

**High School and Beyond 2022 (HS&B:22)
First Follow-up Full Scale Sampling,
Recruitment, and Tracking**

OMB# 1850-0944 v.11

Supporting Statement Part B

Submitted by
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Table of Contents

B.1 Respondent Universe..... 2

B.2 Procedures for the Collection of Information..... 2

B.3 Methods to Secure Cooperation, Maximize Response Rates, and Deal with Nonresponse..... 6

B.4 Tests of Methods and Procedures..... 12

B.5 Reviewing Statisticians and Individuals Responsible for Study Design and Conduct..... 12

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 full-scale sampling, recruitment, and tracking activities.

B.1 Respondent Universe

The High School and Beyond Longitudinal Study of 2022 (HS&B:22) first follow-up full-scale (F1FS) will be conducted from November 2025 to June 2026 and includes the nationally-representative sample of ninth-grade students who participated in 2022 when most will be in twelfth grade. The student sample will be freshened to create a nationally representative sample of twelfth-graders. Select base-year full-scale (BYFS) non-participating schools will be invited to participate in F1FS to increase the participation rates across sampling strata with the lowest response rates. Additional schools will not be added to the sample. Recruitment will begin a year in advance of the November 2025 data collection start date.

The F1FS schools were selected during the BYFS and consists of regular public schools, including state department of education schools, Bureau of Indian Education schools, and Catholic and other private schools. It excludes the following types of schools:

- Department of Defense Education Activity schools outside of the United States,
- schools associated with correctional facilities, treatment facilities, hospitals, and other temporary housing facilities,
- area vocational schools that do not enroll students directly, and
- special education schools.¹

B.2 Procedures for the Collection of Information

HS&B:22 F1FS will collect data from high school students and their parents, teachers, guidance counselors, and school administrators. Data was collected from ninth graders in the 2022-23 school year as they began high school. These students will be asked to participate in the 2025-26 school year, when most students in the sample will be seniors at the end of their high school career. Additional twelfth-grade students will be added to the sample to participate in the 2025-26 school year. Collecting data at these time points from students, parents, teachers, counselors, and administrators, with high school transcripts collected after high school, will culminate in a rich data set that will provide educators, policymakers, and researchers with information about transitions, outcomes, and experiences in multiple contexts.

First Follow-up Full-scale School Sample

The HS&B:22 sample of schools includes 2,991 schools selected for the HS&B:22 BYFS and was approved by OMB in March 2021 (OMB# 1850-0944 V.9).

Of the 2,991 sampled schools, 2,734 schools were determined to be eligible for HS&B:22 BYFS and 768 of those 2,734 schools participated in the BYFS. The distribution of the 2,734 eligible schools by school sampling stratum is shown in table 1.

Table 1. Distribution of the Eligible School Sample by School Stratum and Participation Status

School Type	Census Region	Locale	Participants	Nonparticipants	Total School Sample Size	Unweighted participation rate
Total	±	±	768	1,966	2,734	±
Public-Charter	±	±	71	143	214	33.2
Public-Magnet	±	±	56	143	199	28.1
Public-Virtual	±	±	49	106	155	31.6

¹ A special education school is a public elementary/secondary school that focuses on educating students with disabilities and adapts curriculum, materials, or instruction for the students served.

Other public	Northeast	City	15	38	53	28.3
Other public	Northeast	Suburb	28	59	87	32.2
Other public	Northeast	Town	7	16	23	30.4
Other public	Northeast	Rural	19	29	48	39.6
Other public	Midwest	City	19	37	56	33.9
Other public	Midwest	Suburb	30	52	82	36.6
Other public	Midwest	Town	17	30	47	36.2
Other public	Midwest	Rural	30	51	81	37
Other public	South	City	19	72	91	20.9
Other public	South	Suburb	28	102	130	21.5
Other public	South	Town	26	44	70	37.1
Other public	South	Rural	54	90	144	37.5
Other public	West	City	24	82	106	22.6
Other public	West	Suburb	25	74	99	25.3
Other public	West	Town	26	32	58	44.8
Other public	West	Rural	45	53	98	45.9
Catholic	Northeast	±	31	76	107	29
Catholic	Midwest	±	33	75	108	30.6
Catholic	South	±	25	75	100	25
Catholic	West	±	19	71	90	21.1
Other private	Northeast	±	7	85	92	7.6
Other private	Midwest	±	21	81	102	20.6
Other private	South	±	33	154	187	17.6
Other private	West	±	11	96	107	10.3

± Not applicable.

