

Attachment 1: Revised 2025 NCVS Q1-Q2 Questionnaire (OMB Control No. 1121-0184) with track changes

NATIONAL CRIME VICTIMIZATION SURVEY REDESIGN QUESTIONNAIRE

Questionnaire Legend:

Red Text = Question screen name

Black Bold Text = Question text to be read aloud

Grey Bold Text = Optional question text to be read aloud when necessary

Blue Text = Field Representative (FR) Text

Green {} Text = Indicates a fill within the question text or answer categories

☐ = Single response option

☐ = Multiple response option

Block text indicates different *SKIP* patterns, these instructions are listed in *italic text*.
SKIP TO indicates skipping forward to a question within the questionnaire.
LOOP TO indicates moving backward to a previous question that has already appeared.
CONTINUE TO indicates moving to the next question in the questionnaire.
EXIT

There are some questions that do not include any block text instructions for where to move to within the questionnaire. In these cases, all responses should move to the question that appears next within the questionnaire.

RF = Refusal (many questions but not all allow a hard refusal response)

DK = Don't know (many questions but not all allow a hard don't know response)

FRONT SECTION

EARLYSTART_CK (hard)

◆ You are trying to access a case before the interview period has started. Please wait until {February 1/March 1/ April 1/May 1/June 1/July 1/August 1/September 1/October 1/ November 1/December 1/January 1} to access.

Front

START

CENSUS CAPI SYSTEM NATIONAL CRIME VICTIMIZATION SURVEY

Case Status is: {New case/Household reached/Insufficient partial for the household respondent/Sufficient partial interview for the household respondent/Household respondent (complete)/Fully complete household interview}

Incoming/Continuing: {Incoming case/Continuing case}

Interview Number: {1/2/3/4/5/6/7}

Confirmed Refusal: {Confirmed refusal/Potential congressional/No}

Household address: {Address}

- 1 = Telephone interview
- 2 = Personal interview
- 3 = Noninterview (Type A/B/C)
- 4 = Ready to transmit – no follow-up (Type Zs)
- 5 = Quit: Do not attempt now

TRANS_CK (hard)

◆ Case is not ready for transmission.

SUFFPART_CK (hard)

◆ Sufficient partial case cannot be coded as noninterview.

◆ Select Close or Goto to return to START.

◆ Enter 4 at START to record Type Z reason for noninterview people and set the case for transmission.

COMPLETE_CK (hard)

◆ Not a valid entry. Case is complete. Close this check and transmit or exit the case as necessary.

READYTRANS_CK (soft)

◆ Are you ready to transmit this case?

◆ Select Suppress to continue.

NEEDPV_CK (soft)

◆ This is an incoming case and requires a personal visit interview with the household respondent unless this is a last resort.

◆ If this is a last resort, select Suppress to continue with a telephone interview for this case. Otherwise, select Goto to return to the START screen and select personal interview.

WHOTOCALL_HHR

LN	HH/NAME	STATUS	AGE	RELATION	PHONE #1	PHONE #2
	Household Level					
{Line number}	{Name}	{Interview status}	{Age}	{Relationship}	{Phone 1}	{Phone 2}

◆ Enter the line number of the person with whom you want to speak.

WHOTOCALL

LN	HH/NAME	STATUS	AGE	RELATION	PHONE #1	PHONE #2
	Household Level					
{Line number}	{Name}	{Interview status}	{Age}	{Relationship}	{Phone 1}	{Phone 2}

◆ Enter the line number of the person with whom you want to speak.

GENINTRO

◆ Household address is:

{Address}

Hello. I'm ◆ YOUR NAME from the U.S. Census Bureau. Here is my identification.

I'm looking for {someone who is 18 or older, lives at this address and is knowledgeable about the household/Name}.

Is {that person/Name} available?

◆ If you are speaking to someone other than Name, DO NOT ENTER 1 }

- 1 = Yes, {someone who is 18 or older, lives at this address and is knowledgeable about the household/Name} is available
- 2 = No, {someone who is 18 or older, lives at this address and is knowledgeable about the household/Name} is not available
- 3 = Nonhousehold member proxy respondent

DIAL

HHR	HH/NAME	STATUS	SEX	AGE	RELATION	PHONE #1	PHONE #2
	Household Level						
{HHR}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Phone 1}	{Phone 2}
{HHR}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Phone 1}	{Phone 2}

◆ Dial number.

Hello. This is ◆ YOUR NAME from the U.S. Census Bureau.

May I please speak with {someone who is 18 or older, lives at this address and is knowledgeable about the household/Name}?

{◆ If you are speaking to someone other than Name, DO NOT ENTER 1}

- 1 = This is the correct person or correct person called to the phone
- 2 = Person not available now or no longer lives here (possible replacement)
- 3 = Person unknown at this number
- 4 = No contact, reached answering machine, or hung up
- 5 = New telephone number
- 6 = Telephone disconnected
- 7 = Nonhousehold member proxy respondent

DIALCORRECT

Have I reached ♦ READ PHONE NUMBER YOU DIALED?

HHR	HH/NAME	STATUS	SEX	AGE	RELATION	PHONE #1	PHONE #2
	Household Level						
{HHR}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Phone 1}	{Phone 2}
{HHR}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Phone 1}	{Phone 2}

- 1 = Yes
- 2 = No

DIALEDCORRECT_CK (hard)

♦ Select the Goto button in order to return to the DIAL screen to redial the phone number for the household.

♦ Otherwise, select the Close button to return to the DIALCORRECT screen.

RTNUM

I'm trying to reach someone in {this/the NAME} household.

Have I reached the correct household?

- 1 = Yes
- 2 = No

HELLO_ALT2

May I speak to ♦ ASK FOR ANOTHER POSSIBLE HOUSEHOLD RESPONDENT?

LN	HH/NAME	STATUS	SEX	AGE	RELATION
	Household Level				
{Line number}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}

REPLACEMENTHH

♦ A replacement household means that no one on the input roster currently lives at this address AND a new household has moved in.

♦ Is this a replacement household? If unsure, enter 2 - No.

- 1 = Yes
- 2 = No

REPLACELASTCALL_CK (soft)

♦ You are about to start a new case and delete all previous data. This action cannot be undone without the case being restarted.

♦ Select Suppress to continue.

REPLACEMENTINTRO

I'm looking for someone who is 18 or older, lives at this address and is knowledgeable about the household.

Is that person available?

- 1 = Yes, someone who is 18 or older, lives at this address and is knowledgeable about the household is available
- 2 = No someone who is 18 or older, lives at this address and is knowledgeable about the household is not available
- 3 = Nonhousehold member proxy respondent

HELPOTH

Perhaps you can help me.

I would like to speak to a member of the {Name} household who lives there, is at least 18 years old, and is knowledgeable about the household.

♦ If necessary: Would you or someone else there now qualify?

♦ Only enter 1 if the {Name} household still lives at the sample address. DO NOT ENTER 1 if this is a replacement household.

- 1 = Yes, member of the {Name} household available
- 2 = No, no one from the {Name} household available
- 3 = Not the {Name} household

HELPOTH_CK (hard)

♦ Check the HH Roster Tab if needed.

♦ Is this a replacement household? If yes, {suppress this check and exit the case. This case is a replacement which requires a PV/back up to REPLACEMENTHH and update the answer to 1 - Yes.}

♦ Is the person you are speaking with already on the roster? If yes, do not answer 1 - Yes to HELPOTH or a duplicate line number will be created.

OTHFNAME

What is your name?

- ◆ Enter the respondent's first name on this screen and last name on the next screen. _____

OTHNAME

What is your last name?

- ◆ Enter respondent's last name. _____

ALTERNATE1

I still need to interview {Name}.

LN	NAME	STATUS	SEX	AGE	RELATION
{Line number}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}

{Are any of them available now?/Is he/she available now?/Are either of them available now?}

ATT_CONTACT

Thank you for your help.

{◆ Try contacting the household using other available phone numbers. If you are unable to make contact, conduct a personal visit to determine if this is a replacement household. }

- 1 = Try another phone number
- 2 = Exit instrument

TRYPHONE_CK (hard)

- ◆ Select the Goto button in order to return to the DIAL.
- ◆ Otherwise, select the Close button to return to the ATT_CONTACT screen.

VERADD_TELE

We are talking with members of your household age 12 or older about their experiences with crime and safety.

{I have your address listed as...

{Address}/

Is that your exact address?

Do you still live at...

{Address}}

- 1 = Yes, exact address
- 2 = {No, moved (NOT same address)}
- 3 = Haven't moved, but address has changed
- 4 = {Incorrect address previously recorded}

VERADDHH_TELE

Since that address rather than you personally was selected for this survey, no interview is required of you at this time. Do any of the following people still live at your previous address: {fill NAMES of eligible household members}?

◆ If needed, remind the respondent of the address:

{Address}

- 1 = Yes
- 2 = No
- 3 = Don't know

MOVED

{Since that address rather than you personally was selected for this survey, no interview is required of you at this time.} Thank you for your past participation. We appreciate your time and cooperation.

{◆ You may now hang up.}

VERIFYREPLACE

{◆ All household members from the previous enumeration have moved from this address. Conduct a personal visit to determine if this case is a replacement household./Attempt to contact other household members via phone before making a personal visit.}

INTROPARTIAL

◆ Partial interview for: {Name}

◆ If necessary: Hello, this is ◆ YOUR NAME from the U.S. Census Bureau.

We completed part of your interview for the National Crime Victimization Survey and would like to finish it now.

- 1 = Yes, respondent or proxy available
- 2 = No, respondent not ready to complete interview

INTROREC

◆ Current respondent: {Name}

◆ If necessary: Hello, this is ◆ YOUR NAME from the U.S. Census Bureau.

We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime.

Are you available now to be interviewed?

- 1 = Yes, respondent or proxy available
- 2 = No, respondent not ready to complete interview

GETLETTER

◆ If necessary: Hello, this is ◆ YOUR NAME from the U.S. Census Bureau.

I'm {here/calling} concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?

{◆ If "No" or "Don't know" give respondent an introductory letter and allow time to read. }

- 1 = Yes
- 2 = No
- 3 = Don't know

VERADD

I have your address listed as...

{Address}

Is that your exact address?

- 1 = Yes, exact address
- 2 = {No, moved (NOT same address)}
- 3 = Haven't moved, but address has changed
- 4 = {Incorrect address previously recorded}

Noninterview

Block to code noninterviews

NONTYP

◆ What type of noninterview do you have?

- 1 = Type A
- 2 = Type B
- 3 = Type C

TYPEA

◆ Enter Type A noninterview reason.

- 1 = Language problems
- 2 = No one home
- 3 = Temporarily absent (specify)
- 4 = Refused
- 5 = Other occupied (specify)

TYPEA_SP3

◆ Enter the date this household is expected to return as mmddyyyy or click to activate the calendar feature. _____

TYPEA_SP3_CK (hard)

◆ Date is unacceptable. You must set a callback appointment for this household since they will return before closeout or return to TYPEA and choose a different reason.

◆ To set a callback appointment, press F10 and enter 2 – Callback (set appointment).

TYPEA_SP5

◆ Enter the description for Other occupied. _____

TYPEACHECK_CK (soft)

◆ Are you sure this is a Type A noninterview? If this is correct, select Suppress to continue.

◆ If this is not a Type A noninterview, then return to NONTYP to select the correct type of noninterview.

TYPEB

◆ Enter Type B noninterview reason.

- 1 = Vacant – regular
- 2 = Vacant – storage of household furniture
- 3 = Temporarily occupied by persons with a usual residence elsewhere (URE)
- 4 = Unfit or to be demolished
- 5 = Under construction, not ready
- 6 = Converted to temporary business or storage
- 7 = Unoccupied site for mobile home, trailer, or tent
- 8 = Permit granted, construction not started
- 9 = Other (specify)

TYPEB_SP9

◆ Enter the description of the Other Type B reason. _____

TYPEB_CK (hard)

- ◆ This is an invalid noninterview reason for this case. A replacement household cannot be made a Type B noninterview.
- ◆ If this is a Type B noninterview, restart the case and code as a Type B WITHOUT making it a replacement household.
- ◆ If this is a replacement household and you are unable to interview the household members, code this as a Type A.

TYPEBCHECK_CK (soft)

- ◆ Are you sure this is a Type B noninterview? If this is correct, select Suppress to continue.
- ◆ If this is not a Type B noninterview, then return to NONTYP to select the correct type of noninterview.

TYPEC

- ◆ Enter Type C noninterview reason.
 - 1 = Unused line of listing sheet
 - 2 = Demolished
 - 3 = House or trailer moved
 - 4 = Outside segment
 - 5 = Converted to permanent business or storage
 - 6 = Merged
 - 7 = Condemned
 - 8 = Unit does not exist or is out of scope
 - 9 = Unlocatable sample address
 - 10 = Permit abandoned
 - 11 = Other (specify)

TYPEC258_CK (hard)

- ◆ This outcome code can only be used for cases with minimal to no address information. Based on the address information in Case Management, this case does not meet the criteria required to use this outcome code.
- ◆ If you are unable to locate the sample address for this case, return to TYPEA and enter 5 - Other occupied. Type "Unable to Locate" in the specify screen. Or press F10 and contact your supervisor for assistance.

TYPEC_SP

- ◆ Enter the description of the Other Type C reason. _____

TYPECCHECK_CK (soft)

- ◆ Are you sure this is a Type C noninterview? Making this case a Type C noninterview will remove it from sample. If this is correct, select Suppress to continue.
- ◆ If this is not a Type C noninterview, then return to NONTYP to select the correct type of noninterview.

TYPEOFHU_AB

◆ Please select one box that describes the type of housing unit.

- 1 = House, apartment, flat
- 2 = Unit in rooming house, hotel, motel, etc.
- 3 = Mobile home or trailer
- 4 = Other housing unit
- 5 = Student quarters in college dormitory
- 6 = Other group quarters unit
- 7 = Tent or trailer site

Contact Person

Type B or Type C noninterview classified by observation

BCOBS

◆ Did you classify this unit by observation only? If you verified with a contact person, enter 2 - No.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

- 1 = Yes
- 2 = No

BCNAME

◆ Enter name of contact person.

◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

BCNAME_CK (hard)

◆ There was no previously recorded contact person's name. Please record the contact person's name.

BCTITL

- ◆ Enter title of contact person.
- ◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

BCTITL_CK (hard)

- ◆ There was no previously recorded contact person's title. Please record the contact person's title.

BCNUM

- ◆ Enter phone number of contact person.
- ◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

BCNUM_CK (hard)

- ◆ There was no previously recorded phone number for the contact person. Please record the contact person's phone number.

BCADDRESS1

- ◆ Enter first line of address of contact person.
- ◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

BCADDRESS1_CK (hard)

- ◆ There was no previously recorded address for the contact person. Please record the contact person's address.

BCADDRESS2

- ◆ Enter second line of address of contact person.
- ◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

BCCITY

- ◆ Enter city of contact person's address.
- ◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

BCCITY_CK (hard)

- ◆ There was no previously recorded city for the contact person. Please record the contact person's city.

BCSTATE

◆ Enter state of contact person's address.

◆ Press Enter for none or same.

Name of contact person: {Contact person name}

Title of contact person: {Contact person title}

Phone number to contact: {Contact person phone number}

Address of contact person: {Contact person address}

Previously recorded by observation only? {Yes/No}

☐ 1 = AL	☐ 21 = KY	☐ 38 = ND
☐ 2 = AK	☐ 22 = LA	☐ 39 = OH
☐ 4 = AZ	☐ 23 = ME	☐ 40 = OK
☐ 5 = AR	☐ 24 = MD	☐ 41 = OR
☐ 6 = CA	☐ 25 = MA	☐ 42 = PA
☐ 8 = CO	☐ 26 = MI	☐ 44 = RI
☐ 9 = CT	☐ 27 = MN	☐ 45 = SC
☐ 10 = DE	☐ 28 = MS	☐ 46 = SD
☐ 11 = DC	☐ 29 = MO	☐ 47 = TN
☐ 12 = FL	☐ 30 = MT	☐ 48 = TX
☐ 13 = GA	☐ 31 = NE	☐ 49 = UT
☐ 15 = HI	☐ 32 = NV	☐ 50 = VT
☐ 16 = ID	☐ 33 = NH	☐ 51 = VA
☐ 17 = IL	☐ 34 = NJ	☐ 53 = WA
☐ 18 = IN	☐ 35 = NM	☐ 54 = WV
☐ 19 = IA	☐ 36 = NY	☐ 55 = WI
☐ 20 = KS	☐ 37 = NC	☐ 56 = WY

BCSTATE_CK (hard)

◆ There was no previously recorded state for the contact person. Please record the contact person's state.

BCZIP5

◆ Enter 5-digit ZIP of contact person's address.

◆ Press Enter for none or same.

Name of contact person: {Contact person name}

Title of contact person: {Contact person title}

Phone number to contact: {Contact person phone number}

Address of contact person: {Contact person address}

Previously recorded by observation only? {Yes/No}

BCZIP5_CK (hard)

◆ There was no previously recorded 5-digit ZIP for the contact person. Please record the contact person's 5-digit ZIP.

BCZIP4

- ◆ Enter 4-digit ZIP of contact person's address.
- ◆ Press Enter for none or same.

Name of contact person: {Contact person name}
Title of contact person: {Contact person title}
Phone number to contact: {Contact person phone number}
Address of contact person: {Contact person address}
Previously recorded by observation only? {Yes/No}

Type Z Block

Block to set individual respondents as a noninterview

TYPEZ

- ◆ The NCVS was not fully completed for {Line number} {Name}.
- ◆ Enter the reason that best describes why.
 - 1 = Never available
 - 2 = Parent refused – Parent or other person refused for respondent
 - 3 = Respondent refused – Respondent refused for themselves
 - 4 = Physically or mentally unable to answer and no proxy available
 - 5 = Temporarily absent and no proxy available
 - 6 = Other (specify)

TYPEZ_SP

- ◆ The NCVS was not fully completed for {Line number} {Name}.
- ◆ Enter the reason that best describes why.

SUPTYPEZ

- ◆ The supplement was not fully completed for {Line number} {Name}.
- ◆ Enter the reason that best describes why.
 - 1 = Never available
 - 2 = Parent refused – Parent or other person refused for respondent
 - 3 = Respondent refused – Respondent refused for themselves
 - 4 = Physically or mentally unable to answer and no proxy available
 - 5 = Temporarily absent and no proxy available
 - 6 = Other (specify)

SUPTYPEZ_SP

- ◆ The supplement was not fully completed for {Line number} {Name}.
- ◆ Enter the reason that best describes why.

Proxy HHR

Proxy interview needed for the entire household.

PROXYHHR_CK (soft)

- ◆ To interview this household with a nonhousehold member proxy, EVERY person who lives here should be unable to leave the home without the help of the nonhousehold member proxy.
- ◆ If this is true, select Suppress.

HHLDPROXYREASON

- ◆ Please describe the reason you are unable to interview ALL eligible household members by self-response. _____

ENTIREREFPERIOD

Reference Period: {First date of reference period} - Yesterday

How long have you cared for ALL of the household members?

- ◆ If the proxy respondent has not cared for ALL of the household members, enter 3 – Less than half of the reference period.
- 1 = The entire reference period
- 2 = More than half of the reference period
- 3 = Less than half of the reference period

LEAVEONOWN

Since {reference period}, were ALL eligible household members unable to leave the housing unit unless they were accompanied by you?

- 1 = Yes
- 2 = No

ISPROXYRESP18

- ◆ Ask or verify:

Are you 18 years of age or older?

- 1 = Yes
- 2 = No

NONHHLDHHRINVALID_CK (soft)

- ◆ The eligibility criteria has not been met to have a proxy respondent for the entire household.
- ◆ Since this person is ineligible to be a proxy respondent for the entire household, you will need to code this case as a Type A if the household members are unable to answer for themselves.

PICK_PROXYPERSONHHR

- ◆ Enter the line number for the person to be interviewed as the household respondent.
- ◆ Press Ctrl+F7 to access case level notes and record the name of the nonhousehold member proxy respondent.

LN	NAME	SEX	AGE	RELATION
{Line number}	{Name}	{Sex}	{Age}	{Relationship}

Sample Address Verification

Block to update the sample address.

NEWHNO

- ◆ Old address:
 {Address}
- ◆ If incorrect or missing, enter new house number; otherwise press Enter to continue.

NEWHNOSUF

- ◆ Old address:
 {Address}
- ◆ If incorrect or missing, enter new house number suffix; otherwise press Enter to continue.

NEWSTRNAME

- ◆ Old address:
 {Address}
- ◆ If incorrect or missing, enter new street name; otherwise press Enter to continue.

NEWUNITDES

- ◆ Old address:
 {Address}
- ◆ If incorrect or missing, enter new unit designation; otherwise press Enter to continue.

NEWNONCITYSTYLEADD

- ◆ Old address:
 {Address}
- ◆ If incorrect or missing, enter new non-city style address; otherwise press Enter to continue.

NEWPHYSDESC

- ◆ Old address:
 {Address}
- ◆ If incorrect or missing, enter new physical location description; otherwise press Enter to continue.

NEWCITY

◆ Old address:

{Address}

◆ If incorrect or missing, enter new city name; otherwise press Enter to continue.

NEWSTATE

◆ Old address:

{Address}

◆ If incorrect or missing, enter new state abbreviation; otherwise press Enter to continue.

○ 1 = AL	○ 21 = KY	○ 38 = ND
○ 2 = AK	○ 22 = LA	○ 39 = OH
○ 4 = AZ	○ 23 = ME	○ 40 = OK
○ 5 = AR	○ 24 = MD	○ 41 = OR
○ 6 = CA	○ 25 = MA	○ 42 = PA
○ 8 = CO	○ 26 = MI	○ 44 = RI
○ 9 = CT	○ 27 = MN	○ 45 = SC
○ 10 = DE	○ 28 = MS	○ 46 = SD
○ 11 = DC	○ 29 = MO	○ 47 = TN
○ 12 = FL	○ 30 = MT	○ 48 = TX
○ 13 = GA	○ 31 = NE	○ 49 = UT
○ 15 = HI	○ 32 = NV	○ 50 = VT
○ 16 = ID	○ 33 = NH	○ 51 = VA
○ 17 = IL	○ 34 = NJ	○ 53 = WA
○ 18 = IN	○ 35 = NM	○ 54 = WV
○ 19 = IA	○ 36 = NY	○ 55 = WI
○ 20 = KS	○ 37 = NC	○ 56 = WY

NEWZIP5

◆ Old address:

{Address}

◆ If incorrect or missing, enter new 5-digit ZIP code; otherwise press Enter to continue.

NEWZIP4

◆ Old address:

{Address}

◆ If incorrect or missing, enter new 4-digit ZIP code; otherwise press Enter to continue.

NEWBLDGNAME

◆ Old address:

{Address}

◆ If incorrect or missing, enter new building name; otherwise press Enter to continue.

NEWGQDESC

◆ Old address:

{Address}

◆ If incorrect or missing, enter new group quarters description; otherwise press Enter to continue.

Mailing Address Verification

Block to verify/modify the mailing address

MAILINGSAME

Is your mailing address the same as your physical address?

- ☐ 1 = Yes
- ☐ 2 = No

VERMAILING

I have your mailing address as...

{Mailing address}

Is that correct?

- ☐ 1 = Yes
- ☐ 2 = No

NEWMAILHNO

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new house number; otherwise press Enter to continue.

NEWMAILHNOSUF

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new house number suffix; otherwise press Enter to continue.

NEWMAILSTRNAME

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new street name; otherwise press Enter to continue.

NEWMAILUNITDES

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new unit designation; otherwise press Enter to continue.

NEWMAILNONCITYSTYLEADD

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new non-city style address; otherwise press Enter to continue.

NEWMAILCITY

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new city name; otherwise press Enter to continue.

NEWMAILSTATE

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new state abbreviation; otherwise press Enter to continue.

○ 1 = AL	○ 21 = KY	○ 38 = ND
○ 2 = AK	○ 22 = LA	○ 39 = OH
○ 4 = AZ	○ 23 = ME	○ 40 = OK
○ 5 = AR	○ 24 = MD	○ 41 = OR
○ 6 = CA	○ 25 = MA	○ 42 = PA
○ 8 = CO	○ 26 = MI	○ 44 = RI
○ 9 = CT	○ 27 = MN	○ 45 = SC
○ 10 = DE	○ 28 = MS	○ 46 = SD
○ 11 = DC	○ 29 = MO	○ 47 = TN
○ 12 = FL	○ 30 = MT	○ 48 = TX
○ 13 = GA	○ 31 = NE	○ 49 = UT
○ 15 = HI	○ 32 = NV	○ 50 = VT
○ 16 = ID	○ 33 = NH	○ 51 = VA
○ 17 = IL	○ 34 = NJ	○ 53 = WA
○ 18 = IN	○ 35 = NM	○ 54 = WV
○ 19 = IA	○ 36 = NY	○ 55 = WI
○ 20 = KS	○ 37 = NC	○ 56 = WY

NEWMAILZIP5

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new 5-digit ZIP code; otherwise press Enter to continue.

NEWMAILZIP4

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new 4-digit ZIP code; otherwise press Enter to continue.

NEWMAILGQDESC

◆ Old mailing address:

{Mailing address}

◆ If incorrect or missing, enter new group quarters description; otherwise press Enter to continue.

CONTROL CARD

Housing Characteristics I

TENURE

♦ Ask or verify:

Are your living quarters...

♦ Read answer categories

- ☐ Owned or being bought by you or someone in the household?
- ☐ Rented?
- ☐ Occupied without payment of rent?

STUDENTHOUSING

♦ If apparent, answer without asking.

Are your living quarters presently used as student housing by a college or university?

- ☐ 1 = Yes
- ☐ 2 = No

PUBLICHOUSING

Is this building owned by a public housing authority?

♦ The unit must be in a **FEDERALLY FUNDED** project to be considered public housing.

♦ A unit located in a building that is funded by a state or local government or part of a federal assistance program, such as VA (veteran), FHA (Federal Housing Authority), voucher, or certificate assisted housing is **NOT** considered public housing for the NCVS.

♦ Verify with a building manager if possible.

- ☐ 1 = Yes
- ☐ 2 = No

INDIANRESERVATIONHU

♦ If apparent, answer without asking.

Are your living quarters located on an American Indian Reservation or on American Indian Lands?

- ☐ 1 = Yes
- ☐ 2 = No

ACCESS

♦ If apparent, answer without asking.

Do you have direct access to your home, either from the outside or through a common hall?

- ☐ 1 = Yes
- ☐ 2 = No

TYPEOFHOUSINGUNIT

◆ Please select one box that describes the type of housing unit.

- ☐ 1 = House, apartment, flat
- ☐ 2 = Unit in rooming house, hotel, motel, etc.
- ☐ 3 = Mobile home or trailer
- ☐ 4 = Other housing unit
- ☐ 5 = Student quarters in college dormitory
- ☐ 6 = Other group quarters unit
- ☐ 7 = Tent or trailer site

NUMBEROFUNITS

◆ Observe or ask:

How many units are in this structure?

- ☐ 1 = 1
- ☐ 2 = 2
- ☐ 3 = 3
- ☐ 4 = 4
- ☐ 5 = 5-9
- ☐ 6 = 10+
- ☐ 7 = Any type of trailer or mobile home
- ☐ 8 = GQ or other

GATEDRESTRICTEDACCESS

◆ Ask if unsure:

Is this unit in a building or community that requires a special entry system such as entry codes, key cards, or security guard approval to access?

- ☐ 1 = Yes
- ☐ 2 = No

Roster

NAMECHECK

I have {Name} listed as living or staying at {this/that} address.

LN	NAME	SEX	AGE	RELATION
{Line number}	{Name}	{Sex}	{Age}	{Relationship}

Are all of these persons still living or staying at {this/that} address?

- ☐ 1 = Yes
- ☐ 2 = No

WHICHLNMOVED

Who no longer lives at {this/that} address?

LN	NAME	STATUS	SEX	AGE	RELATION
{Line number}	{Name}	{Interview Status}	{Sex}	{Age}	{Relationship}

- ◆ Mark all that apply

NEWREFPER

What is the name of the person (or one of the persons) living at this address, who owns or rents that home? Would that be you?

- ◆ Enter line number of the new reference person or 31 if someone not listed.
- ◆ If the owner or renter does not live at the same address, choose the person who lives here and is most knowledgeable about the household.

HHR	LN	NAME	SEX	AGE	RELATION
{Household respondent}	{Line number}	{Name}	{Sex}	{Age}	{Relationship}

NEWREFPER_FNAME, NEWREFER_LNAME

What is that person's name?

- ◆ Enter the new reference person's first name on this screen and last name on the next screen.

ROSTERTOOBIG_CK (hard)

- ◆ You have reached the max number of persons allowed to be added to the roster. {You will need to choose a reference person who is already on the roster.}
- ◆ Any additional household members cannot be added to the household roster so you will not conduct an NCVS interview for them.

HHLDCOVERAGE

Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?

LN	NAME
{Line number}	{Name}

- 1 = Yes
- 2 = No

ENTIREHHURE_CK (soft)

- ◆ You have recorded all people on the household roster as having a usual residence elsewhere.
- ◆ If this is correct, please suppress this check to exit the case and reenter to code it as a Type B noninterview. At the TYPEB screen, enter 3 – Temporarily occupied by persons with a usual residence elsewhere (URE).

- ◆ If this is incorrect, please fix the HHMEMBER screen.

PICK1STHHRESP

- ◆ {Enter the line number of whom the nonhousehold proxy will be answering for first. The line number chosen should be over 18./Enter the line number for the person with whom you are speaking.
- ◆ This person should be at least 18 years of age and knowledgeable about the household.”}

LN	NAME
{Line number}	{Name}

VALIDNAME_CHK (hard)

- ◆ You can only enter 999 on a blank line - not over an existing person.
- ◆ {If you need to delete this person from the roster, select NAMECHECK and select Goto to return to that screen and Enter 2 - No. Then, choose which line number needs to be removed (WHICHLNMOVED) and why (MEMBERCHANGES).}
- ◆ Select Close to return to HHROSTER_FNAME to restore {name} the household roster.

PreDemo Table

HHROSTER_FNAME

{What are the names of all people living or staying {here/there}? Start with the name of the person or one of the people who {owns/rents} this home./What is the name of the person/people that is/are new to the household?}

- ◆ Enter first name on this screen.
- ◆ Enter 999 to leave the table.

999FORLINE1_CHK (hard)

- ◆ 9's not allowed for the first person in the household.

NAME_CHK (hard)

- ◆ You can only enter 9's on a blank line - not over an existing person.
- ◆ {If you need to delete this person from the roster, select NAMECHECK and select Goto to return to that screen and Enter 2 - No. Then, choose which line number needs to be removed (WHICHLNMOVED) and why (MEMBERCHANGES).}
- ◆ Select Close to return to HHROSTER_FNAME to restore {Name} to the household roster.

HHROSTER_LNAME

{What are the names of all people living or staying {here/there}? Start with the name of the person or one of the people who {owns/rents} this home./What is the name of the person/people that is/are new to the household?}

- ◆ Enter last name on this screen.

MEMBERCHANGES

◆ {Enter reason why this household member no longer lives at the sample address./Enter reason why this person entered the sample address.}

LN	NAME	SEX	AGE	RELATION
{Line number}	{Name}	{Sex}	{Age}	{Relationship}

- 1 = Person turned 12
- 2 = Entered or returned from school or college
- 3 = Entered or returned from an institution or other group quarters (e.g., nursing home, hospital, or correctional facility)
- 4 = Entered because of marriage, separation, or divorce
- 5 = Person entered household for reason other than above
- 6 = Person died
- 7 = Left for school or college
- 8 = Entered institution or other group quarters (e.g. nursing home, hospital, or correctional facility)
- 9 = Left because of marriage, separation, or divorce
- 10 = Person left household for reason other than above
- 11 = Visitor – residence elsewhere
- 12 = No change to membership status

SEX

◆ Ask if necessary:

Are you male or female?

- 1 = Male
- 2 = Female

RELATIONSHIP

{◆ Review the relationships of other household members to the new reference person and update these relationships if necessary.}

How is this person related to you?

- 1 = Opposite-sex husband/wife/spouse
- 2 = Opposite-sex unmarried partner
- 3 = Same-sex husband/wife/spouse
- 4 = Same-sex unmarried partner
- 5 = Child (biological or adopted son or daughter, stepson or stepdaughter))
- 6 = Brother or sister
- 7 = Father or mother
- 8 = Grandchild
- 9 = Other relative (aunt, cousin, nephew, niece, parent-in-law, son-in-law, daughter-in-law, etc.)
- 10 = Roommate or housemate
- 11 = Foster child
- 12 = Other nonrelative

- 21 = Reference person

SPOUSE_CK (soft)

◆ You entered more than one {spouse and unmarried partner/spouse/unmarried partner} as the relationship to the reference person. Go back to RELATIONSHIP and correct the relationship if necessary.

HHMEMBER

Do you usually live {here/there}?

◆ For guidance on usual residence elsewhere or household membership status (i.e. college students, military members, etc.), press F1.

- 1 = Yes
- 2 = No

HSEMEMURE

Do you have a usual place of residence elsewhere?

◆ For guidance on usual residence elsewhere or household membership status (i.e. college students, military members, etc.), press F1.

- 1 = Yes
- 2 = No

REFPER_CK (hard)

◆ You need to select a reference person who is a household member.

If the current reference person is not a household member, choose a new household member at NEWREFPER.

◆ If all people on the household roster have a usual residence elsewhere AND:

- ◆ NO ONE new has moved in – press the Close button and F10 to exit the case and reenter to code it as a Type B noninterview. At the TYPEB screen, enter 3 - Temporarily occupied by persons with a usual residence elsewhere (URE).
- ◆ SOMEONE new has moved in – press the Close button and F10 to exit the case and make this case a replacement which requires a personal visit.

ALLNONMEMBERS_CK (soft)

◆ All people from the previous household roster are nonmembers or have a usual residence elsewhere.

◆ If all people on the household roster have a usual residence elsewhere AND:

- ◆ NO ONE new has moved in - suppress this check to exit the case and reenter to code it as a Type B noninterview. At the TYPEB screen, enter 3 - Temporarily occupied by persons with a usual residence elsewhere (URE).
- ◆ SOMEONE new has moved in - suppress this check to exit the case and make this case a replacement which requires a personal visit.

DemoDetailed

AGECHECK

I have you listed as {Age/less than 1/older than 96} {year/years} old {as of last month}. Is that correct?

- ☐ 1 = Yes
- ☐ 2 = No

BRTHDATEMO

In what month and year were you born?

◆ Enter month on this screen.

- ☐ 1 = January
- ☐ 2 = February
- ☐ 3 = March
- ☐ 4 = April
- ☐ 5 = May
- ☐ 6 = June
- ☐ 7 = July
- ☐ 8 = August
- ☐ 9 = September
- ☐ 10 = October
- ☐ 11 = November
- ☐ 12 = December

BRTHDATEYR

In what month and year were you born?

◆ Enter year on this screen.

◆ If year is less than 1920, enter 1920.

BRTHDATEYR_CK (hard)

◆ Invalid year.

VFYAGE

That would make you {Age/less than 1/older than 96} {year/years} old {as of last month}. Is that correct?

- ☐ 1 = Yes
- ☐ 2 = No

PARENT_CK (soft)

◆ {A household member marked as a parent is recorded as younger or the same age as the reference person/child. / A household member marked as a child is recorded as older or the same age as the reference person/parent.} Verify the relationships are correctly marked.

AGERNG

Are you between 18 and 65 years old? 66 or older? Are you...

◆ Read appropriate age categories.

- 1 = 0-11 years old?
- 2 = 12-13 years old?
- 3 = 14-15 years old?
- 4 = 16-17 years old?
- 5 = 18-24 years old?
- 6 = 25-34 years old?
- 7 = 35-49 years old?
- 8 = 50-65 years old?
- 9 = 66 years old or older?

MARITAL

Are you now married, widowed, divorced, separated or have you never been married?

◆ Last reported as: {Married/Widowed/Divorced/Separated/Never Married/Refused/Don't know}

- 1 = Married
- 2 = Widowed
- 3 = Divorced
- 4 = Separated
- 5 = Never married

ARMEDFORCES

Are you now in the Armed Forces?

- 1 = Yes
- 2 = No

EDUCATIONATTAIN

What is the highest level of school you completed or the highest degree you received?

◆ Last reported as: {1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade (No diploma), High school graduate (Diploma or equivalent), Some college (No degree), Associate's degree, Bachelor's degree (e.g. BA, AB, BS), Master's degree (e.g. MA, MS, MEng, MSW, MBA), Professional school degree (e.g. MD, DDS, DVM, LLB, JD), Doctorate degree (e.g. PhD, EdD), Never attended, preschool, kindergarten, Refused, Don't know, Not answered}

{◆ Read the categories until the respondent says yes / Turn the laptop around and show the respondent the answer categories}

- 1 = 1st grade
- 2 = 2nd grade
- 3 = 3rd grade
- 4 = 4th grade
- 5 = 5th grade
- 6 = 6th grade
- 7 = 7th grade
- 8 = 8th grade
- 9 = 9th grade
- 10 = 10th grade
- 11 = 11th grade
- 12 = 12th grade (No diploma)
- 13 = High school graduate (Diploma or equivalent)
- 14 = Some college (No degree)
- 15 = Associate degree
- 16 = Bachelor's degree (e.g. BA, AB, BS)
- 17 = Master's degree (e.g. MA, MS MEng, MSW, MBA)
- 18 = Professional school degree (e.g. MD, DDS, DVM, LLB, JD)
- 19 = Doctorate degree (e.g. PhD, EdD)
- 20 = Never attended, preschool, kindergarten

EDUCATION_CK (soft)

◆ You marked {1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, 6th grade, 7th grade, 8th grade, 9th grade, 10th grade, 11th grade, 12th grade (No diploma), High school graduate (Diploma or equivalent), Some college (No degree), Associate's degree, Bachelor's degree (e.g. BA, AB, BS), Master's degree (e.g. MA, MS, MEng, MSW, MBA), Professional school degree (e.g. MD, DDS, DVM, LLB, JD), Doctorate degree (e.g. PhD, EdD), Never attended, preschool, kindergarten, Refused, Don't know, Not answered} as the highest level of school completed for a person age {age/less than 1/older than 96}. Are you sure this is correct?

ATTENDING SCHOOL

Are you currently attending or {enrolled in a regular school such as elementary or high school or} enrolled either full-time or part-time in a college or university, trade, or vocational school?

◆ Last reported as: {Regular school/College/University/Trade school/Vocational school/Not enrolled in any school/Refused/Don't know/Not answered}

- 1 = Regular school
- 2 = College/university
- 3 = Trade school
- 4 = Vocational school
- 5 = None of the above schools

SP_ORIGIN

?[F1]

Are you Spanish, Hispanic, or Latino?

- 1 = Yes
- 2 = No

RACE

?[F1]

◆ Do not probe.

Please choose one or more races that you consider yourself to be.

- ☐ 1 = White
- ☐ 2 = Black or African American
- ☐ 3 = American Indian or Alaska Native
- ☐ 4 = Asian
- ☐ 5 = Native Hawaiian or Other Pacific Islander
- ☐ 6 = Other (specify)

RACE_SPECIFY

◆ Specify the other race for this person.

ROSTERREVIEW

◆ Review all categories.

◆ Is this information correct?

LN	NAME	REL	AGE	SEX	MARITAL	STATUS
{Line number}	{Name}	{Relationship}	{Age}	{Sex}	{Marital status}	{Interview status}

- 1 = Yes
- 2 = No

VALIDHHR_CHK (hard)

- ◆ You have not selected a valid household respondent. The current household respondent is either not a member or does not meet the age requirements to be the household respondent.
- ◆ Select on the "Suppress" button and then select on the New HHR Tab to select a valid household respondent.

VALIDREFPER_CHK (soft)

- ◆ You have not selected a valid reference person. The current reference person does not meet the age requirements to be the household respondent.
- ◆ Select the GoTo button to go to the NEWREFPER screen and then select a valid reference person.

ROSTERREVIEW_CHK (soft)

- ◆ Suppressing this check will lock the roster and you will not be able to back up and edit it. If you are sure that the roster is correct, suppress this check to move forward.
- ◆ If there is something incorrect in the roster, close this check and mark ROSTERREVIEW=2.

DemoChange

WHOTOCHANGE

- ◆ Enter the line number of the person requiring a change.

LN	NAME	REL	AGE	SEX	MARITAL	STATUS
{Line number}	{Name}	{Relationship}	{Age}	{Sex}	{Marital status}	{Interview status}

- 1-30 = {Name}
- 31 = No changes need to be made to the roster. Return to ROSTERREVIEW.

WHATFIX

Person you are editing: {name}

Reference person: {reference person name}

- ◆ What change is needed?

LN	NAME	REL	AGE	SEX	MARITAL	STATUS
{Line number}	{Name}	{Relationship}	{Age}	{Sex}	{Marital status}	{Interview status}

- 1 = Name
- 2 = Relationship
- 3 = Date of birth
- 4 = Sex
- 5 = Marital Status
- 6 = Household membership status

CHANGERELATION_CK (hard)

- ◆ Can't change the reference person's relationship.

CHANGENAME_CK (hard)

- ◆ To change the name, {Name}, select HHROSTER_FNAME (first name) or HHROSTER_LNAME (last name) and then Goto.
- ◆ Once the update(s) have been made, select Suppress.

CHANGERELNONREF_CK (hard)

- ◆ To change the relationship for {Name}, select Goto to return to RELATIONSHIP.
- ◆ Once the update(s) have been made, select Suppress.

CHANGEAGE_CK (hard)

- ◆ To change the date of birth for {Name}, select Goto to return to the age verification question.
- ◆ Once the update(s) have been made, select Suppress.

CHANGESEX_CK (hard)

- ◆ To change the sex for {Name}, select Goto to return to SEX.
- ◆ Once the update(s) have been made, select Suppress.

CHANGEMARITAL_CK (hard)

- ◆ To change the marital status for {Name}, select Goto to return to MARITAL.
- ◆ Once the update(s) have been made, select Suppress.

CHANGEMEMBER_CK (hard)

- ◆ To change the membership status for {Name}, select Goto to return to the household membership question.
- ◆ Once the update(s) have been made, select Suppress.

SETUP ROSTER

Setup Roster

NEXTPERSON

LN	HH/NAME	STATUS	SEX	AGE	RELATION	PHONE #1	PHONE #2
	Household Level						
{Line number}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Phone 1}	{Phone 2}

I still need to interview {Name}.

{Are any of them available now?/Is he/she available now?/Are either of them available now?}

- ◆ Enter person's line number for next interview.
- ◆ Probe if a proxy interview is necessary.

INTERVIEWSTATUS

- ◆ Review information below. If wrong person selected, back up to the NEXTPERSON screen to select the next person to be interviewed.
- ◆ Interview is for: {Name}
- ◆ Talking to: {Name}
- ◆ Self/Proxy status: {Self interview/Proxy interview}
 - 1 = Continue with this respondent's interview
 - 2 = {Change to a proxy interview}

PERSTATUSPROXY_CK (soft)

- ◆ You are about to change this respondent's interview status to a proxy interview.
- ◆ If you are sure the interview for this respondent needs to be completed by proxy, select the Suppress button. Otherwise, select the Close or Goto button to return to the INTERVIEWSTATUS screen.

PROXYREASON

- ◆ Choose the reason for proxy interview.
- ◆ Reminder - being sick with a cold, flu, etc. is not a valid reason for a proxy interview.
- ◆ Reminder - a respondent refusing to answer for themselves does not make them eligible for a proxy interview.
- 1 = Proxy person is 12-13 years old and parent refused permission for self-interview
- 2 = Proxy person is physically/mentally unable to answer
- 3 = Proxy person is temporarily absent and won't return before closeout

PROXYAGEERROR_CK (hard)

- ◆ A proxy interview is not acceptable because the respondent is older than 13.
- ◆ Interview the respondent by self-interview or Type Z the respondent.

RETURNBYCLOSEOUT

Do you expect {Name} to return by {closeout date}?

- 1 = Yes
- 2 = No

RETURNDATEERROR_CK (hard)

- ◆ The respondent will return before closeout. You must set a callback for this respondent.

PICKPROXYRESP

LN	HH/NAME	STATUS	SEX	AGE	RELATION	PHONE #1	PHONE #2
	Household Level						
{Line number}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Phone 1}	{Phone 2}

- ◆ Enter line number of who will be responding on behalf of {Name of current respondent}. If unsure, ask name.
- ◆ If you're speaking to a nonhousehold member proxy respondent, press Ctrl+F7 to access case level notes and record their name.

INTPROXYSTATUS

- ◆ Review that the information below is correct.
- ◆ Proxy interview for: {Name of current respondent}
- ◆ Talking to: {Name of who the FR is talking to}

INTROFORNEWRESPONDENT

- ◆ Re-introduction for new respondent.
- ◆ If necessary: Hello, I'm ◆ YOUR NAME from the U.S. Census Bureau.

I'm {calling/here} concerning the National Crime Victimization Survey. We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age and older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime.

Are you available now to be interviewed?

- 1 = Yes, respondent or proxy available
- 2 = No, respondent not ready to complete interview

NCVS-1

Person Characteristics I

1. TIMEADDRESS

[F1]

{I will also interview all other household members age 12 or older and will be asking them similar questions.}

{Next/First} are some questions just about you.

How long have you lived at this address?

- 1 = Less than 6 months
- 2 = At least 6 months, but less than 1 year
- 3 = At least 1 year, but less than 5 years
- 4 = 5 years or more

If TIMEADDRESS=1, DK, or RF *CONTINUE TO HOMELESS*
Else if TIMEADDRESS=2, 3, *SKIP TO TIMEMOVED5YEARS*
Else if TIMEADDRESS=4 and the respondent's age is ≥16, *SKIP TO JOBLASTWEEK*
Else if household respondent, *SKIP TO BUSINESS*
Else if current month is January—June and it is a self-interview, *SKIP TO POL_CONTACTCRIME*
Else if current month is July—December and it is a self-interview, *SKIP TO CM_ROBBED*
Else, *SKIP TO VS_INTRO*

2. HOMELESS

Have you been homeless or without a regular place to stay at any time in the past 6 months, that is, since {DATE 6 MONTHS AGO}?

◆ If further clarification is needed, read: “A regular place to stay” means a place intended for human habitation where the respondent expects to be able to stay so long as financial obligations (rent, mortgage payments) are met by whomever is responsible.

EXCLUDE:

- Emergency shelters
- Tents in areas not intended as campgrounds
- Vehicles

- 1 = Yes
- 2 = No

3. TIMEMOVED5YEARS

How many times have you moved in the past 5 years, that is, since {CURRENT MONTH AND CURRENT YEAR MINUS 5}?

- 1 = 1
- 2 = 2 to 5
- 3 = 6 to 10

- 4 = 11 to 20
- 5 = More than 20

If the respondent's age is ≥ 16 , **CONTINUE TO JOBLASTWEEK**
 Else if household respondent, **SKIP TO BUSINESS**
 Else if current month is January—June and it is a self-interview, **SKIP TO POL_CONTACTCRIME**
 Else if current month is July—December and it is a self-interview, **SKIP TO CM_ROBBED**
 Else, **SKIP TO VS_INTRO**

4. JOBLASTWEEK

(Only respondents age 16+ are asked employment questions)

In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.

- 1 = Yes
- 2 = No

If **JOBLASTWEEK=1**, **SKIP TO SAMEJOB6MONTHS**
 Else if **JOBLASTWEEK=2**, RF, or DK, **CONTINUE TO JOBLAST6MONTHS**

5. JOBLAST6MONTHS

(Only respondents age 16+ are asked employment questions)

AT ANY TIME during the past 6 months, that is, since {DATE 6 MONTHS AGO}, did you have a job or work at a business? Do not include volunteer work or work around the house.

- 1 = Yes
- 2 = No

SKIP TO UNEMPLOYED

6. SAMEJOB6MONTHS

(Only respondents age 16+ are asked employment questions)

Have you worked at the same job for all of the past 6 months?

♦ **If needed:** “The same job” generally means working for the same employer (including self-employment) in the same line of work. For example, we do not consider a promotion within the same department or moving to a different work site for the same employer, with the same duties, to be changing jobs.

♦ **If in doubt,** accept the respondent's perception of whether any change was the “same job” or not.

- 1 = Yes
- 2 = No

If **SAMEJOB6MONTHS=2**, RF, or DK, **CONTINUE TO UNEMPLOYED**

Else if household respondent, *SKIP TO BUSINESS*

Else if current month is January—June and it is a self-interview, *SKIP TO POL_CONTACTCRIME*

Else if current month is July—December and it is a self-interview, *SKIP TO CM_ROBBED*

Else, *SKIP TO VS_INTRO*

7. UNEMPLOYED

(Only respondents age 16+ are asked employment questions)

AT ANY TIME in the past 6 months, have you been unemployed? Unemployed means you were looking for and able to work but you were not able to find employment.

- ☐ 1 = Yes
- ☐ 2 = No

If household respondent, *CONTINUE TO BUSINESS*
Else if current month is January—June and it is a self-interview, *SKIP TO POL_CONTACTCRIME*
Else if current month is July—December and it is a self-interview, *SKIP TO CM_ROBBED*
Else, *SKIP TO VS_INTRO*

8. BUSINESS

(Only asked of household respondent)

Does anyone in this household operate a business from this address?

- ☐ 1 = Yes
- ☐ 2 = No

If **BUSINESS=1**, *CONTINUE TO BUSINESSSIGN*
Else if current month is January—June and it is a self-interview, *SKIP TO POL_CONTACTCRIME*
Else if current month is July—December and it is a self-interview, *SKIP TO CM_ROBBED*
Else, *SKIP TO VS_INTRO*

9. BUSINESSSIGN

(Only asked of household respondent)

{♦ Fill by observation}

Is there a sign on the premises or some other indication to the general public that a business is operated from this address?

- ☐ 1 = Yes
- ☐ 2 = No

If current month is January—June and it is a self-interview, *CONTINUE TO POL_CONTACTCRIME*
Else if current month is July—December and it is a self-interview, *SKIP TO CM_ROBBED*
Else, *SKIP TO VS_INTRO*

Police Ask-All Items

(Only asked during the months of January, February, March, April, May, and June. Also, only asked during a self-interview.)

10. POL_CONTACTCRIME

Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since {DATE 6 MONTHS AGO}. Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

- ☐ 1 = Yes
- ☐ 2 = No

11. POL_CONTACTNOCRIME

Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since {DATE 6 MONTHS AGO}. Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.

During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?

- ☐ 1 = Yes
- ☐ 2 = No

12. POL_MVSTOP

During the past 6 months, that is, since {DATE 6 MONTHS AGO} have you...

Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?

- ☐ 1 = Yes
- ☐ 2 = No

13. POL_STOPPEDOTHER

During the past 6 months, that is, since {DATE 6 MONTHS AGO} have you...

Been stopped or approached by the police for some other reason?

- ☐ 1 = Yes
- ☐ 2 = No

14. POL_COMMUNITYWATCH

During the past 6 months, that is, since {DATE 6 MONTHS AGO} have you...

Been at a community meeting, neighborhood watch, or other activities where the police took part?

- ☐ 1 = Yes
- ☐ 2 = No

15. POL_RESPECT

The next questions ask for your views of the police in your area {even though you may not have had direct contact with them recently}. Please draw on everything you know about them and give your best judgments when you respond to these questions.

How respectfully do you think the police in your area treat people?

- ☐ 1 = Very respectfully
- ☐ 2 = Somewhat respectfully
- ☐ 3 = Neither respectfully nor disrespectfully
- ☐ 4 = Somewhat disrespectfully
- ☐ 5 = Very disrespectfully

16. **POL_TIME**

In your opinion, how much time and attention do the police in your area give to what people have to say?

- ☐ 1 = A great deal of time
- ☐ 2 = A lot of time
- ☐ 3 = A moderate amount of time
- ☐ 4 = A little time
- ☐ 5 = No time at all

17. **POL_FAIRLY**

In your opinion, how fairly do the police in your area treat people?

- ☐ 1 = Very fairly
- ☐ 2 = Somewhat fairly
- ☐ 3 = Neither fairly nor unfairly
- ☐ 4 = Somewhat unfairly
- ☐ 5 = Very unfairly

18. **POL_EFFECTIVE**

How effective are the police at preventing crime in your area?

- ☐ 1 = Very effective
- ☐ 2 = Somewhat effective
- ☐ 3 = Neither effective nor ineffective
- ☐ 4 = Somewhat ineffective
- ☐ 5 = Very ineffective

19. **POL_TRUST**

How much do you trust the police in your area?

- ☐ 1 = Trust completely
- ☐ 2 = Somewhat trust
- ☐ 3 = Neither trust nor distrust
- ☐ 4 = Somewhat distrust
- ☐ 5 = Distrust completely

20. **POL_RATEPOLICE**

Taking everything into account, how would you rate the job the police in your area are doing?

- ☐ 1 = A very good job
- ☐ 2 = A somewhat good job
- ☐ 3 = Neither a good nor a bad job
- ☐ 4 = A somewhat bad job
- ☐ 5 = A very bad job

SKIP TO **VS_INTRO**

Community Measures

(Only asked during the months of July, August, September, October, November, and December. Also, only asked during a self-interview.)

21. CM_ROBBED

Next are some questions about your local area.

How worried are you about being mugged or robbed in your local area?

- ☐ 1 = Extremely worried
- ☐ 2 = Very worried
- ☐ 3 = Somewhat worried
- ☐ 4 = Slightly worried
- ☐ 5 = Not at all worried

22. CM_THREATATTACK

How worried are you about...

Being threatened or attacked in your local area?

- ☐ 1 = Extremely worried
- ☐ 2 = Very worried
- ☐ 3 = Somewhat worried
- ☐ 4 = Slightly worried
- ☐ 5 = Not at all worried

23. CM_BREAKINTHEFT

How worried are you about...

Having something stolen from inside your home?

- ☐ 1 = Extremely worried
- ☐ 2 = Very worried
- ☐ 3 = Somewhat worried
- ☐ 4 = Slightly worried
- ☐ 5 = Not at all worried

24. CM_THEFT

How worried are you about...

Having something stolen from your porch, lawn, garage, or other part of your property?

- ☐ 1 = Extremely worried
- ☐ 2 = Very worried
- ☐ 3 = Somewhat worried
- ☐ 4 = Slightly worried
- ☐ 5 = Not at all worried

25. CM_WALKALONE

Is there any place within a mile of your home where you would be afraid to walk alone at night?

- ☐ 1 = Yes
- ☐ 2 = No

26. CM_CRIMECONCERN

How often does concern about crime prevent you from doing things you would like to do?

- ☐ 1 = Every day
- ☐ 2 = Several times a week
- ☐ 3 = Several times a month
- ☐ 4 = Once a month or less
- ☐ 5 = Never

27. CM_VANDALISM

In your local area, how common a problem is...

Vandalism, graffiti, or other deliberate damage to property?

- ☐ 1 = Extremely common
- ☐ 2 = Very common
- ☐ 3 = Somewhat common
- ☐ 4 = Not too common
- ☐ 5 = Not common at all

28. CM_PUBLICDRUNK

In your local area, how common a problem is...

People being drunk or rowdy in public places?

- ☐ 1 = Extremely common
- ☐ 2 = Very common
- ☐ 3 = Somewhat common
- ☐ 4 = Not too common
- ☐ 5 = Not common at all

29. CM_ABANDONEDBLDGS

In your local area, how common a problem is...

Burned, abandoned, or boarded-up buildings?

- ☐ 1 = Extremely common
- ☐ 2 = Very common
- ☐ 3 = Somewhat common
- ☐ 4 = Not too common
- ☐ 5 = Not common at all

30. CM_ILLEGALDRUGS

In your local area, how common a problem is...

People using or dealing drugs illegally?

- ☐ 1 = Extremely common
- ☐ 2 = Very common
- ☐ 3 = Somewhat common
- ☐ 4 = Not too common
- ☐ 5 = Not common at all

30. CM_OTHERSPROPERTY

If children or teenagers were damaging others' property, how likely is it that any of your neighbors would do something about it?

- ☐ 1 = Very likely
- ☐ 2 = Somewhat likely
- ☐ 3 = Neither likely nor unlikely
- ☐ 4 = Somewhat unlikely
- ☐ 5 = Very unlikely

31. CM_NEIGHBORREPORT

If there was a crime in your local area, how likely is it that any of your neighbors would call the police?

- ☐ 1 = Very likely
- ☐ 2 = Somewhat likely
- ☐ 3 = Neither likely nor unlikely
- ☐ 4 = Somewhat unlikely
- ☐ 5 = Very unlikely

32. CM_HELPNEIGHBORS

Please tell me how much you agree or disagree with each of the following statements about your local area.

People around here are willing to help their neighbors.

- ☐ 1 = Strongly agree
- ☐ 2 = Somewhat agree
- ☐ 3 = Neither agree nor disagree
- ☐ 4 = Somewhat disagree
- ☐ 5 = Strongly disagree

33. CM_TRUSTLOCALS

Please tell me how much you agree or disagree with each of the following statements about your local area.

People in this local area can be trusted.

- ☐ 1 = Strongly agree
- ☐ 2 = Somewhat agree
- ☐ 3 = Neither agree nor disagree
- ☐ 4 = Somewhat disagree
- ☐ 5 = Strongly disagree

Victimization Screener

VS_INTRO

For the next questions, please think about things that happened to you since {TODAY'S DATE 6 MONTHS AGO}, no matter where they may have occurred {including things that happened in the past 6 months but before you moved to your current residence}. The questions will cover theft, {break-ins, vandalism,} physical attacks, and unwanted sexual contact.

Theft

34. T_CARRY

The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, {work,} {school,} or somewhere else.

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal something {of yours} that you carry, like a cell phone, money, a wallet, purse, or backpack?

- ☐ 1 = Yes
- ☐ 2 = No

35. T_WEAR

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal something {of yours} that you wear, like clothing, jewelry, or shoes?

- ☐ 1 = Yes
- ☐ 2 = No

36. T_INHOME

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal something {of yours} in your home, like a TV, computer, tools, or guns?

- ☐ 1 = Yes
- ☐ 2 = No

37. T_ONPROPERTY

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal something {of yours} from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?

♦ Do not include stolen vehicles.

- ☐ 1 = Yes
- ☐ 2 = No

38. T_INVEHICLE

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal something {of yours} out of a vehicle, such as a package or groceries?

♦ Do not include stolen vehicles.

- ☐ 1 = Yes
- ☐ 2 = No

If respondent age 18+ and there is at least 1 child in the household age < 18, RF, or DK, CONTINUE TO T_FROMCHILD Else, SKIP TO T_ELSE

39. T_FROMCHILD

(Only asked if respondent is age 18+ and if there is at least 1 child in the household.)

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal something belonging to any children who live here?

- ☐ 1 = Yes
- ☐ 2 = No

40. T_ELSE

{♦ If needed: Do not include virtual items that may have been stolen in a game or online.}

In the past 6 months, did anyone...

Steal anything else that belongs to you {, including things that were stolen from you {at work} {at school} or {the business operated from your home}}? Do not include stolen vehicles.

♦ Do not include anything stolen from a recognizable business in respondent's home or another business, such as merchandise or cash from a register.

- 1 = Yes
- 2 = No

41. T_ATTEMPT

{Other than what you have already mentioned, in/In} the past 6 months, did anyone TRY to steal anything that belongs to you {or any children who live with you}, but not actually steal it?

- 1 = Yes
- 2 = No

If T_CARRY=1, T_WEAR=1, T_INHOME=1, T_ONPROPERTY=1, T_INVEHICLE=1, T_FROMCHILD=1, T_ELSE=1, or T_ATTEMPT=1, CONTINUE TO T_TIMES
Else if household respondent, SKIP TO MV_OWNVEHICLE
All other respondents, SKIP TO A_WITHWEAPON

42. T_TIMES

How many times did someone {steal} {or} {try to steal} something in the past 6 months?

- 1 = Once
- 2 = Two or more times

If T_TIMES=2, CONTINUE TO T_TIMES_NUM
Else if T_TIMES=1, SKIP TO T_INCDATE
Else if T_TIMES=RF and household respondent, SKIP TO MV_OWNVEHICLE
Else if T_TIMES=RF and not the household respondent, SKIP TO A_WITHWEAPON

43. T_TIMES_NUM

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If T_TIMES_NUM ≥ 6, CONTINUE TO T_INCSIMILAR
Else if T_TIMES_NUM < 6, SKIP TO T_MULTINTRO
Else if T_TIMES_NUM = RF and household respondent, SKIP TO MV_OWNVEHICLE
Else if T_TIMES_NUM = RF and not the household respondent, SKIP TO A_WITHWEAPON

44. T_INCSIMILAR

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – SKIP TO T_MULTINTRO

45. T_RECALLDETAILS

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – SKIP TO T_INCDATE

T_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

46. T_INCDATE

{You said that someone {stole} {or} {tried to steal} something {once/[number in T_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} incident happen?

♦ If necessary, read: If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If T_INCDATE=1, CONTINUE TO T_INCDATE_CHK
Else if T_INCDATE=2, 9, RF, SKIP TO T_ANCHORDATE
Else, SKIP TO T_DESCRIBE

T_INCDATE_CHK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at T_INCDATE.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO T_INCDATE* for the next incident
Else if 'Suppress' and household respondent and no more incidents reported in this screener, *SKIP TO MV_OWNVEHICLE*
Else if 'Suppress' and not the household respondent and no more incidents reported in this screener, *SKIP TO A_WITHWEAPON*

47. T_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If T_ANCHORDATE=2, *CONTINUE TO T_DESCRIBE*
Else if T_ANCHORDATE=1, 3, RF and additional incidents were reported in this screener, *LOOP TO T_INCDATE* for the next incident
Else if household respondent and T_ANCHORDATE=1, 3, RF and no more incidents reported in this screener, *SKIP TO MV_OWNVEHICLE*
Else if not household respondent and T_ANCHORDATE=1, 3, RF and no more incidents reported in this screener, *SKIP TO A_WITHWEAPON*

48. T_DESCRIBE

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your backpack on a train. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident was reported in this screener, *LOOP TO T_INCDATE*
Else if household respondent, *CONTINUE TO MV_OWNVEHICLE*
Else if not household respondent, *SKIP TO A_WITHWEAPON*

Motor Vehicle Theft

(This section is only asked of the household respondent.)

49. MV_OWNVEHICLE

At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?

♦ Include those the respondent no longer owns and leased vehicles.

- 1 = Yes
- 2 = No

If MV_OWNVEHICLE=1, *CONTINUE TO MV_THEFT*

Else if **MV_OWNVEHICLE**=2, RF, or DK, *SKIP TO BI_HOME*

50. **MV_THEFT**

In the past 6 months, {other than the thefts or attempted thefts you have mentioned already,...}

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

- ☐ 1 = Yes
- ☐ 2 = No

51. **MV_ATTEMPT**

In the past 6 months, {other than the thefts attempted thefts you have mentioned already,...}

Did anyone TRY to steal a vehicle but not actually steal it?

- ☐ 1 = Yes
- ☐ 2 = No

If **MV_THEFT**=1 or **MV_ATTEMPT**=1, *CONTINUE TO MV_TIMES*

Else if **MV_THEFT**=2, RF, or DK, and **MV_ATTEMPT**=2, RF, or DK, *SKIP TO MVP_PARTS*

52. **MV_TIMES**

In the past 6 months, how many times {was a vehicle stolen or used without permission/did someone try to steal a vehicle/was a vehicle stolen or used without permission, or did someone try to steal a vehicle}?

- ☐ 1 = Once
- ☐ 2 = Two or more times

If **MV_TIMES**=2, *CONTINUE TO MV_TIMES_NUM*

Else if **MV_TIMES**=1, *SKIP TO MV_INCDATE*

Else if **MV_TIMES**=RF, *SKIP TO MVP_PARTS*

53. **MV_TIMES_NUM**

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If **MV_TIMES_NUM**>=6, *CONTINUE TO MV_INCSIMILAR*

Else if **MV_TIMES_NUM**<6, *SKIP TO MV_MULTINTRO*

Else if **MV_TIMES_NUM**=RF, *SKIP TO MVP_PARTS*

54. **MV_INCSIMILAR**

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- ☐ 1 = Similar

- 2 = Different – *SKIP TO* **MV_MULTINTRO**

55. **MV_RECALLDETAILS**

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ *If needed, read:* This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – *SKIP TO* **MV_INCDATE**

MV_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

56. **MV_INCDATE**

{{You said that someone stole a vehicle or used it without permission} {or} {tried to steal a vehicle} {once/[number in MV_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} {motor vehicle theft} {or} {attempted motor vehicle theft} happen?

♦ *If necessary, read:* If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If **MV_INCDATE**=1, *CONTINUE TO* **MV_INCDATE_CHK**
 Else if **MV_INCDATE**=2, 9, RF, *SKIP TO* **MV_ANCHORDATE**
 Else if theft reported or attempted theft reported, *SKIP TO* **MV_PARTOFOTHERINC**
 Else, *SKIP TO* **MV_DESCRIBE**

MV_INCDATE_CHK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ *If the wrong month was selected, please select the correct month at* **MV_INCDATE**.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO* **MV_INCDATE** for the next incident
 Else if 'Suppress' and no more incidents reported in this screener, *SKIP TO* **MVP_PARTS**

57. MV_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If MV_ANCHORDATE=1, 3, RF and additional incidents were reported in this screener, *LOOP TO* MV_INCDATE for the next incident
Else if MV_ANCHORDATE=1, 3, RF and no more incidents reported in this screener, *SKIP TO* MVP_PARTS
Else if theft incident reported or attempted theft incident reported, *SKIP TO* MV_PARTOFOTHERINC
Else *SKIP TO* MV_DESCRIBE

58. MV_PARTOFOTHERINC

Is this {motor vehicle theft} {or} {attempted motor vehicle theft} part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No

If MV_PARTOFOTHERINC=1, *CONTINUE TO* MV_WHICHINCIDENT
Else if MV_PARTOFOTHERINC=2, DK, *SKIP TO* MV_DESCRIBE

59. MV_WHICHINCIDENT

Which incident was this part of?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = {Month/year; Incident's _DESCRIBE}
- 2 = {Month/year; Incident's _DESCRIBE}
- 3 = {Month/year; Incident's _DESCRIBE}
- 4 = {Month/year; Incident's _DESCRIBE}
- 5 = {Month/year; Incident's _DESCRIBE}
- 6 = {Month/year; Incident's _DESCRIBE}
- 50 = This is a separate incident

If MV_WHICHINCIDENT=50, *CONTINUE TO* MV_DESCRIBE
Elseif MV_WHICHINCIDENT not equal to 50 and more incidents in this screener, *LOOP TO* MV_INCDATE
Elseif MV_WHICHINCIDENT not equal to 50 and no more incidents in this screener, *SKIP TO* MVP_PARTS

60. MV_DESCRIBE

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your car from your driveway. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident reported in this screener, LOOP TO MV_INCDATE
Else, CONTINUE TO MVP_PARTS

Vehicle Part Theft

(This section is only asked of household respondents who reported owning a vehicle.)

61. MVP_PARTS

?[F1]

{Other than the thefts or attempted thefts you have mentioned already, in/In} the past 6 months...

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

- ☐ 1 = Yes
- ☐ 2 = No

62. MVP_GAS

{Other than the thefts or attempted thefts you have mentioned already, in/In} the past 6 months...

Did anyone steal any gas from a vehicle?

- ☐ 1 = Yes
- ☐ 2 = No

63. MVP_ATTEMPT

{Other than the thefts or attempted thefts you have mentioned already, in/In} the past 6 months...

Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?

- ☐ 1 = Yes
- ☐ 2 = No

If MVP_PARTS=1, MVP_GAS=1, or MVP_ATTEMPT=1, CONTINUE TO MVP_TIMES
Else, SKIP TO BI_HOME

64. MVP_TIMES

How many times did someone {steal vehicle parts} {steal gas} {attempt to steal vehicle parts or gas} {steal vehicle parts or steal gas} {steal vehicle parts or attempt to steal vehicle parts or gas} {steal gas or attempt to steal vehicle parts} {steal vehicle parts, steal gas or attempt to steal vehicle parts or gas} in the past 6 months?

- ☐ 1 = Once
- ☐ 2 = Two or more times

If **MVP_TIMES=2**, *CONTINUE TO MVP_TIMES_NUM*
Else if **MVP_TIMES=1**, *SKIP TO MVP_INCDATE*
Else if **MVP_TIMES=RF**, *SKIP TO BI_HOME*

65. **MVP_TIMES_NUM**

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If **MVP_TIMES_NUM** >= 6, *CONTINUE TO MVP_INCSIMILAR*
Else if **MVP_TIMES_NUM** < 6, *SKIP TO MVP_MULTINTRO*
Else if **MVP_TIMES_NUM=RF**, *SKIP TO BI_HOME*

66. **MVP_INCSIMILAR**

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – *SKIP TO MVP_MULTINTRO*

67. **MVP_RECALLDETAILS**

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – *SKIP TO MVP_INCDATE*

MVP_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

68. MVP_INCDATE

{{You said that someone {stole} {and} {tried to steal} vehicle parts or gas {once/[number in MVP_TIMES_NUM] times} in the past 6 months.}}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} {theft of vehicle parts or gas/theft or attempted theft of vehicle parts or gas/or attempted theft of vehicle parts or gas} happen?

♦ If necessary, read: If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If MVP_INCDATE=1, *CONTINUE TO MVP_INCDATE_CK*
Else if MVP_INCDATE=2, 9, RF, *SKIP TO MVP_ANCHORDATE*
Else if MVP_INCDATE is [3-8] and (theft, attempted theft, or motor vehicle theft reported), *SKIP TO MVP_PARTOFOTHERINC*
Else, *SKIP TO MVP_DESCRIBE*

MVP_INCDATE_CK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at MVP_INCDATE.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO MVP_INCDATE* for the next incident
Else if 'Suppress' and no more incidents reported in this screener, *SKIP TO BI_HOME*

69. MVP_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If **MVP_ANCHORDATE**=1, 3, RF and additional incidents were reported in this screener, **LOOP TO MVP_INCDATE** for the next incident
Else if **MVP_ANCHORDATE**=1, 3, RF and no more incidents reported in this screener, **SKIP TO BI_HOME**
Else if **MVP_ANCHORDATE**=2 and (theft, attempted theft, or motor vehicle theft reported), **CONTINUE TO MVP_PARTOFOTHERINC**
Else if **MVP_ANCHORDATE**=2, **SKIP TO MVP_DESCRIBE**

70. MVP_PARTOFOTHERINC

Is this {theft of vehicle parts or gas} {or} {attempted theft of vehicle parts or gas} part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No – **SKIP TO MVP_DESCRIBE**

If **MVP_PARTOFOTHERINC**=1, **CONTINUE TO MVP_WHICHINCIDENT**
Else if **MVP_PARTOFOTHERINC**=2, DK, **SKIP TO MVP_DESCRIBE**

71. MVP_WHICHINCIDENT

Which incident was this part of?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = {Month/year; Incident's _DESCRIBE}
- 2 = {Month/year; Incident's _DESCRIBE}
- 3 = {Month/year; Incident's _DESCRIBE}
- 4 = {Month/year; Incident's _DESCRIBE}
- 5 = {Month/year; Incident's _DESCRIBE}
- 6 = {Month/year; Incident's _DESCRIBE}
- 7 = {Month/year; Incident's _DESCRIBE}
- 8 = {Month/year; Incident's _DESCRIBE}
- 9 = {Month/year; Incident's _DESCRIBE}
- 10 = {Month/year; Incident's _DESCRIBE}
- 11 = {Month/year; Incident's _DESCRIBE}
- 12 = {Month/year; Incident's _DESCRIBE}
- 50 = This is a separate incident

If **MVP_WHICHINCIDENT**=50, **CONTINUE TO MVP_DESCRIBE**
Else if **MVP_WHICHINCIDENT** not equal to 50 and more incidents in this screener, **LOOP TO MVP_INCDATE**
Elseif **MVP_WHICHINCIDENT** not equal to 50 and no more incidents in this screener, **SKIP TO BI_HOME**

72. MVP_DESCRIBE

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone tried to steal the tires off of your car. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident reported in this screener, LOOP TO MVP_INCDATE
Else, CONTINUE TO BI_HOME

Break-in

(This section is only asked of the household respondent.)

