

OMB Forms Justification Package

National Study of the Prevalence of Community-Service and Service-Learning in K-12 Public Schools

PART A: JUSTIFICATION

- A1. Explain the circumstances that make the collection of information necessary. Identify any legal or administrative requirements that necessitate the collection. Attach a copy of the appropriate section of each statute and regulation mandating or authorizing the collection of information.**

The Learn and Serve America Program was established by the National and Community Service Trust Act of 1993 (PL 103-82) to support efforts in schools, higher education institutions and community-based organizations to implement service-learning programs that involve young people in meaningful service to their communities while improving academic, civic, social, and career-related skills. The Learn and Serve America program is administered by the Corporation for National and Community Service (CNCS or “the Corporation”), which distributes approximately \$37 million in grants annually to states, national organizations, and higher education institutions. Each year, approximately 65 percent of Learn and Serve America funds are granted to state education agencies through population-based formula and competitive grants to support K-12 schools and schools districts in the implementation of service-learning programs. The remaining funds are given to higher education institutions and community-based organizations, which often partner with schools and school districts to implement service-learning programs.

Since Learn and Serve America was established in 1990 (first established as Serve America), it has been the catalyst for a wide expansion of service and service-learning in America’s schools, colleges and youth service organizations. In 1984, approximately nine percent of schools in the United States offered service-learning opportunities.¹ By 1999, about one-third of all K–12 public schools in the United States offered service-learning for their students, including a quarter of all elementary schools and almost one-half of all high schools.² Through a follow-up study of the prevalence of service-learning in K-12 schools, Learn and Serve America will be able to continue to assess the extent to which its efforts and those of other organizations that promote service-learning have led to the continued growth of service-learning.

The Corporation has made the continued expansion of service-learning a part of its strategic plan, with the goal of ensuring that students have opportunities to serve as part of the academic studies through high-quality service-learning. As part of this effort, the Corporation has set a national target of 50 percent of America’s K-12 schools with service-learning

¹ Newmann, F.M. & Sundeen, R.A. (1985) “A Profile of High School Community Service Programs.” *Educational Leadership*, December/January: 65-71.

² Skinner, R. & Chapman, C. (1999) *Service-Learning and Community Service in K-12 Public Schools*. National Center for Education Statistics.

incorporated into their curricula in 2010, up from 32 percent in 1999. In addition, in the process of successfully completing the Program Assessment Rating Tool (PART), Learn and Serve America established as one of its outcome-based long-term performance measures the increase in the percentage of K-12 schools that incorporate service-learning as part of their core curricula.

In order to measure the Corporation's progress toward this goal of increasing the percentage of K-12 schools that incorporate service-learning into their curricula, the Corporation seeks approval for a 2008 national survey of the prevalence of community-service and service-learning in K-12 public schools. The survey will include a number of key questions from the service-learning prevalence studies conducted in 1999 by the Department of Education and Westat and in 2004 by the National Youth Leadership Council and Westat, thereby allowing us to note changes in the prevalence of service-learning over time.³ In addition, the survey instrument will contain several questions that are also included in Learn and Serve America's annual performance and program report of grantees and subgrantees, thereby allowing a comparison of Learn and Serve America-funded school-based service-learning programs with school-based service-learning programs nationally.⁴

A2. Indicate how, by whom, and for what purposes the information is to be used. Except for a new collection, indicate the actual use the agency has made of the information received from the current collection.

The data collected through the national survey of the prevalence of community-service and service-learning in K-12 public schools will be used by the Corporation to measure progress toward its goal of 50 percent of K-12 schools with service-learning as part of the core curriculum and to fulfill reporting requirements through its strategic initiatives and Learn and Serve America's long-term outcome measures. In that regard, the data from the system will be used by the Corporation in reporting on the operation and outcomes of the Learn and Serve America program in its annual *Performance and Accountability Report* to Congress, its annual *Congressional Budget Justification*, and the review of the program through the PART.

Data gathered through the survey will also be used for an analysis of changes in the prevalence of service-learning over time and differences between the policies and supports for service-learning among schools receiving Learn and Serve America funds and among schools nationally. Comparisons of changes over time will be made with data collected in 1999 by NCES and in 2004 by NYLC. Comparisons between Learn and Serve America funded service-learning programs and service-learning nationally will be made with data collected through Learn and Serve's annual reporting system, Learn and Serve America Program and Performance Measurement Report.

³ Further information on the 1999 study can be found at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=1999043>. Further information on the 2004 study can be found at: <http://www.nylc.org/2004survey>.

⁴ Further information on Learn and Serve America's performance and program reporting system, including copies of the survey instruments, can be found at: <http://www.lsareports.org>.

In addition, the data collected through the survey will be made available to the public through a public use data file. The public use data set will not include any identifying information.

A3. Describe whether and to what extent the collection of information involves the use of automated, electronic, mechanical, or other technological collection techniques or other forms of information technology, e.g., permitting electronic submission of responses, and the basis for the decision for adopting this means of collection. Also describe any consideration of using information technology to reduce burden.

