

## Supporting Statement - 2019 National Crime Victimization Survey (NCVS) School Crime Supplement (SCS)

### A. Justification

#### 1. Necessity of the Information Collection

The Bureau of Justice Statistics (BJS) and the National Center for Education Statistics (NCES) request clearance to conduct the 2019 School Crime Supplement (SCS) to the National Crime Victimization Survey (NCVS). The BJS is authorized to collect statistics on victimization under Title 34, United States Code (U.S.C.), Section 10132 of the Justice Systems Improvement Act of 1979 (see Attachment 1). Title 1 of the Education Sciences Reform Act (ESRA) mandates that the NCES collect, report, analyze, and disseminate statistical data regarding education in the United States. The current request is specifically for a supplemental data collection instrument that will be added to the approved NCVS core from January through June 2019 (see Attachment 2). Clearance for the NCVS and all related contacts and protocols for the 2019 collection year is being requested through a separate OMB request and number (OMB NO: 1121-0111). The primary purpose of the SCS is to obtain information about school-related victimizations. This information helps policymakers; academic researchers; practitioners at the federal, state, and local levels; and special interest groups, who are concerned with crime in schools, make informed decisions about policies and programs. The SCS is the only data collection on school victimization that is representative of the national youth population of students ages 12 through 18.

NCVS data on school crime have shown that school crimes are under-reported to the police and those victims between the ages of 12 and 18 are not as likely as older victims to report victimizations to the police. In addition, police-based statistics are not organized in a manner to properly identify crimes that occurred at school or during school hours. Therefore, police statistics on school crime are not adequate to address the issue of the nature and prevalence of school victimization. The 2019 supplement will continue to provide critical information about the overall environment of safety in schools to understand the context in which school-related victimizations occur on a national level.

The U.S. Census Bureau has conducted the SCS as part of the NCVS administration 12 times since 1989. It was repeated in 1995 and 1999; since then it has been administered biennially. To study the relationships between victimization at school and the school environment, and to monitor changes in student experiences with victimization, accurate information regarding its incidence must be collected. The SCS includes questions related to students' experiences with, and perceptions of, crime and safety at school. The questions focus on preventive measures used by schools; students' participation in after school activities; students' perceptions of safety and belonging in schools, students' perception of school rules and enforcement of these rules; the presence of weapons, illegal and prescription drugs including opioids, alcohol, and gangs in school; student bullying; hate-related incidents; and attitudinal questions relating to the fear of victimization at school.

As in prior years, the 2019 SCS responses will be linked to the NCVS survey instrument responses for a more complete understanding of the individual student's experiences with victimization outside of the school environment. Demographic and household characteristics of the individual student can also be examined through this linking. This integration of the two surveys allows for a

more complete understanding of individual students' circumstances and the relationships between victimization in and out of school.

The 2019 SCS questionnaire is a modified version of the 2017 SCS (see Attachment 3). The primary change to the 2019 SCS involves the measurement of bullying. The 2014 CDC report proposed using a uniform school bullying definition for all future research in this area. The CDC defines bullying as –

...any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.<sup>1</sup>

Research suggests adolescents define bullying differently than the CDC uniform definition.<sup>2</sup> Thus, including the term bullying in the item may result in measurement error if adolescents have their own preconceived definitions of what constitutes bullying. To address this concern, the entire bullying section was updated to not include any form of the word bully in the items. In addition, new items were added to more accurately collect information on repetition and power imbalance, two key components of the CDC definition. This will essentially reduce potential measurement error by not including the term bully and will continue to collect information on all components of the CDC uniform definition.

Additionally, in response to the President's Commission on Combating Drug Addiction and the Opioid Crisis, a new sub-item was added to collect information on the availability of opioids at school. Exhibit 1 shows items that were added to the 2019 SCS questionnaire. Additions to pre-existing items are underlined. All items included in the 2019 SCS are listed in Attachment 4 along with a justification for each.

