

OECD Teaching and Learning International Survey (TALIS) 2013 Main Study

Supporting Statement Part A

National Center for Education Statistics
Institute Of Education Sciences
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Changes from last clearance request:

NCES has completed its negotiations with the OECD over the content and adaptations to the TALIS main study instruments. This clearance package provides the final response burden estimates for the main study, which have been adjusted downwards based on discussions between NCES, statistics Canada, and the national contractor (see Parts A and B). Also, the justification of items included in the TALIS instruments has been updated to include NCES' efforts to improve the instruments at the international level (Part C); and the principal and teacher questionnaires have been adapted to the U.S. context (see Appendix A).

Previous Terms of Clearance:

Through NCES the United States actively engaged in the revision of the TALIS 2013 main study instruments. NCES pressed for major changes to the field trial versions of the questionnaires in three main areas as well as a complete rewrite of the Framework document which guides the development of the TALIS instruments and study. The three areas were: (1) improve the measure of teacher working time to include time spent on all activities related to the job as well as only hours spent in actual teaching; (2) simplify the measure of teacher educational attainment; and (3) preserve the measure of social desirability. NCES was successful in goals (1) and (2), but was unable to convince other country representatives to include the measure of social desirability as a requirement of participation in the main study. The principal and teacher questionnaires were shortened from the field trial versions, with the teacher questionnaire including the most item deletions. In particular, the section on teaching practices in the teacher questionnaire --which was viewed as the most problematic during the implementation of the field trial--was greatly reduced due to poor performance of the proposed scales in the field trial. With regard to the Framework document, the United States was successful in arguing that it needed a complete rewrite to achieve a more balanced discussion of the research literature and the limitations of the current research base. The TALIS Framework is currently undergoing a major revision to address these and other issues. Based on these activities and decisions, NCES believes the TALIS main study instruments now include measures of good to excellent quality.

PREFACE

The Teaching and Learning International Survey (TALIS) is an international survey of teachers and principals focusing on the working conditions of teachers and the teaching and learning practices in schools. TALIS was first administered in 2008 and is conducted every five years. TALIS 2013 is in its second cycle and is being administered at a time when interest in teacher quality is increasing, both worldwide and in the United States. While TALIS 2008 focused on lower secondary education teachers and was conducted in 24 countries, TALIS 2013 will have 33 countries participating and countries will have the option to survey teachers in elementary and upper secondary schools. TALIS 2013 participation will also be open to countries that participated in PISA 2012. The United States did not participate in TALIS 2008 and thus the United States will administer TALIS for the first time in 2013.

TALIS 2013 is sponsored by the Organization for Economic Cooperation and Development (OECD). In the United States, TALIS 2013 is being conducted by the National Center for Education Statistics (NCES) of the Institute of Education Sciences, U.S. Department of Education. TALIS is a collaborative effort by the participating countries, guided by their governments on the basis of shared policy-driven interests. Representatives of each country form the TALIS Board of Participating Countries, which determines the policy orientations of TALIS as well as the analysis and results produced from it.

In each administration of TALIS separate questionnaires for teachers and principals are developed by international experts in the TALIS Instrument Development Expert Group. TALIS 2013 has a strong focus on teacher's professional environment, teaching conditions, and the relationship to school and teacher quality. TALIS 2013 will focus on teacher training and professional development, teachers' appraisal, school climate, school leadership, teachers' instructional and assessment approaches, among other topics.

The principal and teacher questionnaires are designed to take 45 minutes each to complete. Both instruments can be administered to the participants online or by pencil and paper. All responses to the survey will be used only for statistical purposes and will 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]. Teachers will respond to questions concerning personal background information, teacher continuous professional development, teacher feedback and appraisal, teaching practices, approaches, and attitudes, school management, school climate, and job satisfaction. The principal questionnaire includes the following sections: personal background information, school background information, principal working conditions, school climate, school management, teacher appraisal, teacher induction and mentoring, and principal continuous professional development.

This request to OMB is to conduct the TALIS 2013 main study. In a previous Notice of Action, OMB cleared the TALIS 2013 field trial and main study recruitment, as well as approved a 60-day waiver for the submission of the main study data collection. The instruments included in this submission (see Appendix A) include all adaptations made to the international versions and additional items added by the United States based on national interests. The instruments, as presented, have been reviewed and approved by the OECD and its international contractor. These instruments are the versions that will be administered in the main study in the United States upon approval by OMB.

