

Yes, I consent to receive text messages: Conducting follow-up text surveys with principals and teachers

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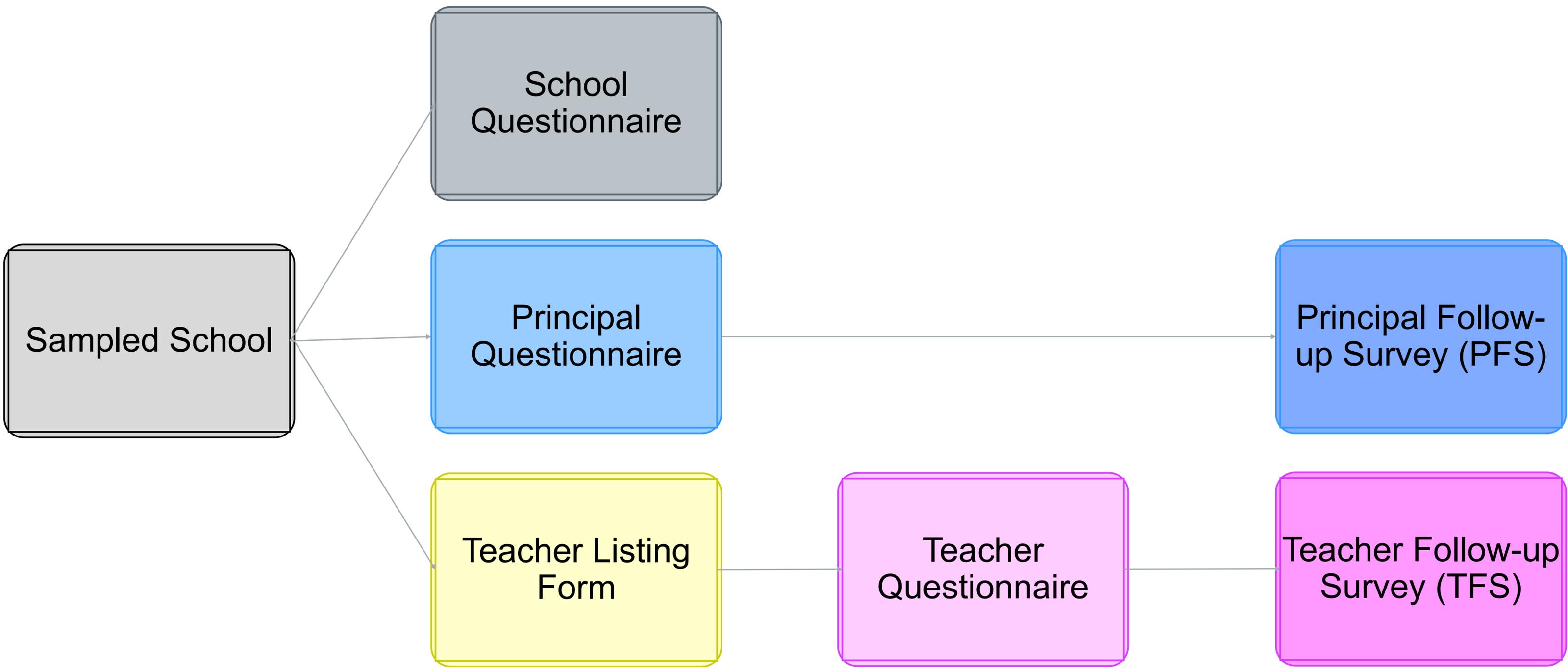
2021 FCSM Research and Policy Conference
November 3, 2021

Outline

- Background on 2020-21 National Teacher and Principal Survey baseline (NTPS)
- Background on 2021-22 Principal Follow-up Survey (PFS) and Teacher Follow-up Survey (TFS) to the 2020-21 NTPS
- Planned use of text messaging for PFS and TFS
- Policy considerations
- Experimental design for PFS and TFS messaging
- Preliminary analysis: who consents to receive texts?
- Plans for full text message experimentation and analysis

National Teacher and Principal Survey (NTPS)

- Coordinated surveys of public and private schools, principals, and teachers
 - Directed by the National Center for Education Statistics in the U.S. Department of Education's (ED) Institute of Education Sciences
 - Operations and design input from the U.S. Census Bureau
- ED's primary source of information on K-12 schools from the perspectives of teachers and administrators
- Repeated cross-sectional surveys collected every 2 to 3 years
 - Follow-up surveys of principals and teachers in selected collections
- Responding principals and teachers are asked for personal contact information, including cellphone numbers
- For the 2020-21 NTPS, respondents were asked to indicate whether they agreed to receive text message follow-ups



