**High School and Beyond 2022 (HS&B:22)**

**First Follow-up Field Test Sampling and Recruitment**

OMB# 1850-0944 v.10

**Supporting Statement Part B**

Submitted by

National Center for Education Statistics

U.S. Department of Education

July 2023

revised September 2023

Table of Contents

[B.1 Respondent Universe 2](#_Toc138324596)

[B.2 Procedures for the Collection of Information 2](#_Toc138324597)

[First Follow-up Field Test School Sample 2](#_Toc138324598)

[First Follow-up Field Test Student Sample 4](#_Toc138324599)

[Roster Collection 4](#_Toc138324600)

[B.3 Methods to Secure Cooperation, Maximize Response Rates, and Deal with Nonresponse 5](#_Toc138324601)

[School Recruitment 5](#_Toc138324602)

[B.4 Tests of Methods and Procedures 10](#_Toc138324603)

[B.5 Reviewing Statisticians and Individuals Responsible for Study Design and Conduct 11](#_Toc138324604)

B. Collection of Information Employing Statistical Methods

Part B of this submission presents information on the collection of information employing statistical methods for the HS&B:22 first follow-up field test recruitment and data collection activities.

# B.1 Respondent Universe

The High School and Beyond Longitudinal Study of 2022 (HS&B:22) first follow-up field test (F1FT) consists of twelfth-grade students and will be conducted during the spring of the 2023-2024 school year. The same schools sampled for the base-year field test (BYFT) will be invited to participate in the F1FT with a new sample of twelfth-grade students. Recruitment began in April 2023 for F1FT schools that participated in the tracking activity, and data collection is scheduled for January 2024.

The primary sampling units (PSU) of schools for the base-year field test were selected from two databases of the U.S. Department of Education. The 2015-2016 Common Core of Data (CCD) was used for selection of public schools while private schools were selected from the 2015-2016 Private School Universe Survey (PSS). The secondary sampling units (SSU) of students will be selected from student rosters that will be secured from participating schools. The following types of schools are excluded from the school sampling frame:

* Non-domestic Department of Defense Education Activity schools,
* schools offering temporary housing such as correctional facilities,
* vocational education schools, and
* special education schools.

# B.2 Procedures for the Collection of Information

HS&B:22 F1FT will collect data from high school students and their parents, teachers, guidance counselors, and school administrators. Data will be collected from twelfth graders in the spring of 2024 as they begin to complete high school and prepare to enter postsecondary institutions, the military, and the workforce. Collecting data at this time point from students, parents, teachers, counselors, and administrators will inform the first follow-up full-scale study in 2026 for the main cohort of study students.

## First Follow-up Field Test School Sample

For the BYFT in 2019, 308 schools were selected for initial recruitment and data collection and included schools with both ninth and twelfth grade. The sample allocation was designed to produce 75 participating schools with approximately equal numbers of participating schools in each of the six MSAs. The school strata and a sample allocation are shown in table 1. The field test school frame was approved by OMB in 2019 (OMB # 1850 V.2).

