

SUPPORTING STATEMENT

DoDEA Evaluation and Program Evaluation Surveys – Generic

A. JUSTIFICATION

1. Need for Information Collection.

The Department of Defense Education Activity (DoDEA) is a DoD field activity operating under the direction, authority, and control of the Deputy Under Secretary of Defense, Military Community and Family Policy. DoDEA provides education to eligible Department of Defense military and civilian dependents from preschool through grade 12 at sites in the United States, Guam, Puerto Rico, and overseas. During the 2008-2009 school year the Department of Defense Education Activity serves an estimated 84,000 students in 192 schools.

The Department of Defense Education Activity (DoDEA) has a need to conduct a variety of one-time surveys, interviews, and focus groups on an as-needed basis. The population for these data collections will be limited to students and parents of students attending DoDEA schools. These information collections are necessary on a limited scope to measure DoDEA's progress on the goals set forth in the Community Strategic Plan (CSP) and to assess parent and student input on school policies and procedures. These data collections will include, but are not limited to, school operations and procedures (such as school uniforms, transportation, and school calendar), school facilities, curricular and instructional needs and effectiveness, programmatic needs and effectiveness, and extra-curricular and co-curricular activities. Data collection instruments to include burden hours and supporting documentation will be submitted to the DoD Clearance Officer and OMB for final approval as they become available.

2. Uses of the Information.

The information sought by these data collections will allow DoDEA to quickly have access to the information necessary to determine overall effectiveness, increase efficiency, and obtain valuable input from parents and students on new and existing policies and procedures.

Data collections submitted under this clearance are those confined to a single or limited number of schools or a limited population. As indicated in Table 2, these collections will also apply to 3% or less of total eligible respondents. These collections are those necessary for efficient functioning of the organization and for which decisions are necessary in order for the organization to effectively function. Collections that are across DoDEA, involve broader populations, or those that are developed as part of planned evaluations or research will be cleared through the full approval process established by Washington Headquarter Services and outlined in the Paperwork Reduction Act. For example, the Biennial Customer Satisfaction

Survey, the student and parent interviews required for school accreditation, and the surveys necessary as part of the curricular program implementation cycle would continue to be cleared through the full process.

The following categories will be included in this data collection.

School procedures and policies. These data collections will gather information from DoDEA students and parents on issues related to the everyday operational processes and policies of the school. These data collections will include, but will not be limited to, information on the school calendar, school uniforms, school transportation, school lunch, school facilities (i.e. gymnasiums, cafeterias, and playgrounds). These data collections will allow DoDEA to immediately identify or determine the extent of student and parent concerns and to quickly gather suggestions for improvement from parents and students. Examples of specific collections would include asking parents at a single school if they approve or disapprove of school uniforms or whether the new bus schedule is causing problems.

School curriculum. These data collections will gather information from students and parents on the curricular availability and instructional practices in DoDEA schools. These data collections will include, but not limited to, course offerings, availability and use of curricular materials, instructional practices, and availability and use of educational technology. These data collections will also gather information on the perceived effectiveness of the school curriculum. An example of collections in this category would include asking which of three new classes a school is considering offering would most likely enroll.

Program effectiveness and operations: These data collections will gather opinions from students and parents on the provision, needs, and effectiveness of non-curricular programs and support services, such as counseling, special education services, gifted education, English as a Second Language Services, Physical and Occupational Therapy, and in-school medical services. These data collections will help assess the extent to which support services are available and accessible, as well as help determine the effectiveness and additional needs of support programs. An example of a data collection in this area would be asking parents whose children participate in a small pilot program whether the program has been effective.

Extra-curricular and co-curricular activities: These data collections will provide information from students and parents on the availability, effectiveness, and perceived needs of school extra-curricular and co-curricular activities. These data collections will help determine the extent to which the athletic interests of DoDEA students are being met by the current offerings, and assess the effectiveness of such activities. These data collections will also help determine the extent to which the dramatic, artistic, musical, and academic interests of DoDEA students are being met, and determine the future needs of such programs. Examples of data

collections in this area would be asking students which of three extra-curricular clubs they would participate or which sports schedule would be most convenient.

3. Improved Information Technology.

When possible, information technology will be used to gather results as well as compile and report out results of the data collections.

4. Efforts to Identify Duplication.

DoDEA will ensure that all data collections submitted for approval under this generic clearance are necessary and that DoDEA does not have current existing data to meet the needs of the data collections before submitting for final approval.