2021-22 Principal and Teacher Follow-up Surveys (PFS and TFS)

	PFS	TFS
Data collected	<p>Status:</p> <ul style="list-style-type: none"> • Stayer (principal in SAME school as during 2020-21 NTPS) • Mover (principal in DIFFERENT school than 2020-21 NTPS) • Leaver (left the profession since 2020-21 NTPS) 	<p>Status:</p> <ul style="list-style-type: none"> • Stayer (teacher in SAME school as during 2020-21 NTPS) • Mover (teacher in DIFFERENT school than 2020-21 NTPS) • Leaver (left the profession since 2020-21 NTPS) <p>Detailed surveys about professional experience</p>
Sample	All NTPS responding principals (about 8,500)	Sample of NTPS responding teachers (about 10,300)

2021-22 Principal and Teacher Follow-up Surveys (PFS and TFS) continued

	PFS	TFS
Respondent	<ul style="list-style-type: none"> • Sent to school mailing address • Follow-up using personal contact information, if provided and needed 	<ul style="list-style-type: none"> • Status form sent to school mailing address • Detailed questionnaire sent directly to teachers using personal contact information, if provided
Mode	<ul style="list-style-type: none"> • Paper forms only • Email reminders • Telephone follow-up 	<ul style="list-style-type: none"> • Paper forms only to collect status from schools • Web push for detailed surveys: 3 web invitations and 2 paper questionnaires • Email reminders • Telephone follow-up

PFS and TFS status forms

The National Center for Education Statistics is interested in Principal attrition and mobility. Please answer the following two questions about this school's Principal last year.

1. Which of the following best describes the current occupational status of last year's Principal?
 ☛ Mark (X) only one box.

☛ If this school had more than one Principal last year, think of the one who was Principal on October 1, 2020.

☛ If this school did not have a Principal last year (2020-21 school year), mark (X) here and return the form.

Still working as Principal of this school

20 Still working as Principal of this school

Still working as a Principal, but not at this school

24 Working as a Principal, but in a different public school ↗

Is the principal's new school in the same District as this school?

21 Yes

22 No

23 Don't know

25 Working as a Principal, but in a private school

Still working in a K-12 school, but not as a Principal

26 Working in this school, but not as Principal

27 Working in a different public school, but not as Principal

28 Working in a private school, but not as Principal

Still working in K-12 Education, but not in a K-12 school

29 Working in a District or Administrative Office as a Superintendent, Assistant Superintendent, or other higher-level Administrator

30 Working in a District or Administrative Office, in a position other than that of Superintendent, Assistant Superintendent, or other higher-level Administrator