**Exhibit 1: Items added to the 2019 SCS questionnaire**

1. Is it possible for students to get any of the following while at school...heroin or prescription painkillers illegally obtained without a prescription, such as Codeine, Percocet, or fentanyl? These are also known as opioids.
2. Now I have some questions about what students do at school that make you feel bad or are hurtful to you. <u>These could occur in person or using technologies, such as a phone, the Internet, or social media.</u> During this school year has any student from your school...
a. Made fun of you, called you names, or insulted you, in a hurtful way?
b. Spread rumors about you or tried to make others dislike you?
c. <u>Purposely shared your private information, photos, or videos in a hurtful</u>

<sup>1</sup> Gladden, R.M., Vivolo-Kantor, A.M., Hamburger, M.E., & Lumpkin, C.D. *Bullying Surveillance Among Youths: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0*. Atlanta, GA; National Center for Injury Prevention and Control, Centers for Disease Control and Prevention and U.S. Department of Education; 2014. <http://www.cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf>.

<sup>2</sup> Dooley, B., Byrne, H., Fitzgerald, A., & Dolphin, L. *Adolescents' definition of bullying: the contribution of age, gender, and experience of bullying*. *European Journal of Psychological Education*; October, 2015. [https://www.researchgate.net/profile/Barbara\\_Dooley/publication/282974802\\_Adolescents%27\\_definitions\\_of\\_bullying\\_the\\_contribution\\_of\\_age\\_gender\\_and\\_experience\\_of\\_bullying/links/56263eaa08aeabddac92b41d/Adolescents-definitions-of-bullying-the-contribution-of-age-gender-and-experience-of-bullying.pdf](https://www.researchgate.net/profile/Barbara_Dooley/publication/282974802_Adolescents%27_definitions_of_bullying_the_contribution_of_age_gender_and_experience_of_bullying/links/56263eaa08aeabddac92b41d/Adolescents-definitions-of-bullying-the-contribution-of-age-gender-and-experience-of-bullying.pdf). Retrieved June 22, 2018.

way?
3. Has any student from your school...
a. Pushed you, shoved you, tripped you, or spit on you?
b. Tried to make you do things you did not want to do, for example, give them money or other things?
c. Excluded you from activities, <u>social media</u> , or <u>other communications</u> to hurt you?
d. Destroyed your property on purpose?
4. You said that more than one student did [that thing/those things] to you. Has any student done [that thing/any of those things] to you more than once during this school year?
5. In what other way [did that students/did any of those students] have more power than you?
6. What was your relationship to the student when they did [that thing/these things] to you? Were they...
a. Your brother or sister?
b. Your boyfriend or girlfriend at the time?
c. Your ex-boyfriend or ex-girlfriend at the time?
d. Another student from school?
7. Do you consider [that thing/those things] that [another student/other students] did to you to be bullying?

Cognitive testing of the SCS revisions was conducted from December 2017 through May 2018 to assess respondents' comprehension of the revised and new questionnaire items, including question intent and the meaning of specific words and phrases in the item. Data from cognitive interviews were used to identify potentially problematic questions that were not understood as intended and to evaluate consistency of answers within the questionnaire and in comparison to the expected range of answers.

A split sample design is proposed for the 2019 SCS. The purpose of the split sample is to compare differences in questionnaire wording without impacting the historical data trends. Version 1 of the 2019 questionnaire is the 2017 questionnaire. Version 2 incorporates revisions based on cognitive testing. More information about the split sample design is included in supporting statement part B.

## 2. Needs and Uses

Title 1 of the Education Sciences Reform Act (ESRA) mandates that NCES collect, report, analyze, and disseminate statistical data regarding education in the United States. These data include the nature of criminal incidents at school and other indices of school safety. Specifically, information is required on the incidence, frequency, seriousness, and nature of violence affecting students, school personnel, and other individuals participating in school activities. Furthermore, other indices of school safety are to be detailed, including information regarding the relationship between victims and perpetrators and demographic characteristics of the victims. To study the relationship between victimization at school and the school environment, and to monitor changes in student experiences with victimization, accurate information regarding its characteristics and incidence must be collected. These data yield numerous types of information that are used generally and by several specific groups interested in school crime such as school administrators, resource officers and educators.

**General Uses.** Funded by the U.S. Department of Education (ED), Institute of Education Sciences' (IES) National Center for Education Statistics (NCES) and jointly designed with the Bureau of Justice Statistics (BJS), the SCS collects the data to address the reporting authorizations of both agencies. Since its first collection in 1989, and in 1995, 1999 and biennially thereafter, the SCS has been NCES' primary data source on student victimization. In addition to collecting characteristics related to various types of student victimization at school, the SCS also asks students about perceptions of school safety; alcohol and drug availability; fighting, bullying, and hate-related behaviors; fear and avoidance behaviors; gun and weapon carrying; and gangs at school.