5. Methods Used to Minimize Burden on Small Entities.

The collection of this information does not involve small businesses.

6. Consequences of Not Collecting the Information.

These information collections will be collected as needed. The results of these collections are vital for continuous improvements within the system, for development of policy, to measure program effectiveness, and performance. If these generic surveys are not certified, DoDEA will be unable to gather necessary and valuable input from its major stakeholders and customers.

7. There are no special circumstances. This collection will be conducted in a manner consistent with the requirements of 5 CFR 1320.5(d)(2).

8. Agency 60-Day Federal Register Notice and Consultations Outside the Agency.

The 60-day Federal Register Notice announcing the renewal of this information collection (as required by 5 CFR 1320.5(d)) was published on November 25, 2008.

No comments were received in response to this collection notice.

Prior to submission for final approval, every data collection covered under this clearance will be reviewed by each of the following, or their respective designee as they become available.

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9. Payments to Respondents.

The respondents will not receive any monetary payments or gifts associated with participation in this data collection.

10. Assurance of Confidentiality.

Information collections submitted under this license will not ask the respondent to submit proprietary, trade secret, or confidential information to the Department.

Authority: 10 USC Sections 136, 1782, and Executive Order 9397.

Principal Purposes(s): The Department of Defense Education Activity (DoDEA) has a need to conduct a variety of one-time surveys, interviews, and focus groups on an as-needed basis. The population for these data collections will be limited to students and parents of students attending DoDEA schools. These information collections are necessary to measure DoDEA's progress on the goals set forth in the Community Strategic Plan (CSP) and to assess parent and student input on school policies and procedures. These data collections will include, but are not limited to, school operations and procedures (such as school uniforms, transportation, and school calendar), school facilities, curricular and instructional needs and effectiveness, programmatic needs and effectiveness, and extra-curricular and co-curricular activities. Data collection instruments to include burden hours and supporting documentation will be submitted to the DoD Clearance Officer and OMB for final approval as they become available.

Routine Use(s): None.

Disclosure: Voluntary; however maximum participation is encouraged in order to gauge education program success and to learn of areas in which DoDEA may improve the quality of educational and programmatic services.

11. Sensitive Questions.

No information considered sensitive will be collected.

12. Estimates of Annual Response Burden and Labor Cost for Hour Burden to the Respondent for Collection of Information.

Respondents will be students and parents/guardians of students enrolled in DoDEA schools. The total of annual respondents is estimated to be 2500.

Table 1. Burden Estimates

Burden Estimates	
Total annual respondents	2500
Frequency of response	1
Burden hours per response	25 minutes
Total burden hours	1,041

B. Explanation of How Burden was Estimated.

The estimated burden hours were calculated using average completion time and response rates of previous information collections applied to the portion of current school year population of students and parents not covered under Title 10 USC 1782. Table 2 illustrates the total of possible respondents by sponsoring agency. Those considered “Members of the Public” and therefore possible respondents to and covered by this collection are presented in the last row denoted as “Non-military/DoD Civilian.” These individuals include individuals sponsored by, but not limited to, the State Department, Private US Business, Contractors, etc.

Table 2. DoDEA Student and Parent Population Disaggregated by Sponsorship

	Percent of Population	Parents	Students
Army	50%	20,833	20,833
Navy	10.4%	4,333	4,333
Marine Corps	9.8%	4,084	4,084
Air Force	22%	9,167	9,167
DoD Civilian	4.8%	2,000	2,000
Non-military/DoD	3%	1,250	1,250
Total	100%	41,667	41,667

C. Labor Cost to the Respondents.

Table 3. Estimated Labor Costs to the Respondents (Based on an Average of 45 minutes)

	Low (students only)*		Medium (2/3 of the sponsors)**		High (1/3 of the sponsors)***		Total	
	N	Cost	N	Cost	N	Cost	N	Cost
Sponsors/ Parents			833	\$7,955.15	417	\$6,075.69	1250	\$14,030.84
Students	1,250	\$3,387.50					1250	\$3,387.5
							32	\$17,413.34

*\$6.55 per hour (minimum wage); 25 minutes = $(\$6.55 \times .42) = \2.71 per respondent

**\$22.75 per hour; 25 minutes = $(\$22.75 \times .42) = \9.55 per respondent

***\$34.70 per hour; 25 minutes = $(\$34.70 \times .42) = \14.57 per respondent

13. Estimates of Other Cost Burden for the Respondent for Collection of Information:

a. Total Capital and Start-up Cost. There are no capital or start-up costs associated with this information collection.

b. Operation and Maintenance Cost. There are no operational or maintenance costs associated with this collection.