31 Working at a job associated with K-12 education, but not directly associated with any schools or school system

Working at a job outside of K-12 Education

32 Working at a job outside of K-12 education

Other

33 Retired - not working outside the home

34 On leave (e.g., maternity/paternity, military, disability, sabbatical)

35 Deceased

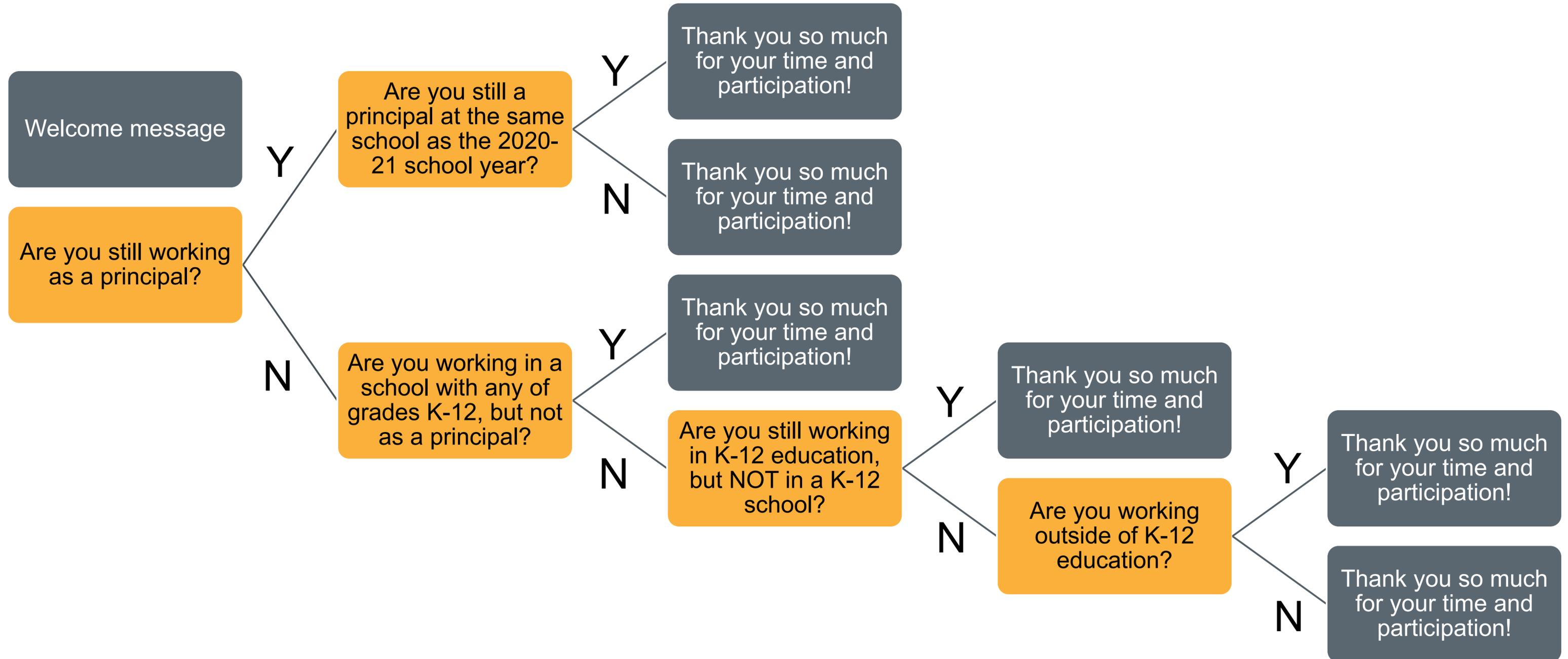
36 Other - please specify →

Line Number	TEACHER'S NAME AS REPORTED IN THE NTPS FIRST MI LAST SUFFIX				ITEM 1: OCCUPATIONAL STATUS CODE (Mark (X) only ONE box for each teacher.)								ITEM 2: Mark (X) this box if teacher is currently living outside of the U.S.
					1 - Teaching in this school	2 - Teaching, but not in this school	3 - Not teaching, but working in this school	4 - On leave, returning this school year to this school	5 - On leave, not returning this school year (e.g., extended maternity/paternity leave, disability, sabbatical, or military leave)	6 - Left this school, not currently teaching (e.g., retired, working in another occupation, homemaking, or child rearing)	7 - Left this school, occupational status unknown	8 - Deceased	
1					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	<input type="checkbox"/>
2					1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	<input type="checkbox"/>
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Why text?

- PFS and TFS are longitudinal follow-up surveys, so we can collect cellphone numbers and consent to text
- PFS collects a single measure, and the TFS has a clear “key estimate.” Job status is typically non-sensitive and easy for respondents to answer in a text message survey
- For the longer TFS questionnaires, we can still encourage respondents to complete the full survey with texted links to the web survey

PFS text message survey pathway



Policy Approval for Text Messaging

A formal request was sent to the Policy Coordination Office at the US Census Bureau for approval, which included:

- Background information for PFS and TFS
- Information about the data collection authority that covers PFS and TFS from the Interagency Agreement between Census and NCES
- Screenshots from the NTPS questionnaire that showed the PFS and TFS sample members were given the opportunity to opt-in to receiving text messages as a follow-up contact method
- Initial research questions that the text messaging experiments aim to answer
- Any potential risks and limitations

Research goals for 2021-22 PFS and TFS texting experiments

- Can we collect principal status by text?
 - If so, do these texts need to be accompanied by mailed paper forms?
- Can we increase TFS response rates by texting web survey links?
 - If so, are these texts effective if they're sent early in data collection? Late in data collection?
- If teachers do not respond to our detailed questionnaires, can we still collect their teacher status by text?

PFS (principal contacts only)

	Mail	E-mail	Text	Phone
Control (standard operations)	2 mailings	2 e-mails	None	Phone follow-up
Mailing and texting	2 mailings	2 e-mails	Status questions coincide with mailings and e-mails	Phone follow-up
Late texting	None	2 e-mails	Status questions coincide with e-mails	Phone follow-up

TFS (teacher contacts only)

	Mail	E-mail	Text	Phone
Control (standard operations)	5 mailings	7 e-mails	None	Phone follow-up
Early texting (web link)	3 mailings	7 e-mails	Survey links between 1 st and 2 nd mailings	Phone follow-up
Late texting (web link)	4 mailings	7 e-mails	Survey links after 4 th mailing	Phone follow-up
Late texting (status)	4 mailings	7 e-mails	Status questions after 4 th mailing	Phone follow-up

Who consents to texts?