All 768 schools that participated in the HS&B:22 BYFS will be contacted for the first follow-up. Furthermore, some sampled, but non-participating, schools in the HS&B:22 BYFS will be pursued for recruitment for F1FS.

The set of 768 base-year participating schools fell short of the goal of 920 participating schools. Furthermore, school participation rates were lower than desired and there were differential school participation rates across school sampling strata. The overall school participation rate for HS&B:22 and the differential school participation rates across school sampling strata observed in HS&B:22 will be increased and reduced, respectively, by recruiting some sampled, but non-participating, BYFS schools.

The selected public and private schools to be recruited will be limited to those schools that offer instruction in grade 12 in the 2025-26 school year and that were sampled in the HS&B:22 base year but did not participate in the base year. The four public-school sampling strata and two private-school sampling strata with the lowest unweighted participation rates are identified in Table 1 via the use of bolded text. Non-participating schools in the four public-school strata with the lowest unweighted participation rates will be pursued for recruitment for HS&B:22 F1FS. The average unweighted participation rate across public-school strata excluding these four strata is approximately 36.6 percent. Non-participating schools in the four public-school strata with the lowest participation rates that enroll grade 12 students as of the 2025-26 school year will be recruited with the goal of increasing the school participation rates to approximately 36 percent in these four strata. Non-participating schools in the two private-school strata with the lowest participation rates will be pursued for recruitment for F1FS. The average unweighted participation rate across all other private school strata is approximately 15 percent. Non-participating schools in the two private-school strata with the lowest participation rates that enroll grade 12 students as of the 2025-26 school year will be recruited with the goal of increasing the school participation rates to approximately 15 percent in these two strata. We have selected this target of 15 percent to better align with the overall private school rate achieved during the BYFS. Additionally, we do not want to inflate the weights disproportionately for students in other private schools given that they represent a relatively small proportion of the student population. The other private schools are generally smaller in size, and the number of additional

students added will likely be relatively small compared with the level of effort anticipated. The other private schools are the most challenging to recruit, and these 2 strata (other private Northeast and West) proved most difficult in the BYFS.

The counts of sampled and non-participating base-year schools to be recruited for F1FS by the relevant six school sampling strata are provided in table 2. Recruitment of these base-year non-participating schools in a stratum of interest will continue until the end of the recruitment period or until the desired number of non-participating base-year schools agree to participate in the F1FS is achieved.

Twelfth-grade rosters will be requested of those base-year non-participating schools that agree to participate in F1FS and a sample of grade 12 students will be selected using the within-school student sampling rates established for those schools in BYFS. Sampled students will be deemed eligible if they were enrolled in grade 9 in the same school in the 2022-23 school year. The average number of sampled students per participating school from BYFS was approximately 33.8. Assuming this average holds for these base-year non-participating schools in the F1FS, approximately 2,397 students will be sampled from these 71 schools. While some sampled students from these schools will have been enrolled in grade 9 in a different school during the 2022-23 school year and will be ineligible for inclusion into the HS&B:22 student sample, there are no available estimates of the degree of school transfer that might exist for the HS&B:22 base-year ninth-grade student population that permits refining the estimate of the number of study respondents; though it is anticipated that fewer than 2,397 of the sampled students will be added to the HS&B:22 F1FS student sample.

Table 2. Sample Sizes and Estimated Yield

Stratum	Base-year School Participants	Base-year School Nonparticipants	Base-year School Nonparticipants with Grade 12 (Estimated)	Total Base-year School Sample	Desired Yield	Achievable Participation Rate ¹
Total	114	511	508	625	71	±
Public, South, City	19	72	68	91	14	36.3
Public, South, Suburb	28	102	98	130	19	36.2
Public, West, City	24	82	80	106	15	36.8
Public, West, Suburb	25	74	69	99	11	36.4
Other private, Northeast	7	85	84	92	7	15.2
Other private, West	11	96	93	107	5	15.0

± Not applicable.

¹ A school is defined as a participant if it was defined as a participant in the HS&B:22 BYFS or if it is defined as a participant in the HS&B:22 F1FS.