73. BI_HOME

The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

- ☐ 1 = Yes
- ☐ 2 = No

74. BI_OTHERPROP

The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into your garage, shed, or storage room?

- ☐ 1 = Yes
- ☐ 2 = No

75. BI_HOTELVACATION

The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into a hotel or motel room or vacation home where you were staying?

- ☐ 1 = Yes
- ☐ 2 = No

If BI_HOME=1, BI_OTHERPROP=1, or BI_HOTELVACATION=1, CONTINUE TO BI_TIMES
Else, SKIP TO V_PROPERTY

76. BI_TIMES

How many times did someone break in or try to break in during the past 6 months?

- ☐ 1 = Once
- ☐ 2 = Two or more times

If **BI_TIMES=2**, *CONTINUE TO BI_TIMES_NUM*
Else if **BI_TIMES=1**, *SKIP TO BI_INCDATE*
Else if **BI_TIMES=RF**, *SKIP TO V_PROPERTY*

77. **BI_TIMES_NUM**

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If **BI_TIMES_NUM** >= 6, *CONTINUE TO BI_INCSIMILAR*
Else if **BI_TIMES_NUM** < 6, *SKIP TO BI_MULTINTRO*
Else if **BI_TIMES_NUM** = RF, *SKIP TO V_PROPERTY*

78. **BI_INCSIMILAR**

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – *SKIP TO BI_MULTINTRO*

79. **BI_RECALLDETAILS**

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – *SKIP TO BI_INCDATE*

BI_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

80. BI_INCDATE

{You said that someone broke in or tried to break in {once/[number in BI_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} incident happen?

♦ If necessary, read: If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If BI_INCDATE=1, CONTINUE TO BI_INCDATE_CHK
Else if BI_INCDATE=2, 9, RF, SKIP TO BI_ANCHORDATE
Else if BI_INCDATE is [3-8] and theft, attempted theft, or motor vehicle theft reported, SKIP TO BI_PARTOFOTHERINC
Else, SKIP TO BI_DESCRIBE

BI_INCDATE_CHK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at BI_INCDATE.

If 'Suppress' and additional incidents were reported in this screener, LOOP TO BI_INCDATE for the next incident
Elseif 'Suppress' and no more incidents reported in this screener, SKIP TO V_PROPERTY

81. BI_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If **BI_ANCHORDATE**=1, 3, RF and additional incidents were reported in this screener, **LOOP TO BI_INCDATE** for the next incident
 Else if **BI_ANCHORDATE**=1, 3, RF and no more incidents reported in this screener, **SKIP TO V_PROPERTY**
 Else if (and theft, attempted theft, or motor vehicle theft reported) and **BI_ANCHORDATE**=2, **CONTINUE TO BI_PARTOFOTHERINC**
 Else if **BI_ANCHORDATE**=2, **SKIP TO BI_DESCRIBE**

82. **BI_PARTOFOTHERINC**

Is this break-in or attempted break-in part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No

If **BI_PARTOFOTHERINC**=1, **CONTINUE TO BI_WHICHINCIDENT**
 Else if **BI_PARTOFOTHERINC**=2, DK, **SKIP TO BI_DESCRIBE**

83. **BI_WHICHINCIDENT**

Which incident was this part of?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

○ 1 = {Month/year; Incident's _DESCRIBE}	○ 11 = {Month/year; Incident's _DESCRIBE}
○ 2 = {Month/year; Incident's _DESCRIBE}	○ 12 = {Month/year; Incident's _DESCRIBE}
○ 3 = {Month/year; Incident's _DESCRIBE}	○ 13 = {Month/year; Incident's _DESCRIBE}
○ 4 = {Month/year; Incident's _DESCRIBE}	○ 14 = {Month/year; Incident's _DESCRIBE}
○ 5 = {Month/year; Incident's _DESCRIBE}	○ 15 = {Month/year; Incident's _DESCRIBE}
○ 6 = {Month/year; Incident's _DESCRIBE}	○ 16 = {Month/year; Incident's _DESCRIBE}
○ 7 = {Month/year; Incident's _DESCRIBE}	○ 17 = {Month/year; Incident's _DESCRIBE}
○ 8 = {Month/year; Incident's _DESCRIBE}	○ 18 = {Month/year; Incident's _DESCRIBE}
○ 9 = {Month/year; Incident's _DESCRIBE}	○ 50 = This is a separate incident
○ 10 = {Month/year; Incident's _DESCRIBE}	

If **BI_WHICHINCIDENT**=50, **CONTINUE TO BI_DESCRIBE**
 Else if **BI_WHICHINCIDENT** not equal to 50 and more incidents in this screener, **LOOP TO BI_INCDATE**
 Else if **BI_WHICHINCIDENT** not equal to 50 and no more incidents in this screener, **SKIP TO V_PROPERTY**

84. **BI_DESCRIBE**

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone broke into your home while you were at work. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident reported in this screener, *LOOP TO BI_INCDATE*
Else, *CONTINUE TO V_PROPERTY*

Vandalism

(This section is only asked of the household respondent.)

85. V_PROPERTY

Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?

- ☐ 1 = Yes
- ☐ 2 = No

86. V_INJUREKILLANIMAL

In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?

- ☐ 1 = Yes
- ☐ 2 = No

If *V_PROPERTY=1* or *V_INJUREKILLANIMAL=1*, *CONTINUE TO V_TIMES*
Else, *SKIP TO A_WITHWEAPON*

87. V_TIMES

In the past 6 months, how many times did someone vandalize something that belonged to you or someone you live with?

{Please also count times when an animal was injured or killed.}

- ☐ 1 = Once
- ☐ 2 = Two or more times

If *V_TIMES=2*, *CONTINUE TO V_TIMES_NUM*
Else if *V_TIMES=1*, *SKIP TO V_INCDATE*
Else if *V_TIMES=RF*, *SKIP TO A_WITHWEAPON*

88. V_TIMES_NUM

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If *V_TIMES_NUM* ≥ 6, *CONTINUE TO V_INCSIMILAR*
Else if *V_TIMES_NUM* < 6, *SKIP TO V_MULTINTRO*
Else if *V_TIMES_NUM=RF*, *SKIP TO A_WITHWEAPON*

89. V_INCSIMILAR

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – *SKIP TO V_MULTINTRO*

90. V_RECALLDETAILS

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – *SKIP TO V_INCDATE*

V_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

91. V_INCDATE

{You said that {something was vandalized} {and} {someone deliberately injured or killed an animal} {once/[number in V_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} incident happen?

♦ If necessary, read: If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If V_INCDATE=1, *CONTINUE TO V_INCDATE_CHK*
Else if V_INCDATE=2, 9, RF, *SKIP TO V_ANCHORDATE*
Else if V_INCDATE is [3-8] and (theft, attempted theft, motor vehicle theft, or break-in reported),
SKIP TO V_PARTOFOTHERINC
Else, *SKIP TO V_DESCRIBE*

V_INCDATE_CK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at V_INCDATE.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO V_INCDATE* for the next incident
Else if 'Suppress' and no more incidents reported in this screener, *SKIP TO A_WITHWEAPON*

92. V_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If V_ANCHORDATE=1, 3, RF and additional incidents were reported in this screener, *LOOP TO V_INCDATE* for the next incident
Else if V_ANCHORDATE=1, 3, RF and no more incidents reported in this screener, *SKIP TO A_WITHWEAPON*
Else if (theft, attempted theft, motor vehicle theft, or break-in reported) and V_ANCHORDATE=2, *CONTINUE TO V_PARTOFOTHERINC*
Else if V_ANCHORDATE, *SKIP TO V_DESCRIBE*

93. V_PARTOFOTHERINC

Is this {vandalism} {or} {deliberate injuring or killing of an animal} part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No

If V_PARTOFOTHERINC=1, *CONTINUE TO V_WHICHINCIDENT*
Else if V_PARTOFOTHERINC=2, DK, *SKIP TO V_DESCRIBE*

94. **V_WHICHINCIDENT**

Which incident was this part of?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = {Month/year; Incident's _DESCRIBE}
- 2 = {Month/year; Incident's _DESCRIBE}
- 3 = {Month/year; Incident's _DESCRIBE}
- 4 = {Month/year; Incident's _DESCRIBE}
- 5 = {Month/year; Incident's _DESCRIBE}
- 6 = {Month/year; Incident's _DESCRIBE}
- 7 = {Month/year; Incident's _DESCRIBE}
- 8 = {Month/year; Incident's _DESCRIBE}
- 9 = {Month/year; Incident's _DESCRIBE}
- 10 = {Month/year; Incident's _DESCRIBE}
- 11 = {Month/year; Incident's _DESCRIBE}
- 12 = {Month/year; Incident's _DESCRIBE}
- 13 = {Month/year; Incident's _DESCRIBE}
- 14 = {Month/year; Incident's _DESCRIBE}
- 15 = {Month/year; Incident's _DESCRIBE}
- 16 = {Month/year; Incident's _DESCRIBE}
- 17 = {Month/year; Incident's _DESCRIBE}
- 18 = {Month/year; Incident's _DESCRIBE}
- 19 = {Month/year; Incident's _DESCRIBE}
- 20 = {Month/year; Incident's _DESCRIBE}
- 21 = {Month/year; Incident's _DESCRIBE}
- 22 = {Month/year; Incident's _DESCRIBE}
- 23 = {Month/year; Incident's _DESCRIBE}
- 24 = {Month/year; Incident's _DESCRIBE}
- 50 = This is a separate incident

If **V_WHICHINCIDENT**=50, *CONTINUE TO V_DESCRIBE*

Else if **V_WHICHINCIDENT** not equal to 50 and more incidents in this screener, *LOOP TO V_INCDATE*

Else if **V_WHICHINCIDENT** not equal to 50 and no more incidents in this screener, *SKIP TO A_WITHWEAPON*

95. **V_DESCRIBE**

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone spraypainted a message on your garage. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident reported in this screener, *LOOP TO V_INCDATE*

Else, *SKIP TO A_WITHWEAPON*

Attack

96. A_WITHWEAPON

The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were {at work, school,/at work/at school} or away from home. {Do not include threats and do not include incidents that were accidental or when you knew someone was playing.}

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

- ☐ 1 = Yes
- ☐ 2 = No

97. A_OBJECT

In the past 6 months, did anyone attack or try to attack you...

With something else used as a weapon, like a baseball bat, scissors, or a stick?

- ☐ 1 = Yes
- ☐ 2 = No

98. A_THROW

In the past 6 months, did anyone attack or try to attack you...

By throwing something at you, such as a rock or bottle?

- ☐ 1 = Yes
- ☐ 2 = No

99. A_HITKICK

In the past 6 months, did anyone attack or try to attack you...

By hitting, slapping, grabbing, kicking, punching, or choking you?

- ☐ 1 = Yes
- ☐ 2 = No

100. A_OTHER

In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime. {Do not include threats and do not include incidents that were accidental or when you knew someone was playing.}

- ☐ 1 = Yes
- ☐ 2 = No

101. A_THREAT

In the past 6 months, did anyone THREATEN to attack you, but not actually do it? {Do not include incidents you have already mentioned.}

- 1 = Yes
- 2 = No

102. A_KNOWNOFF

People sometimes don't think of attacks by someone they know, like {a current or former spouse or partner/a boyfriend or girlfriend}, {someone at work or at school/someone at work/someone at school}, a friend, a family member, a neighbor, or any other person they've met or known.

{Other than what you have already mentioned, in/In} the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

- 1 = Yes
- 2 = No

If A_WITHWEAPON=1, A_OBJECT=1, A_THROW=1, A_HITKICK=1, A_OTHER=1, A_THREAT=1, or A_KNOWNOFF=1, CONTINUE TO A_TIMES
Else, SKIP TO SA_UNWANTEDCONTACT

103. A_TIMES

{You just said yes to more than one question about physical attacks. Altogether, in/In} the past 6 months, how many times did someone {attack you or try to attack you}{or}{threaten to attack you}?

- 1 = Once
- 2 = Two or more times

If A_TIMES=2, CONTINUE TO A_TIMES_NUM
Else if A_TIMES=1, SKIP TO A_INCDATE
Else if A_TIMES=RF, SKIP TO SA_UNWANTEDCONTACT

104. A_TIMES_NUM

How many times? _____

◆ Probe for the respondent's best guess if the respondent says 'Don't know'

If A_TIMES_NUM>=6, CONTINUE TO A_INCSIMILAR
Else if A_TIMES_NUM<6, SKIP TO A_MULTINTRO
Else if A_TIMES_NUM=RF, SKIP TO SA_UNWANTEDCONTACT

105. A_INCSIMILAR

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – SKIP TO A_MULTINTRO

106. A_RECALLDETAILS

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – SKIP TO A_INCDATE

A_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

107. A_INCDATE

{You said that someone {attacked you or tried to attack you} {and} {threatened to attack you} {once/[number in A_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} incident happen?

♦ If necessary, read: If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If A_INCDATE=1, CONTINUE TO A_INCDATE_CHK
Else if A_INCDATE=2, 9, RF, SKIP TO A_ANCHORDATE
Else if A_INCDATE is [3-8] and (theft, attempted theft, motor vehicle theft, break-in, or vandalism reported), SKIP TO A_PARTOFOTHERINC
Else, SKIP TO A_DESCRIBE

A_INCDATE_CK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at A_INCDATE.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO A_INCDATE* for the next incident
Else if 'Suppress' and no more incidents reported in this screener, *SKIP TO SA_UNWANTEDCONTACT*

108. A_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If (theft incident, attempted theft incident, motor vehicle theft incident, break-in incident, or vandalism incident reported) and A_ANCHORDATE=2, *CONTINUE TO A_PARTOFOTHERINC*
Else if A_ANCHORDATE=1, 3, RF and additional incidents were reported in this screener, *LOOP TO A_INCDATE* for the next incident
Else if A_ANCHORDATE=1, 3, RF and no more incidents reported in this screener, *SKIP TO SA_UNWANTEDCONTACT*
Else if A_ANCHORDATE, *SKIP TO A_DESCRIBE*

109. A_PARTOFOTHERINC

Is this {attack or attempted attack} {or} {threat} part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No – *SKIP TO A_DESCRIBE*

If A_PARTOFOTHERINC=1, *CONTINUE TO A_WHICHINCIDENT*
Else if A_PARTOFOTHERINC=2, DK, *SKIP TO A_DESCRIBE*

110. A_WHICHINCIDENT

Which incident was this part of?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = {Month/year; Incident's _DESCRIBE}
- 2 = {Month/year; Incident's _DESCRIBE}
- 3 = {Month/year; Incident's _DESCRIBE}
- 4 = {Month/year; Incident's _DESCRIBE}
- 5 = {Month/year; Incident's _DESCRIBE}
- 6 = {Month/year; Incident's _DESCRIBE}
- 7 = {Month/year; Incident's _DESCRIBE}
- 8 = {Month/year; Incident's _DESCRIBE}
- 9 = {Month/year; Incident's _DESCRIBE}
- 10 = {Month/year; Incident's _DESCRIBE}
- 11 = {Month/year; Incident's _DESCRIBE}
- 12 = {Month/year; Incident's _DESCRIBE}
- 13 = {Month/year; Incident's _DESCRIBE}
- 14 = {Month/year; Incident's _DESCRIBE}
- 15 = {Month/year; Incident's _DESCRIBE}
- 16 = {Month/year; Incident's _DESCRIBE}
- 17 = {Month/year; Incident's _DESCRIBE}
- 18 = {Month/year; Incident's _DESCRIBE}
- 19 = {Month/year; Incident's _DESCRIBE}
- 20 = {Month/year; Incident's _DESCRIBE}
- 21 = {Month/year; Incident's _DESCRIBE}
- 22 = {Month/year; Incident's _DESCRIBE}
- 23 = {Month/year; Incident's _DESCRIBE}
- 24 = {Month/year; Incident's _DESCRIBE}
- 25 = {Month/year; Incident's _DESCRIBE}
- 26 = {Month/year; Incident's _DESCRIBE}
- 27 = {Month/year; Incident's _DESCRIBE}
- 28 = {Month/year; Incident's _DESCRIBE}
- 29 = {Month/year; Incident's _DESCRIBE}
- 30 = {Month/year; Incident's _DESCRIBE}
- 50 = This is a separate incident

If A_WHICHINCIDENT=50, CONTINUE TO A_DESCRIBE

Elseif A_WHICHINCIDENT not equal to 50 and more incidents in this screener, LOOP TO A_INCDATE

Elseif A_WHICHINCIDENT not equal to 50 and no more incidents in this screener, SKIP TO SA_UNWANTEDCONTACT

111. A_DESCRIBE

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone shoved you and punched you at a concert. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident reported in this screener, LOOP TO A_INCDATE

Else, CONTINUE TO SA_UNWANTEDCONTACT

Unwanted Sexual Contact

112. SA_UNWANTEDCONTACT

The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

{Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women. /Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls. }

In the past 6 months...

Did anyone touch, grab, or kiss your {sexual body parts against your will}/{private parts when you didn't want them to} - or TRY to do this?

- ☐ 1 = Yes
- ☐ 2 = No

113. SA_FORCE

The information you provide is confidential.

{Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women. /Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls. }

In the past 6 months...

Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

- ☐ 1 = Yes
- ☐ 2 = No

114. SA_THREATENHURT

The information you provide is confidential.

{Sexual contact includes touching of your sexual bodyparts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women./Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.}

In the past 6 months...

Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

- ☐ 1 = Yes
- ☐ 2 = No

115. SA_UNABLETOCONSENT

The information you provide is confidential.

{Sexual contact includes touching of your sexual bodyparts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women./Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.}

In the past 6 months...

Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

- ☐ 1 = Yes
- ☐ 2 = No

If SA_UNWANTEDCONTACT=1, SA_FORCE=1, SA_THREATENHURT=1, or
SA_UNABLETOCONSENT=1, CONTINUE TO SA_TIMES
Else, SKIP TO CA_OTHERCRIME

116. SA_TIMES

In the past 6 months, how many times did someone have, try to have, or threaten to have these types of sexual contact with you?

- ☐ 1 = Once
- ☐ 2 = Two or more times

If **SA_TIMES=2**, *CONTINUE TO SA_TIMES_NUM*
Else if **SA_TIMES=1**, *SKIP TO SA_INCDATE*
Else if **SA_TIMES=RF**, *SKIP TO CA_OTHERCRIME*

117. **SA_TIMES_NUM**

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If **SA_TIMES_NUM** ≥ 6, *CONTINUE TO SA_INCSIMILAR*
Else if **SA_TIMES_NUM** < 6, *SKIP TO SA_MULTINTRO*
Else if **SA_TIMES_NUM** = RF, *SKIP TO CA_OTHERCRIME*

118. **SA_INCSIMILAR**

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – *SKIP TO SA_MULTINTRO*

119. **SA_RECALLDETAILS**

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – *SKIP TO SA_INCDATE*

SA_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

120. SA_INCDATE

{You said that someone had, or tried to have these types of sexual contact with you {once/[number in SA_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} incident happen?

♦ If necessary, read: If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If SA_INCDATE=1, *CONTINUE TO SA_INCDATE_CK*
Else if SA_INCDATE=2, 9, RF, *SKIP TO SA_ANCHORDATE*
Else if (theft, attempted theft, motor vehicle theft, break-in, vandalism, attack, threatened attack, or attempted attack reported), *SKIP TO SA_PARTOFOTHERINC*
Else, *SKIP TO SA_DESCRIBE*

SA_INCDATE_CK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at SA_INCDATE.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO SA_INCDATE* for the next incident
Else if 'Suppress' and no more incidents reported in this screener, *SKIP TO CA_OTHERCRIME*

121. SA_ANCHORDATE

Did this incident happen before, after, or on {6-MO ANCHORDATE}?

- 1 = It happened before {6-mo anchor date}
- 2 = It happened after or on {6-mo anchor date}
- 3 = Don't know

If **SA_ANCHORDATE**=1, 3, RF and additional incidents were reported in this screener, **LOOP TO SA_INCDATE** for the next incident
 Else if **SA_ANCHORDATE**=1, 3, RF and no more incidents reported in this screener, **SKIP TO CA_OTHERCRIME**
 Else if (theft, attempted theft, motor vehicle theft, break-in, vandalism, attack, threatened attack, or attempted attack reported) and **SA_ANCHORDATE**=2, **CONTINUE TO SA_PARTOFOTHERINC**
 Else if **SA_ANCHORDATE**=2, **SKIP TO SA_DESCRIBE**

122. **SA_PARTOFOTHERINC**

Is this {sexual contact or attempted sexual contact} {or} {threat} part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No

If **SA_PARTOFOTHERINC**=1, **CONTINUE TO SA_WHICHINCIDENT**
 Else if **SA_PARTOFOTHERINC**=2, DK, **SKIP TO SA_DESCRIBE**

123. **SA_WHICHINCIDENT**

Which incident was this part of?

◆ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

○ 1 = {Month/year; Incident's _DESCRIBE}	○ 21 = {Month/year; Incident's _DESCRIBE}
○ 2 = {Month/year; Incident's _DESCRIBE}	○ 22 = {Month/year; Incident's _DESCRIBE}
○ 3 = {Month/year; Incident's _DESCRIBE}	○ 23 = {Month/year; Incident's _DESCRIBE}
○ 4 = {Month/year; Incident's _DESCRIBE}	○ 24 = {Month/year; Incident's _DESCRIBE}
○ 5 = {Month/year; Incident's _DESCRIBE}	○ 25 = {Month/year; Incident's _DESCRIBE}
○ 6 = {Month/year; Incident's _DESCRIBE}	○ 26 = {Month/year; Incident's _DESCRIBE}
○ 7 = {Month/year; Incident's _DESCRIBE}	○ 27 = {Month/year; Incident's _DESCRIBE}
○ 8 = {Month/year; Incident's _DESCRIBE}	○ 28 = {Month/year; Incident's _DESCRIBE}
○ 9 = {Month/year; Incident's _DESCRIBE}	○ 29 = {Month/year; Incident's _DESCRIBE}
○ 10 = {Month/year; Incident's _DESCRIBE}	○ 30 = {Month/year; Incident's _DESCRIBE}
○ 11 = {Month/year; Incident's _DESCRIBE}	○ 31 = {Month/year; Incident's _DESCRIBE}
○ 12 = {Month/year; Incident's _DESCRIBE}	○ 32 = {Month/year; Incident's _DESCRIBE}
○ 13 = {Month/year; Incident's _DESCRIBE}	○ 33 = {Month/year; Incident's _DESCRIBE}
○ 14 = {Month/year; Incident's _DESCRIBE}	○ 34 = {Month/year; Incident's _DESCRIBE}
○ 15 = {Month/year; Incident's _DESCRIBE}	○ 35 = {Month/year; Incident's _DESCRIBE}
○ 16 = {Month/year; Incident's _DESCRIBE}	○ 36 = {Month/year; Incident's _DESCRIBE}
○ 17 = {Month/year; Incident's _DESCRIBE}	○ 50 = This is a separate incident
○ 18 = {Month/year; Incident's _DESCRIBE}	
○ 19 = {Month/year; Incident's _DESCRIBE}	
○ 20 = {Month/year; Incident's _DESCRIBE}	

If **SA_WHICHINCIDENT**=50, *CONTINUE TO SA_DESCRIBE*
Else if **SA_WHICHINCIDENT** not equal to 50 and more incidents in this screener, *LOOP TO SA_INCDATE*
Else if **SA_WHICHINCIDENT** not equal to 50 and no more incidents in this screener, *SKIP TO CA_OTHERCRIME*

124. **SA_DESCRIBE**

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone tried to have sex with you after a party. Later, I may ask you for a full description of what happened. _____

♦ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

If another incident reported in this screener, *LOOP TO SA_INCDATE*
Else, *CONTINUE TO CA_OTHERCRIME*

Catch-All

125. **CA_OTHERCRIME**

To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since **{DATE 6 MONTHS AGO}** that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

- 1 = Yes
- 2 = No

If **CA_OTHERCRIME**=1, *CONTINUE TO CA_TIMES*
Else, *SKIP TO INC_REPORTS*

126. **CA_TIMES**

In the past 6 months, how many times did something you might think of as a crime happen to you? **{Do not include anything you have already mentioned.}**

- 1 = Once
- 2 = Two or more times

If **CA_TIMES**=1, *SKIP TO CA_INCDATE*
Else if **CA_TIMES**=2, *CONTINUE TO CA_TIMES_NUM*
Else if **CA_TIMES**=RF, *SKIP TO INC_REPORTS*

127. **CA_TIMES_NUM**

How many times? _____

♦ Probe for the respondent's best guess if the respondent says 'Don't know'

If **CA_TIMES_NUM** ≥ 6, *CONTINUE TO CA_INCSIMILAR*
 Else if **CA_TIMES_NUM** is [2-5], *SKIP TO CA_MULTINTRO*
 Else if **CA_TIMES_NUM** = RF, *SKIP TO INC_REPORTS*

128. **CA_INCSIMILAR**

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ *If needed, read:* This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Similar
- 2 = Different – *SKIP TO CA_MULTINTRO*

129. **CA_RECALLEDTAILS**

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ *If needed, read:* This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = Yes
- 2 = No – *SKIP TO CA_INCDATE*

CA_MULTINTRO

I will ask about {each of these/the six most recent} incidents, starting with the most recent.

130. **CA_INCDATE**

{You said that something (else) you thought was a crime happened to you {once/[number in CA_TIMES_NUM] times} in the past 6 months.}

In what month and year did the {most recent/second most recent/third most recent/fourth most recent/fifth most recent/sixth most recent} incident happen?

♦ *If necessary, read:* If you don't remember the exact month, please give your best estimate.

- 1 = Before {Current month minus 6}
- 2 = {Current month minus 6}
- 3 = {Current month minus 5}
- 4 = {Current month minus 4}
- 5 = {Current month minus 3}
- 6 = {Current month minus 2}
- 7 = {Current month minus 1}
- 8 = {Current month}
- 9 = Don't know

If **CA_INCDATE=1**, *CONTINUE TO CA_INCDATE_CK*
Else if **CA_INCDATE=2, 9, RF**, *SKIP TO CA_ANCHORDATE*
Else if **CA_INCDATE** is [3-8] and (theft, attempted theft, motor vehicle theft, break-in, vandalism, attack, threatened attack, attempted attack, or unwanted sexual contact reported), *SKIP TO CA_PARTOFOTHERINC*
Else if **CA_INCDATE** is [3-8], *SKIP TO CA_MVTHEFT*

CA_INCDATE_CK (soft)

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

♦ If the wrong month was selected, please select the correct month at **CA_INCDATE**.

If 'Suppress' and additional incidents were reported in this screener, *LOOP TO CA_INCDATE* for the next incident
Elseif 'Suppress' and no more incidents reported, *SKIP TO INC_REPORTS*

131. CA_ANCHORDATE

Did this incident happen before, after, or on **{6-MO ANCHORDATE}**?

- 1 = It happened before **{6-mo anchor date}**
- 2 = It happened after or on **{6-mo anchor date}**
- 3 = Don't know

If (theft, attempted theft, motor vehicle theft, break-in, vandalism, attack, threatened attack, attempted attack, or unwanted sexual contact reported) and **CA_ANCHORDATE=2**, *CONTINUE TO CA_PARTOFOTHERINC*
Elseif **CA_ANCHORDATE=2**, *SKIP TO CA_MVTHEFT*
Elseif **CA_ANCHORDATE=1, 3, RF** and additional incidents were reported in this screener, *LOOP TO CA_INCDATE* for the next incident
Elseif **CA_ANCHORDATE=1, 3, RF** and no more incidents reported in this screener, *SKIP TO INC_REPORTS*

132. CA_PARTOFOTHERINC

Is this incident part of any other incident you have already mentioned?

- 1 = Yes
- 2 = No

If **CA_PARTOFOTHERINC=1**, *CONTINUE TO CA_WHICHINCIDENT*
Else, *SKIP TO CA_MVTHEFT*

133. CA_WHICHINCIDENT

Which incident was this part of?

♦ If needed, read: This is an important question for making sure we capture the incident correctly, please try to provide an answer.

- 1 = {Month/year; Incident's _DESCRIBE}
- 2 = {Month/year; Incident's _DESCRIBE}
- 3 = {Month/year; Incident's _DESCRIBE}
- 4 = {Month/year; Incident's _DESCRIBE}
- 5 = {Month/year; Incident's _DESCRIBE}
- 6 = {Month/year; Incident's _DESCRIBE}
- 7 = {Month/year; Incident's _DESCRIBE}
- 8 = {Month/year; Incident's _DESCRIBE}
- 9 = {Month/year; Incident's _DESCRIBE}
- 10 = {Month/year; Incident's _DESCRIBE}
- 11 = {Month/year; Incident's _DESCRIBE}
- 12 = {Month/year; Incident's _DESCRIBE}
- 13 = {Month/year; Incident's _DESCRIBE}
- 14 = {Month/year; Incident's _DESCRIBE}
- 15 = {Month/year; Incident's _DESCRIBE}
- 16 = {Month/year; Incident's _DESCRIBE}
- 17 = {Month/year; Incident's _DESCRIBE}
- 18 = {Month/year; Incident's _DESCRIBE}
- 19 = {Month/year; Incident's _DESCRIBE}
- 20 = {Month/year; Incident's _DESCRIBE}
- 21 = {Month/year; Incident's _DESCRIBE}
- 22 = {Month/year; Incident's _DESCRIBE}
- 23 = {Month/year; Incident's _DESCRIBE}
- 24 = {Month/year; Incident's _DESCRIBE}
- 25 = {Month/year; Incident's _DESCRIBE}
- 26 = {Month/year; Incident's _DESCRIBE}
- 27 = {Month/year; Incident's _DESCRIBE}
- 28 = {Month/year; Incident's _DESCRIBE}
- 29 = {Month/year; Incident's _DESCRIBE}
- 30 = {Month/year; Incident's _DESCRIBE}
- 31 = {Month/year; Incident's _DESCRIBE}
- 32 = {Month/year; Incident's _DESCRIBE}
- 33 = {Month/year; Incident's _DESCRIBE}
- 34 = {Month/year; Incident's _DESCRIBE}
- 35 = {Month/year; Incident's _DESCRIBE}
- 36 = {Month/year; Incident's _DESCRIBE}
- 37 = {Month/year; Incident's _DESCRIBE}
- 38 = {Month/year; Incident's _DESCRIBE}
- 39 = {Month/year; Incident's _DESCRIBE}
- 40 = {Month/year; Incident's _DESCRIBE}
- 41 = {Month/year; Incident's _DESCRIBE}
- 42 = {Month/year; Incident's _DESCRIBE}
- 50 = This is a separate incident

If CA_WHICHINCIDENT=50, CONTINUE TO CA_MVTHEFT

Else if additional incidents were reported in this screener, LOOP TO CA_INCDATE

Else if no additional incidents were reported in this screener, SKIP TO INC_REPORTS

134. CA_MVTHEFT

In this incident, did someone steal a vehicle or try to steal a vehicle that belonged to you or anyone you live with?

- 1 = Yes
- 2 = No

135. CA_THEFT

In this incident, did someone steal anything (else) that belonged to you?

- 1 = Yes
- 2 = No

136. CA_ATTEMPTTHEFT

In this incident, did someone TRY to steal something that belonged to you?

- ☐ 1 = Yes
- ☐ 2 = No

137. CA_BREAKIN

In this incident, did someone break in, or try to break in, to your property?

- ☐ 1 = Yes
- ☐ 2 = No

138. CA_VANDALISM

In this incident, did someone vandalize something that belonged to you?

- ☐ 1 = Yes
- ☐ 2 = No

139. CA_ATTACKTHREAT

In this incident, did someone attack you, try to attack you, or threaten to attack you?

- ☐ 1 = Yes
- ☐ 2 = No

140. CA_SEXUALCONTACT

In this incident, did someone have or try to have sexual contact with you that you did not agree to and did not want to happen?

- ☐ 1 = Yes
- ☐ 2 = No

141. CA_DESCRIBE

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone broke into your home while you were at work. Later, I may ask you for a full description of what happened. _____

◆ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

Crime Incidents Reported

INC_REPORTS

◆ Total incidents reported: {Number of incidents reported}

If (theft, attempted theft, motor vehicle theft, break-in, vandalism, attack, threatened attack, attempted attack, or unwanted sexual contact reported), *CONTINUE TO* **INC_INTRO**
Else if no crime is reported, *SKIP TO* **SOCIODEMO_INTRO**

NCVS-2

Crime Incident Report

INC_INTRO

The next questions are about the incident {in {Month year}} that involved: {Incident Note}

If (CA_MVTHEFT=1, CA_THEFT=1, CA_ATTEMPTTHEFT=1, CA_BREAKIN=1, CA_VANDALISM=1, CA_ATTACKTHREAT=1, or CA_SEXUALCONTACT=1), SKIP TO OFF_INTRO

Else if no motor vehicle theft, no theft, and no attempted theft reported, CONTINUE TO ALSO_MVTHEFT

Else if no theft and no attempted theft reported and (motor vehicle theft, break-in, or vandalism reported), SKIP TO ALSO_THEFT

Else if no break-in reported, SKIP TO ALSO_BREAKIN

Else if no vandalism reported, SKIP TO ALSO_VANDALISM

Else if no attack, no threatened attack, no attempted attack incident, and no unwanted sexual contact reported, SKIP TO ALSO_ATTACKTHREAT

Else if no unwanted sexual contact reported and (attack, threatened attack, or attempted attack reported), SKIP TO ALSO_SEXUALCONTACT

Else, SKIP TO OFF_INTRO

142. ALSO_MVTHEFT

Just to confirm, did someone steal or try to steal a vehicle as part of this incident {in {Month year}}?

- ☐ 1 = Yes
- ☐ 2 = No

If no theft and no attempted theft reported and (motor vehicle theft, break-in, or vandalism reported), CONTINUE TO ALSO_THEFT

Else if no break-in reported, SKIP TO ALSO_BREAKIN

Else if no vandalism reported, SKIP TO ALSO_VANDALISM

Else if no attack, no threatened attack, no attempted attack, and no unwanted sexual contact reported, SKIP TO ALSO_ATTACKTHREAT

Else if no unwanted sexual contact reported and (attack, threatened attack, or attempted attack reported), SKIP TO ALSO_SEXUALCONTACT

Else, SKIP TO OFF_INTRO

143. ALSO_THEFT

Just to confirm, did someone steal something {else} as part of this incident {in {Month year}}?

- ☐ 1 = Yes
- ☐ 2 = No

144. ALSO_ATTEMPTTHEFT

Just to confirm, did someone try to steal something {else} but not steal it as part of this incident {in {Month year}}?

- ☐ 1 = Yes

- 2 = No

If no break-in reported, *CONTINUE TO ALSO_BREAKIN*
 Else if no vandalism reported, *SKIP TO ALSO_VANDALISM*
 Else if no attack, no threatened attack, no attempted attack, and no unwanted sexual contact reported, *SKIP TO ALSO_ATTACKTHREAT*
 Else if no unwanted sexual contact reported and (attack, threatened attack, or attempted attack reported), *SKIP TO ALSO_SEXUALCONTACT*
 Else, *SKIP TO OFF_INTRO*

145. **ALSO_BREAKIN**

Just to confirm, did someone break in or try to break in to your property as part of this incident {in {Month year}}?

- 1 = Yes
- 2 = No

If no vandalism reported, *CONTINUE TO ALSO_VANDALISM*
 Else if no attack, no threatened attack, no attempted attack, and no unwanted sexual contact reported, *SKIP TO ALSO_ATTACKTHREAT*
 Else if no unwanted sexual contact reported and (attack, threatened attack, or attempted attack reported), *SKIP TO ALSO_SEXUALCONTACT*
 Else, *SKIP TO OFF_INTRO*

146. **ALSO_VANDALISM**

Just to confirm, did someone vandalize something of yours as part of this incident {in {Month year}}?

- 1 = Yes
- 2 = No

If no attack, no threatened attack, no attempted attack, and no unwanted sexual contact reported, *CONTINUE TO ALSO_ATTACKTHREAT*
 Else if no unwanted sexual contact reported and (attack, threatened attack, or attempted attack reported), *SKIP TO ALSO_SEXUALCONTACT*
 Else, *SKIP TO OFF_INTRO*

147. **ALSO_ATTACKTHREAT**

Just to confirm, did someone attack or threaten to attack you as part of this incident {in {Month year}}?

- 1 = Yes
- 2 = No

If no unwanted sexual contact reported and (attack, threatened attack, attempted attack reported, or **ALSO_ATTACKTHREAT=1**), *CONTINUE TO ALSO_SEXUALCONTACT*

Else, **SKIP TO OFF_INTRO**

148. **ALSO_SEXUALCONTACT**

Just to confirm, did someone have or try to have sexual contact with you that you did not agree to and did not want to happen as part of this incident {in {Month year}}?

- 1 = Yes
- 2 = No

OFF_INTRO

Some of the next questions will refer to the "offender," which means the person or people who did this to you.

If series crime, **CONTINUE TO SERIESLOCATION**
Else if unwanted sexual contact reported, **SKIP TO UNWANTED_INTRO**
Else if threatened attack or attempted attack reported, **SKIP TO ATTACKATTEMPTTHREAT**
Else if attack reported, **SKIP TO A_WEAPONPRESENT**
Else if motor vehicle theft reported and ((**MV_THEFT**=1 and **MV_ATTEMPT**=1) or **ALSO_MVTHEFT**=1 or **CA_MVTHEFT**), **SKIP TO MVTHEFTATTEMPT**
Else if motor vehicle theft reported and **MV_THEFT** not equal to 1 and **MV_ATTEMPT**=1, **SKIP TO INTENTATTMVTHEFT**
Else if motor vehicle theft reported and **MV_THEFT**=1 and **MV_ATTEMPT** not equal to 1, **SKIP TO WHOOWNEDMV**
Else if break-in reported, **SKIP TO BREAKINWHERE**
Else if theft and attempted theft reported, **SKIP TO THEFTATTEMPT**
Else if theft reported and attempted theft is not equal to 1, **SKIP TO WHATWASTAKEN**
Else if theft is not equal to 1 and attempted theft reported, **SKIP TO ATTEMPTTHEFTWHAT**
Else if vandalism reported and **V_PROPERTY**=1 and (no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported), **SKIP TO VANDALISM**
Else if vandalism reported and **V_INJUREKILLANIMAL**=1 and (no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported), **SKIP TO WHOOWNEDVANDALISM**

Series Crimes

(Respondents who reported this type of incident happened six or more times in the past 6 months and did not recall enough details about each incident to be able to distinguish them from each other.)

149. **SERIESLOCATION**

Earlier, you said this type of thing happened to you more than once in the past 6 months.

Did all of these incidents happen in the same place, did some of them happen in the same place, or did they all happen in different places?

- 1 = All in the same place
- 2 = Some in the same place
- 3 = All in different places

150. **SERIESOFFENDER**

Were all of these incidents done by the same offender, were some of them done by the same offender, or were they all done by different offenders?

- 1 = All by same offender
- 2 = Some by same offender
- 3 = All by different offenders
- 4 = Don't know

SERIES_INTRO

The rest of the questions will now ask you to focus on the most recent time this happened {in {Month year}}.

If unwanted sexual contact reported, *CONTINUE TO* **UNWANTED_INTRO**
Else if threatened attack or attempted attack reported, *SKIP TO* **ATTACKATTEMPTTHREAT**
Else if attack reported, *SKIP TO* **A_WEAPONPRESENT**
Else if motor vehicle theft reported and ((**MV_THEFT**=1 and **MV_ATTEMPT**=1) or **ALSO_MVTHEFT**=1 or **CA_MVTHEFT**=1), *SKIP TO* **MVTHEFTATTEMPT**
Else if motor vehicle theft reported and (**MV_THEFT** not equal to 1 and **MV_ATTEMPT**=1), *SKIP TO* **INTENTATTMVTHEFT**
Else if motor vehicle theft reported and (**MV_THEFT**=1 and **MV_ATTEMPT** not equal to 1), *SKIP TO* **WHOOWNEDMV**
Else if break-in reported, *SKIP TO* **BREAKINWHERE**
Else if theft and attempted theft reported, *SKIP TO* **THEFTATTEMPT**
Else if theft reported and no attempted theft reported, *SKIP TO* **WHATWASTAKEN**
Else if no theft reported and attempted theft reported, *SKIP TO* **ATTEMPTTHEFTWHAT**
Else if vandalism reported and **V_PROPERTY**=1 and (no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported), *SKIP TO* **VANDALISM**
Else if vandalism reported and **V_INJUREKILLANIMAL**=1 and (no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported), *SKIP TO* **WHOOWNEDVANDALISM**

What Happened: Module SV – Unwanted Sexual Contact

(Respondents who reported unwanted sexual contact in this incident.)

UNWANTED_INTRO

Earlier, you said someone had, tried to have, or threatened to have unwanted sexual contact with you during the incident {in {month year}/in the past 6 months}.

These questions are about what specific things you did not want to happen during the incident. It may seem like you've already answered these questions, but we want to understand clearly what happened. {Some of the language is explicit; it's important that the questions be asked this way so that you understand what we mean.}

151. UNWANTEDCONTACT

In this incident, did someone have unwanted sexual contact with you, such as touching, groping, or penetration, or make you do these things to them?

- ☐ 1 = Yes
- ☐ 2 = No

If UNWANTEDCONTACT=1, CONTINUE TO UNWANTEDSEX
Else if UNWANTEDCONTACT=2, SKIP TO ATTEMPTSEX
Else if UNWANTEDCONTACT=RF, SKIP TO UNWANTEDCONTACT_SP

152. UNWANTEDSEX

In this particular incident...

Did you have unwanted vaginal sex {with a woman}?

- ☐ 1 = Yes
- ☐ 2 = No

153. UNWANTEDORAL

In this particular incident...

Did you have unwanted oral or anal sex?

♦ If needed, read: Oral sex means that someone put their mouth or tongue on a vagina, anus, or penis. Anal sex is a man or boy putting his penis in someone else's anus.

- ☐ 1 = Yes
- ☐ 2 = No

154. UNWANTEDPENETRATION

In this particular incident...

Was there unwanted penetration of sexual body parts with a finger or object?

♦ If needed, read: Penetration means that someone put a finger or object inside a sexual body part.

- ☐ 1 = Yes
- ☐ 2 = No

155. UNWANTEDTOUCH

In this particular incident...

Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way?

- ☐ 1 = Yes
- ☐ 2 = No

If UNWANTEDSEX=1, UNWANTEDORAL=1, or UNWANTEDPENETRATION=1, CONTINUE TO PENETRATERESP

Else if UNWANTEDTOUCH=1, SKIP TO PHYSICALFORCE
Else if (UNWANTEDSEX=RF or DK, and UNWANTEDORAL=RF or DK, and
UNWANTEDPENETRATION=RF or DK, and UNWANTEDTOUCH=RF or DK), SKIP TO
UNWANTEDCONTACT_SP
Else, SKIP TO ATTEMPTSEX

156. PENETRATERESP

Did the offender penetrate YOUR sexual body parts?

- ☐ 1 = Yes
- ☐ 2 = No

157. PENETRATEOFF

Were YOU {also} forced to penetrate the offender's sexual body parts?

- ☐ 1 = Yes
- ☐ 2 = No

158. PHYSICALFORCE

During {this/the} incident...

Did the offender use physical force, such as holding, pinning, or blocking you, hitting or kicking you, or using a weapon?

- ☐ 1 = Yes
- ☐ 2 = No

159. PHYSICALTHREAT

During {this/the} incident...

Did the offender threaten to physically hurt you or someone close to you?

- ☐ 1 = Yes
- ☐ 2 = No

160. UNCONSCIOUS

During {this/the} incident...

Were you blacked out, unconscious, or asleep at any point?

- ☐ 1 = Yes
- ☐ 2 = No

161. UNABLECONSENT

During {this/the} incident...

Were you unable to consent because you were too drunk or high?

- ☐ 1 = Yes
- ☐ 2 = No

If (UNWANTEDSEX=1, UNWANTEDORAL=1, or UNWANTEDPENETRATION=1) and (PHYSICALFORCE=2, RF, or DK, PHYSICALTHREAT=2, RF, or DK, UNCONSCIOUS=2, RF, or DK, and UNABLECONSENT=2, RF, or DK), SKIP TO UNWANTEDPRESSURE

Else if (UNWANTEDSEX=1, UNWANTEDORAL=1, or UNWANTEDPENETRATION=1) and (PHYSICALFORCE=1, PHYSICALTHREAT=1, UNCONSCIOUS=1, UNABLECONSENT=1), SKIP TO WEAPON_INTRO

Else if UNWANTEDTOUCH=1, PHYSICALFORCE=2, RF, or DK, PHYSICALTHREAT=2, RF, or DK, and UNCONSCIOUS=2, RF, or DK, CONTINUE TO FORCEDTOUCH

Else, SKIP TO ATTEMPTSEX

162. FORCEDTOUCH

During {this/the} incident, did the offender forcibly touch or kiss your sexual body parts, or forcibly touch, grab, fondle, or rub up against you in a sexual way?

- ☐ 1 = Yes
- ☐ 2 = No

If UNABLECONSENT=2, RF, or DK, and FORCEDTOUCH=2, RF, or DK, CONTINUE TO UNWANTEDPRESSURE

Else, SKIP TO ATTEMPTSEX

163. UNWANTEDPRESSURE

Did the offender use some other type of pressure, such as threatening to cause financial or other problems for you, threatening to break up with you, threatening to hurt your reputation, or promising rewards?

- ☐ 1 = Yes
- ☐ 2 = No

If (UNWANTEDSEX=1, UNWANTEDORAL=1, or UNWANTEDPENETRATION=1) and UNWANTEDPRESSURE=2, RF, or DK, SKIP TO UNWANTEDCONTACT_SP
 Elseif UNWANTEDSEX=1, UNWANTEDORAL=1, or UNWANTEDPENETRATION=1, SKIP TO WEAPON_INTRO
 Else, CONTINUE TO ATTEMPTSEX

164. **ATTEMPTSEX**

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Have vaginal sex {with a woman}?

- ☐ 1 = Yes
- ☐ 2 = No

165. **ATTEMPTORAL**

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Did the offender physically try to, or try to make you, have oral or anal sex?

♦ If needed, read: Oral sex means that someone put their mouth or tongue on a vagina, anus, or penis. Anal sex is a man or boy putting his penis in someone else's anus.

- ☐ 1 = Yes
- ☐ 2 = No

166. **ATTEMPTPENETRATE**

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Did the offender physically try to sexually penetrate you with a finger or object or try to make you penetrate them with your finger or an object?

♦ If needed, read: Penetration means that someone put a finger or object inside a sexual body part.

- ☐ 1 = Yes
- ☐ 2 = No

If UNWANTEDTOUCH=2, RF, or DK, CONTINUE TO ATTEMPTTOUCH
 Else if ATTEMPTSEX=1, ATTEMPTORAL=1, or ATTEMPTPENETRATE=1, SKIP TO ATTEMPTPHYSFORCE
 Else, SKIP TO THREATSEXUALCONTACT

167. **ATTEMPTTOUCH**

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Did the offender physically try to, or try to make you, touch, grab, fondle, or kiss sexual body parts?

- ☐ 1 = Yes
- ☐ 2 = No

If **ATTEMPTSEX=1**, **ATTEMPTORAL=1**, or **ATTEMPTPENETRATE=1**, *SKIP TO ATTEMPTPHYSFORCE*
Else, *CONTINUE TO THREATSEXUALCONTACT*

168. **THREATSEXUALCONTACT**

Did the offender verbally THREATEN to have vaginal, oral, or anal sex, or THREATEN sexual penetration with a finger or object when you did not want it to happen?

- ☐ 1 = Yes
- ☐ 2 = No

If **UNWANTEDTOUCH=1**, *SKIP TO WEAPON_INTRO*
Else if **ATTEMPTTOUCH=2**, RF, or DK, and **THREATSEXUALCONTACT=2**, RF, or DK, *CONTINUE TO THREATFORCEDTOUCH*
Else, *SKIP TO ATTEMPTPHYSFORCE*

169. **THREATFORCEDTOUCH**

Did the offender verbally threaten to, or threaten to make you, touch, grab, fondle, or kiss sexual body parts when you did not want it to happen?

- ☐ 1 = Yes
- ☐ 2 = No

If **THREATFORCEDTOUCH=2**, RF, or DK, *SKIP TO UNWANTEDCONTACT_SP*
Else, *CONTINUE TO ATTEMPTPHYSFORCE*

170. **ATTEMPTPHYSFORCE**

You said that the offender {tried to/threatened to} have unwanted sexual contact with you when you did not want it to happen.

Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon, in doing this?

- ☐ 1 = Yes
- ☐ 2 = No

171. **ATTEMPTPHYSTHREAT**

You said that the offender {tried to/threatened to} have unwanted sexual contact with you when you did not want it to happen.

Did the offender threaten to physically hurt you or someone close to you?

- ☐ 1 = Yes
- ☐ 2 = No

If (ATTEMPTSEX=1, ATTEMPTORAL=1, ATTEMPTPENETRATE=1, or ATTEMPTTOUCH=1),
CONTINUE TO ATTEMPTUNCONSCIOUS
Else if THREATSEXUALCONTACT=1 or THREATFORCEDTOUCH=1, SKIP TO ACTONTHREAT
Else, SKIP TO WEAPON_INTRO

172. **ATTEMPTUNCONSCIOUS**

You said that the offender {tried to/threatened to} have unwanted sexual contact with you when you did not want it to happen.

Did the offender try to do it while you were blacked out, unconscious, or asleep?

- ☐ 1 = Yes
- ☐ 2 = No

173. **ATTEMPTUNABLECONSENT**

You said that the offender {tried to/threatened to} have unwanted sexual contact with you when you did not want it to happen.

Did the offender try to do it while you were unable to consent because you were too drunk or high?

- ☐ 1 = Yes
- ☐ 2 = No

If (ATTEMPTPHYSFORCE=1, ATTEMPTPHYSTHREAT=1, or ATTEMPTUNABLECONSENT=1), SKIP TO SAYNO
Else if THREATSEXUALCONTACT=1 or THREATFORCEDTOUCH=1, SKIP TO ACTONTHREAT
Else if ATTEMPTPHYSFORCE=2, RF, or DK, ATTEMPTPHYSTHREAT=2, RF, or DK, ATTEMPTUNCONSCIOUS=2, RF, or DK, and ATTEMPTUNABLECONSENT=2, RF, or DK, CONTINUE TO ATTEMPTFORCEDTOUCH
Else if ATTEMPTUNCONSCIOUS=1, SKIP TO WEAPON_INTRO

174. **ATTEMPTFORCEDTOUCH**

During the incident, did the offender attempt to forcibly touch or kiss your sexual body parts, or forcibly touch, grab, fondle, or rub up against you in a sexual way?

- ☐ 1 = Yes
- ☐ 2 = No

If **ATTEMPTFORCEDTOUCH=1**, *CONTINUE TO SAYNO*
Elseif **ATTEMPTFORCEDTOUCH=2**, RF, or DK, *SKIP TO UNWANTEDCONTACT_SP*

175. **SAYNO**

Did you tell the offender "no," "stop," or that you did not want this to happen?

- 1 = Yes
- 2 = No

If **SAYNO=1**, *CONTINUE TO OFFSTOP*
Else if **THREATSEXUALCONTACT=1** or **THREATFORCEDTOUCH=1** or (**ATTEMPTPHYSTHREAT=1**,
ATTEMPTPHYSFORCE=2, RF, or DK, **ATTEMPTUNCONSCIOUS=2**, RF, or DK, and
ATTEMPTUNABLECONSENT=2, RF, or DK), *SKIP TO ACTONTHREAT*
Else if **ATTEMPTPHYSFORCE=2**, RF, or DK, **ATTEMPTPHYSTHREAT=2**, RF, or DK,
ATTEMPTUNCONSCIOUS=2, RF, or DK, and **ATTEMPTUNABLECONSENT=2**, RF, or DK, and
ATTEMPTFORCEDTOUCH=1, *SKIP TO UNWANTEDCONTACT_SP*
Else, *SKIP TO WEAPON_INTRO*

176. **OFFSTOP**

When you said this, did the offender stop immediately, stop after you said it more than once, or not stop at all?

- 1 = Stop immediately
- 2 = Stop after said more than once
- 3 = Not stop at all

If **THREATSEXUALCONTACT=1** or **THREATFORCEDTOUCH=1** or (**ATTEMPTPHYSTHREAT=1**,
ATTEMPTPHYSFORCE=2, RF, or DK, **ATTEMPTUNCONSCIOUS=2**, RF, or DK, and
ATTEMPTUNABLECONSENT=2, RF, or DK), *CONTINUE TO ACTONTHREAT*
Else if **ATTEMPTPHYSFORCE=2**, RF, or DK, **ATTEMPTPHYSTHREAT=2**, RF, or DK,
ATTEMPTUNCONSCIOUS=2, RF, or DK, and **ATTEMPTUNABLECONSENT=2**, RF, or DK, *SKIP TO UNWANTEDCONTACT_SP*
Else, *SKIP TO WEAPON_INTRO*

177. **ACTONTHREAT**

At the time, how likely did you think it was that the offender would actually act on their threat during {this/the} incident?

- 1 = Very likely
- 2 = Somewhat likely
- 3 = Somewhat unlikely
- 4 = Very unlikely

178. SA_HOWTHREATENED

Were you threatened face to face, by phone or text, online (such as by email or social media), or in some other way?

♦ Mark all that apply

- ☐ 1 = Face to face
- ☐ 2 = By phone or text
- ☐ 3 = Online (email or social media)
- ☐ 4 = Some other way

If SA_HOWTHREATENED=4, CONTINUE TO SA_HOWTHREATENED_SP
Else if SA_HOWTHREATENED=1, RF, SKIP TO WEAPON_INTRO
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and no attack, no threatened attack, no attempted attack, no motor vehicle theft, no theft, no attempted theft, no break-in, and no vandalism reported, SKIP TO SUMMARY_SP
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and (attack, threatened attack, or attempted attack reported), SKIP TO WEAPON_INTRO
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and motor vehicle theft reported and ((MV_THEFT=1 and MV_ATTEMPT=1) or ALSO_MVTHEFT=1 or CA_MVTHEFT=1), SKIP TO MVTHEFTATTEMPT
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and motor vehicle theft reported and (MV_THEFT not equal to 1 and MV_ATTEMPT=1), SKIP TO INTENTATTMVTHEFT
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and motor vehicle theft reported and (MV_THEFT=1 and MV_ATTEMPT not equal to 1), SKIP TO WHOOWNEDMV
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and break-in reported, SKIP TO BREAKINWHERE
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and theft and attempted theft reported, SKIP TO THEFTATTEMPT
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and theft reported and no attempted theft reported, SKIP TO WHATWASTAKEN
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and no theft reported and attempted theft reported, SKIP TO ATTEMPTTHEFTWHAT
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and vandalism reported and V_PROPERTY=1, SKIP TO VANDALISM
Else if SA_HOWTHREATENED not equal to 1, 4, RF, and vandalism reported and V_INJUREKILLANIMAL=1, SKIP TO WHOOWNEDVANDALISM

179. SA_HOWTHREATENED_SP

In what other way were you threatened? _____

SKIP TO WEAPON_INTRO

180. UNWANTEDCONTACT_SP

What did the offender do that was unwanted? _____

WEAPON_INTRO

The next question asks whether a weapon was used during this incident.

SKIP TO A_WEAPONPRESENT

What Happened Module A – Attack/Threatened Attack

(Respondents who reported being attacked, with or without a weapon, or threatened with attack, and did not report unwanted sexual contact for this incident.)

181. ATTACKATTEMPTTHREAT

Did someone actually attack you, try to attack you, or threaten to attack you during this incident?

◆ Probe if respondent only says ‘Yes’

- 1 = Attacked/tried to attack
- 2 = Threatened to attack

If ATTACKATTEMPTTHREAT=2, CONTINUE TO A_HOWTHREATENED
Else if ATTACKATTEMPTTHREAT=1, SKIP TO A_WEAPONPRESENT
Else if ATTACKATTEMPTTHREAT=RF, and no theft, and no attempted theft reported, SKIP TO A_THEFTATTEMPT
Else if ATTACKATTEMPTTHREAT=RF and threatened attack reported, SKIP TO INJURY
Else if ATTACKATTEMPTTHREAT=RF and motor vehicle theft reported and ((MV_THEFT=1 and MV_ATTEMPT=1) or ALSO_MVTHEFT=1 or CA_MVTHEFT=1), SKIP TO MVTHEFTATTEMPT
Else if ATTACKATTEMPTTHREAT=RF and motor vehicle theft reported and (MV_THEFT not equal to 1 and MV_ATTEMPT=1), SKIP TO INTENTATTMVTHEFT
Else if ATTACKATTEMPTTHREAT=RF and motor vehicle theft reported and (MV_THEFT=1 and MV_ATTEMPT not equal to 1), SKIP TO WHOOWNEDMV
Else if ATTACKATTEMPTTHREAT=RF and break-in reported SKIP TO BREAKINWHERE
Else if ATTACKATTEMPTTHREAT=RF and theft and attempted theft reported, SKIP TO THEFTATTEMPT
Else if ATTACKATTEMPTTHREAT=RF, and theft reported, and no attempted theft reported, SKIP TO WHATWASTAKEN
Else if ATTACKATTEMPTTHREAT=RF, and no theft reported, and attempted theft reported, SKIP TO ATTEMPTTHEFTWHAT

182. A_HOWTHREATENED

Were you threatened face to face, by phone or text, online (such as by email or social media), or in some other way?

◆ Mark all that apply

- ☐ 1 = Face to face
- ☐ 2 = By phone or text
- ☐ 3 = Online (email or social media)
- ☐ 4 = Some other way (specify)

If **A_HOWTHREATENED=4**, *CONTINUE TO A_HOWTHREATENED_SP*
 Else if **A_HOWTHREATENED=1**, RF and **A_HOWTHREATENED** not equal to 4, *SKIP TO A_WEAPONPRESENT*
 Else if **A_HOWTHREATENED** not equal to 1, 4, RF and (no motor vehicle theft, no theft, no attempted theft, no break-in, and no vandalism reported), *SKIP TO SUMMARY_SP*
 Else if motor vehicle theft reported and ((**MV_THEFT=1** and **MV_ATTEMPT=1**) or **ALSO_MVTHEFT=1** or **CA_MVTHEFT=1**), *SKIP TO MVTHEFTATTEMPT*
 Else if motor vehicle theft reported and (**MV_THEFT** not equal to 1 and **MV_ATTEMPT=1**), *SKIP TO INTENTATTMVTHEFT*
 Else if motor vehicle theft reported and (**MV_THEFT=1** and **MV_ATTEMPT** not equal to 1), *SKIP TO WHOOWNEDMV*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and **V_PROPERTY=1** and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, and no break-in, no eligible unwanted sexual contact, and no motor vehicle theft reported), *SKIP TO VANDALISM*
 Else if vandalism reported and **V_INJUREKILLANIMAL=1** and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, and no break-in, no eligible unwanted sexual contact, and no motor vehicle theft reported), *SKIP TO WHOOWNEDVANDALISM*

183. **A_HOWTHREATENED_SP**

In what other way were you threatened? _____

184. **A_WEAPONPRESENT**

{You said someone {attacked or tried to attack you} {threatened to attack you} during {this/the} incident {in {month year}/in the past 6 months.} {Just to confirm, did/Did} the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

♦ The following are NEVER considered weapons:

- Animals
- Parts of the body
- Small empty cans
- Rings
- Casts

- 1 = Yes
- 2 = No
- 3 = Don't know

If **A_WEAPONPRESENT=1**, *CONTINUE TO A_WEAPON*
 Else if **A_WEAPONPRESENT** not equal to 1 and (unwanted sexual contact reported and (**PHYSICALFORCE=1** or **FORCEDTOUCH=1** or **ATTEMPTPHYSFORCE=1**)), *SKIP TO GRABPUSHTRIP*

Else if unwanted sexual contact reported and no theft, no attempted theft, no attack, and no threatened attack reported, *SKIP TO A_THEFTATTEMPT*
Else if unwanted sexual contact reported and no attack and no threatened attack reported, *SKIP TO INJURY*
Else, *SKIP TO ATTACK*

185. **A_WEAPON**

What was the weapon?

♦ Mark all that apply

- ☐ 1 = Firearm (gun, rifle, etc.)
- ☐ 2 = Knife or other sharp object (razors, axes, scissors, broken glass, etc.)
- ☐ 3 = Blunt object (baseball bat, butt of a firearm, clubs, rocks, bottles, etc.)
- ☐ 4 = Motor vehicle
- ☐ 5 = Poison
- ☐ 6 = Explosives or a fire/incendiary device
- ☐ 7 = Drugs, narcotics, or sleeping pills
- ☐ 8 = BB guns, pellet guns, tasers, pepper spray, stun guns, etc.
- ☐ 9 = Something else (specify)

If **A_WEAPON=9**, *CONTINUE TO A_WEAPON_SP*
Else if **A_WEAPON=1**, *SKIP TO A_GUNTYPE*
Else if **A_WEAPON=2**, *SKIP TO A_KNIFEWOUND*
Else if (**PHYSICALFORCE=2**, RF, or DK, and **FORCEDTOUCH=2**, RF, or DK, and **ATTEMPTPHYSFORCE=2**, RF, or DK, and no attack, and no threatened attack reported, and unwanted sexual contact reported) and no theft and no attempted theft reported, *SKIP TO A_THEFTATTEMPT*
Else if (**PHYSICALFORCE=2**, RF, or DK, and **FORCEDTOUCH=2**, RF, or DK, and **ATTEMPTPHYSFORCE=2**, RF, or DK, and unwanted sexual contact reported, and no attack, and no threatened attack reported), *SKIP TO INJURY*
Else if (unwanted sexual contact reported, and (**PHYSICALFORCE=1**, **FORCEDTOUCH=1**, or **ATTEMPTPHYSFORCE=1**)), *SKIP TO GRABPUSHTRIP*
Else, *SKIP TO ATTACK*

186. **A_WEAPON_SP**

What was the weapon? _____

If **A_WEAPON=1**, *CONTINUE TO A_GUNTYPE*
Else if **A_WEAPON=2**, *SKIP TO A_KNIFEWOUND*
Else if (**PHYSICALFORCE=2**, RF, or DK, and **FORCEDTOUCH=2**, RF, or DK, and **ATTEMPTPHYSFORCE=2**, RF, or DK, and no attack, and no threatened attack reported, and unwanted sexual contact reported) and no theft and no attempted theft reported, *SKIP TO A_THEFTATTEMPT*
Else if (**PHYSICALFORCE=2**, RF, or DK, and **FORCEDTOUCH=2**, RF, or DK, and **ATTEMPTPHYSFORCE=2**, RF, or DK, and unwanted sexual contact reported, and no attack, and no threatened attack reported), *SKIP TO INJURY*
Else if (unwanted sexual contact reported, and (**PHYSICALFORCE=1**, **FORCEDTOUCH=1**, or **ATTEMPTPHYSFORCE=1**)), *SKIP TO GRABPUSHTRIP*
Else, *SKIP TO ATTACK*

187. **A_GUNTYPE**

Was it a handgun or some other kind of gun, such as a rifle or shotgun?

- 1 = Handgun, pistol, revolver
- 2 = Some other kind of gun, rifle, shotgun

188. **A_HOWGUNUSED**

Did the offender...

- 1 = Shoot you
- 2 = Shoot at you, but missed
- 3 = Hit you with the gun
- 4 = Show you a gun or point a gun at you

If **A_WEAPON=2**, *CONTINUE TO A_KNIFEWOUND*

Else if ((**A_HOWGUNUSED=1, 3**) or (**PHYSICALFORCE=2, RF, or DK**, and **FORCEDTOUCH=2, RF, or DK**, and **ATTEMPTPHYSFORCE=2, RF, or DK**, and no attack and no threatened attack reported, and unwanted sexual contact reported)) and no theft and no attempted theft reported, *SKIP TO A_THEFTATTEMPT*

Else if ((**A_HOWGUNUSED=1, 3**) or (**PHYSICALFORCE=2, RF, or DK**, and **FORCEDTOUCH=2, RF, or DK**, and **ATTEMPTPHYSFORCE=2, RF, or DK**, and unwanted sexual contact reported, and no attack, and no threatened attack reported)), *SKIP TO INJURY*

Else if (unwanted sexual contact reported, and (**PHYSICALFORCE=1, FORCEDTOUCH=1, or ATTEMPTPHYSFORCE=1**)), *SKIP TO GRABPUSHTRIP*

Else, *SKIP TO ATTACK*

189. **A_KNIFEWOUND**

You said the offender had a knife or other sharp object. Did the offender stab or cut you?

- 1 = Yes
- 2 = No

If **A_KNIFEWOUND=2, RF, or DK**, *CONTINUE TO A_ATTEMPTKNIFEWOUND*

Else if no theft and no attempted theft reported, *SKIP TO A_THEFTATTEMPT*

Else if **A_KNIFEWOUND=1**, *SKIP TO INJURY*

190. **A_ATTEMPTKNIFEWOUND**

Did the offender TRY to stab or cut you?

- 1 = Yes
- 2 = No

If ((**PHYSICALFORCE**=2, RF, or DK, and **FORCEDTOUCH**=2, RF, or DK, and **ATTEMPTPHYSFORCE**=2, RF, or DK, and unwanted sexual contact reported, and no attack, and no threatened attack reported) or **A_HOWGUNUSED**=1, 3) and (no theft and no attempted theft reported), *SKIP TO A_THEFTATTEMPT*

Else if unwanted sexual contact reported and (**PHYSICALFORCE**=1 or **FORCEDTOUCH**=1 or **ATTEMPTPHYSFORCE**=1), *SKIP TO GRABPUSHTRIP*

Else if ((**PHYSICALFORCE**=2, RF, or DK, and **FORCEDTOUCH**=2, RF, or DK, and **ATTEMPTPHYSFORCE**=2, RF, or DK, and unwanted sexual contact reported, and no attack, and no threatened attack reported) or **A_HOWGUNUSED**=1, 3) and (theft or attempted theft reported), *SKIP TO INJURY*

Else, *CONTINUE TO ATTACK*

191. **ATTACK**

{In addition to trying to {shoot} {stab or cut} you, did the offender hit you, grab you, knock you down or attack you in any other way?/Did the offender hit you, grab you, knock you down or attack you in any way?}

- 1 = Yes
- 2 = No

If **ATTACK**=1, *SKIP TO GRABPUSHTRIP*

Else if **ATTACK**=2 and (**A_HOWGUNUSED**=2 or **A_ATTEMPTKNIFEWOUND**=1) and no theft and no attempted theft reported, *SKIP TO A_THEFTATTEMPT*

Else if **ATTACK**=2 and (**A_HOWGUNUSED**=2 or **A_ATTEMPTKNIFEWOUND**=1), *SKIP TO INJURY*

Else, *CONTINUE TO ATTEMPTATTACK*

192. **ATTEMPTATTACK**

Did the offender TRY to hit you, grab you, knock you down, or try to attack you in any way?

- 1 = Yes
- 2 = No

If **ATTEMPTATTACK**=1, *SKIP TO HOWATTACKTHREATEN*

Else if **ATTEMPTATTACK**=2 RF, or DK, *CONTINUE TO THREATATTACK*

193. **THREATATTACK**

Did the offender THREATEN to hit you, grab you, knock you down, or threaten to attack you in any way?

- 1 = Yes
- 2 = No

If **THREATATTACK**=1, *SKIP TO HOWATTACKTHREATEN*

Else if **THREATATTACK**=2, RF, or DK, *CONTINUE TO WHATHAPPEN*

194. WHATHAPPEN

What did the offender do?

♦ Probe if needed: Anything else?

♦ Mark all that apply

- ☐ 1 = Took something without your permission
- ☐ 2 = Tried to or threatened to take something
- ☐ 3 = Harassed, argued with you, or used abusive language
- ☐ 4 = Broke in or tried to break into your home
- ☐ 5 = Broke in or tried to break into your vehicle
- ☐ 6 = Damaged or destroyed your property
- ☐ 7 = Something else (specify)

If WHATHAPPEN=7, CONTINUE TO WHATHAPPEN_SP
Else if no theft and no attempted theft reported, SKIP TO A_THEFTATTEMPT
Else, SKIP TO INJURY

195. WHATHAPPEN_SP

What did the offender do? _____

If no theft and no attempted theft reported, SKIP TO A_THEFTATTEMPT
Else, SKIP TO INJURY

196. HOWATTACKTHREATEN

How did the offender TRY or THREATEN to attack you?

♦ Mark all that apply

- ☐ 1 = Saying they would attack or kill you
- ☐ 2 = {Threatening you with a weapon}
- ☐ 3 = {Trying to attack you with a weapon other than gun, knife, or sharp object}
- ☐ 4 = Throwing something at you
- ☐ 5 = Following you or surrounding you
- ☐ 6 = Trying to choke you
- ☐ 7 = Trying to hit, slap, knock down, grab, hold, trip, jump, or push you
- ☐ 8 = Something else (specify)

If HOWATTACKTHREATEN=8, CONTINUE TO HOWATTACKTHREATEN_SP
Else if no theft and no attempted theft reported, SKIP TO A_THEFTATTEMPT
Else, SKIP TO INJURY

197. HOWATTACKTHREATEN_SP

How did the offender TRY or THREATEN to attack you? _____

Else if no theft and no attempted theft reported, *SKIP TO* **A_THEFTATTEMPT**
Else, *SKIP TO* **INJURY**

198. GRABPUSHTRIP

{Earlier you said the offender used physical force {and had a weapon} during the incident.} Did the offender {also} do any of the following?

Grab, hold, trip, jump, or push you?

- ☐ 1 = Yes
- ☐ 2 = No

199. HITS LAP

{Earlier you said the offender used physical force {and had a weapon} during the incident.} Did the offender {also} do any of the following?

Hit you, slap you, or knock you down?

