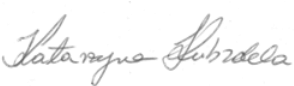


# PAPERWORK REDUCTION ACT CHANGE WORKSHEET

## Fast Response Survey System (FRSS) 109: Teachers' Use of Technology for School and Homework Assignments – Preliminary Activities Letters Change Request

<b>Agency/Subagency</b> U.S. Department of Education, Institute of Education Sciences		<b>OMB Control Number</b> 1850-0857 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>	3,100	3,100
<b>Total annual responses</b>	3,100	3,100
<b>Percent of these responses collected electronically</b>	47%	47%
<b>Total annual hours</b>	2,161	2,161
<b>Difference</b>		
<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>		
<b>Explanation of difference</b>		
<b>Program change</b>	NA	
<b>Adjustment</b>	NA	
<b>Other change**</b> 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 with a letter to school district superintendents.		
<b>Signature of Senior Official or designee:</b>	<b>Date:</b>	<b>For OIRA Use</b>
	April 25, 2018	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/>

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