**Table 1. Field Test School Sample Allocation**

| **MSA** | **School Frame Count** | **Grade Level** | **School Type** | **Public School Type** | **School Sample Size** | **School Participation Goal** |
| --- | --- | --- | --- | --- | --- | --- |
|
|  |
| Total | 1,145 |  |  |  | 309 | 75 |
| A | 13 | 9th but no 12th | Public | - | 6 | 1 |
| A | 22 | 9th and 12th | Public | Charter not Virtual or Magnet | 0 | 0 |
| A | 29 | 9th and 12th | Public | Magnet not Virtual | 0 | 0 |
| A | 0 | 9th and 12th | Public | Virtual | 0 | 0 |
| A | 40 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – City | 18 | 4 |
| A | 76 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Suburb | 26 | 6 |
| A | 3 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Town | 0 | 0 |
| A | 13 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Rural | 10 | 2 |
| A | 15 | 9th and 12th | Catholic | - | 0 | 0 |
| A | 7 | 9th and 12th | Other Private | - | 0 | 0 |
| B | 1 | 9th but no 12th | Public | - | 0 | 0 |
| B | 31 | 9th and 12th | Public | Charter not Virtual or Magnet | 0 | 0 |
| B | 83 | 9th and 12th | Public | Magnet not Virtual | 10 | 2 |
| B | 1 | 9th and 12th | Public | Virtual | 0 | 0 |
| B | 2 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – City | 0 | 0 |
| B | 18 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Suburb | 18 | 8 |
| B | 0 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Town | 0 | 0 |
| B | 1 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Rural | 1 | 1 |
| B | 15 | 9th and 12th | Catholic | - | 0 | 0 |
| B | 29 | 9th and 12th | Other Private | - | 10 | 2 |
| C | 0 | 9th but no 12th | Public | - | 0 | 0 |
| C | 5 | 9th and 12th | Public | Charter not Virtual or Magnet | 0 | 0 |
| C | 2 | 9th and 12th | Public | Magnet not Virtual | 0 | 0 |
| C | 8 | 9th and 12th | Public | Virtual | 6 | 1 |
| C | 10 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – City | 10 | 5 |
| C | 6 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Suburb | 6 | 4 |
| C | 2 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Town | 0 | 0 |
| C | 1 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Rural | 0 | 0 |
| C | 3 | 9th and 12th | Catholic | - | 0 | 0 |
| C | 2 | 9th and 12th | Other Private | - | 0 | 0 |
| D | 23 | 9th but no 12th | Public | - | 6 | 1 |
| D | 43 | 9th and 12th | Public | Charter not Virtual or Magnet | 10 | 2 |
| D | 20 | 9th and 12th | Public | Magnet not Virtual | 0 | 0 |
| D | 2 | 9th and 12th | Public | Virtual | 0 | 0 |
| D | 26 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – City | 10 | 2 |
| D | 117 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Suburb | 18 | 4 |
| D | 3 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Town | 3 | 1 |
| D | 15 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Rural | 10 | 2 |
| D | 30 | 9th and 12th | Catholic | - | 10 | 2 |
| D | 27 | 9th and 12th | Other Private | - | 0 | 0 |
| E | 6 | 9th but no 12th | Public | - | 6 | 1 |
| E | 42 | 9th and 12th | Public | Charter not Virtual or Magnet | 0 | 0 |
| E | 0 | 9th and 12th | Public | Magnet not Virtual | 0 | 0 |
| E | 1 | 9th and 12th | Public | Virtual | 0 | 0 |
| E | 45 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – City | 22 | 5 |
| E | 40 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Suburb | 18 | 4 |
| E | 5 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Town | 5 | 1 |
| E | 12 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Rural | 10 | 2 |
| E | 6 | 9th and 12th | Catholic | - | 0 | 0 |
| E | 8 | 9th and 12th | Other Private | - | 0 | 0 |
| F | 10 | 9th but no 12th | Public | - | 6 | 1 |
| F | 15 | 9th and 12th | Public | Charter not Virtual or Magnet | 0 | 0 |
| F | 39 | 9th and 12th | Public | Magnet not Virtual | 0 | 0 |
| F | 0 | 9th and 12th | Public | Virtual | 0 | 0 |
| F | 24 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – City | 14 | 3 |
| F | 67 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Suburb | 18 | 4 |
| F | 9 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Town | 9 | 2 |
| F | 28 | 9th and 12th | Public | non-magnet/non-charter/non-virtual – Rural | 13 | 2 |
| F | 16 | 9th and 12th | Catholic | - | 0 | 0 |
| F | 28 | 9th and 12th | Other Private | - | 0 | 0 |

The first step in the sampling process involved the selection of two schools with certainty to ensure that at least one non-magnet/charter/virtual public school was selected from a public-school district that requires a research application. The second step in the sampling process involves the selection of the single Bureau of Indian Education (BIE) school with certainty. After selection of this BIE school, the school sample size associated with the school sampling strata for that selected school will be reduced by one. The third step in the sampling process involves the use of simple random sampling to select 306 more schools. After selection of these schools, the school sample size and initial school sample size associated with the school sampling strata for that selected school was reduced by two. The third step in the sampling process entailed the simple random selection of 306 schools by the school sampling strata shown in table 1. The base-year field test yielded 72 participating schools; 65 of these schools are eligible for the follow-up field test.

F1FT recruitment is restricted to field test schools that have students enrolled in grade 12 as of the first follow-up. We estimate that 60 schools will participate in the F1FT. Within participating F1FT schools, students will be sorted by race and ethnicity (Hispanic, non-Hispanic American Indian/Alaskan Native, non-Hispanic Asian, non-Hispanic Black, non-Hispanic other race) within grade and a systematic sample of 35 twelfth-grade students will be selected.

