL Midwest to do the following?

	Not at all Useful			Very Useful	
Q5a. Supply information on the issue, such as summaries of existing research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Q5b. Provide support for using district data to address the issue	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Q5c. Conduct new research on the issue	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

Q5d. What other kinds of assistance would be useful to your district to address this high priority issue?

and principal effectiveness.

Q7d. An analysis that identifies the characteristics of effective teaching. ? 1 ? 2 ? 3 ? 4 ? 5

Q7e. An analysis of the effectiveness of professional development programs. ? 1 ? 2 ? 3 ? 4 ? 5

Q7f. An analysis of the effectiveness of different teacher or leader certification pathways. ? 1 ? 2 ? 3 ? 4 ? 5

Q7g. An electronic tool that automates the review and interpretation of student test scores or other indicators of student learning ? 1 ? 2 ? 3 ? 4 ? 5

Q7h. An analysis of how technology can be effectively integrated into instruction. ? 1 ? 2 ? 3 ? 4 ? 5

Q7i. Are there any other automated tools, analytical methods, analyses, or assistance related to the above or other educator effectiveness issues that would be particularly useful to your district?

Q8. Many educators have also indicated that *improvement of low-performing schools* is an important issue in the Midwest. Thinking ahead about future assistance REL Midwest could provide, how useful would the following products be to your district with regard to the specific issue of low-performing schools?

	Not at all Useful				Very Useful
Q8a. An analytic method for – or electronic tool that automates – the identification of low-performing schools that are improving or that have “turned around”.	? 1	? 2	? 3	? 4	? 5
Q8b. An analysis of the characteristics and practices of low-performing schools that are improving or that have “turned around”.	? 1	? 2	? 3	? 4	? 5
Q8d. An analysis of how low-performing schools	? 1	? 2	? 3	? 4	? 5

Q9h. Are there any other automated tools, analytical methods, analyses, or assistance related to the above or other college and career readiness issues that would be particularly useful to your district?

Q10. Many educators have also indicated that *early childhood education* is an important issue for schools and districts in the Midwest. Thinking ahead about future assistance REL Midwest could provide, how useful would the following products be to your district with regard to the specific issue of early childhood education?

	Not at all Useful				Very Useful
Q10a. An inventory of early childhood education programs documenting their characteristics or the populations they serve.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Q10b. An analysis of the impact of particular early childhood programs and program characteristics.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Q10c. An analysis of the early childhood education workforce.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Q10d. An analysis of how schools use kindergarten or pre-kindergarten assessments to inform instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Q10e. An analysis of the validity of quality ratings for early childhood education programs.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
Q10f. An analysis of districts' capacity for integrating early childhood data with K-12 data.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

Q10g. Are there any other automated tools, analytical methods, analyses, or assistance related to the above or other early childhood education issues that would be particularly useful to your district?

Information required for *Information Collection (IC) Worksheets***PART I**

1. **Agency/Sub-agency originating request**
Department of Education, IES
2. **OMB control number**
[To be completed by IES]
3. **Title**
Needs Sensing Survey under the Regional Educational Laboratory Program (REL)
4. **Type of information collection**
New collection
- 4a. **Is this a request for a generic clearance?**
No
5. **Type of Review Requested**
Regular
6. **Expiration date**
Three years from approval date
7. **Does this ICR contain surveys, censuses, or employ statistical methods?**
Yes
8. **Does the Supporting Statement serve as a Joint ICR and Privacy Impact Assessment per OMB Memorandum 03-22, Section II.D.?**
No
9. **Agency contact**
[To be completed by IES]
10. **Abstract**
The needs assessment consists of an online survey of a sample of school board members, district administrators, principals, and teachers in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. The purpose of the sample survey is to assess: the importance these populations attach to the four issues identified in advance by REL Midwest as priorities for the region; for each issue, the types of data and analysis supports, and research and evaluation needs which respondents anticipate would be of particular value; and what factors would increase the likelihood respondents and the populations they represent would turn to the REL for data and analysis supports, or

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17. **Frequency of recordkeeping or reporting**
Reporting
 1. On occasion
18. **Citations for New Statutory Requirements**
[blank]
19. **Burden Increases and Decreases**
[To be completed by IES]
20. **Add/Edit Supporting Statement and Other Documents**
[To be completed by IES]
21. **Is this collections related to EDFacts?**
No
22. **Are EDFacts standard definitions for School, LEA, SEA, Children With Disabilities, LEP and Migrant Used?**
No
23. **Please describe the types of reports and analysis to be performed against the data (500 Characters Maximum)**
Responses to each closed-ended item from the survey will be compiled and reported separately for school board members, superintendents, principles, and teachers across all seven states in order to identify differences in high priority issues and the demand for REL services that are based on educator role. Data from common survey items will be analyzed by demographic characteristic as well, looking for significant differences in the responses of particular educators based on, e.g. whether they are located in urban vs. rural schools or districts. Survey responses also will be aggregated to the state level by educator role and demographic characteristic to determine how priority issues and interest in REL services varies geographically within the Midwest region. Responses to the open-ended survey item will be reviewed to develop a topical coding scheme that captures the range of educator needs that go beyond those covered in the survey itself. Once coded, these items will also be analyzed by educator role, demographic characteristic, and state.

PART II

1. **IC Title**
Needs Sensing Survey under the Regional Educational Laboratory Program (REL)
2. **EDICS Tracking Number**
[To be completed by IES]