To meet its obligation to Congress under the ESRA, NCES works with its diverse customer groups and relies on their feedback to determine how to meet their information demands for timely, comprehensive, and useful information that maintains high statistical standards. To refine and revise the SCS to meet customer needs, NCES convened a Technical Review Panel (TRP) in August 2013 to review the SCS and its content. For the 2015 SCS and 2017 SCS, refinements were made to the instrument to reduce the number of questions, align the SCS with ED's commitment to more fully address the needs of vulnerable student groups, and update questions on the SCS questionnaire concerning bullying victimization to incorporate the recommendations in the 2014 CDC report on uniform definitions of bullying. The 2019 SCS data collection will further refine the information collected to address the uniform definition of bullying while maintaining the trend in bullying and victimization data which stakeholders have come to rely on. Exhibit 2 displays the types of estimates that can be drawn from the 2019 SCS.

**Exhibit 2: Types of estimates that can be drawn from the 2019 SCS**

<b>Estimates<sup>1</sup></b>	<b>Relevant questions</b>
Percentages of students ages 12–18 who reported presence of selected security measures at school	Q10
Percentage of students ages 12–18 who reported being bullied at school during the school year by type of bullying and by selected student and school characteristics	Q22
Number and percentage of students ages 12–18 who reported being bullied at school, by the frequency of bullying and whether an adult was notified, and selected student characteristics	Q22, 23(v1), 26(v2), 29(v1), 31(v2)
Percentage of students ages 12–18 who reported bullying problems at school and the effect it had on them, by selected student and school characteristics	Q22, 30(v1), 32(v2)
Percentage of students ages 12–18 who reported being targets of hate-related bullying, hearing hate-related words and seeing hate-related graffiti at school during the school year, by selected student and school characteristics	Q31(v1), 32(v2), 35, 36, 37
Percentage of students ages 12–18 who reported being afraid of attack or harm during the school year, by location and urbanicity	Q39, 40
Percentage of students ages 12–18 who reported that gangs were present at school during the school year	Q44
Percentage of students ages 12–18 who reported being bullied at school, by student reports of negative school conditions such as the presence of gangs and availability of drugs and alcohol at school	Q19, 20, 22, 44

Percentage of students ages 12–18 who reported being bullied at school, by presence of indicators of school attachment, performance, and future orientation	Q9, 14, 15, 22, 45, 46, 47
Percentage of students ages 12–18 who reported being bullied at school, by student reports of personal fear, avoidance behaviors, fighting, and weapon carrying at school, and type of bullying	Q21, 22, 38, 39, 40, 41, 42

<sup>1</sup> Some data that refer to student characteristics like sex, race, and household income are covered in the NCVS survey and not in the SCS. School characteristics for the schools of attendance reported by respondents are taken from NCEs's Common Core of Data (CCD) and Private School Universe Survey (PSS).

### Use by Federal Stakeholders

NCES and BJS use the SCS data to meet the reporting authorizations of both agencies. NCES is mandated to disseminate statistics on school crime. BJS is authorized to disseminate statistics on the attributes of crime, which includes the location that the crime occurred and the population it affects. Together they issue a joint annual report, *Indicators of School Crime and Safety*. The latest report is available at <https://nces.ed.gov/pubs2018/2018036.pdf>.

Eight of the 23 indicators in this report include SCS data. Indicator 2, "Incidence of Victimization at School and Away from School," is the primary mechanism for releasing annual estimates from the NCVS for violence and theft against students ages 12 to 18. Whereas Indicator 3, "Prevalence of Victimization in School" uses SCS data to present annual estimates of victimization at school including theft and violent victimization.

NCES also uses these data to complement other publications, such as *The Condition of Education*, a congressionally mandated annual report that summarizes developments and trends in education using the latest available data. Some of the other federal stakeholders and the ways in which they use SCS data are as follows:

Congress uses these data to evaluate the prevalence and extent of school crime to help support Federal, State and local agencies in reducing student victimization, develop new or improved initiatives or laws aimed at ensuring the safety of America's students and monitor the effectiveness of school policies and programs.