A. JUSTIFICATION

A.1 Importance of Information

As part of a continuing cycle of international education studies, the United States, through the National Center for Education Statistics (NCES), is currently and in the coming years participating in several international assessments and surveys, including the Teaching and Learning International Survey (TALIS) sponsored by the Organization for Economic Cooperation and Development (OECD).

TALIS 2013 is part of the larger international program that NCES has actively participated in through collaboration with and representation at the OECD. Through this active participation, NCES has sought to strengthen the quality, consistency, and timeliness of international data. To continue this effort, the United States must follow through with well-organized and executed data gathering activities within our national boundaries. These efforts will allow NCES to build a data network that can provide the information necessary for informed decision-making on the part of national, state, and local policymakers.

TALIS is an international survey designed to provide useful policy information on teachers and schools to participating countries. The initial cycle of TALIS was administered in 2008 and was the first large-scale international survey of the teaching workforce, the conditions of teaching, and the learning environments of schools in participating countries. Participating countries will be able to learn from other countries facing similar challenges and to learn from other policy approaches. Responses from school principals and teachers cover subjects such as professional development they have received; their teaching beliefs and practices; the review of teachers' work and the feedback and recognition they received about their work; and various other school leadership, management, and workplace issues.

TALIS 2013 questionnaire development occurred between January 2011 and July of 2012, including a pilot study and a field trial. The main study will occur in Southern hemisphere countries from October through December 2012 and in Northern hemisphere countries from February through May 2013. The initial report from the main study data collection is due to be released in June 2014.

A.2 Purposes and Uses of Data

The OECD launched the Indicators of Education Systems (INES) project to help create a system of education indicators for cross-national comparisons for the use of policymakers, consumers, and private industry. INES achieves its purpose by collecting and analyzing a set of key indicators for international comparison; providing an international forum for the exchange of methods and practices of developing and using education indicators for national policymakers; and contributing to evaluation methodology and developing more valid, reliable, and comprehensive indicators for use in policymaking. TALIS, as part of INES, has been designed to increase the international information available to OECD countries on teachers and the conditions under which they work. The overall objective of TALIS is to provide international indicators and policy-relevant analysis on teachers and their workplaces in order to help countries develop and review policies that create the conditions for improved learning.

The TALIS 2013 administration will focus on the ISCED¹ Level 2 teacher workforce. ISCED Level 2 is also known as lower secondary education and usually lasts between 2 and 6 years, and begins around age 11. Middle school and junior high school (grades 7 through 9) in the United States are classified as ISCED Level 2. The administration of TALIS 2013 will include both classroom teachers of lower secondary education school programs as well as the principals of their schools. Teachers that teach in special needs-only schools, that teach exclusively adults, occasional or emergency teachers, or teachers who are on long-term leave and are not expected to be back teaching at the time of data collection will not be included in the sample. Very small schools and schools in remote areas may also be excluded.

A.3 Improved Information Technology (Reduction of Burden)

The TALIS 2013 design and procedures are prescribed internationally. Data collection involves participants completing a 45 minute questionnaire. In an attempt to reduce the amount of paper and printing costs, the TALIS survey instruments for the main study will be administered online, although paper versions will be made available to participants upon request.

A.4 Efforts to Identify Duplication

The United States has been conducting its own national survey of schools and school personnel called the Schools and Staffing Survey (SASS) since 1985. Additionally, the United States continues to conduct the National Assessment of Educational Progress (NAEP) program, which includes teacher and school questionnaires, and participate in several international assessments which have teacher and/or school questionnaires including the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and the Program for International Student Assessment (PISA). The teacher and school questionnaires used in TALIS differ from these studies' questionnaires in several important ways.