## First Follow-up Field Test Student Sample

The follow-up student data collection for the 9th grade field test cohort will no longer take place due to the coronavirus pandemic and a new sample of students will be selected. An average of 35 12th-grade students[[1]](#footnote-3) will be sampled from each of the 60 participating schools leading to an expected student sample size of 2,100 students. We expect 95 percent of sampled students will be eligible and, because the field test student sample will not be stratified by race and ethnicity, approximately 80 percent of sampled students will participate. From the sample of 2,100 students, an expected 2,100\*.95\*.80=1,596 students will participate in the first follow-up field test.

Roster Collection F1FT rosters will be requested for twelfth-grade students beginning in the fall of 2023 (Appendix A.15).

The rosters may be provided from the district or from the school, and it will be requested that the roster be provided once the enrollment for the school year has stabilized (which is often approximately 4 weeks into the school year) to increase accuracy. Key information needed for student sampling will be requested, such as: student name; school or district student ID number; date of birth; grade level; sex; race/ethnicity; IEP/504 status; and ELL status. Each of these characteristics is important for sampling purposes, but we will work with schools that are unable to provide all of the information to obtain the key information available. Based on this information, the student sample will be drawn. As part of the roster collection, the study will also request from the school coordinator or designated district personnel the following information for each student eligible for sampling: student’s parent and/or guardian contact information (e.g., mailing address; landline phone number; cell phone number; e-mail address) and student’s math teacher[[2]](#footnote-4). Schools and districts often find it easier, and therefore more efficient, to supply all of the desired information at one time for all of their students. However, should it be problematic for any school or district to provide the parent and teacher information on the complete roster, the recruitment team will gather that information as a second step for the sampled students only. If the school and/or district is unwilling to provide parent contact information for the sampled students, the team will work with the school and/or district to determine the best way to contact parents (e.g., the school coordinator or designated district personnel would facilitate contacting parents and/or would mail the required materials to parents using the contact information they have on file). Parent contact information is required to conduct the out-of-school student data collection.

The roster request will include a template and secure transfer options to deliver the rosters. The data quality of the student rosters will then be evaluated by:

* reviewing and assessing the quality and robustness of student and parent information available at each school, including contact information for parents;
* reviewing and assessing the quality of the data on student-teacher linkages;
* addressing any incompleteness or irregularities in the roster file;
* requesting additional information as needed from the school coordinator or designated district personnel; and
* (re)verifying that the sampled students are currently in attendance in the school.

The provider of the roster, whether from a school district or school, will receive the $50 incentive for providing the roster as described in the Supporting Statement Part A, section A.9.

# B.3 Methods to Secure Cooperation, Maximize Response Rates, and Deal with Nonresponse

## School Recruitment

Gaining cooperation from school districts and schools is paramount to the success of this voluntary study. However, recruitment efforts in similar studies have been meeting with increasing challenges that must be carefully mitigated to ensure adequate school participation. For example, in 1998–99 the Early Childhood Longitudinal Study had a weighted school-level response rate of 74 percent,[[3]](#footnote-5) whereas 12 years later, the successor ECLS-K:2011 cohort study had a weighted school-level response rate of 63 percent.[[4]](#footnote-6) Additionally, response rates tend to be lower for schools that serve older students (e.g., the High School Longitudinal Study of 2009 (HSLS: 09) had a weighted school-level response rate of 56 percent,[[5]](#footnote-7)and the Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) had an unweighted school-level response rate of 39 percent). Methods to secure cooperation of school districts and schools, maximize response rates, and deal with nonresponse are described in this section.

***Maximizing School Participation.*** The success of HS&B:22 F1FT hinges on securing the cooperation and maximizing response rates among school districts and schools, and then their students, parents, and staff. Participation among school districts and schools has been declining for voluntary school-based studies. Often, district and school personnel do not understand the value of participating in a field test and that increases their reasons for not participating. Reasons cited for not participating in voluntary school-based studies such as MGLS:2017 and HS&B:22 full scale are the high burden associated with participating, lack of direct benefit, over-testing of students, loss of instructional time, lack of parent and teacher support, increased demands on school staff, and a moratorium on outside research, that started during the COVID-19 pandemic. Additionally, states are now proposing anti-survey laws that further complicate participation for schools. To mitigate these concerns, HS&B:22 has developed a recruitment plan to maximize school participation that is comprehensive and flexible in its approach and incentive structure to effectively secure cooperation for the study. Strategies recommended to maximize school participation include:

**Outreach.** Study and NCES name recognition add validity to the study when recruiting school districts and schools. Outreach activities will be conducted to announce the upcoming field test and begin to garner support from states, districts, schools, and stakeholders. Outreach activities will include:

* Notifying states and districts that the follow-up field test will occur this school year.
* Distribution of a brief video to stakeholders, state, school districts, and schools to explain the importance of the study (Appendix A.11; video can be viewed at <https://www.youtube.com/watch?v=trUll4bCvY0>.
* Attendance at conferences attended by stakeholders to introduce and promote the study.