The collection of information will occur through a multi-step process, including a pre-notification letter for the school district superintendent, a paper version of the survey sent by Fed-Ex to the school principal and telephone interview follow-ups for incomplete survey responses. Respondents will also be provided with an 800-number and will have the option of completing the survey entirely by phone. The collection procedure is similar to the same collection techniques used by the Department of Education's Fast Response Survey System, which regularly collects data from school principals. The survey instrument has been formatted to minimize burden, with easy-to-read text and well-organized response options. The survey also will include instructions, frequently asked questions and contact information for assistance.

A4. Describe efforts to identify duplication. Show specifically why similar information already available cannot be used or modified for use for the purpose described in item 2 above.

There is no other national-level survey that regularly collects information on the institutional policies and supports for community service and service-learning in K-12 public schools. This information was collected in 1999 by the Department of Education and in 2004 by the National Youth Leadership Council; however, these were one time surveys and there are no known efforts to repeat this collection by these organizations or others. It is necessary to implement a new collection at this time in order to measure progress in the adoption of policies and supports for community service and service-learning in K-12 public schools.

A5. If the collection of information impacts small businesses or other small entities, describe any methods to minimize burden.

The reporting system does not impact small businesses or other small entities.

A6. Describe the consequence to Federal program or policy activities if the collection is not conducted or is conducted less frequently, as well as any technical or legal obstacle to reducing burden.

If this collection is not conducted, the Corporation will be unable to report on the progress toward the strategic initiative target of 50 percent of all schools with service-learning incorporated into their curriculum by 2010, as well as Learn and Serve America's capacity to report on one of its key long-term outcome-based performance measures. In addition, by conducting the survey in 2008, the Corporation will have access to information that will inform

its strategic efforts to increase the number of K-12 public schools that have service-learning activities.

- A7. Explain any special circumstances that would cause an information collection to be conducted in a manner that (a) required respondents to report information to the agency more often than quarterly; (b) requires respondents to prepare written response to a collection of information in fewer than 30 days after receipt of it; (c) requires respondents to submit more than an original and two copies of any document; (d) requires respondents to retain records, other than health, medical, government contract, grant-in-aid, or tax record for more than three years; (e) in connection with a statistical survey that is not designed to produce valid and reliable results that can be generalized to the universe of study; (f) requires the use of a statistical data classification that has not been reviewed and approved by OMB; (g) includes a pledge of confidentiality that is not supported by authority established in statute or regulation, that is not supported by disclosure and data security policies that are consistent with the pledge, or which unnecessarily impedes sharing of data with other agencies for compatible confidential use; or (h) requires respondents to submit proprietary trade secret, or other confidential information unless the agency can demonstrate that it has instituted procedures to protect the information's confidentiality to the extent permitted by law.**

There are no special circumstances that will require information to be collected in a manner that is not consistent with the requirements outlined above.

- A8. If applicable, provide a copy and identify the date and page number of publication in the Federal Register of the agency's notice, required by 5 CFR 1320.8(d), soliciting comments on the information collection prior to submission to OMB. Summarize public comments received in response to the notice and describe actions taken by the agency in response to the comments. Specifically address comments received on cost and hour burden. Describe efforts to consult with persons outside the agency to obtain their views on the availability of data, frequency of collection, the clarity of instructions and recordkeeping, disclosure, or reporting format (if any), and on the data elements to be recorded, disclosed, or reported. Consultation with representatives of those from whom information is to be obtained or those who must compile records should occur at least once every three years even in the collection of information activity is the same as in prior periods. There may be circumstances that may preclude consultation in a specific situation. These circumstances should be explained.**

The initial 60-day Federal Register notice was published on June 22, 2007 and ended August 21, 2007 (Volume 72, no. 120, page 34447). A copy is attached. No public comments were received.

As part of the survey development, the Corporation consulted with several research experts in the field of service-learning, including those who had been involved in the

implementation of surveys in 1999 and 2004. Based on comments received from this consultation, the Corporation has ensured proper comparisons with past surveys and ease in reporting.

A9. Explain any decision to provide any payment or gift to respondents, other than remuneration of contractors or grantees.

There will be no payments to respondents. All schools in the sample will receive a copy of the final report from the survey.

A10. Describe any assurance of confidentiality provided to respondents and the basis for the assurance in statute, regulation, or agency policy.

The data gathered through this collection will be at the institutional-level and will not include confidential information. The tracking system used during data collection will be maintained and secured by the contractor. The data set provided for public-use will not include any institutionally-identifiable information.

A11. Provide additional justification for any questions of a sensitive nature, such as sexual behavior and attitudes, religious beliefs, and other behaviors that are commonly considered private.

The proposed data collection contains no questions of a sensitive nature.