The Department of Education reviews the data to meet its obligation to Congress under the Education Sciences Reform Act (ESRA) to understand the current trends in school crime and disorder and its possible effects on student education and school systems. Within the Department, the Office of Elementary and Secondary Education (OESE) and the Office of Safe and Healthy Students (OSHS) use the data to communicate and understand the current trends in school crime and to allocate resources to assist states and local agencies to meet the needs of school officials, administrators, teachers, and parents to assess conditions within their own schools/jurisdictions relative to those at the national level, as well as determine needs and budget requirements.

### Use by Non-Federal Stakeholders

Non-federal users include state and local officials who, in conjunction with researchers and planners, need to analyze the current trends in victimization and school safety. For example –

State and local governments use the data to assess conditions within their own jurisdictions relative to those at the national level and to determine needs and budget requirements for local school districts.

Researchers and practitioners often reanalyze the data to estimate the prevalence and impact of student victimization, and correlate school crime to design prevention programs.

The media disseminates findings from the survey to inform the public about all the issues related to school crime and safety.

In addition to principal, district, or state-level data sources, students' reports of victimization and perceptions of crime, violence, and school climate are important factors in providing a comprehensive picture of school crime and safety. Currently, the SCS is the only recurring national data source that provides nationally representative student-level data detailing victimization and other school characteristics related to crime and disorder.

If the SCS data were not collected, data users would have no source of nationally representative student-level data on victimization and school characteristics related to victimization that includes incidents both reported and not reported to police. Stakeholders would not have sufficient data to make comparative assessments that document the changing demands on schools, community mental health agencies, and law enforcement. These entities will not have the necessary data to obtain resources for personnel and services to ensure school safety (e.g. security, personnel, and programmatic efforts) and other demands for tax dollars.

Attachment 5 displays selected nonfederal publications that report secondary analyses of SCS data.

### 3. Use of Information Technology

The 2019 SCS will be conducted in a fully automated interviewing environment using computer-assisted personal interviewing (CAPI) methods. In this method, field representatives (FRs) use a laptop computer to read questions and record answers. Interviews may be conducted by telephone or personal visit. The use of CAPI technologies reduces data collection costs as well as respondent and interviewer burden. Furthermore, automated instruments afford the opportunity to implement inter-data item integrity constraints which minimize the amount of data inconsistency. More consistent data, in turn, reduces the need for extensive post-data collection editing and imputation processes which will significantly reduce the time needed to release the data for public consumption. The use of technology results in more accurate data products that are delivered in a timelier fashion giving data users access to information while it is still relevant.

### 4. Efforts to Identify Duplication

Two contemporary surveys collect information about school-related crime and safety from the students' perspective. The Youth Risk Behavior Survey (YRBS) and Monitoring the Future (MTF) are nationally-based collections that target various populations and substantive areas. However, neither of these studies provides a comprehensive picture of school crime from the students' perspective from both the public and private sectors.

**Youth Risk Behavior Surveillance System (YRBSS).** The Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey (YRBS) collects information on risky behaviors and offending, but there is minimal overlap of YRBS content with that of the SCS. The YRBS is a school-based survey and interviews students in grades 9 through 12. Most of the questions ask about all experiences, not just those confined to school. The SCS is a household-based sample and interviews children ages 12 to 18 who have attended school during the current school year (grades

6 through 12). All of the questions are about experiences at school. Areas of overlap include asking if the student carried a weapon on school property, if the student was in a fight on school property, if the student was bullied either at school or online (cyberbullied), and if the student skipped (or did not attend) school because of safety concerns. In 2011, two questions on bullying and cyber-bullying were added to the YRBS. Unlike the SCS, the questions do not go into detail about the type of bullying behavior, number of incidents, or results (notification of adults, avoidance, etc.). Additionally, because this is a self-administered survey, the responses are not directly comparable to the SCS.

**Monitoring the Future (MTF).** The National Institute on Drug Abuse (NIDA) publishes survey results from Monitoring the Future (MTF). This survey, like the YRBS, is a self-administered form. It is also a school-based survey population. The population surveyed does not completely overlap with the SCS as the survey is not administered to students below grade 8 and uses different forms for grades 8, 10, and 12; it includes college students; and is not restricted by age. More importantly, the sampling procedures are representative of schools, not the general population. Monitoring the Future does not look at bullying or cyber-bullying, and only overlaps in the areas of drug and alcohol use and availability. Like the YRBS, MTF does not restrict responses to experiences on school property. Thus, the SCS does not duplicate existing data collections.

