

NOTICE OF OFFICE OF MANAGEMENT AND BUDGET ACTION

Date 03/30/2016

Department of Commerce
National Oceanic and Atmospheric Administration

FOR CERTIFYING OFFICIAL: Jennifer Jessup

FOR CLEARANCE OFFICER: Jennifer Jessup

In accordance with the Paperwork Reduction Act, OMB has taken action on your request received 02/12/2016

ACTION REQUESTED: New collection (Request for a new OMB Control Number)

TYPE OF REVIEW REQUESTED: Regular

ICR REFERENCE NUMBER: 201602-0648-005

AGENCY ICR TRACKING NUMBER:

TITLE: Socioeconomics of Ocean Guardian Schools - An Office of the National Marine Sanctuaries Educational Program

LIST OF INFORMATION COLLECTIONS: See next page

OMB ACTION: Approved with change

OMB CONTROL NUMBER: 0648-0733

The agency is required to display the OMB Control Number and inform respondents of its legal significance in accordance with 5 CFR 1320.5(b).

EXPIRATION DATE: 03/31/2019

DISCONTINUE DATE:

BURDEN:	RESPONSES	HOURS	COSTS
Previous	0	0	0
New	2,583	861	0
Difference			
Change due to New Statute	0	0	0
Change due to Agency Discretion	2,583	861	0
Change due to Agency Adjustment	0	0	0
Change due to PRA Violation	0	0	0

TERMS OF CLEARANCE:

OMB Authorizing Official: Dominic J. Mancini
Acting Deputy Administrator,
Office Of Information And Regulatory Affairs

List of ICs

IC Title	Form No.	Form Name	CFR Citation
Ocean Guardian Parent Survey	NA, NA, NA, NA, NA, NA	Choice questions version A, Choice questions version C, Choice questions version B, Choice questions version E, Parent survey, Choice questions version D	

PAPERWORK REDUCTION ACT SUBMISSION

Please read the instructions before completing this form. For additional forms or assistance in completing this form, contact your agency's Paperwork Clearance Officer. Send two copies of this form, the collection instrument to be reviewed, the supporting statement, and any additional documentation to: Office of Information and Regulatory Affairs, Office of Management and Budget, Docket Library, Room 10102, 725 17th Street NW, Washington, DC 20503.

1. Agency/Subagency originating request	2. OMB control number b. <input type="checkbox"/> None a. _____ - _____
3. Type of information collection (<i>check one</i>) a. <input type="checkbox"/> New Collection b. <input type="checkbox"/> Revision of a currently approved collection c. <input type="checkbox"/> Extension of a currently approved collection d. <input type="checkbox"/> Reinstatement, without change, of a previously approved collection for which approval has expired e. <input type="checkbox"/> Reinstatement, with change, of a previously approved collection for which approval has expired f. <input type="checkbox"/> Existing collection in use without an OMB control number For b-f, note Item A2 of Supporting Statement instructions	4. Type of review requested (<i>check one</i>) a. <input type="checkbox"/> Regular submission b. <input type="checkbox"/> Emergency - Approval requested by _____ / _____ / _____ c. <input type="checkbox"/> Delegated
7. Title	5. Small entities Will this information collection have a significant economic impact on a substantial number of small entities? <input type="checkbox"/> Yes <input type="checkbox"/> No
8. Agency form number(s) (<i>if applicable</i>)	6. Requested expiration date a. <input type="checkbox"/> Three years from approval date b. <input type="checkbox"/> Other Specify: _____
9. Keywords	
10. Abstract	
11. Affected public (<i>Mark primary with "P" and all others that apply with "x"</i>) a. ___ Individuals or households d. ___ Farms b. ___ Business or other for-profit e. ___ Federal Government c. ___ Not-for-profit institutions f. ___ State, Local or Tribal Government	12. Obligation to respond (<i>check one</i>) a. <input type="checkbox"/> Voluntary b. <input type="checkbox"/> Required to obtain or retain benefits c. <input type="checkbox"/> Mandatory
13. Annual recordkeeping and reporting burden a. Number of respondents _____ b. Total annual responses _____ 1. Percentage of these responses collected electronically _____ % c. Total annual hours requested _____ d. Current OMB inventory _____ e. Difference _____ f. Explanation of difference 1. Program change _____ 2. Adjustment _____	14. Annual reporting and recordkeeping cost burden (<i>in thousands of dollars</i>) a. Total annualized capital/startup costs _____ b. Total annual costs (O&M) _____ c. Total annualized cost requested _____ d. Current OMB inventory _____ e. Difference _____ f. Explanation of difference 1. Program change _____ 2. Adjustment _____
15. Purpose of information collection (<i>Mark primary with "P" and all others that apply with "X"</i>) a. ___ Application for benefits e. ___ Program planning or management b. ___ Program evaluation f. ___ Research c. ___ General purpose statistics g. ___ Regulatory or compliance d. ___ Audit	16. Frequency of recordkeeping or reporting (<i>check all that apply</i>) a. <input type="checkbox"/> Recordkeeping b. <input type="checkbox"/> Third party disclosure c. <input type="checkbox"/> Reporting 1. <input type="checkbox"/> On occasion 2. <input type="checkbox"/> Weekly 3. <input type="checkbox"/> Monthly 4. <input type="checkbox"/> Quarterly 5. <input type="checkbox"/> Semi-annually 6. <input type="checkbox"/> Annually 7. <input type="checkbox"/> Biennially 8. <input type="checkbox"/> Other (describe) _____
17. Statistical methods Does this information collection employ statistical methods <input type="checkbox"/> Yes <input type="checkbox"/> No	18. Agency Contact (person who can best answer questions regarding the content of this submission) Name: _____ Phone: _____

19. Certification for Paperwork Reduction Act Submissions

On behalf of this Federal Agency, I certify that the collection of information encompassed by this request complies with 5 CFR 1320.9

NOTE: The text of 5 CFR 1320.9, and the related provisions of 5 CFR 1320.8(b)(3), appear at the end of the instructions. *The certification is to be made with reference to those regulatory provisions as set forth in the instructions.*

The following is a summary of the topics, regarding the proposed collection of information, that the certification covers:

- (a) It is necessary for the proper performance of agency functions;
- (b) It avoids unnecessary duplication;
- (c) It reduces burden on small entities;
- (d) It used plain, coherent, and unambiguous terminology that is understandable to respondents;
- (e) Its implementation will be consistent and compatible with current reporting and recordkeeping practices;
- (f) It indicates the retention period for recordkeeping requirements;
- (g) It informs respondents of the information called for under 5 CFR 1320.8(b)(3):
 - (i) Why the information is being collected;
 - (ii) Use of information;
 - (iii) Burden estimate;
 - (iv) Nature of response (voluntary, required for a benefit, mandatory);
 - (v) Nature and extent of confidentiality; and
 - (vi) Need to display currently valid OMB control number;
- (h) It was developed by an office that has planned and allocated resources for the efficient and effective management and use of the information to be collected (see note in Item 19 of instructions);
- (i) It uses effective and efficient statistical survey methodology; and
- (j) It makes appropriate use of information technology.

If you are unable to certify compliance with any of the provisions, identify the item below and explain the reason in Item 18 of the Supporting Statement.