- Our research tracks the consent of public and private principals and teachers only
 - The preferences and behavior of these groups likely differ from both general population research and other specialized populations
- Willingness to provide personal cellphone numbers and text consent likely depends on survey context
 - NTPS principals and teachers are contacted through their school mailing address, e-mail address, and perhaps by telephone number, so providing additional contact information could seem superfluous

Cellphone numbers and consent to receive texts (preliminary, unweighted)

Public principals

- 54% provided cellphone number
- 49% (of those who provided #s) consented to texting

Private principals

- 50% provided cellphone number
- 46% (of those who provided #s) consented to texting

Public teachers

- 74% provided cellphone number
- 54% (of those who provided #s) consented to texting

Private teachers

- 73% provided cellphone number
- 52% (of those who provided #s) consented to texting

Principals: unweighted, prelim predictors of cell and text consent

	Public		Private	
	Provide cell?	If provide cell: consent to text?	Provide cell?	If provide cell: consent to text?
Sex	No difference $\chi^2 = 2.9180$ $p = .0876$	No difference $\chi^2 = 1.7122$ $p = .1908$	No difference $\chi^2 = .1600$ $p = .6892$	No difference $\chi^2 = .5507$ $p = .4582$
Race/Ethnicity (White, non-Hispanic v non-White or Hispanic)	Non-White or Hispanic principals MORE likely $\chi^2 = 12.5625$ $p = .0004$	Non-White or Hispanic principals MORE likely $\chi^2 = 9.2776$ $p = .0023$	No difference $\chi^2 = 3.0508$ $p = .0809$	Non-White or Hispanic principals MORE likely $\chi^2 = 5.2355$ $p = .0024$
Age	Older principals MORE likely $t = 2.93$ $p = .0034$	Older principals MORE likely $t = 4.06$ $p < .0001$	No difference $t = 1.04$ $p = .2973$	Older principals MORE likely $t = 2.35$ $p = .0192$

Teachers: unweighted, prelim predictors of cell and text consent

	Public		Private	
	Provide cell?	If provide cell: consent to text?	Provide cell?	If provide cell: consent to text?
Sex	Female teachers LESS likely $\chi^2 = 9.5717$ $p=.0020$	Female teachers MORE likely $\chi^2 = 39.9680$ $p<.0001$	No difference $\chi^2 = 3.4069$ $p=.0650$	No difference $\chi^2 = .9585$ $p=.3276$
Race/Ethnicity (White, non-Hispanic v non-White or Hispanic)	Non-White or Hispanic teachers MORE likely $\chi^2 = 163.4825$ $p<.0001$	Non-White or Hispanic teachers MORE likely $\chi^2 = 3.9421$ $p=.0471$	Non-White or Hispanic teachers MORE likely $\chi^2 = 9.4666$ $p=.0021$	No difference $\chi^2 = 1.7938$ $p=.1806$
Age	Older teachers MORE likely $t=4.51$ $p<.0001$	Older teachers MORE likely $t=17.98$ $p<.0001$	No difference $t=1.38$ $p=.1681$	Older teachers MORE likely $t=5.21$ $p=<.0001$

Summary of findings on cellphones and text consent

- Willingness to provide cellphone numbers depends on respondent job type
 - 50% to 54% for public and private principals
 - 73% to 74% for public and private teachers
- Among those who provide cellphone numbers, similar percentages of all types of NTPS respondents consent to receive text message
 - 46% to 54% for public and private principals and teachers
- Non-White or Hispanic principals and teachers typically MORE likely to provide cellphone numbers and MORE likely to consent to receive text messages
- As principals' and teachers' age increases, they are typically MORE likely to provide cellphone numbers and MORE likely to consent to receive text messages

Plans for the future

- Text messaging to PFS and TFS principals and teachers to begin in early 2022
- Analysis will include:
 - Engagement with text messages
 - How principals and teachers interact with text message surveys
 - Web survey logins and completions through text message contacts
 - Experimental treatments in which text messaging is most effective
 - Mode preferences
 - Time to complete

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<https://nces.ed.gov/surveys/ntps/>