A12. Provide estimates of the hour burden of the collection of information. The statement should: (a) indicate the number of respondents, frequency of response, annual hour burden, and an explanation of how the burden was estimated. Consultation with a sample (fewer than 10) of potential respondents is desirable. If the hour burden on respondents is expected to vary widely because of differences in activity, size, or complexity, show the range of expected hour burden, and explain the reasons for the variance. Generally, estimates should not include burden hours for customary and usual business practices. (b) if this request for approval covers more than one form, provide separate hour burden estimates for each form and aggregate the hour burdens in line 13 of OMB Form 83-1. (c) provide estimates of annualized costs to respondents for the hour burdens for collections of information, identifying and using appropriate wage rate categories. The cost of contracting out or paying outside parties for information collection activities should not be included here. Instead this cost should be included in item 14.

The total hour burden for the data collection is estimated at 700 hours, based on an average of 21 minutes per respondent for a sample of 2,000 respondents. The average time burden includes 30 minutes for schools with service-learning programs and 15 minutes for schools without service-learning programs, with an estimated 40% of those surveyed reporting service-learning programs. This estimate is based on the burden time established for the previous survey in 1999 by the Department of Education. The response time includes time for brief review of project files as well as the time needed to complete the survey itself. The cost

estimate (\$38 per hour) is based on the 2006 hourly wage data for elementary and secondary school administrators (who typically will be completing these forms) from the Bureau of Labor Statistics' National Compensation Survey. The following table summarizes the number of respondents and associated burden estimates and annualized costs to respondents.

Form	Respondents	Estimated Number of Respondents	Estimated Burden per Respondent	Total Burden Estimate	Annualized Cost Estimate (@\$38 per hour)
National Study of the Prevalence of Community-Service and Service-Learning in K-12 Public Schools	School administrators in schools with service-learning programs	800	30 minutes	400 hours	\$15,200
	School administrators in schools without service-learning programs	1200	15 minutes	300 hours	\$11,400
TOTAL		2000	21 minutes	700 hours	\$26,600

A13. Provide an estimate of the total annual cost burden to respondents or recordkeepers resulting from the collection of information. Do not include the cost of any hour burdens shown in Items 12 and 14.

No additional data gathering or recordkeeping is required of respondents for this information collection activity.

A14. Provide estimates of annualized costs to the Federal government. Also, provide a description of the method used to estimate cost, which should include quantification of hours, operational expenses (such as equipment, overhead, printing, and support staff), and any other expense that would not have been incurred without this collection of information. Agencies may also aggregate cost estimates from Items 12, 13, and 14 in a single table.

The annual cost to the Federal government for the implementation of the data collection system is estimated at \$250,000. The estimate includes the cost of the contract with Westat, at \$196,611, for sampling, data collection, analysis, and reporting of data collected, as well as Corporation staff and overhead costs for developing the survey instrument, overseeing data collection, and producing a final report.

A15. Explain the reasons for any program changes or adjustments reported in Items 13 or 14 of OMB Form 83-1.

There are no adjustments to Items 13 and 14 of OMB Form 83-I.

A16. For collections of information whose results will be published, outline plans for tabulation and publication. Address any complex analytical techniques that will be used. Provide the time schedule for the entire project.

Analyses of the data will include, in part, basic descriptive analyses aimed at addressing questions related to the overall scope of policies and supports for community service and service-learning among K-12 public schools, as well as the growth of community service and service-learning through a comparison with the national surveys of community service and service-learning among K-12 public schools in 1999 and 2004. Cross-tabulations will be used to explore differences among K-12 public schools by grade level, region, urbanicity, and percentage of students eligible for free or reduced lunch programs.

More sophisticated analyses, including measures of association, multivariate analyses, and factor analysis, will also be used to look for relationships between school characteristics, district policies, scope of service-learning activities and the presence of institutional policies and supports for service-learning. This analysis will be used to assist in informing policies and practices around the promotion of service-learning in K-12 public schools.

Finally, the survey will result in a comparative analysis between national-level data and data reported through Learn and Serve America’s annual survey of its grantees, subgrantees, and sub-subgrantees, the Program and Performance Measurement System. A number of questions in the data collection system are identical to those found in Learn and Serve America’s annual reporting system. Analyses will include cross-tabulation and measures of association, and will be used to identify similarities and differences between Learn and Serve America-funded and non-Learn and Serve America-funded service-learning programs.

All reports will include a discussion of the data sources and the analysis methods in a technical appendix to the papers.

Project Schedule

The schedule for the project is as follows:

Project Subtasks	Schedule
Finalize survey instrument and obtain OMB clearance; prepare survey package	Winter 2007/2008
Conduct data collection	Spring 2008
Clean and analyze data	Summer 2008
Prepare and publish public report	Fall 2008
Publish public-use data files	Fall 2008

A17. If seeking approval to not display the expiration date for OMB approval of the information collection, explain the reasons that display would be inappropriate.

The expiration date will be displayed as required on the survey form.

A18. Explain each exception to the certification statement identified in Item 19, “Certification for Paperwork Reduction Act Submission,” of OMB Form 83-1.

There are no exceptions to the certification statement in Item 19.