Signature of Senior Official or designee

Date

Agency Certification (signature of Assistant Administrator, Deputy Assistant Administrator, Line Office Chief Information Officer, head of MB staff for L.O.s, or of the Director of a Program or StaffOffice)

Signature

Date

Signature of NOAA Clearance Officer

Signature

Date

SUPPORTING STATEMENT

SOCIOECONOMICS OF OCEAN GUARDIAN SCHOOLS – AN OFFICE OF THE NATIONAL MARINE SANCTUARIES EDUCATIONAL PROGRAM OMB CONTROL No. 0648-XXXX

A. JUSTIFICATION

1. Explain the circumstances that make the collection of information necessary.

This request is for a new information collection request relating to Ocean Guardian Schools. The Monterey Bay National Marine Sanctuary (MBNMS) in National Oceanic and Atmospheric Administration (NOAA), National Ocean Service (NOS), Office of National Marine Sanctuaries (ONMS) proposes to collect information from parents about the attitudes and preferences and economic value they receive from having their child be involved with an Ocean Guardian School. These schools receive funding from the NOAA Office of Education and the Office of National Marine Sanctuaries. Schools can apply for funding up to five years. A number of schools have continued their Ocean Guardian School projects after the five years. From 2010-2015 the total funding received by 71 schools was \$544,315.

Up-to-date socioeconomic data is needed to understand the benefits provided by the Ocean Guardian Program and to improve conservation in MBNMS as well as other sanctuaries that are adopting the Ocean Guardian Program and to satisfy legal mandates under the [National Marine Sanctuaries Act](#) (16 U.S.C. 1431 et seq), [National Environmental Policy Act](#) (42 U.S.C. 4321), Executive Order 12866 (EO 12866), and other pertinent statutes.

Currently, there is limited to no information available that provides estimates of the value of education programs like Ocean Guardian to parents and teachers. Ocean Guardian Schools receive funding to develop projects to promote ocean conservation and stewardship and help protect the ocean in the future. Projects include recycling, beach clean-up days, installing rain barrels, installing wildlife structures, composting, and energy reduction.

The types of data targeted for this collection; that is, attitudes and preferences towards the projects and student involvement, ratings of importance/satisfaction with the program, extent of reach (are parents aware of their student's involvement and are they too learning about ocean stewardship), how parents view impact of Ocean Guardian on their students, level of teacher, and parent involvement, and parents' willingness to pay for their students' involvement in the program, and if so, how much they would pay. **The primary focus for the survey will be to gather data on parents' willingness to pay for this program.** Specifically, researchers will collect data to determine the economic value parents place on this program. The information

collected will help to inform Ocean Guardian Schools about areas for improvement and the value that their programs create for the community.

Collection of this data will provide estimates of the potential economic benefits resulting from Ocean Guardian Programs. Additionally, analysis of this data may reveal the various characteristics of Ocean Guardian Schools that provide higher levels of satisfaction and greater economic value.

2. Explain how, by whom, how frequently, and for what purpose the information will be used. If the information collected will be disseminated to the public or used to support information that will be disseminated to the public, then explain how the collection complies with all applicable Information Quality Guidelines.

General Overview

The purpose of this information collection is to obtain the information necessary to understand the benefits provided by Ocean Guardian Schools. The information will be used by the administrators of the Ocean Guardian Program to identify what characteristics improve the value and teacher and/or parent satisfaction. Using this information may help to maximize the benefits provided by this program.

The focus of this separate survey is the parent. We will work with the teachers of Ocean Guardian Schools to have the teachers send the survey requests to the parents of all students in the Ocean Guardian class or Ocean Guardian club that the program supports. Behavioral questions about conservation and sustainability are asked (i.e. recycling, water conservation, energy use) to determine if the education students receive is changing their or their parents behaviors. Attitude questions towards the Ocean Guardian program and its activities are also asked to understand what types of programs parents would support regardless of their income or ability to pay for them. The choice questions were developed to ascertain the willingness to pay parents have for different hand-on ocean conservation/stewardship activities. Lastly, demographics are also collected to see if there are any differences in attitudes, behaviors or willingness to pay across various groups of people.

Who will use this information?

The information will be used by the administrators of the Ocean Guardian Program to identify what characteristics improve the value and teacher and/or parent satisfaction. Using this information may help to maximize the benefits provided by this program. Teachers may also use the findings of this research to design or modify their programs, in such a way that maximizes parent satisfaction and possible to increases the reach of the program to those

outside of the classroom and home of students. The surveys will be conducted by Hollings Scholars under the supervision of ONMS Headquarters Staff.

How frequently will this information be used?

This one-time collection will last one to two months. It is anticipated that the data gathered from this collection will be used on an as-needed basis. Some of the elements of this submission may be replicated to support socioeconomic monitoring in future years.

For what purpose will the information be used?

Data gathered during this collection will be used by Ocean Guardian Schools and, more generally, ONMS, to inform education coordinators about the factors that increase teacher/parent satisfaction, reach of educational programs and their economic value. The data may potentially be used for conduct of socioeconomic impact analyses under the National Environmental Policy Act (NEPA), Executive Order 12866 (Regulatory Impact Review) and an Initial and Final Regulatory Flexibility Analyses (impacts on small businesses). Finally, the information collected also has potential to be used by resource managers and education coordinators to increase the efficiency of educational programs.

Compliance with Information Quality Guidelines

It is anticipated that the information collected will be disseminated to the public or used to support publicly disseminated information. NOAA National Ocean Service, ONMS will retain control over the information and safeguard it from improper access, modification, and destruction, consistent with NOAA standards for confidentiality, privacy, and electronic information. See response to Question 10 of this Supporting Statement for more information on confidentiality and privacy. The information collection is designed to yield data that meet all applicable information quality guidelines. Prior to dissemination, the information will be subjected to quality control measures and a pre-dissemination review pursuant to [Section 515 of Public Law 106-554](#). All analyses and reports developed in this project will be peer reviewed before release to the public.

3. Describe whether, and to what extent, the collection of information involves the use of automated, electronic, mechanical, or other technological techniques or other forms of information technology.

Parents will receive a letter requesting that they complete the survey online through Survey Monkey.

4. Describe efforts to identify duplication.

The research team completed thorough literature reviews and worked with field staff to identify any similar studies. To date we have not identified any studies that use the attribute approach to value the Ocean Guardian Program or similar programs.

5. If the collection of information involves small businesses or other small entities, describe the methods used to minimize burden.

It is possible that some Ocean Guardian Schools are small businesses. We are asking only one to two employees at each school to provide assistance in coordinating the dissemination of surveys to parents. In addition, we are compensating the teachers responsible for implementing the Ocean Guardian program for their work to coordinate with parents of students to ensure a timely and complete return of survey materials.

6. Describe the consequences to the Federal program or policy activities if the collection is not conducted or is conducted less frequently.

Without this collection, a critical data gap will remain that could inhibit the ability education coordinators with the sanctuary system to maximize the effectiveness and value of their programs.

7. Explain any special circumstances that require the collection to be conducted in a manner inconsistent with OMB guidelines.

All data collection will be consistent with OMB guidelines.

8. Provide information on the PRA Federal Register Notice that solicited public comments on the information collection prior to this submission. Summarize the public comments received in response to that notice and describe the actions taken by the agency in response to those comments. Describe the efforts to consult with persons outside the agency to obtain their views on the availability of data, frequency of collection, the clarity of instructions and recordkeeping, disclosure, or reporting format (if any), and on the data elements to be recorded, disclosed, or reported.

A Federal Register Notice published on November 6, 2015 (80 FR 68856, solicited public comments. No comments were received. The draft survey was also presented to ONMS and NOS education staff for review and we had informal conversations with non-staff about the surveys.

9. Explain any decisions to provide payments or gifts to respondents, other than remuneration of contractors or grantees.

Teachers will be compensated \$100 each for their work to increase response rates of the parents.