#### 5. Efforts to Minimize Burden

The SCS is part of the NCVS which is a household-based sample. The supplement will be conducted in households interviewed in January through June 2019. Based on the 2017 SCS data collection, we expect that the 2019 SCS will take no longer than 16 minutes (0.27 hours) to administer. Approximately 13,700 persons in NCVS households who were 12 through 18 years old were eligible to participate in the 2017 SCS. We estimate that approximately 16,133 respondents between the ages of 12 and 18 will be eligible for the supplement in 2019. This is an increase of about 15% compared to the total number of persons 12 to 18 years of age that were eligible for the 2017 SCS because of a larger overall NCVS sample in 2019. The larger NCVS sample in 2019 is a result of the phasing in of new households to address the 2016 sample redesign (a product of the 2010 decennial census) and to support the estimation of state-level estimates in the 22 largest states.

In 2019, like 2009, 2011, 2013, 2015, and 2017 all SCS interviews will be conducted using CAPI technology. Using CAPI technologies reduces respondent and interviewer burden because the automated instruments present the next 'on-path' question. This prevents the need for the interviewer to delay the interview to assess and proceed with the correct skip pattern. This also creates fewer delays throughout the interview which results in shorter interviews and a commensurate reduction in respondent and interviewer burden.

#### 6. Consequences of Less Frequent Collection

Regular data collection is required to produce timely statistics on school crime victimization. The SCS is the only data collection on school victimization that is representative of the national youth population of students ages 12 through 18. Less frequent collection would limit the ability to present timely statistics and assess trends in student victimization. Additionally, less frequent collection would limit the ability to assess students' experiences with bullying, drug and alcohol availability, and students' access to weapons over time. Stakeholders, including policymakers, school administrators, researchers, and the media, rely on the timely and frequent collection of these data.

#### 7. Special Circumstances

Collection is consistent with the guidelines in 5 C.F.R. 1320.9.

#### 8. Adherence to 5 CFR 1320.8(d) and Outside Consultations

The research under this clearance is consistent with the guidelines in 5 CFR 1320.6 and 5 CFR 1320.8(d). Comments on this data collection effort were solicited in the Federal Register, Vol. 83, No. 146, page 36623 on July 30, 2018 and Vol. 83, No. 203, page 53108 on October 19, 2018. No comments were received in response to the information provided.

The U.S. Census Bureau, the BJS, and the NCES cooperated to develop the questionnaire and procedures used to collect this supplemental information. Principal consultants from the BJS were Drs. Rachel Morgan, Barbara Oudekerk, and Lynn Langton (formerly of BJS). Principal persons from NCES were Ms. Rachel Hansen. Those persons consulted from the Census Bureau included Ms. Meagan Meuchel, Ms. Jill Harbison, Mr. Edward Madrid, Ms. Mary Davis, and Ms. Mandi Martinez.

#### 9. Paying Respondents

Payment or gifts to respondents is not provided in return for participation in the survey.

#### 10. Assurance of Confidentiality

All NCVS information about individuals or households is confidential by law – Title 34, U.S.C., Sections 10231 and 10134 and Title 13, U.S.C., Section 9. Only Census Bureau employees sworn to preserve this confidentiality may see the survey responses. Even BJS, as the sponsor of the NCVS, is not authorized to see or handle the data in its raw form. All unique and identifying information is scrambled or suppressed before it is provided to BJS and NCES to analyze. Data are maintained in secure environments and in restricted access locations within the Census Bureau. All data provided to NCES and BJS must meet the confidentiality requirements set forth by the Disclosure Review Board at the Census Bureau.

In a letter signed by the Director of the Census Bureau, sent to all participants in the survey, respondents are informed of these laws (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and 10134) and assured that it requires the Census Bureau to keep all information provided by the respondent confidential. All NCVS data are also protected from cybersecurity risks through screening of the systems that transmit the data per the Federal Cybersecurity Enhancement Act of 2015. The letter also informs respondents that this is a voluntary survey. Furthermore, in addition to the legal authority and voluntary nature of the survey, the letter informs respondents of the public reporting burden for this collection of information, the principal purposes for collecting the information, and the various uses for the data after it is collected which satisfies the requirements of the Privacy Act of 1974.

