

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 government units, households, or persons) in the universe covered by the collection and in the corresponding sample are to be provided in tabular form for the universe as a whole and for each of the strata in the proposed sample. Indicate expected response rates for the collection as a whole. If the collection had been conducted previously, include the actual response rate achieved during the last collection.**

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. This response rate is estimated based on the 2017 and 2019 collections of the ELIT, in which response rates were steady at around 30% in each iteration. Response rates are significantly higher among districts within the watershed (over 40%), and vary greatly by state, depending on the infrastructure for reaching LEA administrators. Some states with few, large LEAs had a 100% response rate (Maryland), while states with smaller, distributed LEAs (e.g., Pennsylvania) are harder for state education officials to reach. Strategies are being put in place for future ELIT data collection to attempt to increase the response rate in an effort to encourage at least half of LEAs to respond, which is adequate for understanding the state landscape of environmental literacy.

- 2. Describe the procedures for the collection of information including:**

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.

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

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. Testing is encouraged as an effective means of refining collections of information to minimize burden and improve utility. Tests must be approved if they call for answers to identical questions from 10 or more respondents. A proposed test or set of tests may be submitted for approval separately or in combination with the main collection of information.**

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

- 5. Provide the name and telephone number of individuals consulted on 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