10. Describe any assurance of confidentiality provided to respondents and the basis for assurance in statute, regulation, or agency policy

Procedures have been established to protect the proprietary information provided by respondents. All personal identification information will be removed from all databases sent to NOAA or distributed to the public. Each individual respondent will be assigned an identification number in the database so the data from different portions of the survey can be linked for analysis.. All non-personal or non-proprietary information will be available for distribution. This data will be removed of any personal identifying information before being shared to protect the information of each individual and business.

11. Provide additional justification for any questions of a sensitive nature, such as sexual behavior and attitudes, religious beliefs, and other matters that are commonly considered private.

No such questions will be asked.

12. Provide an estimate in hours of the burden of the collection of information.

The affected public for this collection is parents of Ocean Guardian students. It is estimated that each survey will take 20 minutes to complete. In the table below, we present total burden hours if there is 100% or only 50% completion.

Number of Surveys	Expected time to Complete	Total Burden Hours
2583 if 100% completion	20 minutes	51,660 minutes -> 861 hours
1291.5 if 50% completion	20 minutes	25,830 minutes -> 430.5 hours

13. Provide an estimate of the total annual cost burden to the respondents or record-keepers resulting from the collection (excluding the value of the burden hours in Question 12 above).

There will be no cost to respondents beyond burden hours.

14. Provide estimates of annualized cost to the Federal government.

Budget Categories	ONMS	Hollings Scholar - NOAA	Monterey Bay Sanctuary Foundation
Personnel	\$40,000	\$7,000	
Fringe Benefits	\$10,000	\$2,000	
Travel	\$2,000	\$2,000	
Incentives			27*100=\$2,700
Supplies	\$1,000		
Total	\$53,500	\$11,000	\$2,700

15. Explain the reasons for any program changes or adjustments.

There are no program changes or adjustments.

16. For collections whose results will be published, outline the plans for tabulation and publication.

All reports will be peer reviewed per NOAA standards under the Information Quality Act and posted on the ONMS Socioeconomic Web site:

<http://sanctuaries.noaa.gov/science/socioeconomic>

A new page(s) will be set up on this website to provide the project report to the general public. All data and documentation will be put on CD-ROM and will be made available to the general public, subject to any masking of the data required to protect privacy.

17. If seeking approval to not display the expiration date for OMB approval of the information collection, explain the reasons why display would be inappropriate.

Not applicable.

18. Explain each exception to the certification statement.

Not applicable.

SUPPORTING STATEMENT

SOCIOECONOMICS OF the Ocean Guardian Education Program

OMB CONTROL No. 0648-xxxx

B. COLLECTIONS OF INFORMATION EMPLOYING STATISTICAL METHODS

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

We estimate the population of students who participate in the Ocean Guardian Program to be 7,887. This information was obtained from the Ocean Guardian Grant applications. The number of student participants at each school varies from 12 to 755 students. If a school has 120 or less students participating in the program we will sample the school's entire population. If a school has greater than 120 students we will conduct a random sample of the students based on the school's participation. The random sample will draw 100 students and we will work with the teachers at the school to randomly draw those students from their class lists. There are 5 versions are a result of using the choice experiments. The various versions will allow us to develop the marginal willingness to pay for different attributes of the Ocean Guardian Program.

The expected response rate is approximately 50-60%. New York City Department of Education completes annual surveys of parents, students and teachers. The average response rate is roughly 52.4% over the past 5 years. The response rate may be slightly higher in this case, since the teachers will be the ones requesting the data on behalf of NOAA's ONMS.

http://schools.nyc.gov/NR/rdonlyres/11F26B8C-558D-40A8-8845-0FAC2795AAB8/0/2015CitywideAnalysisofSurveyResults_FINAL.pdf

Total Population	Sample Size from Schools with 120 or less (9 schools)	Sample Size from schools with more than 120 students (18 schools)	Total Sample	Expected Response Rate
7,887	783	1,800	2,583	50-60%

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.

Statistical Analysis

Data analysis (see below) will be geared toward understanding the attitudes and preferences parents have towards the Ocean Guardian Program in addition to estimating their marginal willingness to pay for various characteristics/opportunities that the Ocean Guardian Program has to offer.

Degree of Accuracy Needed for the Purpose Described in the Justification

The method we are using to collect data is the stated-preference conjoint analysis (Louviere, Hensher and Swait, 2009). We will be using a fractional factorial design. In the survey there are 7 attribute levels, one attribute with 3 levels, 5 attributes with 2 levels and the price attribute has 6 levels. This means there are 450 possible choice sets. Given our sample size, a full factorial design would not yield results we could analyze, so we are using a fractional factorial design.

Determination of Minimum Sample Size In Orme (1998), the following formula is found for determining the minimum sample size for a given design:

$$N = 500 * NLEV / (NALT * NREP)$$

where,

N = minimum sample size required

NLEV = the largest number of levels in any attribute (here 6 for number of prices)

NALT = number of alternatives (options) per choice set (not including the Status Quo), here 2.

NREP = number of choice sets per respondent (here 5).

Therefore, in our design, the minimum sample size required for statistical efficiency is equal to 300. Our planned sample size is 2,583, so our sample sizes are sufficient to not only meet minimum requirements, but provide added safety for margin of error. (Even if we only get a 50% response rate, similar to the NY survey mentioned above, this would still provide us with nearly 1,500 responses. 1,500 responses is still well above the minimum 300 that are needed).

In addition to the above, as a general rule, six observations are needed for each attribute in a bundle of attributes to identify statistically significant effects (Bunch and Batsell, 1989 and Louviere et al, 2000). Given that there are 5 different versions of the survey and we are sampling 2,583 persons, this would provide us with 485 persons receiving each survey version. We are confident that at least 6 persons would complete each version.

Analysis of Choice Questions. Analysis of the choice questions for estimating the non-market economic use values and how those values change with changes in Ocean Guardian attributes and socioeconomic factors will start out using a standard multinomial model based in random utility theory, as described by Ben-Akiva and Lerman (1985). To summarize their exposition, let U = utility of household (well-being). Consider U to be a function of a vector z_{in} of attributes for alternative i , as

perceived by household respondent n . The variation of preferences between individuals is partially explained by a vector S_n of socio-demographic characteristics for person n .

$$U_{in} = V(z_{in}, S_n) + \varepsilon(z_{in}, S_n) = V_{in} + \varepsilon_{in}$$

The “ V ” term is known as indirect utility and “ ε ” is an error term treated as a random variable (McFadden 1974), making utility itself a random variable. An individual is assumed to choose the option that maximizes their utility. The choice probability of any particular option (Status Quo Option A, Option B, or Option C) is the probability that the utility of that option is greatest across the choice set C_n :

$$P(i | C_n) = \Pr[V_{in} + \varepsilon_{in} \geq V_{jn} + \varepsilon_{jn}, \text{ for all } j \in C_n, j \text{ not equal to } i]$$

If error terms are assumed to be independently and identically distributed, and if this distribution can be assumed to be Gumbel, the above can be expressed in terms of the logistic distribution:

$$P_n(i) = e^{\mu V_{in}} / \sum e^{\mu V_{jn}}$$

The summation occurs over all options J_n in a choice set. The assumption of independent and identically distributed error terms implies independence of irrelevant attributes, meaning the ratio of choice probabilities for any two alternatives is unchanged by addition or removal of other unchosen alternatives (Blamey et al., 2000). The “ μ ” term is a scale parameter, a convenient value for which may be chosen without affecting valuation results if the marginal utility of income is assumed to be linear. The analyst must specify the deterministic portion of the utility equation “ V ,” with sub-vectors z and S . The vector z comes from choice experiment attributes, and the vector S comes from attitudinal, recreational, and socio-demographic questions in the survey. Econometrics software will be used to estimate the regression coefficients for z and S , with a linear-in-parameters model specification. These coefficients are used in estimating average household value for a change in one level to another level of a particular attribute for welfare estimation. Welfare of a change is given by (Holmes & Adamowicz, 2003):

$$\Delta \text{Welfare} = (1/\beta_c)[V_0 - V_1]$$

where β_c is the coefficient on cost, V_0 is an initial scenario, and V_1 is a change scenario.