SASS focuses on collecting foundational school and organizational teacher characteristics, such as teacher demand and shortage, teacher and administrator characteristics, school programs, general conditions in schools, perceptions of school climate, and problems in school, teacher compensation, and hiring practices. TALIS items, on the other hand, aim to form connections between these key factors and highlight the underlying mechanisms driving teacher practice. More specifically, where SASS collects a large amount of information on a teacher's background, training, and in-field or out-of-field credentials, TALIS investigates other factors that may impact instructional practice such as items focused on instructional beliefs and the likelihood of utilizing various pedagogical and assessment strategies. Notably, TALIS also focuses on gathering the information necessary to make connections between teacher appraisal and feedback and the type, frequency, and duration of professional development opportunities teachers receive.

In addition to conceptual differences in item design, TALIS and SASS also differ in the measurement of items. In the areas where there is some overlap between these two survey instruments, the response categories for teachers are quite different and not interchangeable. For example, whereas the duration of

¹ International Standard Classification of Education (ISCED) of the UNESCO

professional development items in SASS focus on the number of *hours* spent in professional development activities, concentrating on a teacher's primary content area, TALIS focuses on the number of *days* spent in a variety of different professional development areas. For both conceptual and measurement reasons, alternate sources for these data do not exist.

The studies NAEP, TIMSS, PIRLS, and PISA have teacher and/or school questionnaires, but their focus is student achievement in concentrated subject areas. NAEP collects information about teachers' backgrounds and instructional practices as they relate to student achievement, and also investigates the relationship between students' achievement and various school and teacher factors that may influence this achievement. TIMSS seeks information about teachers' background, instructional practices, and attitudes toward teaching a specific subject (mathematics or science). PIRLS intends to supply information about teacher backgrounds, classroom resources, and instructional materials for teaching reading. PISA does not intend to provide direct information about improving instructional practice in the classroom, instead its focus is background information related to general school context.

TALIS focuses on six themes motivated primarily by the collective policy interests of participating countries and secondarily by current theory and research, including:

- Continuous Professional Development: the profile of in-service professional development (types of activities, participation rates, intensity of participation, mentoring and induction programs); the needs and demands for in-service professional development; barriers preventing participation in in-service professional development; the perceived impact of in-service professional development; and initial teacher education.
- Teacher Appraisal: the profile of teacher appraisal (frequency, criteria, outcomes); and the perceptions of the effectiveness and impact of teacher appraisal.
- School Leadership and Management: the profile of school leadership and management styles (including indicators on the roles and functions of school leaders); and distributed/team leadership.
- School Climate: disciplinary climate; teacher-student relations; the profile of teachers' working time; teacher and principal job satisfaction; and parent-teacher and parent-school relations.
- Teachers Instructional Beliefs: the profile of teachers' beliefs about teaching; about teachers and principals' perceptions about contextual, school, and classroom conditions that affect school and teachers' effectiveness; and teachers' beliefs about student assessment practices.
- Teachers Pedagogical and Professional Practices: the profile of teaching practices; the profile of cooperation among teaching staff; teaching special education needs students; the pedagogical use of technology (while ensuring there is no overlap with PISA); and the profile of student assessment practices.

Background on the rationale for collecting data under these themes is outlined in Supporting Statement Part C. The results of TALIS will inform education policy and spur further investigation into differences within and between countries. Alternate sources for these data do not exist. This submission represents the U.S. participation in an international study involving 33 countries in TALIS 2013. The United States must collect the same information at the same time as the other nations for purposes of making international comparisons. No other study in the United States will be using the instruments developed by the international sponsoring organization, and thus no alternative sources of comparable data are available.

In order to participate in the international study, the United States must agree to administer the same core instruments that will be administered in the other countries. Because the items measuring the teaching workforce, the conditions of teaching, and the learning environments of schools have been developed with intensive international coordination, any changes to the TALIS 2013 instruments would also require international coordination. The United States, through its representative to the TALIS Board of Participating Countries and its National Project Manager, has engaged in a lengthy and intense period of discussion, development, and revision of the instruments. The final main study instruments included in this submission are the result of this collaboration and negotiation.

A.5 Minimizing Burden for Small Entities

No small entities are part of this sample. The school sample for TALIS will contain small-, medium-, and large-size schools from a wide range of school types, including private schools, and burden will be minimized wherever possible for all institutions participating in the data collection. In addition, contractor staff will assume as much of the organization and survey administration as possible within each school.

A.6 Frequency of Data Collection

Although this is the first administration of TALIS in which the United States has participated, the survey is anticipated to be conducted on a 5-year cycle, as currently prescribed by the international sponsoring organization, and adherence to this schedule is necessary to establish consistency in survey operations among the many participating countries.

