



## MEMORANDUM

**Date:** April 25, 2018  
**To:** Robert Sivinski, OMB  
**From:** Chris Chapman, NCES  
**Through:** Kashka Kubzdela, NCES  
**Re:** Fast Response Survey System (FRSS) 109: Teachers' Use of Technology for School and Homework Assignments – Preliminary Activities Letters Change Request (OMB# 1850-0857 v.4)

---

The Fast Response Survey System (FRSS) 109 – a survey on teachers' use of technology for school and homework assignments in public schools – is conducted by the National Center for Education Statistics (NCES). NCES is conducting FRSS 109 as part of the IES response to the request in the Every Student Succeeds Act of 2015 (ESSA, 20 U.S.C. §6301 et seq.) to provide information about the educational impact of access to digital learning resources (DLRs) outside of the classroom. The expanding use of technology affects the lives of students both inside and outside the classroom. Thus, the role of technology in education is an increasingly important area of research. While access to technology can provide valuable learning opportunities to students, technology by itself does not guarantee successful outcomes. Schools and teachers play an important role in successfully integrating technology into teaching and learning. Findings from the FRSS 109 study will provide insight on the types and availability of DLRs outside of the classroom, and will contribute to IES legislatively mandated report on the educational impact of access to DLRs outside the classroom. To provide the needed data, FRSS 109 will collect nationally representative data from public school teachers about their use of DLRs for teaching, and how their knowledge and beliefs about their students' access to DLRs outside the classroom affect the assignments they give. The survey will focus on information that can best be provided by teachers from their perspective and direct interaction with students. FRSS 109 will provide national statistics on: (1) Teachers' knowledge and beliefs about students' access to technology for doing school assignments outside of school; (2) Barriers and challenges teachers believe their students face in using technology for class assignments outside of school; and (3) Computers that the district or school may make available to students for use outside of class time. The request to conduct FRSS 109 preliminary activities, including teacher list collection and district recruitment, was approved in March 2018 (OMB# 1850-0857 v.2-3).

This request is to amend the FRSS 109 preliminary activities communication plan by: (a) adding a letter to the superintendent of each school district that has sampled schools in its jurisdiction, informing him or her about the survey (see Appendix A, page 1), and (b) adding a clarifying clause to the letter sent to the school principal with the list collection materials, telling them that their district has been informed about the study. The list of edits made is provided below. Text in red font reflects added text. This request does not introduce changes to respondent burden or the cost to the federal government.

## **Part A**

### **Section A.1 Justification (p.1)**

This request is for FRSS 109 preliminary activities, including securing research approval from special contact school districts beginning in April 2018, **notifying superintendents of districts with sampled schools about the survey**, and obtaining teacher lists from sampled schools beginning in August 2018.

### **Overview of Data Collection**

The first-stage school sample of 2,000 regular public schools will be selected from the 2014-15 CCD Public School Universe file. Any special requirements that school districts have for approval of research in schools within their jurisdiction will be met before schools are contacted. **In addition, the superintendent of each district with sampled schools will be sent a letter informing them about the survey (see Appendix A). This letter will be sent to all districts with sampled schools except for the special contact districts, because those are already being notified through the research application process per their specific requirements.**

### **Section A.12 Estimates of Response Burden (p.4)**

The FRSS 109 preliminary activities requested in this submission include: (a) contacting and seeking research approvals from public school districts with an established research approval process (“special contact districts”), (b) **notifying the superintendent of districts with sampled schools about the study**, and (c) notifying sampled schools of their selection for the survey and requesting a teacher list from them.

(...)

**The notification letter to district superintendents is not included in the burden estimates because the superintendents are not asked to take any action upon receiving the letter.**

## **Part B**

### **Section B.1 Methods for Maximizing the Response Rate (p.4)**

**In addition, the superintendent of each district with sampled schools will be sent a letter informing them about the survey (see Appendix A). This letter will be sent to all districts with sampled schools except for the special contact districts, because those are already being notified through the research application process per their specific requirements.**

### **Appendix A District Recruitment Materials (p.1)**

Added the letter to public school district superintendents.

### **Appendix B Teacher List Collection Materials (p.1)**

Changed the title for the NCES contact person from Program Manager to Project Officer; updated the signature block with the name and title of the new NCES Commissioner; and added the following clause to the “How does NCES protect the confidentiality of the information that you provide?” bullet point in the letter to principal:

**“Your district has been informed about this study, and the federal Office of Management and Budget has approved the survey (OMB No. 1850-0857).”**