14. Annualized Cost to the Federal Government.

Estimated annual costs to the federal government will be provided separately with each collection submitted for approval as they become available.

15. Changes in Burden.

The accreditation survey has been removed from this generic collection and will be submitted as a separate collection. This reduces the burden by 2566 hours.

16. Publication Plans/Time Schedule.

Any publication plans will be provided separately with each collection submitted for approval as they become available.

17. Approval Not to Display Expiration Date.

Approval not to display the expiration date is not being sought.

18. Exceptions to the Certification Statement.

No exemptions/exceptions to the Certification Statement are being sought.

B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS

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

This request is for a generic clearance, therefore the potential universe of respondents may vary based on survey purpose and targeted population. A survey, for example, of additional course offerings in a high school may only have as potential respondents junior and seniors. Specific populations will be provided with each specific survey submission. However, in the majority of probable submissions, the potential respondent universe would be the school population, as most surveys are targeted to all students in the school. This number varies significantly by school, with student enrollments ranging from approximately 30 to 1000 (Table 4).

Table 4. Total Student Enrollment by School

	Number
AFNORTH Elementary/High School	541
Albritton Junior High School	648
Alconbury Elementary School	233
Alconbury High School	230
Amelia Earhart Intermediate School	535
Andersen Elementary School	1004
Andersen Middle School	319
Andre Lucas Elementary School	564
Ankara Elementary/High School	241
Ansbach Elementary School	247
Ansbach High School	393
Antilles Elementary School	765
Antilles High School	444
Antilles Middle School	564
Ashurst Elementary School	238
Aukamm Elementary School	177
Aviano Elementary School	777
Aviano Middle/High School	562
Bahrain Elementary/High School	453
Bamberg Elementary School	617

Bamberg High School	408
Barkley Elementary School	699
Baumholder High School	381
Bechtel Elementary School	758
Bitburg Elementary School	292
Bitburg High School	257
Bitburg Middle School	149
Bitz Intermediate School	484
Bob Hope Primary School	645
Boeblingen Elementary/Middle School	564
Bowley Elementary School	437
Brewster Middle School	538
Brittin Elementary School	739
Brussels Elementary/High School	295
Burrows Elementary School	135
Butner Elementary School	425
Camp Lejeune High School	421
CDR William C. McCool Elementary/Middle Sc	889
Charles Cotesworth Pinckney Elementary	265
Charles F. Bolden Elementary/Middle School	399
Croughton Elementary School	64
Cummings Elementary School	224
Daegu American Elementary/High School	621
Dahlgren Elementary/Middle School	102
Delalio Elementary School	245
Devers Elementary School	557
Diamond Elementary School	720
Don C. Faith Middle School	567
Edward A. White Elementary School	223
Ernest J. King High School	269

Feltwell Elementary School	421
Fort Campbell High School	668
Fort Knox High School	387
Fort Rucker Elementary School	408
Fort Rucker Primary School	340
Frank R. Loyd Elementary School	381
Freddie Stowers Elementary School	444
Garmisch Elementary/Middle School	111
Geilenkirchen Elementary School	183
Gordon Elementary School	636
Grafenwoehr Elementary School	276
Guam High School	420
Hainerberg Elementary School	643
Heidelberg High School	624
Heidelberg Middle School	513
Herbert J. Dexter Elementary School	168
Hohenfels Elementary School	510
Hohenfels High School	279
Holbrook Elementary School	312
Humphreys Elementary/Middle School	403
Ikego Primary School	259
Illesheim Elementary School	237
Incirlik Elementary/High School	464
Irwin Intermediate School	625
Jack N. Darby Elementary School	268
Jackson Elementary School	616
Joan K. Mendel Elementary School	559
John H. Russell Elementary School	283
John O. Arnn Elementary School	386
Johnson Primary School	659
Joy Elementary/Middle School	38
Kadena Elementary School	853
Kadena High School	877
Kadena Middle School	567