#### 11. Justification for Sensitive Questions

Sensitive questions include those related to victimization, bullying victimization, drug availability at school, gang presence at school, and students' access to weapons since these are of great interest for school administrators and personnel responsible for maintaining school safety. These have been included in past SCS administrations. Additional questions about whether bullying is related to personal characteristics such as sexual orientation or religious beliefs are carefully constructed to ask about perceptions of victims, rather than about actual personal characteristics. This information is necessary to meet ED's commitment to provide information on school victimization



among protected and vulnerable student groups. See Attachment 4 for specific rationale for all questions.

**12. Estimate of Respondent Burden**

This burden estimate assumes that the total NCVS sample from January through June 2019 will be administered the survey. This is approximately 126,635 households yielding approximately 16,133 persons age 12-18 in NCVS interviewed households.

Response rates and interview times for the 2019 administration are based on actual times from the 2017 administration. Based on the 2017 SCS, we expect that about 53.1% or 8,567 of the 16,133 NCVS persons age 12-18 are expected to complete an SCS interview. Of the 8,567 SCS respondents, 86.4% or 7,402 are expected to complete the long SCS interview (entire SCS questionnaire) which takes an estimated 16 minutes (0.27 hours) to complete. The remaining 13.6% or 1,165 SCS respondents are expected to complete the short interview (i.e. will be screened out for not being in school), which takes an estimated 2.5 minutes (0.04 hours) to complete. The total respondent burden is approximately 2,046 hours. See Table 1 for calculation.

**Table 1. 2019 SCS estimated burden hours**

	<b>Number of SCS Persons (A)</b>	<b>Time per interview (hours) (B)</b>	<b>Burden hours (AxB)</b>
Total Expected SCS Persons	16,133		
Expected SCS Interviews	8,567		
Expected SCS Short Interviews	1,165	.04	47
Expected SCS Long Interviews	7,402	.27	1,999
Expected SCS Noninterviews	7,566		
<b>2019 SCS Burden Hours Estimate</b>			<b>2,046</b>
2017 SCS Burden Hour Estimate on File			1,973
<b>Change in Respondent Burden Hours from 2017 to 2019</b>			<b>73</b>

**13. Estimate of Respondent's Cost Burden**

There are no costs to respondents other than that of their time to respond.

**14. Costs to Federal Government**

The total estimated cost to the Federal Government for the 2019 SCS is approximately \$1,333,000. The NCES bears all costs of the data collection for the supplement incurred by the U.S. Census Bureau. Table 2 details estimated costs for BJS and NCES and Table 3 details the estimated costs to the U.S. Census Bureau for the 2019 SCS.

**Table 2: Estimated BJS and NCES costs for the 2019 SCS**

	Estimated Cost
<b>Staff Salaries</b>	
GS13 - Statistician, BJS (15%)	\$16,485
GS15 - Supervisory Statistician, BJS (10%)	\$15,276
GS13 - Statistician, NCES (45%)	\$49,455
<b>Subtotal: Salaries</b>	\$81,216
Fringe benefits (28% of salaries)	\$22,740
<b>Subtotal: Salary and fringe</b>	\$103,956
Other administrative costs of salary and fringe (15%)	\$15,593
<b>Subtotal: Project management costs</b>	\$119,550
<b>NCES support contractors</b>	
	\$275,254
<b>Total estimated costs</b>	\$394,804

The U.S. Census Bureau will act as the data collection agent for the 2019 SCS. Census will develop, test, and finalize the 2019 SCS survey instrument, develop all data collection support and training materials, train interviewers and support staff, and collect, process, and disseminate the 2019 SCS data.

**Table 3: Estimated U.S. Census Bureau costs for the 2019 SCS**

Division	Estimated Cost
CSM (Questionnaire Expert Review)	\$16,218
DSMD (Sample Design and Estimation)	\$130,238
ADSD (Instrument Development)	\$88,355
DSD (Data Processing)	\$140,352
FLD (Data Collection)	\$250,204
ADDP (Survey Operations and Project Management)	\$312,829
<b>Total estimated costs</b>	\$938,196

**15. Reasons for Changes in Burden**

The increase in the respondent burden from 1,973 hours to 2,046 hours is attributed to the larger overall NCVS sample in 2019. We expect no difference in the response rates and interview times between the 2017 SCS and 2019 SCS.