- ☐ 1 = Yes
- ☐ 2 = No

200. THROW OBJECT

{Earlier you said the offender used physical force {and had a weapon} during the incident.} Did the offender {also} do any of the following?

Throw something at you?

- ☐ 1 = Yes
- ☐ 2 = No

201. CHOKE

{Earlier you said the offender used physical force {and had a weapon} during the incident.} Did the offender {also} do any of the following?

Choke you?

- ☐ 1 = Yes
- ☐ 2 = No

202. HIT WITH OBJECT

{Earlier you said the offender used physical force {and had a weapon} during the incident.} Did the offender {also} do any of the following?

Hit you with an object other than a gun?

- ☐ 1 = Yes
- ☐ 2 = No

203. OTHERATTACK

{Earlier you said the offender used physical force {and had a weapon} during the incident.} Did the offender {also} do any of the following?

Do something else to attack you?

- ☐ 1 = Yes
- ☐ 2 = No

If OTHERATTACK=1, CONTINUE TO OTHERATTACK_SP
Else if no theft and no attempted theft reported, SKIP TO A_THEFTATTEMPT
Else, SKIP TO INJURY

204. OTHERATTACK_SP

What else did the offender do to attack you? _____

If no theft and no attempted theft reported, CONTINUE TO A_THEFTATTEMPT
Else, SKIP TO INJURY

205. A_THEFTATTEMPT

Did the offender steal or try to steal something that belonged to you during {this/the} incident?

- ☐ 1 = Yes, stole something
- ☐ 2 = Yes, tried to steal something
- ☐ 3 = No

Consequences I: Injury

(Respondents who reported being attacked or were threatened with attack face to face or someone tried to have unwanted sexual contact with them.)

206. INJURY

The next questions ask about any injuries you may have had during this incident.

During {this/the} incident, {besides being} {shot} {and} {stabbed}, were you physically {hurt or} injured in any {other} way? {Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.}

{Please include times when you were hurt, even if there were not physical marks.}

- ☐ 1 = Yes
- ☐ 2 = No

If **INJURY**=1 and threatened attack reported, and no attack reported, and no unwanted sexual contact reported, **CONTINUE TO INJURY_CHK**
 Else if **INJURY**=1, **SKIP TO HOWINJURED**
 Else if **A_HOWGUNUSED**=1 or **A_KNIFEWOUND**=1, **SKIP TO MEDICALCARE**
 Else if motor vehicle theft reported and ((**MV_THEFT**=1 and **MV_ATTEMPT**=1)) or **ALSO_MVTHEFT**=1 or **CA_MVTHEFT**=1), **SKIP TO MVTHEFTATTEMPT**
 Else if motor vehicle theft reported and (**MV_THEFT** not equal to 1 and **MV_ATTEMPT**=1), **SKIP TO INTENTATTMVTHEFT**
 Else if motor vehicle theft reported and (**MV_THEFT**=1 and **MV_ATTEMPT** not equal to 1), **SKIP TO WHOOWNEDMV**
 Else if break-in reported, **SKIP TO BREAKINWHERE**
 Else if theft and attempted theft reported, **SKIP TO THEFTATTEMPT**
 Else if theft reported and no attempted theft reported, **SKIP TO WHATWASTAKEN**
 Else if no theft reported and attempted theft reported, **SKIP TO ATTEMPTTHEFTWHAT**
 Else, **SKIP TO INCTIME**

INJURY_CHK (soft)

♦ You reported an injury, but no attack was reported, please review entries to make sure everything was recorded correctly.

If 'Suppress', **LOOP TO INJURY**
 Else, allow option to select **INJURY** or move forward to **HOWINJURED**

207. HOWINJURED

{Besides being} {shot} {and} {stabbed}, How were you injured?

♦ Mark all that apply

- ☐ 11 = Broken or cracked bones
- ☐ 12 = Broken nose
- ☐ 13 = Dislocated joints
- ☐ 14 = A concussion
- ☐ 15 = Knocked unconscious
- ☐ 16 = {Injury from sexual intercourse, such as to vagina or anus {, including bleeding}}
- ☐ 17 = {Other internal/Internal} injuries, such as internal bleeding or damage to internal organs
- ☐ 18 = Bruising, swelling, welts, black eye
- ☐ 19 = Bite mark or bite wound
- ☐ 20 = Cuts or scratches
- ☐ 21 = Sore muscles, sprains, strains, pulls
- ☐ 22 = Burns
- ☐ 23 = Nosebleed or bloody lip
- ☐ 24 = Broken, chipped, or lost teeth
- ☐ 25 = Other (specify)

If **HOWINJURED=25**, *CONTINUE TO HOWINJURED_SP*
Else, *SKIP TO MEDICALCARE*

208. **HOWINJURED_SP**

How else were you injured? _____

209. **MEDICALCARE**

Did you receive any care from a medical or dental professional as a result of **{this/the}** incident?

- ☐ 1 = Yes
- ☐ 2 = No

If **MEDICALCARE=1**, *CONTINUE TO RECCARESCENE*
Else if motor vehicle theft reported and ((**MV_THEFT=1** and **MV_ATTEMPT=1**) or **ALSO_MVTHEFT=1** or **CA_MVTHEFT=1**), *SKIP TO MVTHEFTATTEMPT*
Else if motor vehicle theft reported and **MV_THEFT** not equal to 1 and **MV_ATTEMPT=1**, *SKIP TO INTENTATTMVTHEFT*
Else if motor vehicle theft reported and (**MV_THEFT=1** and **MV_ATTEMPT** not equal to 1), *SKIP TO WHOOWNEDMV*
Else if break-in reported, *SKIP TO BREAKINWHERE*
Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
Else, *SKIP TO INCTIME*

210. **RECCARESCENE**

Did you receive this care at the location where the incident happened, somewhere else, or both?

- ☐ 1 = Only where the incident happened
- ☐ 2 = Only somewhere else
- ☐ 3 = Both

If **RECCARESCENE=2, 3**, *CONTINUE TO RECCAREWHERE*
Else, *SKIP TO MEDICALINSURANCE*

211. **RECCAREWHERE**

Where did you receive this care?

♦ Mark all that apply

- ☐ 1 = At your home or the home of a relative, friend, or neighbor
- ☐ 2 = At a hospital emergency room (ER) or an emergency clinic
- ☐ 3 = At some other kind of medical or dental place
- ☐ 4 = Somewhere else (specify)

If **RECCAREWHERE**=4, *CONTINUE TO RECCAREWHERE_SP*
 Else if **RECCAREWHERE**=2, 3, *SKIP TO CAREOVERNIGHT*
 Else if motor vehicle theft reported and ((**MV_THEFT**=1 and **MV_ATTEMPT**=1) or **ALSO_MVTHEFT**=1 or **CA_MVTHEFT**=1), *SKIP TO MVTHEFTATTEMPT*
 Else if motor vehicle theft reported and **MV_THEFT** not equal to 1 and **MV_ATTEMPT**=1, *SKIP TO INTENTATTMVTHEFT*
 Else if motor vehicle theft reported and (**MV_THEFT**=1 and **MV_ATTEMPT** not equal to 1), *SKIP TO WHOOWNEDMV*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else, *SKIP TO INCTIME*

212. **RECCAREWHERE_SP**

Where did you receive this care? _____

213. **CAREOVERNIGHT**

Did you stay overnight in the hospital?

♦ A hospital can include any institution that provides medical and surgical treatment and nursing care for sick or injured people.

- 1 = Yes
- 2 = No

214. **MEDICALINSURANCE**

Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?

- 1 = Yes
- 2 = No
- 3 = Don't know

If **MEDICALINSURANCE**=1, *CONTINUE TO MEDICALEXPENSES*
 Else if motor vehicle theft reported and ((**MV_THEFT**=1 and **MV_ATTEMPT**=1) or **ALSO_MVTHEFT**=1 or **CA_MVTHEFT**=1), *SKIP TO MVTHEFTATTEMPT*
 Else if motor vehicle theft reported and (**MV_THEFT** not equal to 1 and **MV_ATTEMPT**=1), *SKIP TO INTENTATTMVTHEFT*
 Else if motor vehicle theft reported and (**MV_THEFT**=1 and **MV_ATTEMPT** not equal to 1), *SKIP TO WHOOWNEDMV*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else, *SKIP TO INCTIME*

215. MEDICALEXPENSES

How much were these out-of-pocket expenses?

- 1 = Less than \$100
- 2 = \$100 to less than \$500
- 3 = \$500 to less than \$1,000
- 4 = \$1,000 to less than \$5,000
- 5 = \$5,000 or more

If motor vehicle theft reported and ((MV_THEFT=1 and MV_ATTEMPT=1) or ALSO_MVTHEFT=1 or CA_MVTHEFT=1), CONTINUE TO MVTHEFTATTEMPT
Else if motor vehicle theft reported and MV_THEFT not equal to 1 and MV_ATTEMPT=1), SKIP TO INTENTATTMVTHEFT
Else if motor vehicle theft reported and (MV_THEFT=1 and MV_ATTEMPT not equal to 1), SKIP TO WHOOWNEDMV
Else if break-in reported, SKIP TO BREAKINWHERE
Else if theft and attempted theft reported, SKIP TO THEFTATTEMPT
Else if theft reported and no attempted theft reported, SKIP TO WHATWASTAKEN
Else if no theft reported and attempted theft reported, SKIP TO ATTEMPTTHEFTWHAT
Else, SKIP TO INCTIME

What Happened: Module MV – Motor Vehicle Theft/Attempted Theft

(Respondents who reported someone stole a vehicle/used vehicle without permission AND tried to steal a vehicle; OR reported in ALSO_MVTHEFT that a person stole or tried to steal a vehicle.)

216. MVTHEFTATTEMPT

You said someone stole or tried to steal a motor vehicle or used it without permission during {this/the} incident {in {month year}}. Did the offender actually take the vehicle?

- 1 = Yes
- 2 = No

If MVTHEFTATTEMPT=2, CONTINUE TO INTENTATTMVTHEFT
Else if MVTHEFTATTEMPT=1, SKIP TO WHOOWNEDMV
Else if break-in reported, SKIP TO BREAKINWHERE
Else if theft and attempted theft reported, SKIP TO THEFTATTEMPT
Else if theft reported and no attempted theft reported, SKIP TO WHATWASTAKEN
Else if no theft reported and attempted theft reported, SKIP TO ATTEMPTTHEFTWHAT
Else, SKIP TO INCTIME

217. INTENTATTMVTHEFT

These next questions ask for details about what the offender might have been trying to do during {this/the} incident {in {month year}}.

Do you think the offender was actually trying to steal the vehicle?

- 1 = Yes
- 2 = No
- 3 = Don't know

If INTENTATTMVTHEFT=3, SKIP TO WHOOWNEDMV
Else if INTENTATTMVTHEFT=1, 2, RF, and no theft, and no attempted theft reported, CONTINUE TO THEFTINSIDEMV
Else if INTENTATTMVTHEFT=1, 2, RF, and no vandalism reported, SKIP TO VANDALIZEMV
Else if break-in reported, SKIP TO BREAKINWHERE
Else if theft and attempted theft reported, SKIP TO THEFTATTEMPT
Else if theft reported and no attempted theft reported, SKIP TO WHATWASTAKEN
Else if no theft reported and attempted theft reported, SKIP TO ATTEMPTTHEFTWHAT
Else if vandalism reported and V_PROPERTY=1 and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), SKIP TO VANDALISM
Else if vandalism reported and V_INJUREKILLANIMAL=1 and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), SKIP TO WHOOWNEDVANDALISM
Else, SKIP TO INCTIME

218. THEFTINSIDEMV

Do you think the offender...

Was {also} trying to steal something inside the vehicle?

- 1 = Yes
- 2 = No
- 3 = Don't know

If no vandalism reported, *CONTINUE TO VANDALIZEMV*
 Else if *INTENTATTMTHEFT=1*, *SKIP TO WHOOWNEDMV*
 Else if *THEFTINSIDEMV=1*, *SKIP TO ACTUALTHEFTINMV*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and (*V_PROPERTY=1* or *VANDALIZEMV=1*) and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO VANDALISM*
 Else if vandalism reported and *V_INJUREKILLANIMAL=1* and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO WHOOWNEDVANDALISM*
 Else, *SKIP TO INCTIME*

219. **VANDALIZEMV**

Do you think the offender...

Was trying to vandalize the vehicle?

- 1 = Yes
- 2 = No
- 3 = Don't know

If *INTENTATTMTHEFT=1*, *CONTINUE TO WHOOWNEDMV*
 Else if *THEFTINSIDEMV=1*, *SKIP TO ACTUALTHEFTINMV*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and (*V_PROPERTY=1* or *VANDALIZEMV=1*) and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO VANDALISM*
 Else if vandalism reported and *V_INJUREKILLANIMAL=1* and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO WHOOWNEDVANDALISM*
 Else, *SKIP TO INCTIME*

220. **WHOOWNEDMV**

Did the vehicle belong to you personally, to someone else in the household, or to both you and other household members?

- 1 = Respondent
- 2 = Someone the respondent lives with
- 3 = Both the respondent and someone else the respondent lives with
- 4 = Someone the respondent doesn't live with
- 5 = Other (specify)

If **WHOOWNEDMV=5**, *CONTINUE TO WHOOWNEDMV_SP*
 Else if **WHOOWNEDMV=1, 2, 3**, *SKIP TO PERMISSIONGIVEN*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and (**V_PROPERTY=1** or **VANDALIZEMV=1**) and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO VANDALISM*
 Else if vandalism reported and **V_INJUREKILLANIMAL=1** and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO WHOOWNEDVANDALISM*
 Else if (motor vehicle theft, theft, attempted theft, break-in, vandalism, attack, threatened attack, or unwanted sexual contact reported), *SKIP TO INCTIME*
 Else, *SKIP TO SUMMARY_SP*

221. **WHOOWNEDMV_SP**

Who did the vehicle belong to? _____

222. **PERMISSIONGIVEN**

Did anyone ever tell the offender they could use the vehicle?

- 1 = Yes
- 2 = No

If **PERMISSIONGIVEN=1**, RF, or DK, *SKIP TO RETURNMV*
 Else if break-in reported, *SKIP TO BREAKINWHERE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else, *SKIP TO INCTIME*

223. **ACTUALTHEFTINMV**

Did the offender actually steal something, or just try to steal something from inside the vehicle?

- 1 = Actually stole something
- 2 = Tried to steal something
- 3 = Don't know

If break-in reported, *SKIP TO* **BREAKINWHERE**
 Else if theft and attempted theft reported, *SKIP TO* **THEFTATTEMPT**
 Else if theft reported and no attempted theft reported, *SKIP TO* **WHATWASTAKEN**
 Else if no theft reported and attempted theft reported, *SKIP TO* **ATTEMPTTHEFTWHAT**
 Else if vandalism reported and (**V_PROPERTY**=1 or **VANDALIZEMV**=1) and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO* **VANDALISM**
 Else if vandalism reported and **V_INJUREKILLANIMAL**=1 and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO* **WHOOWNEDVANDALISM**
 Else if (motor vehicle theft, theft, attempted theft, break-in, vandalism, attack, threatened attack, or unwanted sexual contact reported), *SKIP TO* **INCTIME**
 Else, *SKIP TO* **SUMMARY_SP**

224. **RETURNMV**

Did the offender return the vehicle?

- 1 = Yes
- 2 = No

If ineligible motor vehicle theft reported and (no theft, no break-in, no vandalism, no attack, no threatened attack, no attempted attack, and no unwanted sexual contact reported), *SKIP TO* **SUMMARY_SP**
 Else if break-in reported, go to **BREAKINWHERE**
 Else if theft and attempted theft reported, *SKIP TO* **THEFTATTEMPT**
 Else if theft reported and no attempted theft reported, *SKIP TO* **WHATWASTAKEN**
 Else if no theft reported and attempted theft reported, *SKIP TO* **ATTEMPTTHEFTWHAT**
 Else if vandalism reported and (**V_PROPERTY**=1 or **VANDALIZEMV**=1) and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO* **VANDALISM**
 Else if vandalism reported and **V_INJUREKILLANIMAL**=1 and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO* **WHOOWNEDVANDALISM**
 Else if (motor vehicle theft, theft, attempted theft, break-in, vandalism, attack, threatened attack, or unwanted sexual contact reported), *SKIP TO* **INCTIME**
 Else, *SKIP TO* **SUMMARY_SP**

What Happened: Module B – Break-ins

(Respondents who reported a break-in.)

225. BREAKINWHERE

You said someone broke in or tried to break in during {this/the} incident {in {month year}}. Did someone break in or try to break into any of the following during this incident?

♦ Read all categories and mark all that apply

- ☐ 1 = Your home or enclosed porch (Include dorm room or room in a multi-unit building like a nursing home)
- ☐ 2 = A garage, shed, or other building on your property
- ☐ 3 = A second home or vacation home
- ☐ 4 = A hotel or motel room where you or someone you live with was staying
- ☐ 5 = A car or motor vehicle
- ☐ 6 = Some other place (specify)

If **BREAKINWHERE=6**, go to **BREAKINWHERE_SP**
Else if **BREAKINWHERE=1, 2, 3, 4, RF**, **SKIP TO OFFENDERLIVE**
Else if theft and attempted theft reported, **SKIP TO THEFTATTEMPT**
Else if theft reported and no attempted theft reported, **SKIP TO WHATWASTAKEN**
Else if no theft reported and attempted theft reported, **SKIP TO ATTEMPTTHEFTWHAT**
Else if vandalism reported and (**V_PROPERTY=1** or **VANDALIZEMV=1**) (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), **SKIP TO VANDALISM**
Else if vandalism reported and **V_INJUREKILLANIMAL=1** and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), **SKIP TO WHOOWNEDVANDALISM**
Else if (motor vehicle theft, theft, attempted theft, break-in, vandalism, attack, threatened attack, or unwanted sexual contact reported), **SKIP TO INCTIME**
Else, **SKIP TO SUMMARY_SP**

226. BREAKINWHERE_SP

What other place did someone break in or try to break into? _____

227. OFFENDERLIVE

Did the offender live there or have a right to be there, for instance, as a guest or a repair person?

- ☐ 1 = Yes
- ☐ 2 = No

If **OFFENDERLIVE**=2, RF, or DK, *CONTINUE TO OFFENDERINSIDE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and (**V_PROPERTY**=1 or **VANDALIZEMV**=1) and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO VANDALISM*
 Else if vandalism reported and **V_INJUREKILLANIMAL**=1 and (no eligible attack, no eligible threatened attack, no attempted theft, no theft, no break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft reported), *SKIP TO WHOOWNEDVANDALISM*
 Else if (motor vehicle theft, theft, attempted theft, break-in, vandalism, attack, threatened attack, or unwanted sexual contact reported), *SKIP TO INCTIME*
 Else, *SKIP TO SUMMARY_SP*

228. **OFFENDERINSIDE**

{Excluding the motor vehicle, did /Did} the offender actually get inside {any of these places}?

- ☐ 1 = Yes
- ☐ 2 = No

229. **FORCEDENTRY**

Were there any signs that the offender got in or tried to get in by force? Signs of force include things like broken locks or windows or removal of a screen.

- ☐ 1 = Yes
- ☐ 2 = No

If **FORCEDENTRY**=1, *CONTINUE TO EVIDENCE*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else, *SKIP TO INCTIME*

230. **EVIDENCE**

What were these signs?

♦ Probe if needed: Anything else?

♦ Mark all that apply

- ☐ 1 = A window was damaged
- ☐ 2 = A window screen was damaged or removed
- ☐ 3 = A lock on a window was damaged or tampered with
- ☐ 4 = A door was damaged
- ☐ 5 = A screen door was damaged or removed
- ☐ 6 = A lock or a door handle was damaged or tampered with
- ☐ 7 = Something else (specify)

If **EVIDENCE=7**, *CONTINUE TO EVIDENCE_SP*
 Else if theft and attempted theft reported, *SKIP TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else, *SKIP TO INCTIME*

231. **EVIDENCE_SP**

What were the other signs of force? _____

Else if theft and attempted theft reported, *CONTINUE TO THEFTATTEMPT*
 Else if theft reported and no attempted theft reported, *SKIP TO WHATWASTAKEN*
 Else if no theft reported and attempted theft reported, *SKIP TO ATTEMPTTHEFTWHAT*
 Else, *SKIP TO INCTIME*

What Happened: Module T – Theft

(Respondent who reported a theft or attempted theft.)

232. **THEFTATTEMPT**

You said someone stole or tried to steal something from you during **{this/the}** incident **{in {month year}}**. Did the offender actually steal something or did they only TRY to steal something?

- 1 = The offender actually stole something
- 2 = The offender only tried to steal something

If **T_INVEHICLE=1** and **T_TIMES=2** and (**T_CARRY=1** or **T_WEAR=1** or **T_INHOME=1** or **T_ONPROPERTY=1** or **T_FROMCHILD=1** or **T_ELSE=1** or **T_ATTEMPT=1**), *SKIP TO THEFTFROMMV*
 Else if **THEFTATTEMPT=1**, *CONTINUE TO WHATWASTAKEN*
 Else if **THEFTATTEMPT=2**, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and **V_PROPERTY=1** and no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported, *SKIP TO VANDALISM*
 Else if vandalism reported and **V_INJUREKILLANIMAL=1** and no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported, *SKIP TO WHOOWNEDVANDALISM*
 Else if (unwanted sexual contact, attack, threatened attack, motor vehicle theft, or break-in reported), *SKIP TO INCTIME*
 Else, *SKIP TO SUMMARY_SP*

232a. **THEFTFROMMV**

◆ The respondent reported multiple thefts or /attempted thefts, with at least one of the incidents being a theft of something out of a motor vehicle.

Is this the incident where something was stolen out of a motor vehicle?

- 1 = Yes

- 2 = No

If **THEFTATTEMPT=1**, *CONTINUE TO WHATWASTAKEN*
 Else if **THEFTATTEMPT=2**, *SKIP TO ATTEMPTTHEFTWHAT*
 Else if vandalism reported and **V_PROPERTY=1** and no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported, *SKIP TO VANDALISM*
 Else if vandalism reported and **V_INJUREKILLANIMAL=1** and no attack, no threatened attack, no attempted theft, no theft, no break-in, no unwanted sexual contact, and no motor vehicle theft reported, *SKIP TO WHOOWNEDVANDALISM*
 Else if (unwanted sexual contact, attack, threatened attack, motor vehicle theft, or break-in reported), *SKIP TO INCTIME*
 Else, *SKIP TO SUMMARY_SP*

233. **WHATWASTAKEN**

{You said someone stole something {besides the vehicle} from you during {this/the} incident {in {month year}}}.} What {else} was stolen?

◆ **Probe if needed: Anything else?**

◆ **Mark all that apply**

- ☐ 11 = Cash
- ☐ 12 = Credit cards, checks, bank cards, or gift cards
- ☐ 13 = Purse, keys, wallet, backpack, briefcase, or luggage
- ☐ 14 = Jewelry, watch, clothing, furs, shoes, or sunglasses
- ☐ 15 = Personal documents (license, social security card, passport, birth certificate, etc.)
- ☐ 16 = Mail or (unspecified) package
- ☐ 17 = Personal items (medication, makeup, etc.) or baby gear (car seats, stroller, etc.)
- ☐ 18 = Handgun or other firearm
- ☐ 19 = Cell phone
- ☐ 20 = Tablets, laptops, or other portable electronics (including chargers or accessories)
- ☐ 21 = TVs, gaming equipment, appliances, or other electronics
- ☐ 22 = Indoor home décor (indoor home furnishings, potted plants, or rugs)
- ☐ 23 = Outdoor furniture or accessories (lawn decorations, outdoor plants, outdoor lights, flags, signs, etc.)
- ☐ 24 = Tools, machines (lawn mower, tractor, etc.), or office equipment
- ☐ 25 = Food or beverages
- ☐ 26 = Bicycle or bicycle parts
- ☐ 27 = Toys or sports and recreation equipment (ATV, dirt bike, snowmobile, treadmill, etc.)
- ☐ 28 = Vehicle parts (license plate, stereo, etc.), gas or propane (including tanks and cans)
- ☐ 29 = Something else (specify)
- ☐ 30 = Don't know
- ☐ 31 = Nothing {else} was stolen

If **WHATWASTAKEN**=31 and **WHATWASTAKEN** is [11-30], *CONTINUE TO NOTHINGTAKEN_CK*
 Else if **WHATWASTAKEN**=29, *SKIP TO WHATWASTAKEN_SP*
 Else if **WHATWASTAKEN**=11 and age is [12-17], *SKIP TO CASHTAKENMINOR*
 Else if **WHATWASTAKEN**=11 and age is >18, *SKIP TO CASHTAKENADULT*
 Else if **WHATWASTAKEN**=31, *SKIP TO WHATWASTAKEN_CK*
 Else, *SKIP TO WHOOWNEDPROP*

NOTHINGTAKEN_CK (hard)

- ◆ You recorded both something was stolen, and nothing was stolen.
- ◆ If something was stolen, remove 31 from **WHATWASTAKEN**. If nothing was stolen, remove any categories marked 11-30 at **WHATWASTAKEN**.

LOOP TO WHATWASTAKEN

234. WHATWASTAKEN_SP

What was stolen? _____

If **WHATWASTAKEN**=11 and age is [12-17], *SKIP TO CASHTAKENMINOR*
 Else if **WHATWASTAKEN**=11 and age is >18, *SKIP TO CASHTAKENADULT*
 Else, *SKIP TO WHOOWNEDPROP*

WHATWASTAKEN_CK (soft)

- ◆ You reported a theft but recorded nothing was stolen. If this is correct, select Suppress.
- ◆ If something was stolen, select **WHATWASTAKEN** and select Goto.

If 'Suppress' or 'Close', *CONTINUE TO ATTEMPTTHEFTWHAT*
 Else, if 'Goto', *LOOP TO WHATWASTAKEN*

235. ATTEMPTTHEFTWHAT

{You said someone tried to steal something {else} from you during {this/the} incident {in {Month year}}.} What did someone TRY to steal?

- ◆ Probe if needed: **Anything else?**

- ◆ Mark all that apply

- ☐ 11 = Cash
- ☐ 12 = Credit cards, checks, bank cards, or gift cards
- ☐ 13 = Purse, keys, wallet, backpack, briefcase, or luggage
- ☐ 14 = Jewelry, watch, clothing, furs, shoes, or sunglasses
- ☐ 15 = Personal documents (license, social security card, passport, birth certificate, etc.)
- ☐ 16 = Mail or (unspecified) package
- ☐ 17 = Personal items (medication, makeup, etc.) or baby gear (car seats, stroller, etc.)
- ☐ 18 = Handgun or other firearm

- ☐ 19 = Cell phone
- ☐ 20 = Tablets, laptops, or other portable electronics (including chargers or accessories)
- ☐ 21 = TVs, gaming equipment, appliances, or other electronics
- ☐ 22 = Indoor home décor (indoor home furnishings, potted plants, or rugs)
- ☐ 23 = Outdoor furniture or accessories (lawn decorations, outdoor plants, outdoor lights, flags, signs, etc.)
- ☐ 24 = Tools, machines (lawn mower, tractor, etc.), or office equipment
- ☐ 25 = Food or beverages
- ☐ 26 = Bicycle or bicycle parts
- ☐ 27 = Toys or sports and recreation equipment (ATV, dirt bike, snowmobile, treadmill, etc.)
- ☐ 28 = Vehicle parts (license plate, stereo, etc.), gas or propane (including tanks and cans)
- ☐ 29 = Something else (specify)
- ☐ 30 = Don't know
- ☐ 31 = Didn't try to steal anything {else}

If **ATTEMPTTHEFTWHAT**=31 and **ATTEMPTTHEFTWHAT** is [11-30], **CONTINUE TO ATTEMPTNOTHINGTAKEN_CK**

Else if **WHATWASTAKEN** not equal to 31 and **ATTEMPTTHEFTWHAT**=31, **SKIP TO ATTEMPTTHEFTWHAT_CK**

Else if **ATTEMPTTHEFTWHAT**=29, **SKIP TO ATTEMPTTHEFTWHAT_SP**

Else if **ATTEMPTTHEFT** not equal to 31, **SKIP TO WHOOWNEDPROP**

Else if (vandalism reported and (no eligible unwanted sexual contact, no eligible attack, no eligible threatened attack, no eligible motor vehicle theft, no eligible theft, no eligible attempted theft, and no eligible break-in reported) and (**V_PROPERTY**=1 or **VANDALIZEMV**=1), **SKIP TO VANDALISM**

Else if (vandalism reported and (no eligible unwanted sexual contact, no eligible attack, no eligible threatened attack, no eligible motor vehicle theft, no eligible theft, no eligible attempted theft, and no eligible break-in reported) and **V_INJUREKILLANIMAL**=1, **SKIP TO WHOOWNEDVANDALISM**

Else if (unwanted sexual contact, attack, threatened attack, motor vehicle theft, break-in, theft, or attempted theft reported), **SKIP TO INCTIME**

Else, **SKIP TO SUMMARY_SP**

ATTEMPTNOTHINGTAKEN_CK (hard)

- ◆ You recorded that both something was attempted to be stolen, and nothing was attempted to be stolen.
- ◆ If something was attempted to be stolen, remove 31 from **ATTEMPTTHEFTWHAT**. If nothing was attempted to be stolen, remove any categories marked 11-30 in **ATTEMPTTHEFTWHAT**.

LOOP TO ATTEMPTTHEFTWHAT

236. ATTEMPTTHEFTWHAT_SP

What did someone TRY to steal? _____

SKIP TO **WHOOWNEDPROP**

ATTEMPTTHEFTWHAT_CK (soft)

- ◆ You reported an attempted theft but recorded that the offender didn't try to steal anything. If this is correct, select Suppress.
- ◆ If the offender(s) tried to steal something, select ATTEMPTTHEFTWHAT and select Goto.

If Suppress or Close and (vandalism reported and (no eligible unwanted sexual contact, no eligible attack, no eligible threatened attack, no eligible motor vehicle theft, no eligible theft, no eligible attempted theft, and no eligible break-in reported) and (V_PROPERTY=1 or VANDALIZEMV=1), SKIP TO VANDALISM

Else if Suppress or Close and (vandalism reported and (no eligible unwanted sexual contact, no eligible attack, no eligible threatened attack, no eligible motor vehicle theft, no eligible theft, no eligible attempted theft, and no eligible break-in reported) and V_INJUREKILLANIMAL=1, SKIP TO WHOOWNEDVANDALISM

Else if Suppress or Close and (unwanted sexual contact, attack, threatened attack, motor vehicle theft, break-in, theft, or attempted theft reported), SKIP TO INCTIME

Else if Suppress or Close, SKIP TO SUMMARY_SP

Else, allow option to choose ATTEMPTTHEFTWHAT

237. CASHTAKENMINOR

How much cash was taken?

- 1 = Less than \$10
- 2 = \$10 or more, but less than \$20
- 3 = \$20 or more, but less than \$30
- 4 = \$30 or more, but less than \$50
- 5 = \$50 or more

SKIP TO WHOOWNEDPROP

238. CASHTAKENADULT

How much cash was taken?

- 1 = Less than \$10
- 2 = \$10 or more, but less than \$50
- 3 = \$50 or more, but less than \$200
- 4 = \$200 or more, but less than \$500
- 5 = \$500 or more, but less than \$1,000
- 6 = \$1,000 or more

239. WHOOWNEDPROP

Did the {stolen} property {or cash} {they tried to steal} belong to you personally, to someone else in the household, or to both you and other household members?

- 1 = Respondent
- 2 = Someone respondent lives with
- 3 = Both respondent and someone else the respondent lives with
- 4 = Someone respondent doesn't live with
- 5 = Other (specify)

If **WHOOWNEDPROP**=5, *CONTINUE TO* **WHOOWNEDPROP_SP**
 Else if **WHOOWNEDPROP** not equal to 4 and (**WHATWASTAKEN**=11, 13, 19), *SKIP TO* **CASHONPERSON**
 Else if **WHOOWNEDPROP** not equal to 4, *SKIP TO* **OTHERONPERSON**
 Else if vandalism reported and (**V_PROPERTY**=1 or **VANDALIZEMV**=1) and (no eligible attack, no eligible threatened attack, no eligible attempted theft, no eligible theft, no eligible break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft), *SKIP TO* **VANDALISM**
 Else if vandalism reported and **V_INJUREKILLANIMAL**=1 and (no eligible attack, no eligible threatened attack, no eligible attempted theft, no eligible theft, no eligible break-in, no eligible unwanted sexual contact, and no eligible motor vehicle theft), *SKIP TO* **WHOOWNEDVANDALISM**
 Else if unwanted sexual contact, attack, threatened attack, motor vehicle theft, break-in, theft, or attempted theft reported, *SKIP TO* **INCTIME**
 Else, *SKIP TO* **SUMMARY_SP**

240. **WHOOWNEDPROP_SP**

Who did the {stolen} property {or cash} {they tried to steal} belong to? _____

If **WHOOWNEDPROP** not equal to 4 and **WHATWASTAKEN**=11, 13, 19, *CONTINUE TO* **CASHONPERSON**
 Else if **WHOOWNEDPROP** not equal to 4, *SKIP TO* **OTHERONPERSON**

241. **CASHONPERSON**

Was the {cash}{or}{purse, wallet, or backpack}{or}{cell phone} on your person, such as in a pocket or being held?

- 1 = Yes
- 2 = No

If **WHATWASTAKEN** is [14-18], [20-30], 12, *CONTINUE TO* **OTHERONPERSON**
 Else, *SKIP TO* **INCTIME**

242. **OTHERONPERSON**

Was there anything {else} the offender {took/tried to take} directly from you, such as from your pocket or hands, or something that you were wearing?

- 1 = Yes
- 2 = No

SKIP TO **INCTIME**

What Happened: Module V – Vandalism

(Respondents who reported their property was damaged or destroyed and did not report any other incident type.)

243. VANDALISM

You said someone damaged or destroyed your property during {this/the} incident {in {month year}}. What kind of property did the offender damage or destroy?

♦ Probe if needed: Anything else?

♦ Mark all that apply

- ☐ 11 = A vehicle (including parts)
- ☐ 12 = Something inside your home or apartment, such as personal possessions or furniture
- ☐ 13 = Personal property such as a cell phone, clothing, or jewelry
- ☐ 14 = A mailbox
- ☐ 15 = Something on the exterior of your home or apartment, such as doors, windows, or walls
- ☐ 16 = Fences, walls, gates, or items in a garden
- ☐ 17 = A garage, shed, barn, or other structure on your property
- ☐ 18 = Something else on your property, such as a tree, yard ornament, or hose
- ☐ 19 = {An animal such as a pet or livestock}
- ☐ 20 = Other (specify)
- ☐ 21 = Nothing was damaged or destroyed

If VANDALISM=21 and VANDALISM is [11-20], CONTINUE TO VANDALISM_CK
Else if VANDALISM=20, SKIP TO VANDALISM_SP
Else if VANDALISM is [11-19], RF, or DK, SKIP TO WHOOWNEDVANDALISM
Else if VANDALISM=21, SKIP TO SUMMARY_SP

VANDALISM_CK (hard)

♦ You reported both something was vandalized, and nothing was vandalized.

♦ If something was vandalized, removed 21 from VANDALISM. If nothing was vandalized, remove any categories marked 11-20 at VANDALISM.

LOOP TO VANDALISM

VANDALISMANIMAL_CK (soft)

♦ You reported someone deliberately injured or killed an animal but recorded nothing was damaged or destroyed.

♦ If an animal was deliberately injured or killed, go to VANDALISM and select 19 - An animal such as a pet or livestock.

LOOP TO VANDALISM

244. VANDALISM_SP

What other kind of property did the offender damage or destroy? _____

245. WHOOWNEDVANDALISM

{You said someone injured or killed an animal during {this/the} incident {in {Month year}}.} Who did the {property} {or} {animal(s)} belong to?

♦ Mark all that apply

- ☐ 1 = Respondent or someone respondent lives with
- ☐ 2 = Someone respondent doesn't live with
- ☐ 3 = A business
- ☐ 4 = Other (specify)

If WHOOWNEDVANDALISM not equal to 1, 4, RF, or DK, SKIP TO SUMMARY_SP
Else if WHOOWNEDVANDALISM=4, CONTINUE TO WHOOWNEDVANDALISM_SP
Else if VANDALISM=13, SKIP TO VANDALISMONPERSON
Else if VANDALIZEMV=1 or VANDALISM=11, SKIP TO DAMAGEBREAKINMV
Else if VANDALISM=14, 15, SKIP TO DAMAGEBREAKINHOME
Else if VANDALISM=17, SKIP TO DAMAGEBREAKINOTHPROP
Else if there is more than one household member, SKIP TO V_ATTACKTHREAT
Else, SKIP TO INTENTVANDALISM

246. WHOOWNEDVANDALISM_SP

Who did the {property} {or} {animal(s)} belong to? _____

If VANDALISM=13, CONTINUE TO VANDALISMONPERSON
Else if VANDALIZEMV=1 or VANDALISM=11, SKIP TO DAMAGEBREAKINMV
Else if VANDALISM=14, 15, SKIP TO DAMAGEBREAKINHOME
Else if VANDALISM=17, SKIP TO DAMAGEBREAKINOTHPROP
Else if there is more than one household member, SKIP TO V_ATTACKTHREAT
Else, SKIP TO INTENTVANDALISM

247. VANDALISMONPERSON

Did the offender take anything that was damaged or destroyed directly from you, such as from your pocket or hands, or something that you were wearing?

- ☐ 1 = Yes
- ☐ 2 = No

If VANDALIZEMV=1 or VANDALISM=11, CONTINUE TO DAMAGEBREAKINMV
Else if VANDALISM=14, 15, SKIP TO DAMAGEBREAKINHOME
Else if VANDALISM=17, SKIP TO DAMAGEBREAKINOTHPROP
Else if there is more than one household member, SKIP TO V_ATTACKTHREAT
Else, SKIP TO INTENTVANDALISM

248. **DAMAGEBREAKINMV**

Was any of the damage a result of the offender trying to get into the vehicle?

- ☐ 1 = Yes
- ☐ 2 = No

If **VANDALISM**=14, 15, *CONTINUE TO DAMAGEBREAKINHOME*
Else if **VANDALISM**=17, *SKIP TO DAMAGEBREAKINOTHPROP*
Else if there is more than one household member, *SKIP TO V_ATTACKTHREAT*
Else, *SKIP TO INTENTVANDALISM*

249. **DAMAGEBREAKINHOME**

Was any of the damage to your house or apartment a result of the offender trying to get inside?

- ☐ 1 = Yes
- ☐ 2 = No

If **VANDALISM**=17, *CONTINUE TO DAMAGEBREAKINOTHPROP*
Else if there is more than one household member, *SKIP TO V_ATTACKTHREAT*
Else, *SKIP TO INTENTVANDALISM*

250. **DAMAGEBREAKINOTHPROP**

Was any of the damage to your garage, shed, barn, or other structure on your property a result of the offender trying to get into the structure?

- ☐ 1 = Yes
- ☐ 2 = No

If there is more than one household member, *CONTINUE TO V_ATTACKTHREAT*
Else, *SKIP TO INTENTVANDALISM*

251. **V_ATTACKTHREAT**

Did the offender attack or threaten anyone else who was living with you during **{this/the}** incident?

- ☐ 1 = Yes
- ☐ 2 = No

252. **V_THEFTATTEMPT**

Did the offender steal or try to steal something that belonged to anyone else who lived with you during **{this/the}** incident?

- ☐ 1 = Yes
- ☐ 2 = No

253. INTENTVANDALISM

Do you think the offender {caused this damage} {or} {injured or killed an animal} intentionally, or was it an accident?

- 1 = Intentionally
- 2 = Accident
- 3 = Don't know

If INTENTVANDALISM=1 and VANDALISM=11 and INTENTATTMVTHEFT=EMPTY, CONTINUE TO VANDALIZEORMVTHEFT

Else if this is an eligible vandalism incident, SKIP TO INCTIME

Else if this is not an eligible vandalism incident, SKIP TO SUMMARY_SP

254. VANDALIZEORMVTHEFT

Do you think the offender was actually trying to vandalize the vehicle, or were they trying to steal the vehicle or something inside the vehicle, was it an accident, or don't you know?

◆ Mark all that apply

- ☐ 1 = Actually trying to vandalize
- ☐ 2 = Trying to steal the vehicle
- ☐ 3 = Trying to steal something inside the vehicle
- ☐ 4 = Accident
- ☐ 5 = Don't know

Location

(Respondents who reported an eligible incident.)

255. INCTIME

The next questions ask about when and where {this/the} incident {in {month year}} took place.

About what time did the incident happen?

- 1 = After 6am – 12 noon
- 2 = After 12 noon – 3pm
- 3 = After 3pm – 6pm
- 4 = After 6pm – 9pm
- 5 = After 9pm – midnight
- 6 = After midnight – 6am
- 7 = During the day, but don't know what time
- 8 = During the night, but don't know what time
- 9 = Don't know whether day or night

If **TIMEATADDRESS**=1, RF, or DK, **CONTINUE TO INCADDRESS**
 Else if **BREAKINWHERE**=3, 4, **SKIP TO INCPLACE**
 Else if **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL**=2, **SKIP TO INCCAMPUS**
 Else if **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL** not equal to 2 and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO ONEORMOREOFFENDERS**
 Else if **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL** not equal to 2 and **CASHONPERSON**=1 or **OTHERONPERSON**=1 or **VANDALISMONPERSON**=1, **SKIP TO P_WEAPONPRESENT**
 Else if **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL** not equal to 2, **SKIP TO PRESENCE_INTRO**
 Else if **VANDALISM**=11 or (eligible theft or attempted theft reported and (**THEFTFROMMV**=1 or **BREAKINWHERE**=5)) or motor vehicle theft reported, **SKIP TO LOCATIONMV**
 Else, **SKIP TO LOCATION**

256. **INCADDRESS**

Did this incident happen while you were living at your current address, or before you moved to this address?

- 1 = While living at current address
- 2 = Before moving to this address

If **BREAKINWHERE**=3, 4, **SKIP TO INCPLACE**
 Else if **INCADDRESS** not equal to 2 and **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL**=2, **SKIP TO INCCAMPUS**
 Else if **INCADDRESS** not equal to 2 and **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL** not equal to 2 and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO ONEORMOREOFFENDERS**
 Else if **INCADDRESS** not equal to 2 and **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL** not equal to 2 and **CASHONPERSON**=1 or **OTHERONPERSON**=1 or **VANDALISMONPERSON**=1, **SKIP TO P_WEAPONPRESENT**
 Else if **INCADDRESS** not equal to 2 and **BREAKINWHERE**=1, 2 and **ATTENDINGSCHOOL** not equal to 2, **SKIP TO PRESENCE_INTRO**
 Else if **VANDALISM**=11 or (eligible theft or attempted theft reported and (**THEFTFROMMV**=1 or **BREAKINWHERE**=5)) or motor vehicle theft reported, **CONTINUE TO LOCATIONMV**
 Else, **SKIP TO LOCATION**

257. **LOCATIONMV**

Where was the vehicle when this happened?

- 1 = In your own garage
- 2 = Somewhere else on your property, such as a driveway or carport
- 3 = In your building's garage or parking lot
- 4 = In some other garage or parking lot
- 5 = On the street near where you live
- 6 = At or near someone else's home
- 7 = On the street but not near where you live
- 8 = Somewhere else (specify)

If **LOCATIONMV=8**, **CONTINUE TO LOCATIONMV_SP**
 Else if (**LOCATIONMV=1, 2, 3, 5** and **INCADDRESS=2**) or (**LOCATIONMV=4, 6, 7, RF, or DK**), **SKIP TO INCPPLACE**
 Else if **ATTENDINGSCHOOL=2**, **SKIP TO INCCAMPUS**
 Else if (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO ONEORMOREOFFENDERS**
 Else if **CASHONPERSON=1** or **OTHERONPERSON=1** or **VANDALISMONPERSON=1**, **SKIP TO P_WEAPONPRESENT**
 Else, **SKIP TO PRESENCE_INTRO**

258. **LOCATIONMV_SP**

Where was the vehicle when this happened? _____

SKIP TO INCPPLACE

259. **LOCATION**

Where did **{this/the}** incident happen?

- 1 = Inside your home (Include dorm room or room in a multi-unit building like a nursing home.) ¹
- 2 = Inside another building on your property such as a garage or shed
- 3 = In a common area where you live, such as a stairwell, hallway or storage area
- 4 = On your porch, lawn, or other part of your property
- 5 = Inside somewhere else where you were staying overnight or longer
- 6 = **{At your place of work}**
- 7 = At **{a primary or secondary}** school **{, on school property, or on a school bus}**
- 8 = On a college or university campus
- 9 = Somewhere else

If **ATTENDINGSCHOOL** not equal to 2 and **LOCATION=1, 2, 3, 4** and **INCADDRESS** not equal to 2 and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO ONEORMOREOFFENDERS**
 Else if **ATTENDINGSCHOOL** not equal to 2 and **LOCATION=1, 2, 3, 4** and **INCADDRESS** not equal to 2 and (**CASHONPERSON=1** or **OTHERONPERSON=1** or **VANDALISMONPERSON=1**), **SKIP TO P_WEAPONPRESENT**
 Else if **ATTENDINGSCHOOL** not equal to 2 and **LOCATION=1, 2, 3, 4** and **INCADDRESS** not equal to 2, **SKIP TO PRESENCE_INTRO**
 Else if **ATTENDINGSCHOOL=2** and ((**LOCATION=1, 2, 3, 4** and **INCADDRESS** not equal to 2) or **BREAKINWHERE=1, 2**), **SKIP TO INCCAMPUS**
 Else, **CONTINUE TO INCPPLACE**

¹ Starting in March 2025 data collection, this answer category was modified to no longer include the text “or attached garage” which was included January 2024 through February 2025.

260. **INCPLACE**

Did this happen in the city, town, or village where you live now?

- 1 = Yes
- 2 = No

If **INCPLACE**=1 and **ATTENDING SCHOOL** not equal to 2 and (age is [66-96] or (age is [18-65] and **ATTENDING SCHOOL** not equal to 1)) and (**LOCATIONMV**=1, 2, 3, 5, or **LOCATION**=1, 2, 3, 4) and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO**

ONEORMOREOFFENDERS

Else if **INCPLACE**=1 and **ATTENDING SCHOOL** not equal to 2 and (age is [66-96] or (age is [18-65] and **ATTENDING SCHOOL** not equal to 1)) and (**LOCATIONMV**=1, 2, 3, 5, or **LOCATION**=1, 2, 3, 4) and (**CASHONPERSON**=1 or **OTHERONPERSON**=1 or **VANDALISMONPERSON**=1), **SKIP TO**

P_WEAPONPRESENT

Else if **INCPLACE**=1 and **ATTENDING SCHOOL** not equal to 2 and (age is [66-96] or (age is [18-65] and **ATTENDING SCHOOL** not equal to 1)) and (**LOCATIONMV**=1, 2, 3, 5, or **LOCATION**=1, 2, 3, 4), **SKIP TO PRESENCE_INTRO**

Else if **INCPLACE**=1 and **ATTENDING SCHOOL**=2 and **LOCATION**=8, **SKIP TO LOCATION_CAMPUS**

Else if **INCPLACE**=1 and **ATTENDING SCHOOL**=2, **SKIP TO INCCAMPUS**

Else if **INCPLACE**=1 and (age is [12-17] or (age is [18-65], RF, or DK, and **ATTENDING SCHOOL**=1)) and (**LOCATIONMV** is [4-8], RF, or DK, or **LOCATION**=7, 9, RF, or DK), **SKIP TO**

LOCATION_TOFROMSCHOOL

Else if **INCPLACE**=1 and (**LOCATIONMV**=4, 6, 7, 8, RF, or DK, or **LOCATION**=8), **SKIP TO**

FARFROMHOME

Else if **INCPLACE**=1 and **LOCATION**=7, **SKIP TO LOCATION_SCHOOL**

Else if **INCPLACE**=1, **SKIP TO LOCATION_PUBLIC**

Else if **INCPLACE**=2 or RF, or DK, **CONTINUE TO INCUSA**

261. **INCUSA**

Did this happen in the U.S. or in another country?

- 1 = In the U.S.
- 2 = In another country

If **INCUSA**=1, RF, or DK, **CONTINUE TO INCAIR**

Else if (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO**

ONEORMOREOFFENDERS

Else if **CASHONPERSON**=1 or **OTHERONPERSON**=1 or **VANDALISMONPERSON**=1, **SKIP TO**

P_WEAPONPRESENT

Else, **SKIP TO PRESENCE_INTRO**

262. **INCAIR**

Did this happen on an American Indian Reservation or on American Indian Lands?

- 1 = Yes
- 2 = No

If **ATTENDINGSCHOOL=2** and **LOCATION=8**, **SKIP TO LOCATION_CAMPUS**
 Else if **ATTENDINGSCHOOL=2**, **CONTINUE TO INCCAMPUS**
 Else if **BREAKINWHERE** is [1-4], go to **PRESENCE_INTRO**
 Else if (age is [12-17] or (age is [18-65], RF, or DK, and **ATTENDINGSCHOOL=1**)) and
 (**LOCATIONMV** is [4-8], RF, or DK, or **LOCATION=7, 9**, RF, or DK), **SKIP TO**
LOCATION_TOFROMSCHOOL
 Else if **LOCATIONMV=4, 6, 7, 8**, RF, or DK, or **LOCATION=8**, **SKIP TO FARFROMHOME**
 Else if **LOCATION=7**, **SKIP TO LOCATION_SCHOOL**
 Else, **SKIP TO LOCATION_PUBLIC**

263. **INCCAMPUS**

Did this happen on a college or university campus?

- ☐ 1 = Yes
- ☐ 2 = No

If **INCCAMPUS=1**, **CONTINUE TO LOCATION_CAMPUS**
 Else if **BREAKINWHERE** is [1-4], go to **PRESENCE_INTRO**
 Else if **LOCATIONMV** is [4-8], RF, or DK, or **LOCATION=7, 9**, RF, or DK, **SKIP TO**
LOCATION_TOFROMSCHOOL
 Else if **LOCATION=8**, **SKIP TO FARFROMHOME**
 Else if **LOCATION=7**, **SKIP TO LOCATION_SCHOOL**
 Else, **SKIP TO LOCATION_PUBLIC**

264. **LOCATION_CAMPUS**

Where did this happen?

- ☐ 1 = In or on the property of a residence hall or dorm
- ☐ 2 = In or on the property of a fraternity or sorority house
- ☐ 3 = In or on the property of other residential housing around the university
- ☐ 4 = Somewhere else on campus

If (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO**
ONEORMOREOFFENDERS
 Else if **CASHONPERSON=1** or **OTHERONPERSON=1** or **VANDALISMONPERSON=1**, **SKIP TO**
P_WEAPONPRESENT
 Else, **SKIP TO PRESENCE_INTRO**

265. **LOCATION_TOFROMSCHOOL**

Did **{this/the}** incident occur when you were on the way to or from school?

- ☐ 1 = Yes
- ☐ 2 = No

If (**LOCATIONMV**=1, 2, 3, 5 or **LOCATION** is [1-4]) and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO ONEORMOREOFFENDERS**
Else if (**LOCATIONMV**=1, 2, 3, 5 or **LOCATION** is [1-4]) and (**CASHONPERSON**=1 or **OTHERONPERSON**=1 or **VANDALISMONPERSON**=1), **SKIP TO P_WEAPONPRESENT**
Else if (**LOCATIONMV**=1, 2, 3, 5 or **LOCATION** is [1-4]), **SKIP TO PRESENCE_INTRO**
Else if **ATTENDING SCHOOL** not equal to 2 and **LOCATION**=7, **SKIP TO LOCATION_SCHOOL**
Else if **LOCATION_TOFROMSCHOOL**=2 and **LOCATIONMV**=4, 7, 8, RF, or DK, and **ATTENDING SCHOOL** not equal to 2, **CONTINUE TO LOCATIONMV_SCHOOL**
Else, **SKIP TO FARFROMHOME**

266. **LOCATIONMV_SCHOOL**

Was the vehicle on school property when {this/the} incident occurred?

- ☐ 1 = Yes
- ☐ 2 = No

If **LOCATIONMV_SCHOOL**=1, **SKIP TO RESPSCHOOL**
Else, **SKIP TO FARFROMHOME**

267. **LOCATION_SCHOOL**

You said this happened at school. Did this happen inside a school building or somewhere else on school property {such as a school parking area, play area, school bus, etc.}?

- ☐ 1 = Inside a school building
- ☐ 2 = On school property outside the school building (school parking area, play area, school bus, etc.)
- ☐ 3 = Other (specify)

If **LOCATION_SCHOOL**=3, **CONTINUE TO LOCATION_SCHOOL_SP**
Else if **LOCATION_SCHOOL**=1, 2, **SKIP TO RESPSCHOOL**
Else, **SKIP TO FARFROMHOME**

268. **LOCATION_SCHOOL_SP**

Where did this happen at school? _____

SKIP TO FARFROMHOME

269. **RESPSCHOOL**

Was it your school at the time of the incident?

- ☐ 1 = Yes
- ☐ 2 = No

SKIP TO FARFROMHOME

270. LOCATION_PUBLIC

Which of the following BEST describes where this happened...

♦ Note: Public buildings are free to enter.

♦ Examples of businesses include gyms, stadiums, theme parks, doctor's offices.

- 1 = At, in or near someone else's home
- 2 = At a business, such as a store, restaurant, bar, or office building
- 3 = At a public building, such as a hospital or library
- 4 = In a parking lot or garage
- 5 = On the street
- 6 = In an open area, or on public transportation
- 7 = Or somewhere else? (specify)

If **LOCATION_PUBLIC=7**, *CONTINUE TO* **LOCATION_PUBLIC_SP**
Else if **LOCATION_PUBLIC=2**, *SKIP TO* **LOCATION_COMMERCE**
Else, *SKIP TO* **FARFROMHOME**

271. LOCATION_PUBLIC_SP

Where did this happen? _____

SKIP TO **FARFROMHOME**

272. LOCATION_COMMERCE

At what type of a business did {this/the} incident happen?

- 1 = A restaurant, bar, nightclub
- 2 = A bank
- 3 = A gas station
- 4 = A store or shopping mall
- 5 = An office
- 6 = A factory or warehouse
- 7 = Other (specify)

If **LOCATION_COMMERCE=7**, *CONTINUE TO* **LOCATION_COMMERCE_SP**
Else, *SKIP TO* **FARFROMHOME**

273. LOCATION_COMMERCE_SP

At what type of a business did {this/the} incident happen? _____

274. FARFROMHOME

How far from your home was it...

- ☐ 1 = A mile or less
- ☐ 2 = More than a mile up to 5 miles
- ☐ 3 = More than 5 miles up to 50 miles
- ☐ 4 = More than 50 miles?

If (unwanted sexual contact, attack, or threatened attack reported), *SKIP TO*

ONEORMOREOFFENDERS

Else if **CASHONPERSON**=1 or **OTHERONPERSON**=1 or **VANDALISMONPERSON**=1, *SKIP TO*

P_WEAPONPRESENT

Else, *CONTINUE TO* **PRESENCE_INTRO**

Presence

(Respondents who reported an eligible incident that did not involve unwanted sexual contact or an attack of any kind or something being taken directly from the respondent.)

PRESENCE_INTRO

The next questions ask about who was there when **{this/the}** incident **{in {month year}}** took place.

275. HHMPRESENT

Did you **{or someone you live with}** see, hear, or have any contact with the offender as the incident was happening?

- ☐ 1 = Yes
- ☐ 2 = No

If **HHMPRESENT**=1 and there is more than one household member, *CONTINUE TO*

WHICHMEMBER

Else if **HHMPRESENT**=1, *SKIP TO* **P_WEAPONPRESENT**

Else if **HHMPRESENT**=2, RF, or DK, *SKIP TO* **ONEORMOREOFFENDERS**

276. WHICHMEMBER

Who saw, heard, or had contact with the offender as the incident was happening?

♦ Mark all that apply

- ☐ 1 = Respondent
- ☐ 2 = Someone the respondent lives with
- ☐ 3 = Someone the respondent does not live with

If **WHICHMEMBER**=1, *CONTINUE TO* **P_WEAPONPRESENT**

Else if **WHICHMEMBER**=2, 3, RF, or DK, *SKIP TO* **ONEORMOREOFFENDERS**

277. P_WEAPONPRESENT

Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

♦ The following are NEVER considered weapons:

- Animals
- Parts of the body
- Small empty cans
- Rings
- Casts

- 1 = Yes
- 2 = No
- 3 = Don't know

If P_WEAPONPRESENT=1, CONTINUE TO P_WEAPON
Else, SKIP TO P_INJURY

278. P_WEAPON

What was the weapon?

♦ Mark all that apply

- ☐ 1 = Firearm (gun, rifle, etc.)
- ☐ 2 = Knife or other sharp object (razors, axes, scissors, broken glass, etc.)
- ☐ 3 = Blunt object (baseball bat, butt of a firearm, clubs, rocks, bottles, etc.)
- ☐ 4 = Motor vehicle
- ☐ 5 = Poison
- ☐ 6 = Explosives or a fire/incendiary device
- ☐ 7 = Drugs, narcotics, or sleeping pills
- ☐ 8 = BB guns, pellet guns, tasers, pepper spray, stun guns, etc.
- ☐ 9 = Something else (specify)

If P_WEAPON=9, CONTINUE TO P_WEAPON_SP
Else if P_WEAPON=1, SKIP TO P_GUNTYPE
Else if P_WEAPON=2, SKIP TO P_KNIFEWOUND
Else, SKIP TO P_INJURY

279. P_WEAPON_SP

What was the weapon? _____

If P_WEAPON=1, CONTINUE TO P_GUNTYPE
Else if P_WEAPON=2, SKIP TO P_KNIFEWOUND
Else, SKIP TO P_INJURY

280. P_GUNTYPE

Was it a handgun or some other kind of gun, such as a rifle or shotgun?

- 1 = Handgun, pistol, revolver
- 2 = Some other kind of gun, rifle, shotgun

281. **P_HOWGUNUSED**

Did the offender...

- ☐ 1 = Shoot you
- ☐ 2 = Shoot at you, but miss
- ☐ 3 = Hit you with the gun, or
- ☐ 4 = Show you a gun or point a gun at you?

If **P_WEAPON=2**, *CONTINUE TO P_KNIFEWOUND*
Else, *SKIP TO P_INJURY*

282. **P_KNIFEWOUND**

You said the offender had a knife or other sharp object. Did the offender stab or cut you?

- ☐ 1 = Yes
- ☐ 2 = No

If **P_KNIFEWOUND=2**, RF, or DK, *CONTINUE TO P_ATTKNIFEWOUND*
Else if **P_KNIFEWOUND=1**, *SKIP TO P_INJURY*

283. **P_ATTKNIFEWOUND**

Did the offender TRY to stab or cut you?

- ☐ 1 = Yes
- ☐ 2 = No

284. **P_INJURY**

During {this/the} incident, {besides being} {shot} {and/or} {stabbed,} were you physically {hurt or} injured in any {other} way? {Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.}

{Please include times when you were hurt, even if there were not physical marks.}

- ☐ 1 = Yes
- ☐ 2 = No

If **P_INJURY=1**, *CONTINUE TO P_HOWINJURED*
Else if **P_HOWGUNUSED=1** or **P_KNIFEWOUND=1**, *SKIP TO P_MEDICALCARE*
Else, *SKIP TO ONEORMOREOFFENDERS*

285. P_HOWINJURED

{Besides being} {shot} {and} {stabbed,} How were you injured?

♦ Mark all that apply

- ☐ 11 = Broken or cracked bones
- ☐ 12 = Broken nose
- ☐ 13 = Dislocated joints
- ☐ 14 = A concussion
- ☐ 15 = Knocked unconscious
- ☐ 17 = {{Other internal/Internal} injuries, such as internal bleeding or damage to internal organs}
- ☐ 18 = Bruising, swelling, welts, black eye
- ☐ 19 = Bite mark or bite wound
- ☐ 20 = Cuts or scratches
- ☐ 21 = Sore muscles, sprains, strains, pulls
- ☐ 22 = Burns
- ☐ 23 = Nosebleed or bloody lip
- ☐ 24 = Broken, chipped, or lost teeth
- ☐ 25 = Other (specify)

If P_HOWINJURED=25, CONTINUE TO P_HOWINJURED_SP
Else if P_HOWINJURED is [11-22] or P_HOWGUNUSED=1 or P_KNIFEWOUND=1, SKIP TO P_MEDICALCARE
Else, SKIP TO ONEORMOREOFFENDERS

286. P_HOWINJURED_SP

How else were you injured? _____

287. P_MEDICALCARE

Did you receive any care from a medical or dental professional as a result of {this/the} incident?

- ☐ 1 = Yes
- ☐ 2 = No

If P_MEDICALCARE=1, CONTINUE TO P_RECCARESCENE
Else, SKIP TO ONEORMOREOFFENDERS

288. P_RECCARESCENE

Did you receive this care at the location where the incident happened, somewhere else, or both?

- ☐ 1 = Only where the incident happened
- ☐ 2 = Only somewhere else
- ☐ 3 = Both

If **P_RECCARESCENE=2, 3**, *CONTINUE TO P_RECCAREWHERE*
Else if **P_RECCARESCENE=1, RF, or DK**, *SKIP TO P_MEDICALINSURANCE*

289. **P_RECCAREWHERE**

Where did you receive this care?

♦ Mark all that apply

- ☐ 1 = At your home or the home of a relative, friend or neighbor
- ☐ 2 = At a hospital emergency room (ER) or an emergency clinic
- ☐ 3 = At some other kind of medical or dental place
- ☐ 4 = Somewhere else (specify)

If **P_RECCAREWHERE=4**, *CONTINUE TO P_RECCAREWHERE_SP*
Else if **P_RECCAREWHERE=2, 3**, *SKIP TO P_CAREOVERNIGHT*
Else if **P_RECCAREWHERE=1, RF, or DK**, *SKIP TO ONEORMOREOFFENDERS*

290. **P_RECCAREWHERE_SP**

Where did you receive this care? _____

291. **P_CAREOVERNIGHT**

Did you stay overnight in the hospital?

- ☐ 1 = Yes
- ☐ 2 = No

292. **P_MEDICALINSURANCE**

Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don't know

If **P_MEDICALINSURANCE=1**, *CONTINUE TO P_MEDICALEXPENSES*
Else, *SKIP TO ONEORMOREOFFENDERS*

293. **P_MEDICALEXPENSES**

How much were these out-of-pocket expenses?

- ☐ 1 = Less than \$100
- ☐ 2 = \$100 to less than \$500
- ☐ 3 = \$500 to less than \$1,000
- ☐ 4 = \$1,000 to less than \$5,000
- ☐ 5 = \$5,000 or more

Victim-Offender Relationship

294. ONEORMOREOFFENDERS

This section asks what you know about the offender.

{To the best of your knowledge, was/Was} the incident committed by only one or by more than one offender?

- ☐ 1 = One
- ☐ 2 = More than one
- ☐ 3 = Don't know

If **ONEORMOREOFFENDERS=2**, *CONTINUE TO HOWMANYOFFENDERS*
Else, *SKIP TO KNOWOFFENDERS*

295. HOWMANYOFFENDERS

How many offenders were there?

- ☐ 1 = Two
- ☐ 2 = Three
- ☐ 3 = Four or more
- ☐ 4 = Don't know number of offenders

296. KNOWOFFENDERS

Do you know who **{the offender was/the offenders were}**?

- ☐ 1 = Yes
- ☐ 2 = No

If **KNOWOFFENDERS=2**, RF, or DK, *CONTINUE TO KNOWLEARNOFFENDERS*
Else if **KNOWOFFENDERS=1** and **ONEORMOREOFFENDERS=1** and ((unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER=1, 2**), *SKIP TO OFF_KNEW*
Else if **KNOWOFFENDERS=1** and **ONEORMOREOFFENDERS=2** and ((unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER=1, 2**), *SKIP TO MOFFS_KNEW*
Else if **KNOWOFFENDERS=1** and **ONEORMOREOFFENDERS=3** or RF and ((unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER=1, 2**), *SKIP TO OFF_SEX*
Else if **KNOWOFFENDERS=1**, *SKIP TO LEARNOFFENDERS*

297. KNOWLEARNOFFENDERS

Do you know anything about **{the offender/any of the offenders}**, such as whether they were young or old, male or female, etc.?

- ☐ 1 = Yes
- ☐ 2 = No

If **KNOWLEARNOFFENDERS**=1 and ((unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER**=1, 2) and **ONEORMOREOFFENDERS**=1, **SKIP TO OFF_KNEW**
 Else if **KNOWLEARNOFFENDERS**=1 and ((unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER**=1, 2) and **ONEORMOREOFFENDERS**=2, **SKIP TO MOFFS_KNEW**
 Else if **KNOWLEARNOFFENDERS**=1 and ((unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER**=1, 2) and **ONEORMOREOFFENDERS**=3 or RF, **SKIP TO OFF_SEX**
 Else if **KNOWLEARNOFFENDERS**=1, **CONTINUE TO LEARNOFFENDERS**
 Else if **KNOWLEARNOFFENDERS**=2, NONRESPONSE and (unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER**=1 or **VANDALISMONPERSON**=1 or **CASHONPERSON** or **OTHERONPERSON**, **SKIP TO SELFPROTECT_INTRO**
 Else, **SKIP TO HATE_RACE**

298. **LEARNOFFENDERS**

{How did you learn what you know about the {offender/offenders?}/How did you find out who the {offender was/offenders were?}

◆ Mark all that apply

- ☐ 11 = The respondent saw or heard the offender(s)
- ☐ 12 = Someone the respondent lives with saw or heard the offender(s)
- ☐ 13 = Someone else saw or heard the offender(s)
- ☐ 14 = The respondent figured it out themself
- ☐ 15 = The police told the respondent
- ☐ 16 = The offender(s) admitted it
- ☐ 17 = The offender(s) had threatened to do it, or had done it before
- ☐ 18 = Someone else (not an eyewitness)
- ☐ 19 = Surveillance or doorbell camera
- ☐ 20 = {The stolen item(s) were found in offender(s) possession or at the offender(s) home}
- ☐ 21 = Other (specify)

If **LEARNOFFENDERS**=21, **CONTINUE TO LEARNOFFENDERS_SP**
 Else if **ONEORMOREOFFENDERS**=1, **SKIP TO OFF_KNEW**
 Else if **ONEORMOREOFFENDERS**=2, **SKIP TO MOFFS_KNEW**
 Else if **ONEORMOREOFFENDERS**=3, RF, or DK, **SKIP TO OFF_SEX**

299. **LEARNOFFENDERS_SP**

{How did you learn what you know about the {offender/offenders?}/How did you find out who the {offender was/offenders were?}

If **ONEORMOREOFFENDERS**=1, **CONTINUE TO OFF_KNEW**
 Else if **ONEORMOREOFFENDERS**=2, **SKIP TO MOFFS_KNEW**
 Else if **ONEORMOREOFFENDERS**=3, RF, or DK, **SKIP TO OFF_SEX**

300. OFF_KNEW

Was the offender someone you knew, even slightly, or a complete stranger?

- ☐ 1 = Someone the respondent knew
- ☐ 2 = Complete stranger

If OFF_KNEW=1, SKIP TO OFF_HOWWELL
Else if OFF_KNEW=2, RF, or DK, CONTINUE TO OFF_RECOG

301. OFF_RECOG

Would you be able to recognize the offender if you saw them?

- ☐ 1 = Yes
- ☐ 2 = Not sure (possibly)
- ☐ 3 = No

If OFF_RECOG=1, 2, SKIP TO OFF_SIGHT
Else, SKIP TO OFF_CONNECTION

302. OFF_HOWWELL

Was the offender...

- ☐ 1 = Someone you knew well
- ☐ 2 = Someone you knew, but not well, or
- ☐ 3 = Someone you knew by sight only?

If OFF_HOWWELL=3, RF, or DK, CONTINUE TO OFF_SIGHT
Else if OFF_HOWWELL=1, 2, SKIP TO OFF_RELATION

303. OFF_SIGHT

Did you know how the offender might be found, for instance, where they lived, worked, went to school, or spent time?

- ☐ 1 = Yes
- ☐ 2 = No

SKIP TO OFF_CONNECTION

304. OFF_RELATION

At the time of the incident, how did you know the offender? For example, was the offender a friend, cousin, etc.?

- 11 = A husband or wife
- 12 = An ex-husband or ex-wife
- 13 = A live-in partner
- 14 = A fiancé(e)
- 15 = A boyfriend, girlfriend, or dating partner
- 16 = An ex-boyfriend, ex-girlfriend, or former fiancé(e)
- 17 = Someone you were casually seeing
- 18 = Someone you were no longer dating or seeing
- 19 = A parent or step-parent
- 20 = A child or step-child
- 21 = A brother, sister, step-brother, or step-sister
- 22 = Some other relative
- 23 = A friend or ex-friend
- 24 = An acquaintance or a friend of a friend
- 25 = A roommate or boarder
- 26 = A schoolmate
- 27 = A neighbor
- 28 = {A customer or client}
- 29 = {A patient}
- 30 = {A supervisor or former supervisor}
- 31 = {An employee or co-worker or former employee or co-worker}
- 32 = A teacher or school staff
- 33 = A student
- 34 = Some other non-relative (specify)

If OFF_RELATION=34, CONTINUE TO OFF_RELATION_SP
Else if OFF_RELATION not equal to 13, 25, SKIP TO OFF_LIVED
Else, SKIP TO OFF_SEX

305. OFF_RELATION_SP

At the time of the incident, how did you know the offender? _____

SKIP TO OFF_LIVED

306. OFF_CONNECTION

What was your connection, if any, to this person?

- ☐ 1 = A friend of a friend
- ☐ 2 = A schoolmate
- ☐ 3 = A neighbor
- ☐ 4 = {A customer or client}
- ☐ 5 = {A patient}
- ☐ 6 = {Someone who worked at the same place as you}
- ☐ 7 = A teacher or school staff
- ☐ 8 = Other (specify)
- ☐ 9 = A stranger or someone of whom you have no knowledge

If OFF_CONNECTION=8, CONTINUE TO OFF_CONNECTION_SP
Else, SKIP TO OFF_SEX

307. OFF_CONNECTION_SP

What was your connection, if any, to this person? _____

SKIP TO OFF_SEX

308. OFF_LIVED

Had you ever lived with this person?

- ☐ 1 = Yes
- ☐ 2 = No

If OFF_LIVED=1, CONTINUE TO OFF_LIVINGWITH
Else, SKIP TO OFF_SEX

309. OFF_LIVINGWITH

Were you living with this person at the time of {this/the} incident {in {Month year}}?

- ☐ 1 = Yes
- ☐ 2 = No

SKIP TO OFF_SEX

310. MOFFS_KNEW

Were any of the offenders someone you knew, even slightly, or were all of them complete strangers?

- ☐ 1 = At least one was someone the respondent knew
- ☐ 2 = All were complete strangers

If **MOFFS_KNEW=1**, *SKIP TO MOFFS_HOWWELL*
Else if **MOFFS_KNEW=2**, RF, or DK, *CONTINUE TO MOFFS_RECOG*

311. **MOFFS_RECOG**

Would you be able to recognize any of them if you saw them?