A total of 1,279 schools (768 base year participants plus 511 base-year school nonparticipants in strata of interest) will be pursued for recruitment in the HS&B:22 F1FS.

First Follow-up Contingent Schools

Given the high turnover rates among principals and superintendents, it is likely that some of the 768 base-year schools may not continue their participation in the study. To mitigate this risk, we recommend identifying a contingency set of schools for potential recruitment. These schools will not be contacted initially but would be approached starting in January 2025 if recruitment targets are not met. The contingency group includes 150 public schools that did not participate in the base year and that are in four public-school strata that also had unweighted response rates below 36 percent.

Table 3. Contingent Schools for Recruitment

Stratum	Base-year School Nonparticipants	Base-year response rate
Total	150	±
Public, Northeast, City	38	28.3
Public, Northeast, Town	16	30.4
Public, Northeast, Suburb	59	32.2
Public, Midwest, City	37	33.9

First Follow-up Full-scale Student Sample

A total of 25,926 eligible students were sampled from the 768 schools that participated in the HS&B:22 base-year. Of these 25,926 students, there were 19,936 defined as study respondents in the base-year. These 19,936 study respondents include students who responded to the student survey or had a scoreable assessments, nonresponding students whose parents responded, and students who completed an eligibility screener but were unable to participate in the HS&B:22 base-year due to language barriers, Individualized Education Plan requirements, or physical reasons. All 25,926 eligible students will be pursued for participation in the HS&B:22 F1FS.

Additional students will be added to the HS&B:22 school sample via a student sample freshening process. The HS&B:22 student sample will be freshened in the F1FS to add students enrolled in grade 12 as of 2025-26 in public and private schools in the 50 United States (U.S.) and District of Columbia (D.C.) who were not enrolled in grade 9 during the 2022-23 school year in public and private schools in the U.S. and D.C. The purpose of this freshening is to add students enrolled in grade 12 who are not representable by the HS&B:22 base-year sample of 25,926 students. This will yield two HS&B:22 cohorts – a 2022-23 ninth-grade cohort and a 2025-26 twelfth-grade cohort.

The student freshening process will involve collecting 12th grade rosters from base-year participating schools that have students enrolled in grade 12 as of the 2025-26 school year. These rosters will be merged with the 9th grade rosters provided by these schools in the HS&B:22 base year and a set of potentially eligible students will be identified. These potentially eligible students will be screened to determine if they were enrolled in grade 9 in the 2022-23 school year in the U.S. or D.C. Students who are in grade 12 but were not enrolled in grade 9 in 2022-23 in the U.S. or D.C. will be added to the HS&B:22 F1FS student sample. Each newly added student will be linked² to a

² For a given base-year participating school from which a grade 12 roster is collected, the grade 12 roster will be sorted, using the same characteristics used to sort the school's grade 9 roster prior to sampling, and merged with the grade 9 roster. Potentially freshened students will be identified by using a half-open interval rule; that is, students in the grade 12 roster that appear next (in the sorted list) to a student sampled in the base year will be flagged as a potentially eligible freshened student. Potentially eligible freshened students will be added to the HS&B:22 F1FS student sample if it is determined that they were not enrolled in grade 9 in the

student sampled in the base year and the newly added student will be given the same probability of selection associated with the base-year student. Based on the student sample freshening results obtained in the first follow-up of the Education Longitudinal Study of 2002 (ELS:2002) and assuming all of the base-year participating schools will provide 12th grade rosters that will be able to be merged with their 9th grade rosters, an estimated 624 schools (768×0.813) will be included. These 624 schools are estimated to lead to the identification of 2,766 potentially eligible students of which 244 are estimated to be eligible for inclusion in the HS&B:22 F1FS student sample.

As noted earlier, an estimated 2,397 students will be added to the HS&B:22 F1FS student sample via recruitment of 71 base-year non-participating schools for the first follow-up.

In sum, the HS&B:22 student sample size is estimated to be 28,567 students ($25,926 + 244 + 2,397$).

Roster Collection. F1FS rosters will be requested for twelfth-grade students beginning in the fall of 2025 (Appendix A.18).

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 2025-26 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 teacher³. 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

U.S. or D.C. in the 2022-23 school year.

