TEACHER STATUS UPDATE 2012

for

TEACHER FOLLOW-UP SURVEY 2013

OMB SUPPORTING STATEMENT

PART A

November 1, 2011

National Center for Education Statistics

##### U.S. Department of Education

##### TABLE OF CONTENTS

A. Justification 3

1. Necessity of Information Collection 3

a. Purpose of this Submission 3

b. Legislative Authorization 3

c. Prior TFS Studies 4

d. Study Design for the Teacher Status Update 2012 4

2. Needs and Uses 5

3. Use of Information Technology 6

4. Efforts to Identify Duplication 6

5. Minimizing Burden 6

6. Consequences of Less Frequent Collection 6

7. Special Circumstances 6

8. Consultants Outside the Agency 6

9. Provision of Payments or Gifts to Respondents 6

10. Assurance of Confidentiality 7

11. Need for the Use of Sensitive Questions 7

12. Estimates of Hour Burden 7

13. Estimates of Cost Burden 7

14. Costs to Federal Government 7

15. Reason for Change in Burden 8

16. Project Schedule 8

17. Request Not to Display the Expiration Date 8

18. Exceptions to the Certification 8

**PART A. JUSTIFICATION**

**1. Necessity of Information Collection**

**a. Purpose of this Submission**

This document is a request from the National Center for Education Statistics (NCES) of the U.S. Department of Education (ED) for clearance of the activities occurring in calendar year 2012 related to the Teacher Status update 2012 for the 2012-13 Teacher Follow-up Survey (TFS:13) to the 2011-12 Schools and Staffing Survey (SASS:12). As a follow-up to SASS, the TFS is a survey of teachers, and its main purpose is to provide a one-year teacher attrition rate. The Teacher Status update is necessary for providing information in order to draw a sample of teachers who completed the SASS:12 for the TFS:13.

The Schools and Staffing Survey (SASS) contains questionnaires for elementary and secondary school teachers and principals, among other respondents. A one-year follow-up of those teachers, the Teacher Follow-up Survey (TFS), has been conducted the year after each SASS data collection. The Teacher Status update is the first step in the TFS survey cycle. It is a re-contact of the schools sampled in the previous year’s SASS, to ask about the status of all teachers who were sampled for SASS. This re-contact of the schools sampled in SASS takes place in the fall of the next school year after the SASS data collection. Clearance for the 2012-13 TFS will be submitted separately to OMB.

In the year following the SASS, schools that provided a teacher list form in SASS schools are sent a Teacher Follow-up Survey Teacher Status update form (TFS-1) requesting information regarding the occupational status of each interviewed teacher. These data are used to stratify the teachers for TFS sampling into groups of stayers, movers, and leavers. The current school principal or someone else in the front office knowledgeable about the school’s staff completes the TFS-1. Teachers are categorized as “stayers” (still teaching at the same school), “movers” (still teaching, but at a different school) or “leavers” (no longer teaching).

NCES is in the midst of redesigning the 2012-13 TFS. Since the 2012-13 TFS questionnaires are not yet ready to submit for OMB clearance, NCES requests to have the first sampling stage in the 2012-13 TFS update approved. The 2012-13 TFS will be begin the 60-day public comment federal register notice publication in December 2011/January 2012.

The TFS-1 from the 2008-09 TFS is included as an attachment. Updating the year to 2012-13 will be the only change made to this form.

**b. Legislative Authority**

The National Center for Education Statistics (NCES) is authorized to conduct this study under the Education Sciences Reform Act of 2002 (ESRA 2002: 20 U.S. Code § 9543).

**c. Prior TFS Studies**

To date, NCES has completed six data cycles for SASS (1987-88, 1990-91, 1993-94, 1999-2000, 2003-04, and 2007-08) and six corresponding data cycles for TFS (1988-89, 1991-92, 1994-95, 2000-01, 2004-05, and 2008-09). The data from the TFS are linked to characteristics of those same teachers who participated in the prior year’s SASS.

The seventh SASS, SASS:12, is currently underway and the TFS:13, like earlier TFS collections, is designed to measure the one-year attrition rates of teachers who leave the profession and permit comparisons of stayers, movers, and leavers. “Stayers” are teachers who remain in the same school between the SASS year of data collection and the follow-up year. “Movers” are teachers who stay in the teaching profession but change schools between the SASS year and the follow-up year. “Leavers” are respondents who leave the teaching profession between the SASS year and the follow-up year.