**Compelling recruitment materials.** School districts and school staff are busy. Materials sent to these contacts must be informative, compelling, and brief. In addition, multiple types of materials (e.g., mailings, video, website) will be made available to ensure that decision-makers have options to receive the message in the manner that works best for them. The materials will all be available on the study website for easy access. Reviewing these study materials should provide districts and school administrators with an understanding of the study’s value, the importance of the HS&B:22 follow-up field test, and the data collection activities required as part of the study. A full understanding of these factors will be important both to obtain cooperation and to ensure that schools and districts accept the data collection requests that follow.

**Varied communication modes**. Prior to the start of recruitment, study team members will review the sample of school districts and schools to determine the appropriate mode of communication for each. Staff who may have connections to a particular area or district, and who recruited the district or school during the initial field test, may be called upon to make the first contact. That staff person may remain the primary contact to the school district or school, or they may turn the school over to a recruiter for the collection of logistical information. Communication may be conducted via mail, email, phone, and in-person methods. During 2019 focus groups, we learned that schools and districts value U.S. Department of Education branding. To add additional credibility and study visibility, we will send some initial recruitment materials to sampled schools and districts from an ed.gov email address and other recruitment materials from NCES’s contractor’s rti.org email address.

**Leveraging participation in past studies.** NCES has been conducting the longitudinal studies in schools since the early 1970s. HS&B:22 will leverage the participation information of school districts and schools from prior studies. Information gathered will include whether or not the school district or school participated, whether a research application was required, who in the district or school made the decision about participating, and the reasons for refusal, if applicable. This information will be used only to strategize who to contact and how to respond to previous concerns, if any, to encourage participation in HS&B:22.

**Volunteer hours for students.** Many high schools require volunteer hours to be completed prior to graduation. As a token of appreciation for student participation, the U.S. Department of Education will provide a certificate to each participating student to acknowledge 2 hours of volunteer service for participation in the study. For confidentiality purposes, no study-specific information will be included on the certificate.

**Flexible incentive package.** As observed across NCES studies, schools and sample members vary in their motivation to participate in voluntary research, and what incentivizes some does not work for others. We are thus offering incentive choices to enable schools and sample members to determine what works best for them. The incentive structure is provided in section A.9 of the Supporting Statement Part A. To encourage schools to participate, we are also offering school-related incentives to students, such as entry to a school event or credit towards, or an item from, the school store and parents will have the opportunity to donate their incentive to the school. Such incentives further support the schools and can be seen as a benefit to both the school and students. Furthermore, increased flexibility in the items that are offered may encourage participation.

**Webinars.** School district decisionmakers report that they require studies to provide timely results to participate in research. Since we are unable to provide school-level results to field test schools, we plan to provide topical webinars to school staff as a way to “give back” soon after data collection. These low-cost webinars will be delivered on topics such as science, technology, engineering, and mathematics (STEM), and project-based learning, to be delivered through RTI’s experienced technical assistance providers. The webinars are live interactive sessions with materials and slides available to attendees. Webinar attendees will receive a digital 2-hour certificate of attendance.

**Certificates of service for teachers, counselors, and administrators.** Certificates of service will be given to all staff participating in the study. In most states, districts, and schools, the school staff are required to participate in documented professional development activities. If state or district requirements allow, these certificates may be used to apply for professional development credits.

**Avoiding refusals**. HS&B:22 recruiters are trained to avoid direct refusals and focus on strategies to solve problems or meet obstacles to participation faced by district or school administrators. They will endeavor to keep the door open while providing additional information and seeking other ways to persuade school districts and schools to participate.

When possible, HS&B:22 session facilitators will meet with students prior to the session at the school and explain the importance of participating in the study. They will emphasize that participating in the study will not affect their grades, and that none of their responses will be shared with their parents or teachers. Session facilitators may also meet with parents at a scheduled parent event at the school to generate excitement about the study, and answer questions parents may have about either their or their child’s participation. Parents that have not returned permission forms or who have initially refused to provide permission for their child to participate will be contacted by session facilitators who will attempt to alleviate any concerns about their child’s participation and answer any questions parents may have about the study. HS&B:22 session facilitators will also prompt school staff to complete the staff surveys and assist school staff with logging in to their survey or answering questions about the study.