³ For students with no math teacher in grade 12, another teacher will be invited to complete a survey.

Longitudinal Study had a weighted school-level response rate of 74 percent,⁴ whereas 12 years later, the successor ECLS-K:2011 cohort study had a weighted school-level response rate of 63 percent.⁵ Additionally, response rates tend to be lower for schools that serve older students (e.g., the High School Longitudinal Study of 2009 [HLS: 09] had a weighted school-level response rate of 56 percent,⁶ 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 F1FS hinges on securing the cooperation and maximizing response rates among school districts and schools, and then their students, parents, and staff. Although F1FS recruitment includes 768 schools that participated in the base year, many of the principals and School Coordinators (SCs) that coordinated the base-year study are no longer at these schools due to a high staff turnover rate. Five hundred and eleven nonparticipating base year schools will also be contacted to participate, some of which already gave a refusal for full scale collection. Participation among school districts and schools has been declining for voluntary school-based studies. Reasons cited for not participating in voluntary school-based studies such as MGLS:2017 and HS&B:22 full scale and field test 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, and increased demands on school staff. 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 follow-up full scale and begin to garner support from states, districts, schools, and stakeholders. Outreach activities will include:

- Notifying states and districts that the follow-up full scale study will occur from November 2025-June 2026.
- Distribution of a brief video to stakeholders, state, school districts, and schools to explain the importance of the study (Appendix A.16; video can be viewed at <https://www.youtube.com/watch?v=trUll4bCvY0>.)
- Attendance at conferences attended by shareholders to 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 full scale, 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 full scale study, 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.

⁴ 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.

⁵ 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.

⁶ 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 (HLS:09). Base-Year Data File Documentation* (NCES 2011-328). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

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.

Incentive package. Schools will receive a \$200 or equivalent value item. In BYFS and F1FT we offered a variety of incentive options to schools, but only one school during BYFS chose an alternative incentive instead of a check or gift card. For F1FS we will streamline the incentive process which is outlined in section A.9 of the Supporting Statement Part A. For schools that cannot accept a check or gift card, they may choose an equal value order of books for the school library or may donate the school incentive to a nonprofit/charity organization of their choice. Incentives support the schools and can be seen as a benefit to both the school and students. We also recommend a higher student incentive for F1FS to help address the lower-than-expected student response rate during F1FT. Students may be more inclined to participate both in school and out-of-school with this incentive boost.

Webinars. During BYFS, participating schools were invited to three online and interactive webinars held at times convenient to various time zones. F1FS has refreshed the webinar topics and will host offer the following topics: Family Engagement in the Secondary School, Student Engagement to Improve Attendance, and Supporting Multilanguage Learners. These low-cost webinars are delivered through RTI's experienced technical assistance providers. BYFS webinar sessions received hundreds of registrations from HS&B:22 participating schools. We propose to continue to offer the sessions to participating schools and expand invitations to schools identified during the enrollment status update. Schools can send staff to any of the sessions and attendees will receive a 2-hour certificate of participation. Recordings will be available and sent to the schools for staff unable to attend.

School Reports. Schools participating in the national study will receive a report containing aggregate results. Reports will provide comparative data on the school's math scores related to other "schools like yours" nationally, wherein data are presented for schools that are similar on key characteristics, such as locale, sector (i.e., public/private), grade levels served, and geographic region (no specific schools are named). Average raw or scale scores will be provided on topics such as mathematics performance, growth mindset, belongingness, race relations, student-counselor interaction, educational attainment, and financial literacy.

Schools will need to have a minimum participation threshold to receive results for their school (but all schools will receive data on schools like theirs). While similar data may already be collected by districts, HS&B:22 will afford the opportunity to build upon local efforts and compare results with state and national findings. Links to resources on each topic area will also be provided so schools may gather additional information, if desired. Reports will be provided for each year the school participates, which will enable schools to see change over the course of the longitudinal study. A link to the ninth-grade school report (Appendix A.26) will be included in the F1FS school recruitment letters, so principals recognize the immediate value of participating.

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. These certificates include the Department of Education logo and are signed by the NCES commissioner and positive feedback has been received during the full-scale and field test studies.

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 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. Returning schools from F1FS will also be tasked with providing an enrollment status update (ESU) that requests similar data elements on students who have moved to another school.