The standard multinomial logit model treats the multiple observations (choice experiment replications) from each household as independent. An alternative is to model these as correlated with a random parameters (mixed) logit model. Thus a random parameters logit model will also be tested using techniques described by Greene (2007).

Unusual Problems Requiring Specialized Sampling Procedures

We do not anticipate any unusual problems that require specialized sampling procedures.

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

To increase response rates we plan to utilize the Ocean Guardian teacher or point of contact at each school. By having a faculty member reach out to the students, we are utilizing an existing parent-teacher relationship to increase response rates. Additionally, there will be an initial letter sent home to parents informing them of the upcoming survey. We will then send them home a letter with a link to the survey. One week later we will send them a reminder letter with a link to the survey. Lastly, we will send them a thank you letter with contact information if they still need a link to the survey. There will be 4 separate contacts to inform and remind parents to complete the survey. In cases where schools collect demographic profiles of parents, we can compare our respondents to the schools demographics and weight the data accordingly. With the various outreach procedures, and the weighting as needed, we are confident that the survey will yield results that can be extrapolated to the parent population.

Although we do not have demographics of the schools, we will collect census data for the zip codes the schools serve. This data will then be used to weight the sample from each school to be consistent with the population.

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.

Many of the survey questions, those related to the socio-economic data, in particular, and the research methods proposed for this collection, have been repeatedly deployed in past information collections by NOAA. ONMS has routinely used importance/satisfaction questionnaires and has used the stated preference method in the past to develop estimates of ecosystem services. Additionally, several ONMS staff members have reviewed the survey and provided feedback. The staff members include education coordinators, ONMS Conservation Staff, and NOAA's Education Evaluator. We have had informal discussions with some parents to about the topic and survey.

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.

NOAA Project Leads

Dr. Danielle Schwarzmann was the primary advisor on the statistical aspects of the study design. Dr. Schwarzmann is an economist with the Office of National Marine Sanctuaries.

Project Lead

Dr. Danielle Schwarzmann
Economist
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VERY EXCITING NEWS! NOAA's Office of National Marine Sanctuaries is embarking on a new initiative to explore the economic value of the Ocean Guardian School program. To this end, the Office of National Marine Sanctuaries has created a voluntary survey for the **parents/guardians** of your Ocean Guardian students.

YOUR INVOLVEMENT: We are reaching out to *all* current Ocean Guardian Lead Teachers to coordinate the dissemination of this survey to the parents of the Ocean Guardian School students in this year's participating schools. You will be provided with the specific emails and/or hard-copy surveys to distribute to your select group of parents. For those schools with more than 100 participating students, you will receive clear instructions on how to randomly select 100 students whose parents will receive the survey. We understand with the school year coming to a close you are extremely busy and we would like to offer you a small stipend, of \$100, as a token of our appreciation for your valuable time and energy in helping us to collect this important data.

STEP 1: For more information about the survey and your involvement in this initiative, we are asking *every* Lead Teacher to participate in a webinar either on **April 26 or April 29 from 4 – 5 pm PT**. Please let me know if you are unable to attend either one of these two webinars, and we will schedule another call with you at your convenience.

Please register for either webinar on the following links:

Seaberry and I are very grateful to you for your critical support with this special undertaking. Needless to say, we are very excited that the Ocean Guardian School program is the focus of this federal initiative, and we look forward to learning more about how we can create an even stronger Ocean Guardian School program.

As always, please let me know if you have any questions.
Many thanks,
Naomi

Directions to Teachers

Thank you for your assistance. To accurately select a random sample follow the directions below.

1. Identify the list of students who are involved in Ocean Guardian. (Do not presort this list).
2. Take the total number of students and divide by 100. For example, if you have 900 students in your program, divide by 100 and you will get '9'.
 - a. If you get an odd number, round up to the nearest whole number. So if your number is 1.2, please use the number 2 to count off the list.
3. Count every 9th student on your list and create a new list with every 9th student. Do this until you have 100 names. It may be possible that you must start at the top of the list again and count through again.
4. Once the new list has been populated with 100 names, start at the top of the list and assign each student the number, 1, 2, 3, 4 or 5, consecutively. Starting at 1 again each time the number 5 is assigned to a student. When this step is completely, 20 students should be assigned to each number.
5. The number 1, 2, 3, 4 or 5 you assigned the student is the version of the survey they will receive. (There are 5 versions of the survey and this is only relevant to the second and third mailings you will be sending them --- both of these letters will contain a link to the survey. It is very important that each student be sent home with the version of the survey they were randomly assigned).

Dear Parent,

As we near the end of the school year, I would like to inform you about an exciting study in which our school has been asked to participate. As you may know, this year **NAME OF SCHOOL** participated in the Ocean Guardian School program. This means the school received funding from NOAA's Office of the National Marine Sanctuaries to support our ocean stewardship activities.

The Ocean Guardian School program awards grants to K-12 public, private and charter schools to carry out hands-on projects that help protect the health of our watersheds and ocean. For more information about this program, please go to: http://sanctuaries.noaa.gov/education/ocean_guardian/.

During the year, your child may have received extra lessons related to environmental conservation and stewardship and/or participated in class projects such as recycling, removing invasive species, removing marine debris or planting native vegetation. Studies have shown that hands-on, experiential learning techniques have been shown to increase interest in Science, Technology, Engineering and Math (STEM), help reinforce an ethic of responsible citizenship and promote academic achievement.

In the next week or so, I will be sending home another letter with your student asking you to go online and complete a short survey about you and your child's experience (no matter how great or small) with the Ocean Guardian School program.

Although your participation and completion of the survey is completely voluntary, please know that your input is extremely valuable to the research team. Your information will help to improve your child's Ocean Guardian experience and make similar experiences available to students across the county

If you have any questions, please contact **Sylvia Hitz** at sylvia.hitz@noaa.gov or **Danielle Schwarzmann** Danielle.schwarzmann@noaa.gov .

Thank you in advance for your cooperation.

Sincerely,

Teacher's Name

Dear Parent,

Last week I sent a letter home with your child letting you know that we would be sending home another note with a link to a short, online survey about you and your child's experiences (no matter how great or small) with the Ocean Guardian School program.

Please go to this link to complete the survey:

XXXX Link

XXXX Password

As you may recall, this year our school received funding from NOAA's Ocean Guardian School program to support our ocean stewardship activities. The Ocean Guardian School program awards grants to K-12 public, private and charter schools to carry out hands-on projects that help protect the health of our watersheds and ocean. For more detailed information about the program, please go to:

http://sanctuaries.noaa.gov/education/ocean_guardian/.

As I previously mentioned, although this survey is completely voluntary, your input is extremely valuable to the research team. Your information will help to improve your child's Ocean Guardian experience and make similar experiences available to students across the county

If you have any questions, please contact **Sylvia Hitz** at sylvia.hitz@noaa.gov or **Danielle Schwarzmann** Danielle.schwarzmann@noaa.gov.

Thank you in advance for your cooperation.

