

SUPPORTING STATEMENT
U.S. Department of Commerce
National Oceanic & Atmospheric Administration
Chesapeake Bay Watershed Environmental Literacy Indicator Tool
OMB Control No. 0648-0753

B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS

1. Describe (including a numerical estimate) the potential respondent universe and any sampling or other respondent selection method to be used. Data on the number of entities (e.g. establishments, State and local governmental units, households, or persons) in the universe and the corresponding sample are to be provided in tabular form. The tabulation must also include expected response rates for the collection as a whole. If the collection has been conducted before, provide the actual response rate achieved.

As described in Table 1 in Part A Question 12, there are 685 public school districts included in this data collection. The data collection will be a census, therefore no sampling will occur. The minimum expected response rate is 30%, with a hope of reaching a 50% response rate – see B3 for rationale.

2. Describe the procedures for the collection, including: the statistical methodology for stratification and sample selection; the estimation procedure; the degree of accuracy needed for the purpose described in the justification; any unusual problems requiring specialized sampling procedures; and any use of periodic (less frequent than annual) data collection cycles to reduce burden.

This data collection will occur every two years to track the progress of the Chesapeake Bay Watershed Agreement environmental literacy goals and to reduce burden on respondents. It will not involve sampling.

3. Describe the methods used to maximize response rates and to deal with nonresponse. The accuracy and reliability of the information collected must be shown to be adequate for the intended uses. For collections based on sampling, a special justification must be provided if they will not yield "reliable" data that can be generalized to the universe studied.

Many efforts have been and will be made to minimize the burden on the respondents and maximize the response rates. The ELIT has been reviewed, modified, and streamlined to collect only data essential for tracking progress on the environmental literacy goal, and has eliminated questions where data can be obtained in other ways (e.g., sustainable school certifications).

Although this is a data collection initiated by the Chesapeake Bay Program, the ELIT will be distributed by the state education agencies (SEAs) directly to their school districts (Attachment 2). Chesapeake Bay Program partners have developed mutually-supportive relationships with the state education agencies and maintain high levels of communication and trust. The SEA representatives have committed to reach out to their states' school districts to encourage high levels of participation in the data collection, including sending out multiple reminders for participation, providing opportunities at statewide meetings that dedicate time to complete the

survey, and possibly creating incentive programs. Data collection will be open for an extended period of time – from late spring through early fall – to allow school districts to complete the items at a time that is most conducive to their academic calendars (spring, summer, or fall).

In an effort to maximize the utility of the data to the state partners, up to three customized questions, related to environmental education, may be added at the end of the ELIT at the request of state education agencies. These questions will be limited to three to ensure the additional survey time is minimal. The data collected from state-specific questions will be distributed to the state education agencies and will not be used by the Chesapeake Bay Program.

If less than a 50% response rate is achieved, a non-response analysis will be conducted to ensure that the results are generalizable. Any publicly available data about non-responding school districts will be obtained, such as number of schools, student enrollment data, number of Title 1 schools, and location in or out of the watershed. Non-responding school districts will be compared to responding school districts to determine whether there is a significant difference in which districts chose not to respond.

4. Describe any tests of procedures or methods to be undertaken. Tests are encouraged as effective means to refine collections, but if ten or more test respondents are involved OMB must give prior approval.

No additional tests of the ELIT will be conducted for this data collection.

5. Provide the name and telephone number of individuals consulted on the statistical aspects of the design, and the name of the agency unit, contractor(s), grantee(s), or other person(s) who will actually collect and/or analyze the information for the agency.

Federal agency contact for questions about data collection management and use of results:

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Consultant contact for questions about ELIT instrument design and data analysis:

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Attachments

1. Environmental Literacy Indicator Tool (ELIT)
2. Sample email invitation and reminder to school district representatives