- 1 = Yes
- 2 = Not sure (possibly)
- 3 = No

If **MOFFS_RECOG=1, 2**, *SKIP TO MOFFS_SIGHT*
Else if **MOFFS_RECOG=3**, RF, *SKIP TO MOFFS_CONNECTION*

312. **MOFFS_HOWWELL**

How well did you know the offenders – well, not very well or by sight only?

♦ Mark all that apply

- ☐ 1 = Knew well
- ☐ 2 = Knew, but not very well
- ☐ 3 = Knew by sight only

If **MOFFS_HOWWELL=3** only (**MOFFS_HOWWELL** not equal to 1, 2) or **MOFFS_HOWWELL= RF** or DK, *CONTINUE TO MOFFS_SIGHT*
Else if **MOFFS_HOWWELL=1, 2**, *SKIP TO MOFFS_RELATION*

313. **MOFFS_SIGHT**

Did you know how many of the offenders might be found, for instance, where they lived, worked, went to school, or spent time?

- 1 = Yes
- 2 = No

SKIP TO MOFFS_CONNECTION

314. MOFFS_RELATION

At the time of the incident, how did you know the offenders? For example, were any of the offenders a friend, cousin, etc.?

♦ Mark all that apply

- ☐ 11 = A husband or wife
- ☐ 12 = An ex-husband or ex-wife
- ☐ 13 = A live-in partner
- ☐ 14 = A fiancé(e)
- ☐ 15 = A boyfriend, girlfriend, or dating partner
- ☐ 16 = An ex-boyfriend, ex-girlfriend, or former fiancé(e)
- ☐ 17 = Someone you were casually seeing
- ☐ 18 = Someone you were no longer dating or seeing
- ☐ 19 = A parent or step-parent
- ☐ 20 = A child or step-child
- ☐ 21 = A brother, sister, step-brother, or step-sister
- ☐ 22 = Some other relative
- ☐ 23 = A friend or ex-friend
- ☐ 24 = An acquaintance or a friend of a friend
- ☐ 25 = A roommate or boarder
- ☐ 26 = A schoolmate
- ☐ 27 = A neighbor
- ☐ 28 = A customer or client
- ☐ 29 = A patient
- ☐ 30 = A supervisor or former supervisor
- ☐ 31 = An employee or co-worker or former employee or co-worker
- ☐ 32 = A teacher or school staff
- ☐ 33 = A student
- ☐ 34 = Some other non-relative (specify)

If **MOFFS_RELATION**=34, *CONTINUE TO* **MOFFS_RELATION_SP**
Else if **MOFFS_RELATION** not equal to 13, 25, *SKIP TO* **MOFFS_LIVED**
Else, *SKIP TO* **MOFFS_SEX**

315. MOFFS_RELATION_SP

At the time of the incident, how did you know the offenders? _____

If **MOFFS_RELATION** not equal to 13, 25, *SKIP TO* **MOFFS_LIVED**
Else, *SKIP TO* **MOFFS_SEX**

316. MOFFS_CONNECTION

What was your connection, if any, to the offenders?

♦ Mark all that apply

- ☐ 1 = A friend of a friend
- ☐ 2 = A schoolmate
- ☐ 3 = A neighbor
- ☐ 4 = {A customer or client}
- ☐ 5 = {A patient}
- ☐ 6 = {Someone who worked at the same place as you}
- ☐ 7 = A teacher or school staff
- ☐ 8 = Other
- ☐ 9 = A stranger or someone of whom you have no knowledge

If MOFFS_CONNECTION=8, CONTINUE TO MOFFS_CONNECTION_SP
Else, SKIP TO MOFFS_SEX

317. MOFFS_CONNECTION_SP

What was your connection, if any, to the offenders? _____

SKIP TO MOFFS_SEX

318. MOFFS_LIVED

Have you ever lived with any of them?

- ☐ 1 = Yes
- ☐ 2 = No

If MOFFS_LIVED=1, CONTINUE TO MOFFS_LIVINGWITH
Else, SKIP TO MOFFS_SEX

319. MOFFS_LIVINGWITH

Were you living with any of them at the time of {this/the} incident {in {Month Year}}?

- ☐ 1 = Yes
- ☐ 2 = No

SKIP TO MOFFS_SEX

Offender Characteristics

320. OFF_SEX

This section asks for details about the offender.

Was the offender male or female?

- ☐ 1 = Male
- ☐ 2 = Female
- ☐ 3 = Don't know

321. OFF_AGE

How old would you say the offender was at the time of the incident?

◆ Probe using answer categories as needed.

- ☐ 1 = Under 18
- ☐ 2 = 18 to 24
- ☐ 3 = 25 to 34
- ☐ 4 = 35 to 54
- ☐ 5 = 55 or older
- ☐ 6 = Don't know

If OFF_AGE=1, *CONTINUE TO OFF_AGEMINOR*
Else, *SKIP TO OFF_ETHNICITY*

322. OFF_AGEMINOR

To the best of your knowledge, would you say the offender was...

- ☐ 1 = Under 12
- ☐ 2 = 12 to 14
- ☐ 3 = 15 to 17?
- ☐ 4 = Don't know

323. OFF_ETHNICITY

Was the offender Hispanic or Latino?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don't know

324. OFF_RACE

What race or races was the offender? You may select more than one. Was the offender...

♦ Mark all that apply

- ☐ 1 = White
- ☐ 2 = Black or African American
- ☐ 3 = American Indian or Alaska Native
- ☐ 4 = Asian
- ☐ 5 = Native Hawaiian or Other Pacific Islander?
- ☐ 6 = Don't know

325. OFF_GANG

Was the offender part of a street gang, or don't you know?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don't know

326. OFF_DRINKDRUG

Was the offender drinking or on drugs at the time of the incident, or don't you know?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don't know

If (unwanted sexual contact, attack, or threatened attack reported) or WHICHMEMBER=1 or VANDALISMONPERSON=1, CASHONPERSON=1, or OTHERONPERSON=1, SKIP TO SELFPROTECT_INTRO
Else, SKIP TO HATE_RACE

327. MOFFS_SEX

This section asks for more details about the offenders.

Were the offenders male or female?

- ☐ 1 = All were male
- ☐ 2 = All were female
- ☐ 3 = They were both male and female
- ☐ 4 = Don't know

If MOFFS_SEX=3 and HOWMANYOFFENDERS not equal to 1, CONTINUE TO MOFFS_MOSTSEX
Else, SKIP TO MOFFS_YOUNG

328. **MOFFS_MOSTSEX**

Were most of the offenders male or were most of them female?

- ☐ 1 = Most were male
- ☐ 2 = Most were female
- ☐ 3 = They were evenly divided
- ☐ 4 = Don't know

329. **MOFFS_YOUNG**

How old would you say the youngest was?

◆ Probe using answer categories as needed.

- ☐ 1 = Under 18
- ☐ 2 = 18 to 24
- ☐ 3 = 25 to 34
- ☐ 4 = 35 to 54
- ☐ 5 = 55 or older
- ☐ 6 = Don't know

If **MOFFS_YOUNG=1**, *CONTINUE TO* **MOFFS_YOUNGMINOR**
Else, *SKIP TO* **MOFFS_OLD**

330. **MOFFS_YOUNGMINOR**

Would you say the youngest offender was...

- ☐ 1 = Under 12
- ☐ 2 = 12 to 14
- ☐ 3 = 15 to 17?
- ☐ 4 = Don't know

331. **MOFFS_OLD**

How old would you say the oldest was?

◆ Probe using answer categories as needed.

- ☐ 1 = Under 18
- ☐ 2 = 18 to 24
- ☐ 3 = 25 to 34
- ☐ 4 = 35 to 54
- ☐ 5 = 55 or older
- ☐ 6 = Don't know

If **MOFFS_OLD=1**, *CONTINUE TO* **MOFFS_OLDMINOR**
Else, *SKIP TO* **MOFFS_ETHNICITY**

332. MOFFS_OLDMINOR

Would you say the oldest offender was...

- ☐ 1 = Under 12
- ☐ 2 = 12 to 14
- ☐ 3 = 15 to 17?
- ☐ 4 = Don't know

333. MOFFS_ETHNICITY

Were any of the offenders Hispanic or Latino?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don't know

If **MOFFS_ETHNICITY=1**, *CONTINUE TO* **MOFFS_MOSTETHNICITY**
Else, *SKIP TO* **MOFFS_RACE**

334. MOFFS_MOSTETHNICITY

Were all of the offenders Hispanic, most of the offenders Hispanic, non-Hispanic, or were roughly an equal number Hispanic and non-Hispanic?

- ☐ 1 = All of the offenders were Hispanic
- ☐ 2 = Most of the offenders were Hispanic
- ☐ 3 = Most of the offenders were non-Hispanic
- ☐ 4 = A roughly equal number were Hispanic and non-Hispanic
- ☐ 5 = Don't know

335. MOFFS_RACE

What race or races were the offenders? Were they...

♦ Mark all that apply

- ☐ 1 = White
- ☐ 2 = Black or African American
- ☐ 3 = American Indian or Alaska Native
- ☐ 4 = Asian
- ☐ 5 = Native Hawaiian or Other Pacific Islander
- ☐ 6 = Don't know

If 2 or more selected, *CONTINUE TO* **MOFFS_RACEMOST**
Else, *SKIP TO* **MOFFS_GANG**

336. MOFFS_RACEMOST

What race were most of the offenders?

- 1 = {Most were White}
- 2 = {Most were Black or African American}
- 3 = {Most were American Indian or Alaska Native}
- 4 = {Most were Asian}
- 5 = {Most were Native Hawaiian or Other Pacific Islander}
- 6 = Roughly equal numbers of two or more races
- 7 = Don't know

337. MOFFS_GANG

Were any of the offenders part of a street gang, or don't you know?

- 1 = Yes
- 2 = No
- 3 = Don't know

338. MOFFS_DRINKDRUG

Were any of the offenders drinking or on drugs at the time of the incident, or don't you know?

- 1 = Yes
- 2 = No
- 3 = Don't know

If (unwanted sexual contact, attack, or threatened attack reported) or **WHICHMEMBER=1** or **VANDALISMONPERSON=1**, **CASHONPERSON=1**, or **OTHERONPERSON=1**, **CONTINUE TO SELFPROTECT_INTRO**
Else, **SKIP TO HATE_RACE**

Self-Protection

SELFPROTECT_INTRO

These next questions are about what you did when {this/the} incident {in (month year)} occurred.

{People may react differently to certain situations and there's not a right or wrong way to react.
Everyone is different and every situation is different.}

339. PROTECTSELF

Did you do anything with the idea of protecting YOURSELF {or your PROPERTY} while the incident was going on?

- 1 = Yes
- 2 = No

If **PROTECTSELF=1**, **SKIP TO ACTIONSDURINGINC**
Else, **CONTINUE TO DURINGINCIDENT**

340. DURINGINCIDENT

Was there anything you did or tried to do about the incident while it was going on?

- ☐ 1 = Yes
- ☐ 2 = No

If **DURINGINCIDENT=1**, *SKIP TO ACTIONSDURINGINC*
Else, *CONTINUE TO DIDNOTHINGDURINGINC*

341. DIDNOTHINGDURINGINC

Did you do nothing, freeze, do what the offender told you to do, or do something else while the incident was going on?

◆ Mark all that apply

- ☐ 1 = Did nothing
- ☐ 2 = Froze
- ☐ 3 = Did what offender said to do
- ☐ 4 = Did something else

If **WHICHMEMBER=2, 3** or **V_ATTACKTHREAT=1**, *SKIP TO OTHERSACTIONS*
Else, *SKIP TO ANYONEPRESENT*

342. **ACTIONS DURING INCIDENT**

You said that you took some action during the incident. What did you do?

◆ Probe if needed: Anything else?

◆ Mark all that apply

USED OR THREATENED PHYSICAL FORCE TOWARD OFFENDER

- ☐ 11 = Attacked the offender(s) with a gun or fired a gun
- ☐ 12 = Attacked the offender(s) with another weapon
- ☐ 13 = Hit, kicked, or attacked the offender(s) in some other way
- ☐ 14 = Threatened the offender(s) with a gun
- ☐ 15 = Threatened the offender(s) with another weapon
- ☐ 16 = Threatened the offender(s) in some other way

TRIED TO PREVENT INCIDENT OR CHASED OFFENDER

- ☐ 17 = Tried to prevent attack or theft (e.g., struggled, ducked, blocked blows)
- ☐ 18 = Held onto or hid belongings
- ☐ 19 = Chased, tried to catch, or hold offender(s)

VERBALLY RESISTED

- ☐ 20 = Argued, reasoned, pleaded, bargained
- ☐ 21 = Stalled or distracted offender(s)
- ☐ 22 = Said no

SCARED OR WARNED OFF OFFENDER(S)

- ☐ 23 = Yelled at or told offender(s) to leave
- ☐ 24 = Threatened to call the police

DID NOT RESIST

- ☐ 25 = Did what offender asked
- ☐ 26 = Froze

ESCAPED OR GOT AWAY

- ☐ 27 = Ran or drove away, or tried; locked door

GOT HELP OR GAVE ALARM

- ☐ 28 = Called the police or a guard
- ☐ 29 = Tried to get someone else's attention
- ☐ 30 = Screamed or yelled
- ☐ 31 = Cried from pain or fear

OTHER

- ☐ 32 = Other (specify)

If **ACTIONS DURING INCIDENT=32**, *CONTINUE TO ACTIONS DURING INCIDENT_SP*
Else if **INJURY=1, P_INJURY=1, A_HOWGUNUSED=1, A_KNIFEWOUND=1, P_HOWGUNUSED=1, or P_KNIFEWOUND=1**, *SKIP TO INJUNCTION*
Else if **WHICHMEMBER=2, 3 or V_ATTACKTHREAT=1**, *SKIP TO OTHER ACTIONS*
Else, *SKIP TO ANYONE PRESENT*

343. ACTIONSDURINGINC_SP

What did you do? _____

If **INJURY=1, P_INJURY=1, A_HOWGUNUSED=1, A_KNIFEWOUND=1, P_HOWGUNUSED=1, or P_KNIFEWOUND=1**, **CONTINUE TO INJACTION**
Else if **WHICHMEMBER=2, 3 or V_ATTACKTHREAT=1**, **SKIP TO OTHERSACTIONS**
Else, **SKIP TO ANYONEPRESENT**

344. INJACTION

Did you react this way before you were injured, after you were injured, or at the same time you were injured?

◆ Mark all that apply

- ☐ 1 = Before the respondent was injured
- ☐ 2 = After the respondent was injured
- ☐ 3 = At the same time the respondent was injured

If **WHICHMEMBER=2, 3 or V_ATTACKTHREAT=1**, **SKIP TO OTHERSACTIONS**
Else, **CONTINUE TO ANYONEPRESENT**

345. ANYONEPRESENT

Besides you and the offender(s), was anyone ELSE, age 12 or older, present during the incident?

- ☐ 1 = Yes
- ☐ 2 = No

If **ANYONEPRESENT=1**, **CONTINUE TO OTHERSACTIONS**
Else, **SKIP TO HATE_RACE**

346. OTHERSACTIONS

Did anyone else, age 12 or older, do or try to do anything to help you while the incident was going on?

- ☐ 1 = Yes
- ☐ 2 = No

If **OTHERSACTIONS=1**, **CONTINUE TO WHOTOOKACTION**
Else if **WHICHMEMBER** not equal to 2,3 and **ANYONEPRESENT** not equal to 1, **SKIP TO HATE_RACE**
Else, **SKIP TO PERSONSHARMED**

347. WHOTOOKACTION

Who took these actions?

◆ Mark all that apply

- ☐ 1 = Someone you were with
- ☐ 2 = Someone who was with the offender(s)
- ☐ 3 = Someone else

348. HOWOTHERSHELP

What did the person or people try to do to help you?

◆ Mark all that apply

- ☐ 1 = They attacked or threatened the offender(s)
- ☐ 2 = They defended you or your property without physically attacking the offender(s)
- ☐ 3 = They chased or warned off the offender(s)
- ☐ 4 = They argued, reasoned, pleaded, or bargained with the offender(s)
- ☐ 5 = They tried to get help; called police or a guard
- ☐ 6 = They did something else (specify)

If HOWOTHERSHELP=6, CONTINUE TO HOWOTHERSHELP_SP
Else, SKIP TO IMPACTOTHERSACTIONS

349. HOWOTHERSHELP_SP

What did the person or people try to do to help you? _____

350. IMPACTOTHERSACTIONS

Overall, did the actions of this person or people help the situation, make it worse, or have NO impact?

- ☐ 1 = Helped the situation
- ☐ 2 = Made the situation worse
- ☐ 3 = Had no impact on the situation

If WHICHMEMBER=2, 3 or ANYONEPRESENT=1, CONTINUE TO PERSONSHARMED
Else, SKIP TO HATE_RACE

351. PERSONSHARMED

Not counting yourself or the offender(s), were any other people harmed, threatened with harm, or have any belongings taken or damaged in {this/the} incident? Do not include children under 12 years of age.

- ☐ 1 = Yes
- ☐ 2 = No

If PERSONSHARMED=1, CONTINUE TO PERSONSHARMED_NUM
Else, SKIP TO HATE_RACE

352. PERSONSHARMED_NUM

How many people? _____

If PERSONSHARMED_NUM=1, CONTINUE TO OFFLIVINGWITH
Else if PERSONSHARMED_NUM>1, RF, or DK, SKIP TO HHMEMHARMED

353. OFFLIVINGWITH

Does this person live with you now?

- ☐ 1 = Yes
- ☐ 2 = No

SKIP TO HATE_RACE

354. HHMEMHARMED

Do any of the people who were harmed or threatened or had property taken or damaged live with you now?

- ☐ 1 = Yes
- ☐ 2 = No

If HHMEMHARMED=1, CONTINUE TO HHMEMHARMED_NUM
Else, SKIP TO HATE_RACE

355. HHMEMHARMED_NUM

How many people? _____

If HHMEMHARMED_NUM>PERSONSHARMED_NUM, CONTINUE TO PERSONSHARMED_CK
Else, SKIP TO HATE_RACE

PERSONSHARMED_CK (hard)

◆ You reported more household members than people in general who were harmed, threatened, or had property taken or damaged.

◆ Select PERSONSHARMED_NUM to edit the number of people who were harmed, threatened, or had property taken or damaged or HHMEMHARMED_NUM to edit the number of household members who were harmed, threatened, or had property taken or damaged.

If Suppress or Close, LOOP TO HHMEMHARMED_NUM
Else, allow option to choose HHMEMHARMED_NUM or PERSONSHARMED_NUM

Hate Crimes

356. HATE_RACE

The next questions are about why the offender may have targeted you {or someone you live with}.

{The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.}

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

- ☐ 1 = Yes
- ☐ 2 = No

357. HATE_RELIGION

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward your religion?

- ☐ 1 = Yes
- ☐ 2 = No

358. HATE_DISABILITY

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward a disability you may have?

- ☐ 1 = Yes
- ☐ 2 = No

359. HATE_ORIENTATION

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?

- ☐ 1 = Yes
- ☐ 2 = No

360. HATE_GENID

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?

- ☐ 1 = Yes
- ☐ 2 = No

• If further clarification is needed, read: By intersex, we mean people who have a difference of sex development (DSD) or were born with genitals, reproductive organs, or chromosomal patterns that do not correspond to a single sex.

- If further clarification is needed, read: By gender non-conforming, we mean people whose gender expression, presentation, or behaviors do not conform to society's traditional gender norms.

361. HATE_SEX

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward your sex, including being male or female?

- 1 = Yes
- 2 = No

362. HATE_OTHER

Do you think the offender was targeting you {or someone you live with} because of...

Prejudice or bigotry toward other characteristics I have not already mentioned?

- 1 = Yes
- 2 = No

If only 1 HATE_RACE=1, HATE_RELIGION=1, HATE_DISABILITY=1, HATE_ORIENTATION=1, HATE_GENID=1, HATE_SEX=1, SKIP TO HATEOFFENSIVELANG
 Else if more than 1 HATE_RACE=1, HATE_RELIGION=1, HATE_DISABILITY=1, HATE_ORIENTATION=1, HATE_GENID=1, HATE_SEX=1, HATE_OTHER=1, CONTINUE TO HATEPRIMARYREASON
 Else if HATE_RACE=2, RF, or DK, HATE_RELIGION=2, RF, or DK, HATE_DISABILITY=2, RF, or DK, HATE_ORIENTATION=2, RF, or DK, HATE_GENID=2, RF, or DK, HATE_SEX=2, RF, or DK, and HATE_OTHER=1, SKIP TO HATECRIME_SP
 Else if HATE_RACE=2, RF, or DK, HATE_RELIGION=2, RF, or DK, HATE_DISABILITY=2, RF, or DK, HATE_ORIENTATION=2, RF, or DK, HATE_GENID=2, RF, or DK, HATE_SEX=2, RF, or DK, and HATE_OTHER=2, RF, or DK, SKIP TO POLICEINFORMED

363. HATEPRIMARYREASON

Which of the following do you believe was the offender's PRIMARY or main motivation for targeting you?

- 1 = {Prejudice or bigotry toward your race, ethnic background, or national origin?}
- 2 = {Prejudice or bigotry toward your religion?}
- 3 = {Prejudice or bigotry toward a disability you may have?}
- 4 = {Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?}
- 5 = {Prejudice or bigotry toward your gender identity, including being intersex, transgender, or gender non-conforming?}
- 6 = {Prejudice or bigotry toward your sex, including being male or female?}
- 7 = {Prejudice or bigotry toward other characteristics I have not already mentioned?}

364. HATEOFFENSIVELANG

DURING THE INCIDENT OR LEADING UP TO IT, did the offender use offensive or prejudiced language to describe your characteristics or religious beliefs?

- 1 = Yes
- 2 = No

If **HATEOFFENSIVELANG=1**, *CONTINUE TO TYPEOFFENSIVELANG*
 Else, *SKIP TO HATESYMBOLS*

365. **TYPEOFFENSIVELANG**

I'm going to read you two choices. Please tell me which one better describes how the offensive or prejudiced language was used... was it used to scare or intimidate you? Or, was it used to express dislike or prejudice toward people with your characteristics **{or religious beliefs}**? Or don't you know?

- 1 = To scare, intimidate, or express anger toward you or the situation
- 2 = To express dislike or prejudice toward people with the respondent's characteristics or religious beliefs
- 3 = Don't know

366. **HATESYMBOLS**

Did any of the following things happen?

Did the offender leave something at the scene referring to your characteristics or religion, such as graffiti with hurtful words, symbols or images, or a burning cross?

- 1 = Yes
- 2 = No

367. **HATECHAR**

Did any of the following things happen?

Did the police find that the offender had something against people with your characteristics **{or religious beliefs}**?

- 1 = Yes
- 2 = No

368. **HATESIMILARCRIMES**

Did any of the following things happen?

Did you know or learn that the offender(s) had committed similar crimes against people with your characteristics **{or religious beliefs}** in the past?

- 1 = Yes
- 2 = No

369. **HATEHOLIDAY**

Did any of the following things happen?

Did the incident happen around a holiday, event, or place commonly associated with a specific group, which made you think it was motivated by prejudice or bigotry?

- 1 = Yes

- 2 = No

370. HATENEIGHBORHOOD

Did any of the following things happen?

Are you aware of other crimes against people with your characteristics {or religious beliefs} in your local area or neighborhood?

- 1 = Yes
- 2 = No

If HATESYMBOLS=2, HATECHAR=2, HATESIMILARCRIMES=2, HATEHOLIDAY=2, and HATENEIGHBORHOOD=2, CONTINUE TO HATESOMETHINGELSE
Else, SKIP TO INCHATECRIME

371. HATESOMETHINGELSE

Did any of the following things happen?

Did something else happen that would suggest the offender had something against people with your characteristics {or religious beliefs}?

- 1 = Yes
- 2 = No

372. INCHATECRIME

A hate crime is a crime of prejudice or bigotry that occurs when an offender targets someone because of one or more of their characteristics or religious beliefs. Based on this description, do you believe the incident was a hate crime?

- 1 = Yes
- 2 = No

373. HATECRIME_SP

{In your own words, what/What} did the offender do or say that made you feel you were targeted based on your characteristics {or religious beliefs}? _____

Police Involvement

374. POLICEINFORMED

The next questions ask about whether the police got involved in {this/the} incident {in {month year}}.

Were the police informed or did they find out about this incident in any way?

◆ Do not consider contacts with 911 dispatchers, Emergency Medical Technicians (EMTs), fire chiefs, or private security guards to be police contacts.

- 1 = Yes
- 2 = No

If POLICEINFORMED=1, SKIP TO POLICEFINDOUT

Else if **POLICEINFORMED=2**, *CONTINUE TO NOTREPORTEDPOLICE*
Else if **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICIAL*
Else, *SKIP TO ATTIMETHINKCRIME*

375. **NOTREPORTEDPOLICE**

Why did you {decide not to/not} contact the police?

◆ **Probe:** Can you tell me a little more? Any other reason?

◆ **Mark all that apply**

- ☐ 11 = You didn't think it was important enough to report
- ☐ 12 = You didn't think the police would do anything about it
- ☐ 13 = You weren't sure who did it
- ☐ 14 = It was too personal or embarrassing to report
- ☐ 15 = {You told a parent or other adult relative}
- ☐ 16 = You took care of it yourself
- ☐ 17 = You reported it to an official other than the police {such as a teacher or administrator}
- ☐ 18 = You didn't think the police would believe you
- ☐ 19 = You didn't want to get into trouble with the police
- ☐ 20 = You didn't want the offender to get in trouble or face harsh consequences
- ☐ 21 = You were worried the offender might get back at you
- ☐ 22 = You weren't sure it was a crime
- ☐ 23 = You didn't trust the police
- ☐ 24 = You didn't find out until it was too late to report
- ☐ 25 = It would have been too much trouble to report it
- ☐ 26 = You thought someone else would contact the police
- ☐ 27 = Some other reason (specify)

If **NOTREPORTEDPOLICE=27**, *CONTINUE TO NOTREPORTEDPOLICE_SP*
Else if **NOTREPORTEDPOLICE**=more than 1 answer category, *SKIP TO NOTREPORTIMPORTANT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICIAL*
Else, *SKIP TO ATTIMETHINKCRIME*

376. **NOTREPORTEDPOLICE_SP**

Why did you {decide not to/not} contact the police? _____

If **NOTREPORTEDPOLICE**=more than 1 answer category, *CONTINUE TO NOTREPORTIMPORTANT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICIAL*
Else, *SKIP TO ATTIMETHINKCRIME*

377. NOTREPORTIMPORTANT

Which of these would you say was the most important reason why you did not contact the police?

- 1 = {You didn't think it was important enough to report}
- 2 = {You didn't think the police would do anything about it}
- 3 = {You weren't sure who did it}
- 4 = {It was too personal or embarrassing to report}
- 5 = {You told a parent or other adult relative}
- 6 = {You took care of it yourself}
- 7 = {You reported it to an official other than the police {such as a teacher or administrator}}
- 8 = {You didn't think the police would believe you}
- 9 = {You didn't want to get into trouble with the police}
- 10 = {You didn't want the offender to get in trouble or face harsh consequences}
- 11 = {You were worried the offender might get back at you}
- 12 = {You weren't sure it was a crime}
- 13 = {You didn't trust the police}
- 14 = {You didn't find out until it was too late to report}
- 15 = {It would have been too much trouble to report it}
- 16 = {You thought someone else would contact the police}
- 17 = {Fill text from NOTREPORTEDPOLICE_SP}
- 18 = No one reason is most important

If NOTREPORTEDPOLICE not equal to 17 and LOCATION=7, SKIP TO RPTSCHOOLOFFICIAL
Else, SKIP TO ATTIMETHINKCRIME

378. POLICEFINDOUT

Who informed the police? If more than one person, choose the first response that applies.

- 1 = You informed the police yourself
- 2 = Someone you live with
- 3 = {A school employee or School Resource Officer}
- 4 = Someone such as a security guard or a building manager
- 5 = The police were at scene
- 6 = Someone else who saw the crime, like a friend or a neighbor
- 7 = Someone else told the police (specify)

If POLICEFINDOUT=7, CONTINUE TO POLICEFINDOUT_SP
Else if HATE_RACE=1, HATE_RELIGION=1, HATE_DISABILITY=1, HATE_ORIENTATION=1,
HATE_GENID=1, or HATE_SEX=1, SKIP TO TELLPOLICEHATECRIME
Else if POLICEFINDOUT is 1-4, 6, 7, SKIP TO POLICECONTACTED
Else if POLICEFINDOUT=5, SKIP TO POLICECONTACT
Else if POLICEFINDOUT= RF, or DK, SKIP TO POLICEARRIVE

379. POLICEFINDOUT_SP

Who informed the police? _____

If **HATE_RACE=1, HATE_RELIGION=1, HATE_DISABILITY=1, HATE_ORIENTATION=1, HATE_GENID=1, or HATE_SEX=1**, **CONTINUE TO TELLPOLICEHATECRIME**
Else if **POLICEFINDOUT** is 1-4, 6, 7, **SKIP TO POLICECONTACTED**
Else if **POLICEFINDOUT=5**, **SKIP TO POLICECONTACT**
Else if **POLICEFINDOUT= RF, or DK**, **SKIP TO POLICEARRIVE**

380. **TELLPOLICEHATECRIME**

Did you tell the police that you believe the incident was a hate crime?

- ☐ 1 = Yes
- ☐ 2 = No

If **POLICEFINDOUT** is 1-4, 6, 7, **CONTINUE TO POLICECONTACTED**
Else if **POLICEFINDOUT=5**, **SKIP TO POLICECONTACT**
Else if **POLICEFINDOUT= RF, or DK**, **SKIP TO POLICEARRIVE**

381. **POLICECONTACTED**

{You said someone else informed the police.} How did **{you first/they}** notify the police?

- ☐ 1 = Called the police
- ☐ 2 = Approached an officer or police car
- ☐ 3 = Went to the police station
- ☐ 4 = Used the Internet or a social media app
- ☐ 5 = Some other way (specify)
- ☐ 6 = Don't know

If **POLICECONTACTED=5**, **CONTINUE TO POLICECONTACTED_SP**
Else if **POLICECONTACTED** is 1-3, **SKIP TO POLICEFIRSTCONTACTED**
Else if **POLICECONTACTED=4, 6, RF**, **SKIP TO POLICEARRIVE**

382. **POLICECONTACTED_SP**

How did **{you first/they}** notify the police? _____

SKIP TO POLICEARRIVE

383. **POLICEFIRSTCONTACTED**

Which of the following **BEST** describes when the police were first contacted?

- ☐ 1 = While the incident was happening
- ☐ 2 = Within 10 minutes after the incident occurred
- ☐ 3 = Within an hour after the incident occurred
- ☐ 4 = Within 24 hours of the incident
- ☐ 5 = Longer than a day after the incident occurred

If **POLICECONTACTED=1**, *CONTINUE TO POLICEARRIVE*
Else if **POLICEINFORMED=1**, *SKIP TO POLICECONTACT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICIAL*
Else, *SKIP TO ATTIMETHINKCRIME*

384. **POLICEARRIVE**

Did the police come when they found out about the incident?

- 1 = Yes
- 2 = No

If **POLICEARRIVE=1**, *SKIP TO POLICEARRIVESAT*
Else if **POLICEARRIVE=2**, RF, or DK, *CONTINUE TO POLICEHANDLE*

385. **POLICEHANDLE**

When the police found out, did they do any of the following?

◆ Mark all that apply

- ☐ 1 = Tell you to go to a police station
- ☐ 2 = Take a report over the phone
- ☐ 3 = Deal with it through the mail
- ☐ 4 = Deal with it through the Internet or a social media app
- ☐ 5 = Something else (specify)
- ☐ 6 = The police did nothing

If **POLICEHANDLE=6** and **POLICEHANDLE** is [1-5], *CONTINUE TO POLICEHANDLE_CK*
Else if **POLICEHANDLE=5**, *SKIP TO POLICEHANDLE_SP*
Else if **POLICEHANDLE=2**, *SKIP TO POLICEPHONERPTSAT*
Else if **POLICEARRIVE=2**, *SKIP TO POLICENOARRIVE*
Else if **POLICEINFORMED=1**, *SKIP TO POLICECONTACT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICIAL*
Else, *SKIP TO ATTIMETHINKCRIME*

POLICEHANDLE_CK (hard)

◆ You recorded both the police took some action, and the police did nothing.

◆ If the police took some action, remove 6 from **POLICEHANDLE**. If the police did nothing, remove any categories marked 1-5 at **POLICEHANDLE**.

LOOP TO POLICEHANDLE

386. **POLICEHANDLE_SP**

What did the police do? _____

If **POLICEHANDLE=2**, *CONTINUE TO POLICEPHONERPTSAT*
Else if **POLICEARRIVE=2**, *SKIP TO POLICENOARRIVE*
Else if **POLICEINFORMED=1**, *SKIP TO POLICECONTACT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICAL*
Else, *SKIP TO ATTIMETHINKCRIME*

387. **POLICEPHONERPTSAT**

How satisfied were you with how the phone report was taken?

- ☐ 1 = Completely satisfied
- ☐ 2 = Mostly satisfied
- ☐ 3 = Equally satisfied and dissatisfied
- ☐ 4 = Mostly dissatisfied
- ☐ 5 = Completely dissatisfied
- ☐ 6 = {Or do you not have an opinion?}

If **POLICEARRIVE=2**, *CONTINUE TO POLICENOARRIVE*
Else if **POLICEINFORMED=1**, *SKIP TO POLICECONTACT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICAL*
Else, *SKIP TO ATTIMETHINKCRIME*

388. **POLICENOARRIVE**

Do you think the police should have come to you when they were contacted?

- ☐ 1 = Yes
- ☐ 2 = No

If **POLICEINFORMED=1**, *SKIP TO POLICECONTACT*
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, *SKIP TO RPTSCHOOLOFFICAL*
Else, *SKIP TO ATTIMETHINKCRIME*

389. **POLICEARRIVESAT**

How satisfied were you with the time it took the police to get to you after they were contacted?

- ☐ 1 = Completely satisfied
- ☐ 2 = Mostly satisfied
- ☐ 3 = Equally satisfied and dissatisfied
- ☐ 4 = Mostly dissatisfied
- ☐ 5 = Completely dissatisfied
- ☐ 6 = {Or do you not have an opinion?}

If **POLICEFINDOUT** not equal to 5 and **POLICECONTACTED** not equal to 2, *CONTINUE TO POLICEARRIVALTIME*
Else, *SKIP TO POLICEACTION*

390. POLICEARRIVALTIME

Had the police told {you/the person who contacted them} how long it would take them to get there?

- ☐ 1 = Yes
- ☐ 2 = No
- ☐ 3 = Don't know

391. POLICEACTION

What did the police do while they were there?

◆ Probe if needed: Anything else?

◆ Mark all that apply

- ☐ 1 = They took a report or asked the respondent questions about what happened
- ☐ 2 = They questioned other witnesses or suspects
- ☐ 3 = They looked around
- ☐ 4 = They took evidence, such as fingerprints or pictures
- ☐ 5 = They made a list of what was taken
- ☐ 6 = Promised surveillance
- ☐ 7 = They promised to investigate
- ☐ 8 = They made one or more arrests
- ☐ 9 = They did not do any of these things

392. POLICEACTIONOTHER

Did the police do any of the following other things while they were there?

◆ Mark all that apply

- ☐ 1 = Calmed people down
- ☐ 2 = Resolved the conflict
- ☐ 3 = Gave advice about insurance
- ☐ 4 = Gave information about your rights as a victim
- ☐ 5 = Gave information about services that could help you as a victim
- ☐ 6 = Contacted victim services on your behalf
- ☐ 7 = Contacted emergency medical services
- ☐ 8 = Did something else to help (specify)
- ☐ 9 = They did not do any of these things

If POLICEACTIONOTHER=8, CONTINUE TO POLICEACTIONOTHER_SP
Else if POLICEINFORMED=1, SKIP TO POLICECONTACT
Else if NOTREPORTEDPOLICE not equal to 17 and LOCATION=7, SKIP TO RPTSCHOOLOFFICIAL
Else, SKIP TO ATTIMETHINKCRIME

393. POLICEACTIONOTHER_SP

What did the police do to help? _____

If **POLICEINFORMED=1**, **SKIP TO POLICECONTACT**
Else if **NOTREPORTEDPOLICE** not equal to 17 and **LOCATION=7**, **CONTINUE TO RPTSCHOOLOFFICIAL**
Else, **SKIP TO ATTIMETHINKCRIME**

394. **RPTSCHOOLOFFICIAL**

Did anyone report the incident to a school official {such as a teacher, counselor, or principal,} or School Resource Officer (SRO) or did they find out about the incident in any way?

- ☐ 1 = Yes
- ☐ 2 = No

SKIP TO ATTIMETHINKCRIME

395. **POLICECONTACT**

Did you {or someone you live with} have any later contact with the police about the incident?

- ☐ 1 = Yes
- ☐ 2 = No

If **POLICECONTACT=1**, **CONTINUE TO POLICEINTOUCH**
Else, **SKIP TO POLICERESPECT**

396. **POLICEINTOUCH**

Thinking about these later contacts, did the police get in touch with you or did you get in touch with them?

- ☐ 1 = Police contacted the respondent (or someone the respondent lives with)
- ☐ 2 = The respondent (or someone the respondent lives with) contacted the police
- ☐ 3 = Both

397. **POLICEFOLLOWUP**

What did the police do to follow up on {this/the} incident?

♦ Probe if needed: Anything else?

♦ Mark all that apply

- ☐ 1 = Took, reviewed, or added to a report
- ☐ 2 = They questioned other witnesses or suspects
- ☐ 3 = Did or promised surveillance/investigation
- ☐ 4 = {They got some or all of your property back}
- ☐ 5 = They made one or more arrests
- ☐ 6 = They stayed in touch
- ☐ 7 = They contacted victim services on your behalf
- ☐ 8 = They did something else (specify)
- ☐ 9 = They did not do anything to your knowledge

If **POLICEFOLLOWUP=8**, *CONTINUE TO POLICEFOLLOWUP_SP*
Else, *SKIP TO POLICERESPECT*

398. POLICEFOLLOWUP_SP

What did the police do to follow up? _____

399. POLICERESPECT

Next are some questions about how you feel the police handled **{this/the}** incident. If more than one officer was involved, please think about how you would rate them as a group.

How respectfully did the police treat you?

- ☐ 1 = Very respectfully
- ☐ 2 = Somewhat respectfully
- ☐ 3 = Neither respectfully nor disrespectfully
- ☐ 4 = Somewhat disrespectfully
- ☐ 5 = Very disrespectfully
- ☐ 6 = **{Or do you not have an opinion?}**

400. POLICETIMESAT

How satisfied were you with the amount of time the police gave you to tell your story?

- ☐ 1 = Completely satisfied
- ☐ 2 = Mostly satisfied
- ☐ 3 = Equally satisfied and dissatisfied
- ☐ 4 = Mostly dissatisfied
- ☐ 5 = Completely dissatisfied
- ☐ 6 = **{Or do you not have an opinion?}**

401. POLICEACTIONSAT

How satisfied were you that the police did everything they could?

- ☐ 1 = Completely satisfied
- ☐ 2 = Mostly satisfied
- ☐ 3 = Equally satisfied and dissatisfied
- ☐ 4 = Mostly dissatisfied
- ☐ 5 = Completely dissatisfied
- ☐ 6 = **{Or do you not have an opinion?}**

402. POLICEEFFECTIVE

Taking the whole experience into account, how effectively did the police handle the incident?

- ☐ 1 = Very effectively
- ☐ 2 = Somewhat effectively
- ☐ 3 = Neither effectively nor ineffectively
- ☐ 4 = Somewhat ineffectively
- ☐ 5 = Very ineffectively

403. ATTIMETHINKCRIME

At the time, did you consider this incident to be a crime?

- ☐ 1 = Yes
- ☐ 2 = No

404. NOWTHINKCRIME

Now, looking back, do you consider this incident to be a crime?

- ☐ 1 = Yes
- ☐ 2 = No

Victim Services (VS)

405. TOLDFAMILYFRIENDS

The next questions ask about any help you might have gotten after {this/the} incident {in {month year}} took place.

{Besides the parent or other adult relative you mentioned, have /Have} you told any family, friends, co-workers, {classmates,} or neighbors about the incident?

- ☐ 1 = Yes
- ☐ 2 = No

406. TOLDOTHER

{Other than {the police {or School Resource Officer} or} family or friends, have/Have} you told anyone in the following positions about the incident who you thought might be able to help you?

♦ Mark all that apply

- ☐ 1 = {Teacher, school counselor, or school administrator}
- ☐ 2 = {Employer, supervisor, or human resources personnel}
- ☐ 3 = Medical or mental health professional
- ☐ 4 = Representative of a religious or community organization
- ☐ 5 = Security guard or personnel, other than the police
- ☐ 6 = Other person in a leadership or professional position (specify)
- ☐ 7 = No, have not told anyone in any of these positions

If TOLDOTHER=6, CONTINUE TO TOLDOTHER_SP

Else if (unwanted sexual contact, attack, threatened attack, motor vehicle theft, or (break-in and OFFENDERINSIDE=1) reported), SKIP TO VS_HOTLINE

Else, SKIP TO EMOTOLL_INTRO

406. TOLDOTHER_SP

What other person did you tell in a leadership or professional position? _____

If (unwanted sexual contact, attack, threatened attack, motor vehicle theft, or (break-in and OFFENDERINSIDE=1) reported), *SKIP TO VS_HOTLINE*
Else, *SKIP TO EMOTOLL_INTRO*

407. VS_HOTLINE

Have you received the following kinds of services because of the incident...

Hotline, helpline, or crisis line intervention?

- ☐ 1 = Yes
- ☐ 2 = No

408. VS_MENTALHEALTH

Have you received the following kinds of services because of the incident...

Counseling, therapy, support groups, or help from a mental health provider?

- ☐ 1 = Yes
- ☐ 2 = No

If (ATTACK=1 or ((UNWANTEDSEX=1, UNWANTEDORAL=1, UNWANTEDPENETRATION=1, or UNWANTEDTOUCH=1) and (PHYSICALFORCE=1, PHYSICALTHREAT=1, UNCONSCIOUS=1, UNABLECONSENT=1, FORCEDTOUCH =1, or INJURY=1))), *CONTINUE TO VS_EXAM*
Else if (UNWANTEDSEX=1, UNWANTEDORAL=1, UNWANTEDPENETRATION=1, or UNWANTEDTOUCH=1) and (PHYSICALFORCE=1, PHYSICALTHREAT=1, UNCONSCIOUS=1, UNABLECONSENT=1, or FORCEDTOUCH =1), *SKIP TO VS_SAEXAM*
Else, *SKIP TO VS_LEGAL*

409. VS_EXAM

Have you received the following kinds of services because of the incident...

Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?

- ☐ 1 = Yes
- ☐ 2 = No

If (UNWANTEDSEX=1, UNWANTEDORAL=1, UNWANTEDPENETRATION=1, or UNWANTEDTOUCH=1) and (PHYSICALFORCE=1, PHYSICALTHREAT=1, UNCONSCIOUS=1, UNABLECONSENT=1, or FORCEDTOUCH =1), *CONTINUE TO VS_SAEXAM*
Else, *SKIP TO VS_LEGAL*

410. VS_SAEXAM

Have you received the following kinds of services because of the incident...

Sexual assault exam by a doctor, nurse, or other medical professional?

- ☐ 1 = Yes
- ☐ 2 = No

411. VS_LEGAL

Have you received the following kinds of services because of the incident...

Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?

- ☐ 1 = Yes
- ☐ 2 = No

412. VS_HELPFILE

Have you received the following kinds of services because of the incident...

Help filing for a restraining, protection, or no-contact order?

- ☐ 1 = Yes
- ☐ 2 = No

If age is [18-96, RF, or DK], *CONTINUE TO VS_VICTIMCOMP*
Else if VS_HOTLINE=1, *SKIP TO SAT_HOTLINE*
Else if VS_MENTALHEALTH=1, *SKIP TO SAT_MENTALHEALTH*
Else if VS_EXAM=1, *SKIP TO SAT_EXAM*
Else if VS_SAEEXAM=1, *SKIP TO SAT_SAEEXAM*
Else if VS_LEGAL=1, *SKIP TO SAT_LEGAL*
Else if VS_HELPFILE=1, *SKIP TO SAT_HELPFILE*
Else, *SKIP TO WANTSERVICES*

413. VS_VICTIMCOMP

Have you received the following kinds of services because of the incident...

Help applying for victim compensation?

- ☐ 1 = Yes
- ☐ 2 = No

414. VS_FINANCIALHELP

Have you received the following kinds of services because of the incident...

Short term or emergency financial assistance?

- ☐ 1 = Yes
- ☐ 2 = No

415. VS_HOUSING

Have you received the following kinds of services because of the incident...

Housing, shelter, or safehouse services?

- ☐ 1 = Yes
- ☐ 2 = No

416. VS_OTHER

Have you received the following kinds of services because of the incident...

Any other help or services because of the incident?

- ☐ 1 = Yes
- ☐ 2 = No

If VS_OTHER=1, CONTINUE TO VS_OTHER_SP
Else if VS_HOTLINE=1, SKIP TO SAT_HOTLINE
Else if VS_MENTALHEALTH=1, SKIP TO SAT_MENTALHEALTH
Else if VS_EXAM=1, SKIP TO SAT_EXAM
Else if VS_SAEXAM=1, SKIP TO SAT_SAEXAM
Else if VS_LEGAL=1, SKIP TO SAT_LEGAL
Else if VS_HELPFILE=1, SKIP TO SAT_HELPFILE
Else if VS_VICTIMCOMP=1, SKIP TO SAT_VICTIMCOMP
Else if VS_FINANCIALHELP=1, SKIP TO SAT_FINANCIALHELP
Else if VS_HOUSING=1, SKIP TO SAT_HOUSING
Else, SKIP TO WANTSERVICES

417. VS_OTHER_SP

What other help or services have you received? _____

If VS_HOTLINE=1, CONTINUE TO SAT_HOTLINE
Else if VS_MENTALHEALTH=1, SKIP TO SAT_MENTALHEALTH
Else if VS_EXAM=1, SKIP TO SAT_EXAM
Else if VS_SAEXAM=1, SKIP TO SAT_SAEXAM
Else if VS_LEGAL=1, SKIP TO SAT_LEGAL
Else if VS_HELPFILE=1, SKIP TO SAT_HELPFILE
Else if VS_VICTIMCOMP=1, SKIP TO SAT_VICTIMCOMP
Else if VS_FINANCIALHELP=1, SKIP TO SAT_FINANCIALHELP
Else if VS_HOUSING=1, SKIP TO SAT_HOUSING
Elseif VS_OTHER=1, SKIP TO SAT_OTHER

418. SAT_HOTLINE

How satisfied were you with...

Hotline, helpline, or crisis line intervention?

- ☐ 1 = Completely satisfied
- ☐ 2 = Mostly satisfied
- ☐ 3 = Equally satisfied and dissatisfied
- ☐ 4 = Mostly dissatisfied
- ☐ 5 = Completely dissatisfied

If **VS_MENTALHEALTH=1**, *CONTINUE TO SAT_MENTALHEALTH*
 Else if **VS_EXAM=1**, *SKIP TO SAT_EXAM*
 Else if **VS_SAEXAM=1**, *SKIP TO SAT_SAEXAM*
 Else if **VS_LEGAL=1**, *SKIP TO SAT_LEGAL*
 Else if **VS_HELPFILE=1**, *SKIP TO SAT_HELPFILE*
 Else if **VS_VICTIMCOMP=1**, *SKIP TO SAT_VICTIMCOMP*
 Else if **VS_FINANCIALHELP=1**, *SKIP TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Else if **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

419. **SAT_MENTALHEALTH**

How satisfied were you with...

Counseling, therapy, support groups, or help from a mental health provider?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_EXAM=1**, *CONTINUE TO SAT_EXAM*
 Else if **VS_SAEXAM=1**, *SKIP TO SAT_SAEXAM*
 Else if **VS_LEGAL=1**, *SKIP TO SAT_LEGAL*
 Else if **VS_HELPFILE=1**, *SKIP TO SAT_HELPFILE*
 Else if **VS_VICTIMCOMP=1**, *SKIP TO SAT_VICTIMCOMP*
 Else if **VS_FINANCIALHELP=1**, *SKIP TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Else if **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

420. **SAT_EXAM**

How satisfied were you with...

Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_SAEXAM=1**, *CONTINUE TO SAT_SAEXAM*
 Else if **VS_LEGAL=1**, *SKIP TO SAT_LEGAL*
 Else if **VS_HELPFILE=1**, *SKIP TO SAT_HELPFILE*
 Else if **VS_VICTIMCOMP=1**, *SKIP TO SAT_VICTIMCOMP*
 Else if **VS_FINANCIALHELP=1**, *SKIP TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Elseif **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

421. **SAT_SAEXAM**

How satisfied were you with...

Sexual assault exam by a doctor, nurse, or other medical professional?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_LEGAL=1**, *CONTINUE TO SAT_LEGAL*
 Else if **VS_HELPFILE=1**, *SKIP TO SAT_HELPFILE*
 Else if **VS_VICTIMCOMP=1**, *SKIP TO SAT_VICTIMCOMP*
 Else if **VS_FINANCIALHELP=1**, *SKIP TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Elseif **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

422. **SAT_LEGAL**

How satisfied were you with...

Legal help or assistance, such as free or low-cost legal services from an attorney, help with the legal process, preparing for court, or enforcement of your rights?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_HELPFILE=1**, *CONTINUE TO SAT_HELPFILE*
 Else if **VS_VICTIMCOMP=1**, *SKIP TO SAT_VICTIMCOMP*
 Else if **VS_FINANCIALHELP=1**, *SKIP TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Elseif **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

423. **SAT_HELPFILE**

How satisfied were you with...

Help filing for a restraining, protection, or no-contact order?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_VICTIMCOMP=1**, *CONTINUE TO SAT_VICTIMCOMP*
 Else if **VS_FINANCIALHELP=1**, *SKIP TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Elseif **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

423. **SAT_VICTIMCOMP**

How satisfied were you with...

Help applying for victim compensation?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_FINANCIALHELP=1**, *CONTINUE TO SAT_FINANCIALHELP*
 Else if **VS_HOUSING=1**, *SKIP TO SAT_HOUSING*
 Elseif **VS_OTHER=1**, *SKIP TO SAT_OTHER*
 Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*
 Else, *SKIP TO EMOTOLL_INTRO*

423. SAT_FINANCIALHELP

How satisfied were you with...

Short term or emergency financial assistance?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_HOUSING=1**, *CONTINUE TO SAT_HOUSING*

Else if **VS_OTHER=1**, *SKIP TO SAT_OTHER*

Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*

Else, *SKIP TO EMOTOLL_INTRO*

424. SAT_HOUSING

How satisfied were you with...

Housing, shelter, or safehouse services?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If **VS_OTHER=1**, *CONTINUE TO SAT_OTHER*

Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*

Else, *SKIP TO EMOTOLL_INTRO*

425. SAT_OTHER

How satisfied were you with...

Any other help or services because of the incident?

- 1 = Completely satisfied
- 2 = Mostly satisfied
- 3 = Equally satisfied and dissatisfied
- 4 = Mostly dissatisfied
- 5 = Completely dissatisfied

If ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported)), *SKIP TO INCIDENTHAPPENATWORK*

Else, *SKIP TO EMOTOLL_INTRO*

426. WANTSERVICES

You said you didn't get any services. Did you want any services?

- ☐ 1 = Yes
- ☐ 2 = No

If WANTSERVICES=1, CONTINUE TO NOVS_UNAWARE

Else if ((JOBLASTWEEK=1 or JOBLAST6MONTHS=1) and (unwanted sexual contact, attack, or threatened attack reported), SKIP TO INCIDENTHAPPENATWORK

Else, SKIP TO EMOTOLL_INTR

427. NOVS_UNAWARE

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not know what help or services were available?

- ☐ 1 = Yes
- ☐ 2 = No

428. NOVS_INELIGIBLE

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not think you were eligible for services, or you were told you were not eligible?

- ☐ 1 = Yes
- ☐ 2 = No

429. NOVS_TRANSPORT

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not have transportation {or childcare}?

- ☐ 1 = Yes
- ☐ 2 = No

430. NOVS_NOTIME

Please indicate whether or not each of the following were reasons why you did not get any services.

You could not take time off work or school?

- ☐ 1 = Yes
- ☐ 2 = No

431. NOVS_NOTROUBLE

Please indicate whether or not each of the following were reasons why you did not get any services.

You didn't want to get the offender in trouble or face harsh consequences?

- ☐ 1 = Yes
- ☐ 2 = No

432. NOVS_WORRIED

Please indicate whether or not each of the following were reasons why you did not get any services.

You were worried about the consequences for yourself or your family?

- ☐ 1 = Yes
- ☐ 2 = No

433. NOVS_NOTAPPROP

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not feel services were appropriate to meet your needs?

- ☐ 1 = Yes
- ☐ 2 = No

434. NOVS_CONDITION

Please indicate whether or not each of the following were reasons why you did not get any services.

You could not apply for or could not receive services because of a physical, mental, or emotional condition?

- ☐ 1 = Yes
- ☐ 2 = No

435. NOVS_LANGUAGEPROB

Please indicate whether or not each of the following were reasons why you did not get any services.

The services were not available in your language?

- ☐ 1 = Yes
- ☐ 2 = No

436. NOVS_OTHER

Please indicate whether or not each of the following were reasons why you did not get any services.

Some other reason?

- ☐ 1 = Yes
- ☐ 2 = No

If **NOVS_OTHER=1**, **CONTINUE TO NOVS_OTHER_SP**
Else if ((**JOBLASTWEEK=1** or **JOBLAST6MONTHS=1**) and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO INCIDENTHAPPENATWORK**
Else, **SKIP TO EMOTOLL_INTRO**

437. NOVS_OTHER_SP

What was that reason? _____

If ((**JOBLASTWEEK**=1 or **JOBLAST6MONTHS**=1) and (unwanted sexual contact, attack, or threatened attack reported), **SKIP TO INCIDENTHAPPENATWORK**
Else, **SKIP TO EMOTOLL_INTRO**

Workplace Violence

438. **INCIDENTHAPPENATWORK**

Did **{this/the}** incident occur while you were working or on duty?

- 1 = Yes
- 2 = No

If **INCIDENTHAPPENATWORK**=1 and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO WV_CONFIRMEMPTYTYPE**
Else if **INCIDENTHAPPENATWORK**=1, **SKIP TO WV_EMPLOYERTYPE**
Else if **INCIDENTHAPPENATWORK**=2, RF, or DK, and **LOCATIONMV** not equal to 1 and **LOCATION** not equal to 1, 3, 5, **CONTINUE TO TOFROMWORK**
Else, **SKIP TO EMOTOLL_INTRO**

439. **TOFROMWORK**

Did **{this/the}** incident happen when you were on your way to or from work?

- 1 = Yes
- 2 = No

If **LOCATION**=6 and **INCIDENTHAPPENATWORK** not equal to 1 and **TOFROMWORK** not equal to 1, **CONTINUE TO INCIDENTHAPPENATWORK_CK**
Else if (**LOCATION**=6 or **TOFROMWORK**=1) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO WV_CONFIRMEMPTYTYPE**
Else if **LOCATION**=6 or **TOFROMWORK**=1, **SKIP TO WV_EMPLOYERTYPE**
Else, **SKIP TO EMOTOLL_INTRO**

INCIDENTHAPPENATWORK_CK (soft)

◆ You reported that the incident happened at work, but that the respondent was not on duty or on the way to or from work at the time of the incident.

If Suppress or Close, **SKIP TO EMOTOLL_INTRO**
Else, allow option to choose **INCIDENTHAPPENATWORK** or **TOFROMWORK**

440. WV_CONFIRMEMPTYTYPE

At a previous interview, it was reported that you were {employed by a private company, business, or individual for wages/employed by the Federal government/employed by a state, county, or local government/self-employed in your own business, professional practice, or farm/employed by a private not-for-profit, tax-exempt, or charitable organization}.

Were you {employed by a private company, business, or individual for wages/employed by the Federal government/employed by a state, county, or local government/self-employed in your own business, professional practice, or farm/employed by a private not-for-profit, tax-exempt, or charitable organization} at the time of this incident?

- 1 = Yes
- 2 = No

If WV_CONFIRMEMPTYTYPE=1, CONTINUE TO WV_CONFIRMMOCC
Else if WV_CONFIRMEMPTYTYPE=2, SKIP TO WV_EMPLOYERTYPE
Else, SKIP TO EMOTOLL_INTRO

441. WV_CONFIRMMOCC

At a previous interview, it was reported that your occupation was {Management, Business, and Financial Operations Occupation/Computer, Mathematical, Architecture, Engineering, Life/Physical/Social Science Occupation/Counselor, Social Worker, Other Community and Social Service Specialist, or Religious Worker/Legal Occupation (for example: judge/lawyer, legal support worker)/Educational Instruction or Library Occupation (for example: teacher, professor, librarian)/Arts, Design, Entertainment, Sports, or Media Occupation/Healthcare Practitioner or Health Technician Occupation (for example: physician, nurse)/Healthcare Support Occupation (for example: home health aide, nursing assistant)/Law Enforcement or Protective Service Occupation/Food Preparation or Food Serving Related Occupation (for example: cook, waiter/waitress, bartender)/Building and Grounds Cleaning Maintenance Occupation/Personal Care or Service Occupation/Sales or Retail Occupation (for example: cashier, retail salesperson)/Office and Administrative Support Occupation/Installation Maintenance, or Repair Occupation/Transportation and Material Moving Occupation (for example: bus driver, taxi, or rideshare driver)/Military specific occupation/[Previously reported OCCUPATION_SP]}. Is this an accurate description of your current job at the time of this incident?

- 1 = Yes
- 2 = No

If WV_CONFIRMMOCC=2, SKIP TO WV_OCCUPATION_SP
Else, SKIP TO EMOTOLL_INTRO

442. WV_EMPLOYERTYPE

The next questions are about the job you had at the time of {this/the} incident. Were you employed by...

- 1 = A private company, business, or individual for wages,
- 2 = The Federal government,
- 3 = A state, county, or local government,
- 4 = Yourself (self-employed) in your own business, professional practice, or farm, or,
- 5 = A private non-profit, tax-exempt, or charitable organization?

If WV_EMPLOYERTYPE is 1-5, CONTINUE TO WV_TYPEBUSINESS_SP
Else, SKIP TO EMOTOLL_INTRO

443. WV_TYPEBUSINESS_SP

What kind of business or industry is this? What do they make or do where you were working at the time of {this/the} incident? _____

444. WV_BUSINESSSECTOR

Which of these categories best describes the business or industry?

◆ {Read categories until respondent says yes/Turn the laptop around and show the respondent the answer categories.}

- 1 = Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction
- 2 = Construction
- 3 = Manufacturing
- 4 = Transportation, Communications, and Public Utilities, Warehousing
- 5 = Wholesale Trade
- 6 = Retail Trade
- 7 = Finance, Insurance, and Real Estate
- 8 = Business and Repair Services
- 9 = Personal Services
- 10 = Entertainment and Recreation
- 11 = Professional Services
- 12 = Public Administration/Government
- 13 = Armed Forces
- 14 = Healthcare and Social Assistance
- 15 = Public Safety
- 16 = Something else

445. WV_OCCUPATION_SP

What kind of work were you doing at this job at the time of {this/the} incident, that is, what was your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician. _____

446. WV_JOBDESCRIPTION

What kind of work did you do, that is, what was your occupation at the time of {this/the} incident?
Which of these categories best describes your occupation?

♦ {Read categories until respondent says yes/Turn the laptop around and show the respondent the answer categories.}

- 1 = Management, Business, and Financial Operations Occupation
- 2 = Computer, Mathematical, Architecture, Engineering, or Life/Physical/Social Science Occupation
- 3 = Counselor, Social Worker, Other Community and Social Service Specialist, or Religious Worker
- 4 = Legal Occupation (for example: judge/lawyer, legal support worker)
- 5 = Educational Instruction or Library Occupation (for example: teacher, professor, librarian)
- 6 = Arts, Design, Entertainment, Sports, or Media Occupation
- 7 = Healthcare Practitioner or Health Technician Occupation (for example: physician, nurse)
- 8 = Healthcare Support Occupation (for example: home health aide, nursing assistant)
- 9 = Law Enforcement or Protective Service Occupation
- 10 = Food Preparation or Food Serving Related Occupation (for example: cook, waiter/waitress, bartender)
- 11 = Building and Grounds Cleaning and Maintenance Occupation
- 12 = Personal Care or Service Occupation
- 13 = Sales and Related Occupation (for example: cashier, retail salesperson)
- 14 = Office and Administrative Support Occupation
- 15 = Installation, Maintenance, or Repair Occupation
- 16 = Transportation and Material Moving Occupation (for example: bus driver, taxi, or rideshare driver)
- 17 = Military specific occupation
- 18 = Any remaining occupations that do not fall into above categories

If WV_JOBDESCRIPTION=4, CONTINUE TO WV_JOB_LEGAL
Else if WV_JOBDESCRIPTION =5, SKIP TO WV_JOB_EDUCATION
Else if WV_JOBDESCRIPTION =7, SKIP TO WV_JOB_HEALTHCARE
Else if WV_JOBDESCRIPTION =8, SKIP TO WV_JOB_HEALTHSUPPORT
Else if WV_JOBDESCRIPTION =9, SKIP TO WV_JOB_LAWENFORCE
Else if WV_JOBDESCRIPTION =10, SKIP TO WV_JOB_FOODSERVICES
Else if WV_JOBDESCRIPTION =13, SKIP TO WV_JOB_RETAILSALES
Else if WV_JOBDESCRIPTION =16, SKIP TO WV_JOB_TRANSPORT
Else, SKIP TO WV_USUALJOBDUTIES

447. WV_JOB_LEGAL

Were you employed as a...?

- 1 = Judge or lawyer
- 2 = Legal support worker
- 3 = Another legal occupation

SKIP TO **EMOTOLL_INTRO**

448. WV_JOB_EDUCATION

Were you employed as a...?

- ☐ 1 = Preschool, elementary, middle, or high school teacher
- ☐ 2 = College, university, or technical school professor or teacher
- ☐ 3 = Special education teacher
- ☐ 4 = Another educational instruction or library occupation

SKIP TO **EMOTOLL_INTRO**

449. WV_JOB_HEALTHCARE

Were you employed as a...?

- ☐ 1 = Physician
- ☐ 2 = Nurse
- ☐ 3 = Health technologist or technician
- ☐ 4 = Another healthcare practitioner or technical occupation

SKIP TO **EMOTOLL_INTRO**

450. WV_JOB_HEALTHSUPPORT

Were you employed as a...?

- ☐ 1 = Home health or personal care aide; nursing assistant, orderly, or psychiatric aide
- ☐ 2 = Occupational therapy or physical therapist assistant or aide
- ☐ 3 = Another healthcare support occupation

SKIP TO **EMOTOLL_INTRO**

451. WV_JOB_LAWENFORCE

Were you employed as a...?

- ☐ 1 = Police officer
- ☐ 2 = Correctional officer or jailer
- ☐ 3 = Security guard
- ☐ 4 = Another law enforcement or protective service occupation

SKIP TO **EMOTOLL_INTRO**

452. WV_JOB_FOODSERVICES

Were you employed as a...?

- ☐ 1 = Supervisor of food preparation and serving workers
- ☐ 2 = Cook or food preparation worker
- ☐ 3 = Waiter/waitress or food server
- ☐ 4 = Bartender
- ☐ 5 = Another food preparation or serving related occupation

SKIP TO EMOTOLL_INTRO

453. WV_JOB_RETAILSALES

Were you employed as a...?

- ☐ 1 = Retail sales worker, such as a cashier, counter or rental clerk, parts salesperson, retail salesperson
- ☐ 2 = Another sales occupation

SKIP TO EMOTOLL_INTRO

454. WV_JOB_TRANSPORT

Were you employed as a...?

- ☐ 1 = Bus driver
- ☐ 2 = Taxi driver, rideshare driver, or chauffeur
- ☐ 3 = Another transportation or material moving occupation

SKIP TO EMOTOLL_INTRO

455. WV_USUALJOBDUTIES

What were your usual activities or duties at this job? For example: instruct students and create lesson plans, drive a bus, mow lawns. _____

Consequences II: Socio-emotional Problems

EMOTOLL_INTRO

Being a victim of crime affects people in different ways. The next questions are about how {this/the} incident may have affected you.

If JOBLASTWEEK=1, JOBLAST6MONTHS=1, ATTENDING SCHOOL=1, or ATTENDING SCHOOL=2,
CONTINUE TO IMPACT_JOB
Else, SKIP TO IMPACT_FAMILY

456. **IMPACT_JOB**

Did **{this/the}** incident lead you to have serious problems with your **{job or} {schoolwork}**, or trouble with people **{at work} {or} {at school}**?

- ☐ 1 = Yes
- ☐ 2 = No

457. **IMPACT_FAMILY**

Did **{this/the}** incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?

- ☐ 1 = Yes
- ☐ 2 = No

458. **HOW_DISTRESSING**

Overall, how upsetting has **{this/the}** incident been to you?

- ☐ 1 = Not at all upsetting
- ☐ 2 = Mildly upsetting
- ☐ 3 = Moderately upsetting
- ☐ 4 = Severely upsetting

If **IMPACT_JOB=1**, **IMPACT_FAMILY=1**, or **HOW_DISTRESSING=3, 4**, **CONTINUE TO FEEL_ANGRY**
Else, **SKIP TO ECONOMIC_INTRO**

459. **FEEL_ANGRY**

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Angry

- ☐ 1 = Didn't feel this way
- ☐ 2 = Yes, for less than 1 month
- ☐ 3 = Yes, for 1 month or more

460. **FEEL_SHOCKED**

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Shocked

- ☐ 1 = Didn't feel this way
- ☐ 2 = Yes, for less than 1 month
- ☐ 3 = Yes, for 1 month or more

461. FEEL_FEARFUL

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Fearful

- 1 = Didn't feel this way
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

462. FEEL_DEPRESSED

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Depressed

- 1 = Didn't feel this way
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

462. FEEL_WORRIED

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Anxious or panicked

- 1 = Didn't feel this way
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

462. FEEL_LESSCONFIDENT

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Less confident

- 1 = Didn't feel this way
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

463. FEEL_SAD

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Sad

- 1 = Didn't feel this way
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

464. FEEL_ANNOYED

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.

Annoyed

- 1 = Didn't feel this way
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

465. TRBL_SLEEPING

Did you have difficulty sleeping because of the incident?

- 1 = No
- 2 = Yes, for less than 1 month
- 3 = Yes, for 1 month or more

466. MENTALHEALTH

Have you talked to a psychologist, psychiatrist, counselor, or other mental health professional about {this/the} incident?

- 1 = Yes
- 2 = No

If **MENTALHEALTH=1**, *CONTINUE TO* **MH_MEDICALINSURANCE**
Else, *SKIP TO* **ECONOMIC_INTRO**

467. MH_MEDICALINSURANCE

Did you have any out-of-pocket expenses for your mental health care, that is, expenses that you do not expect to get paid back from insurance or some other source?

- 1 = Yes
- 2 = No
- 3 = Don't know

If **MH_MEDICALINSURANCE=1**, *CONTINUE TO* **MH_MEDICALEXPENSES**
Else, *SKIP TO* **ECONOMIC_INTRO**

468. **MH_MEDICALEXPENSES**

How much were these out-of-pocket expenses?

◆ Probe using answer categories as needed.

- 1 = Less than \$100
- 2 = \$100 to less than \$500
- 3 = \$500 to less than \$1,000
- 4 = \$1,000 to less than \$5,000
- 5 = \$5,000 or more

Consequences III: Economic Consequences

ECONOMIC_INTRO

Thank you. The next set of questions ask about the how the incident impacted you financially.

If motor vehicle theft reported, *CONTINUE TO* **VEHICLE_VALUE**
Else if theft reported, *SKIP TO* **PROPERTYVALUE**
Else if no vandalism reported, *SKIP TO* **DAMAGED**
Else if vandalism and other type of crime reported, *SKIP TO* **WHATDAMAGED**
Else if vandalism reported, *SKIP TO* **TYPEOFDAMAGE**

469. **VEHICLE_VALUE**

What would you estimate was the value of the vehicle that was stolen or taken without permission?

◆ Probe using answer categories as needed.

- 1 = Less than \$1,000
- 2 = \$1,000 to less than \$5,000
- 3 = \$5,000 to less than \$10,000
- 4 = \$10,000 to less than \$20,000
- 5 = \$20,000 to less than \$30,000
- 6 = \$30,000 or more

470. **GETVEHICLEBACK**

Did you get the vehicle back?

- 1 = Yes
- 2 = No

If **GETVEHICLEBACK=1**, *CONTINUE TO VEHICLE_DAMAGED*
Else if theft reported, *SKIP TO VEHICLE_VALOTHITEMS*
Else if no vandalism reported, *SKIP TO DAMAGED*
Else if vandalism and other type of crime reported, *SKIP TO WHATDAMAGED*
Else if vandalism reported, *SKIP TO TYPEOFDAMAGE*

471. VEHICLE_DAMAGED

Did the vehicle have no damage, some damage, or damage beyond repair?

- 1 = No damage
- 2 = Some damage
- 3 = Damaged beyond repair

If theft reported, go to **VEHICLE_VALOTHITEMS**
Else if no vandalism reported, *SKIP TO DAMAGED*
Else if vandalism and other type of crime reported, *SKIP TO WHATDAMAGED*
Else if vandalism reported, *SKIP TO TYPEOFDAMAGE*

472. VEHICLE_VALOTHITEMS

Earlier you said some items were stolen along with the vehicle. What was the value of these other items, including the value of anything you got back?

◆ Probe using answer categories as needed.

- 1 = Less than \$25
- 2 = \$25 to less than \$50
- 3 = \$50 to less than \$100
- 4 = \$100 to less than \$500
- 5 = \$500 to less than \$1,000
- 6 = \$1,000 or more

SKIP TO ALLPARTRECOVERED

473. **PROPERTYVALUE**

What would you estimate was the total value of the stolen items, including the value of anything you got back? {Exclude any stolen cash./Exclude any checks or credit cards./Exclude any stolen cash, checks, or credit cards.} If jointly owned with a nonhousehold member(s), include only the share owned by household members.

♦ Probe using answer categories as needed.

- 1 = Less than \$25
- 2 = \$25 to less than \$50
- 3 = \$50 to less than \$100
- 4 = \$100 to less than \$500
- 5 = \$500 to less than \$1,000
- 6 = \$1,000 or more

474. **ALLPARTRECOVERED**

{Apart from the stolen vehicle, did/Did} you get any of the stolen {cash} {or} {items} back?