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.23.) 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 F1FS. 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 full scale. Organizations that were interested but did not provide a letter will be followed up with during the follow-up full scale (see Appendix A.1).

State Endorsements. As part of our study outreach efforts, states with F1FS schools will be notified that the follow-up full scale will occur between November 2025 and June 2026 (see Appendix A.2). States were asked during the base year 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 full scale to minimize the burden on state leadership.

School District and Diocesan Notification and Recruitment. School districts and dioceses with schools that participated in the base-year full scale will be notified of the sampled schools in their district will be contacted again to participate in the follow-up full scale. Districts and dioceses will also be notified if they have school(s) that did not participate in the base-year but are invited again for the follow-up study. 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.3). Along with the letter, districts will receive a separate sheet of paper devoid of study name or logo listing names of district schools selected for participation, a study brochure (see Appendix A.15), and FAQs (see Appendix A.14a-b).

Research application districts were identified during the base-year full scale 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 full scale 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. A total of 1,279 schools will be pursued for recruitment in the HS&B:22 F1FS, including the 768 schools that participated in the base-year and the select non-participating schools. Schools will receive the school letter (Appendix A.4a-b), frequently asked questions (FAQs) about the study (Appendix A.14a-b), and a study brochure (Appendix A.15). The first contact will be

intentionally assigned based on prior history of working with the school and whether they participated in the base-year full scale in 2022. First contacts may include modes such as a telephone call from recruitment staff, study management staff at RTI, or NCEC 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 F1FS, 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, obtaining enrollment information for the cohort of students that participated in 9th grade, distributing consent materials to parents of sampled students, and arranging the session logistics. Roster instructions will be sent electronically in the fall of 2025 for the follow-up full scale (see Appendix A.18) and are also available on the website (see Appendix A.17). If a school is experiencing difficulty with preparing the roster, the district may be asked to provide the roster on the school's behalf. Schools that did not participate in the initial full-scale study will have approximately 40 12th grade⁷ students selected to participate. In schools that participated in the base-year study, we will invite the same cohort of students who were sampled in 9th grade to participate again in the follow-up study. Additional students may be added to achieve a nationally representative sample of 12 grade students.

For schools that participated in the base-year full scale study, they will also be asked to complete an enrollment activity (see Appendix A5a-f) for the cohort of sampled students. Schools will confirm which study students are still enrolled, update the parent contact information, and identify a teacher to complete the staff survey. For students no longer enrolled, schools will provide the transfer school address, the reason why the student has transferred, and update parent information if known.

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 the base-year full scale operated under a higher-level governing body such as a diocese, a consortium of private schools, or a charter school district, we used the district-level recruitment approach with the appropriate higher-level governing body. If a private or charter school did not have a higher-level governing body, the school recruitment approach outlined above was used.

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. For these schools, schools will still be asked to provide the student roster, teacher information, and parent contact information. We will ask out-of-school 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.

Using School Computers and Internet. The HS&B:22 study will submit the data collection package to OMB in 2025, ahead of the F1FS data collection. To reduce costs, we plan to use school computers and Internet, supplemented, as needed, by study-provided Chromebooks. To prepare for this approach, we recommend identifying an IT coordinator at each school, as was done during the first follow-up field test. The IT coordinator will be asked to complete a form (Appendix A. 25a) prior to data collection, providing key information about the school's computers, Internet, and operating systems. This form will be sent to IT coordinators via email. The study

⁷ While the average will be about 30 students sampled per school, up to 44 students may be selected in larger schools. School contacting materials will say approximately 40 students will be selected as this will be the case in most larger schools to achieve the 30 students per school average.

team will collaborate with the IT coordinators to assess the feasibility of using school computers and address any troubleshooting needs to ensure a smooth student session on the scheduled date.

Panel Maintenance (Parent/Student Address Update).

We will ask parents of eligible sampled students to update our address database during the spring of 2025. A mailing (Appendix A.24.a) will be sent to the parent or guardian of each sampled student asking that they log onto our website and update their contacting information. If we have an email address for the parent or guardian, the materials will be sent via email as well (Appendix A.24.c). For data security reasons, no personally identifiable information will be preloaded onto the website for this address update. In addition to updating contact information, parents will be asked if their child will be at the same school that he/she attended in the 2022-23 school year, or if his/her school enrollment status has changed. The address update will take approximately 10 minutes to complete. See Appendix A.24.b for an example of what information will be requested for the parent to update. To maximize response, parents will be offered a \$10 incentive for providing this information and a hardcopy version of the address update form and a link to the address update website will be sent to nonrespondents three weeks after the initial mailing is sent. An email reminder (Appendix A.24.d) will be sent at this time as well.