Sincerely,

Teacher's Name

Dear Parent,

Last week I sent a letter home with a link to a short, online survey about you and your child's experience (no matter how great or small) with the Ocean Guardian School program. If you have already completed the survey, thank you for your time and effort and please disregard this letter. If you have not yet had a chance to complete this survey, please go to this link to complete the survey:

XXXX Link

XXXX Password

As mentioned previously, this survey is completely voluntary. However, your information will help to improve your child's Ocean Guardian experience at school and make similar experiences available to students across the country. If you would like to receive a paper copy of the survey to complete, please return this letter requesting a paper copy of the survey.

If you have any questions, please contact **Sylvia Hitz** at sylvia.hitz@noaa.gov or **Danielle Schwarzmann** Danielle.schwarzmann@noaa.gov.

Thank you very much for your cooperation.

Sincerely,

Teachers Name

Dear Parent,

We wanted to thank you for the time and effort you took to complete the survey about you and your child's experience with the Ocean Guardian Program. Your responses will help us to improve the Ocean Guardian Program and its impact on your child.

Sincerely,

Parent Survey

Your participation in this interview is voluntary. There are no penalties for not answering some or all of the questions, but since each interviewed person will represent many others not interviewed, your cooperation is extremely important. This study is being conducted by the Monterey Bay National Marine Sanctuary and National Oceanic and Atmospheric Administration's Office of National Marine Sanctuary. Uses of the information include better understanding what parents prefer or do not prefer in an environmental education program. At the end of the study any materials identifying you as an individual will be destroyed. We will not ask for your name, address, e-mail address, or phone number.

Public reporting burden for this collection of information is estimated to average 20 minutes including time for reviewing instructions and completing the survey. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Danielle Schwarzmann NOAA/NOS/Office of National Marine Sanctuaries 1305 East West Hwy., SSMC4, 11th floor. Notwithstanding any other provisions of the law, no person is required to respond to, nor shall any person be subject to penalty for failure to comply with, a collection of information subject to requirements of the Paperwork Reduction Act, unless that collection of information displays a currently valid OMB Control Number.

General Information

Respondent ID Number

A respondent identification number will be assigned to each respondent for data collection purposes.

1. *What is the name of the school your child attends?*

This information will be used to link parent responses to the teacher response from each school.

2. *Do you support your child participating in this type of program?*

_____ *Yes* _____ *No* _____ *Not Sure*

3. *Please select the benefits and skills your child acquired through participation in the Ocean Guardian School Project: (Check all that apply)*

- ___ *Increased sense of community*
- ___ *Work experience (resume, future applications for scholarships, high school, etc.)*
- ___ *Development of self-esteem & self-confidence*
- ___ *Experience working with peers as a part of a team*
- ___ *Sense of accomplishment (seeing a project through start to finish)*
- ___ *Appreciation for volunteering/ increased likelihood to volunteer in the future*

- Positive environmental change*
- Increased understanding of how people interact with the environment*
- Increased responsibility towards the environment*
- Increased commitment to environmental protection*
- None of the above*
- Not sure*

4. Please answer yes or no to the following questions. Prior to the start of the school year did your child?

- A. Recycle? Yes No
- B. Minimize water use? Yes No
- C. Minimize use of single-use plastics (water bottles, plastic bags, etc.)? Yes No
- D. Encourage others (friends/ family) to make more eco-friendly decisions (shorter showers, recycling, etc.)? Yes No
- E. Talk to others about ways they can improve the environment? Yes No

5. Please answer yes or no to the following questions. Since your child began participating in the Ocean Guardian Program:

- F. Is your child recycling more? Yes No
- G. Is your child trying to use less water? Yes No
- H. Is your child less inclined to use single-use plastics (water bottles, plastic bags, etc.)? Yes No
- I. Is your child encouraging others (friends/ family) to make more eco-friendly decisions (shorter showers, recycling, etc.)? Yes No
- J. Is your child talking to others about ways they can improve the environment Yes No
If yes, please identify the relationship of the person(s) your students are talking to (i.e. friends, siblings, your friends, etc.) _____

6. Please answer yes or no to the following questions. Prior to the start of the school year did you

- K. Recycle? Yes No
- L. Minimize water use? Yes No
- M. Minimize your use of single-use plastics (water bottles, plastic bags, etc.)? Yes No
- N. Encourage others (friends/ family) to make eco-friendly decisions (shorter showers, recycling, etc.)? Yes No

7. Please answer yes or no to the following questions. Since your child started working with the Ocean Guardian Program, are you;

- O. Recycling more? _____Yes _____No
P. Trying to use less water? _____Yes _____No
Q. Less inclined to use single-use plastics
(water bottles, plastic bags, etc.)? _____Yes _____No
R. Encouraging others (friends/ family)
to make eco-friendly decisions
(shorter showers, recycling, etc.)? _____Yes _____

8. If you perceive any other noticeable shifts in your child's behavior/ attitude resulting from the program, please explain them below:

9. In your opinion, do you think the Ocean Guardian School Program positively influenced your child's perception of watersheds, ocean ecosystems and our natural world?

strongly disagree neutral strongly agree
1 2 3 4 5 6 7

10. In your opinion, do you think the Ocean Guardian School Program positively influenced your personal perception of watersheds, ocean ecosystems and our natural world?

strongly disagree neutral strongly agree
1 2 3 4 5 6 7

11. Please rate the level of environmental impact resulting from your child's Ocean Guardian School project:

Very Negative Neutral Very Positive
1 2 3 4 5 6 7

Value of the Program*

The Ocean Guardian School program awards federally-funded grants to selected schools for hands-on, ocean stewardship related projects. Any K-12 school may apply for an Ocean Guardian School grant. Schools may receive up to 5 years of funding for a single project.

As you answer the questions below, please consider the following: If an Ocean Guardian grant was NOT available, would you be willing to pay for Ocean Guardian school related activities at your school? You would pay for this program through increased school supply and field trip costs to have your student receive similar benefits of the Ocean Guardian Program next year, if federal funding is not available.

For the next set of questions please evaluate each set of choices;

- Status Quo presents an option without the Ocean Guardian Program in your child's school.
- Options A and B present additional opportunities to your student for hands on activities and increased opportunity to work with additional grade levels and/or faculty, staff and community members.

Think about the options as similar to when you purchase any good or service that has different features. A car, for example, has many features (e.g. car company, model, color, type of interior, automatic transmission, size of engine, miles per gallon, radio, CD player, etc.). Similarly, the Ocean Guardian Program has many features and you may value having different features.

You will always have the option of choosing the Status Quo and it will cost you nothing (\$0).

Remember, when making your choice, you have other competing uses for your income and if you choose to spend more on the Ocean Guardian Program you will have less to spend on other goods and services.

The options may seem similar but please evaluate each individually.

Ocean Guardian provides students with various opportunities for hands on experiences, such as learning about refuse and recycling, marine debris, watershed restoration, schoolyard habitat and energy use/ocean health. For each of the next choices please use the following definitions when selecting your answer.

Ocean Guardian Program	Definition
Refuse/reduce/reuse/recycle/compost	Learning how to reduce waste and implement programs to reduce their waste within the school
Marine Debris	Learning how to reduce one-time use plastics (such as plastic water bottles) and participating in projects to reduce trash entering the ocean
Watershed Restoration	Learning about local watersheds and participating in projects to improve the local watershed; such as removing invasive species, planting native species or improving fish habitat
Schoolyard Habitat/ Garden	Learning about ocean-friendly gardens and habitats and participating in projects to create/ improve school gardens and yards with eco-friendly practices and methods such as planting native species, reducing run-off, installing rain barrels
Energy Use and Ocean Health	Learning about how fossil fuel-based energy use impacts the ocean; participating in projects to reduce energy use and/or implementing renewable energy projects such as wind or solar

*Each of the choice questions will have an 'I' next to the activity so that if people need to review the definition they can click on it for help.