- 1 = Yes, the respondent got all of it back
- 2 = Yes, the respondent got some of it back
- 3 = No, the respondent got none of it back

If **ALLPARTRECOVERED**=2, *CONTINUE TO RECOVEREDVALUE*
Else if no vandalism reported, *SKIP TO DAMAGED*
Else if vandalism and other type of crime reported, *SKIP TO WHATDAMAGED*
Else if vandalism reported, *SKIP TO TYPEOFDAMAGE*

475. **RECOVEREDVALUE**

{Apart from the cost of the vehicle, what/What} would you estimate was the total value of the {other} items you got back?

♦ Probe using answer categories as needed.

- 1 = Less than \$25
- 2 = \$25 to less than \$50
- 3 = \$50 to less than \$100
- 4 = \$100 to less than \$500
- 5 = \$500 to less than \$1,000
- 6 = \$1,000 or more

If no vandalism reported, *CONTINUE TO DAMAGED*
Else if vandalism and other type of crime reported, *SKIP TO WHATDAMAGED*
Else if vandalism reported, *SKIP TO TYPEOFDAMAGE*

Property Damage

476. DAMAGED

{Other than any stolen property, was/Was} anything that belonged to you or someone you live with damaged or destroyed in {this/the} incident?

- 1 = Yes
- 2 = No

If **DAMAGED=1**, *CONTINUE TO WHATDAMAGED*
Else if **JOBLASTWEEK=1**, **JOBLAST6MONTHS=1**, **ATTENDINGSCHOOL=1**, or
ATTENDINGSCHOOL=2, *SKIP TO LOSTWORKTIME*
Else, *SKIP TO SUMMARY_SP*

477. WHATDAMAGED

What was damaged or destroyed {other than any stolen property}?

◆ Probe if needed: Anything else?

◆ Mark all that apply

- ☐ 1 = A vehicle (including parts)
- ☐ 2 = Something inside your home or apartment
- ☐ 3 = A mailbox
- ☐ 4 = Part of your home or apartment, such as doors, windows, or walls
- ☐ 5 = Fences, walls, gates, or items in a garden
- ☐ 6 = A garage, shed, barn, or other structure on your property
- ☐ 7 = A cell phone or something you were wearing or carrying, such as clothing
- ☐ 8 = Other (specify)

If **WHATDAMAGED=8**, *CONTINUE TO WHATDAMAGED_SP*
Else, *SKIP TO TYPEOFDAMAGE*

478. WHATDAMAGED_SP

What was damaged or destroyed? _____

479. TYPEOFDAMAGE

What kind of damage did the offender do?

♦ Mark all that apply

- ☐ 1 = Broke glass, such as a window or mirror
- ☐ 2 = Defaced something, such as painting, graffiti, or keyed a car
- ☐ 3 = Broke or destroyed something else
- ☐ 4 = Cut something
- ☐ 5 = Knocked something down
- ☐ 6 = Other damage, such as dents, holes, scratches, burns
- ☐ 7 = Other (specify)

If **TYPEOFDAMAGE=7**, *CONTINUE TO TYPEOFDAMAGE_SP*
Else if **VANDALISM** not equal to **EMPTY**, *SKIP TO DAMAGEDCOST*
Else if **WHATDAMAGED=1**, *SKIP TO DAMAGEDVEHICLE*
Else if **WHATDAMAGED=3, 4**, *SKIP TO DAMAGEDHOUSE*
Else if **WHATDAMAGED=6**, *SKIP TO DAMAGEDOTHPROP*
Else if **DAMAGED=1**, *SKIP TO DAMAGEDCOST*
Else if **JOBLASTWEEK=1**, **JOBLAST6MONTHS=1**, **ATTENDINGSCHOOL=1**, or
ATTENDINGSCHOOL=2, *SKIP TO LOSTWORKTIME*
Else, *SKIP TO SUMMARY_SP*

480. TYPEOFDAMAGE_SP

What kind of damage did the offender do? _____

If **VANDALISM** not equal to **EMPTY**, *SKIP TO DAMAGEDCOST*
Else if **WHATDAMAGED=1**, *CONTINUE TO DAMAGEDVEHICLE*
Else if **WHATDAMAGED=3, 4**, *SKIP TO DAMAGEDHOUSE*
Else if **WHATDAMAGED=6**, *SKIP TO DAMAGEDOTHPROP*
Else if **DAMAGED=1**, *SKIP TO DAMAGEDCOST*
Else if **JOBLASTWEEK=1**, **JOBLAST6MONTHS=1**, **ATTENDINGSCHOOL=1**, or
ATTENDINGSCHOOL=2, *SKIP TO LOSTWORKTIME*
Else, *SKIP TO SUMMARY_SP*

481. DAMAGEDVEHICLE

Was any of the damage a result of the offender trying to get into the vehicle?

- ☐ 1 = Yes
- ☐ 2 = No

If **WHATDAMAGED=3, 4**, *CONTINUE TO DAMAGEDHOUSE*
 Else if **WHATDAMAGED=6**, *SKIP TO DAMAGEDOTHPROP*
 Else if **DAMAGED=1** or (vandalism reported and VANDALISM=not previously collected), *SKIP TO DAMAGEDCOST*
 Else if **JOBLASTWEEK=1, JOBLAST6MONTHS=1, ATTENDINGSCHOOL=1**, or
ATTENDINGSCHOOL=2, *SKIP TO LOSTWORKTIME*
 Else, *SKIP TO SUMMARY_SP*

482. **DAMAGEDHOUSE**

Was any of the damage to your house or apartment a result of the offender trying to get inside?

- 1 = Yes
- 2 = No

If **WHATDAMAGED=6**, *CONTINUE TO DAMAGEDOTHPROP*
 Else if **DAMAGED=1** or (vandalism reported and VANDLAISM=not previously collected), *SKIP TO DAMAGEDCOST*
 Else if **JOBLASTWEEK=1, JOBLAST6MONTHS=1, ATTENDINGSCHOOL=1**, or
ATTENDINGSCHOOL=2, *SKIP TO LOSTWORKTIME*
 Else, *SKIP TO SUMMARY_SP*

483. **DAMAGEDOTHPROP**

Was any of the damage to your garage, shed, barn, or other structure on your property a result of the offender trying to get into the structure?

- 1 = Yes
- 2 = No

If **DAMAGED=1** or (vandalism reported VANDLAISM=not previously collected), *CONTINUE TO DAMAGEDCOST*
 Else if **JOBLASTWEEK=1, JOBLAST6MONTHS=1, ATTENDINGSCHOOL=1**, or
ATTENDINGSCHOOL=2, *SKIP TO LOSTWORKTIME*
 Else, *SKIP TO SUMMARY_SP*

484. **DAMAGEDCOST**

{Excluding any costs you have already mentioned, what/What} was the total value of the damage done {in this vandalism}? If you don't know the exact amount, please give your best estimate.

◆ Probe using answer categories as needed.

- 1 = Less than \$100
- 2 = \$100 to less than \$500
- 3 = \$500 to less than \$1,000
- 4 = \$1,000 to less than \$5,000
- 5 = \$5,000 or more

485. STAYELSEWHERE

Did you need to stay somewhere else or move to a new home as a result of {this/the} incident?

- ☐ 1 = Yes
- ☐ 2 = No

If **JOBLASTWEEK=1**, **JOBLAST6MONTHS=1**, **ATTENDINGSCHOOL=1**, or **ATTENDINGSCHOOL=2**,
SKIP TO LOSTWORKTIME
Else, **SKIP TO SUMMARY_SP**

Lost Work and Wages

486. LOSTWORKTIME

Have you taken any time off from {work}{or}{school} because of {this/the} incident {for such things as {cooperating with a police investigation, testifying in court}{or}{repairing or replacing damaged or stolen property}}?

- ☐ 1 = {Yes, time off from work}
- ☐ 2 = {Yes, time off from school}
- ☐ 3 = {Yes, time off from both work and school}
- ☐ 4 = No

If **LOSTWORKTIME=1, 2, 3**, **CONTINUE TO AMOUNTTIMELOST**
Else, **SKIP TO LOSTJOB**

487. AMOUNTTIMELOST

How much time did you take off {work}{or}{school}?

- ☐ 1 = Less than 1 day
- ☐ 2 = 1 day
- ☐ 3 = 2-4 days
- ☐ 4 = 5-10 days
- ☐ 5 = 11-20 days
- ☐ 6 = 21-30 days
- ☐ 7 = 31+ days

If **LOSTWORKTIME=1, 3**, **CONTINUE TO LOSTPAY**
Else, **SKIP TO LOSTJOB**

488. LOSTPAY

Did you lose any pay for the time you took off?

- ☐ 1 = Yes
- ☐ 2 = No

If **LOSTPAY=1**, *CONTINUE TO AMOUNTLOSTPAY*
Else, *SKIP TO LOSTJOB*

489. **AMOUNTLOSTPAY**

About how much pay did you lose?

♦ Probe using answer categories as needed.

- 1 = Less than \$100
- 2 = \$100 to less than \$500
- 3 = \$500 to less than \$1,000
- 4 = \$1,000 or more

490. **LOSTJOB**

Did you {lose your job or have to give up work} {or} {have to withdraw from school} as a result of {this/the} incident?

- 1 = Yes
- 2 = No

If **LOSTJOB=2**, *CONTINUE TO CHANGEJOB*
Else, *SKIP TO SUMMARY_SP*

491. **CHANGEJOB**

Did you have to change your {job} {or} {school} as a result of {this/the} incident?

- 1 = Yes
- 2 = No

Summary

492. **SUMMARY_SP**

Thank you for telling me about the incident {in {Month year}}. Would you mind describing the incident for me in your own words? _____

ENDINCIDENT

Thank you.

♦ If needed: We appreciate you sharing such personal information about this incident.

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

Unduplication

INTRO_UNDUP

Please give me a moment to review the crime incident(s) collected.

- ◆ Enter 1 to continue.

UNDUP_CURINC

- ◆ Compare the incident data reported this interview period. Do not discuss incidents with the respondent.

- ◆ Is the incident on the left the same incident that is displayed on the right?

LN {Line number} {Name} Inc # {Incident number}

Month: {Month Year}

Incident Note: {Incident note}

Summary: {Incident summary}

LN {Line number} {Name} Inc # {Incident number}

Month: {Month Year}

Incident Note: {Incident note}

Summary: {Incident summary}

- 1 = Yes
- 2 = No

If more incidents to compare, *GO TO* **UNDUP_CURINC** for the next comparison
Else, *CONTINUE TO* **SOCIODEMO_INTRO**

Person Characteristics II

SOCIODEMO_INTRO

The next questions ask about you. Remember all answers to this survey are confidential.

If incoming case, replacement household, interview number=3, 5, 7, or **HEARING** not previously collected, *CONTINUE TO* **HEARING**

Else if **VISION** not previously collected, *SKIP TO* **VISION**

Else if **LEARN_CONCENTRATE** not previously collected, *SKIP TO* **LEARN_CONCENTRATE**

Else if **PHYSICAL_LIMIT** not previously collected, *SKIP TO* **PHYSICAL_LIMIT**

Else if **DRESS_BATH** not previously collected, *SKIP TO* **DRESS_BATH**

Else if age is >=15 and **LEAVING_HOME** not previously collected, *SKIP TO* **LEAVING_HOME**

Else if **CITIZENSHIP**=RF, DK, or not previously collected, *SKIP TO* **CITIZENSHIP**

Else if age is [16-96], **SEX**=male, self-interview, and (**ORIENTATION_MALE** not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO*

ORIENTATION_MALE

Else if age is [16-96], **SEX**=female, RF, or DK, self-interview, and (**ORIENTATION_FEMALE** not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* **ORIENTATION_FEMALE**

~~Else if age is [16-96], self-interview, and (**GENID_BIRTH** not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* **GENID_BIRTH**~~

~~Else if age is [16-96], self-interview, and (**GENID_DESCRIBE** not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* **GENID_DESCRIBE**~~

Else if age is [18-39] and **ACTIVEDUTY**=1, RF, DK, or not previously collected, **SKIP TO ACTIVEDUTY**

Else if age is [14-96, RF, or DK] and **MARITAL**=1, **SKIP TO LIVEWITHSPOUSE**

Else if age is [14-96, RF, or DK] and there is more than one household member, **SKIP TO LIVEWITHPARTNER**

Else if ((**JOBLASTWEEK**=1 or **JOBLAST2WEEKS**=1) and **SAMEJOB6MONTHS**=1 and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR)), **SKIP TO INTVDONE**

Else if ((**JOBLASTWEEK**=1 or **JOBLAST2WEEKS**=1) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR))), **SKIP TO JOBCHANGE**

Else if (**JOBLASTWEEK**=1 or **JOBLAST2WEEKS**=1) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTYTYPE**

Else if **JOBLASTWEEK**=1, **SKIP TO EMPLOYERTYPE**

Else if **JOBLASTWEEK**=2, **SKIP TO LOOKINGFORWORK**

Else if **JOBLAST6MONTHS**=1, **SKIP TO JOBLAST2WEEKS**

Else, go to **INTVDONE**

493. **HEARING**

Are you deaf or do you have serious difficulty hearing?

- ☐ 1 = Yes
- ☐ 2 = No

494. **VISION**

Are you blind or do you have serious difficulty seeing even when wearing glasses?

- ☐ 1 = Yes
- ☐ 2 = No

495. **LEARN_CONCENTRATE**

Because of a physical, mental, or emotional condition, do you have serious difficulty:

Concentrating, remembering, or making decisions?

- ☐ 1 = Yes
- ☐ 2 = No

496. **PHYSICAL_LIMIT**

Because of a physical, mental, or emotional condition, do you have serious difficulty:

Walking or climbing stairs?

- ☐ 1 = Yes
- ☐ 2 = No

496. **DRESS_BATH**

Because of a physical, mental, or emotional condition, do you have serious difficulty:

Dressing or bathing?

- ☐ 1 = Yes

- 2 = No

If age is ≥ 15 , *CONTINUE TO* LEAVING_HOME
 Else, *SKIP TO* CITIZENSHIP

497. LEAVING_HOME

Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

- 1 = Yes
- 2 = No

498. CITIZENSHIP

Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or become a citizen of the U.S. through naturalization?

◆ Probe if respondent only says 'Yes'.

- 1 = Yes, born in the United States
- 2 = Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- 3 = Yes, born abroad of U.S. Citizen parent or parents
- 4 = Yes, U.S. Citizen by naturalization
- 5 = No, not a U.S. Citizen

If age is [16-96], SEX=male, self-interview, and (ORIENTATION_MALE not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* ORIENTATION_MALE
 Else if age is [16-96], SEX=female, RF, or DK, self-interview, and (ORIENTATION_FEMALE not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* ORIENTATION_FEMALE
~~Else if age is [16-96], self-interview, and (GENID_BIRTH not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* GENID_BIRTH~~
~~Else if age is [16-96], self-interview, and (GENID_DESCRIBE not previously collected, incoming case, interview number=3, 5, 7, or replacement household), *SKIP TO* GENID_DESCRIBE~~
 Else if age is [18-39] and ACTIVE_DUTY=1, RF, DK, or not previously collected, *SKIP TO* ACTIVE_DUTY
 Else if age is [14-96, RF, or DK] and MARITAL=1, *SKIP TO* LIVEWITHSPOUSE
 Else if age is [14-96, RF, or DK] and there is more than one household member, *SKIP TO* LIVEWITHPARTNER
 Else if ((JOB_LAST_WEEK=1 or JOB_LAST_2_WEEKS=1) and SAME_JOB_6_MONTHS=1 and (WV_EMPLOYER_TYPE previously collected or WV_CONFIRM_EMPTY_TYPE previously collected in any CIR)), *SKIP TO* INTV_DONE
 Else if ((JOB_LAST_WEEK=1 or JOB_LAST_2_WEEKS=1) and (WV_EMPLOYER_TYPE previously collected or WV_CONFIRM_EMPTY_TYPE previously collected in any CIR))), *SKIP TO* JOB_CHANGE
 Else if (JOB_LAST_WEEK=1 or JOB_LAST_2_WEEKS=1) and (EMPLOYER_TYPE previously collected, RF, or DK, or WV_EMPLOYER_TYPE previously collected, RF, or DK), *SKIP TO* CONFIRM_EMPTY_TYPE
 Else if JOB_LAST_WEEK=1, *SKIP TO* EMPLOYER_TYPE

Else if **JOBLASTWEEK=2**, *SKIP TO LOOKINGFORWORK*
Else if **JOBLAST6MONTHS=1**, *SKIP TO JOBLAST2WEEKS*
Else, *SKIP TO INTVDONE*

499. **ORIENTATION_MALE**

Which of the following best represents how you think of yourself?

- ◆ If further clarification is needed, read: By gay, we mean romantic or sexual attraction to persons of the same sex. Another term that may be used for gay is homosexual.
- ◆ If further clarification is needed, read: By straight, we mean romantic or sexual attraction to persons of the opposite sex. Another term that may be used for straight is heterosexual.
- ◆ If further clarification is needed, read: By bisexual, we mean romantic or sexual attraction to persons of both the same sex and opposite sex.
- 1 = Gay
- 2 = Straight, that is, not gay
- 3 = Bisexual
- 4 = Something else
- 5 = I don't know the answer
- 6 = Refused

[SKIP TO GENID_BIRTH](#)

If age is [18-39] and ACTIVEDUTY=1, RF, DK, or not previously collected, *SKIP TO ACTIVEDUTY*

Else if age is [14-96, RF, or DK] and MARITAL=1, *SKIP TO LIVEWITHSPOUSE*

Else if age is [14-96, RF, or DK] and there is more than one household member, *SKIP TO LIVEWITHPARTNER*

Else if ((JOBLASTWEEK=1 or JOBLAST2WEEKS=1) and SAMEJOB6MONTHS=1 and (WV EMPLOYERTYPE previously collected or WV CONFIRMEMPTYTYPE previously collected in any CIR)), *SKIP TO INTVDONE*

Else if ((JOBLASTWEEK=1 or JOBLAST2WEEKS=1) and (WV EMPLOYERTYPE previously collected or WV CONFIRMEMPTYTYPE previously collected in any CIR))), *SKIP TO JOBCHANGE*

Else if (JOBLASTWEEK=1 or JOBLAST2WEEKS=1) and (EMPLOYERTYPE previously collected, RF, or DK, or WV EMPLOYERTYPE previously collected, RF, or DK), *SKIP TO CONFIRMEMPTYTYPE*

Else if JOBLASTWEEK=1, *SKIP TO EMPLOYERTYPE*

Else if JOBLASTWEEK=2, *SKIP TO LOOKINGFORWORK*

Else if JOBLAST6MONTHS=1, *SKIP TO JOBLAST2WEEKS*

Else, *SKIP TO INTVDONE*

500. **ORIENTATION_FEMALE**

Which of the following best represents how you think of yourself?

- ◆ If further clarification is needed, read: By lesbian or gay, we mean romantic or sexual attraction to persons of the same sex. Another term that may be used for lesbian or gay is homosexual.
- ◆ If further clarification is needed, read: By straight, we mean romantic or sexual attraction to persons of the opposite sex. Another term that may be used for straight is heterosexual.

◆ If further clarification is needed, read: By bisexual, we mean romantic or sexual attraction to persons of both the same sex and opposite sex.

- 1 = Lesbian or gay
- 2 = Straight, that is, not lesbian or gay
- 3 = Bisexual
- 4 = Something else
- 5 = I don't know the answer
- 6 = Refused

501. GENID_BIRTH

~~What sex were you assigned at birth, on your original birth certificate?~~

- ~~○ 1 = Male~~
- ~~○ 2 = Female~~
- ~~○ 3 = Refused~~
- ~~○ 4 = Don't know~~

502. GENID_DESCRIBE

~~Do you currently describe yourself as male, female, or transgender?~~

▲ If further clarification is needed, read: ~~By transgender, we mean a person whose internal sense of being male or female is different from the sex assigned to them at birth.~~

- ~~○ 1 = Male~~
- ~~○ 2 = Female~~
- ~~○ 3 = Transgender~~
- ~~○ 4 = None of these~~

~~If (GENID_BIRTH=1 and GENID_DESCRIBE=2,3,4) or (GENID_BIRTH=2 and GENID_DESCRIBE=1,3,4), CONTINUE TO GENID_CONFIRM~~

~~Else if age is [18-39] and ACTIVEDUTY=1, RF, DK, or not previously collected, SKIP TO ACTIVEDUTY~~

~~Else if age is [14-96, RF, or DK] and MARITAL=1, SKIP TO LIVEWITHSPOUSE~~

~~Else if age is [14-96, RF, or DK] and there is more than one household member, SKIP TO LIVEWITHPARTNER~~

~~Else if ((JOBLASTWEEK=1 or JOBLAST2WEEKS=1) and SAMEJOB6MONTHS=1 and (WV_EMPLOYERTYPE previously collected or WV_CONFIRMEMPTYTYPE previously collected in any CIR)), SKIP TO INTVDONE~~

~~Else if ((JOBLASTWEEK=1 or JOBLAST2WEEKS=1) and (WV_EMPLOYERTYPE previously collected or WV_CONFIRMEMPTYTYPE previously collected in any CIR))), SKIP TO JOBCHANGE~~

~~Else if (JOBLASTWEEK=1 or JOBLAST2WEEKS=1) and (EMPLOYERTYPE previously collected, RF, or DK, or WV_EMPLOYERTYPE previously collected, RF, or DK), SKIP TO CONFIRMEMPTYTYPE~~

~~Else if JOBLASTWEEK=1, SKIP TO EMPLOYERTYPE~~

~~Else if JOBLASTWEEK=2, SKIP TO LOOKINGFORWORK~~

~~Else if JOBLAST6MONTHS=1, SKIP TO JOBLAST2WEEKS~~

Else, **SKIP TO INTVDONE**

503. **GENID_CONFIRM**

~~Just to confirm, you were assigned {male/female} at birth and now {describe yourself as {male/female/transgender}/do not describe yourself as male, female, or transgender}. Is that correct?~~

- ~~○ 1 = Yes~~
- ~~○ 2 = No~~
- ~~○ 3 = Refused~~
- ~~○ 4 = Don't know~~

~~If GENID_CONFIRM=2, LOOP TO GENID_ERROR_CK~~

Else if age is [18-39] and **ACTIVEDUTY**=1, RF, DK, or not previously collected, **SKIP TO ACTIVEDUTY**

Else if age is [14-96, RF, or DK] and **MARITAL**=1, **SKIP TO LIVewithSPOUSE**

Else if age is [14-96, RF, or DK] and there is more than one household member, **SKIP TO LIVewithPARTNER**

Else if ((**JOBLASTWEEK**=1 or **JOBLAST2WEEKS**=1) and **SAMEJOB6MONTHS**=1 and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTY** previously collected in any CIR)), **SKIP TO INTVDONE**

Else if ((**JOBLASTWEEK**=1 or **JOBLAST2WEEKS**=1) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTY** previously collected in any CIR))), **SKIP TO JOBCHANGE**

Else if (**JOBLASTWEEK**=1 or **JOBLAST2WEEKS**=1) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTY**

Else if **JOBLASTWEEK**=1, **SKIP TO EMPLOYERTYPE**

Else if **JOBLASTWEEK**=2, **SKIP TO LOOKINGFORWORK**

Else if **JOBLAST6MONTHS**=1, **SKIP TO JOBLAST2WEEKS**

Else, **SKIP TO INTVDONE**

GENID_ERROR_CK (hard)

~~◆ You selected that the respondent was either not assigned {male/female} at birth or does not currently {describe themselves as {male/female/transgender}}. Go back to GENID_BIRTH and GENID_DESCRIBE to correct.~~

504. **ACTIVEDUTY**

Have you ever served on active duty in the U. S. Armed Forces, Reserves, or National Guard?

- 1 = Never served in the military
- 2 = Only on active duty for training in the Reserves or National Guard
- 3 = Now on active duty
- 4 = On active duty in the past, but not now

If **ACTIVEDUTY**=3, 4, **CONTINUE TO ACTIVEDUTY_WHEN**

Else if age is [14-96, RF, or DK] and **MARITAL**=1, **SKIP TO LIVewithSPOUSE**

Else if age is [14-96, RF, or DK] and there is more than one household member, **SKIP TO LIVewithPARTNER**

Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and **SAMEJOB6MONTHS=1** and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR)), **SKIP TO INTVDONE**

Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR))), **SKIP TO JOBCHANGE**

Else if (**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTYTYPE**

Else if **JOBLASTWEEK=1**, **SKIP TO EMPLOYERTYPE**

Else if **JOBLASTWEEK=2**, **SKIP TO LOOKINGFORWORK**

Else if **JOBLAST6MONTHS=1**, **SKIP TO JOBAST2WEEKS**

Else, **SKIP TO INTVDONE**

505. **ACTIVEDUTY_WHEN**

When did you serve on active duty in the U.S. Armed Forces?

♦ Mark all that apply, even if just for part of the time period.

♦ If needed, probe: Any other time period?

- ☐ 11 = September 2001 or later
- ☐ 12 = August 1990 to August 2001 (including Persian Gulf War)
- ☐ 13 = May 1975 to July 1990
- ☐ 14 = Vietnam era (August 1964 to April 1975)
- ☐ 15 = February 1955 to July 1964
- ☐ 16 = Korean War (July 1950 to January 1955)
- ☐ 17 = January 1947 to June 1950
- ☐ 18 = World War II (December 1941 to December 1946)
- ☐ 19= November 1941 or earlier

If age is [14-96, RF, or DK] and **MARITAL=1**, **SKIP TO LIVEWITHSPOUSE**
 Else if age is [14-96, RF, or DK] and there is more than one household member, **SKIP TO LIVEWITHPARTNER**
 Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and **SAMEJOB6MONTHS=1** and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR)), **SKIP TO INTVDONE**
 Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR))), **SKIP TO JOBCHANGE**
 Else if (**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTYTYPE**
 Else if **JOBLASTWEEK=1**, **SKIP TO EMPLOYERTYPE**
 Else if **JOBLASTWEEK=2**, **SKIP TO LOOKINGFORWORK**
 Else if **JOBLAST6MONTHS=1**, **SKIP TO JOBLAST2WEEKS**
 Else, **SKIP TO INTVDONE**

506. **LIVEWITHSPOUSE**

Is your spouse living with you?

- 1 = Yes
- 2 = No

If ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and **SAMEJOB6MONTHS=1** and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR)), **SKIP TO INTVDONE**
 Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR))), **SKIP TO JOBCHANGE**
 Else if (**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTYTYPE**
 Else if **JOBLASTWEEK=1**, **SKIP TO EMPLOYERTYPE**
 Else if **JOBLASTWEEK=2**, **SKIP TO LOOKINGFORWORK**
 Else if **JOBLAST6MONTHS=1**, **SKIP TO JOBLAST2WEEKS**
 Else, **SKIP TO INTVDONE**

507. **LIVEWITHPARTNER**

Do you live with a boyfriend, girlfriend, or partner?

- 1 = Yes
- 2 = No

If ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and **SAMEJOB6MONTHS=1** and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR)), **SKIP TO INTVDONE**
 Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR))), **SKIP TO JOBCHANGE**
 Else if (**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTYTYPE**
 Else if **JOBLASTWEEK=1**, **SKIP TO EMPLOYERTYPE**
 Else if **JOBLASTWEEK=2**, **CONTINUE TO LOOKINGFORWORK**
 Else if **JOBLAST6MONTHS=1**, **SKIP TO JOBLAST2WEEKS**
 Else, **SKIP TO INTVDONE**

508. **LOOKINGFORWORK**

Earlier you said you did not have a job or work at a business last week. During the past 4 WEEKS, have you been ACTIVELY looking for work?

- 1 = Yes
- 2 = No

If **JOBLAST6MONTHS=1**, **CONTINUE TO JOBLAST2WEEKS**
 Else, **SKIP TO INTVDONE**

509. **JOBLAST2WEEKS**

Earlier you said you had a job or worked at a business at some time in the past 6 months. Did that job or work last 2 consecutive weeks or more?

- 1 = Yes
- 2 = No

If ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and **SAMEJOB6MONTHS=1** and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR)), **SKIP TO INTVDONE**
 Else if ((**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**WV_EMPLOYERTYPE** previously collected or **WV_CONFIRMEMPTYTYPE** previously collected in any CIR))), **SKIP TO JOBCHANGE**
 Else if (**JOBLASTWEEK=1** or **JOBLAST2WEEKS=1**) and (**EMPLOYERTYPE** previously collected, RF, or DK, or **WV_EMPLOYERTYPE** previously collected, RF, or DK), **SKIP TO CONFIRMEMPTYTYPE**
 Else if **JOBLASTWEEK=1**, **SKIP TO EMPLOYERTYPE**
 Else if **JOBLASTWEEK=2**, **SKIP TO LOOKINGFORWORK**
 Else if **JOBLAST6MONTHS=1**, **SKIP TO JOBLAST2WEEKS**
 Else, **SKIP TO INTVDONE**

510. **JOBCHANGE**

Earlier you said that an incident happened while you were at work. Have you changed your job since then?

- ☐ 1 = Yes
- ☐ 2 = No

If **JOBCHANGE=1**, **SKIP TO EMPLOYERTYPE**
Else, **SKIP TO INTVDONE**

511. **CONFIRMEMPTYPE**

At a previous interview, it was reported that you were {employed by a private company, business, or individual for wages/employed by the Federal government/employed by a state, county, or local government/self-employed in your own business, professional practice, or farm/employed by a private not-for-profit, tax-exempt, or charitable organization}. Are you still {employed by a private company, business, or individual for wages/employed by the Federal government/employed by a state, county, or local government/self-employed in your own business, professional practice, or farm/employed by a private not-for-profit, tax-exempt, or charitable organization}?

- ☐ 1 = Yes
- ☐ 2 = No

If **CONFIRMEMPTYPE=1**, **CONTINUE TO CONFIRMOCC**
Elseif **CONFIRMEMPTYPE=2**, **SKIP TO EMPLOYERTYPE**
Else, **SKIP TO INTVDONE**

512. **CONFIRMOCC**

At a previous interview, it was reported that your occupation was {Management, Business, and Financial Operations Occupation/Computer, Mathematical, Architecture, Engineering, Life/Physical/Social Science Occupation/Counselor, Social Worker, Other Community and Social Service Specialist, or Religious Worker/Legal Occupation (for example: judge/lawyer, legal support worker)/Educational Instruction or Library Occupation (for example: teacher, professor, librarian)/Arts, Design, Entertainment, Sports, or Media Occupation/Healthcare Practitioner or Health Technician Occupation (for example: physician, nurse)/Healthcare Support Occupation (for example: home health aide, nursing assistant)/Law Enforcement or Protective Service Occupation/Food Preparation or Food Serving Related Occupation (for example: cook, waiter/waitress, bartender)/Building and Grounds Cleaning Maintenance Occupation/Personal Care or Service Occupation/Sales or Retail Occupation (for example: cashier, retail salesperson)/Office and Administrative Support Occupation/Installation Maintenance, or Repair Occupation/Transportation and Material Moving Occupation (for example: bus driver, taxi, or rideshare driver)/Military specific occupation/[Previously reported OCCUPATION_SP]}. Is this an accurate description of your current job?

- ☐ 1 = Yes
- ☐ 2 = No

If CONFIRMOCC=2, SKIP TO OCCUPATION_SP
Else, SKIP TO INTVDONE

513. EMPLOYERTYPE

{Earlier you said you had a job or worked at a business last week.} The next questions are about your {current main/most recent} job. {Are you/Were you} employed by...

- 1 = A private company, business, or individual for wages,
- 2 = The Federal government,
- 3 = A state, county, or local government,
- 4 = Yourself (self-employed) in your own business, professional practice, or farm, or
- 5 = A private not-for-profit, tax-exempt, or charitable organization?

If EMPLOYERTYPE is [1-5], CONTINUE TO TYPEBUSINESS_SP
Else, SKIP TO INTVDONE

514. TYPEBUSINESS_SP

What kind of business or industry is this? What do they make or do? _____

515. BUSINESSECTOR

Which of these categories best describes the business or industry?

♦ {Read categories until respondent says yes/Turn the laptop around and show the respondent the answer categories}.

- 1 = Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction
- 2 = Construction
- 3 = Manufacturing
- 4 = Transportation, Communications, and Public Utilities, Warehousing
- 5 = Wholesale Trade
- 6 = Retail Trade
- 7 = Finance, Insurance, and Real Estate
- 8 = Business and Repair Services
- 9 = Personal Services
- 10 = Entertainment and Recreation
- 11 = Professional Services
- 12 = Public Administration/Government
- 13 = Armed Forces
- 14 = Healthcare and Social Assistance
- 15 = Public Safety
- 16 = Something else

516. OCCUPATION_SP

What kind of work {do/did} you do, that is, what {is /was} your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician. _____

517. **JOBDESCRIPTION**

What kind of work {do/did} you do, that is, what {is/was} your occupation? Which of these categories best describes your occupation?

♦ {Read categories until respondent says yes/Turn the laptop around and show the respondent the answer categories}.

- 1 = Management, Business, and Financial Operations Occupation
- 2 = Computer, Mathematical, Architecture, Engineering, or Life/Physical/Social Science Occupation
- 3 = Counselor, Social Worker, Other Community and Social Service Specialist, or Religious Worker
- 4 = Legal Occupation (for example: judge/lawyer, legal support worker)
- 5 = Educational Instruction or Library Occupation (for example: teacher, professor, librarian)
- 6 = Arts, Design, Entertainment, Sports, or Media Occupation
- 7 = Healthcare Practitioner or Health Technician Occupation (for example: physician, nurse)
- 8 = Healthcare Support Occupation (for example: home health aide, nursing assistant)
- 9 = Law Enforcement or Protective Service Occupation
- 10 = Food Preparation or Food Serving Related Occupation (for example: cook, waiter/waitress, bartender)
- 11 = Building and Grounds Cleaning and Maintenance Occupation
- 12 = Personal Care or Service Occupation
- 13 = Sales and Related Occupation (for example: cashier, retail salesperson)
- 14 = Office and Administrative Support Occupation
- 15 = Installation Maintenance, or Repair Occupation
- 16 = Transportation and Material Moving Occupation (for example: bus driver, taxi, or rideshare driver)
- 17 = Military specific occupation
- 18 = Any remaining occupations that do not fall into above categories

If **JOBDESCRIPTION=4**, *CONTINUE TO JOB_LEGAL*
Else if **JOBDESCRIPTION=5**, *SKIP TO JOB_EDUCATION*
Else if **JOBDESCRIPTION=7**, *SKIP TO JOB_HEALTHCARE*
Else if **JOBDESCRIPTION=8**, *SKIP TO JOB_HEALTHSUPPORT*
Else if **JOBDESCRIPTION=9**, *SKIP TO JOB_LAWENFORCE*
Else if **JOBDESCRIPTION=10**, *SKIP TO JOB_FOODSERVICES*
Else if **JOBDESCRIPTION=13**, *SKIP TO JOB_RETAILSALES*
Else if **JOBDESCRIPTION=16**, *SKIP TO JOB_TRANSPORT*
Else, *SKIP TO USUALJOBduties*

518. **JOB_LEGAL**

Were you employed as a...

- 1 = Judge or lawyer
- 2 = Legal support worker
- 3 = Another legal occupation

SKIP TO INTVDONE

519. JOB_EDUCATION

Were you employed as a...

- ☐ 1 = Preschool, elementary, middle, or high school teacher
- ☐ 2 = College, university, or technical school professor or teacher
- ☐ 3 = Special education teacher
- ☐ 4 = Another educational instruction or library occupation

SKIP TO INTVDONE

520. JOB_HEALTHCARE

Were you employed as a...

- ☐ 1 = Physician
- ☐ 2 = Nurse
- ☐ 3 = Health technologist or technician
- ☐ 4 = Another healthcare practitioner or technical occupation

SKIP TO INTVDONE

521. JOB_HEALTHSUPPORT

Were you employed as a...

- ☐ 1 = Home health or personal care aide; nursing assistant, orderly, or psychiatric aide
- ☐ 2 = Occupational therapy or physical therapist assistant or aide
- ☐ 3 = Another healthcare support occupation

SKIP TO INTVDONE

522. JOB_LAWENFORCE

Were you employed as a...

- ☐ 1 = Police officer
- ☐ 2 = Correctional officer or jailer
- ☐ 3 = Security guard
- ☐ 4 = Another law enforcement or protective service occupation

SKIP TO INTVDONE

523. **JOB_FOODSERVICES**

Were you employed as a...

- ☐ 1 = Supervisor of food preparation and serving workers
- ☐ 2 = Cook or food preparation worker
- ☐ 3 = Waiter/waitress or food server
- ☐ 4 = Bartender
- ☐ 5 = Another food preparation or serving related occupation

SKIP TO **INTVDONE**

524. **JOB_RETAILSALES**

Were you employed as a...

- ☐ 1 = Retail sales worker, such as a cashier, counter or rental clerk, parts salesperson, retail salesperson
- ☐ 2 = Another sales occupation

SKIP TO **INTVDONE**

525. **JOB_TRANSPORT**

Were you employed as a...

- ☐ 1 = Bus driver
- ☐ 2 = Taxi driver, rideshare driver, or chauffeur
- ☐ 3 = Another transportation or material moving occupation

SKIP TO **INTVDONE**

526. **USUALJOB DUTIES**

What **{are/were}** your usual activities or duties at this job? For example: instruct students and create lesson plans, drive a bus, mow lawns. _____

Interview Done

INTVDONE

♦ Enter 1 to continue.

Household Characteristics II

527. HOUSEHOLDINCOME

Thinking about all of the people who lived in your household in the past 12 months, was your TOTAL combined income less than \$40,000, or \$40,000 or more? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in this household who are 16 years of age or older.

- 1 = Less than \$40,000
- 2 = \$40,000 or more

If **HOUSEHOLDINCOME**=1, *CONTINUE TO HHLDINCOMELESS*
Else if **HOUSEHOLDINCOME**=2, *SKIP TO HHLDINCOMEMORE*
Else, *SKIP TO PUBLICASSISTANCE*

528. HHLDINCOMELESS

Was the total combined income in your household...

{ ♦ Read the categories until the respondent says yes / Turn the laptop around and show the respondent the answer categories. }

- 1 = Less than \$12,500
- 2 = \$12,500 to \$19,999
- 3 = \$20,000 to \$24,999
- 4 = \$25,000 to \$29,999
- 5 = \$30,000 to \$34,999
- 6 = \$35,000 to \$39,999?

SKIP TO PUBLICASSISTANCE

529. HHLDINCOMEMORE

Was the total combined income in your household...

{ ♦ Read the categories until the respondent says yes / Turn the laptop around and show the respondent the answer categories. }

- 1 = \$40,000 to \$49,999
- 2 = \$50,000 to \$74,999
- 3 = \$75,000 to \$99,999
- 4 = \$100,000 to \$149,999
- 5 = \$150,000 to \$199,999
- 6 = \$200,000 or more?

530. PUBLICASSISTANCE

At any time during the past 12 months, did you or anyone who lives with you receive any kind of welfare or public assistance from a state or local welfare office – any food or housing benefits, welfare-to-work assistance, emergency help, or anything like that?

- 1 = Yes
- 2 = No

531. WORRYABOUTEXPENSES

How often do you worry that your total income, for everyone who lives there, will not be enough to meet your expenses and bills?

- 1 = Almost all the time
- 2 = Often
- 3 = Once in a while
- 4 = Hardly ever
- 5 = Never

TABS

HH Roster

♦ Interview Number: {Interview number}

HHR	LN	HH/NAME	STATUS	SEX	AGE	RELATION	MEMBER
{Household Respondent}	{Line number}	{Name}	{Interview status}	{Sex}	{Age}	{Relationship}	{Member Status}

NEWHHR

♦ Do you need to change the household respondent?

- 1 = Yes
- 2 = No

CHANGERESPTAB

Do not use this tab multiple times while in the same interview.

♦ Do you need to change respondents?

- 1 = Yes
- 2 = No

FAQ

FAQMAIN

♦ Choose from the following topics of Frequently Asked Questions:

- 1 = Confirm call/survey
- 2 = You are wasting taxpayers money
- 3 = Why not ask the police about crimes?
- 4 = Who uses this information? What good is it?
- 5 = Why so many questions when I told you "No crimes?"
- 6 = No crimes here, so go ask somebody else
- 7 = Survey doesn't seem to be working, crimes still occur
- 8 = How many times will I be contacted?
- 9 = How can I get information regarding BJS/NCVS?
- 10 = Why do you need to interview my child/children?
- 11 = OMB NOTICE statement for respondents with a serious grievance
- 12 = Why does the NCVS ask about sexual orientation ~~and gender identity~~?
- 13 = Return to interview

FAQ800NMBR

♦ CONFIRM CALL/SURVEY

To verify that I am calling from the Census Bureau, you may call our toll free number:

1-800-642-0469 (TTC)

♦ or provide your regional office number.

When you call, please provide your name and the following identification number: {Case number}

♦ Read if necessary:

To verify that the toll free number is legitimate, you may call Directory Assistance on: 1-800-555-1212.

FAQTAXES

♦ YOU ARE WASTING TAXPAYERS MONEY BY CONDUCTING THIS USELESS SURVEY.

The survey tells us about the amount and nature of crime as well as crime trends and crimes not reported to the police. It can help save taxpayer money when new programs are developed by focusing on the people who are most likely to be victims of crime and making crime prevention and control programs more effective. It also tells us about people's opinions about neighborhood safety and local police.

FAQASKPOLICE

♦ WHY DON'T YOU CALL THE POLICE IF YOU WANT TO KNOW ABOUT CRIME?

NCVS data show that over half of all crimes go unreported to the police. This survey is the only way to find out about these crimes and it provides more detailed information than we get from the police.

FAQWHOUSES

♦ WHO USES THIS INFORMATION? WHAT GOOD IS IT?

The survey is widely used by policy makers at all levels of government, crime prevention groups, people who help crime victims, researchers in many fields, the media, as well as others. The survey is used to track trends and patterns in crime and safety and to develop policies.

FAQTOOMANYQS

♦ WHY DO I HAVE TO ANSWER ALL THESE QUESTIONS WHEN I ALREADY TOLD YOU NO CRIMES WERE COMMITTED AGAINST US IN THE PAST SIX MONTHS?

We have studied asking fewer questions, but have found that people sometimes don't think about a crime until a specific question reminds them about it. We need to ask all people the same questions to guarantee the quality of the data.

FAQNOCRIMES

♦ I DON'T HAVE ANY CRIMES TO REPORT. WHY DON'T YOU INTERVIEW MY NEIGHBOR? I KNOW HE'D HAVE SOME CRIMES TO REPORT.

Whether you experienced a crime or not, you are helping the nation understand crime and safety issues—your experience matters. We need a clearer picture of who's impacted by crime and how

these impacts vary for different people and households. Your participation is key to this understanding.

FAQSTILLCRIME

♦ ANSWER ALL YOUR QUESTIONS BUT CRIMES STILL OCCUR. THIS SURVEY DOESN'T SEEM TO BE WORKING.

It may not be possible to eliminate all crime, although we want to reduce it as much as possible. The survey is also used to develop and improve programs for assisting those who have become crime victims.

FAQNMBRTIMES

♦ I'VE ALREADY ANSWERED THESE QUESTIONS ONCE. HOW MANY TIMES WILL I BE CONTACTED?

Census Bureau representatives contact household members at a selected address every 6 months for a total of seven interviews. If you move away during that time, we will interview the residents who move in. Research has shown that by contacting the same households a number of times we get the most accurate information.

FAQNCVSINFO

♦ I ANSWER THESE QUESTIONS, BUT NEVER SEE ANY RESULTS. HOW CAN I GET INFORMATION REGARDING BJS/NCVS?

You can find detailed results from the survey at the BJS website at <https://bjs.ojp.gov/programs/ncvs>

Many newspapers and television stations write about the survey results when reports come out so you may see something there too.

FAQYOUTH

♦ WHY DO YOU NEED TO INTERVIEW MY CHILD/CHILDREN

Many crimes, especially those that happen to children, never get reported to police. The NCVS is one of the only ways to find out what kinds of crimes are happening to young people. The NCVS collects data from young people to create statistics on who has and has not been a victim of a crime, which is why we need to speak with all children (age 12 and older) in the household, regardless of whether they have been a victim in the past 6 months.

FAQOMB

♦ OMB NOTICE

♦ Read the NOTICE statement to the respondent only if they have a serious grievance and would like to make a complaint regarding the survey.

♦ Allow the respondent time to copy the agency title and address provided in the NOTICE statement.

OMB No. 1121-0111: Approval Expires: 11/30/2026

NATIONAL CRIME VICTIMIZATION SURVEY NOTICE -

The U.S. Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you. We are conducting this survey for the Bureau of Justice Statistics of the United States Department of Justice under the authority of law (Title 13, United States Code, Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, United States Code, Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, United States Code, Section 9 and Title 34, United States Code, Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data.

This collection has been approved by the Office of Management and Budget (OMB). The eight-digit OMB control number confirms this approval. We could not conduct this survey without a currently valid OMB control number.

Send comments regarding any aspect of this survey to the Bureau of Justice Statistics at askBJS@usdoj.gov or 202-307-0765, or by mail: Chief, Victimization Statistics Unit, Bureau of Justice Statistics, 810 Seventh Street, NW, Washington, DC 20531.

FAQSOGENID

◆ WHY DOES THE NCVS ASK ABOUT SEXUAL ORIENTATION ~~AND GENDER IDENTITY?~~

Research has shown that sexual orientation ~~and gender identity are~~ is correlated with crime victimization. ~~These~~ This questions ~~is~~ are included in the NCVS to better understand the relationship between ~~these~~ this characteristics and experiences with criminal victimization. Additionally, discrimination against persons because of their sexual orientation ~~and gender identity~~ is prohibited by federal hate crime statutes and the 2013 reauthorized Violence Against Women Act (VAWA). Since the NCVS includes measures of hate crime and the provision of victim services, the inclusion of ~~these~~ is ~~ese~~ items in the NCVS will allow researchers to better address policy-relevant questions about victimization and victim services.

◆ What is meant by "sexual orientation?"

The direction of one's romantic or sexual attraction to members of the same sex, opposite sex, or both sexes.

◆ ~~What is meant by "gender identity?"~~

~~A person's internal sense of gender, that is, being male, female, or a blend of both.~~

Distress

◆ Below are some steps you can follow when you encounter a respondent showing signs of distress:

◆ Step 1: If the respondent is exhibiting any signs of distress, remain calm and ask the respondent one of the following:

"How are you doing?"

"Are you ok?"

"Do you have any questions?"

- If the respondent indicates they are "Ok" and do not have any questions, continue with the interview.
- Otherwise continue to step 2a when interviewing adults or step 2b when interviewing respondents ages 12-17.

♦ Step 2a: (ADULT ONLY) If the respondent does not respond or indicates they are distressed ask:

"Do you need to take a short break?"

- If the respondent answers "No" to this question, then continue with the interview.
- If the respondent answers "Yes" to this question, allow the respondent to take a short break and mention something such as:

"Let's stop and take a short break. I will check back in with you in a few moments. Some respondents may need a moment to collect themselves and will be willing to proceed." Then continue with step 3.

♦ Step 2b: (YOUTH ONLY) If the respondent does not respond or indicates they are distressed ask one of the following:

"Do you need to take a short break?"

"Would you like to get your mom/dad/another adult at home?"

- If the youth answers "No" to this question, then continue with the interview.
- If the youth answers "Yes," to taking a short break, allow the respondent to take a short break and mention something such as:

"Let's stop and take a short break. I will check back in with you in a few moments. Some respondents may need a moment to collect themselves and will be willing to proceed." Then continue with step 3.

- If the youth answers "Yes," to getting a parent/adult then find a parent/adult or ask the youth to get a parent/adult if on the telephone. Update the parent/adult that the interview upset the young respondent and they would like a short break. Then continue with step 3.

♦ Step 3: After the break, ask the respondent:

"Are you OK to continue with the interview?"

- If the respondent answers "Yes," continue with the interview.
- If the respondent answers "No" after taking a short break, follow the steps below depending on whether you are conducting the interview in person (Step 4a) or over the telephone (Step 4b).

- If the respondent does not improve after the steps 1-3 above or if they express statements that they might hurt themselves or others STOP THE INTERVIEW.

◆ For In Person Interviews

◆ Step 4a: Stay calm and say the following:

"It seems you are upset and it may be helpful to talk to a trained counselor. I can provide you with some resources that you can contact on your own, if you'd like?"

- If the respondent asks for resources, say the following:

"Thank you for participating and for sharing such sensitive information about your experiences. I'm going to provide you with a handout of resources. This has contact information for organizations that you can use if you want to talk about any feelings or emotions you experience."

- Give them a copy of the NCVS-110 Factsheet, show them the list of resources, and end the interview.

- If the respondent doesn't want the resources, say the following:

"Thank you for participating and for sharing such sensitive information about your experiences." End the interview.

◆ For Telephone Interviews

◆ Step 4b: Stay calm and say the following:

"It seems you are upset and it may be helpful to talk to a trained counselor. I can read you the list of some resources that you can contact when we are finished or mail the list of resources to you, which would you prefer?"

- If the respondent asks you to read the list of resources, say the following:

"Thank you for participating and for sharing such sensitive information about your experiences. Can you please get a pen and a piece of paper? I'm going to read you some different resources that you can contact if you would like to speak to someone at any point after we hang up."

Click on the Resources tab and read the names of the crisis resources and toll-free numbers aloud from the Resources tab and then end the interview.

- If the respondent asks you to mail the list of resources, say the following:

"Thank you for participating and for sharing such sensitive information about your experiences. I will mail a copy of the resources to you." End the interview.

- If the respondent doesn't want the resources, say the following:

"Thank you for participating and for sharing such sensitive information about your experiences." End the interview.

Resources

◆ National Center for Victims of Crime

1-202-467-8700

<https://victimsofcrime.org>

◆ National Domestic Violence Hotline

1-800-799-SAFE (1-800-799-7233)

1-800-787-3224 (TTY)

www.thehotline.org

◆ Victim Connect

1-855-4VICTIM (1-855-484-2846)

<https://victimconnect.org>

◆ The 988 Suicide & Crisis Lifeline

988

<https://988lifeline.org>

◆ Boys Town National Hotline

1-800-448-3000

www.boystown.org/hotline

◆ The National Sexual Assault Hotline

1-800-656-HOPE (1-800-656-4673)

www.rainn.org

◆ Childhelp National Child Abuse Hotline
1-800-4-A-CHILD (1-800-422-4453)
www.childhelp.org

◆ Trevor Project
1-866-488-7386
www.thetrevorproject.org

◆ Eldercare Locator
1-800-677-1116
<https://eldercare.acl.gov>

Contact Tab

CONTACTINFO

◆ {Make changes as needed below, then select the 'Main' tab./Add or update contact information as needed./If a phone number has been disconnected, click on the phone number and backspace to delete it.}

HHR	LN	NAME	RELATION	SEX	AGE
{Household respondent}	{Line number}	{Name}	{Relationship}	{Sex}	{Age}

HHPHONE

{What is the best telephone number for the household?/ Please update the contact information as needed./Is the best phone number still {household phone number} for the household?}

- ◆ Current number: {Household phone number}
- ◆ If no household telephone number, press Enter.

HHPHONE_CK1 (hard)

- ◆ The telephone number (area code or prefix) cannot begin with a '0' or '1'.

HHPHONE_CK2 (hard)

- ◆ You must enter all ten digits of the telephone number.

HHPHONE_CK3 (hard)

- ◆ You must enter a valid area code.

DELETEHHPHONE_CK (soft)

- ◆ You are about to delete the household phone number. If the phone number is incorrect or disconnected, Suppress to delete the number.
- ◆ If you do not want to delete this number, close this check and type in the original number that is displayed in the question text.

PERPHONE1

{What is the best telephone number to reach you at?/Is the best telephone number for you still {personal phone 1}?}

- ◆ Current number: {Personal phone 1}

- ◆ If no personal telephone number, press Enter.

PERPHONE1_CK1 (hard)

- ◆ The telephone number (area code or prefix) cannot begin with a '0' or '1'.

PERPHONE1_CK2 (hard)

- ◆ You must enter all ten digits of the telephone number.

PERPHONE1_CK3 (hard)

- ◆ You must enter a valid area code.

DELETEPERPHONE1_CK (soft)

- ◆ You are about to delete the household phone number. If the phone number is incorrect or disconnected, Suppress to delete the number.
- ◆ If you do not want to delete this number, close this check and type in the original number that is displayed in the question text.

PERPHONE2

{Is there another number we can reach you at? Is {personal phone 2} still a good number to contact you?}

- ◆ Current number: {Personal phone 2}
- ◆ If no additional personal telephone number, press Enter.

PERPHONE2_CK1 (hard)

- ◆ The telephone number (area code or prefix) cannot begin with a '0' or '1'.

PERPHONE2_CK2 (hard)

- ◆ You must enter all ten digits of the telephone number.

PERPHONE2_CK3 (hard)

- ◆ You must enter a valid area code.

DELETEPERPHONE2_CK (soft)

- ◆ You are about to delete the respondent's phone number. If the phone number is incorrect or disconnected, Suppress to delete the number.
- ◆ If you do not want to delete this number, close this check and type in the original number that is displayed in the question text.

EMAIL

{Is there an email address that we could use to contact you?/Is the best email address to contact you still {Email}?}

- ◆ Current email: {Email}

EMAIL_CK (hard)

- ◆ You must enter a valid email containing a domain (@).

DELETEEMAIL_CK (soft)

- ◆ You are about to delete the respondent's email. If the email is incorrect or no longer valid, Suppress to delete the email.
- ◆ If you do not want to delete this email, close this check and type in the original email that is displayed in the question text.

CONTACTDONE

- ◆ If you're done updating the contact information, enter 1 to continue and exit the contact tab.

HHR	LN	NAME	RELATION	SEX	AGE
{Household respondent}	{Line number}	{Name}	{Relationship}	{Sex}	{Age}

INTERVIEW INFO and BACK

Interview Info

RESPONDENTINTERVIEWLANG

♦ What language was the respondent's interview conducted in?

- 1 = English
- 2 = Spanish
- 3 = Chinese
- 4 = Vietnamese
- 5 = Arabic
- 6 = Russian
- 7 = Portuguese
- 8 = Armenian
- 9 = Korean
- 10 = French
- 11 = Creole
- 12 = Polish
- 13 = Italian
- 14 = Urdu
- 15 = Japanese
- 16 = Tagalog
- 17 = Other – Specify
- 18 = Don't know

LANG_SPEC

♦ Specify the other language the interview was conducted in.

INTERVIEWTYPE

♦ Was this a telephone interview or an in-person interview?

- 1 = Telephone
- 2 = In person

INTERVIEWPLACE

Thank you for completing the National Crime Victimization Survey. {Please give me a moment to fill in a few pieces of information about today's interview./I also have a few questions about where you were while you were completing the survey.}

{♦ Answer without asking respondent. Was the respondent home or away from home when completing the survey? }

{Were you at home or away from home when completing the survey?}

♦ Mark all that apply

- ☐ 1 = At home
- ☐ 2 = Away from home

INTERVIEWANYONEELSE

{♦ Answer without asking respondent. Was anyone else in the room at any point while you were completing the survey? }

{Was anyone else in the room at any point while you were completing the survey? }

- ☐ 1 = Yes
- ☐ 2 = No

INTERVIEWWHOELSE

{♦ Answer without asking respondent. Who else was in the room while you were completing the survey? }

{Who else was in the room while you were completing the survey? }

♦ Mark all that apply

- ☐ 1 = {Your spouse or partner/The respondent's spouse or partner}
- ☐ 2 = {Your parent(s)/The respondent's parent(s)}
- ☐ 3 = {Some other adult/Some other adult}
- ☐ 4 = {A child/children/A child/children}
- ☐ 5 = Don't know if someone else was present

INFORM_HHR

As a reminder, I need to interview all other household members age 12 and older and will be asking them the same questions I asked you about theft, physical attacks, and unwanted sexual contact.

{Certain questions, such as those about sexual contact, use age appropriate language for household members age 12 through 15.} {Additionally, I will be asking household members age 12 through 18 some questions on school-related crime./Additionally, I will be asking household members 16 years of age and older the same questions I asked you about contact with the police./Additionally, I will be asking household members 16 years of age and older the same questions I asked you about their experience with identity theft./Additionally, I will be asking household members 16 years of age and older the same questions I asked you about times when they may have experienced unwanted contacts or behaviors.}

THANKYOU

{Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful./This is the last regularly scheduled interview for this household for the National Crime Victimization Survey. Thank you for your participation.}

♦ Read if necessary: Sometimes when people have participated in a survey like this, they realize that they are interested in following up on some of the issues that they have been asked about in the survey with someone who is professionally trained to deal with these kinds of issues.

♦ Read or show the Resources tab {or Factsheet} as needed.

♦ Note: Inform the respondent that a supervisor may call them to conduct reinterview. Explain reinterview as needed.

PERCONTACT

In the future, how would you prefer to be contacted?

♦ Mark all that apply

- ☐ 1 = Personal visit
- ☐ 2 = Phone call
- ☐ 3 = Text
- ☐ 4 = Email

Back

REFCBBREAK

♦ Why did this interview end?

- ☐ 1 = Refusal or breakoff
- ☐ 2 = {Callback (set appointment)}
- ☐ 3 = Other

APPTDATE

I would like to schedule a date to {conduct/complete} the interview. What date would be best to call back?

♦ Today is: {Date}

♦ Press Enter if you are not scheduling an appointment.

APPTDATEPAST (hard)

♦ The appointment date cannot be in the past.

APPDATEFUTURE (hard)

♦ The appointment date cannot be past the current month.

APPTTIME

What time would be best to call back on {date}?

- ◆ Enter the time followed by AM or PM.
- ◆ Press Enter if you are not scheduling an appointment.

APPTTIMEPAST (hard)

- ◆ The appointment time is before the current time.

APPT_NOTES

- ◆ Enter callback notes about the appointment or press Enter if there are none.

THANKCB

Thank you for your time.

{I will contact you at the time suggested.}

VERIFY

- ◆ Review the contact information listed below.
- ◆ Do you need to make any changes?

HHR	LN	NAME	SEX	AGE	PHONE1	PHONE2	EMAIL
{Household respondent}	{Line number}	{Name}	{Sex}	{Age}	{Phone1}	{Phone2}	{Email}

○ 1 = Yes,
need to make
changes to
contact
information

- 2 = No changes needed to contact information

HELP SCREENS

H_GETLETTER

Dear Resident,

Your address has been selected to participate in the National Crime Victimization Survey (NCVS).

What is the NCVS?

The NCVS asks people about crimes they may have experienced in the past 6 months. We are interested in hearing about crimes, even those that were not reported to the police. Even if you have not experienced any crimes, we would like to speak with you.

The Bureau of Justice Statistics sponsors the survey, and the U.S. Census Bureau conducts the interviews. Since 1973, the NCVS has been used to show crime trends and patterns in the United States. To learn more, visit <https://bjs.ojp.gov/ncvs-participant>.

What should I expect?

A Census Bureau interviewer will call or visit your home to invite you to participate.

- The interviewer will ask you or another person in the household a few questions about you and the people who live here.
- All household members who are 12 years or older will be invited to complete the survey.

Are my answers confidential?

Everything you say during the interview will stay completely private and confidential, as required by federal law. Your responses will be combined with those from other people who respond to the survey to produce statistical data summaries. The data will not include any information that could be used to identify you, your household, or other residents.

Why should I participate?

By participating, you will represent hundreds of households like yours. You can also help:

- **Your community.** Communities across the nation can use NCVS data to support people affected by crime.
- **Schools.** The U.S. Department of Education uses these data to measure crime, violence, and safety in schools.
- **Employers.** The U.S. Department of Health and Human Services uses NCVS data to understand violence in the workplace.
- **Law enforcement.** Law enforcement agencies can use NCVS data to strengthen awareness of crimes that aren't reported to police and to develop prevention programs.
- **Many others.** News organizations, students, and researchers use NCVS data to examine various issues related to crime and safety.

Your address cannot be replaced. To make sure the NCVS results are accurate and reliable, we need your help.

Thank you for participating in this important survey.

Sincerely,
Rachel E. Morgan, Ph.D.
Chief, Victimization Statistics Unit
Bureau of Justice Statistics
U.S. Department of Justice

Frequently Asked Questions

How was I chosen for this survey?

The U.S. Census Bureau used a scientific process to randomly select certain addresses, including yours, from all addresses in the United States. This process ensures that selected addresses represent all households in the United States. We cannot swap one address for another. If we did, the survey results would not accurately reflect crime in the country.

Why not get this information from the police?

NCVS data show that over half of all crimes go unreported to the police. This survey is the only way to find out about these crimes across the nation. It also provides more detailed information than we get from the police.

I have not been a victim of a crime. Why should I participate in a crime survey?

Whether you experienced a crime or not, you are helping the nation understand crime and safety issues—*your experience matters*. We need a clearer picture of who's impacted by crime and how these impacts vary for different people and households. Your participation is key to this understanding.

How often will I be contacted for this survey? How long will an interview take?

Census Bureau representatives contact household members at selected addresses every 6 months for a total of seven interviews. If you move away during that time, we will interview the residents who move in. We expect each interview to take about 25 minutes, but you may need less time or more.

I thought the Census Bureau counts people every 10 years. Why are you doing this survey now?

Besides the decennial census conducted every 10 years, the Census Bureau collects a variety of information through other censuses and surveys, such as the NCVS. These surveys provide current information on topics such as housing, crime, unemployment, business, and education. This survey is collected for the Bureau of Justice Statistics.

How will my information be protected?

The Census Bureau and the Bureau of Justice Statistics are required by law to protect your information. The Census Bureau and the Bureau of Justice Statistics are not permitted to publicly release your responses in a way that could identify you or your household. The Census Bureau is conducting this survey for the Bureau of Justice Statistics of the U.S. Department of Justice under the authority of law (Title 13, United States Code (U.S.C.), Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, U.S.C., Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and

10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. This collection has been approved by the Office of Management and Budget (OMB Number: 1121-0111). If this number were not displayed, we could not conduct this survey. Your voluntary participation in this survey is important, however, you may decline to answer any or all questions.

How are the data used?

NCVS data provide information on many topics, including crime in schools, trends in violent crime, costs associated with crime, and law enforcement responses to reports of criminal victimization. Examples of NCVS data products can be found on the Bureau of Justice Statistics' website at <https://bjs.ojp.gov/programs/ncvs>.

How do I ask questions about this survey?

You can ask the Census Bureau interviewer any questions you have. You can also contact the Bureau of Justice Statistics with questions or feedback at askBJS@usdoj.gov; by phone at 202-307-0765; or by mail: Chief, Victimization Statistics Unit, Bureau of Justice Statistics, 999 N. Capitol Street, NE, Washington, DC, 20531. To ensure that the person contacting you about the survey is a Census Bureau employee or for more information, visit www.census.gov/ncvs.

H_HHMEMBER

Household membership status includes:

- ◆ Any person who usually lives or sleeps here OR
- ◆ Persons who are here temporarily and have NO other usual place of residence.

Examples of household members:

- ◆ Persons in the Armed Forces stationed in this locality and usually sleep here
- ◆ Students living here while attending school or here on summer break
- ◆ Persons temporarily absent (i.e., away for travel, work, seaman, etc.), who usually lives here
- ◆ Persons with two concurrent residences and regularly sleeps more than half the week here
- ◆ Citizens of foreign countries temporarily living and studying/working in the United States who have NO other usual place of residence

Do NOT include persons here temporarily who HAVE other living quarters. Examples of persons who are NOT household members:

- ◆ Persons in the Armed Forces here on leave, who are stationed elsewhere
- ◆ Students here on a short break, who usually live at school
- ◆ Inmates of specified institutions
- ◆ Persons with two concurrent residences who regularly sleep less than half the week here
- ◆ Citizens of foreign countries temporarily here and living on the premises of an Embassy, Ministry, Legation, Chancellery, or Consulate
- ◆ Citizens of foreign countries temporarily here visiting/traveling

H_ORIGIN

Spanish, Hispanic, or Latino includes people of the following origins:

Mexican

Mexican-American

Chicano
Puerto Rican
Cuban
Cuban-American
Central or South American (Spanish Countries)
Other Spanish origin

H_RACE

Please choose one or more races that you consider yourself to be.

- 1 White
- 2 Black or African American
- 3 American Indian or Alaska Native
- 4 Asian (Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or other Asian)
- 5 Native Hawaiian or other Pacific Islander

H_MVP_PARTS

Other examples include...

- Catalytic converter
- Door handles
- Gas caps
- Manufacturer's insignias
- Mufflers
- Steering wheels
- Transmissions
- Wheels

H_TIMEATADDRESS

We are interested in the most recent CONTINUOUS length of time the respondent has lived as a usual resident at the sample address.

Attachment 2: Revised NCVS-521 NCVS Self-Study with track changes

National Crime Victimization Survey (NCVS)



Initial FR Training Self-Study for NCVS Field Representatives

This document does not contain any Title 13 data or other Personally Identifiable Information. All data are fictitious and any resemblance to actual data is coincidental. Consistent with Field Division policy, any names referenced in practice interviews or other exercises are not meant to refer to any actual person, especially any current or past Census Bureau employees.

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Self-Study Instructions

Welcome!

Welcome to the U.S. Census Bureau and to the National Crime Victimization Survey, also called the NCVS. This self-study prepares you for the initial NCVS classroom training and for your job as an NCVS field representative or FR. As an NCVS FR, you will be conducting interviews via computer-assisted personal interviewing (CAPI). Computer-assisted interviewing allows you to key responses from respondents directly into a computer program on a laptop. We call the computer program that runs the NCVS interview the “**instrument**.” The instrument on your laptop consists of all the questions you could possibly ask a respondent. For the NCVS, CAPI interviews are conducted by personal visit or by telephone interview.

Generic Training

If you are new to the U.S. Census Bureau and have not completed the generic pre-classroom training, please notify your supervisor immediately and **DO NOT** begin this self-study. Only proceed with this self-study if you have completed the generic pre-classroom training.

Charging Time

Charge only the actual time it takes you to complete this self-study. You may charge **up to 10 hours** to complete the self-study, so be sure to keep a record of the time you spend working on this self-study using the “NOTES” page in the NCVS-523 Initial FR Training Workbook that your Regional Office (RO) mailed to you. Also, use the “NOTES” page to enter any questions you may have as you complete each lesson, so you can discuss them with your instructor during classroom training.

Charge the time that you spend completing this self-study (not to exceed 10 hours) to the **project number 0976000** and **task code 520**.

Materials Needed for this Self-Study

You need the following materials to complete this self-study. Call your supervisor if you are missing any of:

1. Your laptop and all related accessories
2. NCVS-550, Interviewing Manual for Field Representatives (electronic document on laptop – refer to Lesson 2, page 26 of this self-study for directions on how to access this manual)
3. NCVS-523 Initial FR Training Workbook
4. NCVS-572(L), Introductory Letter (incoming)
5. Pen or Pencil

About this Self-Study

This self-study contains 18 lessons. Most lessons end with a review exercise followed by an answer key. After you complete each review exercise, check your answers to see how well you have learned the major points of the lesson.

Lessons 1 through 3 introduce you to the NCVS, basic interviewing techniques, and the design of the NCVS sample. Lesson 4 illustrates using your interviewing manual. Lesson 5 introduces you to some NCVS concepts and procedures. Lesson 6 introduces you to some of the laptop keys you will use to navigate

through the survey instrument. Lessons 7 through 16 explain the different components of the instruments used in managing your sample cases and in conducting the NCVS interviews. Lesson 17 consists of a practice interview and Lesson 18 is a final review exercise which reviews key points presented throughout the self-study.

Since we will discuss Lesson 18 during the classroom training, **make sure to bring your completed self-study with you to the classroom training.**

Throughout this self-study, you will see instructions to stop and read other materials. **Place a checkmark in the brackets [] that follow these instructions so you can find your place more easily when you return to the self-study.** At the end of this self-study, you will:

- See the differences in screen layouts in both case management and the survey instrument;
- Practice some basic navigation in the instrument;
- Become familiar with the NCVS-550 Interviewing Manual for Field Representatives and looking up answers to questions in the manual;
- Learn the basic rules of interviewing;
- Be able to explain specific NCVS definitions and concepts;
- Use the instrument to complete an interview by following a script.

Getting Started

Starting with Lesson 1, complete each lesson in the sequence it is presented. If possible, complete each lesson without interruption and schedule any breaks between lessons.

Lesson 1. Introduction to the National Crime Victimization Survey

Objectives

The objectives of this lesson are to:

- Give you a brief overview of the National Crime Victimization Survey (NCVS).
- Explain how the data collected for this survey are used.

Purpose of the NCVS

The Bureau of Justice Statistics (BJS), of the U.S. Department of Justice, sponsors the NCVS, which is the Nation's primary source of information on criminal victimization. Each year, data are obtained from a nationally representative sample of households on the frequency, characteristics, and consequences of criminal victimization in the United States. For 2025, the sample size is over 260,000 households. The survey enables the BJS to estimate the likelihood of victimization by rape, sexual assault, robbery, assault, theft, household burglary, and motor vehicle theft for the population as a whole, as well as for segments of the population such as women, the elderly, members of various racial groups, city dwellers, or other groups. The NCVS provides the largest national forum for victims to describe the impact of crime and characteristics of violent offenders.

The BJS needs the NCVS data primarily to obtain an accurate, up-to-date measure of the kinds of crimes, as well as the number of crimes committed against persons 12 years of age and older. This survey is widely used by policy makers at all levels of government -- including crime prevention groups, people who help crime victims, researchers, the media, as well as others. It has also been used by the Supreme Court in making decisions. The survey informs data users in a neutral, unbiased way to help them make public policy, plan new ways to attack crime, and evaluate the effectiveness of existing crime prevention programs.

Since not all crimes are reported to the police, the NCVS provides a more complete picture of crime in the United States, because it not only collects data about crimes reported to the police, but also about crimes that are not reported to the police. The NCVS provides statistics about crimes which supplement those maintained by police records.

Statistics from the NCVS are published in reports that deal with types of crime, characteristics of victims, locations of crime, and other detailed information. The cover page from one such publication issued by the BJS is shown at the end of this lesson.

Take a minute now and look at page 13 of this Self-Study.

[]

Additional publications based on the data we collect can be viewed at: [Publications & Products | Bureau of Justice Statistics](#).

NCVS History

The NCVS has been conducted since 1972. Field Representatives (FRs) contact a specific number of households every month and ask the survey questions of each household member who is 12 years of age and older. The addresses for these households are selected randomly and scientifically from addresses throughout the country.

“Selling” the Survey

If you can explain convincingly why the NCVS is being conducted, your respondents will be more willing to participate. In other words, you must be able to "sell" the survey. If you give solid, logical answers to their questions, you can usually persuade reluctant respondents to allow you to conduct the NCVS interview.

Next, open a web browser on your FR laptop and go the following website (<https://bjs.ojp.gov/ncvs-participant>) to review the BJS webpage for NCVS participants. After reading the “What to Expect” and “Why Participate” sections, watch the “Learn More about the NCVS (Adult Participants, English)” video. There is also a similar video named “Learn More about the NCVS (Youth Participants, English)” which is aimed at children who are eligible to be interviewed. []

Frequently Asked Questions

Listed below are some frequently asked questions and suggested answers. By the end of the training, you should be able to answer these questions without hesitation.