To enhance the efficiency and effectiveness of our panel maintenance activities, we propose requesting text message permission from parents. This approach offers several key benefits:

- Firstly, obtaining text message permission allows us to reach out to parents promptly and conveniently for participation in future data collection rounds. Text messaging is a highly accessible and widely used communication method, ensuring that parents receive timely reminders and prompts, thereby increasing participation rates.
- Secondly, text messaging significantly reduces costs compared to traditional CATI (Computer-Assisted Telephone Interviewing) phone prompting. The cost of sending text messages is considerably lower than making phone calls, allowing us to allocate resources more efficiently and potentially reach a larger number of participants within the same budget.

By leveraging text messaging, we can streamline our communication process, enhance parent engagement, and optimize our resources, ultimately contributing to the success of our data collection efforts. Parents can choose to opt-in to text messaging (Appendix A.25b) during the panel maintenance activity. To expl

School Enrollment Status Update. The purpose of the school enrollment status update is to check the enrollment status of the sampled students in each school that participated in the HS&B:22 BYFS. This update will occur in the fall of the 2025-2026 school year. We anticipate that many of the students will continue to be enrolled in the school they attended during HS&B:22 BYFS.

The schools will first be asked to provide their 12th grade enrollment list. We will run a comparison of this file to the list of sampled students from BYFS to determine the students that may have moved to another school to reduce the burden on schools for the enrollment status update task. Schools will only need to provide information for students who have transferred. For those who have left the school, we will ask schools to provide the students' last date of attendance, current school status (transfer, home schooling, etc.), last known address and phone number, and, for transfer students, the name, city, and state of the student's new school if they are known. The school will have two options to provide the required data elements. The two options include submitting a custom report using their school's student records system or downloading a pre-loaded Excel spreadsheet from the study website.

To initiate this contact, the district superintendent and school administrator will receive a letter that explains the purpose of the planned follow-up full scale tracking activities. Appendix A.5a and A.5b contains these letters. The list provider from each school will receive a letter that includes a username, password, and enrollment update instructions for completing this task. Appendix A.5c contains the letter to be sent to sampled schools. The letter will prompt the list provider to log into the study website. Upon logging in the list provider must confirm he or she is the intended recipient of the letter by answering an identification verification question, such as "What is the school phone number?", and then reset the password for the account. There is no access to any information until the password is reset using a strong password. A test of the password's strength is built into the password change application. The users then proceed to a screen where they have three options, as described above, to provide the current enrollment status of sampled students. Appendix A5.d-e includes the enrollment status instructions to users for both district and school users. For district users providing an Enrollment Status Update (ESU) they will receive a single file with all students and schools included, to minimize the burden of needing to download this

form multiple times.

A follow-up email will be sent two weeks after the lead letter to all nonrespondents. For those who have not responded to the School Enrollment List Update, the email will differ based on their progress: one version for those who have started the update and another for those who have not logged into the system. Two versions of the email are in Appendix A.5f and are described below.

Schools who have not logged in for ESU: Have not changed their password or initiated the process at all – they will receive an email with the same study ID, password, and URL prompting them to change the password and initiate the enrollment update process, just like the original lead letter.

Schools who have logged in but not completed the ESU: Have started the update but have not "submitted" it – they will get an email (Appendix A.5f) prompting them to continue the school enrollment status update and reminding them that if they have forgotten their password, they can contact the help desk to have it reset.

After an additional two-week period, the recruitment team will begin to contact the nonrespondent schools via telephone to follow up on the enrollment status update.

B.4 Tests of Methods and Procedures

There are no tests of methods and procedures in this recruiting and sampling submission.

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, Charles Sanchez, Sean Simone, Gail Mulligan, and Chris Chapman. The following individuals at RTI are responsible for the study: Dan Pratt, Colleen Spagnardi, David Wilson, and Jamie Wescott.

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