**Flexible roster options.** One of the most challenging tasks for schools and districts is providing a timely list of all requested sampling elements of 12th grade students, the students’ teachers, and parent contact information. Schools will have flexibility of providing the roster file using the data system that aligns with their school’s data system. They may elect to run a PowerSchool report, use the study excel file, or provide a file of their own which has all study variables requested. By providing additional roster options, schools will have more flexibility and can utilize software and data systems already familiar to their staff.

**Digital Digests.** To provide continuous communication and to ensure that schools with staff turnover remain aware of the study, schools will receive periodic emailed newsletters of study events and additional no-cost resources. These digital digests (Appendix A.20.) will keep schools interested and informed of the study, despite staff turnover, without accruing additional printing costs associated with sending supplementary mailings.

*General Recruiting.* The following approach will be implemented to recruit school districts and schools for F1FT. This approach was previously approved in March 2019 (OMB# 1850-0944 v.2).

**Endorsements.** Support from leading education organizations can, at times, be influential to school districts’ and schools’ decision to participate. Twelve organizations have endorsed HS&B:22 and provided a letter of support. The organizations are listed on the HS&B:22 study website and the letters are used throughout the recruitment period. New letters of support from organizations that already endorsed HS&B:22 will not be requested for the follow-up field test. Organizations that were interested but did not provide a letter will be followed up with during the follow-up field test (see appendix A.1).

**State Endorsements.** As part of our study outreach efforts, states with F1FT schools will be notified that the follow-up field test will occur during the spring in 2024 (see appendix A.2). States were asked during the full-scale study to provide a letter of endorsement to encourage school districts’ and schools’ participation in the study should schools in their state be selected. New state letters will not be requested for the follow-up field test to minimize the burden on state leadership.

**School District and Diocesan Notification and Recruitment.** Once states have been notified, school districts and dioceses with schools that participated in the base-year field test will be notified the sampled schools in their district will be contacted again to participate in the follow-up field test. The letter to school districts will state that NCES’s contractor, RTI International, will contact the district to answer any questions and then will contact the sampled school(s) (see Appendix A.3b). Along with the letter, districts will receive a separate sheet of paperdevoid of study name or logo listing names of district schools selected for participation, a study brochure (see Appendix A.10), and FAQS (see Appendix A.9a-b).

Research application districts were identified during the base-year field test and the study team will submit an application renewal in order to conduct research in schools in their jurisdiction. If a school district that did not require an application during the initial field test notifies us that an application must be submitted, or some other requirement must be fulfilled, study staff will be prepared to respond to such requirements. If a district chooses not to participate, all reasons will be documented to help formulate a strategy for refusal conversion attempts. Participating districts may be asked to provide student roster information on the school’s behalf to reduce the burden on the school.

**Public and Catholic School Recruitment.** Two weeks after the district is notified, or after the district provides approval when required, recruitment will commence at the school-level. Sixty-five schools that participated in the base-year field test and have 12th grade students will be contacted for recruitment[[6]](#footnote-8). Schools will receive the school letter (Appendix A.4b-c), frequently asked questions (FAQs) about the study (Appendix A.9a-b), and a study brochure (Appendix A.10). The first contact will be intentionally assigned based on prior history of working with the school and that they participated in the base-year field test in 2019. First contacts may include modes such as a telephone call from recruitment staff, study management staff at RTI, or NCES staff; or an in-person visit to the school. Each of these modes, as well as email communication, may be used throughout the recruitment process as needed.

Once a school agrees to participate in F1FT, a recruiter will work with the school to name a member of the school’s staff to serve as the school coordinator for the study. The recruiter will work with the school coordinator to schedule study activities at the school, including gathering a grade 12 student roster, distributing consent materials to parents of sampled students, and arranging the session logistics. Roster instructions will be sent electronically in the fall of 2023 for the follow-up field test (see Appendix A.15) and are also available on the website (see Appendix A.12). If a school is experiencing difficulty with preparing the roster, the district may be asked to provide the roster on the school’s behalf.

In early communications, the recruiter will also gather information about the school including: what type of parental consent procedures need to be followed at the school; hours of operation, including early dismissal days, school closures/vacations, and dates for standardized testing; and any other considerations that may impact the scheduling of student sessions (e.g., planned construction periods, school reconfiguration, or planned changes in leadership). The HS&B:22 study recruitment team will meet regularly to discuss recruitment issues and develop strategies for refusal conversion on a school-by-school basis.