A.7 Special Circumstances

No special circumstances exist in the data collection plan for TALIS 2013 main study that would necessitate unique or unusual manners of data collection. None of the special circumstances identified in the Instructions for Supporting Statement applies to the TALIS 2013 main study.

A.8 Consultations Outside NCES

The 60-day Federal Register notice was published on August 10, 2011 (76 FR, No. 154, p. 49459). No public comments were received in response to this notice.

Consultations outside NCES have been extensive and will continue throughout the life of the project. The nature of the study requires this, because international studies typically are developed as a cooperative enterprise involving all participating countries. NCES has engaged with a list of U.S. experts representing a broad range of experiences and knowledge. Included among the experts on the U.S. TALIS steering committee are representatives of major national teacher unions, a large urban school district, IES in-house experts on teachers and teaching, and an array of professor/researchers who are engaged in research on teachers, teaching, and workforce issues. TALIS 2013 is being developed and operated under the auspices of the OECD, by a consortium of international organizations. In the United States, Strategic Analytics, Strategic Research Group, and Sabre Systems have teamed to implement the study under contract to NCES/ED.

A.9 Payments or Gifts to Respondents

School and teacher participation is vital to reaching the international standard for the target sample size needed for a country to be a part of the study. The TALIS 2013 main study will include a sample size of 201 schools (of which we anticipate approximately 171 will agree to participate) with 1 school administrator and a random sample of up to 22 teachers from each participating school (the number of teachers in each participating school will vary depending on the total number of eligible ISCED Level 2 teachers on the faculty; most schools will have fewer than 22 teachers who will be asked to participate, but in no circumstance will more than 22 teachers be asked to participate in any sampled school). Each participating school in which the principal or assistant principal completes a questionnaire will receive \$50. Each teacher who completes a questionnaire will receive \$20, and the school coordinator will receive \$50 (see Table A.1). These incentives are similar to those provided in recent international studies, such as TIMSS and PIRLS (OMB 1850-0645) and are the same as those approved for the TALIS field trial. They are meant to assure both the required response rate among and within schools. The number of recipients of each incentive level/type shown in Table A.1 reflects the anticipated final sample size in the United States, *after* accounting for refusals.

The school coordinators are an integral part of the success of TALIS in schools. While we try to minimize their burden, they are our link to the school’s principal and teachers. We want to limit as much as we can the possibility of the school coordinator feeling burdened or unrewarded for their time and effort.

Table A-1. Payments to respondents for TALIS 2013 main study

Recipient	Number of Recipients	Amount per Recipient	Total
Main Study			
School administrator	up to 171	\$50	up to \$ 8,550
School coordinator	up to 171	50	8,550
Teacher	up to 3,029	20	60,580

Note: The number of recipients shown in Table A-1 is based on an expected response rate of 85 percent of the original sample of 201 schools and 3,563 teachers.

A.10 Assurance of Confidentiality

The TALIS 2013 plan for protecting the security and confidentiality of data conforms with the following federal regulations and policies: the Privacy Act of 1974 (5 U.S.C. 20, § 552a), Privacy Act Regulations (34 CFR Part 5b), the Education Sciences Reform Act of 2002 (ESRA 2002: 20 U.S.C., § 9573), the Computer Security Act of 1987, NCES Restricted-Use Data Procedures Manual, and the NCES Statistical Standards.

The plan for maintaining confidentiality includes signed confidentiality agreements and notarized nondisclosure affidavits obtained from all personnel who will have access to individually identifiable data (Exhibit A.1). Also included in the plan is personnel training regarding the meaning of confidentiality, particularly as it relates to handling requests for information and providing assurance to respondents about the protection of their responses; controlled and protected access to computer files under the control of a

single data base manager; built-in safeguards concerning status monitoring and receipt control systems; and a secured and operator-manned in-house computing facility.