Choice Question 1:

Please review the following options and select either the Option A (Status Quo), Option B or Option C.

Option A Status Quo	Option B	Option C
<p>In this option, your child would not participate in any Ocean Guardian School projects.</p>	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> - Watershed Restoration - Schoolyard Habitat/Garden - Energy Use and Ocean Health 	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Marine Debris
	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Marine Debris 	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> - Watershed Restoration - Schoolyard Habitat/Garden - Energy Use and Ocean Health
<p>Your child would interact with students and teachers in their grade, as they normally do.</p>	<p>In addition to interacting with students and teachers in their grade. Your student would also interact with <u>students and teachers in other grades.</u></p>	<p>In addition to interacting with students and teachers in their grade and other grades. Your student would also interact with <u>local community members</u>, such as small businesses, non-profits or local government officials.</p>
<p>This program would cost you \$0</p>	<p>This program would cost you \$70</p>	<p>This program would cost you \$40</p>
	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>

Choice 1a. Which option do you prefer? A B C

Choice 1b. Please provide a brief comment that helps us understand why you chose the option as your most preferred. _____

Choice 1c. How sure are you that the option you chose as your most preferred among the three options is your most preferred? (radio buttons 1=not sure at all, 2=slightly sure, 3=moderately sure, 4=very sure, and 5=extremely sure)

Choice Question 2:

Please review the following options and select either the Version A (Status Quo), Version B or Version C.

Option A Status Quo	Option B	Option C
<p>In this option, your child would not participate in any Ocean Guardian School projects.</p>	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Marine Debris - Schoolyard Habitat/Garden - Energy Use and Ocean Health 	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> - Watershed Restoration
	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> - Watershed Restoration 	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Marine Debris - Schoolyard Habitat/Garden - Energy Use and Ocean Health
<p>Your child would interact with students and teachers in their grade, as they normally do.</p>	<p>In addition to interacting with students and teachers in their grade. Your student would also interact with <u>students and teachers in other grades.</u></p>	<p>As part of their projects, your child would interact with <u>students and teachers in their grade.</u></p>
<p>This program would cost you \$0</p>	<p>This program would cost you \$175</p>	<p>This program would cost you \$110</p>
	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>

Choice 2a. Which option do you prefer? A B C

Choice 2b. Please provide a brief comment that helps us understand why you chose the option as your most preferred. _____

Choice 2c. How sure are you that the option you chose as your most preferred among the three options is your most preferred? (radio buttons 1=not sure at all, 2=slightly sure, 3=moderately sure, 4=very sure, and 5=extremely sure)

Choice Question 3:

Please review the following options and select either the Version A (Status Quo), Version B or Version C.

Option A Status Quo	Option B	Option C
<p>In this option, your child would not participate in any Ocean Guardian School projects.</p>	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> - Marine Debris - Watershed Restoration - Schoolyard Habitat/Garden - Energy Use and Ocean Health 	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> - Refuse/Reduce/Reuse/Recycle/Compost
	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> - Refuse/Reduce/Reuse/Recycle/Compost 	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> - Marine Debris - Watershed Restoration - Schoolyard Habitat/Garden - Energy Use and Ocean Health
<p>Your child would interact with students and teachers in their grade, as they normally do.</p>	<p>In addition to interacting with students and teachers in their grade and other grades. Your student would also interact with <u>local community members</u>, such as small businesses, non-profits or local government officials.</p>	<p>In addition to interacting with students and teachers in their grade. Your student would also interact with <u>students and teachers in other grades.</u></p>
<p>This program would cost you \$0</p>	<p>This program would cost you \$110</p>	<p>This program would cost you \$175</p>
	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>

Choice 3a. Which option do you prefer? A B C

Choice 3b. Please provide a brief comment that helps us understand why you chose the option as your most preferred. _____

Choice 3c. How sure are you that the option you chose as your most preferred among the three options is your most preferred? (radio buttons 1=not sure at all, 2=slightly sure, 3=moderately sure, 4=very sure, and 5=extremely sure)

Choice Question 4:

Choice Question 4:

Please review the following options and select either the Version A (Status Quo), Version B or Version C.

Option A Status Quo	Option B	Option C
<p>In this option, your child would not participate in any Ocean Guardian School projects.</p>	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> - Marine Debris - Watershed Restoration - Energy Use and Ocean Health 	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Schoolyard Habitat/Garden
	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Schoolyard Habitat/Garden 	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> - Marine Debris - Watershed Restoration - Energy Use and Ocean Health
<p>Your child would interact with students and teachers in their grade, as they normally do.</p>	<p>As part of their projects, your child would interact with <u>students and teachers in their grade.</u></p>	<p>In addition to interacting with students and teachers in their grade. Your student would also interact with <u>students and teachers in other grades.</u></p>
<p>This program would cost you \$0</p>	<p>This program would cost you \$175</p>	<p>This program would cost you \$110</p>
	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>

Choice 4a. Which option do you prefer? A B C

Choice 4b. Please provide a brief comment that helps us understand why you chose the option as your most preferred. _____

Choice 4c. How sure are you that the option you chose as your most preferred among the three options is your most preferred? (radio buttons 1=not sure at all, 2=slightly sure, 3=moderately sure, 4=very sure, and 5=extremely sure)

Choice Question 5:

Choice Question 5:

Please review the following options and select either the Version A (Status Quo), Version B or Version C.

Option A Status Quo	Option B	Option C
<p>In this option, your child would not participate in any Ocean Guardian School projects.</p>	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Marine Debris - Watershed Restoration - Energy Use and Ocean Health 	<p>In this option, your child would participate in the following types of projects:</p> <ul style="list-style-type: none"> - Schoolyard Habitat/Garden
	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> - Schoolyard Habitat/Garden 	<p>In this version, your child would NOT participate in the following types of projects:</p> <ul style="list-style-type: none"> -Refuse/Reduce/Reuse/Recycle/Compost - Marine Debris - Watershed Restoration - Energy Use and Ocean Health
<p>Your child would interact with students and teachers in their grade, as they normally do.</p>	<p>In addition to interacting with students and teachers in their grade. Your student would also interact with <u>students and teachers in other grades.</u></p>	<p>In addition to interacting with students and teachers in their grade and other grades. Your student would also interact with <u>local community members</u>, such as small businesses, non-profits or local government officials.</p>
<p>This program would cost you \$0</p>	<p>This program would cost you \$40</p>	<p>This program would cost you \$70</p>
	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>	<p>This amount would be paid by you through additional school supply and field trip costs next school year.</p>

Choice 5a. Which option do you prefer? A B C

Choice 5b. Please provide a brief comment that helps us understand why you chose the option as your most preferred. _____

Choice 5c. How sure are you that the option you chose as your most preferred among the three options is your most preferred? (radio buttons 1=not sure at all, 2=slightly sure, 3=moderately sure, 4=very sure, and 5=extremely sure)

If you selected the status quo for one or more of the past 4 questions please answer the next question. If not skip to Q7.