1. What is this survey all about?

The NCVS is conducted monthly to collect information on the kinds and amount of crime in the United States. From a sample of households throughout the United States, we interview all household members age 12 or older. The NCVS asks whether people experienced crime in the last 6 months, regardless of whether they were reported to the police.

2. Why can't you get this information from police records?

Based on information collected in previous survey years, we have found that over half of all crimes go unreported to the police. Since this survey includes crimes that are both reported and unreported, data users can get a more complete picture of crime in the United States from this survey.

3. How can this survey help to fight crime?

The results of this survey show a variety of information about crime victims, offenders, types of crimes being committed, and types of places where these crimes occur. All of this information is put to good use by law enforcement agencies, community groups, and government agencies throughout the country to lower the incidence of crime.

4. Why was I selected for this survey?

Actually, we selected your address, not you personally. We scientifically selected a sample of addresses across the country to represent the entire population. If your household should move away while your address is still in the survey, we interview the new family that moves in.

5. Why do you need to interview me when I don't have any crimes to report

Whether you experienced a crime or not, you are helping the nation understand crime and safety issues – *your experience matters*. We cannot accurately determine the percentage of people who experience crime unless we get information from both victims and non-victims. By examining the differences between victims and non-victims, we can get a clearer picture of who's impacted by crime and how those impacts vary for different people and households. Further, we ask respondents their opinions about their local community and the police, regardless of whether they've been a victim of a crime in the last 6 months.

6. Why waste my tax dollars on a survey?

The survey tells us about the amount and nature of crime, as well as crime trends and crimes not reported to the police. It can help save taxpayer money when new programs are developed focusing on the people who are most likely to be victims of crime by making crime prevention and control programs more effective. It also asks about people's opinions about neighborhood safety and local police.

7. How can I know for sure that you are who you say you are?

Besides my identification badge, I can give you a telephone number to call so you can verify with my supervisor that I work for the U.S. Census Bureau. You can also go to the Census.gov website and click on the "Survey Respondents" link near the top of the webpage.

8. Is this survey authorized by law?

Yes. We are conducting this survey for the Bureau of Justice Statistics of the United States Department of Justice under the authority of law (Title 13, United States Code, Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, United States Code, Section 10132).

Federal law protects your privacy and keeps your answers confidential (Title 13, United States Code, Section 9 and Title 34, United States Code, Sections 10231 and 10134).

Accessing the NCVS-550 Interviewing Manual for Field Representatives

Becoming familiar with these questions and answers will add to your confidence in gaining a successful interview. A more complete list of general survey questions and answers can be found in Part A, Chapter 2, Topic 5 "Answering Respondents' Questions" in the electronic copy of the NCVS-550 Interviewing Manual for Field Representatives (12/2025).

To access the NCVS-550 Interviewing Manual for Field Representatives open Mobile Case Management and click the purple Training/Manuals tab. Click the materials folder under "Resources" and then click the NCS subfolder. Finally, click the file, "NCVS-550 FR Manual".

Take a moment now to look over the complete list of questions and answers in the NCVS-550 Interviewing Manual for Field Representatives. []

Explain the Sampling

Sometimes respondents may want to know how they were chosen to be interviewed. You can say:

We selected your address, not you personally. We scientifically select a sample of addresses across the country to represent the entire population. At each selected address, we interview household members who are 12 years of age and older. If your household moves away while your address is still in the survey, we interview the new residents who move in.

Confidentiality

It is important that you understand and maintain strict confidentiality of information. By law, the Census Bureau can only use survey information for statistical research. The Census Bureau is not permitted to publicly release survey responses in a way that could identify the respondent or their household.

As an FR, you should NEVER make survey information available to anyone except sworn Census Bureau employees who have a work related need to know the information. **Do not permit any unauthorized persons, even members of your own family, to see the information that you collect.**

The assurance of confidentiality is one of the reasons people are usually willing to participate. All Census Bureau employees must take an oath to uphold this confidentiality. The Census Bureau takes its confidentiality promise to respondents very seriously.

The NCVS is protected by two confidentiality statutes. Title 13 United States Code (U.S.C.), Section 9 and Title 34, U.S.C., Sections 10231 and 10134, both require us to keep all information about NCVS respondents and their households confidential. As a result, the penalty provisions in both statutes apply if you are found guilty of an unauthorized disclosure of individual information provided to the Census Bureau. The penalty for unauthorized disclosure under Title 13 is a fine of up to \$250,000 or a jail term of up to 5 years or both. The penalty for unauthorized disclosure under Title 34 includes a fine of up to \$11,000.

Per the Federal Cybersecurity Enhancement Act of 2015, survey data are protected from cybersecurity risks through screening of the systems that transmit the data. The Cybersecurity Act specifies that if any information that is scanned by the cybersecurity software programs is found to be suspicious, it may be reviewed for specific threats by computer network experts working for the government (or contractors or agents who have governmental authority to do so). The Act does specify that only information directly related to government network security is monitored and requires that any personal information that identifies respondents be removed from suspicious files before they are shared.

Confidentiality Rules

Rules to help you maintain confidentiality during everyday activities:

1. Lock your car when it contains NCVS materials and store these materials out of view.
2. Do not leave phone numbers (*other than your own*) on notes left at a respondent's door. For example, don't leave the phone numbers of friends, other employees, or relatives.
3. Do not leave completed NCVS materials at home where others might see them or leave your NCVS cases opened on your laptop so others can see the case.
4. If you leave NCVS materials or your laptop in a hotel or motel room, make sure that they are kept in a locked briefcase.
5. Do not leave NCVS materials (such as survey brochures), with nonhousehold members or apartment managers, unless left in sealed envelopes.

6. Use discretion when forced to interview a respondent on a front porch, in a yard, or in a place where the interview can be overheard. Also, use discretion when forced to conduct an interview in the presence of a nonhousehold member.

Review Exercise

Complete the review exercise that starts on page 14. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 2.

Illustration of a Crime Victimization Report



U.S. Department of Justice
Office of Justice Programs
Bureau of Justice Statistics

Criminal Victimization, 2023

SUMMARY NCJ 309335

SEPTEMBER 2024

In 2023, the rate of violent victimization in the United States was 22.5 victimizations per 1,000 persons age 12 or older, which was similar to the 2022 rate (23.5). Violent victimization includes rape or sexual assault, robbery, aggravated assault, and simple assault. The last three decades saw an overall decline in the rate of violent victimization, from 1993 (79.8 per 1,000) to 2023.

Violent victimization

In 2023, the rate of violent victimization excluding simple assault decreased for males from 9.5 per 1,000 males in 2022 to 6.9 per 1,000 in 2023, while the rate for females did not change significantly. The rate of intimate partner violence (violent victimizations that were committed by current or former spouses, boyfriends, or girlfriends) decreased from 3.4 victimizations per 1,000 persons age 12 or older in 2022 to 2.2 per 1,000 in 2023.

Property victimization

Households in the United States experienced 13.6 million property victimizations in 2023. The number of property victimizations was comparable to that in 2022 but higher than the 12.8 million in 2019. Property crime includes

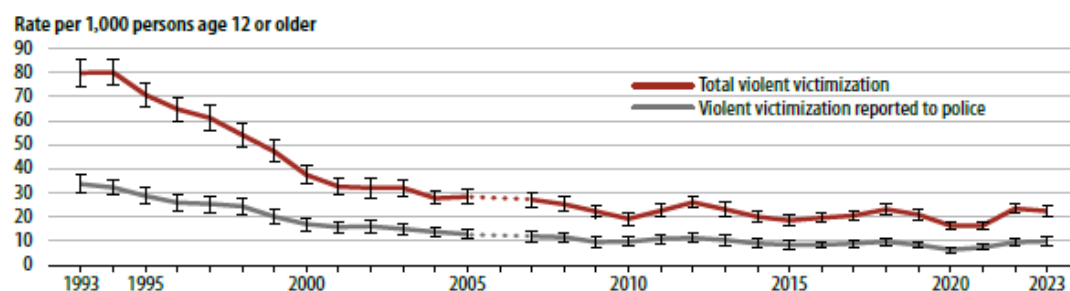
burglary or trespassing, motor vehicle theft, and other types of household theft. From 2022 to 2023, the rate of property victimization in urban areas increased from 176.1 victimizations per 1,000 households to 192.3 per 1,000.

Reporting to police

The rate of violent victimization reported to police was consistent from 2022 to 2023 (10.1 per 1,000 persons) and continued the overall downward trend since 1993 (33.8 per 1,000). The 2023 rate was higher than the 2020 (6.6 per 1,000) and 2021 (7.5 per 1,000) rates but was comparable to 5 years ago, in 2019. A lower percentage of robbery victimizations were reported to police in 2023 (42%) than in 2022 (64%). The percentage of overall property crime victimizations reported to police decreased from 32% in 2022 to 30% in 2023, due in part to a decline in the reporting of motor vehicle thefts to police (from 81% to 72%).

The full report (*Criminal Victimization, 2023*, NCJ 309335, BJS, September 2024), related documents, and additional information about the Bureau of Justice Statistics are available on the BJS website at bjs.ojp.gov.

Rate of violent victimization and violent victimization reported to police, 1993–2023



Note: Estimates for 2006 should not be compared to other years. See *Criminal Victimization, 2007* (NCJ 224390, BJS, December 2008) for more information on changes to the 2006 National Crime Victimization Survey.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 1993–2023.

Lesson 1 – Review Exercise

1. Who sponsors the National Crime Victimization Survey (NCVS)?
2. The purpose of the NCVS is to: **(Mark all answers that apply.)**
 - _____ Obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons who are 12 years of age and older.
 - _____ Provide statistical information on crime and its impact on society.
 - _____ Plan new ways to attack crime.
 - _____ Evaluate the effectiveness of existing crime prevention programs.
3. Field Representatives (FRs) contact a specific number of households every month and ask the survey questions of each household member who is 12 years of age and older.

TRUE**FALSE**
4. If a reluctant respondent suggests that you get this crime information from the police, tell the respondent that: **(Mark the correct answer.)**
 - _____ Over half of all crimes go unreported to the police.
 - _____ The police are not allowed to provide our agency with crime information.
 - _____ It is easier to collect crime information directly from crime victims.
5. If a reluctant respondent says that she doesn't have any crimes to report and there is no need to complete the NCVS interview, you can explain that: **(Mark the correct answer.)**
 - _____ You will ask the short version for respondents with no crimes to report.
 - _____ After asking a few NCVS questions, the respondent may remember a crime.
 - _____ By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.
 - _____ Regardless of whether they were a victim of a crime in the last 6 months, all respondents are asked their opinions about their local community and the police.

6. All Census Bureau employees take an oath to uphold the confidentiality of information collected for an individual or household participating in our surveys.

TRUE

FALSE

Now compare your answers to the answer key on the next page(s).

Lesson 1 – Answer Key

1. Who sponsors the National Crime Victimization Survey (NCVS)?

Bureau of Justice Statistics, U. S. Department of Justice. (Page 6)

2. The purpose of the NCVS is to: ***(Mark all answers that apply.)***

- ☒ Obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons who are 12 years of age and older.
- ☒ Provide statistical information on crime and its impact on society.
- ☒ Plan new ways to attack crime.
- ☒ Evaluate the effectiveness of existing crime prevention programs.

(Page 6)

3. Field Representatives (FRs) contact a specific number of households every month and ask the survey questions of each household member who is 12 years of age and older.

TRUE *(Page 7)*

4. If a reluctant respondent suggests that you get this crime information from the police, tell the respondent that: ***(Mark the correct answer.)***

- ☒ Over half of all crimes go unreported to the police.
- ☐ The police are not allowed to provide our agency with crime information.
- ☐ It is easier to collect crime information directly from crime victims.

(Page 7)

5. If a reluctant respondent says that she doesn't have any crimes to report and there is no need to complete the NCVS interview, you can explain that: **(Mark the correct answer.)**

_____ You will ask the short version for respondents with no crimes to report.

_____ After asking a few NCVS questions, the respondent may remember a crime.

X By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.

X Regardless of whether they were a victim of a crime in the last 6 months, all respondents are asked their opinions about their local community and the police.

(Page 8)

6. All Census Bureau employees take an oath to uphold the confidentiality of information collected for an individual or household participating in our surveys.

TRUE (Page 9)

Continue with Lesson 2.

NOTES

Lesson 2. Basic Interviewing Techniques

Objective

The objectives of this lesson are to:

- Introduce you to your job as an NCVS CAPI Field Representative (FR)
- Introduce you to interviewing techniques to help you do your job.

Three Basic Elements

There are three basic elements in any interview situation.

- The interviewer (*an FR like you*)
- The respondent (*the person answering your questions*)
- The survey questions (*the NCVS interview*)

Let's look at each element separately.

Your Job: Personal Visit and Telephone Interviews

As an FR working on the NCVS, you play an important role in this vital program. Your primary goal is to obtain complete interviews with each person who is 12 years age and older at each sample address assigned to you. You will conduct both personal visit and telephone interviews to complete your monthly assignments for the NCVS.

You also must be able to reassure household members that, by law, the Census Bureau can only use respondent's responses for statistical research. The Census Bureau is not permitted to publicly release responses in a way that could identify the respondent or their household.

Sell the Survey and Know Its Data Uses

The first step in gaining cooperation from all respondents is to know how to sell the survey and how the NCVS data are used. You should be able to explain the importance of the survey and be able to answer any questions that a respondent may have.

In Lesson 1, you read about some of the most frequently asked questions and how you should respond, along with the importance of learning background information about the NCVS. Use this information to convince respondents of the importance of the NCVS and show the benefits of the survey results. Give brief, appropriate, and accurate information when talking to a respondent about the NCVS.

Example

Let's look at an example. You visit Megan Moe and she tells you that her house was broken into twice in the last 3 months. Since she reported these crimes to her local police department, she wants you to go to them for a report.

You could tell Megan Moe that the NCVS obtains a more complete picture of a crime than the police records can provide, because we ask about the offender's characteristics and the consequences a victim suffers as a result of the crime.

Explain the Sampling

Sometimes respondents may want to know how they were chosen to be interviewed. You can say:

We selected your address, not you personally. We scientifically selected a sample of addresses across the country to represent the entire population. At each selected address, we interview household members who are 12 years of age and older. If your household moves away while your address is still in the survey, we interview the new residents that move in.

Create an Objective Atmosphere

During an interview, it is important to develop an objective, non-threatening, non-judgmental atmosphere. While interviewing a respondent, do not show signs of approval or disapproval of any information that you receive. Your words and actions can help or hinder the interview.

- Shaking your head or frowning indicates disapproval just as clearly as if you had spoken.
- If the respondent thinks you favor one answer more than the other, he/she may give that answer. As a result, you will influence the interview and possibly impact the survey results.

Remain Neutral

The skill of remaining neutral and creating an objective atmosphere is a difficult one. It comes with experience. Practice using neutral expressions and gestures during an interview such as "uh-huh," "I've got that," a simple nod, or "Yes, I see." These signs tell a respondent that you are listening, without leading, influencing, or biasing the information that you receive.

Be Sincere

A sincere interest in people will make your interviewing task easier and more enjoyable. No instructions or training can provide a substitute for the combination of intuition and poise, which an FR must use, when someone in the household opens the door or when a respondent answers the telephone. Your voice, tone, and words must convey your credibility and that of the survey. If your approach is uncertain, the respondent will know it.

Be Professional

In your capacity as an FR, you represent the United States Government. This is an important role, which requires you to take a professional approach towards your work.

FR's ID Badge

When you come to class, you will be given an Identification Badge. It will prove that you are an employee of the United States Census Bureau. Always carry it with you when you are conducting personal visit interviews, and show it to the respondent when you introduce yourself.

Introductory Letter

In many cases, the household members will be expecting you. The National Processing Center (NPC) sends a letter to each sample address before a sample household will be contacted by you, for the NCVS. This letter introduces the survey and explains the voluntary nature of the study, while stressing the importance of participation. It also tells respondents that any information given to a Census Bureau representative is confidential.

The letter indicates that an FR will be visiting the household soon. If you learn during your introduction that the household did not receive a copy of this letter, **you must provide them with one and allow them time to read it.**

Look among your materials for the NCVS-572(L), Introductory Letter and read it now.

[]

Introduce Yourself

When you access the NCVS interviewing instrument, it gives you an introduction to read to the respondent. You will be prompted to insert your name as part of the introduction, which also contains:

- The fact that you represent the United States Census Bureau.
- Your reason for contacting the household, whether in person or by telephone.
- An inquiry about whether or not the household received a letter from the Census Bureau about the NCVS and your visit.

An example of the introduction for the first visit to an assigned household:

"Hello. I'm (your name) from the U.S. Census Bureau. I'm here concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?"

Feel Comfortable With Your Introduction

You must feel comfortable with your introduction so it sounds natural. Adapt your approach to the situation. Different respondents have various kinds of concerns and questions; be prepared to give correct and courteous answers.

Two Types of Information

There will be two types of information that you will collect in the NCVS interview:

- Information about the entire household, and
- Information about each household member who is 12 years of age or older.

Types of NCVS Respondents

The NCVS respondents are classified as two types:

- 1) individual respondent, and
- 2) household respondent.

Individual Respondents

Individual respondents are household members who are 12 years of age or older. Obtain information about each of these household members by self-response; interview each of these persons directly and separately.

Household Respondent

Although most adult household members are technically eligible to be the household respondent, try to interview the **most knowledgeable household member**. This is because in addition to the individual respondent questions, the household respondent is asked questions about the entire household. Therefore, the household respondent should be the person who appears to know -- or might reasonably be expected to know -- the answers to the household questions.

The household respondent must be a current household member **who is at least 18 years of age**, except for a few unusual situations, which is covered in the NCVS-550 FR Manual. The household questions are asked only once in a sample household during each interview period, which is once every 6 months for 7 interview periods. In most cases, you will complete the household respondent's interview **before** you interview any other eligible household members.

Proxy Interviews

You may encounter a rare situation in which one household member needs to provide the answers for another household member. This is known as a "proxy" interview. We will discuss these situations and who is eligible to be a proxy respondent in detail during classroom training.

Become Familiar With the Survey Questions

To be efficient in conducting interviews, become thoroughly familiar with how to complete each NCVS question. We will cover the specific items in detail in class.

Proper Interviewing Procedures

For the NCVS, interview household members in private, out of the hearing of others whenever possible. The NCVS covers some very sensitive topics. If a respondent completes the interview in front of other people, they may not be fully truthful about their victimization experiences. This can happen when others are present during the interview, whether they are household members, family, or friends. In general, you get more accurate, complete information when you interview in private.

You may say something to the respondent like, "Research has shown that we get better data when we interview in private. We would also like to ensure confidentiality for each household member. Is there some place we can talk away from others?" Try to arrange private interviews, out of hearing distance of any other person for the NCVS. If household members sit down together for the interview, tell them that you wish to interview separately to ensure the confidentiality of each household member's answers, and to ensure that we get the most complete and quality data. Use your discretion if a respondent seems hesitant about providing information when others are present. Ask the household member whether another time or room in the residence might be more convenient to complete the interview. Continue to interview with others present **ONLY** if the household member refuses to be interviewed privately or a private interview is not possible (for example, in a small space such as a studio apartment). Even in front of others, you must still conduct each interview at a conversational pace, and ask each household member all questions in their entirety.

It is important to develop a neutral, non-threatening, non-judgmental atmosphere when asking these questions. Do not let the respondent see any signs of approval or disapproval after he/she gives you information.

Here are some reasons for not showing your reactions to what a household member says:

Your actions, as well as your words, can influence an interview. If you frown or shake your head, the respondent will sense your disapproval just as clearly as if you put it into words. If a respondent thinks that you favor one answer more than another, this could influence his or her responses.

Accessing the NCVS-550 Interviewing Manual for Field Representatives

For more detailed information about probing techniques refer to the subtopic “Probing Techniques” in Part A, Chapter 2, Topic 6 in the electronic copy of the NCVS Field Representative Manual (NCVS-550, Interviewing Manual for Field Representatives, 42/2025).

To access the NCVS-550 Interviewing Manual for Field Representatives open Mobile Case Management and click the purple Training/Manuals tab. Click the materials folder under “Resources” and then click the NCS subfolder. Finally, click the file, “NCVS-550 FR Manual”.

Ask Questions as Worded

For now, the most basic rule to remember is to:

- Ask the NCVS questions **EXACTLY AS WORDED** on the screen, and
- Follow all instructions carefully.

The information you collect for the NCVS, or any other survey, is not valid unless **all FRs ask all questions in the same way.**

If a question seems awkward, or if you feel you are talking down to a respondent, resist the temptation to apologize or change the question. Simply ask it as worded.

Review Exercise

Complete the review exercise that starts on the next page. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 3.

Lesson 2 - Review Exercise

1. Your primary goal is to obtain complete _____ with each sample _____ assigned to you.
2. As an NCVS FR, you should be able to: **(Mark all answers that apply.)**
_____ Explain the importance of the survey.
_____ Answer any questions that a respondent may have.
_____ Determine if a sample household keeps a home safe for valuables.
3. As you complete your NCVS assignments, you will be conducting both _____ and _____ interviews.
4. Your _____ proves that you are an employee of the United States Census Bureau.
5. A proper introduction to the NCVS for a personal visit interview should contain the following information: **(Mark all answers that apply.)**
_____ Your home address and telephone number.
_____ Your name.
_____ The fact that you represent the United States Census Bureau.
_____ Your reason for contacting the household whether in person or by telephone.
_____ An inquiry whether or not the household received a letter from the Census Bureau about the NCVS and your visit.
6. The household respondent must be a current household member who is at least _____ years of age, except in a few unusual situations.
7. In most cases, self-response is not necessary and it is acceptable for one household member to answer all of the survey questions for all other household members.

TRUE

FALSE

8. Which of the following statement(s) is/are true about your reaction to a respondent's answer:
(Mark all answers that apply.)

- _____ It's important to develop a neutral non-threatening, nonjudgmental atmosphere since it is difficult not to show personal opinion.
- _____ It is ok when you agree with the respondent's opinion.
- _____ Do not show any surprise or disapproval expressions.
- _____ Do not show favoritism to one answer more than another answer.

9. It is important to ask the NCVS questions as worded so that all respondents hear the same questions in the same order, ensuring the validity of the survey data.

TRUE

FALSE

Compare your answers against the answer key on the next page(s).

Lesson 2 – Answer Key

1. Your primary goal is to obtain complete interviews with each sample address assigned to you.

(Page 17)

2. As an NCVS FR, you should be able to: **(Mark all answers that apply.)**

 X Explain the importance of the survey.

 X Answer any questions that a respondent may have.

 Determine if a sample household keeps a home safe for valuables.

(Page 17)

3. As you complete your NCVS assignments, you will be conducting both personal visit and telephone interviews.

(Page 17)

4. Your Identification Badge proves that you are an employee of the United States Census Bureau.

(Page 18)

5. A proper introduction to the NCVS for a personal visit interview should contain the following information: **(Mark all answers that apply.)**

 Your home address and telephone number.

 X Your name.

 X The fact that you represent the United States Census Bureau.

 X Your reason for contacting the household whether in person or by telephone.

 X An inquiry whether or not the household received a letter from the Census Bureau about the NCVS and your visit.

(Page 19)

6. The household respondent must be a current household member who is at least **18** years of age, except in a few unusual situations.

(Page 20)

7. In most cases, self-response is not necessary and it is acceptable for one household member to answer all of the survey questions for all other household members.

FALSE (Pages 19-20)

8. Which of the following statement(s) is/are true about your reaction to a respondent's answer:
(Mark all answers that apply.)

☒ It's important to develop a neutral non-threatening, nonjudgmental atmosphere since it is difficult not to show personal opinion.

☐ It is ok when you agree with the respondent's opinion.

☒ Do not show any surprise or disapproval expressions.

☒ Do not show favoritism to one answer more than another answer.

(Page 18)

9. It is important to ask the NCVS questions as worded so that all respondents hear the same questions in the same order, ensuring the validity of the survey data.

TRUE (Page 21)

Continue with Lesson 3.

NOTES

Lesson 3. NCVS Sample Design and Control Number

Objectives

The objectives of this lesson are to:

- Provide a brief overview of what is referred to as a "sample";
- Explain how the NCVS sample is selected; and
- Explain where to locate information about the NCVS.

Definition of "Sample"

A "sample" is a portion or specimen of a whole object, group, population, etc., from which we learn something about the whole object, group, population, etc.

For example: Television ratings for the entire United States are based on a sample of about 1,500 households.

Sample Survey

The NCVS is a sample survey. The NCVS sample for 2024 consists of over 260,000 household cases throughout the United States. These addresses are scientifically selected so that characteristics of the people who reside at these addresses are representative of the entire population.

Sample Units

Addresses selected for the NCVS sample are called "sample" units or "sample" addresses. A sample unit is occupied usually by one household (*a family, a group of unrelated persons living together, or a person living alone*).

Each sample unit represents hundreds of other similar units. Therefore, when an FR omits or obtains incorrect information about one sample unit, the error is multiplied hundreds of times.

Control number

Each sample unit is identified uniquely by a control number, which consists of the following:

- Survey code (*2 digits*) For NCVS the code is 02.
- State code (*2 digits*) FIPS (Federal Information Processing Standards) state code
- County code (*3 digits*) FIPS county code
- Frame code (*1 digit*) Shows what frame the sample unit is in:

G = group quarters frame,

U = unit frame, and

C = coverage improvement frame.

- Sample designation code (*3 digits*)
- Sequence number #1 (*4 digits*)
- Sequence number #2 (*2 digits*)

Unique ID

No two sample addresses should ever have the same control number. Control number uniquely identifies sample addresses.

How Often Is a Sample Address Interviewed?

Generally, a sample address that is selected for the NCVS is contacted every 6 months for 3 years, until the household has been interviewed a total of 7 times. For example, if a household is interviewed in January 2024 for the first time, that household is interviewed again in July 2024, January 2025, July 2025, January 2026, July 2026, and January 2027.

Only the **first interview** with a sample household must be conducted in person. The remaining interviews (*2nd through 7th*) are conducted by telephone by an FR. However, if a household prefers to be interviewed in person, you can conduct interviews 2-7 in person.

When Household Members Change

The NCVS is a sample of addresses. If the occupants of a sample address change, you interview the people who currently live at the address and consider the address to be their usual place of residence. Always interview the current household members at an assigned sample address.

Review Exercise

Complete the review exercise starting on page 3-3 on the next page. Make sure to compare your answers to the answer key that follows the review exercise, then continue with Lesson 4.

Lesson 3 - Review Exercise

1. Which households are interviewed in the NCVS each month? **(Mark the correct answer.)**
☐ All the households in the United States.
☐ All the households in selected counties.
☐ A sample of households which represents all households in the United States.

2. The NCVS sample is selected by a scientific process.

TRUE**FALSE**

3. The NCVS sample is selected from names, not addresses.

TRUE**FALSE**

4. What do we call addresses selected for the NCVS sample? **(Mark the correct answer.)**
☐ Sample places
☐ Sample areas
☐ Sample units
☐ Segments

5. The information that you collect from a sample unit represents information for:
(Mark the correct answer.)
☐ The sample unit only
☐ Hundreds of other similar units
☐ All 260,000 units in the survey

6. What happens when an FR omits or obtains incorrect information at a sample unit? **(Mark the correct answer.)**
☐ The error affects only the sample unit.
☐ The error is multiplied hundreds of times.

7. How often is a sample unit normally interviewed in the NCVS? ***(Mark the correct answer.)***

_____ Every 6 months for 3 years for a total of seven interviews

_____ Every month for 3 years

_____ Every month for 6 months

8. No two sample addresses should ever have the same control number.

TRUE

FALSE

Compare your answers to the answer key on the next page(s).

Lesson 3 - Answer Key

1. Which households are interviewed in the NCVS each month? **(Mark the correct answer.)**

_____ All the households in the United States.

_____ All the households in selected counties.

X A sample of households which represents all households in the United States.

(Page 27)

2. The NCVS sample is selected by a scientific process.

TRUE (Page 27)

3. The NCVS sample is selected from names, not addresses.

FALSE (Page 27)

4. What do we call addresses selected for the NCVS sample? **(Mark the correct answer.)**

_____ Sample places

_____ Sample areas

X Sample units

_____ Segments

(Page 27)

5. The information that you collect from a sample unit represents information for:

(Mark the correct answer.)

_____ The sample unit only

X Hundreds of other similar units

_____ All 260,000 units in the survey

(Page 27)

6. What happens when an FR omits or obtains incorrect information at a sample unit? **(Mark the correct answer.)**

☐ The error affects only the sample unit.

☒ The error is multiplied hundreds of times.

(Page 27)

7. How often is a sample unit normally interviewed in the NCVS? **(Mark the correct answer.)**

☒ Every 6 months for 3 years for a total of seven interviews

☐ Every month for 3 years

☐ Every month for 6 months

(Page 28)

8. No two sample addresses should ever have the same control number.

TRUE (Page 28)

Continue with Lesson 4

NOTES

Lesson 4. The NCVS-550 Interviewing Manual for Field Representatives

Objective

In this lesson, we will discuss the primary source of information that you will have. This electronic reference document is located on your laptop:

- The NCVS-550 Interviewing Manual for Field Representatives

Please get your laptop out and find it now. Refer to lesson 2, page 13 of this Self-Study for directions on accessing this document. []

Introduction to the NCVS-550

The NCVS-550 Interviewing Manual for Field Representatives is a reference document containing all the information you need to successfully complete your NCVS assignment. It is installed on your laptop as an indexed, searchable file. As you gain experience, you will become a proficient FR, but the manual is designed to answer specific questions about your assignment and the NCVS.

How the Manual is Organized

Refer to your NCVS-550 Interviewing Manual for Field Representatives as you read the following paragraphs.

Your interviewing manual is divided into four main parts:

Part A: *The National Crime Victimization Survey and You,*

Part B: *National Crime Victimization Survey CAPI Instrument,*

Part C: *Survey Concepts,*

Part D: *NCVS Case Management and Contact History Instrument.*

Table of Contents

At the front of the NCVS-550 Interviewing Manual for Field Representatives is a Table of Contents that helps you locate information in the manual for specific NCVS subjects or items in the NCVS instrument. (You may also use the search function in Adobe Acrobat to locate specific terms or phrases.)

Part A: The National Crime Victimization Survey and You

Part A contains information on the history of the NCVS and talks about your job duties and materials. This section of the manual discusses –

- the purpose and sponsor of the survey,
- sample design,

- use of the data,
- eligible respondents,
- general interviewing techniques,
- proper interviewing procedures,
- basic survey procedures,
- your job duties, and so on.

Take a few minutes now to look through Part A.

[]

Part A, Chapter 6 “Noninterviews”

Now look at Part A, Chapter 6.

Chapter 6 includes information on NCVS noninterviews. When you are assigned an NCVS case and cannot get a completed interview either for the entire household or for an eligible household member, that case is considered either a household noninterview or person noninterview. The chapter begins with a general discussion of the household noninterviews, and then a topic for each type of noninterview (A, B, C, and Z), and the procedures for classifying a case as a noninterview.

Read about the four types of NCVS noninterviews in Part A, Chapter 6, Topic 1. Your reading ends after the subtopic “Type Z Noninterviews.”

[]

Part B: The National Crime Victimization CAPI Instrument

Part B contains information on the NCVS interview, an explanation of the three parts of the NCVS instrument (front, middle, and back), and the items contained within each part.

Go to the Table of Contents in the front of your manual to Part B.

[]

Notice that Part B is further broken down into six chapters.

Part B, Chapter 1, “Overview of the NCVS Instrument”

Chapter 1 contains information about the NCVS Blaise CAPI instrument, so before classroom training, review it carefully. This chapter contains detailed information regarding the layout of the question screens, navigating within the instrument, and using function keys. Function keys are any of a set of keys on a computer keyboard that when pressed activates a special function or operation.

Go to Topics 1 and 2 of this chapter. These topics introduce you to the design of the survey instrument and the layout of the question screens. Read these two topics now.

[]

Next, locate Topic 5, “Navigation and Using Function Keys”.

You have the flexibility to navigate through the instrument as dictated by your interview. You can navigate by using the mouse or the keyboard (or a combination of both). However, this self-study focuses on keyboard-based navigation only.

Take a few minutes to read through this topic now. You will learn about this information in detail during classroom training.

[]

Part B, Chapter 2, “Front Section of the NCVS Instrument”

This chapter gives you a basic overview of some of the front screens of the instrument. The Front section of the instrument, which also will be discussed in a later lesson, is designed to:

- Provide the telephone number to dial and the introduction to read to the person who answers your telephone call or answers the door during a personal visit.
- Identify possible interviewing problems.
- Verify that you reached the correct address and household.
- Verify that you are speaking to an eligible household respondent and, if necessary, select another eligible household respondent.

Part B, Chapter 3, “Middle Section of the NCVS Instrument: Introduction & Screening Items”

Chapter 3 covers the screen layout and instructions for specific items within the screening component of the instrument. The various names pertaining to a concept or other kind of information are included in the manual.

Part B, Chapter 4, “Middle Section of the NCVS Instrument: Incident Report Items”

Chapter 4 covers the screen layout and instructions for specific items within the incident component of the instrument. Each item has a unique variable name. The variable name pertaining to a concept or other kind of information is included in the manual. Therefore, if you are having trouble with a particular item within the instrument, identify its variable name and look up that variable in your manual.

Chapter 4 also contains important information about how to write a summary report when you have completed collecting details about a crime incident. Each summary report should be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized.

Detailed discussions on the concepts and procedures for the screening questions and the incident questions are covered in Part C of the manual and also discussed later in this self-study.

Part B, Chapter 5, “Middle Section of the NCVS Instrument- Unduplication, and Help Screens”

This chapter gives you an overview of how to review incidents for duplication in the middle section of the NCVS CAPI instrument. This chapter also provides a list of “Help” screens available to you for specific NCVS items within the instrument. Turn to Topic 3 of Chapter 5 in your NCVS-550 Interviewing Manual for Field Representatives and look over the different help screens that are available to you as you conduct NCVS interviews. []

Part B, Chapter 6, “Ending the Interview and Back Section of the NCVS Instrument”

This chapter discusses the Back section of the instrument which is made up of screens that you use to:

Make appointments to recontact a sample household to complete an interview.

- Thank respondents for their participation in the NCVS.
- Enter any final notes about the case.

Further discussion of the Back section of the instrument is provided later in this self-study.

Part C: “Survey Concepts”

This part of the manual contains information related to survey concepts, and not so much to the instrument. Part C covers all the concepts used in the NCVS interview. Chapter 1 provides definitions and examples for the basic NCVS concepts. Chapter 2 covers the concepts that you will encounter as you are screening for crimes, and Chapter 3 explains the concepts pertaining to the reporting of crime incidents. It is **extremely** important that you develop a good understanding of these concepts.

Take a few minutes now to look through Part C.

[]

Part D: NCVS Case Management and Contact History Instrument

Part D discusses Case Management and the Contact History Instrument (CHI), which are the two systems you use to track your cases and contacts with households and respondents. *Case Management* helps you organize and manage your assignments while the *survey instrument* contains the survey questions you will ask respondents. These two systems are integrated so that they “talk” to each other. That is, you must “tell” case management what case you want to interview in order to pull that case up. Likewise, any changes you make to the address, contact information, or notes feed back and forth between the instrument and case management.

Part D, Chapter 1, Getting into Case Management

Now go to Chapter 1, in Part D of your manual.

[]

This chapter explains:

- getting into case management, and
- transmissions.

This section of your manual includes information on logging into your laptop, as well as how information is displayed on the pages in Case Management and how the various features work. You will practice using some of the features and learning about your screen setup later in the self-study. Also, during classroom training, you will practice using these features and learn about your screen setup in more detail.

Part D, Chapter 1, Topic 2, Transmissions

Topic 2 covers important information on transmitting your completed work.

Part D, Chapter 2, Personal Contact History Instrument

Chapter 2 covers all the details for using the Personal Contact History Instrument or pCHI. The pCHI allows you to keep track of household contacts and contacts with individual respondents.

[]

Go to Chapter 2 now. You can see that the topics in this chapter give an overview of the pCHI, information on how it works along with Case Management, how to handle contact information for both households with rosters and households without rosters. The final topic describes how to use pCHI in specific situations.

Lesson 5. More Details about Your Job

Objective

This lesson will help you understand the basic procedures for the NCVS, as well as provide you with an overview of specific household procedures.

Length of Time in Sample

Each address that is selected as a sample unit for the NCVS is usually interviewed seven times. These interviews are conducted once every 6 months over a period of 3 years. This allows us to compile a continuous record of the sample household's experiences at a reasonable cost while balancing respondent burden.

Enumeration Periods

We refer to each time a sample household's address is assigned for interview as an "enumeration period." Since we generally interview or attempt to interview each sample household seven times, there are usually seven "enumeration periods" for each sample address.

Interview Period

An interview period is the time that you are allowed to complete all of the NCVS interviews assigned for an interview month. Typically, the interview period begins on the first day of the month and continues almost the entire month. Your close-out date is typically the last business day of the month.

Reference Periods

The reference period for the NCVS covers the 6-month time period prior to the interview day. When conducting interviews, we are only interested in crime incidents that occurred during a household member's specific 6-month reference period. Even though the NCVS instrument inserts the appropriate reference period start date, it is still important that you understand how a household member's reference period is determined.

For the **first enumeration period**, each household member's reference period will start 6 months prior to the interview date on the first day of that month, and end on the day prior to the interview date.

For example: If a household respondent's first enumeration period interview is conducted on **March 1, 2025**, the current reference period for the household respondent is **September 1, 2024 to February 28, 2025**. If the remaining household members were interviewed for the first enumeration period on **March 4, 2025**, the current reference period for each of these household members is **September 1, 2024 to March 3, 2025**.

After the first enumeration period, reference periods for all **remaining enumeration periods** start on the date of the household member's last interview and end on the day prior to the member's current interview date. For example, if the respondent was previously interviewed on **February 3, 2024** and you are conducting the respondent's current interview on **August 8, 2024**, then the current reference period for this respondent is **February 3, 2024 to August 7, 2024**.

By using this type of reference period, we can compile a continuous record of the household's experiences for the entire 3 years that they are in sample.

Personal vs Telephone Interviews

The first interview at a sample address is always conducted in person. Interviews with units in sample for their second through seventh interview should be conducted by telephone from a secure place in your home. We realize that there will be times when this is not possible, such as when the unit was a noninterview the previous enumeration, there is no telephone available in the sample unit, or the household indicated that a telephone interview is not acceptable.

After completing the household respondent's interview, always try to complete interviews for all remaining eligible household members during the same contact. Any follow-up contacts to interview remaining household members should be done by telephone. For sample units that are to be interviewed using the personal visit procedure, after you complete the household respondent's personal interview, you are allowed to make telephone callbacks to obtain interviews with the remaining household members who were not available at the time of your personal visit.

Try to plan your personal visits during the most productive hours of the day and days of the week, so you can find household members at home to reduce the number of return visits to a sample address. Always remember to make the fewest number of trips to a sample area as possible to complete your assignment.

Refusals

Occasionally, an entire household may refuse to participate in our survey. Make every effort to persuade the household to participate. If your attempts to gain a household's cooperation are unsuccessful, you need to indicate through the NCVS instrument that the household refuses to participate.

If the household respondent refuses his/her interview and there is no other eligible household member who can serve as the new household respondent, discontinue interviewing in the sample household. However, if there is another eligible household member who can serve as a household respondent, you can interview that person as the new household respondent. Remember, BEFORE you can interview any other eligible household members, you must complete at least a partial interview with the household respondent's interview. When there is more than one eligible individual respondent, the refusal of one individual respondent does NOT end the NCVS interviews in the sample household.

Replacement Households

When an entire household moves out and the new household moves in (i.e., the sample household is not the same household as was interviewed in the previous enumeration period) the new household at the sample unit is referred to as a "replacement" household. Replacement households are treated as incoming or first time in sample households -- you must attempt to interview the household respondent in person, along with any remaining household members who are eligible for interview and available at the time of your visit. Callbacks for individual respondents can be done by telephone. This procedure is in place to help ensure that a replacement household has moved in as well as to help build rapport the first time you are interviewing respondents.

NCVS Changes

The survey sponsor, the BJS, is always looking for ways to improve the NCVS interview, as well as ways to collect information on topics of current interest. Some of these changes are temporary, while other

changes could become permanent. Over the past few years, new or revised questions have been incorporated into the NCVS interview including questions about:

- Hate crimes
- Sexual Orientation
- Gender Identity
- Citizenship
- Veteran's Status

The NCVS questionnaire was redesigned in 2024 to improve the data being collected for the survey.

Starting With the Household Respondent

ALWAYS conduct the household respondent's interview before interviewing any remaining eligible household members (*household members who are 12 years of age and older*).

When you get into the NCVS CAPI instrument and the case is a returning (also referred to as continuing) household, that is, a household in sample for its second through seventh interviews, you will be prompted to ask to speak with the household member who was the household respondent for the previous enumeration period. If that household member is not available, you will be instructed to identify another eligible household respondent.

Reporting Crime Incidents

If the respondent reports one or more crime incidents, then proceed through the incident report screens for each reported incident that occurred during the 6-month reference period. These screens are designed to gather information about:

- Where the incident took place
- How the incident happened
- Any injuries that the respondent or other household members may have experienced during the incident.
- Information about the offender(s).
- Whether the respondent received any services for being a victim of a crime.
- Whether or not the police were notified and reasons for not reporting the incident to the police.

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key, which follows the review exercise, then continue with Lesson 6.

Lesson 5 - Review Exercise

1. Each address that is selected as a sample unit for the NCVS is usually interviewed:

(Mark the correct answer.)

_____ Only one time

_____ Seven times

_____ Three times

2. The reference period for the NCVS covers the following time period:

(Mark the correct answer.)

_____ The 12 months prior to the interview month

_____ The 6 months prior to the interview day

_____ The 2 years prior to the interview month

3. The first NCVS interview at a sample address is always conducted in person.

TRUE

FALSE

4. When conducting first interviews at a sample household, you must conduct the household respondent's interview as well as interviews with all other eligible household members by personal visit.

TRUE

FALSE

5. Typically, your interview period begins on the first day of the month and lasts for about:

(Mark the correct answer.)

_____ 2 1/2 weeks

_____ One month

_____ 1 week

6. It does not matter which household member gets interviewed first for the NCVS.

TRUE

FALSE

7. When an entire household moves out and a new household moves in, the new household is referred to as a _____ and the interview with the new household should be treated like _____ households.
8. Interviews with units in sample for their second through seventh interview should be conducted by telephone from a secure place in your home.

TRUE

FALSE

Compare your answers against the answer key on the next page(s).

Lesson 5 - Answer Key

1. Each address that is selected as a sample unit for the NCVS is usually interviewed:

(Mark the correct answer.)

_____ Only one time

X Seven times

_____ Three times

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2. The reference period for the NCVS covers the following time period:

(Mark the correct answer.)

_____ The 12 months prior to the interview month

X The 6 months prior to the interview day

_____ The 2 years prior to the interview month

(Page 38)

3. The first NCVS interview at a sample address is always conducted in person.

TRUE (Page 39)

4. When conducting first interviews at a sample household, you must conduct the household respondent's interview as well as interviews with all other eligible household members by personal visit.

FALSE (Page 39)

5. Typically, your interview period begins on the first day of the month and lasts for about:

(Mark the correct answer.)

_____ 2 1/2 weeks

X One month

_____ 1 week

(Page 38)

6. It does not matter which household member gets interviewed first for the NCVS.

FALSE (Page 40)

7. When an entire household moves out and a new household moves in, the new household is referred to as a **replacement household** and the interview with the new household should be treated like **incoming or first time in sample** households.

(Page 39)

8. Interviews with units in sample for their second through seventh interview should be conducted by telephone from a secure place in your home.

TRUE (Page 39)

Continue with Lesson 6

NOTES

Lesson 6. Blaise and the NCVS

Objective

At the end of this lesson, you will familiarize yourself with some of the basic keys that you will use to navigate or “move around” in the NCVS survey instrument.

What is Blaise?

Blaise is the name of the software in which the NCVS instrument is programmed. The “instrument” is the automated questionnaire, or the computer program used to present the survey questions. Throughout training you will practice identifying information and learning where to look for things in Blaise.

Entering Information

You can enter information and navigate through the instrument by using the keyboard and/or a mouse. Throughout this self-study you will focus on using the keyboard. To enter information and navigate through the instrument, you use several keys on your laptop. Look at the illustration on the next page and take note of where these keys are.

You use various Function Keys: Tab, PageUp and PageDown, Enter, and End, as well as the up, down, right and left arrow keys to navigate through the instrument.

Typing the appropriate pre-code and pressing “Enter” takes you to the next question or item in the instrument.

The “End” key takes you to the next unanswered question, which is good for getting back to where you left off if you need to re-enter the case.

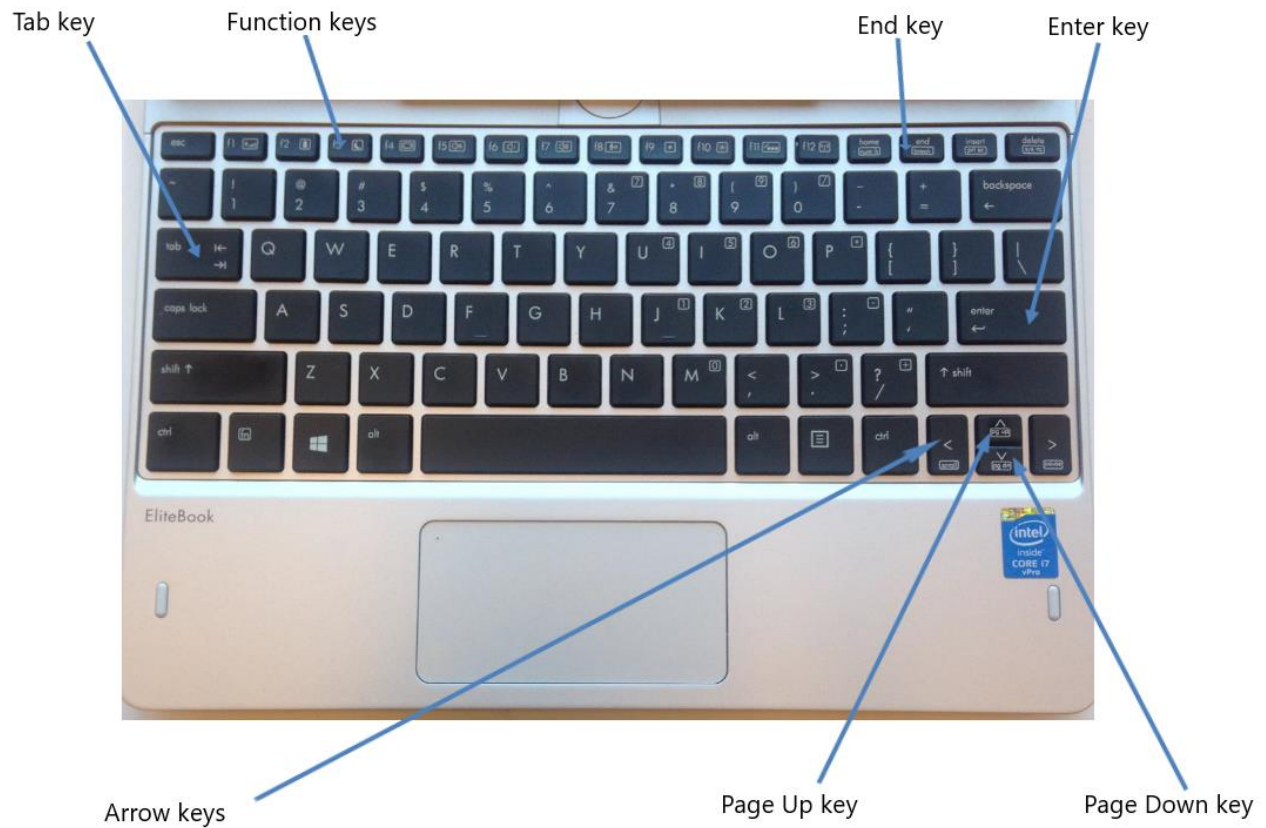
You will practice using these keys later in the self-study and during classroom training. []

Summary Points

Familiarize yourself with the keys on your keyboard, particularly the tab key, the enter key, the end key, the PageUp and PageDown keys, the up, down, right and left arrow keys, and the function keys.

Review Exercise

Complete the review exercise starting on the next page for this lesson. Compare your answers to the answer key which follows the review exercise and continue with Lesson 7.



Lesson 6 - Review Exercise

1. If you re-enter a case, which key do you press to take you to the next unanswered question?

_____ Page Up

_____ Page Down

_____ Enter

_____ End

2. The _____ is the automated questionnaire, or the computer program used to present the survey questions.

Compare your answers to the answer key on the next page.

Lesson 6 - Answer Key

1. If you re-enter a case, which key do you press to take you to the next unanswered question?

_____ Page Up
_____ Page Down
_____ Enter
 X End

(Page 46)

2. The **instrument** is the automated questionnaire, or the computer program used to present the survey questions.

(Page 46)

Continue with Lesson 7

NOTES

Lesson 7. Case Management

Objectives

During this lesson, you will learn some of the basic ways that information is displayed in Case Management. In this lesson, you will:

- Review some Case Management page layouts;
- Learn how to identify different parts of the Home page; and
- Learn about the features of Case Management.

What is Case Management?

Case Management is a data collection system that helps you manage your work. Case Management provides a list of all sample cases in your NCVS monthly assignment, along with additional information that is helpful to you in managing your work, such as appointments, telephone numbers, respondent names, and so on.

Practice

The best way to familiarize yourself with NCVS Case Management is by hands-on practice. To do this, get into Training Mobile Case Management.

- Turn your computer on, and log in using your profile name and password.
- Click on the MCM Training Icon.

You will be on the Case Management **Home** page and should have a list of training cases in the case list on your screen. If your training cases are not in the case list, click “Transmit” in the upper right-hand corner to load them. If after transmitting your cases still do not appear, you may need to reset your training cases. To reset your cases:

- Click on the top right Training/Manuals Tab (purple).
- There are two drop down boxes in the “Reset Training Cases” section on the Training/Manuals tab:
 1. From the “Select the Survey Type” drop down, select “NCVS.”
 2. From the “Select the Training Module” drop down, select “NCVS 202501CT Package.”
- Click the “Reset Training” training button.
- A box appears with the message that your cases have been reset. Click OK.
- Return to the **Home** page by clicking the word “Home” in the upper left corner. You should have a list of training cases on your screen.

Practice Makes Perfect

After you begin working with your actual assignment, you will use the Case Management features every day. As you use them more, you will see how they work best for you in organizing your work.

Things change when you access the survey instrument ...

Case Management (and all of its features) are separate from how things operate once you access the NCVS instrument. Later in this self-study, you will have a chance to look at some NCVS screens and see how they differ from Case Management.

Follow the instructions in this lesson as you go through some Case Management features.

Case Management Pages

There are seven main pages in Case Management. They are:

- Home
- Cases
- Calendar
- Reports
- My Apps
- Support
- Training/Manuals

To navigate to or from different pages, click on its name. A green line underneath the page name indicates that page is selected.

The features and functions of some of these pages are self-explanatory; however, a few of the Case Management pages require further explanation for your NCVS assignments.

Mobile Case Management

TRANSMIT

Last Transmitted: 03/11/2019 11:34 AM

Home Cases Calendar Reports

My Apps Support Training / Manuals

Current Cases

Open Restore Defaults

Search:

Show / Hide columns

#	Survey Name	Case Information	Assignment Period	Status
16	NCVS	1642 CRYSTAL HILL RD ANY TOWN, AR 99979	2019VT	
	NCVS	1743 12TH AVE ANY TOWN, AR 99979	2019VT	
	NCVS	1756 155TH ST ANY TOWN, CO 99979	2019VT	
17	NCVS	1725 CLOVER CREST ST ANY TOWN, CO 99979	2019VT	
18	NCVS	898 153RD ST ANY TOWN, AL 99978	2019VT	
19	NCVS	ANY TOWN, AZ -9997 3-STORY DUPLEX, BRK, RT SIDE PORCH,	2019VT	
20	NCVS	107 ATLANTIS PL ANY TOWN, CA 99998-9997	2019VT	
21	NCVS	286 ERASMUS DR ANY TOWN, AL 99995	2019VT	

Showing 17 to 24 of 273 entries

Esri Satellite (Esri)

Today's Appointments

Monday

1p NCVS 00000011

2p NCVS 00000008

Home

Case Management opens to the **Home** page by default. Notice the green line underneath the word “Home” in the upper left corner of the page.

A list of all of your monthly cases displays under the heading “Current Cases.” If you work on multiple surveys, cases for all available surveys, not just your NCVS assignments, will be listed here. To the right of the case list is a corresponding map. Finally, below the map is a list of any appointments for the current day.

There are five columns shown by default in the case list on the **Home** page:

1. **#** – Represents a map spot number on the map.
2. **Survey Name** – Indicates which survey the assignment is associated with.
3. **Case Information** – Displays key information needed to identify the case.
4. **Assignment Period** – Displays the year and month the case will be interviewed in.
5. **Status** – Indicates the status of the case, such as “O” for Open.

You can customize these columns to fit your needs. You can reorganize them by clicking on a column and dragging it to where you want it. Information displayed in a column can also be sorted by ascending or descending order by clicking on the up or down arrows next to the column name. You also have the ability to customize what columns are shown in the case list by clicking the “Show/hide columns” button. Once you add a column, it will remain there until you remove it. Please keep in mind that the number of columns you can select on the **Home** page is limited based on the size of the columns and available screen space. You can select as many columns as you like on the **Cases** page.

The default view of the case list displays all OPEN cases on your laptop. However, you can filter the cases on this page to view ALL or only CLOSED cases by clicking on the gray filter button in the upper right above the case list.

There is a “Search” box located in the upper left side of the page directly above the case list. The search field allows you to enter keywords, numbers, and/or any other characters you specify. For example, if you work on multiple surveys and only want to see your NCVS assignments, type “NCVS” into the search box. The more detailed you are about a search, the more your case list will be filtered. The search box will search everything in the case list, even if columns are hidden. To delete the information in the “Search” box, click on the “X” inside the box or use the Backspace key. Entries in the search box on the **Home** page will also apply to the **Cases** page.

Select the “Restore Defaults” button to restore your case list back to its default display.

Cases

The **Cases** page displays an expanded view of your case list without the map. This allows you to view more columns of information for each case than you can on the **Home** page. However, your selections may still be limited based on the size of the columns and the available screen space. It contains all of the current cases assigned to you for ALL surveys that you work on, if you work on more than just NCVS. Like the **Home** page, you can also customize the **Cases** page to better fit your needs by reorganizing the columns, sorting, filtering, and using the search box.

Five columns are displayed on the **Cases** page by default: *Survey Name*, *Case Information*, *Assignment Period*, *Status*, and *To Do*. You can view additional columns by clicking the “Show/hide columns” button and placing a checkmark next to the column(s) that will be most helpful in conducting your work. In addition to the five default columns, the other available columns that can be displayed here are:

Appointment, Assignment Type, Callback Notes, Case id, Control Number, Due Date, Interview Number, Outcome Code, Phone 1, Priority, and Respondent Name.

To delete or add more columns, click on the “Show/hide columns” button, and check or uncheck the column selections. Remember, once you add a column, it will remain there until you remove it. You can also click the “Restore Defaults” button to return to the original view.

Most of the information displayed in the columns on the **Cases** page is self-explanatory; however, a few of the columns require further explanation.

Survey Name Column

The Survey Name column indicates what survey the assignment is associated with. Remember that all of the cases assigned to you, not just NCVS cases, will appear in your case list if you work on multiple surveys. You can sort or filter your cases to display only NCVS cases by clicking on the “Survey Name” column, or by typing “NCVS” in the search box.

Case Information Column

The Case Information column displays an address of the sample unit, but can also be a description if more specific address information is not available.

Status Column

The Status Column indicates the status of the case. A code is entered in this column depending upon the outcome of the case. Some of the codes you frequently see are:

- no code (blank) appears in the Status column if the case has not been started;
- an “O” appears if you have opened a case but have not completed the household respondent’s interview; and
- a “P” appears if you have completed the household respondent’s interview but need to complete interviews for other eligible members of the household.

To Do Column

The To Do Column can be used to write short notes to yourself to help organize and plan your work. This field allows a maximum of 50 characters and is intended for **your** use only. The To Do column **does not** replace the Case Notes. Any information entered in this column will not be sent with the case when it is transmitted.

Appointment Column

The Appointment column displays the date and time of the next upcoming appointment with any member of the household.

Callback Notes Column

The Callback Notes column displays any callback notes that were entered when the appointment was made with the respondent.

Calendar

The **Calendar** page shows a timetable of all upcoming appointments for all OPEN cases. Any existing appointments after a case is closed will not display on the calendar. The **Calendar** page defaults to the monthly view, but you have the option to view the calendar in either a weekly or daily format by clicking on the buttons in the upper right corner. Appointments are displayed as Time, Survey Name, and Case ID.

When you click on an appointment within the calendar, a pop-up box appears showing the survey name, case ID, and address of the sample unit. There is also a “Case Details” button, which will take you to the **Case Details** page for that case.

Reports

The **Reports** page provides you with detailed information about the transmissions and results of each case. The information on this page is case-specific, so you can see when information for each case was last transmitted and if there were any errors. You can use the calendar in the upper right section of the page to filter transmissions that occurred within a specified timeframe. The “Search” box can also be used to narrow the list of cases on the report.

Using the Long Press Feature and Context Menu

The Long Press is a touchscreen interface feature. Long Press on a case from either the **Home** page or the **Cases** page until you see a small box. Release your finger, and the Context Menu appears. The Context Menu options are:

- Work
- Details
- CHI
- Notes
- Map

Try long-pressing on a case and view the Context Menu.

[]

DO NOT click on an option in the Context Menu unless instructed to do so. You will have an opportunity to use the Long Press feature and Context Menu later in this training.

Work

This option launches the NCVS interviewing instrument. Click on “Work” to begin an interview for the case currently selected in your case list. Once you launch a case, you are no longer in Case Management.

Details

Opens the **Case Details** page for the selected case.

CHI

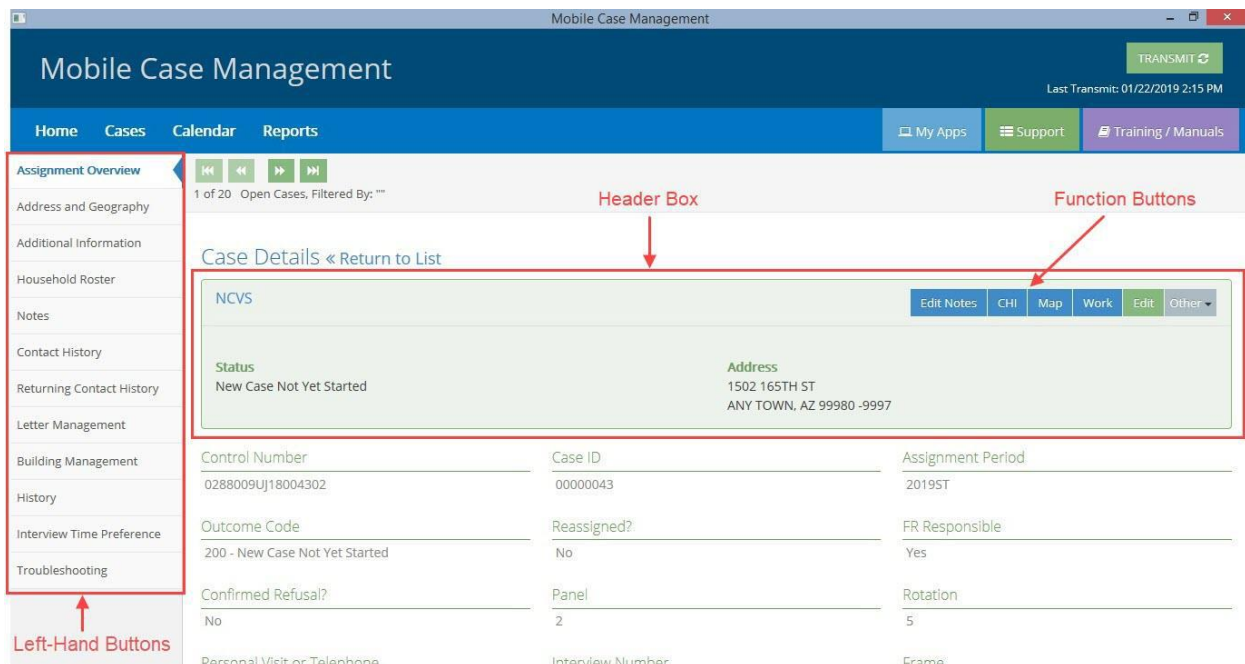
Opens the Person Level Contact History Instrument (pCHI) for the selected case.

Notes

Launches the Case-Level Notes Editor and allows you to view and enter case-level notes.

Map

Launches the Listing and Mapping Application (LiMA)-Time of Interview (TOI) map to help locate the case.



Case Details

The **Case Details** page is accessed by either long-pressing on a case and selecting “Details” from the Context Menu; double-clicking on a case in the list; or by right-clicking on a case and selecting “Details” from the Context Menu.

There is a header box at the top of the **Case Details** page that will always be displayed even as you scroll down the page. The header box identifies the survey, status, and address of the selected case. In the upper right corner of the header box, you will find the Case Details function buttons: *Edit Notes*, *CHI*, *Map*, *Work*, *Edit*, *Other* (drop down menu). The green “Edit” button makes some of the fields editable on the **Case Details** page. Any editable fields will appear as white text boxes after you click on the “Edit” button. Notice that some of the buttons on this page are also accessible in the Context Menu by using the Long Press feature.

If you filtered your case list on the **Home** page or **Cases** page, the cases displayed in **Case Details** are filtered by the same criteria. You will be able to tell this by looking at the information displayed under the green arrows in the upper right corner of the page. You can also move through your cases by using the green left and right arrows.

Look at the left-hand side of the **Case Details** page in the illustration above. Notice that there are several buttons listed there. The names of these buttons are listed vertically on the left-hand side of the **Case Details** page. The left-hand buttons are:

- Assignment Overview
- Address and Geography
- Additional Information
- Household Roster
- Notes
- Contact History
- Returning Contact History

- Letter Management
- Building Management
- History
- Interview Time Preferences
- Troubleshooting

Each button is like a folder in a file cabinet. Now click on each button as they are discussed. Take a moment to look at the information that is displayed for each left-hand button on the **Case Details** page. The button you are currently viewing will be highlighted in blue and show a blue arrow next to its name.

Assignment Overview

The Assignment Overview button shows detailed information about a case, such as the full address, telephone number, case ID, current outcome code, appointment information, callback notes and so on. It also contains the names, addresses, and telephone numbers of contact people who are persons other than members of the household. Sometimes you get information about the status of a unit from someone other than the occupant. This happens when a unit is vacant and you talk to a neighbor or a real estate agent, or when a unit does not exist and you are able to verify it with a reliable source, such as a post office. When you enter the contact person information in the instrument, you can see the information here in the Assignment Overview.

The appointment information displayed in the Assignment Overview is for the next upcoming appointment with any member of the household. The appointment field here is not editable. However, if the case has no roster, you can update the Callback Notes to indicate a callback/appointment date and time. []

Address and Geography

Address and Geography displays information on the sample address, mailing address, and other geographic information. []

Additional Information

This button provides additional information for those cases that are in Group Quarters (GQ), such as the GQ name, type, number of units, contact name, contact address, etc. []

The screenshot shows the 'Case Details' page. On the left is a sidebar with buttons: Household Roster (highlighted with a blue arrow), Notes, Contact History, Returning Contact History, Letter Management, Building Management, History, Interview Time Preference, and Troubleshooting. The main content area is divided into two sections. The top section, titled 'NCVS', contains buttons for 'Edit Notes', 'CHI', 'Map', 'Work', 'Edit', and 'Other'. Below this, there's a 'Status' field with the text 'Completed Interview (no Type Zs)' and an 'Address' field with the text '1756 155TH ST ANY TOWN, CO 99979'. The bottom section is titled 'Household Roster' and contains an 'Edit' button and a table of household members.

	Line #	Per Stat	Appointment	Last Name	First Name	M.I.	Age	Birth Date	Sex	Resp
	1			Voe	Jane		38	04/04/1980	F	Yes
	2			Voe	Andrew		38	05/05/1980	M	No

Household Roster

The Household Roster button shows the names of all household members from the last interview. It is updated by the instrument if any changes are made during the current interview period. The information listed here is useful for callbacks to households with missing data.

Each record can be expanded to show additional information such as Phone #, Appointment, and Callback Notes, by clicking the green plus (+) or red minus (-) symbols. Some of the information on the household roster can be edited here by clicking on the green “Edit” button. Any editable fields will appear as white text boxes. After you complete your edits, click the “Save” button. []

The screenshot displays the 'Household Roster' interface. On the left is a sidebar with navigation links: Contact History, Returning Contact History, Letter Management, Building Management, History, Interview Time Preference, and Troubleshooting. The main area has a header with 'NCVS' and buttons for 'Edit Notes', 'CHI', 'Map', 'Work', 'Save', and 'Other'. Below the header, there's a section for 'Status' (New Case Not Yet Started) and 'Address' (176 STUART ST, ANY TOWN, AR 99996). A table lists household members with columns: Line #, Per Stat, Appointment, Last Name, First Name, M.I., Age, Birth Date, Sex, and Resp. Two members are listed: Line 01 (MOE, TED) and Line 02 (78, 04/14/1939, F, Yes). A red box highlights a pop-up appointment form for Line 02. This form includes a calendar for January 2019, a time selector set to 12:00, and fields for 'OSP', 'RIP', 'Phone Type', 'Appointment Field' (with a red arrow pointing to it), 'Eligible' (Yes), 'Phone Ext.', 'Callback Notes', and 'Other Z/A Specify'. A red label 'Person-level Appointment' is placed over the 'Appointment Field' in the table row.

Person-level appointments are displayed in the Household Roster. This field will be populated if you make an appointment in the instrument with an individual respondent. You can also make person-level appointments here in Case Management without accessing the instrument by clicking the green “Edit” button” above the roster and clicking in the Appointment field. A pop-up box appears with a calendar and time selection. You also have the ability to enter any callback notes about the appointment. Be sure to click the green “Save” button after the appointment is set to save your edits. This appointment will also populate on the **Calendar** page. If the appointment is made for the same day, it will be listed under “Today’s Appointments” on the **Home** page as well. []

Remember, if there is no roster, you can update the callback notes in the Assignment Overview to document a callback/appointment date and time.

Notes

The Notes button allows you to view notes regarding this case. You can edit these notes by using the Long-Press on a case on either the **Cases** page or **Home** page, or by clicking “Edit Notes” in the header box on the **Case Details** page. The Notes button also displays any NCVS instrument notes (i.e., the notes entered in the NCVS instrument by using the **Ctrl+F7** instrument function key). []

Contact History and Returning Contact History

The Contact History and Returning Contact History buttons contain the history of previous visits/interviews for a case. They also keep a record of the strategies used and respondent behavior for the case. Contact History contains contact history for the current interview period, and the information comes from pCHI. You can add to pCHI by clicking on the button in the upper right corner. Each record can be expanded to show additional information by clicking the green plus (+) or red minus (-) symbols. Returning Contact History contains history for the previous interview periods []

Letter Management

This button allows you to request letters to be sent to the sample unit. It also shows the history of the letters that have been sent from the regional office to the household, by type and date. Advance letters will not be shown here. Only those letters that an FR requested for the case will be displayed. You can edit or delete letter requests as long as the case has not been transmitted. []

Building Management

The Building Management button contains building manager contact information for large multi-unit buildings. If you are assigned a case in such a building, the building management's contact information appears when you click on this button. []

History

The History button provides historical information about the case, such as the previous outcome, whether the case was a replacement household, or if the case was previously assigned to another FR. It also shows you the previous addresses during the current interview periods and captures and shows the outcome code, action code, and the date/time each time an FR enters into a case. []

Interview Time Preferences

This button allows you to view and enter the best and worst times to contact a case. The best times are shown in green and the worst times in red. The information displayed here does not come from any previous interviews for the household, only the current interview period. To edit or enter good or bad times to contact, click the "Edit" button in the header box at the top of the **Case Details** page. []

Troubleshooting

The last button is the Troubleshooting button. It contains Information the Help Desk may require to provide technical assistance. []

Click "Return to List" in the upper left corner to take you back to your case list.

How to Launch a Case

There are a few different ways you can launch a case to begin interviewing. You can:

- Long Press on a case and select "Work" from the Context Menu;
- Right click on a case and select "Work" from the Context Menu; or
- Click the "Work" button in the header box on the **Case Details** page.

As you use Case Management more, you will decide which way(s) work best for you. Remember, once you launch a case, you are no longer in Case Management and have at that point accessed the NCVS interviewing instrument.

Review Exercise

Complete the review exercise on the next page. Compare your answers to the answer key that follows the review exercise, then continue with Lesson 8.

Lesson 7 - Review Exercise

1. One of the purposes of Case Management is to help you manage your monthly assignment.

TRUE

FALSE

2. In Case Management, person-level appointments can be made in the _____.

3. Which option on the Context Menu launches a case to begin interviewing?

_____ Notes

_____ Map

_____ Work

_____ CHI

_____ Details

4. Which page(s) of Case Management list all of your monthly cases?

_____ Case Details

_____ Reports

_____ Cases

_____ My Apps

_____ Home

5. Match the left-hand button on the Case Details page with the information it displays.

_____ Assignment Overview	A - Displays case notes.
_____ Household Roster	B - Shows information on the sample address, mailing address, and other geography information.
_____ Additional Information	C - Displays the previous outcome code and the FR code of the FR who previously interviewed the case.
_____ Notes	D - Shows more detailed information about a case, such as the full address, telephone number, case ID, current outcome code.
_____ Contact History	E - Displays the names of all household members.
_____ Address and Geography	F - Contains information about previous visits, strategies used, and respondent behavior during this interview period.
_____ Letter Management	G - Displays the best and worst times to contact a case.
_____ Returning Contact History	H - Contains building manager contact information for large multi-unit buildings.
_____ Building Management	I - Provides additional information for GQ cases.
_____ Interview Time Preference	J - Provides type and date of FR requested respondent letters sent by the regional office.

Compare your answers to the answer key on the next page.