The sample design of the TFS:13 will permit comparison of public versus private school teachers, new versus experienced teachers, and elementary versus secondary school teachers. Survey data collected in the SASS:12 will be used as crosscutting variables in analyzing TFS data. Prior SASS and TFS data have played an important role in improving our understanding of teacher supply and demand and the conditions that affect its balance. SASS and TFS provide national data on turnover in the teacher workforce, including rates of entry and attrition from teaching, sources and characteristics of newly hired teachers, and characteristics and destinations of leavers. These data help shift the debate from the issue of teacher quantity to teacher quality; that is, from its focus on teacher shortages measured in terms of the numbers of teaching positions left vacant to the qualifications of teachers who are hired and retained to fill teaching positions.

**d. Study Design for the Teacher Status Update 2012**

The TFS:13 will be conducted in 2012-13, one year after the SASS:12. The sampling frame for the TFS consists of all teachers who responded to SASS:12. NCES expects there to be about 7,000 teachers from about 11,000 schools. Teachers will be selected according to the same design as earlier TFS samples. That is, the sample will be designed to allow for comparisons between public school and private school teachers and new and experienced teachers (less than 3 years versus more than 3 years of experience).

The major objectives of the TFS:13 are detailed below:

1. To determine the attrition rate for teachers.
2. To determine the characteristics of those who stay in the teaching profession, those who move from one school to another, and those who leave the profession.
3. To obtain major activity/occupation data for those who leave the teaching profession and career pattern data for those who remain in the profession.
4. To obtain data on educational activities and future plans.
5. To obtain data on attitudes about the teaching profession and job satisfaction.

The U.S. Bureau of the Census will carry out the data collection under interagency agreements with NCES. TFS:13 is similar in content to prior TFS data cycles. In order to draw the sample for the TFS13, the U.S. Bureau of Census will collect data on the status of teachers who were sampled for SASS:12. A form will be sent to each school where at least one teacher completed the SASS Teacher Questionnaire. A school administrator with knowledge of the listed teachers’ current status will complete the form and mail it back to the U.S. Bureau of the Census. The information on the form will enable the U.S. Bureau of the Census draw a sample.

**2. Needs and Uses**

The TFS data will be used by Congress, the Department of Education, and other Federal agencies, State Departments of Education (also known as State Education Agencies), private educational and other associations concerned with elementary and secondary education, and education research organizations. Data from previous surveys have been used by all of these sectors.

As noted earlier, one of the major objectives of the SASS is to collect national data for estimating teacher turnover and for understanding attrition patterns. The TFS:13 is designed to be used in conjunction with the SASS to model the attrition behavior of public and private school teachers. The SASS and the TFS, conducted on a regular basis, provide necessary information for estimating and analyzing teacher turnover and for updating the turnover estimates used in projections of teacher demand.

There are a number of reasons to believe that teacher attrition rates are not static. First, the age composition of the teaching force changes over time, so the proportion of the teaching workforce nearing retirement also changes. The median age of the public school teacher workforce in 2007-08 was 42 years. Policymakers are concerned about the pending retirement wave that will occur this coming decade. The experience composition of the teaching force -- also related to the age distribution -- may be an important (and changing) variable. Third, labor market forces in teaching and in the general economy undoubtedly influence attrition. When teaching positions are scarce, temporary exits may be fewer due to expected difficulty in reentering. When other opportunities are plentiful, career changes are more likely. Finally, policy variables may also influence attrition rates. Incentives for early retirement, for example, became widespread in school districts during the 1990’s, as costs for experienced teachers rose. Such incentives may work, ironically, to produce shortages. Current policy initiatives, such as mentoring, offering student loan forgiveness, or additional bonuses for teachers who gain national certification, are intended to reduce attrition rates.

The U.S. Department of Education must be prepared to regularly estimate attrition rates for understanding the nature, composition, and dynamics of the teacher workforce. The continuing administration of the TFS is the key to producing these important data on a regular basis.

**3. Use of Information Technology**

Data collection for the TFS-1 will be via paper only. Schools will be mailed a letter requesting participation and the TFS-1 with the names of the teachers who were sampled for SASS pre-printed on the form. Information technology will be used throughout data processing and analysis.

**4. Efforts to Identify Duplication**

All available data sources were examined to determine that the data were not available elsewhere. Continuing discussions with state education agencies, private school associations, and other data providers and data users, as well as continuing review of other data sources within NCES and other Federal agencies and programs, indicate that similar information is not available. This dataset will permit analysis within each of the components of TFS (i.e., within the current teacher data file and the former teacher data file). This linkage across the different respondent groups makes the TFS dataset unique. TFS staff continues to monitor the field of teacher attrition and retention in preparation for subsequent administrations of TFS. As of this submission, no duplicate efforts have been identified.