6. Please select how strongly you disagree or agree with the following statements

	<i>strongly disagree</i>		<i>neutral</i>		<i>strongly agree</i>		
a. I should not have to pay for my child's education	1	2	3	4	5	6	7
b. Costs should not be a factor in a child's education	1	2	3	4	5	6	7
c. I do not believe these scenarios accurately reflect the education my child could receive	1	2	3	4	5	6	7
d. The school system should not be responsible for teaching my child about conservation	1	2	3	4	5	6	7
e. I cannot afford to pay for the other options	1	2	3	4	5	6	7
f. I should not have to pay any additional monies for my child to participate in this program	1	2	3	4	5	6	7

7. Please rate how strongly you agree or disagree with each of the following statements:

	<i>strongly disagree</i>		<i>neutral</i>		<i>strongly agree</i>		
a. It is important for my child to interact with other grade levels	1	2	3	4	5	6	7
b. It is important for my child to interact with community members	1	2	3	4	5	6	7
c. It is important for my child to learn about recycling	1	2	3	4	5	6	7
d. It is important for my child to learn about marine debris and its impacts	1	2	3	4	5	6	7
e. It is important for my child to learn about watershed restoration	1	2	3	4	5	6	7
f. It is important for my child to learn about local species, habitats and gardens	1	2	3	4	5	6	7
g. It is important for my child to learn about energy use	1	2	3	4	5	6	7
h. It is important for my child to learn about ocean health	1	2	3	4	5	6	7

Environmental Perception

1. From the list of statements below please select what you think your child should learn about in school. (check all that apply).

- a. _____ The importance of protecting wildlife and ocean habitat
- b. _____ The importance of protecting endangered species
- c. _____ Humans can impact the natural world to the point that it is difficult to restore.
- d. _____ The importance of protecting rare plants and species to maintain genetic diversity.

Importance/Satisfaction with Program

1. Please rate your level of support for the following types of educational programs in schools

		<i>Do Not Support</i>		<i>Neutral</i>		<i>Highly Support</i>		
a.	<i>Environmental education</i>	1	2	3	4	5	6	7
b.	<i>Outdoor education</i>	1	2	3	4	5	6	7
c.	<i>Art</i>	1	2	3	4	5	6	7
d.	<i>Music education</i>	1	2	3	4	5	6	7
e.	<i>Mathematics</i>	1	2	3	4	5	6	7
f.	<i>Sciences</i>	1	2	3	4	5	6	7
g.	<i>Natural Resource Conservation</i>	1	2	3	4	5	6	7

2. What do you like most about the Ocean Guardian School Program?

3. What would you change about the Ocean Guardian School Program?

4. Please include any other comments about the program:

Student Demographics

1. What is your child's age? _____

2. Is your child Hispanic or Latino?

___YES ___NO

3. What is your child's race? (Mark all that apply)

White Black or African American American Indian or Alaska Native
 Asian Native Hawaiian or Other Pacific Islander
 Other: _____

4. What is your child's gender?

Male Female

6. What is your child's first language?

English Spanish Other (please write-in)

7. How many days of school has your child missed this past school year? _____

Parent Demographics:

1. Please answer yes or no to the following questions:

- | | | |
|--|------------------------------|-----------------------------|
| a. Do you volunteer at your student's school | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b. Do you help your child with their math homework | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c. Do you help your child with their science homework | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| d. Do you help your child with Ocean Guardian homework | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| e. Have you participated in an Ocean Guardian activity | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| f. Have you had contact (written or verbal) with your child's Ocean Guardian Teacher | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Questions 2-5 are regarding the parent.

2. Which of the following includes your age?

18-30 31-40 41-50 51-60 over 60

3. Are you Hispanic or Latino?

YES NO

4. What is your race? (Mark all that apply)

White Black or African American American Indian or Alaska Native
 Asian Native Hawaiian or Other Pacific Islander
 Other: _____

5. What is your gender?

Male Female Decline to state

6. Employment Status:

Full-time

- Part-time*
- Unemployed*
- Stay at-home parent*
- Student*
- Other:*

7. What is the highest level of education completed?

- High School/ GED*
- AA*
- Bachelor's*
- Graduate*
- Other:*

8. How many people are in your household? _____

9. How many adults 18+ are in your household? _____

10. How many children under the age of 18 are in your household? _____

11. Income (Household): (Check one)

- \$0 - \$10,000*
- \$10,001- \$20,000*
- \$20,000 - \$30,000*
- \$30,000 - \$40,000*
- \$40,000 - \$50,000*
- \$50,000 - \$75,000*
- \$75,000 - \$100,000*
- \$100,000+*

Thank you for your participation in the survey!

Appendix II—Scope of the Investigation

The products covered by this investigation are certain flat-rolled steel products, either clad, plated, or coated with corrosion-resistant metals such as zinc, aluminum, or zinc-, aluminum-, nickel- or iron-based alloys, whether or not corrugated or painted, varnished, laminated, or coated with plastics or other non-metallic substances in addition to the metallic coating. The products covered include coils that have a width of 12.7 mm or greater, regardless of form of coil (*e.g.*, in successively superimposed layers, spirally oscillating, etc.). The products covered also include products not in coils (*e.g.*, in straight lengths) of a thickness less than 4.75 mm and a width that is 12.7 mm or greater and that measures at least 10 times the thickness. The products covered also include products not in coils (*e.g.*, in straight lengths) of a thickness of 4.75 mm or more and a width exceeding 150 mm and measuring at least twice the thickness. The products described above may be rectangular, square, circular, or other shape and include products of either rectangular or non-rectangular cross-section where such cross-section is achieved subsequent to the rolling process, *i.e.*, products which have been “worked after rolling” (*e.g.*, products which have been beveled or rounded at the edges). For purposes of the width and thickness requirements referenced above:

(1) Where the nominal and actual measurements vary, a product is within the scope if application of either the nominal or actual measurement would place it within the scope based on the definitions set forth above, and

(2) where the width and thickness vary for a specific product (*e.g.*, the thickness of certain products with non-rectangular cross-section, the width of certain products with non-rectangular shape, etc.), the measurement at its greatest width or thickness applies.

Steel products included in the scope of this investigation are products in which: (1) Iron predominates, by weight, over each of the other contained elements; (2) the carbon content is 2 percent or less, by weight; and (3) none of the elements listed below exceeds the quantity, by weight, respectively indicated:

- 2.50 percent of manganese, or
- 3.30 percent of silicon, or
- 1.50 percent of copper, or
- 1.50 percent of aluminum, or
- 1.25 percent of chromium, or
- 0.30 percent of cobalt, or
- 0.40 percent of lead, or
- 2.00 percent of nickel, or

- 0.30 percent of tungsten (also called wolfram), or
- 0.80 percent of molybdenum, or
- 0.10 percent of niobium (also called columbium), or
- 0.30 percent of vanadium, or
- 0.30 percent of zirconium

Unless specifically excluded, products are included in this scope regardless of levels of boron and titanium.

For example, specifically included in this scope are vacuum degassed, fully stabilized (commonly referred to as interstitial-free (IF)) steels and high strength low alloy (HSLA) steels. IF steels are recognized as low carbon steels with micro-alloying levels of elements such as titanium and/or niobium added to stabilize carbon and nitrogen elements. HSLA steels are recognized as steels with micro-alloying levels of elements such as chromium, copper, niobium, titanium, vanadium, and molybdenum.

Furthermore, this scope also includes Advanced High Strength Steels (AHSS) and Ultra High Strength Steels (UHSS), both of which are considered high tensile strength and high elongation steels.

All products that meet the written physical description, and in which the chemistry quantities do not exceed any one of the noted element levels listed above, are within the scope of this investigation unless specifically excluded. The following products are outside of and/or specifically excluded from the scope of this investigation:

- Flat-rolled steel products either plated or coated with tin, lead, chromium, chromium oxides, both tin and lead (“terne plate”), or both chromium and chromium oxides (“tin free steel”), whether or not painted, varnished or coated with plastics or other non-metallic substances in addition to the metallic coating;
- Clad products in straight lengths of 4.7625 mm or more in composite thickness and of a width which exceeds 150 mm and measures at least twice the thickness; and
- Certain clad stainless flat-rolled products, which are three-layered corrosion-resistant flat-rolled steel products less than 4.75 mm in composite thickness that consist of a flat-rolled steel product clad on both sides with stainless steel in a 20%–60%–20% ratio.