**Private and Charter School Recruitment.** If a private or charter school selected for F1FT operated under a higher-level governing body such as a diocese, a consortium of private schools, or a charter school district, we use the district-level recruitment approach with the appropriate higher-level governing body. If a private or charter school selected for the field test did not have a higher-level governing body, the school recruitment approach outlined above will be followed.

**Out-of-School Data Collection**. Some schools may not permit the data collection to occur in a school-based session. To maximize participation and address school concerns about loss of instructional time, schools declining to conduct an in-school group session will be offered the possibility to have their students participate outside of school. These schools will still be asked to provide the student roster, teacher information, and parent contact information. We will ask out-of-school data collection schools to distribute materials to sampled students and parents and help to encourage participation. This could mean sending materials to parents via mail, email, or distribution of materials through students; providing computer access so that students can participate at their convenience in the school; and/or following up with students and parents to encourage participation. The person designated as the school coordinator for the school would receive the coordinator incentive as if the session was happening in school. Parent contact information would be used to contact parents directly to secure student and parent participation. Contacts outside of school would be in addition to prompting by the school coordinator, for schools willing to assist with this activity. Teachers, administrators, and counselors would be asked to participate as if the session were conducted in schools.

**Parent Recruitment.** For schools allowing in-school student sessions, schools will be given the option of one of three types of parental permission letters: notification (Appendix A7a-b.), implicit permission (opt out) (Appendix A.7c-d), or explicit permission (opt in) (Appendix A.7e-f). Each type of consent requires that parents be notified that their children have been selected for the study. With a notification letter, no permission form is sent home since no action is required on the part of the parent. For implicit consent (opt out), the school does not require verbal or written consent for a student to participate in the study – parents are asked only to notify the appropriate person if they do not want their child to participate. With explicit consent (opt in), children may participate only if their parents provide written or oral consent for their children to do so. Proactive parent recruitment will be focused on maximizing the number of parents (1) returning signed explicit consent forms and (2) completing the parent survey. Because implicit consent does not require a verbal or written response from parents, these parents will not be contacted about consent forms. The letter accompanying the parent permission form will let parents know that the students will complete a survey and math questions.

The letters will be sent to the school for distribution to sampled students. For the follow-up field test, students in explicit permission schools will be offered a pizza party or equivalent food event for those who return the form by a designated date, regardless of whether permission is granted. The option of a $3 voucher to the school cafeteria or a food event will be also offered to students in explicit permission schools for returning a signed permission form by a designated date. Also, the permission letter for parents of students in explicit permission schools will include instructions for how to provide permission electronically. The school coordinator will be able to see electronic permission status via their HS&B:22 website, and the session facilitator will walk the school coordinator through that process if applicable.

For schools that only permit out-of-school data collection, all initial contacts with the student will be conducted through the parent. The parent will receive a letter and an enclosed envelope with study information and study instructions. The parent will be asked to give the student the enclosed envelope with study information and study instructions. By giving the envelope to the student, it is implied that the parent consents to the child’s participation. The study information and instructions will include a student letter and the URL and login information for the student session.

Parents will also receive an invitation to participate in the parent questionnaire (Appendix A.16a) at the start of data collection, with parent cases being added to the data collection process on a flow basis as parent contact information is provided by the school or parents provide such information on consent forms. Parent data collection will entail web-based self-administration with nonresponse follow-up by computer-assisted telephone interviewing (CATI). Letters inviting parents to participate in the study will contain a message on the envelope such as “Important, please open!”, “Your input is requested”, or “Help improve education! Open to find out how.” Some parents will be invited to participate in a 5-minute “micro” survey, and then can choose to continue the survey with the full set of questions or stop at that point.

***Data Collection Approach***

The HS&B:22 data collection will consist of a student session (survey and math assessment) as well as surveys for students’ parents, teachers, guidance counselors, and school administrators.

Once schools agree to participate, the designated school coordinator will be asked to provide a roster of all students in grade 12. The school coordinator will receive a template of the roster (see Appendix A.15) with instructions to prepare and upload the roster electronically to the secure study website (see Appendix A.12). Upon receipt of the roster, RTI statisticians will randomly select about 35 students each from grade 12. About a month prior to the scheduled student session, a student tracking form listing the selected students will be sent to the school along with parent permission forms to distribute to the students.