**5. Minimizing Burden**

NCES has attempted to minimize burden on the school by pre-printing the names of the teachers on the form for whom teaching status is requested.

**6. Consequences of Less Frequent Collection**

While the periodicity of the SASS has varied over time (two three-year intervals, followed by a six-year interval, followed by two four-year intervals), a TFS collection has always occurred one year after each SASS collection. If the TFS:13 collection is not conducted in 2012-13, there will be a minimum eight-year interval between the last TFS done in 2008-09 and the next, planned for 2016-17. That kind of interval between attrition rate estimates will make it difficult for policymakers and practitioners to have useful information on teacher attrition.

7. Special Circumstances

There are no special circumstances that will require special data collection efforts.

8. Consultations Outside the Agency

There were no special consultations outside of the agency.

**9. Provision of Payments or Gifts to Respondents**

There will be no provision of payments or gifts to respondents for the Teacher Status update.

**10. Assurance of Confidentiality**

From the initial contact with the participants in this survey through all the follow-up efforts, careful attention will be paid to informing potential survey respondents that this is a voluntary survey and that all personally identifiable characteristics may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002), 20 U.S.C. § 9573*].

Hardcopy returns will go directly to the Census Bureau for data capture and machine processing. Only authorized individuals will have access to the teacher data.

**11. Need For the Use of Sensitive Questions**

TFS-1 contains no sensitive questions. There are only three pieces of information on the form; the teachers’ names, their status, and whether they have moved outside the country.

**12. Estimates of Hour Burden**

The projected number of sample units and the total estimated respondent burden for the TFS-1 are provided in table A1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table A1  DETAILS OF INFORMATION COLLECTION BURDEN FOR TFS-1 | | | | |
| Sample Size  Number of Schools | Projected Response Rate (Percent) | Projected Number of Respondents | Estimated average  response time per respondent | Total  Hours |
| 13,000 | 99 | 12,870 | 10 minutes | 2,145 |

One person from each public (10,000) or private (3,000) school will report on the status of each teacher listed on the form. These estimates are based on the response rates to the TFS-1 in 2004 and 2008. The total time to complete each form should be 10 minutes resulting in a total burden hour of 2,145 hours.

NCES’s standard procedure for estimating cost is to multiply the estimated total survey reporting hours (amount of time it takes to complete the survey) by the average salary of school employees (assumed to be $26.00 per hour). Following these assumptions, the total respondent dollar cost is estimated to be about $55,770 for the TFS-1.

##### 13. Estimate of Cost Burden

Respondents for this form will not incur any cost other than the time it takes to respond.

**14. Cost to the Federal Government**

The cost to the federal government for the TFS-1 is estimated to be $200,000 for the work conducted by the Census Bureau. Estimates were based on the sample sizes and the data processing requirements. Administrative overhead, forms design, printing, and mailing costs are included.

**15. Reason for Change in Burden**

This clearance request shows an apparent decrease in the estimated number of respondents and burden hours, because the last approval was for SASS 2011 full scale data collections, while this request is only for schools to provide an update on the teaching status of the teachers surveyed as part of SASS. Additionally, the burden reported above of 2,145 hours is greater than the TFS-1 of 2008-09 of 1,696 hours because of the return to the larger sample size of 2004-05.

# 16. Project Schedule

Teacher status update activities through December 2012 will be conducted according to the following time schedule:

|  |  |  |
| --- | --- | --- |
| **TFS-1 Data Collection Update** | **Start Date** | **End Date** |
| Prepare School Address label file (School Teacher Listing Form Interviews from SASS) | 8/6/12 | 8/8/12 |
| Docuprint forms and letters | 8/8/12 | 8/10/12 |
| Initialize check-in system | 8/20/12 |  |
| Set up SAS file for entering status codes | 8/20/12 |  |
| Train NPC staff | 8/29/12 |  |
| TFS-1 Mail-out | 9/4/12 |  |
| TFS-1 Check-in & Keying | 9/5/12 | 10/19/12 |
| TFS-1 Failed Edit Follow-up | 9/5/12 | 10/19/12 |
| TFS-1 Telephone Follow-up | 10/1/12 | 10/19/12 |

###### 17. Request Not to Display Expiration Date

NCES is not seeking approval not to display the expiration date of OMB approval.

###### 18. Exceptions to the Certification

There are no exceptions to the topics in Item 19 of Form OMB 83-1.