The number of persons in the household who are 12 through 18 years old that will be eligible for the supplement is increasing by about 15% from 13,700 respondents in 2017 to about 16,133 respondents in 2019. This increase is attributable to the increase in sample size for the NCVS from 2017 to 2019 due to phasing in of new households to address the 2016 sample redesign (a product of the 2010 decennial census) and to support the estimation of state-level estimates in the 22 largest states.

**16. Project Schedule and Publication Plans**

**2015 SCS**

ICPSR released the 2015 SCS data file and documentation on their website on December 20, 2016. The following publications have been released using data from the 2015 SCS.

*Web Tables – Student Reports of Bullying and Cyber-Bullying: Results from the 2015 School Crime Supplement to the National Crime Victimization Survey* (NCES 2017-015)

<http://nces.ed.gov/pubs2017/2017015.pdf>

*Data Point: Students' Relationships in School and Feelings about Personal Safety at School* (NCES 2018-096) <https://nces.ed.gov/pubs2018/2018096.pdf>

*Data Point: Repetition and Power Imbalance in Bullying Victimization at School* (NCES 2018-093) <https://nces.ed.gov/pubs2018/2018093.pdf>

*Data Point: Changes in Bullying Victimization and Hate-Related Words at School Since 2007* (NCES 2018-095) <https://nces.ed.gov/pubs2018/2018095.pdf>

*Statistics in Brief: Student Victimization in U.S. Schools: Results from the 2015 School Crime Supplement to the National Crime Victimization Survey* (NCES 2018-106)

<https://nces.ed.gov/pubs2018/2018106.pdf>

*Methodological Report: Split-Half Administration of the 2015 School Crime Supplement to the National Crime Victimization Survey Methodology Report* (NCES 2017-004)

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017004>

*Indicators of School Crime and Safety: 2017* (NCES 2018-036)

<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018036>.

Eight of the 23 indicators in the report are based on SCS data. These include –

- Indicator 3: Prevalence of Victimization at School
- Indicator 8: Students' Reports of Gangs at School
- Indicator 10: Students' Reports of Being Called Hate-Related Words and Seeing Hate-Related Graffiti
- Indicator 11: Bullying at School and Cyber-Bullying Anywhere
- Indicator 14: Students Carrying Weapons on School Property and Anywhere and Students' Access to Firearms
- Indicator 17: Students' Perceptions of Personal Safety at School and Away From School
- Indicator 18: Students' Reports of Avoiding School Activities or Specific Places in School
- Indicator 21: Students' Reports of Safety and Security Measures Observed at School

### **2017 SCS**

ICPSR expects to release the 2017 SCS data file and documentation on their website in the fall of 2018. Recurring reports from the 2017 SCS collection will be released approximately six months after the data are approved for release.

### **2019 SCS**

Through October 2018, Census will develop and test the CAPI instrument to ensure that it functions as designed and that all survey skip patterns have been properly programmed. This

testing will be done in consultation with BJS and NCES. By early December 2018, Census will develop and distribute all training materials to their FRs. Interviewing for the 2019 SCS will be conducted from January through June 2019 by the Census Bureau FRs. Processing of the survey data will be done on an ongoing basis between February 2019 and October 2019. The computer processing, editing, imputation, and weighting of the data will be completed by the end of November 2019. The Census Bureau will prepare and deliver a 2019 NCVS/SCS micro-data user file and accompanying file documentation including a nonresponse bias report to BJS and NCES by December 2019.

The BJS and the NCES will be responsible for release of the data to the public, the statistical analysis of the data, and the production of web-based publications and tabulations. These microdata are made available as a public-use file (PUF) after it has been approved by the Census Bureau's Disclosure Review Board (DRB). The datafile itself is released via the Inter-University Consortium for Political and Social Research (<http://www.icpsr.umich.edu/>) and includes a codebook, setup program in SAS language, text file of the raw data, as well as the datafile in SPSS, SAS, and STATA data formats. As an example, the 2015 SCS data release documentation and datasets can be found at <https://www.icpsr.umich.edu/icpsrweb/NACJD/studies/36354>.

Recurring reports from the 2019 collection, will be released approximately six months after the data are approved for release. These will include the *Web Tables Report* on student reports of bullying, and the *Statistics in Brief* report on student reports of criminal victimization.

17. Display of Expiration Date

N/A.

18. Exceptions to the Certificate Statement

N/A. There are no exceptions to the Certification for Paperwork Reduction Act Submissions. Collection is consistent with the guidelines in 5 CFR 1320.9.