


## PAPERWORK REDUCTION ACT CHANGE WORKSHEET

International Early Learning Study (IELS) 2018 Field Test Data Collection and Main Study  
Recruitment Change Request

<b>Agency/Subagency</b> National Center for Education Statistics (NCES), Institute of Education Sciences, U.S. Department of Education	<b>OMB Control Number</b>  1850-0936 v.4	
<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>	5,899	5,899
<b>Total annual responses</b>	6,375	6,375
<b>% responses collected electronically</b>	6%	6%
<b>Total annual hours</b>	2,595	2,595
<b>Difference</b>		0
<b>Explanation of difference</b>		
<b>Program change</b>		0
<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 International Early Learning Study (IELS), scheduled to be conducted in 2018, is a new study sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. In the United States, the IELS is conducted by the National Center for Education Statistics (NCES). The IELS focuses on young children and their cognitive and non-cognitive skills and competencies as they transition to primary school. The IELS is designed to examine: children's early learning and development in a broad range of domains, including social and cognitive skills; the relationship between children's early learning and children's participation in early childhood education and care (ECEC); the role of contextual factors, including children's individual characteristics and their home backgrounds and experiences, in promoting young children's growth and development; and how early learning varies across and within countries prior to beginning, or in the early stages of primary school. In 2018, in the participating countries, including the United States, the IELS will assess nationally-representative samples of 5-year-old children enrolled in public and private schools that offer kindergarten in the United States through direct and indirect measures, and will collect contextual data about their home learning environments, ECEC histories, and demographic characteristics. The IELS will measure young children's knowledge, skills, and competencies in both cognitive and non-cognitive domains, including language and literacy, mathematics and numeracy, executive function/self-regulation, and social emotional skills. This assessment will take place as children are transitioning to primary school and will provide data on how U.S. children entering kindergarten compare with their international peers on skills deemed important for later success. To prepare for the main study that will take place in October-November 2018, the IELS countries will conduct a field test in the fall of 2017 to evaluate newly developed assessment instruments and questionnaires and to test the study operations. The U.S. IELS field test data collection will occur from November to December, 2017, with respondent recruitment beginning in early September 2017. The request to conduct 2017 IELS field test data collection as well as recruitment for the IELS 2018 main study was approved in September 2017 (OMB# 1850-0936 v.3). This request is to revise the incentive distribution strategy, provide finalized field test parent and teacher questionnaires, and provide finalized communication materials.</p>		
<b>Signature of Senior Official or designee:</b>	<b>Date:</b>	<b>For OIRA Use</b>
	September 4, 2017	_____

\*\*This form cannot be used to extend an expiration date