Lesson 7 - Answer Key

1. One of the purposes of Case Management is to help you manage your monthly assignment.

TRUE (Page 51)

2. In Case Management, person-level appointments can be made in the **Household Roster**.

(Page 58)

3. Which option on the Context Menu launches a case to begin interviewing?

☐ Notes

☐ Map

☒ Work

☐ CHI

☐ Details

(Page 55)

4. Which page(s) of Case Management list all of your monthly cases?

☐ Case Details

☐ Reports

☒ Cases

☐ My Apps

☒ Home

(Page 53)

5. Match the left-hand button on the Case Details page with the information it displays.

<u> D </u> Assignment Overview	A - Displays case notes.
<u> E </u> Household Roster	B - Shows information on the sample address, mailing address, and other geography information.
<u> I </u> Additional Information	C - Displays the previous outcome code and the FR code of the FR who previously interviewed the case.
<u> A </u> Notes	D - Shows more detailed information about a case, such as the full address, telephone number, case ID, current outcome code.
<u> F </u> Contact History	E - Displays the names of all household members.
<u> B </u> Address and Geography	F - Contains information about previous visits, strategies used, and respondent behavior during this interview period.
<u> J </u> Letter Management	G - Displays the best and worst times to contact a case.
<u> C </u> Returning Contact History	H - Contains building manager contact information for large multi-unit buildings.
<u> H </u> Building Management	I - Provides additional information for GQ cases.
<u> G </u> Interview Time Preference	J - Provides type and date of FR requested respondent letters sent by the regional office.

(Pages 57 through 59)

Continue with Lesson 8

NOTES

Lesson 8. The Person Level Contact History Instrument (pCHI)

Objectives

At the end of this lesson, you will have familiarized yourself with the contact history instrument and recording information about your contact attempts.

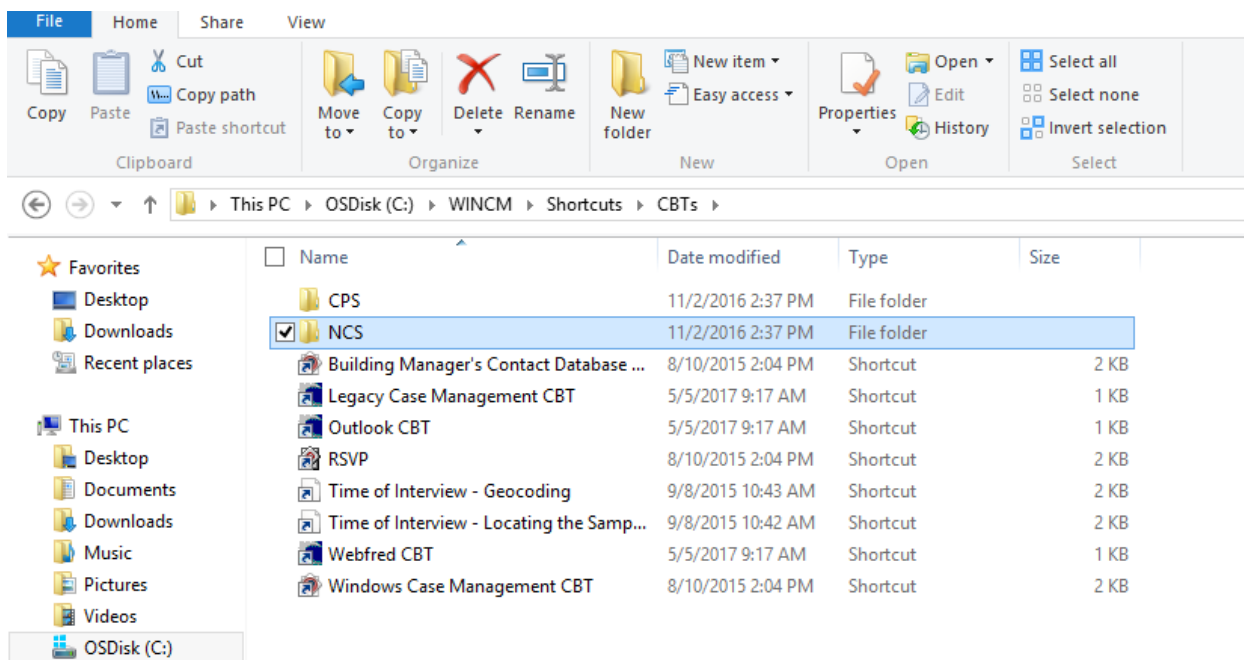
Person Level Contact History Instrument (pCHI)

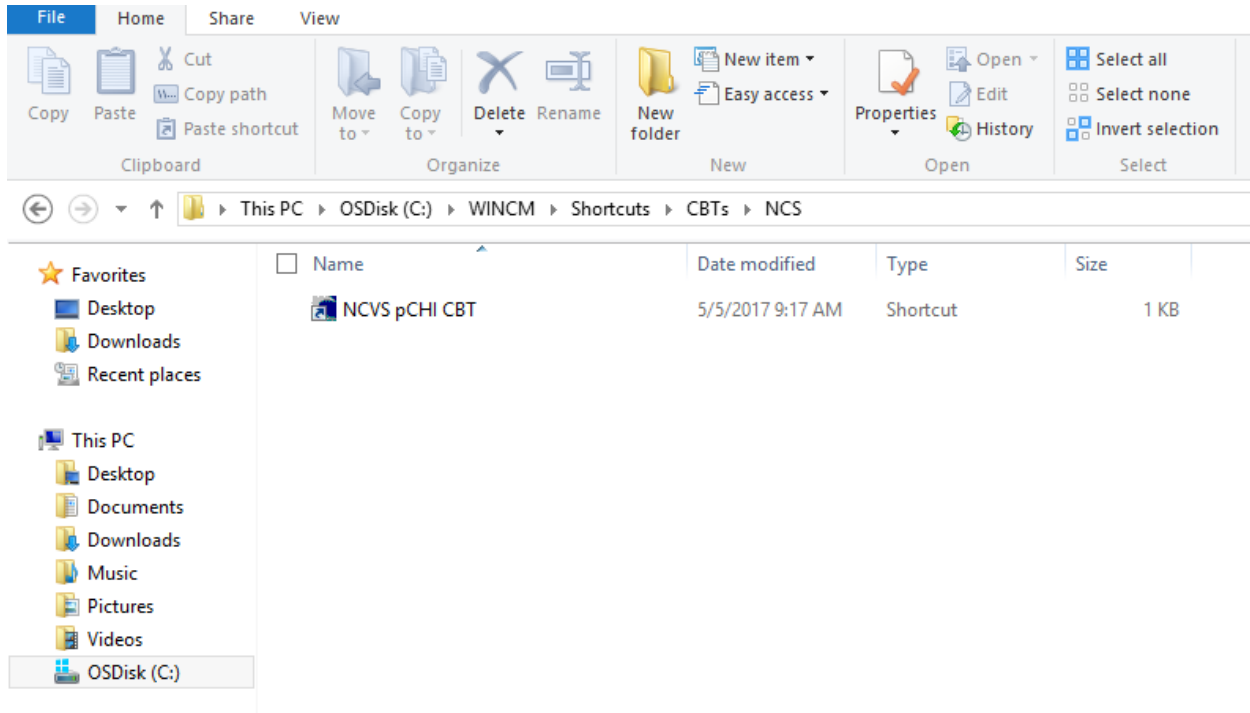
The Person Level Contact History instrument (also known as pCHI) allows you to track NCVS contact history on a person level basis.

pCHI Computer Based Training (CBT)

Log onto your laptop and complete the pCHI Computer Based Training. Click to open Mobile Case Management and click the purple Training/Manuals tab. Click the CBT folder under “Resources” and then click the NCS subfolder. Finally, click the file, NCVS pCHI and follow instructions to complete the training.

When you have completed it, continue with Lesson 9.





NOTES

Lesson 9. The Blaise Basics: The Survey Instrument

Objectives

In this lesson, you will learn the basic setup of the NCVS instrument screens. At the end of this section, you will be able to:

- differentiate between respondent questions and FR instructions;
- identify the different elements of the screen; and
- locate Help items and other information

The screenshot shows the National Crime Victimization Survey (NCVS) instrument screen. The window title is "National Crime Victimization Survey -- NCVS Questions ver 48.11 Blaise ver 482b1606". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". The section tabs include "Main", "HH Roster", "New HHR", "FAQs", and "F10". The title bar is at the top. The Info Pane on the left contains links for "Ask or verify" and "Read answer categories". The Form Pane on the right contains the survey questions and response options. The Status bar at the bottom displays the current question number (00000001), the question name (TENURE), the time (4:59:27 PM), the date (8-7-2012), the user (Talking To:), the user's name (About:), and the question ID (142/2282).

Section tabs

Menu bar

Title bar

Info Pane

Form Pane

Status bar

Basic Elements of a NCVS Instrument Screen

The illustration on the previous page shows a screen from the NCVS instrument. The Blaise software features a distinctive split-screen display. The “screen” in Blaise refers to the entire area of the Blaise window, from the title bar on top to the status bar on the bottom.

Title Bar

The Title Bar identifies the name of the survey.

Menu Bar

The Menu Bar contains five menus:

- Forms
- Answer
- Navigate
- Options, and
- Help

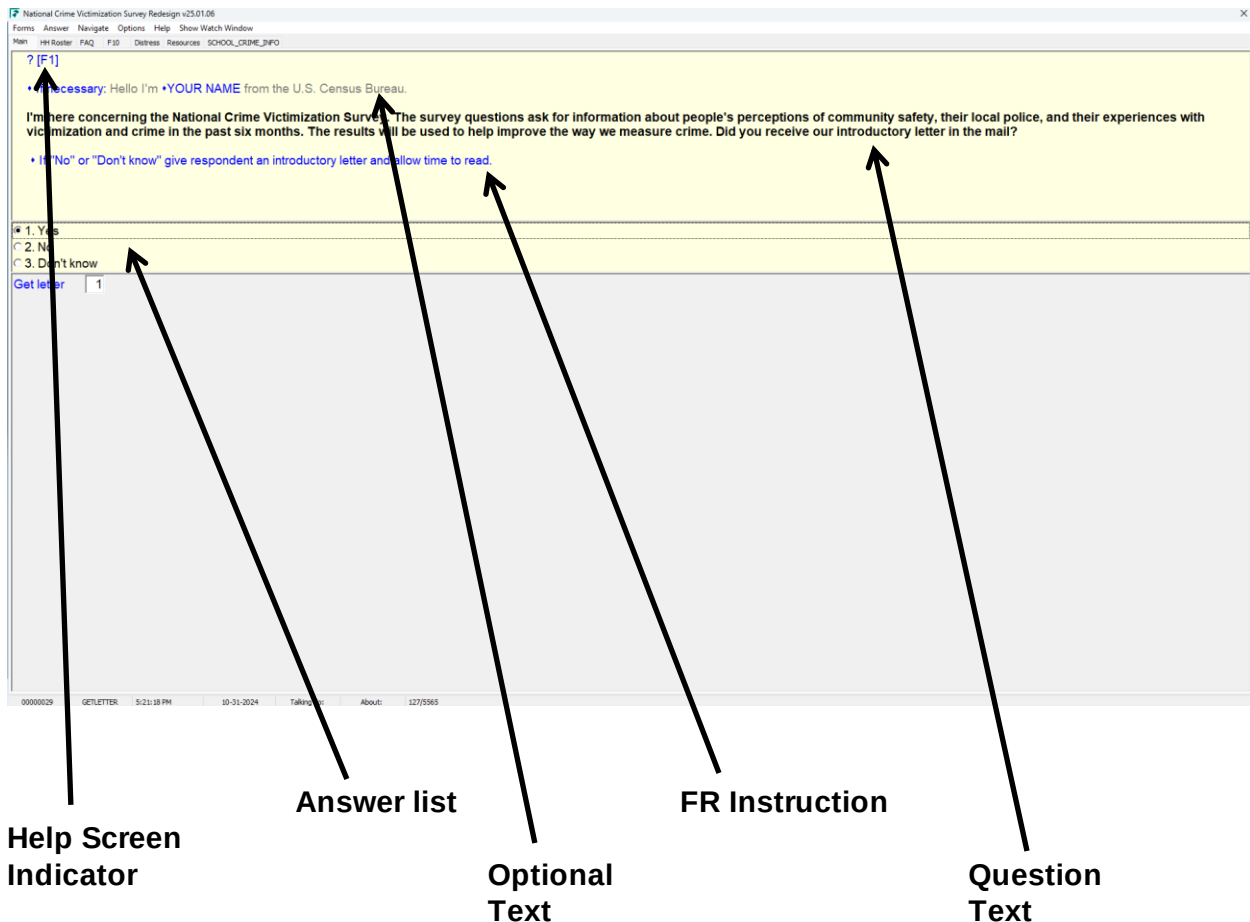
These menus each contain lists that help you navigate, enter data, and access help throughout the NCVS instrument.

Section Tabs

Section Tabs show the different sections of the NCVS instrument, as well as give you the option of displaying the household roster or answers to the most frequently asked questions about the survey.

Info Pane

The panes are the different areas of the screen. Each pane is surrounded by a border. The Info Pane contains the question text and any FR instructions for an item as well as the list of answer choices below the question. Look at the illustration of the Info Pane on the next page.



The Info Pane Contents

Help Screens

Some questions have a “Help” screen. By accessing the Help screen, you can look at additional information to help you enter information for that screen. Access Help screens by pressing **F1**. For those questions that have a specific Help screen, the question mark (?) followed by [F1] appears in blue text in the top left of the Info Pane.

FR Instruction (Blue Text)

Any time you see blue text in the Info Pane, it is an FR instruction for you to read to yourself, not aloud, to the respondent. For example, you may see an instruction that says “Read answer categories.”

Bold Black Text

Bold black text in the Info Pane indicates that this is a question you read aloud to the respondent. On the screenshot above, the **GETLETTER** question appears in bold black text and is read aloud to the respondent. Note that some questions require you to read the answer categories aloud to the respondent. Remember, you are only required to read the answer categories to the respondent when the categories are in **bold** black text.

Gray Text

Gray text in the Info Pane indicates that you have the option to read the text to the respondent. This appears for questions in which you have read the same text to the respondent in a previous question. You may want to re-read the question text to reinforce the intent of the question.

National Crime Victimization Survey -- NCVS Questions ver 08.11 Blaise ver 482b1606

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster New HHR FAQs F10

• Ask or verify:

Are your living quarters...

• Read answer categories

☐ 1. Owned or being bought by you or someone in your household?

☐ 2. Rented for cash?

☐ 3. Occupied without payment of cash rent?

Tenure ☐ Gateway ☐

Student ☐ Restrict ☐

Public housing

Pub verify

Pub house

Indian res ☐

Farm sales ☐

Access ☐

Type HU ☐

HU - specify

Other unit -

Nounits ☐

Direct

00000001 TENURE 4:59:27 PM 8-7-2012 Talking To: About: 142/2282

Case ID

Variable Name

Time & Date

Respondent Information

Page Number

Form Pane

The Form Pane contains data entry cells or spaces for entering responses. It shows a “map” of where you are within a section and displays previous information that has been collected for that part.

The Form Pane is formatted differently depending on the type of information being obtained. You can change or update the information in boxes with white backgrounds. For example, if you make a mistake, you can back up when you are in a case by using the back arrows to correct an entry. If the information is in a box with a gray background, it cannot be changed.

Locating Your Position Within the Form Pane

Looking at the Form Pane, you see that the Form Pane Label is in blue text (“Tenure” in the screenshot on the prior page). This is how you know where you are within the Form Pane, or where your cursor is.

Status Bar

The Status Bar appears at the bottom of the screen and gives information about the case you are interviewing. When you encounter an error that you must report to your regional office, supply the regional office with the specific information from the Status Bar.

The Status Bar Contents

Case ID

The information in the first cell is the Case ID for the case you are in. It is an eight-digit number that is unique to each case in that month’s national workload.

Variable Name

The next cell, as you read from left to right, contains the variable or screen name, which is the name of the screen you are currently on. It is TENURE in the screenshot above.

Time And Date

The next two cells display the current time and date.

Respondent Information

This displays the name of the person who the interview is for (“About:”) and the name of the person who you are speaking to (“Talking To:”). Normally these two cells will display the same name. However, when you are conducting a proxy interview the instrument will display two different names.

Page Number

This cell displays the page (or screen) number within the instrument that you are on. In the screenshot above, it tells us that we are on page 142 out of 2,282 total pages in the entire instrument.

Navigation

To navigate through the instrument, the key you use most often to move from one question to another is the **Enter** key. Pressing **Enter** after typing an entry ensures that the entry is “accepted” within the CAPI instrument and also takes you to the next question on the instrument path. Also, remember that if you need to re-enter a case and want to return to where you left off, pressing the **End** key takes you to the next unanswered question.

Use the arrow keys mostly when navigating sequentially from one item to the next. Use the Left and Right Arrows to navigate horizontally, and use the Up and Down Arrows to navigate vertically. Use the Page Up (**PgUp**) and Page Down (**PgDn**) keys when navigating sequentially, from one Form Pane to the next.

You will learn about the types of navigation, such as backing up and jumping to another section of the instrument, during classroom training. The **Tab** key, the **PgUp** and **PgDn** keys, the up, down, right and left arrow keys, the function keys, and of course, the **End** and **Enter** keys – are the ones you will use the most.

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 10.

Lesson 9 - Review Exercise

1. The Form Pane contains the specific survey questions and/or FR instructions for an item as well as listing the answer categories.

TRUE

FALSE

2. Text appearing in blue in the Info Pane is for you to read to yourself and not out loud to respondents.

TRUE

FALSE

3. Which key, when pressed, ensures that the entry is “accepted” within the CAPI instrument?

_____ Tab key

_____ End key

_____ PgUp key

_____ Enter key

4. The Info Pane shows you where you are within a section and displays previous information that has been collected within that section.

TRUE

FALSE

5. Where within the CAPI screen do you find information about the case such as the case ID and the variable name?

_____ Title Bar

_____ Menu Bar

_____ Status Bar

6. For those questions that have a specific Help screen associated with that question, which symbol appears in blue text followed by which function key?

_____ Exclamation point (!) followed by F1

_____ Question mark (?) followed by F10

_____ Exclamation point (!) followed by F10

_____ Question mark (?) followed by F1

7. Which color text indicates that you have the option to read the text to the question to reinforce its intent?

_____ Blue text

_____ Grey text

_____ Black text

_____ Red text

Compare your answers against the answer key on the next page(s).

Lesson 9 - Answer Key

1. The Form Pane contains the specific survey questions and/or FR instructions for an item as well as listing the answer categories.

FALSE (Page 70)

2. Text appearing in blue in the Info Pane is for you to read to yourself and not out loud to respondents.

TRUE (Page 71)

3. Which key, when pressed, ensures that the entry is “accepted” within the CAPI instrument?

_____ Tab key

_____ End key

_____ PgUp key

X Enter key

(Page 73)

4. The Info Pane shows you where you are within a section and displays previous information that has been collected within that section.

FALSE (Page 72)

5. Where within the CAPI screen do you find information about the case such as the case ID and the variable name?

_____ Title Bar

_____ Menu Bar

X Status Bar

(Page 73)

6. For those questions that have a specific Help screen associated with that question, which symbol appears in blue text followed by which function key?

_____ Exclamation point (!) followed by F1

_____ Question mark (?) followed by F10

_____ Exclamation point (!) followed by F10

X Question mark (?) followed by F1

(Page 71)

7. Which color text indicates that you have the option to read the text to the question to reinforce its intent?

_____ Blue text

X Grey text

_____ Black text

_____ Red text

(Page 72)

Continue with Lesson 10.

Lesson 10. The NCVS CAPI Instrument

Objective

This lesson will familiarize you with certain features of the NCVS instrument, as well as its different sections. At the end of this lesson you should know:

- How to identify the types of answer categories used, and
- The different parts of the NCVS instrument.

Ask Questions As Worded

When asking NCVS questions, **do not change the words or omit any parts of the questions**. Even if the change seems insignificant to you, it could change the way the respondent interprets the question. We want each respondent to hear the NCVS questions the same way, so the answers we get are comparable throughout the entire sample. In general, use neutral probes when the respondent does not seem to understand the question. (Probing is prohibited for the sexual orientation ~~and gender identity~~ questions. These are discussed more in Lesson 15.) When appropriate, verify the information entered.

Answer Categories

Notice that some question answer lists contain values starting with “11” rather than “1.” This was designed to minimize errors in the data collected. Also, some answer lists will only contain responses that are relevant to the respondent’s circumstances and/or previous responses. Therefore, some answer lists will not include all possible responses for a question and may skip values based on how the respondent answered previous questions. You will need to pay close attention to the values when entering responses.

Question/Item Name

A descriptive name or label has been assigned to each question/item. This label is referred to as the Blaise Variable Name and is displayed on the screen’s Status Bar. For the NCVS, we refer to the Blaise Variable Name as the screen or item name. For example, the Blaise Variable Name for the screenshot on page 74 is **TENURE**.

Single and Multiple Response Categories

Some questions allow you to enter only one response, while others allow multiple answers. Notice that there are two types of responses, noted by radio buttons and boxes. Radio buttons are used beside the response categories when a single response is required. Boxes are used beside the response categories when multiple entries are acceptable (refer to the screenshots on the next two pages). Also, for questions that allow multiple responses the screen displays the FR instruction “Enter all that apply.” In the illustrations below and on the next page, notice that the response field to the left of the answer categories differs between multiple and single response questions.

Single Response Question

“Radio Buttons”

The screenshot shows the National Crime Victimization Survey (NCVS) software interface. The title bar reads "National Crime Victimization Survey -- NCVS Questions ver 08.11 Blaise ver 482b1606". The menu bar includes "Forms", "Answer", "Navigate", "Options", "Help", and "Show Watch Window". The toolbar shows "Main", "HH Roster", "New HHR", "F8", "F9", and "F10".

The main content area has a yellow background and contains the following text:

- Ask or verify:
- Are your living quarters...
- Read answer categories

Below this, there are three radio button options:

- ☐ 1. Owned or being bought by you or someone in your household?
- ☐ 2. Rented for cash?
- ☐ 3. Occupied without payment of cash rent?

Below the radio buttons, there is a list of other housing types, each with a checkbox:

- Tenure ☐
- Student ☐
- Public housing ☐
- Pub verify ☐
- Pub house ☐
- Indian res ☐
- Farm sales ☐
- Access ☐
- Type HU ☐
- HU - specify ☐
- Other unit - ☐
- Nounits ☐
- Direct ☐

The bottom status bar shows the following information:

00000001	TENURE	4:59:27 PM	8-7-2012	Talking To:	About:	142/2282

Multiple Response Question

“Boxes”

October 2024 Decorations stolen from the yard

You said someone stole something from you during the incident in October 2024. What was stolen?

• Probe if needed: **Anything else?**

• Mark all that apply

☐ 11. Cash	☐ 20. Tablets, laptops, or other portable electronics (including chargers or accessories)	☐ 28. Vehicle parts (license plate, stereo, etc.), gas or propane (including tanks and cans)
☐ 12. Credit cards, checks, bank cards, or gift cards	☐ 21. TVs, gaming equipment, appliances, or other electronics	☐ 29. Something else (specify)
☐ 13. Purse, keys, wallet, backpack, briefcase, or luggage	☐ 22. Indoor home decor (indoor home furnishings, potted plants, or rugs)	☐ 30. Don't know
☐ 14. Jewelry, watch, clothing, furs, shoes, or sunglasses	☐ 23. Outdoor furniture or accessories (lawn decorations, outdoor plants, outdoor lights, flags, signs, etc.)	☐ 31. Nothing was stolen
☐ 15. Personal documents (license, social security card, passport, birth certificate, etc.)	☐ 24. Tools, machines (lawn mower, tractor, etc.), or office equipment	
☐ 16. Mail or (unspecified) package	☐ 25. Food or beverages	
☐ 17. Personal items (medication, makeup, etc.) or baby gear (car seats, stroller, etc.)	☐ 26. Bicycle or bicycle parts	
☐ 18. Handgun or other firearm	☐ 27. Toys or sports and recreation equipment (ATV, dirt bike, snowmobile, treadmill, etc.)	
☐ 19. Cell phone		

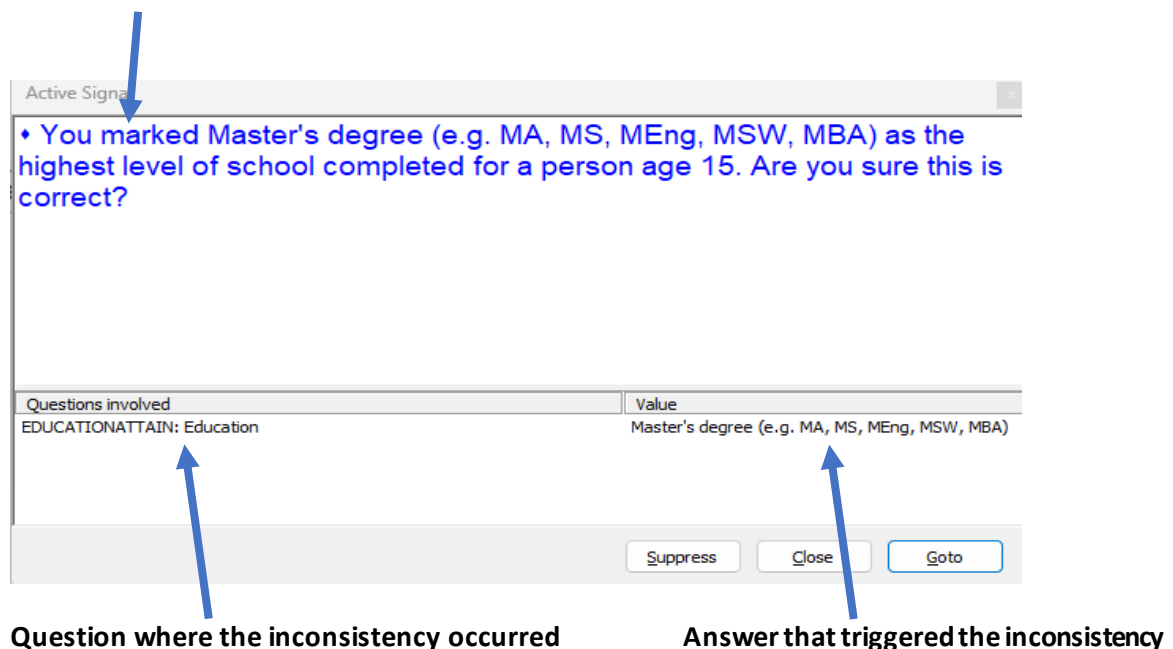
What was stolen

When you see response categories with boxes, before pressing “Enter,” keep asking the appropriate probe, **“Anything else?”** or **“Any other way?”** and record all responses. Continue probing in this manner until you get a “No” response.

Edit Checks

In order to detect inconsistencies in the data at the time of collection, several questions contain edit checks. The edit checks examine the response to individual items and determine if the responses are consistent with the other data entered. An error message appears when possible errors (inconsistencies) are detected in the respondent’s answers. The screen displays an error message, also known as an edit check, and identifies the questions that are inconsistent.

Edit Check Error Message



Types of Edit Checks

There are two types of edit checks, **soft edit** checks and **hard edit** checks. A soft edit check appears for a situation like a 14 year-old attending college (possible but not likely); a hard edit check appears for a situation like entering a birth year that is in the future.

- For soft edit checks, you can either accept the responses and therefore the inconsistency (select the **Suppress** button) OR resolve the error by going back (select the **GoTo** button) to the items in question and rechecking the responses.
- For hard edit checks, you must go back and resolve the inconsistency before continuing with the interview.

In many cases, the inconsistencies occur as a result of keying errors. To go back and correct a particular item, make sure that the item displayed in the "Questions involved" column of the "Edit Check Error Message" (refer to illustration on the prior page) is highlighted; then click the **GoTo** button, which takes you to the question that needs correcting.

When resolving inconsistencies in a soft edit check, the pop-up window displays two screens in the "Questions Involved" column, which you can choose from to select which answer you want to change. In the example on the prior page, if you want to fix the inconsistency by updating the education value, highlight the "EDUCATIONATTAIN: Education" row and select the **GoTo** button to return to the EDUCATIONATTAIN screen to change the answer.

Don't Know and Refused Responses

Some questions allow a "Don't know" response. In the NCVS CAPI instrument, such questions either have a "Don't know" category displayed as a valid response category or the category is "blind." A blind "Don't know" category is not displayed. The instrument allows you to enter a "Don't know" response by pressing the **CTRL** + **D** keys if the respondent does not know the answer to the question. A question mark (?)

then appears in the answer field. Also, some questions allow a “blind” refusal. For those questions, you can press the “CTRL” + “R” keys if the respondent refuses to answer. An exclamation point (!) then appears in the answer field.

Specify Fields

Some questions require that you enter a description of the respondent’s answer. For example, in the screener questions you enter a brief description of the incident when the respondent reports that he/she was a victim of crime. For questions that contain an “Other - specify” category record the respondent’s answer on the “Other - specify” screen if you are unable to classify the respondent’s answer into a predefined category. For these types of questions, as well as the crime incident report summary, the length of the “Specify” field varies:

- Screener questions – 150 characters
- “Other – specify” categories, most are 35 characters
- Crime incident summary – 300 characters

If you need to record more information for a particular item, enter additional text in the “Item Level” notes by pressing the **F7** function key.

Overview of Front Section

The Front Section of the NCVS instrument lets you:

- Introduce and reintroduce the survey to the respondent;
- Record the type of interview you are conducting (personal visit or telephone);
- Record the outcome of your attempts to contact the household respondent or individual respondents; and
- Select a new household respondent when necessary.

The Front Section of the instrument also includes screens for verifying the sample address, the mailing address, phone numbers, and also captures person and household noninterview information.

Look at the START screen shown on the next page. This is the first screen in the instrument’s Front Section that appears when you enter the NCVS CAPI instrument from Case Management. At this screen you select whether to:

- Interview by telephone or personal visit,
- Classify the case as a noninterview,
- Transmit the case, or
- Exit the case before attempting to conduct an interview.

If a case is a Type A, B, or C noninterview, select category (3), “Noninterview” at the **START** screen which takes you to the screen to classify the type of noninterview and code appropriate noninterview reasons.

However, if you are unable to interview an eligible household member **and** the household member is **not** the household respondent, or if you did not complete the full interview for the household respondent,

you must classify the respondent as a Type Z person noninterview. In CAPI, you classify household members for whom an interview was not obtained **after** you have completed interviews with all other eligible household members and are ready to transmit the case. When you enter “4” at **START**, the Type Z block appears and asks you to record the best reason data were not collected for the respondent. We will practice classifying a household member as a Type Z noninterview during classroom training.

Also notice that at the **START** screen, the following information about the case is displayed:

- **Case Status** - Measures the progress of the case, such as “New Case,” “Household reached,” “Household Respondent (complete),” etc. (See illustration above.)
- **Incoming/Continuing** - Identifies whether the case is an incoming or continuing case.
- **Interview Number** - Identifies the case’s interview number or enumeration period (1-7).
- **Confirmed Refusal** - Indicates whether or not the case is a confirmed refusal. An entry of “Yes” indicates that the case is a confirmed refusal and an entry of “No” indicates that it is not a confirmed refusal.
- **Household address** – Displays the address information for the sample address

A replacement household is always considered “incoming,” but retains the interview number of the sample address. This is because the interview number is associated with the sample address, not with the current household.

Overview of Middle Section

The Middle Section of the NCVS instrument collects household characteristics and collects/updates the person level characteristics of the household roster. Information collected includes household information such as:

- the sample unit's tenure,
- basic household data (names of all persons living in the household, relationship to the reference person, household membership, birth month and birth year, marital status, sex, armed forces, education, ethnicity, and race),
- changes in household composition,
- building characteristics,
- household income, and so on.

The Middle Section of the NCVS instrument also contains person level questions, such as:

- the screener questions,
- the incident questions asked on the Crime Incident Report (CIR),
- socio-demographic questions,
- information about how the interview was conducted, and
- screens for comparing/unduplicating incidents reported in the current enumeration and previous enumeration periods. To ensure that we do not collect duplicate information about incidents, the unduplication screens compare incident(s) reported by the current respondent against incidents reported during the current enumeration by other respondents.

An example of an unduplication screen is shown below:

National Crime Victimization Survey Redesign v25.02.01

Forms Answer Navigate Options Help Show Watch Window

Main HI Roster CHANGESEP FAQ F10 Distress Resources Contact SCHOOL_CRIME_INFO

• Compare the incident data reported this interview period. Do not discuss incidents with the respondent.

• Is the incident on the left the same incident that is displayed on the right?

LN 3 Michael Goe Inc #1 Month: September 2024 Incident Note: schoolmate threatened to attack L3 Summary: L3 threatened at school. Off said he would attack L3 if L3 got a better score on their next test	LN 1 Joel Boe Inc #1 Month: October 2024 Incident Note: Decorations stolen from the yard Summary: At some point overnight in Oct, someone stole hall oween decorations from the front yard. Didn't see it happen, don't know who did it so not reported to the police. Minimal loss \$50-100.

☐ 1. Yes
☐ 2. No

Undup current enum

00000009 UNLUP_CUR2HC 5:20:46 PM 12-23-2024 Talking To: Michael Goe About: Michael Goe 5347/5565

Overview of Back Section

The Back Section of the instrument includes screens for recording the incomplete status (either Refusal/Callback/Breakoff) of a respondent's interview, setting appointments, updating contact information, setting callback appointments, thank you screens, and case level notes.

The information you enter in the back of the instrument is fed back into Case Management and appears in Case Management after you exit the case.

Tabs

Throughout the instrument, there are various tabs you can access during the interview:

- **Main** – used to return to the interview after accessing the other tabs.
- **HH Roster** – displays the household roster. For an incoming case this tab is empty until you complete the household roster items.
- **NEWHHR** – displays if there are at least 2 household members on the roster who are eligible to be the HHR and the HHR has not completed a partial interview. The tab asks if you need to change the HHR.
- **CHANGERESP** – displays if there are at least 2 household members on the roster who are eligible for the survey. The tab asks if you need to change the household member you are interviewing.
- **NOTE:** The **NEWHHR** and **CHANGERESP** tabs will never be displayed at the same time.
- **FAQ** – provides responses to Frequently Asked Questions about the survey.
- **F10** – allows you to end the interview.
- **Distress** – displays the protocol you can follow to help a respondent who is showing signs of distress.
- **Resources** – shows resources you can provide to the respondent. These are organizations trained to work with crime victims and their relatives.
- **Contact** – displays the household contact information, including a household phone number, personal phone numbers, and personal email addresses for future contacts. For an incoming case this tab is empty until you collect this information from respondents. Some of the data in this tab can be edited, making it easier to update respondent contact information.

Instrument Function Keys

Function keys are shortcuts for specific actions in the instrument. In the CAPI survey instrument, you can display the function keys at any time by going to the Navigate menu and selecting “Show Function Keys.” You can display the function keys by pressing the **Ctrl+K** keys. You should also have a paper copy of the NCVS Function Key Template, which displays the function keys on your laptop.

KEY	FUNCTION	KEY	FUNCTION	KEY	FUNCTION
F1	Question Help	Shift+F1	Show HH	END	Next Question on Path
F2	(Unassigned)	Shift+F2	FAQs	HOME	First Question on Path
F3	(Unassigned)	Shift+F3	RI FAQs	Ctrl+F3	Show Question Text
F4	Jump Menu	Shift+F4	(Unassigned)	Ctrl+D	Don't Know
F5	Show Status	Shift+F5	Language	Ctrl+F	Search Tag
F6	(Unassigned)	Shift+F6	(Unassigned)	Ctrl+H	Info
F7	Item Notes/Remarks	Shift+F7	Show notes/Remarks	Ctrl+F7	Case Level Notes
F8	Return	Shift+F8	(Unassigned)	Ctrl+K	Show Function Keys
F9	Skip Forward	Shift+F9	(Unassigned)	Ctrl+M	Show DK & Refused
F10	Exit	Shift+F10	Show Function Keys	Ctrl+R	Refused
F11	Calculator	Shift+F11	Show Standard Abbr	Ctrl+F11	Calendar
F12	Copy Down (Repeat)	Shift+F12	Show Original Notes (RI)	Alt+S	Save
		Alt +F4	Closes active window or exits active program or help screen	Alt +F4	Closes active window or help screen

The chart below further explains the operations of function keys in the NCVS survey instrument. During classroom training, you will practice using some of the function keys.

<i>If you press function key:</i>	<i>You can perform this operation within the instrument during the interview</i>
F1	QUESTION HELP Displays any help screens for the current question. Help screens are designed to aid you with a particular concept, to define the meaning or intent of a particular word, to provide specific probes, and so on.
F4	JUMP MENU Accesses a "Jump" menu, which enables you to jump back to a previously answered section of the incident report items. Note that this function only works in the CIR.
ALT + F4	Closes the active window, closes help screen, or exits the active program.
F7	ITEM NOTES/REMARKS Allows you to view or add comments and explanations for the screen currently displayed.
F8	RETURN Allows you to skip back over a block of questions.

F10	EXIT Skips from the present question to the REFCBBREAK screen at the back of the instrument. You do this whenever you need to make an early exit from the interview.
SHIFT + F5	LANGUAGE Allows you to switch from the English version of the instrument to the Spanish version for the current question and all subsequent questions.
SHIFT + F11	SHOW STANDARD ABBREVIATIONS Displays the standard recommended and accepted abbreviations for the NCVS. Abbreviations can be used to conserve space when entering text in item text boxes that allow only a limited number of characters.
END	Takes you to the next unanswered question in the instrument path.
CTRL + D	DON'T KNOW Allows you to record a don't know response to a question when a separate "Don't Know" response category is not part of the answer list. Also referred to as a "Blind" Don't Know.
CTRL + R	REFUSED Allows you to record a refusal to a question by the respondent. Also referred to as a "Blind" Refusal.

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key that follows the review exercise and continue with Lesson 11.

Lesson 10 - Review Exercise

1. How can you tell questions that allow multiple responses from those that allow a single response in the NCVS CAPI instrument?

_____ The answer fields for multiple response questions have radio buttons, while single response questions have square boxes.

_____ An asterisk appears in the answer list.

_____ The answer fields for multiple response questions have square boxes, while single response questions have radio buttons.

_____ There is no distinction between the two types of responses.

2. The Middle Section of the NCVS CAPI instrument contains thank you screens and screens for setting callback appointments.

TRUE

FALSE

3. You will capture Type Z information about NCVS noninterview respondents at the time you discover that the respondent is a noninterview.

TRUE

FALSE

4. A “blind” “Don’t know” or “blind” “Refusal” means that the survey instrument accepts such responses for certain questions even though “Don’t know” and “Refused” categories are not displayed.

TRUE

FALSE

5. What appears in the answer field when you press Ctrl+D for a blind “Don’t know”?

_____ D

_____ !

_____ Ctrl D

_____ ?

6. What appears in the answer field when you press Ctrl+R for a blind “Refusal”?
- _____ R
- _____ !
- _____ Ctrl R
- _____ ?
7. Some items contain edit checks that identify data inconsistencies or errors. “Suppress” accepts the inconsistency in a hard edit check.
- TRUE FALSE
8. “Goto” in an edit check returns you to inconsistent item(s) to make corrections to the items in both soft and hard edit checks.
- TRUE FALSE
9. Which keys do you press to display the function keys for the NCVS CAPI instrument?
- _____ Ctrl E
- _____ Ctrl K
- _____ Ctrl M
- _____ Ctrl R

Compare your answers against the answer key on the next page(s).

Lesson 10 - Answer Key

1. How can you tell questions that allow multiple responses from those that allow a single response in the NCVS CAPI instrument?

_____ The answer fields for multiple response questions have radio buttons, while single response questions have square boxes.

_____ An asterisk appears in the answer list.

X The answer fields for multiple response questions have square boxes, while single response questions have radio buttons.

_____ There is no distinction between the two types of responses.

(Page 78)

2. The Middle Section of the NCVS CAPI instrument contains thank you screens and screens for setting callback appointments.

FALSE (Pages 85)

3. You will capture Type Z information about NCVS noninterview respondents at the time you discover that the respondent is a noninterview.

FALSE (Pages 82-83)

4. A “blind” “Don’t know” or “blind” “Refusal” means that the survey instrument accepts such responses for certain questions even though “Don’t know” and “Refused” categories are not displayed.

TRUE (Page 81)

5. What appears in the answer field when you press Ctrl+D for a blind “Don’t know”?

_____ D

_____ !

_____ Ctrl D

X ?

(Page 81)

6. What appears in the answer field when you press Ctrl+R for a blind “Refusal”?

_____ R
 X !
_____ Ctrl R
_____ ?

(Page 82)

7. Some items contain edit checks that identify data inconsistencies or errors. “Suppress” accepts the inconsistency in a hard edit check.

FALSE (Page 81)

8. “Goto” in an edit check returns you to inconsistent item(s) to make corrections to the items in both soft and hard edit checks.

TRUE (Page 81)

9. Which keys do you press to display the function keys for the NCVS CAPI instrument?

_____ Ctrl E
 X Ctrl K
_____ Ctrl M
_____ Ctrl R

(Page 85)

Continue with Lesson 11.

Lesson 11. The NCVS Front Section

Objectives

The objectives of this lesson are to:

- Explain the design of the Front Section of the instrument.
- Provide an overview of the items that make up the Front Section of the survey instrument

Introduction

The Front Section of the NCVS instrument:

- Gives case-level information to review before attempting to contact the sample address.
- Guides you through screens for contacting an HHR or other household members for personal visits or telephone interviews and recording possible interviewing problems.
- Guides you through screens for selecting a new HHR or changing respondents.
- Guides you through making a replacement household if necessary.
- Updates sample address, mailing address, and telephone number information for the household with the HHR
- Contains the screens for setting a case as a Type A, B, or C, as well as individual Type Z noninterviews.

Getting into the NCVS Instrument

To access the NCVS instrument from Case Management to begin interviewing a sample case, launch a case from your case list. Later in the self-study you will practice getting into the NCVS instrument and conducting an interview. For now, let's review some of the main screens you see when you enter the Front Section of the instrument.

Identifying the Method of Interview

Each interview month, some of your interviews are designated as personal visit interviews and some designated as telephone interviews. This information is displayed in the Case Details Assignment Overview page in MCM.

Review your notes for each case using the Case Details Notes page in MCM for more information about a respondent's preferred interviewing method. Notify your supervisor immediately if you have any questions about whether the sample addresses in your assignment must be interviewed by personal visit or by telephone.

START

Go to Part B, Chapter 2, Topic 2 in your NCVS-550 Interviewing Manual for Field Representatives and read about the **START** screen, which is the first screen in the instrument's Front Section that appears when you enter the NCVS instrument from Case Management. []

At this screen you select whether to proceed to interview the case by telephone or personal visit, classify the case as a Type A, B, or C noninterview, transmit the case and classify any NCVS eligible household

members who can't be interviewed as Type Z noninterviews, or get out of the case before attempting to conduct an interview.

Introductory Screen

The instrument goes to an introduction screen where you introduce yourself and the survey to the respondent. When talking to the household respondent, you inquire about whether or not the respondent received the NCVS introductory letter, at the **GETLETTER** screen.

Before the interview, the National Processing Center (NPC) sends an advance letter to the household to say that you will be contacting the household for an interview. For personal visit interviews, if the respondent does not recall receiving the letter, you must hand the respondent a copy of the introductory letter. Allow the respondent time to read the letter.

VERADD

The next question you ask the household respondent is if the address listed on the screen for the household is the household's exact address. The question reads:

I have your address listed as ...

Is that your exact address?

If the respondent says: "This is 3423 Randolph Place," and the address reads, "3423 Randolph Street," first make sure that you are at the correct address before indicating in **VERADD** that an "incorrect address was previously recorded."

From the **VERADD** screen the instrument proceeds to **MAILINGSAME** when the address matches what is displayed in the instrument or to the **NEWHNO** screen to collect the updated address information.

NEWHNO

If you discover that you reached the correct sample address but the address needs additions or corrections, you can edit the address at one of the **NEWHNO** screens.

If you discover that an assigned housing unit is actually a Group Quarters (GQ) unit and the "New Group Quarters" description (**NEWGQDESC**) is incorrect or needs to be completed, enter the description before pressing Enter. A GQ unit is a type of living quarters where the residents share common facilities, such as a college dormitory, or where residents receive authorized care or custody. Detailed procedures for working with GQs and explanations of the types of GQs are covered in the LiMA – Listing and Coverage training you reviewed in the self-study generic training package.

You can either press the TAB key or the ENTER key to move through the items and enter the correct information for those items that need to be updated. You've finished updating the sample address information when you reach the **MAILINGSAME** screen.

MAILINGSAME

At **MAILINGSAME** you ask the respondent if the mailing address is the same as the household's physical address. If the address is not the same because the household's mail is sent to a different address, the instrument goes to the **VERMAILING** screen.

VERMAILING

At **VERMAILING** you re-verify the mailing address. If the respondent indicates that the mailing address is correct, the instrument goes to the Middle Section of the NCVS instrument. If the mailing address is incorrect, the instrument goes to the **NEWMAIL_CP** screen.

NEWMAILHNO

NEWMAILHNO is the first screen that allows you to modify the mailing address information for the household. It includes most of the same address fields for the sample address. It does not include the building name or the physical location description, such as “red house on corner,” which is not part of the mailing address.

Replacement Households

When an entire household moves out and a new household moves in (i.e., the current household is not the same household as was interviewed in the previous enumeration period) the new household at the sample unit is referred to as a “replacement” household. Once a case is coded as a replacement household, the data about the prior household (e.g. the roster, person characteristics, household characteristics, etc.) are deleted so that you can start the interview with the replacement household the same as you would an incoming case.

Now, watch the video demonstrating how to code a case as a replacement household in the instrument. The video can be accessed by opening Mobile Case Management and clicking the purple Training/Manuals tab. Then click on the materials folder under “Resources” and then click the NCS subfolder. Finally, click the video file, “2025 NCVS Replacement HH v1.0”. []

Phone Number Collection and Verification

During the HHR’s interview, they will be asked to provide or verify a household phone number, any personal phone number(s), and a personal email for future contacts. You may need to explain the reason for asking these questions. You can tell the HHR:

As a cost-saving measure, future interviews should be conducted by telephone whenever possible.

We need the telephone numbers to:

- Schedule appointments to call other household members who are not present during your initial visit to complete the household.
- Contact respondents to obtain any missing information that was not provided during an interview.
- Contact the household if they are selected for reinterview.

Go to Part B, Chapter 2, Topic 9 of your NCVS-550 Interviewing Manual for Field Representatives and read about collecting and updating the contact information for the household and each NCVS eligible person on the roster. []

Review Exercise

Complete the review exercise that starts on the following page. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 12.

Lesson 11 - Review Exercise

1. The Front Section of the NCVS instrument is designed to: ***(Mark all that apply)***
 - _____ Provide information about the case for you to review before attempting contact with the sample household.
 - _____ Screen for crime incidents.
 - _____ Guide you through screens for making contact with a household respondent or an individual respondent.
 - _____ Collect detailed information about the incident reported.
 - _____ Update sample address, mailing address, and telephone number information for the household with the household respondent.

2. The first screen in the survey instrument's Front Section that appears when you enter the NCVS instrument from Case Management is:
 - _____ **GENINTRO**
 - _____ **VERADD**
 - _____ **START**
 - _____ **HHROSTER**

3. A _____ is a type of living quarters where the residents share common facilities or where residents receive authorized care or custody.

Compare your answers to the answer key on the next page(s).

Lesson 11 - Answer Key

1. The Front Section of the NCVS instrument is designed to: **(Mark all that apply)**
- ☒ Provide information about the case for you to review before attempting contact with the sample household.
 - ☐ Screen for crime incidents.
 - ☒ Guide you through screens for making contact with a household respondent or an individual respondent.
 - ☐ Collect detailed information about the incident reported.
 - ☒ Update sample address, mailing address, and telephone number information for the household with the household respondent.

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2. The first screen in the survey instrument's Front Section that appears when you enter the NCVS instrument from Case Management is:

- ☐ GENINTRO
- ☐ VERADD
- ☒ START
- ☐ HHROSTER

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3. A **Group Quarters** is a type of living quarters where the residents share common facilities or where residents receive authorized care or custody.

(Page 92)

Continue with Lesson 12.

Lesson 12. Basic Household Questions

Objective

The objective of this lesson is to:

- Provide an overview of the items that make up the household and person-level sections of the instrument (questions about the characteristics of the sample address and its members).

Household Characteristics

These questions are used to gather information about the characteristics of the household and are asked during the first interview with the household and may be verified or updated in subsequent interviews. Responses collected in a prior interview will be prefilled to assist you in verifying the household characteristics.

Questions about the characteristics of the sample unit are described below.

TENURE

Go to the **TENURE** subheading in Part B, Chapter 2, Topic 10 of your NCVS-550 Interviewing Manual for Field Representatives and look at the question screen shot at the top of the page. Also read the descriptions of when to select categories 1-3 and about the special situations. []

Item **TENURE** is used to determine how crime victimization might differ for people who own their home and people who rent.

STUDENTHOUSING

Go to the **STUDENTHOUSING** subheading in Part B, Chapter 2, Topic 10 of your NCVS-550 Interviewing Manual for Field Representatives and review the description of the **STUDENTHOUSING** question. []

PUBLICHOUSING

The public housing question is asked during odd numbered interviews and only if the sample address is not owned by the household. If possible, verify with the building manager that the housing unit is owned by a public housing authority.

To be considered public housing the unit must be in a **federally funded** project. A unit located in a building that is funded by a state or local government or part of a federal assisted program, such as VA (veteran), FHA (Federal Housing Authority), voucher, or certificate assisted housing is NOT considered public housing for the NCVS.

INDIANRESERVATIONHU

This question is only asked during the initial interview with the household. If you are familiar with the area and are certain that you know the response (e.g., you had to receive permission to interview on a reservation), you can answer this question without asking the respondent.

Go to the **INDIANRESERVATIONHU** subheading in Part B, Chapter 2, Topic 10 of your NCVS-550 Interviewing Manual for Field Representatives and read what is meant by an American Indian Reservation and American Indian Lands. []

ACCESS

During your initial visit to the household, observe whether there is direct access to the living quarters. This item is designed to indicate whether or not a sample household has direct access to their living quarters.

Direct access means an occupant can either:

- Enter their living quarters directly from the outside of the structure, or
- Enter their living quarters from a common hall or lobby that is used by occupants of more than one unit, such as in an apartment building.

If the only entrance to an occupant's living quarters is through a room or hall of another household's living quarters, then the living quarters does not have direct access. Therefore, the unit is not a separate housing unit and should be considered part of the housing unit through which access to it is gained.

TYPEOFHOUSINGUNIT

A housing unit is a group of rooms, or a single room, occupied as separate living quarters or intended for occupancy as separate living quarters. A housing unit may be occupied by a family or one person, as well as by two or more unrelated people who share the living quarters. For this item, you will select the category that best describes the housing unit.

Go to the **TYPEOFHOUSINGUNIT** subheading in Part B, Chapter 2, Topic 10 of your NCVS-550 Interviewing Manual for Field Representatives and read the description of the question and answer categories. []

NUMBEROFUNITS

During your initial or first interview with a household, you need to determine how many housing units are in the structure. A structure is a separate building that either:

- Has open space on all sides (*no other building attached to it*) or
- Is separated from other structures by dividing walls that extend from ground to roof.

You can either ask the respondent this question if you have any doubt about the number of units in the structure or you can complete this item by observation.

GATEDRESTRICTEDACCESS

This question determines if access to the household's community or building requires some kind of special entry system, such as an intercom system where the occupants can identify and buzz in visitors or a

security guard who monitors building access. The community could also be surrounded by walls, fencing, or other barriers that restricts nonresidents from entering the community.

Go to the **GATEDRESTRICTEDACCESS** subheading in Part B, Chapter 2, Topic 10 of your NCVS-550 Interviewing Manual for Field Representatives and read the description of the question and answer categories. []

Household Roster and Person Level Characteristics

After collecting basic information about the sample unit, you go through a series of questions that builds or updates the household roster or composition. You collect or update information on the names of all persons living in the household and their -

- sex,
- relationship to the reference person,
- household membership status,
- birth month and year, and age,
- marital status,
- armed forces status,
- education,
- ethnicity, and
- race.

This lesson does not go over each of the personal characteristic items, as these items are addressed in the practice exercise as well as during classroom training when you complete the practice interview exercises.

Household Roster

When building the household roster, list the names of:

- All persons living or staying at the sample unit at the time of your visit or telephone call, and
- Any persons who usually live there but are temporarily absent.

Go to the “Who to List on the Roster” subheading in Part B, Chapter 2, Topic 11 of your NCVS-550 Interviewing Manual for Field Representatives and read about who else to list. []

When initially creating a roster, the first name you enter will be the reference person for the household. **The reference person is normally one of the persons who owns or rents the sample address AND is 18 years of age or older. Make sure the first person listed on the roster meets these qualifications.** The reference person for the household can be the HHR, but they do not have to be the HHR. In subsequent interviews, you will be able to record that the reference person has moved, if applicable, and choose a new reference person. The *preferred* order for entering names when building the household roster is shown below. The order is by relationship to the reference person and is as follows:

- Reference person
- Husband or wife of reference person

- Unmarried children of the reference person or his/her spouse, starting with the oldest and ending with the youngest.
- Married sons and/or daughters of the reference person or his/her spouse followed by the married child's spouse, and each of their children (*oldest to youngest*)
- Other persons related to the reference person or his/her spouse.
- Lodgers and other nonrelatives staying at the sample address.

As you build the household roster, each person is assigned a unique line number. These numbers correspond to the order in which you list the occupants of a sample unit. The first person listed on the roster is always the reference person when first building a roster and therefore has a line number of one. In subsequent interviews, the reference person may not be the first person listed on the roster due to household roster changes.

These numbers are important since you use line numbers, rather than names, to refer to any household member when entering text in the screening questions about what happened and in the incident summary. You refer to the first person as L1, the second person listed as L2, and so on. Since the survey sponsor periodically requests to review the entries in the screening items and summary reports, we want to ensure that no identifying information about the respondent or the household are entered, such as names, address, telephone numbers. The only time it is acceptable to include information such as names, phone numbers, address location directions, etc., is in the Case Level Notes, particularly for difficult, potential, and actual noninterview cases. The lack of such information can impact subsequent interviews and can also prevent your supervisor from effectively working on following up with household refusals.

RELATIONSHIP

This question collects the relationship of all members of the household to the **reference person**.

HHMEMBER

After determining the person's relationship to the reference person, identify whether each person is a member of the household by asking, "**Does (person's name) usually live here?**". For this question and the next (**HSEMEMURE**) there is an FR instruction and help screen to assist you in verifying household membership.

HSEMEMURE

If you discover in **HHMEMBER** that a person **does not** usually live at the sample address, the instrument goes to **HSEMEMURE** to find out whether the person has a usual place of residence elsewhere. If a person usually lives and sleeps at the sample address and does not have a usual residence elsewhere, they are a household member.

"**Usual residents**" include such persons as lodgers and servants who usually live at the sample address. Also included are persons who usually live at the address, but are temporarily away for some reason. However, do not consider students living away at school as "usual residents."

Go to the HSEMEMURE subheading in Part B, Chapter 2, Topic 11 of your NCVS-550 Interviewing Manual for Field Representatives and read more about who to include as household members. []

Verifying the Household Roster

HHLDCOVERAGE

This question: “**Have I missed anyone else living or staying (HERE/THERE) such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?**” is asked each time the household is interviewed to ensure that we do not omit persons who may have moved into the household since the previous interview. Many household respondents forget to mention babies, lodgers, and visitors when asked about persons staying at their home.

Once you determine that the listing of persons in the household roster is complete, you will select a household respondent. This is the household member at the sample address who is answering the questions about the household for the current enumeration period and is one of the household members who is most knowledgeable about household matters. In most cases, this person must be at least 18 years of age.

NAMECHECK

When a household has been interviewed in a prior interview period, you will verify the accuracy of the roster at the **NAMECHECK** screen. If the HHR mentions there have been changes to the roster, the instrument will proceed to the question **WHICHLMOVED** to select which person(s) on the roster have left the household. You will then record the reason why there was a change to the roster at the **MEMBERCHANGES** screen. The **MEMBERCHANGES** screen is also used to record why someone was added to the roster based on the answer to the **HHLDCOVERAGE** screen.

MEMBERCHANGES

The **MEMBERCHANGES** screen is on path when a change in the household composition has been noted by an entry in **NAMECHECK** or **HHLDCOVERAGE**. **MEMBERCHANGES** does not have a question for you to ask the household respondent. Use this screen when you discover that a household member has entered or left the household since the previous interview. This screen will only display the applicable categories based on whether someone entered or left the household.

Go to the **MEMBERCHANGES** subheading in Part B, Chapter 2, Topic 11 of your NCVS-550 Interviewing Manual for Field Representatives and review the description of the **MEMBERCHANGES** screen. []

SP_ORIGIN

This question: “**Are you Spanish, Hispanic, or Latino?**” is asked of each household member to determine if the person is Spanish, Hispanic or Latino. Go to the **SP_ORIGIN** subheading in Part B, Chapter 2 of your NCVS-550 Interviewing Manual for Field Representatives and scan the list of groups, which distinguishes a person as being Spanish, Hispanic or Latino. This list is also available as a help screen at this screen. []

SP_ORIGIN is asked of each household member during the initial visit and when a new person is added to the household during subsequent interviews.

RACE

This question is asked of the household respondent to choose one or more races that each household member considers himself/herself to be. It is asked separately for each household member and allows up to five different races to be reported for each household member. You also ask this race question during subsequent enumeration periods when a new person is added to the household.

During a personal visit interview, you can show the respondent the Race help screen. For Spanish-speaking respondents you can show the Spanish language Race help screen, which is available when the instrument is toggled to the Spanish language instrument.

The Office of Management of Budget requires that the collection of data on race be based on self-identification. Therefore, you **MUST** ask this question for each household member even when the race of the respondent may seem obvious. If a respondent refuses to answer the race question, do **NOT** fill it by observation.

ROSTERREVIEW

After you complete the demographic questions in the NCVS instrument for all household members, the **ROSTERREVIEW** screen appears. Everyone listed on the household roster, regardless of their membership status, will be displayed on this screen. At this screen, you can indicate whether changes are needed to some of the information, such as the respondent's name, relationship, or sex. You will have the opportunity to practice making changes to the household roster later in training.

There is a soft edit check after you confirm the roster is correct to make sure there are no updates needed to the roster. After you Suppress this check, the roster will be **locked**, and you will not be able to go back and make any changes or edits to the roster.

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key, which follows the review exercise, and continue with Lesson 13.

Lesson 12 - Review Exercise

1. The tenure question determines if the sample unit is owned or being bought, rented for cash, or occupied without payment of cash rent.

TRUE

FALSE

2. To be considered public housing for the NCVS, a unit can be located in a building that is funded by the Federal government, a state or local government, or part of a federal assisted program.

TRUE

FALSE

3. The _____ is one of the persons who owns or rents the sample unit AND who is normally ____ years of age or older.

4. When building the household roster, the household respondent is always the first person listed.

TRUE

FALSE

5. The household roster should include all persons living or staying at the sample address at the time of the interview, including visitors and other persons who are not household members, but are in the sample unit and have stayed at the sample address at least _____ before the interview.

6. As you build the household roster, each person is assigned a unique line number. These numbers correspond to the order in which you list the occupants of a sample unit.

TRUE

FALSE

Compare your answers to the answer key on the next page(s).

Lesson 12 - Answer Key

1. The tenure question determines if the sample unit is owned or being bought, rented for cash, or occupied without payment of cash rent.
TRUE (Page 97)
2. To be considered public housing for the NCVS, a unit can be located in a building that is funded by the Federal government, a state or local government, or part of a federal assisted program.
FALSE (Page 97)
3. The **Reference Person** is one of the persons who owns or rents the sample unit AND who is normally 18 years of age or older.
(Page 99)
4. When building the household roster, the household respondent is always the first person listed.
FALSE (Page 99)
5. The household roster should include all persons living or staying at the sample address at the time of the interview, including visitors and other persons who are not household members, but are in the sample unit and have stayed at the sample address at least one night before the interview.
(NCVS-550, Part B, Chapter 2, Topic 11, "Who to list on the Roster" subheading)
6. As you build the household roster, each person is assigned a unique line number. These numbers correspond to the order in which you list the occupants of a sample unit.
TRUE (Page 100)

Continue with Lesson 13

NOTES

Lesson 13. Victimization Screener Questions

Objective

The objectives of this lesson are to:

- Explain the design of the screener section of the instrument.
- Provide an overview of the items in this section of the instrument.

Introduction

The questions in this section of the NCVS instrument can be divided into the following parts:

1. Person Characteristics (housing and employment questions)
2. Perceptions of the police or community safety measures questions
3. Crime victimization screener questions

You will have an opportunity to get more acquainted with the individual questions within each section during the classroom training.

Person Characteristics I

This section asks about personal characteristics that will later bring relevant questions on path within the CIR. These questions include where the respondent has lived, if they have been homeless or without a regular place to stay, their employment status during the reference period, and if there is an unrecognizable business operated from the sample address.

Go to the Person Characteristics I subheading in Part B, Chapter 3, Topic 2 of your NCVS-550 Interviewing Manual for Field Representatives and read more about these questions. []

Police Ask-All or Community Measures Questions

These sets of questions were added to improve respondent engagement so they can share their opinions about their local community, regardless of their victimization status. The instrument is designed to rotate each set of questions every six months. Eligible respondents will be asked the **Police Ask-All questions between January and June** and the **Community Measures questions between July and December**.

Because these questions ask for opinions, it is important that you **do not clarify or explain terms**. If necessary, you may re-read the question and response categories.

Go to the Police Ask-All or Community Measure Questions subheading in Part B, Chapter 2, Topic 3 of your NCVS-550 Interviewing Manual for Field Representatives and read more about these questions. []

Crime Victimization Screener Questions

These screen questions cover a wide variety of situations. They are designed to stimulate respondent recall of incidents by providing concrete examples of the kinds of crimes typically reported for the NCVS that could be overlooked by respondents. These screen questions ensure that we collect ALL incidents of crimes in a sample household that occurred during each respondent's **6-month reference period**.

All eligible NCVS respondents are asked questions about crime incidents for which they may have been a victim. The HHR is asked additional screener questions about crimes against the household. The crime victimization screener questions cover:

- Theft
- Motor vehicle theft (HHR only)
- Motor vehicle part theft (HHR only)
- Break-ins (HHR only)
- Vandalism (HHR only)
- Attacks
- Unwanted sexual contact

Go to the "Crime Victimization Screener Questions" subheading in Part B, Chapter 3, Topic 4 of your NCVS-550 Interviewing Manual for Field Representatives on the laptop now and read about the crime screen questions. []

Sometimes a crime incident can include multiple types of crime. For example, when an offender breaks into the same address and steals a TV. In this example the incident includes two types of crime, a break-in and a theft. There is functionality in the instrument to capture when an incident covers multiple types of crimes. Now, watch the video demonstrating how to capture two types of crime in one incident. The video can be accessed by navigating to the NCS subfolder on your laptop. Finally, click the video file, "Two or More Type of Crime in One CIRv1.0". []

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key which follows the review exercise and continue with Lesson 14.

Lesson 13 - Review Exercise

1. The Crime Screener Questions asked of the household respondent include additional questions about the household such as attempted break-ins, vandalism, and motor vehicle theft.

TRUE

FALSE

2. A business operated from a sample unit by a household member is considered recognizable if: **(Mark all that apply.)**

_____ There is a business sign visible from outside the sample unit.

_____ The business is advertised in a newspaper, magazine, telephone book, or on the Internet.

_____ A business sign must be located on the sample household's property.

_____ There is a vehicle parked in the housing unit's driveway or in front of the sample unit that carries the business logo on it.

3. The screener questions are designed to stimulate a respondents recall by providing examples of the types of crimes that are reported for the NCVS.

TRUE

FALSE

4. The NCVS instrument has the functionality to record that multiple types of crime happened as part of the same incident.

TRUE

FALSE

4. The Police Ask-All and Community Measures questions were added to improve respondent engagement for both victims and nonvictims.

TRUE

FALSE

Compare your answers to the answer key on the next page.

Lesson 13 - Answer Key

1. The Crime Screener Questions asked of the household respondent include additional questions about the household such as attempted break-ins, vandalism, and motor vehicle theft.

TRUE (Page 107)

2. A business operated from a sample unit by a household member is considered recognizable if: **(Mark all that apply.)**

☒ There is a business sign visible from outside the sample unit.

☐ The business is advertised in a newspaper, magazine, telephone book, or on the Internet.

☒ A business sign must be located on the sample household's property.

☐ There is a vehicle parked in the housing unit's driveway or in front of the sample unit that carries the business logo on it.

(NCVS-550, Part C, Chapter 2, Topic 4)

3. The screener questions are designed to stimulate a respondents recall by providing examples of the types of crimes that are reported for the NCVS.

TRUE (Page 107)

4. The NCVS instrument has the functionality to record that multiple types of crime happened as part of the same incident.

TRUE (Page 107)

5. The Police Ask-All and Community Measures questions were added to improve respondent engagement for both victims and nonvictims.

TRUE (Page 106)

Continue with Lesson 14.

NOTES

Lesson 14. The Crime Incident Report (CIR)

Objective

The objectives of this lesson are to:

- Explain the design of the CIR in the instrument.
- Provide an overview of the questions that make up this section of the instrument.

Crime Incident Report

This section of the NCVS instrument is designed to collect detailed information about each crime incident reported by each household member. It is important to record accurate and complete information about each reported crime incident to give a clear picture of what happened during the incident.

In most cases, you will complete a separate CIR for each incident that a household member reports during the 6-month reference period. The only exception is a series of crimes which we will discuss further in your classroom training. When multiple incidents are reported that are not a series, the most serious incidents will be asked about first, such as incidents involving personal crimes (i.e., unwanted sexual contacts, attacks, attempted attacks or threats, or thefts of items taken directly from the respondent). For example, if a respondent reports one incident of a stolen bike and a separate incident of being attacked, you will complete the CIR for the attack first, then the CIR for the theft.

The order the CIRs will be collected, based on seriousness is:

- Unwanted sexual contact
- Attack
- Threatened Attack
- Break-in
- Motor vehicle theft
- Theft
- Attempted Theft
- Vandalism

You do not need to memorize the order of seriousness in which the CIRs will be collected. However, it is important to remember that the order of the CIRs may be different from the order the crimes were reported in the screener section.

Kinds of Information Collected

When you complete the Crime Incident Report section of the NCVS instrument, **you ask the respondent about:**

- When the crime incident took place;
- Where the crime incident occurred;

- How the crime incident was committed;
- What injuries the respondent may have suffered as a result of the crime incident;
- What actions the respondent took and whether those actions helped the situation in any way;
- Who committed the crime;
- Whether property that was stolen or damaged during the crime incident will be covered by insurance; and
- Whether the police were informed.

You also ask whether or not the respondent:

- Received certain services focused on victims of crime; and
- Has any reason to suspect that the incident was a hate crime or crime of prejudice or bigotry.

Later in this self-study as well as during classroom training, we will discuss the crime incident report items in detail. For this lesson, we will highlight just a few of these items.

The month and year of the incident, as well as the short incident description that was recorded in the screener section, will display at the top of each screen within the CIR, as seen below on the screen **ALSO_MVTHEFT** (January 2025 roommate stole L1's wallet).

ALSO_ Questions

Before getting into specific details about the incident reported, you will ask questions to clarify if any other type of crime (unwanted sexual contact, attack or threat, motor vehicle theft, break-in, theft, attempted theft, or vandalism) happened as part of the original incident reported, if that type of crime was not already reported. The instrument will bring up these questions based on the screener where this incident was reported, so not all the screens will appear for each CIR. For example, if a motor vehicle theft was reported, the respondent will not be asked if they also experienced a motor vehicle theft for that incident.

January 2025 roommate stole L1's wallet

Just to confirm, did someone steal or try to steal a vehicle as part of this incident in January 2025?

1. Yes
2. No

ALSO_MVTHEFT

Detailed Type of Crime Questions

In the NCVS instrument, only questions relevant to the type of crime reported in the screener will be asked in the CIR.

Depending on the type of crime, detailed questions include:

- Unwanted sexual contact.
- Attack/Threat.
- Motor vehicle theft.
- Break-in.
- Theft.
- Vandalism.

Unwanted Sexual Contact

This section is on path when an unwanted sexual contact was reported in the screener questions and determines whether the reported incident was a threatened, attempted, or completed unwanted sexual contact. These questions are based on thorough research and extensive cognitive testing. The questions ask about the **behaviors (specific type of sexual activity)** and **tactics (the means the offender used to engage in the behavior)** used to determine if the incident involved a rape or sexual assault and if there was any injury.

Some of the language in these questions is explicit, so we alert respondents about the language in an introduction before the questions begin. **Behaviorally specific language is used so that respondents are clear about what we mean in the questions.** This helps improve the accuracy of reporting.

It is possible that respondents may become upset during this section of the survey as they recall details about unwanted sexual contact. Be sure you have reviewed the distress protocol and are observant of the respondent's emotional state. If the respondent begins exhibiting signs of distress (such as those mentioned in the distress protocol which is included on pages 46-49 in the NCVS-523 FR Training Workbook), pause the interview to check in that the respondent is okay, and offer to take a break if needed. We'll discuss the distress protocol in more detail during the classroom training.

Respondents may also react to the explicit nature of the questions (for example, become angry). If that occurs, calmly explain that the survey uses these words so that everyone has a clear understanding of the intent of the question.

It is important that you read these questions just like any of the other questions and remain neutral, non-threatening, and non-judgmental. Be aware of your body language, facial expressions, and the tone of your voice. If you stumble, repeat the questions, or ask the questions in an awkward way, the respondent will not only have difficulty understanding the words, but will be more likely to become upset. **Do not skip asking any questions.** You should practice asking these questions before you start data collection. This will enable you to be more confident and neutral when conducting interviews.

Remember, you are the conduit to collect accurate data and you are helping to give victims a voice.

Attack/Threat

This section determines whether the incident was a threat, attempted attack, or completed attack. Some questions within this section are also asked of those who reported an unwanted sexual contact. Respondents who experienced personal crimes are asked if the offender had a weapon, and if so, what kind, how it was used, and if there was any injury.

Motor Vehicle Theft

This section determines whether the incident was an attempted or completed motor vehicle theft and who the vehicle belonged to.

Break-in

This section determines whether the incident was an attempted or completed break-in, what was broken into, and if there was evidence of a forced entry.

Theft

This section determines whether the incident was an attempted or completed theft, what was taken or attempted to be taken, who owned the property, and if the stolen item(s) were on the respondent at the time of the incident.

Vandalism

This section determines what was vandalized, who owned the vandalized property, if the damage was caused by the offender trying to break-in, and if the respondent thought there was intent to damage or destroy their property. These detailed questions are only asked if no other type of crime listed above was reported.

Detailed Crime Incident Questions

In addition to the detailed type of crime questions discussed above, you may ask the respondent more specific details about:

- The location of the crime.
- Whether the respondent or any household members saw, heard, or had contact with the offender.
- Victim-offender relationship and any offender characteristics.
- Any actions taken by the respondent or others who were present that may have impacted the situation.
- If the respondent thought the incident was a hate crime or crime of prejudice or bigotry.
- Any police involvement and actions.
- Whether the respondent told anyone about the incident and received any victim services.
- Social or emotional problems experienced.
- Economic consequences of the incident, such as, property damage, and lost work and wages.

Location

The location questions are driven by the type of crime reported and the respondent's answers to prior questions. Location questions are tailored to the type of crime or the victim. For example, **LOCATIONMV**, will only display for respondents who reported an attempted or completed motor vehicle theft, break-in of a motor vehicle, or vandalism.

