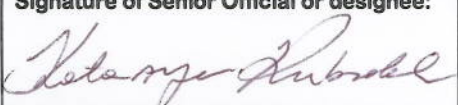


**PAPERWORK REDUCTION ACT  
CHANGE WORKSHEET**

Education Longitudinal Study of 2002 Third Follow-up 2012 Financial Aid Feasibility Study  
(ELS:2002 FAFS) Burden Change Request

<b>Agency/Subagency</b>		<b>OMB Control Number</b>
U.S. Department of Education, Institute of Education Sciences		1850-0652 v.12
<b>Enter only items that change</b>		
	<b>Current Record</b>	<b>New Record</b>
<b>Agency form number(s)</b>	NA	NA
<b>Annual reporting and record keeping hour burden</b>		
<b>Number of respondent</b>	5,364	5,361
<b>Total annual responses</b>	5,664	5,761
<b>Percent of these responses collected electronically</b>	100%	100%
<b>Total annual hours</b>	2,812	2,621
<b>Difference</b>		- 191
<b>Explanation of difference</b>	<p>Since the approval of the ELS:2002 Third Follow-up 2012 Full Scale study (OMB# 1850-0652 v.8), the ELS:2002 Third Follow-up Postsecondary Transcripts (ELS:2002 PETS) and Financial Aid Feasibility Study (ELS:2002 FAFS) was also approved on October 29, 2012 (OMB# 1850-0652 v.10). The total burden for PETS and FAFS was originally estimated to be 2,784 respondents, 3,084 responses, and 2,382 annual burden hours (see Exhibit A-3 above). The December 21, 2012, approval of an abbreviated questionnaire for the ELS:2002 Third Follow-up 2012 Full Scale study, resulted in the total estimated burden for the 10 minute Third Follow-up interviews plus ELS:2002 PETS and ELS:2002 FAFS to be 5,364 respondents (2,580+2,784), 5,664 responses (2,580+3,084), and 2,812 annual burden hours (430+2,382). This submission revises the estimated burden to 5,361 respondents (2,580+2,781), 5,761 responses (2,580+3,181), and 2,621 annual burden hours (430+2,191).</p>	
<b>Program change</b>		- 191
<b>Adjustment</b>		0
<b>Annual reporting and record keeping cost burden (in thousands of dollars)</b>		
<b>Total annualized capital/startup costs</b>	NA	NA
<b>Total annual costs (O&amp;M)</b>	NA	NA
<b>Total annualized cost requested</b>	NA	NA
<b>Difference</b>		NA
<b>Explanation of difference</b>		
<b>Program change</b>		NA
<b>Adjustment</b>		NA
<b>Other change**</b>	<p>The Education Longitudinal Study of 2002 (ELS:2002) is a nationally representative study of two high school grade cohorts (spring 2002 tenth-graders and spring 2004 twelfth-graders) comprising over 16,000 sample members. The study focuses on achievement growth in mathematics in the high school years and its correlates, the family and school social context of secondary education, transitions from high school to postsecondary education and/or the labor market, and experiences during the postsecondary years. Major topics covered for the postsecondary years include postsecondary education access, choice, and persistence; baccalaureate and sub-baccalaureate attainment; the work experiences of the non-college-bound; and other markers of adult status such as family formation, civic participation, and other young adult life course developments. Data collections took place in 2002, 2004, 2006 (two years out of high school), and now will take place in 2012, when most sample members are around 26 years of age. The third follow-up field test was conducted in 2011. The third follow-up 2012 full scale data collection was approved by OMB on October 29, 2012. The approved plan called for all sampled institutions to provide nine years of student records data, 2004-05 through 2012-13. This submission requests to revise this plan to purposively assign institutions into one of four partially-overlapping groups, each providing data spanning only three years: a) 2004-05 through 2006-07, b) 2006-07 through 2008-09, c) 2008-09 through 2010-11, and d) 2010-11 through 2012-13. This change reduces burden on individual institutions, retains the ability to chart changes in data quality over time, and can identify institutional challenges associated with providing multiple years of data for each student.</p>	
<b>Signature of Senior Official or designee:</b>	<b>Date:</b>	<b>For OIRA Use</b>
	February 7, 2012	_____

\*\*This form cannot be used to extend an expiration date  
OMB 83-C