Under a previous approval by OMB, recruitment letters and other materials will be sent to school administrators and teachers describing the voluntary nature of this survey. The materials sent will describe the study and convey the extent to which respondents and their responses will be kept confidential. The following statement will appear on the front cover of the questionnaires and the opening screen of the online data collection system. Both the principal and teacher questionnaires will include wording indicating that it will take approximately 45 minutes to complete them:

U.S. participation in this study is sponsored by the National Center for Education Statistics (NCES), U.S. Department of Education. All information you provide may only be used 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. Code, Section 9573].

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this voluntary information collection is OMB 1850-0888. Approval expires 12/31/2014. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving the form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Teaching and Learning International Survey (TALIS), National Center for Education Statistics, U.S. Department of Education, 1990 K St, NW Room 9010, Washington, D.C. 20006.

Data files, accompanying software, and documentation for the TALIS 2013 main study will be delivered to NCES at the end of the project. No school names or addresses will be included in these files or documentation. Data from the main study will be used by NCES to produce a U.S. national report based on TALIS findings and will be used by the OECD to produce an international report. Both the international and national reports will be released at the same time, currently scheduled for June 2014.

NCES understands the legal and ethical need to protect the privacy of the TALIS respondents and has extensive experience in developing data files for release that meet the government's requirements to protect individually identifiable data from disclosure. The contractor will conduct a thorough disclosure analysis of the TALIS 2013 main study data when preparing the data files for use by researchers. This analysis will ensure that NCES has fully complied with the confidentiality provisions contained in 20 U.S.C. To protect the privacy of respondents as required by 20 U.S.C., schools with high disclosure risk will be identified, and a variety of masking strategies will be used to ensure that individuals may not be identified from the data files. These masking strategies include swapping data and omitting key identification variables (i.e., school name and address) from both the public- and restricted-use files (though the restricted-use file will include an NCES school ID that can be linked to other NCES databases that identify schools); omitting key identification variables such as state or ZIP Code from the public-use file; and collapsing categories or developing categories for continuous variables to retain information for analytic purposes while preserving confidentiality in public-use files.

Exhibit A.1. Affidavit of Nondisclosure

Affidavit of Nondisclosure

(Job Title)

(Date Assigned to Work with NCES Data)

(Organization, State or Local Agency Name)

(Organization or Agency Address)

Teaching and Learning International Survey (TALIS) _____

(NCES Individually Identifiable Data)

I, _____, do solemnly swear (or affirm) that I will not –

- (i) make any disclosure or publication whereby a sample unit or survey respondent (including students and schools) could be identified or the data furnished by or related to any particular person or school under these sections could be identified;
- (ii) use or reveal any individually identifiable information furnished, acquired, retrieved or assembled by me or others, under the provisions of the Education Sciences Reform Act of 2002 (20 U.S.C. § 9573) for any purpose other than statistical purposes specified in the NCES survey, project, or contract.
- (iii) Or permit anyone other than the individuals authorized by the Commissioner of the National Center for Education Statistics to examine the individual reports.

(Signature)

[The penalty for unlawful disclosure is a fine of not more than \$250,000 (under 18 U.S.C. 3571) or imprisonment for not more than five years (under 18 U.S.C. 3559), or both. The word "swear" should be stricken out when a person elects to affirm the affidavit rather than to swear to it.]

A.11 Sensitive Questions

Federal regulations governing the administration of questions that might be viewed by some as “sensitive” because of their requirement for personal or private information, require (a) clear documentation of the need for such information as it relates to the primary purpose of the study, (b) provisions to respondents that clearly inform them of the voluntary nature of participation in the study, and (c) assurances of confidential treatment of responses.

The TALIS 2013 main study does not include questions usually considered to be of a highly sensitive nature, such as items concerning religion, substance abuse, or sexual activity.

A.12 Estimates of Burden

The burden to respondents for the TALIS 2013 main study is calculated for the estimated time required of school staff (school administrator, school coordinators, and teachers) to complete recruitment, pre-survey, and survey activities (see Table A.2). Table A.2 presents burden for the main study sample in 201 schools. Survey participation includes the time involved to complete teacher and principal questionnaires. Recruitment and pre-survey activities include the time involved to decide who will distribute questionnaires to the school administrators and teachers.