Students will be asked to complete a 90-minute[[7]](#footnote-9) session in a group administration in their school. The student surveys and direct assessments will take place in the school setting and be administered by using school-provided computers or laptops or using Chromebooks (tablet-like computers with touchscreen capability and an attached keyboard) brought into the school by HS&B:22 staff. The student survey will be offered in both English and Spanish. This portion of data collection is referred to as the student session. To administer the survey and direct assessment in schools, study staff will work with schools to identify and utilize locations for administration that minimize distractions for the student and disruption to the school routine.

Schools without a physical location or that decline to participate in the in-school session will be asked to schedule a virtual synchronous session. Students will be invited to attend a virtual synchronous session and will self-administer on a tablet, laptop, or desktop computer at school or at home, if reliable Internet is available. Students will log in at the same time via Zoom using a password-protected meeting line to only permit students with permission to participate. Parents will have already received consent materials prior to the student session and students with a refusal form on file will not be permitted to participate.

Schools that decline a virtual synchronous session will be asked to allow students to participate outside of school on their own time. For these students, schools may be willing to distribute materials to the students to take home, send emails to parents, or mail materials directly to parents. Schools may also be willing to allow the student(s) to complete the session on a school computer at their convenience. In addition, the study team will contact the family directly to obtain student and parent participation in the study. Students from these schools will be contacted through their parent using contact information provided by the school (Appendix A.15). The parent will be asked to give an envelope to the sampled student which contains a letter including login information for the student to complete the session online (Appendix A.13e).

The parent (Appendix A.14c) survey will have an internet option and a telephone option, while the teacher (Appendix A.14d), school counselor (Appendix A.14e), and school administrator (Appendix A.14f) surveys will be self-administered via the Web. The parent survey will be offered in both English and Spanish.

The student and parent instruments have abbreviated versions that are available if absolutely necessary as a last resort for refusal conversion.

# B.4 Tests of Methods and Procedures

F1FT will collect data from a sample of twelfth-grade students in the spring of 2024 and their teachers, parents, counselors, and school administrators. For the follow-up field test, we will implement a set of experiments to refine the first follow-up full-scale data collection procedures for schools/students, and parents. These experiments manipulate modes of in-school data collection, as well as variations on how to incentivize participation for parents.

**First Follow-up Field Test Experiments**

***School/Students.*** In an effort to address the preferences of schools, reduce operational costs, and learn from implementation, F1FT will offer schools an option to use their school computers and Internet for the student session in lieu of sending a set of study Chromebooks. Chromebooks will still be sent upon request to schools who prefer to use the study devices.

During the base-year full-scale study, a small number of schools agreed to participate, but did not allow or could not host an in-school session. These schools participated in a virtual session where the session was facilitated remotely by field staff and students participated on school devices using school Internet.

Additionally, some HS&B:22 base-year full-scale study schools reported that receiving and storing study Chromebooks was cumbersome and preferred to use their own computers for the student session. Many schools have one-to-one devices for students, computer labs, and/or sets of Chromebooks that operate on the school’s robust Internet network. To better understand the feasibility of using school devices at most or all schools, F1FT will offer all participating schools this option. For schools that select to use their own computers, we will identify an IT coordinator to work with. We will track the preferences of schools as well as the implementation experiences during F1FT in-school data collection.

***Parents.*** The F1FT experiment will focus on increasing parent response rates, both for the full survey and for a subset of critical data items. Parent survey response rates have declined over the past decade. The ECLS-K:2011 baseline (fall 2010) parent survey response rate was more than 10 percentage points lower (74 percent)[[8]](#footnote-10) than the parent survey response rate in the corresponding 1998 wave of the ECLS-K (85 percent).[[9]](#footnote-11) The ninth-grade parent survey response rate for the HSLS:09 baseline was 68 percent[[10]](#footnote-12), and the preliminary response rate for HS&B:22 BYFS was approximately 29 percent.

To increase parent response for F1FT, we will offer a 5-minute “micro” survey including a small subset of items that are of critical analytic importance. The items selected for the micro survey are indicated in Appendix B. Parents who complete the micro survey will be given the option to continue with completing the rest of the instrument for an additional incentive. We will assess the effectiveness of the 5-minute micro survey offer as (1) a method of obtaining critical data items, and (2) a “foot in the door” opportunity, after which parents may choose to complete the full instrument. Parents will be randomly divided into two groups of approximately equal size (estimated n = 1,050):

* Group 1 will receive contact materials that emphasize the full 25-minute survey length and the $40 promised incentive, but also mention that they will receive $15 if they complete the first section of the survey.
* Group 2 will receive contact materials that only mention the 5-minute micro survey for a $15 incentive and will have the option to complete the micro survey on paper. Parents who complete the micro survey via web or CATI will be offered the option to end the survey and receive $15 or continue with the full survey for an additional $25.