The products subject to the investigation are currently classified in the Harmonized Tariff Schedule of the United States (HTSUS) under item numbers: 7210.30.0030, 7210.30.0060, 7210.41.0000, 7210.49.0030,

7210.49.0091, 7210.49.0095, 7210.61.0000, 7210.69.0000, 7210.70.6030, 7210.70.6060, 7210.70.6090, 7210.90.6000, 7210.90.9000, 7212.20.0000, 7212.30.1030, 7212.30.1090, 7212.30.3000, 7212.30.5000, 7212.40.1000, 7212.40.5000, 7212.50.0000, and 7212.60.0000.

The products subject to the investigation may also enter under the following HTSUS item numbers:

7210.90.1000, 7215.90.1000, 7215.90.3000, 7215.90.5000, 7217.20.1500, 7217.30.1530, 7217.30.1560, 7217.90.1000, 7217.90.5030, 7217.90.5060, 7217.90.5090, 7225.91.0000, 7225.92.0000, 7225.99.0090, 7226.99.0110, 7226.99.0130, 7226.99.0180, 7228.60.6000, 7228.60.8000, and 7229.90.1000.

The HTSUS subheadings above are provided for convenience and customs purposes only. The written description of the scope of the investigation is dispositive.

[FR Doc. 2015–28447 Filed 11–5–15; 8:45 am]

BILLING CODE 3510–DS–P

DEPARTMENT OF COMMERCE**National Oceanic and Atmospheric Administration****Proposed Information Collection; Comment Request: Socioeconomics of Ocean Guardian Schools—An Office of the National Marine Sanctuaries Educational Program**

AGENCY: National Oceanic and Atmospheric Administration (NOAA), Commerce.

ACTION: Notice.

SUMMARY: The Department of Commerce, as part of its continuing effort to reduce paperwork and respondent burden, invites the general public and other Federal agencies to take this opportunity to comment on proposed and/or continuing information collections, as required by the Paperwork Reduction Act of 1995.

DATES: Written comments must be submitted on or before January 5, 2016.

ADDRESSES: Direct all written comments to Jennifer Jessup, Departmental Paperwork Clearance Officer, Department of Commerce, Room 6616, 14th and Constitution Avenue NW., Washington, DC 20230 (or via the Internet at Jjessup@doc.gov).

FOR FURTHER INFORMATION CONTACT: Requests for additional information or copies of the information collection instrument and instructions should be

directed to Dr. Danielle Schwarzmann, 301-713-7254 or danielle.schwarzmann@noaa.gov.

SUPPLEMENTARY INFORMATION:

I. Abstract

This request is for a new information collection to provide benefit throughout the sanctuary system and specifically our sites that work with Ocean Guardian Schools. The National Ocean Service (NOS) proposes to collect information from parents and teachers about the attitudes and preferences and economic value they receive from being involved with an Ocean Guardian school.

Up-to-date socioeconomic data is needed to support the further development and improvement of Ocean Guardian Schools. These schools receive funding from the NOAA Office of Education and the Office of National Marine Sanctuaries. Schools may apply for funding up to five years. A number of schools have continued their Ocean Guardian School projects after the five years. From 2010-2015, the total funding received by 71 schools was \$544,315.

Although the costs and sources of funding are known, there is limited information known about the economic value participants place on this program and the economic value created by these schools and their many activities. Currently, there is no information available that provides estimates of the value of education programs like Ocean Guardian to parents and teachers. Ocean Guardian Schools receive funding to develop projects to help protect the ocean in the future and promote ocean conservation and stewardship. Projects include recycling, beach clean-up days, installing rain barrels, installing wildlife structures, composting, and energy reduction.

The types of data targeted for this collection are: Attitudes and preferences towards the projects and student involvement, importance of/satisfaction with the program and attributes of the program, extent of reach (are parents aware of their student's involvement and are they too learning about ocean stewardship), level of teacher, student, parent and administrative involvement, and teachers' and parents' willingness to pay. The primary focus for the survey will be to gather data on parents' and teachers' willingness to pay for this program. Specifically, researchers will collect data to determine the economic value teachers, administrators and parents place on this program. The information collected will help to inform Ocean Guardian Schools about areas for improvement and the value

that their programs create for the community.

II. Method of Collection

Respondents have a choice of either electronic or paper forms. Methods of submittal include email of electronic forms, and mail and facsimile transmission of paper forms.

III. Data

OMB Control Number: 0648-XXXX.

Form Number: None.

Type of Review: Regular submission (request for a new information collection).

Affected Public: State, local and tribal government, business or other for-profit organizations; not-for-profit institutions; individuals or households.

Estimated Number of Respondents: 60 teachers/other faculty; 900 parents.

Estimated Time per Response: 45 minutes per survey for teachers/other faculty; 20 minutes per survey for parents.

Estimated Total Annual Burden Hours: 342.

Estimated Total Annual Cost to Public: \$0 in recordkeeping/reporting costs.

IV. Request for Comments

Comments are invited on: (a) Whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information shall have practical utility; (b) the accuracy of the agency's estimate of the burden (including hours and cost) of the proposed collection of information; (c) ways to enhance the quality, utility, and clarity of the information to be collected; and (d) ways to minimize the burden of the collection of information on respondents, including through the use of automated collection techniques or other forms of information technology.

Comments submitted in response to this notice will be summarized and/or included in the request for OMB approval of this information collection; they also will become a matter of public record.

Dated: November 2, 2015.

Sarah Brabson,

NOAA PRA Clearance Officer.

[FR Doc. 2015-28287 Filed 11-5-15; 8:45 am]

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DEPARTMENT OF COMMERCE

National Oceanic and Atmospheric Administration

RIN 0648-XE301

Western Pacific Fishery Management Council; Public Meeting

AGENCY: National Marine Fisheries Service (NMFS), National Oceanic and Atmospheric Administration (NOAA), Commerce.

ACTION: Notice of public meeting.

SUMMARY: The Western Pacific Fishery Management Council (Council) will convene a meeting of Habitat Areas of Particular Concern (HAPC) Working Group comprised of Fishery Ecosystem Plan Team members. The working group will explore and evaluate options in developing an HAPC designation process for the Western Pacific region.

DATES: The working group will meet on November 23, 2015. For specific times and agendas, see **SUPPLEMENTARY INFORMATION**.

ADDRESSES: The HAPC working group meeting will be held at the Council office, 1164 Bishop Street, Suite 1400, Honolulu, HI 96813; telephone: (808) 522-8220. WebEx and teleconference facilities will be provided for the meeting. The teleconference numbers are: U.S. toll-free: 1-888-482-3560 or International Access: +1 647 723-3959, and Access Code: 5228220; The web conference can be accessed at <https://wprfmc.webex.com/join/info.wpcouncilnoaa.gov>.

FOR FURTHER INFORMATION CONTACT: Kitty M. Simonds, Executive Director, Western Pacific Regional Fishery Management Council; telephone: (808) 522-8220.

SUPPLEMENTARY INFORMATION: HAPC working group members will explore different process options for designating Habitat Areas of Particular Concern in the Western Pacific Region. The purpose of this meeting is to evaluate process options to be consolidated into a report to the Council's Fishery Ecosystem Plan Team. A public comment period will be provided. The order in which agenda items are addressed may change. The meetings will run as late as necessary to complete scheduled business.

Schedule and Agenda for the HAPC Working Group Meeting

November 23, 2015 2 p.m.±4 p.m.

1. Introductions
2. HAPC Process Options
3. Evaluation
4. Public Comment