The estimated total response burden of 3,341 hours for schools in the main study sample is based on a 45 minute school questionnaire for 171 school administrators (principals) which includes 10 minutes for instructions; 45 minute teacher questionnaire for 3,029 teachers which includes 10 minutes for instructions; 90 minutes for 171 school administrators (principals) during the recruitment process (all sampled schools); and an average of 4 hours for 171 school coordinators to coordinate logistics with the data collection contractor, supply a list of eligible teachers, and encourage teachers to participate in the survey.

Table A-2. Burden estimates for TALIS 2013 main study

	Sample	Expected response rate	Number of respondents	Number of responses	Per respondent (minutes)	Total burden (hours)
Survey Participation						
School administrator	201	0.85	171	171	45	128
Teacher	3,563	0.85	3,029	3,029	45	2,272
Recruitment and Pre-Survey Activity						
School administrator	171	1.00	171	171	90	257
School coordinator	171	1.00	171	171	240	684
Total Burden Main Study						
			3,371	3,542		3,341

A.13 Total Annual Cost Burden

Other than the burden associated with completing the TALIS questionnaires (estimated above in Section A.12), the main study imposes no additional cost to respondents.

A.14 Annualized Cost to Federal Government

The total cost to the Federal Government for conducting TALIS 2013 as described in the current request is \$1,107,798. This is based on a fixed-price, small business contract over 3 years, from July 2012 to June 2015. These figures include all direct and indirect costs of the project, and are based on the United States administering the paper and pencil and online options.

A.15 Program Changes or Adjustments

Although TALIS has not been conducted in the United States before, the initial submission to OMB estimated a larger sample size of 275 schools for the main study. After extensive discussions with the international sampling contractor, Statistics Canada, and internal NCES discussions, the final school sample was set at 200. The final sample, which has been drawn by Statistics Canada and reviewed by NCES and its contractor, includes a slightly higher sample of 201 schools (due to the need to adequately sample within each explicit stratum). Thus, the burden estimates in Table A.2, above, have been reduced from the original estimates submitted in 2011.

The apparent increase in respondent burden is due to the fact that the last approved burden was for the TALIS field test and recruitment for the main study, while this request is for the burden for the main study recruitment and data collection.

A.16 Plans for Tabulation and Publication

For the main study, an analysis of the U.S. and international data will be undertaken to provide for an understanding of the U.S. national results in relation to the international results. Based on proposed analyses of the international data set by the lead international contractor, the International Association for the Evaluation of Educational Achievement (IEA), and the need for NCES to report results from the perspective of an U.S. constituency, a plan will be prepared for the statistical analysis of the U.S. national data set as compared to the international data set. Analysis of data will include examinations of the survey instruments of U.S. teachers and school principals in relation to their international counterparts. All reports and publications will be coordinated with the release of information from the international organizing body. Planned publications and reports for the TALIS 2013 main study include the following:

General Audience Report. This report will present information on the status of the teaching workforce, the conditions of teaching, and the learning environments of schools in the United States in comparison to the other international participants, written for a non-specialist, general U.S. audience. This report will present the results of analyses in a clear and non-technical way, conveying how U.S. results compare on the international stage, and what factors, if any, may be associated with the U.S. results.

Survey Operations/Technical Report. This document will describe the procedures used in the main study (e.g., sampling, recruitment, data collection, scoring, weighting, and imputation) and any problems encountered as well as the contractor’s response to them. The primary purpose of the main study survey operations/technical report is to document those steps taken by the United States in undertaking and completing the study. This report will include an analysis of non-response bias, which will assess the presence and extent of bias due to nonresponse. Selected characteristics of respondent teachers and schools will be compared with those of non-respondent schools and teachers to provide information on whether and how they differ from respondents along dimensions for which we have data for the nonresponding units, as required by NCES standards.

Electronic versions of each publication will be made available on the NCES website. Schedules for tabulation and publication of TALIS 2013 results in the United States are dependent upon receiving data files from the international sponsoring organization. The expected data collection dates and a tentative reporting schedule are as follows:

February – May 2013	Collect main study data
November – December 2013	Receive final data files from international sponsors
February – June 2014	Produce General Audience Report, Survey Operations/Technical Report for the United States

A.17 Display OMB Expiration Date

The OMB expiration date will be displayed on all data collection and recruitment materials.

A.18 Exceptions to Certification Statement

No exceptions are requested to the "Certification for Paperwork Reduction Act Submissions" of OMB Form 83-I.