Kaiserslautern Elementary School	292
Kaiserslautern High School	656
Kaiserslautern Middle School	373
Killin Elementary School	590
Kingsolver Elementary School	224
Kinser Elementary School	300
Kleine Brogel Elementary School	28
Kubasaki High School	620
Lajes Elementary/High School	337
Lakenheath Elementary School	674
Lakenheath High School	541
Lakenheath Middle School	543
Landstuhl Elementary/Middle School	771
Lester Middle School	511
Liberty Intermediate School	262
Lincoln Elementary School	680
Livorno Elementary/High School	75
Macdonald Intermediate School	195
Mahaffey Middle School	489
Mannheim Elementary School	827
Mannheim High School	288
Mannheim Middle School	279
Mark Twain Elementary School	140
Marshall Elementary School	663
Matthew C. Perry Elementary School	506
Matthew C. Perry High School	228
Maxwell Elementary School	306
McNair Elementary School	338
Menwith Hill Elementary/High School	268
Middleton S. Elliott Elementary School	242
Morris R. McBride Elementary School	390
Mudge Elementary School	151
Murray Elementary School	356
Naples Elementary School	955

Naples High School	534
Netzaberg Elementary School	686
Netzaberg Middle School	572
Nile C. Kinnick High School	573
Osan American Elementary School	333
Osan American High School	381
Patch Elementary School	645
Patch High School	565
Patrick Henry Elementary School	878
Patrick L. Kessler Elementary School	516
Pierce Elementary School	178
Pierce Terrace Elementary School	166
Pope Elementary School	308
Quantico Middle/High School	322
Rainbow Elementary School	288
Ramey Elementary/High School	477
Ramstein Elementary School	856
Ramstein High School	963
Ramstein Intermediate School	808
Ramstein Middle School	636
Richard E. Byrd Elementary School	92
Richard G. Wilson Elementary School	348
Robert D Edgren High School	485
Robert E. Galer Elementary School	215
Robins Elementary School	121
Robinson Barracks Elementary/Middle School	609
Rota Elementary School	380
Rota High School	182
Ryukyu Middle School	618
Sasebo Elementary School	259
Schweinfurt Elementary School	508
Schweinfurt Middle School	158
Scott Middle School	266

Sembach Elementary School	211
Sembach Middle School	209
Seoul American Elementary School	1174
Seoul American High School	674
Seoul American Middle School	539
Sevilla Elementary/Middle School	35
SHAPE Elementary School	591
SHAPE High School	445
Shirley Lanham Elementary School	540
Sigonella Elementary School	394
Sigonella Middle/High School	247
Smith Elementary School	434
Sollars Elementary School	899
Spangdahlem Elementary School	496
Spangdahlem Middle School	233
Stearley Heights Elementary School	441
Sullivans Elementary School	1252
Tarawa Terrace I Elementary School	216
Tarawa Terrace II Elementary School	409
Van Voorhis Elementary School	387
Vicenza Elementary School	560
Vicenza High School	318
Vilseck Elementary School	636
Vilseck High School	499
Vogelweh Elementary School	911
W T Sampson Elementary/High School	292
Walker Intermediate School	269
Wassom Middle School	377
West Point Elementary School	530
West Point Middle School	259
Wetzel Elementary School	420
Wiesbaden (Arnold) High School	422
Wiesbaden Middle School	326
Yokosuka Middle School	606

Yokota High School	303
Yokota Middle School	354
Yokota West Elementary School	296
Zama High School	325
Zama Middle School	196
Zukeran Elementary School	534

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

Sample selection and stratification do not apply as school surveys are open to all potential respondents. In order to reduce burden, schools have been instructed if possible, to combine topics thus decreasing the actual number of surveys per year.

3. Describe the methods used to maximize response rates and to deal with nonresponse.

To increase response rates, students are allowed to complete all surveys during their homeroom class, so that instructional time is not used. Previous surveys have produced very high response rates (75%).

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

Schools do not perform any statistical analyses of their own surveys, data are analyzed using simple descriptive statistics, such as frequency counts and percentages. Any surveys requiring statistical analyses, such as determining differences based on gender or grade level, are conducted by DoDEA HQ. Research and Evaluation staff at DoDEA HQ use standard methods appropriate to the question, such as one-way ANOVAs with post-hoc followup or chi-square with examination of standardized residuals to answer questions on differences in grade band, or t-tests to examine differences in mean scores. The specific analyses to be employed will be submitted with each survey under this clearance.

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

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