All parents will be eligible to receive the same maximum incentive amount ($40) for completing the full 25-minute instrument.

Data collection is expected to run for 20 weeks. The micro experiment will take place for the first 16 weeks of data collection. The final four weeks will be a nonresponse conversion phase, in which all remaining nonrespondents will be offered a chance to complete the micro survey for the full promised $40 incentive.

# B.5 Reviewing Statisticians and Individuals Responsible for Study Design and Conduct

The following individuals at the National Center for Education Statistics (NCES) are responsible for HS&B:22: Elise Christopher, Sean Simone, Chris Chapman, Peggy Carr, Enis Dogan, and Gail Mulligan. The following individuals at RTI are responsible for the study: Dan Pratt, Colleen Spagnardi, David Wilson, and Laura Fritch.

**References**

Folsom, R.E., Potter, F.J., Williams, S.R. (1987) Notes on a Composite Size Measure for Self-Weighting Samples in Multiple Domains, Research Triangle Institute. <http://ww2.amstat.org/sections/srms/Proceedings/papers/1987_141.pdf>

1. Recruitment materials will state about 40 12th grade students for consistency in the initial field test and the full-scale study. [↑](#footnote-ref-3)
2. For students with no math teacher in grade 12, their English Language Arts teacher will be invited to complete a survey. [↑](#footnote-ref-4)
3. Tourangeau, K., Nord, C., Lê, T., Sorongon, A.G., Hagedorn, M.C., Daly, P., and Najarian, M. (2001). *Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), User’s Manual for the ECLS-K Base Year Public-Use Data Files and Electronic Codebook* (NCES 2001-029). U.S. Department of Education. Washington, DC: National Center for Education Statistics. [↑](#footnote-ref-5)
4. Tourangeau, K., Nord, C., Lê, T., Sorongon, A.G., Hagedorn, M.C., Daly, P., and Najarian, M. (2012). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), User’s Manual for the ECLS-K:2011 Kindergarten Data File and Electronic Codebook* (NCES 2013-061). U.S. Department of Education. Washington, DC: National Center for Education Statistics. [↑](#footnote-ref-6)
5. Ingels, S.J., Pratt, D.J., Herget, D.R., Burns, L.J., Dever, J.A., Ottem, R., Rogers, J.E., Jin, Y., and Leinwand, S. (2011). *High School Longitudinal Study of 2009 (HSLS:09). Base-Year Data File Documentation* (NCES 2011-328). U.S. Department of Education. Washington, DC: National Center for Education Statistics. [↑](#footnote-ref-7)
6. Non-participating districts and schools will only be contacted if less than 60 schools that participated in the base-year field test decline to continue participation in F1FT. [↑](#footnote-ref-8)
7. All communication materials will state 90-minute student session, even if the session ends up slightly shorter. Our aim is to ensure schools are willing to participate for a duration of 90 minutes to simulate the request we will make in the full-scale study. [↑](#footnote-ref-9)
8. Tourangeau, K., Nord, C., Lê, T., Sorongon, A.G., Hagedorn, M.C., Daly, P., and Najarian, M. (2012). *Early Childhood Longitudinal Study, Kindergarten Class of 2010–11 (ECLS-K:2011), User’s Manual for the ECLS-K:2011 Kindergarten Data File and Electronic Codebook* (NCES 2013-061). U.S. Department of Education. Washington, DC: National Center for Education Statistics. [↑](#footnote-ref-10)
9. Tourangeau, K., Nord, C., Lê, T., Sorongon, A.G., Hagedorn, M.C., Daly, P., and Najarian, M. (2001). *Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), User’s Manual for the ECLS-K Base-year Public-Use Data Files and Electronic Codebook* (NCES 2001-029). U.S. Department of Education. Washington, DC: National Center for Education Statistics. [↑](#footnote-ref-11)
10. Ingels, S.J., Pratt, D.J., Herget, D.R., Burns, L.J., Dever, J.A., Ottem, R., Rogers, J.E., Jin, Y., and Leinwand, S. (2011). *High School Longitudinal Study of 2009 (HSLS:09). Base-year Data File Documentation* (NCES 2011-328). U.S. Department of Education. Washington, DC: National Center for Education Statistics. [↑](#footnote-ref-12)