Presence

Respondents who report an eligible incident that involved an attempted or completed unwanted sexual contact, an attempted or completed attack, threat, or something being taken directly from them will not be asked the questions in this section. These questions are only asked if it is not clear from the type of crime if the respondent saw, heard, or had any contact with the offender. This is why it is so important to capture the incident at the correct screener question.

If the respondent saw, heard, or had contact with the offender, follow-up questions will be asked to determine details of the possible attack, attempted attack, or threat, if there was a weapon, and if there was any injury to the respondent.

Victim-Offender Relationship

This section asks how many offenders there were, if the respondent knew the offender(s) and, if so, how well.

Offender Characteristics

This section asks about detailed characteristics of the offender(s) if the respondent reported knowing anything about the offender(s).

Self-Protection

These questions are asked of those respondents who report a personal crime, including incidents where something was taken from the respondent's person. These questions are designed to determine what actions, if any, were taken by the respondent or others who were present during the incident, at what point the actions were taken, and what effect they had on the situation. Questions are also asked to determine if any of the others who were harmed or threatened live with the respondent, and if so, how many.

Hate Crimes

This section is designed to determine if the victimization was the result of prejudice or bigotry towards the respondent. For the incident to be considered a hate crime, the victim would have been targeted because of some real or perceived personal characteristic such as race, ethnic background or national origin, religion, a disability, sexual orientation, gendersex, or gender identity.

The respondent also could have been a victim because someone they spend time with was targeted. Questions in this section ask whether the victim considers the incident to be a hate crime based on their own judgement and what happened during the incident.

Police Involvement

These questions ask about involvement of the police during or after the incident. Questions in this section address if and when the police were notified, what actions they took at the time of notification, and how they followed up. If the police were not notified, it collects information on why they were not notified about the incident.

Go to the Police Involvement subheading in Part B, Chapter 4, Topic 3 of your NCVS-550 Interviewing Manual for Field Representatives and read more about what the NCVS considers to be “police” for these questions. []

Victim Services

These questions ask about whom respondents told about the incident, what kind of services they received, and if they were satisfied with those services. Respondents who reported not receiving any services are asked if they wanted services, and if so, why they did not get the services they needed.

Workplace Violence

If the incident was a personal crime and happened while the respondent was working or on the way to or from work, the respondent will be asked about the job they held at the time of the incident. The questions about the respondent’s employer and position are used to classify the respondent’s type of work.

If the respondent changed jobs since the incident, they should answer about the job they were doing at the time of the incident, not their current employment. We are interested in knowing if those who work in certain jobs or industries are more likely to be victimized. It is important that the information collected here is specific and accurate because these questions are used to assign codes for the industry of the employer and occupation of the respondent.

Consequences II: Socio-emotional Problems

This section asks about the social and emotional impacts the incident has had on the respondent. It includes questions about the effect on work, schoolwork, and relationships with family, friends, and peers. This section also includes questions to determine what emotions the respondent experienced in response to the incident and any out-of-pocket costs they may have incurred for mental health related treatment.

Consequences III: Economic Consequences

These questions ask for the value of the stolen items, if any stolen items were recovered, if there was any damage to stolen vehicles that were recovered, and the estimated value of the property or cash that was recovered. These questions, along with the questions in the next two sections, help determine the cost of the crime to the respondent.

Property Damage

This section asks about any damage that may have occurred. If the respondent reports any damage, they will be asked what was damaged, the type of damage, the value of the damage, and if the damage was an attempt to gain access to a vehicle or structure.

Lost Work and Wages

These questions ask if the respondent had to take time off from work or school, if they lost wages for missing work as a direct result of the incident, and if the respondent lost or changed their job because of the incident.

Summary

At the end of the CIR, you will record a summary description of the incident. You will ask the respondent to give a full description of the incident. This is the respondent’s opportunity to describe what happened

in their own words and allows the respondent to continue to be engaged in the interview. You will type in the description that the respondent provides.

You will write each summary so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. This field allows a maximum of 300 characters. Key information to include in the narrative of the incident includes:

- Who did it.
- Where it occurred.
- What was taken.
- How they were attacked or threatened.
- Whether they were injured.

In addition to capturing the incident description the respondent gives, you should also include any details that you feel are not evident from the answers in the CIR or any other details you feel are important to understanding what happened. This is very important because editors who review each CIR you collect often need more specific details than they can get from just the answers to the CIR questions. When this happens, they must rely on what is written in your summary report.



If a respondent refuses to provide a narrative of the incident, you must still write a summary.

As you write your summary report, be careful not to use misleading words or phrases that may raise more questions about the incident. Also, when writing the summary, it is very important that you refer to respondents by their line number, such as L1, L2, L3 and so forth and not by their name. Since the survey sponsor periodically request to review the summary reports, we want to ensure that no identifying information about the respondent or the household such as names, address, telephone numbers, are included in the summary.

Other Incident Questions

We will cover some of the other incident report items in detail during the classroom training.

Probing

As you ask the detailed crime incident questions, there may be times when you need to probe for more information. At other times, you only need to verify answers.

You may encounter situations when the respondent gives an answer that does not quite fit the question. Probing is a technique in which you casually get the respondent to provide an answer that meets the question's objective. At these times, you must ask one or more probing questions. Whenever the respondent's answer is not relevant to the question or the answer is unclear or incomplete, probe to get the required information.

Ways to Probe

If a probe is not displayed for a particular question, there are many ways to probe, including:

- Repeating the question;
- Pausing to give the respondent time to think;
- Asking for more information to find out what the respondent means;
- Stressing the generality of the question by asking for an estimate;
- Zeroing in (For example, you could probe to determine how far the incident happened from the sample address by asking, "Was it within a mile, 5 miles, 50 miles or more?").

Probes Must Not Suggest Responses

As an FR, you may often think that you know what respondents mean, how they feel, and what their real opinion is, even though they have not expressed these feelings.

Do not assume and suggest an answer when you are probing. Avoid any comments that may lead a respondent to an answer. Probes must always be **NEUTRAL**.

Do Not Over Probe

Since probes, by nature, tend to press or challenge a respondent, limit your use of probes so that they do not have an adverse effect on the interview. Unless indicated in the questionnaire, only use probes when necessary to clarify a response.

Once the respondent has answered your question, do not continue to probe. You can avoid over-probing by knowing the question's objective. If you understand the main purpose for asking the question, then you will know when the respondent has answered it appropriately.

Unduplication

Unduplicating incidents is an NCVS process to ensure that **each reported incident is not a duplicate of another incident already reported by other household members in the current interview period**. This step of the NCVS interview ensures that each reported incident is not a duplicate of another incident already reported so that a crime is not inaccurately counted more than once in the final data.

DO NOT discuss the incidents you are comparing with the respondent, even to verify that they are the same or different incidents.

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key which follows the review exercise, then continue with Lesson 15.

Lesson 14 - Review Exercise

1. In most cases, you complete a separate set of crime incident report questions for each crime incident that a household member reports during his/her 6-month reference period.

TRUE

FALSE

2. Collecting details about a reported crime incident is important so that we have a clear picture of what happened during the incident.

TRUE

FALSE

3. Before getting into specific details about the incident reported, you will ask questions to clarify if any other type of crime happened as part of the original incident reported, if that type of crime was not already reported.

TRUE

FALSE

4. The following are types of information collected in the CIR: *(Mark all that apply)*

_____ When and where the crime incident took place

_____ Who committed the crime

_____ What measures the respondent uses to avoid being a victim

_____ Whether property that was stolen or damaged during the crime incident will be covered by insurance

_____ How the respondent feels about their neighbors

_____ Whether the police were informed

5. When completing the incident summary, you will write up the summary without asking the respondent to provide a summary of the incident.

TRUE

FALSE

6. When multiple incidents are reported that are not a series, the most serious incidents will be asked about first, such as incidents involving personal crimes (i.e., unwanted sexual contacts, attacks, attempted attacks or threats, or thefts of items taken directly from the respondent).

TRUE

FALSE

7. _____ is a technique in which you casually get the respondent to provide an answer that meets the question's objective.

8. The incident summary should be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized.

TRUE

FALSE

9. _____ is an NCVS process to ensure that each reported incident is not a duplicate of another incident already reported by other household members in the current interview period.

Compare your answers to the answer key on the next page(s).

Lesson 14 - Answer Key

1. In most cases, you complete a separate set of crime incident report questions for each crime incident that a household member reports during his/her 6-month reference period.

TRUE (Page 111)

2. Collecting details about a reported crime incident is important so that we have a clear picture of what happened during the incident.

TRUE (Page 111)

3. Before getting into specific details about the incident reported, you will ask questions to clarify if any other type of crime happened as part of the original incident reported, if that type of crime was not already reported.

TRUE (Page 112)

4. The following are types of information collected in the CIR: **(Mark all that apply)**

☒ When and where the crime incident took place

☒ Who committed the crime

☐ What measures the respondent uses to avoid being a victim

☒ Whether property that was stolen or damaged during the crime incident will be covered by insurance

☐ How the respondent feels about their neighbors

☒ Whether the police were informed

(Pages 111-112)

5. When completing the incident summary, you will write up the summary without asking the respondent to provide a summary of the incident.

FALSE (Page 116)

6. When multiple incidents are reported that are not a series, the most serious incidents will be asked about first, such as incidents involving personal crimes (i.e., unwanted sexual contacts, attacks, attempted attacks or threats, or thefts of items taken directly from the respondent).

TRUE (Page 111)

7. **Probing** is a technique in which you casually get the respondent to provide an answer that meets the question's objective.

(Page 117)

8. The incident summary should be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized.

TRUE (Page 117)

9. **Unduplicating incidents** is an NCVS process to ensure that each reported incident is not a duplicate of another incident already reported by other household members in the current interview period.

(Page 118)

Continue with Lesson 15

Lesson 15. Personal/Household Characteristics and Interview Info Questions

Objective

The objectives of this lesson are to:

- Explain the design of the next sections of the instrument.
- Provide an overview of the questions that make up these sections of the instrument.

Additional NCVS Questions

The next part of the NCVS instrument has three sections:

1. Person Characteristics II
2. Household Characteristics II
3. Interview Information

These sections contain questions about:

1. Disability
2. Citizenship
3. Sexual Orientation
4. ~~Gender Identity~~
5. ~~4.~~ Veteran Status
6. ~~5.~~ Employment
7. ~~6.~~ Total Household Income
8. ~~7.~~ Respondent Contact Information
9. ~~8.~~ Interview Information

Person Characteristics II

After you have completed all the CIRs, these sections finish the respondent's NCVS interview. If the respondent asks why we are asking these questions or what they have to do with crime, you can say that we are interested in how people in different circumstances or with different experiences are affected by crime. This section covers socio-demographic and employment questions.

Socio-demographic Questions

You will collect demographic data from respondents (e.g., disabilities, citizenship, sexual orientation, ~~gender identity~~, and military service). The questions are asked based on the household roster information that was collected.

Disability Questions

The disability questions are asked of each respondent 12 years of age or older except **LEAVING_HOME** which is asked of those 15 years of age or older. They are asked at the first, third, fifth and seventh enumeration periods or if never asked before. Research has shown that people with disabilities may be more vulnerable to crime victimization. This series of questions asks about impairments or disabilities the

respondent has. The reason for asking these questions more than once is that the status of disability could change over time.

Go to Part B, Chapter 3, Topic 5 “Socio-Demographic Questions” of your NCVS-550 Interviewing Manual for Field Representatives and review the disability questions. []

Citizenship Question

The citizenship question is asked of each respondent 12 years of age or older. It is asked at the first interview. If the respondent reports being a citizen, it is not asked again. If the respondent does not report being a citizen, it is asked again at the next enumeration since non-citizen status may change. The reason for asking this question is to research if citizens have different rates of crime victimization than non-citizens.

Go to Part B, Chapter 3, Topic 5 “Socio-Demographic Questions” of your NCVS-550 Interviewing Manual for Field Representatives and review the citizenship question. []

Sexual Orientation Questions

A sexual orientation question is asked of respondents who fall into the age thresholds and other criteria set by the sponsor. There are two versions of the question that differ slightly. What version you ask a respondent depends on the sex recorded on the household roster for that individual. This question will not be asked if the interview is being conducted by a proxy.

The sexual orientation question does not follow the standard NCVS probing guidelines. **Do NOT mark this question by observation or probing. Answers to this question must be obtained strictly through self-identification; meaning that you must ask the question even if you think you know the answer.**

Go to the sub-heading “Sexual Orientation” in Part B, Chapter 3, Topic 5 of your NCVS-550 Interviewing Manual for Field Representatives and review the sexual orientation questions. []

Respondents may ask what the question means by “lesbian,” “gay,” “straight,” or “bisexual.” If so, read the appropriate definition that appears on the question screen to the respondent. Do not try to define these terms yourself. Use the definitions on the question screen.

If a respondent asks why you are asking them this question. Refer to the FAQ tab in the instrument and read the answer to the respondent.

Gender Identity Questions

~~The gender identity questions are asked of respondents who fall into the age thresholds and other criteria set by the sponsor. These questions will not be asked if the interview is being conducted by a proxy. The gender identity questions do not follow the standard NCVS probing guidelines. Like the sexual orientation question, **do NOT mark this question by observation or probing. Answers to this question must be obtained strictly through self-identification; meaning that you must ask the question even if you think you know the answer.**~~

~~Respondents may ask why you are asking them this question. Refer to the FAQ tab in the instrument and read the answer to the respondent.~~

~~Go to the subheading “Gender Identity” in Part B, Chapter 3, Topic 5 of your NCVS-550 Interviewing Manual for Field Representatives and carefully review the information on the gender identity questions.~~

~~[]~~

Veteran Status Questions

The veteran status questions are asked of each respondent 18 years of age or older. After the first interview, it is only asked again of those 18 to 39 years of age who previously did not report being in the military as their status may change.

Go to the subheading “Veteran Status” in Part B, Chapter 3, Topic 5 of your NCVS-550 Interviewing Manual for Field Representatives and review the veteran status questions. []

Employment Questions

The employment questions are asked of each respondent who is 16 years of age or older. These questions are used to determine the type of job and the type of area in which the person is working. These questions are asked to identify those jobs which may increase or decrease a person's likelihood of becoming a crime victim.

Go to Part B, Chapter 3, Topic 6 of your NCVS-550 Interviewing Manual for Field Representatives and review the employment information questions. This section of the interviewing manual provides helpful examples, descriptions, and supplementary information about the employment questions. []

Household Characteristics II

The purpose of the household income questions is to determine the TOTAL household income during the past 12 months. We do not need the respondent to identify the actual total household income, just the income range. We are interested in the household's combined income during the 12 months immediately preceding the date of interview, not the last calendar year, unless they happen to coincide.

You may encounter an HHR who knows the household income but is reluctant to tell you because they do not think anyone needs to know or does not see why it would be necessary for the survey. If so, explain that information such as income, race, and sex are essential for providing statistics which reflect the crime experiences for various segments of the United States population. However, respondents have the right to refuse any question.

Go to Part B, Chapter 3, Topic 7 of your NCVS-550 Interviewing Manual for Field Representatives and review the household characteristics questions. []

Respondent Contact Information

When you are interviewing a respondent who is not the HHR, you will ask for their phone numbers and email where they can be reached. You may need to explain to the respondent the reason for asking these questions. You can tell a household respondent that:

- In order to limit survey costs, future interviews should be conducted by telephone whenever possible.
- We need the household's telephone number to:

- ✓ Make appointments to call other household members who are not present during your initial visit to their interview.
- ✓ Re-contact respondents to obtain any missing information that a respondent may be unable to supply during an interview.

Supplements

Periodically, we collect additional information on certain topics such as school crime, identity theft, and contacts with the police. These supplement questions are asked after eligible respondents have completed their NCVS interview. Separate training materials are provided before each supplement is fielded.

Interview Info

This section asks about the interview itself, that is, in what language it was conducted, where the interview took place, and if anyone else was present during the interview.

Go to Part B, Chapter 6, Topic 1 of your NCVS-550 Interviewing Manual for Field Representatives and review what information about the interview is collected. []

INFORM_HHR

This screen informs the HHR that minors will be asked similar questions, and that those who are under the age of 16 will have age-appropriate language in their questions. This screen is only on path when there are household members between the ages of 12-17.

Review Exercise

Complete the review exercise for this lesson that starts on the following page. Compare your answers to the answer key, which follows the review exercise, then continue with Lesson 16.

Lesson 15 - Review Exercise

1. Answers to the sexual orientation ~~and gender identity~~ questions can be marked by observation if obvious.
- TRUE** **FALSE**
2. What resources are available in the instrument to help with questions from respondents on the sexual orientation ~~and gender identity~~ questions?
- _____ Verbatim response to read if asked, “Why are you asking me this question?” in the FAQ tab.
- _____ Definitions of terms used in the question in gray text on the question screen.
- _____ Definitions of sexual orientation, ~~gender identity~~, and terms used in the questions in the FAQ tab.
- _____ All of the above
3. The employment questions are asked of each respondent who is 12 years of age or older.
- TRUE** **FALSE**
4. When asking the household respondent the household income question, only include income received from jobs.
- TRUE** **FALSE**

5. The TOTAL combined household income includes money income received:
- _____ During the 6 months preceding the interview by all members of the household who are 12 years of age or older.
 - _____ During the 6 months preceding the interview by all members of the household who are 14 years of age or older.
 - _____ During the 6 months preceding the interview by all members of the household who are 16 years of age or older.
 - _____ During the 12 months preceding the interview by all members of the household who are 12 years of age or older.
 - _____ During the 12 months preceding the interview by all members of the household who are 14 years of age or older.
 - _____ During the 12 months preceding the interview by all members of the household who are 16 years of age or older.
6. One reason why we ask for contact information (phone numbers and email addresses) is, so you are able to conduct future interviews with the sample household by telephone in order to save survey costs.

TRUE

FALSE

Compare your answers to the answer key on the next page(s).

Lesson 15 - Answer Key

1. Answers to the sexual orientation ~~and gender identity~~ questions can be marked by observation if obvious.
FALSE (Page 124)
2. What resources are available in the instrument to help with questions from respondents on the sexual orientation ~~and gender identity~~ questions?
 - _____ Verbatim response to read if asked, “Why are you asking me this question?” in the FAQ tab.
 - _____ Definitions of terms used in the question in gray text on the question screen.
 - _____ Definitions of sexual orientation, ~~gender identity~~, and terms used in the questions in the FAQ tab.
 - X All of the above

(NCVS-550, Part B, Chapter 3, Topic 5, “Sexual Orientation” ~~and “Gender Identity”~~ Subheadings)
3. The employment questions are asked of each respondent who is 12 years of age or older.
FALSE (Page 125)
4. When asking the household respondent the household income question, only include income received from jobs.
FALSE (NCVS-550, Part B, Chapter 3, Topic 7, “Household Characteristics”)

5. The TOTAL combined household income includes money income received:

_____ During the 6 months preceding the interview by all members of the household who are 12 years of age or older.

_____ During the 6 months preceding the interview by all members of the household who are 14 years of age or older.

_____ During the 6 months preceding the interview by all members of the household who are 16 years of age or older.

_____ During the 12 months preceding the interview by all members of the household who are 12 years of age or older.

_____ During the 12 months preceding the interview by all members of the household who are 14 years of age or older.

X During the 12 months preceding the interview by all members of the household who are 16 years of age or older.

(NCVS-550, Part B, Chapter 3, Topic 7, "Household Characteristics")

6. One reason why we ask for contact information (phone numbers and email addresses) is, so you are able to conduct future interviews with the sample household by telephone in order to save survey costs.

TRUE (Page 125)

Continue with Lesson 16.

Lesson 16. The NCVS Back Section

Objective

The objectives of this lesson are to:

- Explain the design of the back section of the instrument.
- Provide an overview of the items that make up the back section of the instrument.

Overview of the NCVS Back Section

This section of the instrument is designed to guide you through screens for:

- Recording the incomplete status (i.e., refusal or breakoff, callback, or some other reason) of a respondent's interview.
- Setting appointments.
- Entering callback notes about an appointment.
- Thanking the respondent for completing the interview.

The information you enter in the back of the instrument is fed into MCM and appears there after you exit the instrument.

Now let's review some of the main screens you see when you enter the Back Section of the instrument.

REFCBBREAK

When you terminate an interview by pressing the F10 key or clicking on the F10 tab, the instrument goes to **REFCBBREAK**.

This item asks you if the interview ended because of a refusal or breakoff, a callback is needed to complete the interview, or some other reason.

Please note, "Callback (set appointment)" will not display if there is not at least one valid household member on the roster. If you indicate that you need to call the respondent back to complete the interview, the instrument goes through the **APPTDATE**, **APPTTIME**, and **APPT_NOTES** screens to record the appointment information.

APPTDATE

At **APPTDATE** you set an appointment to conduct or complete the interview with the respondent. Ask the respondent for a date that is best to complete the interview. Click on the drop-down arrow next to the data entry field to open the calendar for you to select the appointment date. You can also type a date in the date field. You must enter the date in m/d/yyyy or mm/dd/yyyy format, for example "9/1/2025" or "11/25/2025."

APPTTIME

At **APPTTIME** you ask the respondent for the best time to call back on the date they just gave you.

APPT_NOTES

Enter any callback notes about the appointment at the **APPT_NOTES** screen. The notes entered here will display in the callback notes on the Case Details Household Roster page in case management.

THANKCB

This screen is on path if an interview ends with a refusal or breakoff, or if you have set an appointment to make a callback to complete the interview. If the interview ends due to a refusal or breakoff, thank the respondent for their time. If you scheduled an appointment, thank the respondent, and inform them that you will contact them at the time suggested.

THANKYOU

This screen is on path for all completed interviews. For all cases, except those on their final interview, you will thank respondents for participating and tell them that they may be contacted again in six months. For cases that have completed their final interview, you will thank respondents and inform them that this is the last interview for their household.

If you sense a respondent may need additional resources (i.e., the respondent exhibited signs of emotional distress during an interview), read the note on the screen, then provide the respondent with the information in the Resources tab or give the respondent a copy of the NCVS-110 Factsheet.

Additionally, you will inform the respondent that a supervisor may call them to conduct reinterview. You may have to explain to respondents that reinterview is a quality control check on interviewing. In reinterview, a sample of interviewed households are contacted shortly after the original interview is completed and asked a subset of interview questions to ensure the accuracy of the data collected and to verify the FR followed proper procedures during the interview.

PERCONTACT

This question was added so that you can record each respondent's preferred method of contact for future NCVS interviews. You are allowed to select more than one method of preferred contact for each respondent. By recording the preferred methods of contact, it may be easier to make the first contact with a respondent to set up their interview. After collecting the respondent's preference, the instrument will continue on to the NEXTPERSON screen if there are other respondents to be interviewed.

VERIFY

Before exiting the case, please verify that the contact information is correct. You will be directed to the Contact tab if you need to make changes to contact information.

Review Exercise

Complete the review exercise on the next page. Compare your answers to the answer key that follows the review exercise, then continue with Lesson 17.

Lesson 16 - Review Exercise

1. The Back Section of the NCVS instrument is designed to guide you through screens for:

(Mark all that apply.)

- ☐ Setting appointments.
- ☐ Updating sample address, mailing address, and telephone number information for the household with the household respondent.
- ☐ Recording information, such as telephone numbers, best time to call, and whether there are any language or hearing problems.
- ☐ Making contact with a household respondent or an individual respondent.
- ☐ Thanking the respondent for his/her participation.
- ☐ Recording the incomplete status of a household respondent's interview.

2. When you terminate an interview by pressing the _____ key, the instrument proceeds to _____.

3. The information you enter in the back of the instrument is retained within the survey instrument and not fed back into Case Management.

TRUE

FALSE

4. The purpose of the _____ program is to ensure the _____ of the data collected and to verify the FR _____ during the interview.

Compare your answers to the answer key on the next page.

Lesson 16 - Answer Key

1. The Back Section of the NCVS instrument is designed to guide you through screens for:
(Mark all that apply.)

- ☒ Setting appointments.
- ☐ Updating sample address, mailing address, and telephone number information for the household with the household respondent.
- ☒ Recording information, such as telephone numbers, best time to call, and whether there are any language or hearing problems.
- ☐ Making contact with a household respondent or an individual respondent.
- ☒ Thanking the respondent for his/her participation.
- ☒ Recording the incomplete status of a household respondent's interview.

(Page 131)

2. When you terminate an interview by pressing the **F10** key, the instrument proceeds to **REFCBBREAK**.

(Page 131)

3. The information you enter in the back of the instrument is retained within the survey instrument and not fed back into Case Management.

FALSE (Page 131)

4. The purpose of the **reinterview** program is to ensure the **accuracy** of the data collected and to verify the FR **followed proper procedures** during the interview.

(Page 132)

Continue with Lesson 17.

Lesson 17. Self-Study Practice Interviews

Objective

You will now have the opportunity to familiarize yourself with the NCVS CAPI instrument by going through a practice interview. The purpose of the practice interview is to make you more familiar with the instrument. Since this is your first attempt at completing an NCVS CAPI interview, this interview will be much simpler than some of your actual interviews will be. Also note, this training instrument may not match the current production instrument exactly. You will have more time to master navigation of the instrument and understand the NCVS questions during your classroom training session.

Caution

To keep things simple, go straight through the scripted interview. **DO NOT** attempt to jump around to different sections or enter “Don’t Know” and “Refused” answers unless instructed in the practice interview. If you follow the instructions throughout this lesson, you should not have any problems.

If you are in the middle of an interview and get off track by entering the wrong answer for a question, press the **left** or **up arrow** key in the lower right corner of your keyboard. This will take you to the previous question so you can change the answer. If you enter an invalid response by mistake you may get a pop-up screen telling you that the value entered is invalid. Click the “OK” button or press the **Esc** (Escape) key to return to the question, then enter the correct answer.

Follow the Instructions

Complete the practice interview in its’ entirety by entering data into the instrument based on the script. The script includes the survey questions, statements, etc., that you, as the FR, will read as well as the respondent’s answers. Throughout this interview, you will see “FR” used to indicate what you, the field representative, should say or do, and an “R” is used to indicate the respondent’s answers. Below each survey question identified by “FR:” and respondent answer identified by “R:”, the data to enter into your laptop are displayed in parentheses. For a response to be recorded, you must press the **ENTER** key. Be sure to read the text in *italics* in the NCVS-523 FR Training Workbook script since they describe specific screens and concepts as you go through the script. FR instructions will not be displayed in the script, but will display on your laptop screen.

What do I do when I have questions?

Write down any questions or comments you have while completing the practice interview on the “NOTES” page in the NCVS-523 FR Training Workbook and mention them during classroom training. Remember to write down the screen name if your question or comment pertains to a particular screen.

Access Training Cases

To access your training cases, go into MCM and click on the MCM Training Icon. You will now be on the MCM **Home** page and should have a list of training cases in your case list. All training cases assigned to you will be displayed in MCM, so when selecting cases to key in data for be sure you are selecting the appropriate cases with the “Interview Period” of ‘**202501CT**’.

If your training cases are not in the case list, click “Transmit” in the upper right-hand corner to load them. If after transmitting your cases still do not appear, you may need to reset your training cases. To reset your cases:

1. Click on the top right Training/Manuals Tab (purple)
2. There are two drop down boxes in the “Reset Training Cases” section on the Training/Manuals tab:
 - A. From the “Select the Survey Type” drop down, select “NCVS.”
 - B. From the “Select the Training Module” drop down, select “NCVS 202501CT Package.”
3. Click the “Reset Training” training button.
4. A box appears with the message that your cases have been reset. Click OK.
Return to the **Home** page by clicking the word “Home” in the upper left corner. You should have a list of training cases on your screen.



*****If you have trouble accessing the training cases, notify your supervisor. It's important to complete the practice interviews in this lesson before you attend classroom training.*****

Now that you have verified the training cases have successfully loaded in MCM, open the NCVS-523 NCVS Initial FR Training Workbook and follow the interview script to complete the Self-Study practice exercise.

Lesson 18. Final Review Exercise

Complete each item in the final review exercise.

We'll go over the answers to these questions during the classroom training.

1. The BJS needs the NCVS data primarily to obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons 12 years of age and older.

TRUE

FALSE

2. The reference period is important because we only ask about crime incidents that occurred during this period. Listed below are interview dates for first month interviews. For these interviews, what is the 6-month reference period for crimes committed?

Date of Interview

Reference Period

August 5

April 1

December 3

3. Listed below are the Moe family members and their ages. Answer the questions (3a - c) which follow:

Name

Age

Household Relationship

John Moe

46

Reference person

Megan Moe

42

Spouse

Mary Moe

20

Child

Michael Moe

8

Child

When you make your initial visit to the Moe household, Megan Moe is the only person home. She answers the household characteristic questions, along with other questions relating to her family.

a. Who is the household respondent?

b. If while interviewing Megan Moe, she tells you that Mary is currently away at college, living in a dorm. Mary Moe is no longer considered a household member based for NCVS purposes.

TRUE

FALSE

c. Are there any members of the Moe household who are not required to be interviewed for the NCVS?

YES

NO

If yes, who?

4. If the occupants at a sample address change between enumeration periods, you: **(Mark the correct answer.)**

Try to locate the occupants' new address at the local post office.

Select another address randomly on the same block.

Interview the people who currently live at the sample address and who consider the address to be their usual place of residence.

5. _____ is an interviewing technique you can use to get the respondent to provide more information when the respondent's initial answer is unclear or incomplete.

6. Enter the letter next to each item that corresponds to the letter that points to a specific part of the NCVS CAPI instrument illustrated on the next page.

Info Pane

Title bar

Section Tabs

Form Pane

Menu Bar

Status Bar

A → National Crime Victimization Survey -- NCVS Questions ver 06.11 Blaise ver 482b1506

B → Forms Answer Navigate Options Help

C → Main HH Roster New HH FAQs F10

E →

- Ask or verify:
- Are your living quarters...
- Read answer categories

☐ 1. Owned or being bought by you or someone in your household?

☐ 2. Rented for cash?

☐ 3. Occupied without payment of cash rent?

D →

Tenure ☐ Otherwall ☐

Student ☐ Restrict ☐

Public housing

Pub verify

Pub house

Indian res ☐

Farm sales ☐

Access ☐

Type HU ☐

HU - specify

Other unit -

Nounits ☐

Direct

F →

00000001 TENURE 4:59:27 PM 8-7-2012 Talking To: About: 142/2282

7. Describe in the answer space below how you identify or differentiate each item from other information on the screen.
- a. FR Instructions: _____
 - b. Questions to ask respondents: _____
 - c. Questions that allow multiple answers: _____
 - d. Questions that allow only a single response: _____
 - e. Text that is optional to read to the respondent: _____
8. Which key, when pressed in the NCVSCAPI instrument, ensures that the entry is “accepted” within the instrument and moves to the next question? _____
9. Which Function key in the NCVS CAPI instrument allows you to enter Item Level Notes?

10. Which keys, when pressed while in the NCVSCAPI instrument, allow you to enter Case Level Notes? _____
11. Which Function key in the NCVS CAPI instrument is used to exit the instrument before the interview is completed? _____
12. At the START screen, select category 3, Noninterview (Type A/B/C), to classify a person as a Type Z noninterview.
- TRUE** **FALSE**
13. In the NCVS CAPI instrument, selecting the Suppress button in a _____ edit check allows you to accept data inconsistencies.
14. Six months ago when you interviewed a sample household there were three household members. During the current month, you discover that two of the three household members moved out. You must create a replacement household and interview the remaining household member.
- TRUE** **FALSE**

15. If you encounter a reluctant respondent you can try to convince the respondent to participate by mentioning that: **(Mark the correct answers.)**

_____ Based on the results from this survey, we have found that over half of all crimes go unreported to the police. Since this survey includes crimes that are both reported and unreported, data users can get a more complete picture of crime in the United States from this survey.

_____ I can just ask you if you have been a victim of a crime and if not then we'll be done.

_____ By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.

_____ Whether you experienced a crime or not, you are helping the nation understand crime and safety issues – *your experience matters*.

_____ The survey results are used to update or create new programs focusing on the people who are most likely to be victims of crime by making crime prevention and control programs more effective.

16. It is important to ask the NCVS questions as worded so that all respondents hear the same questions in the same order, ensuring the validity of the survey data.

TRUE

FALSE

17. If multiple types of crime happened in the same incident, a separate Crime Incident Report will be completed for each type of crime reported.

TRUE

FALSE

18. Every eligible NCVS respondent will be asked screener questions on completed and attempted thefts, attacks, unwanted sexual contacts, threats, and break-ins.

TRUE

FALSE

19. Which of the following are procedures for writing the summary for a crime incident report:
(Mark all that apply.)

- _____ Write the summary on your own.
- _____ Ask the respondent to summarize the incident and type what they tell you.
- _____ Add more details to the initial summary provided by the respondent if important details were left out by the respondent.
- _____ Avoid non-descriptive summaries like, "Same as the previous incident." Each summary needs to be able to stand-alone and provide enough details to know what type of incident was reported.
- _____ Type "Refused" if the respondent does not want to provide a summary.

20. A respondent returns home from work to find their package was stolen from the porch. When checking the video from their doorbell camera, they see a young man grabbed it and ran off. In this scenario the respondent is considered present because they saw the offender commit the crime on the doorbell camera recording.

TRUE

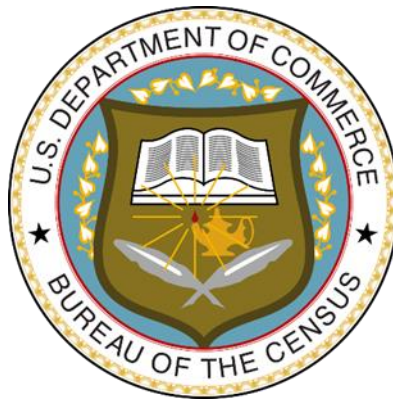
FALSE

Bring your laptop and this completed self-study to the classroom training.

Write down any questions you want to ask during the training.

Attachment 3: Revised NCVS-522 Classroom Trainer Guide with track changes

National Crime Victimization Survey (NCVS)



Classroom Training Guide:

NCVS Initial Training for Field Representatives

This document does not contain any Title 13 data or other Personally Identifiable Information. All data are fictitious and any resemblance to actual data is coincidental. Consistent with Field Division policy, any names referenced in practice interviews or other exercises are not meant to refer to any actual person, especially any current or past Census Bureau employees.

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Suggested Training Schedule

Although you are free to select the training schedule that works best for your Regional Office (RO), you should always avoid ending a training day in the middle of an exercise. In addition, we recommend you do not end the training day with a case that will be completed in the subsequent exercise the next day. For example, do not end the training day with Practice Exercise 13, since the same case is used for Practice Exercise 14. If you start Practice Exercise 14 the day after having completed Practice Exercise 13 on Day 2, the screens trainees see on their laptops at the beginning of the exercise will not correspond to the practice exercise script.

Before your classroom training session begins, read “Instructions to the Trainer,” which follows the suggested training schedule. Make sure trainees log into their laptops and are able to access the training cases before the start of each day.

DAY 1			
Chapter	Title	Time to Complete	Time Elapsed
Chapter 1	Welcome and Introduction	:20	:20
Chapter 2	Case Management	2:45	3:05
	BREAK	:15	3:20
Chapter 3	Review of the Pre-Classroom Self-Study Materials	:30	3:50
	LUNCH	1:00	4:50
Chapter 4	NCVS Concepts and Definitions	:40	5:30
Chapter 5	Practice Exercise 1 - Build a Household Roster (New Case)	:45	6:15
	BREAK	:15	6:30
	Practice Exercise 2 - Completing Interview with the Household Respondent (HHR)	:55	7:25

DAY 2			
Chapter	Title	Time to Complete	Time Elapsed
Chapter 5	Practice Exercise 3 – Identifying a Potential Replacement Household During a Telephone Contact	:10	:10
	Practice Exercise 4 – Type B Noninterview	:25	:35
	Practice Exercise 5 – Updating the Roster When the Prior Reference Person Moves Out and Selecting a New Reference Person	:30	1:05
	BREAK	:15	1:20
	Practice Exercise 6 – Collecting an Incident of a Series of Crimes	:60	2:20
	Practice Exercise 7 – Multiple Types of Crime (TOCs) in Same Incident	:50	3:10
	LUNCH	1:00	4:10
	Practice Exercise 8 – Type A Noninterview	:40	4:50
	Practice Exercise 9 – Re-entering a Case to Interview Remaining Eligible Household Members	:10	5:00
	Practice Exercise 10 – Classifying an NCVS Respondent as a Type Z Noninterview	:10	5:10
	Practice Exercise 11 – Identify and Create a Replacement Household	:25	5:35
	BREAK	:15	5:50
	Practice Exercise 12 – HHR Reports an Incident of Rape	1:15	7:05
	Practice Exercise 13 – Select Next Respondent to Interview at NEXTPERSON	:05	7:10
	Practice Exercise 14 – Respondent Reports a Crime and Adds a TOC at the ALSO Questions	:40	7:50

DAY 3			
Chapter	Title	Time to Complete	Time Elapsed
Chapter 5	Practice Exercise 15 – How to Exit Out of the Instrument Without Conducting an Interview	:05	:05
	Practice Exercise 16 – Setting Up a Proxy Interview	:15	:20
	Practice Exercise 17 – Completing an Interview With a Proxy Respondent	:20	:40
	BREAK	:15	:55
	Practice Exercise 18 – Accessing the Spanish Instrument	:10	1:05
	Practice Exercise 19 – Adding a New Household Member to the Roster	:25	1:30
	Practice Exercise 20 – Multiple Crime Incident Reports – Different TOCs	:35	2:05
Chapter 6	Performance and Supervisory Topics	:60	3:05
	LUNCH	1:00	4:05
Chapter 7	2010 Redesign Listing and Coverage	:60	5:05
	BREAK	:15	5:20
Chapter 8	Paired Practice Interviews	:50	6:10
Chapter 9	NCVS Training Wrap Up	:10	6:20

Instructions to the Trainer

Training Instructions

The key to effective training is preparation and the understanding that learning is not a passive exercise; it requires active participation. For employees to retain information and use it in their daily tasks, they must have hands-on, real-world-applicable training modules. Additionally, nothing can take the place of knowing your subject matter.

Note that this training guide has been written to facilitate both in-person training and virtual training. Look for specific references to instructions in this guide that may differ, depending on which type of training you are conducting.

Your Role

Training interviewers is one of your most important roles as a survey supervisor. The Census Bureau's success depends in part on your ability to train staff to do an effective job. There is no substitute for a motivated and competent staff to be able to collect accurate data.

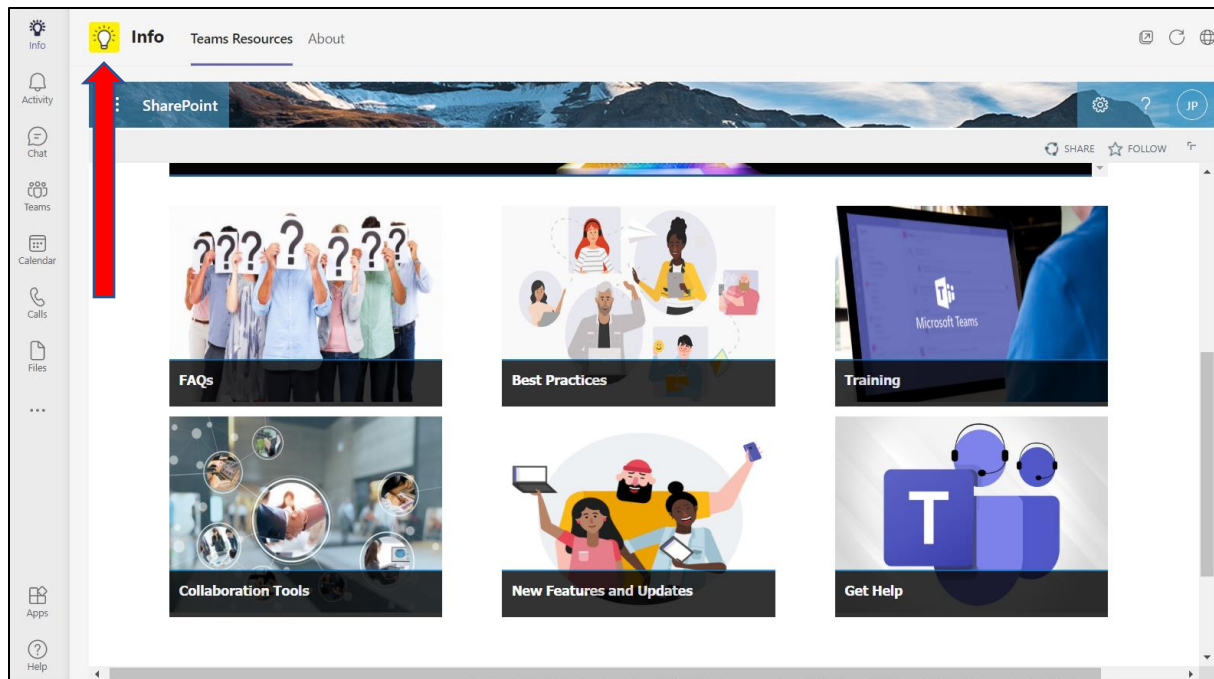
For this training, we recommend utilizing a training assistant, when conducted virtually. Having additional help to troubleshoot issues Field Representatives (FRs) encounter and monitoring the Microsoft (MS) Teams chat for questions during virtual trainings allows the trainer to focus on presenting the material and keying data in the instrument during the practice exercises.

Practice Interviews

This training includes multiple interview exercises to help FRs become familiar with the NCVS instrument. For classroom training, Practice Exercise 7 builds from the practice interview from the NCVS-523 FR Training Workbook, which FRs complete after reading the NCVS-521 NCVS CAPI Instrument Self-Study. **So you will need to access that case prior to the classroom training and pre-key the interview up to the point where the self-study practice exercise ends. The keystrokes to get to that point can be found in the NCVS-523 FR Training Workbook.**

Virtual Training

If you will be conducting the training in a virtual format, please review information about using MS Teams for meetings prior to reviewing the materials and delivering training. This is provided to you within the MS Teams platform by selecting on the lightbulb icon marked "Info" on the left side of the screen, as shown below.



In the Info application, you can access several MS Teams informational resources.

Use the Outlook calendar to schedule the training sessions and invite participants. This email should include instructions to:

- (1) make sure their laptop is current on software updates, and
- (2) to complete the NCVS-521 NCVS Instrument Self-Study and key the self-study practice interview prior to class.

Join the meeting early to prepare your content. Set up and test any audio devices 15-20 minutes before the meeting begins.

Trainees may want to use the call-in option to listen to the audio, particularly for the walkthrough interviews. This will enable participants to unmute themselves to ask questions while the instrument is displayed on their CAPI laptop.

You will utilize breakout rooms for the paired practice interviews in Chapter 8. You should set up the breakout rooms and which FRs are paired together before the scheduled training session. Refer to the document "Setting up the training in MS Teams" also located on SharePoint.

Virtual Training Best Practices

Start and end sessions on time. When you leave for a break, type the return time in chat.

Similar to what you do for in-person training, share any ground rules at the start of the class.

Ask participants to mute themselves. You may 'hard' mute participants if needed. Mute yourself until you begin speaking.

This type of training works best with the help of an assistant. The assistant will monitor the chat and help troubleshoot problems. Ensure the assistant watches for questions in the chat to acknowledge those that wish to speak. Have the assistant record anything that requires follow-up. The assistant will also need to be familiar with MS Teams functionality.

Designate a backup presenter in case you are running late, etc. so they can get the session started.

If you share your screen, be aware that attendees can see all open screens. Minimize email, browsers, etc. before sharing your desktop. However, if you share a window in Teams, you can only share an open window like a specific app you have open, such as MCM or the instrument.

Final Preparations

Make sure all trainees have been sent all hard copy materials in advance. Prior to class, follow up to confirm that they have received the materials and have completed the required preclassroom work. FRs were provided with a training checklist to help them prepare for this training (the NCVS Initial FR Training Checklist was loaded on their laptop).

Useful Techniques

Preparation

Your preparation will make the difference.

Merely reading the Training Guide aloud does not ensure effective training. Probably the single best thing you can do to ensure a successful training is to rehearse the training. This includes several elements directly and indirectly related to the training you are going to deliver.

Reviewing the script of the training may seem like a somewhat obvious step. A true and thorough review of the script, however, would include:

- noting any questions that you may have prior to delivering the training and seeking out the answers,
- looking for potential areas of confusion on the part of the attendees and budgeting an appropriate amount of time to address their concerns, and
- familiarizing yourself with how the materials work with each other.
- if you don't understand a particular part, reread the material in this Training Guide or search for additional information in the NCVS-521 NCVS Instrument Self-Study or NCVS-550 NCVS Interviewing Manual. If necessary, ask your supervisor for assistance.

Some core competencies of a good trainer include rehearsing the training package and ensuring that attendees have completed all prior preparation. Practice reading the Training Guide aloud to another person, if possible. Ideally you would review this or practice with your training assistant.

Presentation

Not specific to training, but as with any kind of public speaking, good presentation skills are critical. This includes:

- knowing your material, and
- keeping the participants engaged.

As mentioned above, knowing your material is a big part of good presentation skills. The better you know your material, the more comfortable you will be as a presenter. Speak clearly and convincingly. Make sure everyone can hear you without difficulty. Read at a normal speed. You can lose the class's attention if you read too fast or too slow.

Audience Awareness

Encourage participation and learning. One way to engage the trainees is to ensure that you are randomly calling on participants to answer questions or offer opinions. Don't call on the eager trainees all the time. Try to bring your more reserved trainees into the discussions. You can use an attendance list to track that all attendees are participating by using tick marks as people are called upon.

Know how to give your attention to each participant. Again, using tick marks on an attendance list is a great way to ensure that one or two people don't dominate the group with questions.

Set a tone that encourages learning by acknowledging incorrect answers with tact. Don't embarrass the trainee, but try to lead them to the correct answer.

Note who may need help with the computer, automated instrument, or procedures and concept knowledge.

Class participation is central to effective training, but must be used wisely. Do not let trainees' eagerness throw the session off schedule. Know how to manage the discussion and stay on task. If a discussion gets off-track or is taking too long, be prepared with some one-liners to regain control. Examples would include:

- "One more comment and then we need to take a break."
- "To summarize – what I'm hearing is..."
- "I think that's a great point, and our next topic ties into that."

If a trainee is persistent despite this explanation, tell him or her to contact you during break, lunch, or after class. If a trainee asks a question about an upcoming topic, tell the person to hold the question since it will be covered later.

Answer all questions at some point in training. Trainees need to be grounded in all concepts, and they also need to know that their problems or questions will have resolution.

Admit it if you don't know an answer. Don't fumble for an answer or, still worse, give the wrong one. Never bluff! Look up the answers with the help of the trainees. If the subject is not covered in your materials, tell the trainees you will give them the answer after you speak to your supervisor, then be sure you do.

If a trainee answers a question incorrectly, try to lead the person to the correct answer by re-asking the question, asking additional questions, or having the whole class find the answer together. Be supportive as trainees think of responses. If necessary, provide the answer or information that was not offered.

Always treat your trainees with respect; they'll be working for you.

Using This Guide

Verbatim Text

The Census Bureau uses verbatim training that is read to the trainees word-for-word. This type of training has several advantages:

- (1) Cost and training time are controlled. Specific funds are budgeted for training for each survey. Through uniform and tested training, costs remain within budget.
- (2) A scripted training has been developed via close collaboration between members of multiple divisions at headquarters and the sponsor. A major benefit of a scripted decentralized training is that across various training times and locations, all trainees are receiving substantially the same message. This means that data collected throughout the year, in diverse locations, by different FRs, and across various ROs will be collected using standardized procedures and interviewing techniques. **To ensure a consistent training message, it is critical that you stick to the script that has been developed.**

Answers given by the trainees may not always match the answers provided in the guide, or the guide may have additional answers not covered by the trainees. When this happens, supplement the trainees' answers by reading the answers in the guide.

Bold Italicized Wording

Words printed in bold italics are instructions to you that you don't read aloud; just take the action. For example:

(Choose someone in the class to be the FR.)

You wouldn't actually read the above sentence out loud. You would just select a trainee to be the FR for the next portion of the practice interview.

Day of Class Preparation

- If available, set up projection device.

- Make sure all trainees are logged into their laptops and using AC power. (Make sure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, help trainees use extension cords or adaptors to connect to outlets in the training room.)
- Make sure trainees have a copy of the materials needed listed below. *Trainees do not have to be connected to Wi-Fi to access their training cases or training materials.*

Trainer Materials
Laptop Computer with Peripherals
A projector for in-person trainings
NCVS-522 Classroom Training Guide (hard copy if you prefer)
NCVS-523 NCVS Instrument FR Training Workbook (hard copy and PDF)
NCVS-521 NCVS CAPI Instrument Self-Study
NCVS-550 FR Interviewing Manual (on laptop)
NCVS Questionnaire

Trainee Materials
Laptop Computer with Peripherals
NCVS-523 NCVS Instrument FR Training Workbook (hard copy and on laptop)
NCVS-521 NCVS CAPI Instrument Self-Study (hard copy and on laptop)
NCVS-550 FR Interviewing Manual (on laptop)
NCVS Questionnaire (on the laptop)

Practice Interview Exercises

	CaseID 1	CaseID 2	CaseID 3	CaseID 4	CaseID 5	CaseID 6
Self-Study Practice Interview		Update resp name, HHR reports a personal theft				
Classroom Practice Exercise 1	Build a two-person roster					
Classroom Practice Exercise 2	Complete HHRs interview (no crimes)					
Classroom Practice Exercise 3					Identify HHL D Moved (Telephone contact)	
Classroom Practice Exercise 4					During a PV, code as a Type B (Vacant)	
Classroom Practice Exercise 5				Select new HHR and Reference Person		
Classroom Practice Exercise 6				HHR reports a Series of thefts		
Classroom Practice Exercise 7		Multiple TOCs in the same incident				
Classroom Practice Exercise 8						Type A (Refusal)
Classroom Practice Exercise 9	Contact a respondent who refuses					
Classroom Practice Exercise 10	Code respondent as a Type Z					
Classroom Practice Exercise 11			Create a Replacement HHL D with 4 people			

Classroom Practice Exercise 12			Rape at work			
Classroom Practice Exercise 13			Same contact - select next person to interview			
Classroom Practice Exercise 14			Report a crime and add TOC in ALSO questions			
Classroom Practice Exercise 15				Exit out of instrument – no interview		
Classroom Practice Exercise 16				Set up a proxy interview		
Classroom Practice Exercise 17				Complete interview with a proxy respondent		
Classroom Practice Exercise 18					Toggle Between English and Spanish	
Classroom Practice Exercise 19					Adding a New HHL Member	
Classroom Practice Exercise 20					Multiple TOCs as separate incidents	
Paired Practice Interview #1	Build a 2-person roster and complete HHR interview (no crimes)					
Paired Practice Interview #2	Interview a 15 year old respondent (no crimes)					

Chapter 1 - Welcome and Introduction

(Total approximate time: 25 minutes)

Objectives

- Familiarize trainees with the survey questions and their intent.
- Provide trainees with practice using the NCVS instrument.

Good morning. My name is _____ and I will be your trainer for the National Crime Victimization Survey or the NCVS. As the trainer, my job is to train you, answer any questions you have, and solve any problems that may arise during the training.

(If you have a trainer assistant introduce them:)

Today, I also have _____, who is assisting me to ensure everyone is following the practice exercises, troubleshoot issues, and help answer questions.

(For virtual trainings:)

(Share your window, so trainees can watch as you review functionality in MS Teams)

Before we get into the training, we'll review some of the features of Microsoft Teams that may be helpful for you. As a reminder, unless you are talking, you must mute your microphone. To mute and unmute your microphone, you will select the "Mic" icon near the top right corner of the Teams meeting room window. When you are muted, the "Mic" icon should have a diagonal line through it. You can select that icon to unmute and then select it again to mute. We will practice that in a few minutes when we go through introductions.

In the Teams meeting room, there is a chat feature where you can enter a question or comment. The "Chat" icon is near the top of the Teams meeting window. When you select the "Chat" icon, the chat window should appear on the right side of the screen. If you'd like to hide the chat window, select the "Chat" icon again. Everyone should open the chat window now by selecting the "Chat" icon if it isn't already displayed on your screen. You can add a question or comment in the chat window near the bottom where you see the words "Type a Message". Please try typing a greeting into the chat to make sure you can enter a message and see messages from other trainees. Did that work for everyone?

Another feature in Teams is being able to virtually raise your hand to ask a question. Near the "Chat" icon you should see a "Raise" hand icon. You can use this icon to alert me that you have a question. I will be able to see who raised their hand, so I can call on you to unmute your mic to ask your question. Once you have asked your question you can lower your hand by selecting the "Raise" hand icon again. If that icon is not displayed, it can be accessed by selecting the "React" icon and then selecting the "Raise" hand icon. Let's try that now. Everyone select the "Raise"

hand icon. ***(Wait for trainees to try this.)*** Now select it again to lower your hand. After asking your question, remember to lower your hand by selecting the “Raise” hand icon so I know there isn’t another question.

Last, we’ll review how to toggle your laptop display to change what is shown on your screen so you can move between MCM and the Teams meeting windows or between the instrument and Teams windows. Right now, you should be viewing the Teams meeting room. Later in training you will be accessing MCM and the NCVS instrument when we start going through the practice exercises. You may need to get back to the Teams meeting room to view my screen if you get lost while you are keying in the practice exercises. To move between the MCM or the instrument and the Teams meeting window, use the “Alt” and “Tab” keys. To do that you will press the “Alt” key and continue holding it down while also pressing the “Tab” key. This lets you move between open windows on your laptop. If the screen you are looking for is not the next window you can continue pressing the “Alt” key and press and release the “Tab” key again until you see the screen you are looking for. I’ll demonstrate this in the Teams meeting so you can see how this works. I’m pressing the “Alt” key and holding that key down and now I am pressing the “Tab” key. As you see my view changed from the teams meeting to another screen. Let’s try that now together. Press the “Alt” key and while continuing to press the “Alt” key you will press the “Tab” key. You should see a display of smaller screens appear. Stop pressing the “Alt” key and you should now be viewing a larger display of another window, such as MCM. To get back to the Teams meeting room, repeat what you just did. Was everyone able to toggle between windows on your laptop?

(Tell trainees a little about yourself. Also, ask each trainee to introduce themselves and to answer a question like, what is their favorite food, summer activity, book/movie, etc.)

Our training is scheduled to last through **(Enter day)**. Each day we will have a short break in the morning and in the afternoon, as well as an hour for lunch. I’ll ask you to return to your seats before the end of every break, so we don’t fall behind schedule. Charge time (and travel) for this training session to **project number 0976000 task code 520**.

(Pause)

(For in-person trainings: If they are not familiar with the area, you can tell them where the restrooms, water fountains, and places to eat are located.)

Throughout this training session, don’t hesitate to ask questions or let me know if you get lost along the way. I want each of you to feel comfortable and to learn as much as you can about the NCVS. I will regularly stop and ask for questions.

(For in person trainings:)

If you have a question, please write it down in the NCVS-523 Initial FR Training Workbook as it occurs to you so you will remember any necessary details when I ask for questions.

(For virtual trainings:)

Please type your questions in the chat window. I will address the questions one-by-one at the end of each exercise and may come back to the trainee who asked the question for clarification . This will help to manage classroom interaction, so we don't have multiple people trying to talk at the same time.

Are there any questions so far?

(Answer questions.)

As you begin working on the NCVS, remember that you have a support system here to answer your questions and guide you along in becoming a proficient field representative.

The main purpose of the NCVS is to obtain an accurate and up-to-date measure of the amount and kinds of crime committed during a specific 6-month reference period. We collect this information from all sample household members who are 12 years of age and older. The NCVS also collects detailed information about specific incidents of criminal victimization that each respondent reports for the 6-month reference period.

The NCVS is sponsored by the Bureau of Justice Statistics (BJS), which is part of the U.S. Department of Justice. Currently, the NCVS is the largest ongoing statistical survey sponsored by the BJS. To succeed in providing timely and reliable statistics on crime and its impact on society, they contract with the U.S. Census Bureau to collect the NCVS data. The NCVS is the main source of information for measuring crime and assessing its impact.

All the data we collect for the NCVS are tabulated in the form of statistical summaries. No individuals who participate in this survey can be identified from the statistical totals that are released to the public. One of the reasons the U.S. Census Bureau is so successful in collecting information is that people know we are sworn to secrecy. You must not reveal any information you receive about individuals to any unauthorized persons. An unauthorized person is any person who is not a sworn Census Bureau employee with a work-related need to know. To ensure confidentiality of census data, only sworn Census Bureau employees can accompany you while on Census Bureau duty or have access to the schedules, lists, or statements you obtain for the Census Bureau. If it becomes necessary for a spouse, family member, or close friend to accompany you while you are conducting field activities, see me about swearing in that person BEFORE they accompany you on your job. However, we strongly discourage others from accompanying you on your job unless it's for official business. ***(Pause)***

You must understand and take very seriously your pledge to keep Census Bureau information confidential. The NCVS is protected by two confidentiality laws. Title 13 and Title 34 both require

us to keep all information about NCVS respondents and their households confidential. As a result, the penalty provisions in both statutes apply if you are found guilty of an unauthorized disclosure of individual information provided to the Census Bureau. The penalty for unauthorized disclosure under Title 13 is a fine of up to \$250,000 or a jail term of up to 5 years or both. The penalty for unauthorized disclosure under Title 34 includes a fine of up to \$11,000.

Now we'll turn our attention to the pacing of the NCVS interview. Remember this key point about pacing the NCVS interview: DO NOT RUSH to complete an interview under any circumstances. Rushing through the survey questions increases the possibility that the respondent will miss important parts of the question, misinterpret questions, and then give you an answer that is incomplete or inaccurate. Maintain a calm, unhurried manner and ask the questions clearly in an objective, deliberate way. This will help keep the respondent's attention.

When respondents sense that you are rushing through an interview, they may withhold information, thinking that it would take too long to explain the crime incident. Talking too fast may give the impression that you think the questions are either unimportant or sensitive in nature. By speaking in a confident voice and at a moderate pace, respondents are more likely to stay relaxed and responsive.

Your role as an FR is crucial to the success of the NCVS. As you learn more about the NCVS instrument, you may think that there are too many questions in the instrument and/or that some of the questions are too personal or intrusive. All of the questions have been cognitively tested thoroughly, and we are confident your interviews will be successful. Ask each question as worded, in a neutral, non-threatening and non-judgmental tone.

I want to remind you that you should interview respondents in private, out of the hearing range of others whenever possible. In a survey like the NCVS, which can cover sensitive topics, if a respondent is interviewed in front of other people, they may not be fully truthful about their victimization experiences.

Two of the most important interviewing skills you need as an NCVS FR are being able to use the NCVS instrument correctly and smoothly and to use your reference manuals effectively. You were introduced to the NCVS instrument and NCVS-550 FR Interviewing Manual in the self-study. Also, during the self-study you were introduced to the Case Management and the Person-Level Contact History Instrument (or pCHI).

Throughout this training, you will have the opportunity to gain more experience with these tools as you complete several practice exercises and interviews. Are there any questions so far?

(Answer questions)

(Continue to the next chapter)

Chapter 2 - Case Management

(Approximate time: 2 hours, 45 minutes)

Instructor Preparation

- If available, make sure the projection device is set up.
- Make sure all trainees are logged into their laptops and using AC power. *(Make sure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, help trainees use extension cords or adaptors to connect to outlets in the training room.)*

Objective:

- Provide trainees with practice using the NCVS Case Management instrument and the Case Management features.

Materials Needed:

Trainee -

- Laptop computer

Trainer -

- Laptop computer
- Projection device

Now we will discuss the NCVS Case Management. During the pre-classroom self-study, you were introduced to the **Home, Cases, Calendar, Reports, and Case Details** pages as well as the different features of Case Management. In this part of the training, we will review these pages in more detail and explore the functions of Case Management. You will also have the opportunity to practice using some of the Case Management features.

As you learned in the self-study, Case Management is an important part of how you manage your cases and plan for interviewing. It provides you with various tools and features that allow you to manage your NCVS assignment each month. **(Pause)**

(Trainees should already be logged into their computers.)

Let's get into the NCVS Training cases. At your Desktop, double click on the icon named "MCM Training" to access Training Mobile Case Management. The Census Bureau Warning screen appears. Click the "OK" button to continue. You will now be on the Case Management **Home** page. **(Pause)**

Your classroom training cases should already be loaded and in your case list. You can tell whether your cases have been loaded by looking at the “Survey Name” and “Assignment Period” columns on this screen. If your cases are loaded, you will see “NCVS” in the “Survey Name” column and “202501CT” in the “Assignment Period” column. You may need to scroll down the case list if the training cases for other surveys you work on are listed here as well.

If your NCVS training cases are **NOT** in the case list, please raise your hand. You may need to transmit to get the cases loaded to the laptop. Click the “Transmit” button in the upper right corner of the screen now.

(Allow time)

Is there anyone who still does not see their NCVS training cases in the list? Please raise your hand.

(If there are any trainees who still do not have their cases in the list after transmitting, they will need to reset their training cases. Walk them through the reset process now.)

(To reset the NCVS training cases, have the trainee click on the Training/Manuals tab. In the Reset Training Cases section. Select “NCVS” from the first drop down box, “Select Survey Type.” In the second drop down box, “Select Training Module,” select “NCVS 202501CT Package” and click the “Reset Training” button. Once the message appears that the training cases were reset, the trainee can click “OK” and return to the Home page.)

(IMPORTANT NOTE: The trainee must go through the Practice Interview in Lesson 17 of the NCVS-521 Initial FR Training Self-Study since during classroom training the trainees re-enter the self-study training case to complete an interview with the remaining household member on Day 2.)

Case Management contains all the sample units in your NCVS assignment. It also provides additional information and functions that assist you in managing your cases. In the pre-classroom self-study, you reviewed each of the main pages of Case Management, and learned how to navigate and use some of the features of these pages.

As covered in the self-study, Case Management defaults to the **Home** page upon entering. Notice the green line under the word “Home” in the upper left corner of the page. This is where you will find a list of all of your monthly cases. They are displayed in the list under the heading, “Current Cases.” If you work on multiple surveys, ALL of your cases will be listed here, not just your NCVS assignment. To the right of your case list is a corresponding map. Below the map is the “Today’s Appointments” section that will display any upcoming appointments for the current day.

Let’s take a closer look at your case list on the **Home** page. There are five columns shown by default: # (*number*), Survey Name, Case Information, Assignment Period, and Status.

We will not go over all the columns in the case list since most are self-explanatory. However, I want to bring your attention to the first column, the # (*number*) column. This column represents

a map spot number on the map. This could be useful when planning your travel route for your personal visit cases. For example, suppose that your work is dispersed in three different areas. You might decide to interview all cases on the east side of town on the first day, cases on the west side of town on the second day, and cases located in a rural area north of town on the third day.

Highlight the case with the address **286 Erasmus Dr.** To highlight the case, you can use your mouse pad and then click on the address, or you can use the touchscreen on your laptop and tap the case. **(Pause)** Let's try doing this now.

The entire row of the highlighted case will appear in blue. Notice the map spot number for this case is also blue on the map.

(Allow Time)

Now highlight **611 Produce St.** on your case list. **(Pause)** Click or tap on another case and see how the highlight and corresponding map spots move to the next case you clicked on.

(Allow Time)

By default, the case list displays all OPEN cases on your laptop. As you complete interviews, completed cases no longer appear on this list. However, you can filter the cases to view ALL or only CLOSED cases. To do this, click on the gray filter button in the upper right side of the case list. Notice the list of options that appears in the drop down list. **(Pause)** Your case list can be filtered by selecting any one of these options. We don't want to select an option right now so click anywhere outside the list to close it. **(Pause)**

Now we will take a more detailed look at the Case Management features and functions and see how Case Management can help you manage your assignments.

The self-study outlined the different ways that you are able to customize your case list on the **Home** page. You can choose which columns are shown in the list. Information in the columns can be sorted in either ascending or descending order. You can also reorganize the columns by clicking on a column and dragging it to where you want it. **(Pause)**

Let's try adding another column to your case list. Click on the "Show/hide columns" button in the upper right corner of the case list.

(Allow time)

This option box allows you to check and uncheck columns that you would like to be displayed. Notice that some of the default columns shown are already checked. **(Pause)** The number of columns you can select on the **Home** page is limited based on the size of the columns and available screen space. When you have reached the maximum number of columns allowed, the

remaining options in this box will be grayed out until you uncheck a column. However, you'll be able to select as many columns as you like on the **Cases** page. We'll talk more about the available columns and the **Cases** page a little later.

For now, let's check the box for the "Case Id" column, and then click anywhere outside the option box to close it.

(Allow time)

Notice that the "Case Id" column has been added, and it is now the last column in the case list. Once you add a new column, it will remain in your case list on the **Home** page until you remove it.

Does everyone see that?

(Help any trainees who may be having trouble.)

Now let's try sorting your case list. Sorting your case list will help you organize your cases by a certain column in alphabetical or numerical order. You can sort by any of the columns in the case list. The column names on the top of the case list have up and down arrows beside or under its name. Selecting the up arrow will sort the list in ascending order. Selecting the down arrow sorts the list in descending order.

Click on the up/down arrows in the Case Id column. ***(Pause)*** Notice how the arrow has changed to an up arrow. This means your cases are now sorted by the Case Id in ascending order. Now click on the up arrow in the Case Id column. ***(Pause)*** The arrow should have changed to a down arrow indicating the cases are now sorted by Case Id in descending order. ***(Pause)***

As mentioned earlier, your case list will display all of the cases assigned to you, not just your NCVS cases if you work on multiple surveys. A quick way to filter your case list is by using the "Search" box located in the upper left side of the page directly above the case list. You can type "NCVS" into this box, and the list will be filtered to display only your NCVS cases.

The search box can be used enter any keywords, numbers, or any other characters you specify. The more information you type into the search box, the more your case list will be filtered. The search box will search everything in the case list, even if columns are hidden. Any entries in the search box on this page will also apply to the **Cases** page. ***(Pause)*** To delete entries from the search box, click on the "X" in the box or use the backspace key.

Now we'll take a look at the **Cases** page. Click on Cases in the upper left corner of the screen next to "Home." Notice again the green line under the word "Cases" indicating which Case Management page you are on.



(Make sure all trainees are on the **Cases** page before discussing the features of the next page.)

The **Cases** page is an expanded view of the case list from the **Home** page without the map. Here you can view more columns of information for each case than you can on the **Home** page. Like the **Home** page, you can also customize this page to better fit your needs by reorganizing the columns, sorting, filtering, and using the search box.

Notice the five default columns displayed here: Survey Name, Case Information, Assignment Period, Status, and To Do. You will also notice that the CaseId column we added on the **Home** page did not apply here on the **Cases** page. Only the filter and search criteria applied on the **Home** page will carry over to the view on the **Cases** page, and vice versa.

Like in the example we did on the **Home** page, you can also add or remove columns on the **Cases** page by clicking the “Show/hide columns” button. Click on the “Show/hide columns” button now to open the options box. *(Pause)* As you can see, the options box here is exactly the same as the box that appears when you click on this button on the **Home** page. Please do not check or uncheck any columns. Just take a minute to read the list of the different columns that you can select.

(Allow time)

Again, notice that some of the default columns already have checkmarks next to their names. Although you can display more columns on the **Cases** page than you can on the **Home** page, your selections may still be limited based on the size of the columns and the available screen space.

Remember, once you add a column, it will remain here until you remove it. To remove a column, simply uncheck the box next to the column name. You can also quickly return your case list back to the default display by clicking on the “Restore Defaults” button on the upper right side of the screen above your case list.

Most of the information displayed in the columns on the **Cases** page is self-explanatory, so we will not go over them all. However, there are three columns that need additional explanation. These are the Appointment column, the Callback Notes column, and the To Do column.

The Appointment column displays the date and time of the next upcoming appointment with any member of the household. *(Pause)*

The Callback Notes column displays any callback notes that were entered when the appointment was made. We’ll talk more about appointments a little later in training. The last column I mentioned is the “To Do” column, which is one of the columns displayed here on the **Cases** page by default. The “To Do” column can be used to write short notes to yourself to plan and organize

your work. For example, it can be used to help with ordering a route of travel, noting whether a telephone interview or personal visit is required, among other things. This field is editable and is intended for **your** use only; it is not sent with the case when transmitted.

Let's enter a note in the "To Do" column. First, click outside the "Show/hide columns" box to close it.



(Make sure all trainees are on the Cases page before beginning the example.)

To enter a note in the To Do column, click in the box in this column for the case **286 Erasmus Dr** to open the text field. **(Pause)** Enter the following note: "personal visit required." DO NOT click the "Save" button or press Enter yet.

(Allow time)

This field allows a maximum 50 characters. Notice that it tells you how many characters you have left below the text box. **(Pause)** Now save your To Do note by either clicking the "Save" button or pressing Enter. **(Pause)**

Note that if you exit this field before saving, Case Management will automatically save any notes entered.

Take a look the "To Do" column in your case list, and you'll see the note we just entered is there. Does everyone see that?

(Help any trainees who may be having trouble.)

Any notes entered here are also searchable by keyword. To delete a note, activate the text box by clicking on it, and use the backspace key.

I want to emphasize that the "To Do" column **does not** replace the Case Notes. Anything entered in this column will not be sent with the case when you transmit it. Continue to complete your Case Notes as instructed by your supervisor. **(Pause)**

As you work on your actual assignments, you will use the various Case Management features every day. The more you use them, you'll see what works best for you in organizing your work. **(Pause)**

Now, we're going to look at the **Calendar** page. Click on Calendar in the upper left corner of the screen next to Cases. The green line should be under the word "Calendar" indicating what page you're on.



(Make sure all trainees are on the Calendar page before discussing the features of the next page.)

On this page, you will see any upcoming appointments for all of your OPEN cases. Any appointments that may exist after a case is completed and closed will not display on the calendar.

The calendar defaults to a monthly view, which you see here. But, you have the option to view the calendar in either a weekly or daily format by clicking on the corresponding buttons in the upper right-hand side of screen above the calendar.

We'll take a closer look at appointments on the calendar later in this training. *(Pause)*

Next, we are going to take a look at the **Reports** page. Click on Reports in the upper left corner of the screen next to Calendar. The green line should be under the word "Reports."



(Make sure all trainees are on the Calendar page before discussing the features of the next page.)

The **Reports** page provides you with detailed information about transmissions and results of each case; as well as, past transmissions and information regarding past transmissions. The information on this page is case-specific, so you can see when information for a case was last transmitted and if there were any errors.

You can use the calendar in the upper right section of the page to filter transmissions that occurred within a specific timeframe. You can also use the "Search" box to filter and sort your view, as well as, to narrow the list of cases on the report. Right now we will not practice using any of the features on the **Reports** page since we're in the classroom training environment and have not transmitted any cases. *(Pause)*

Let's now return to the Case Management **Home** page so we can discuss how to use the Long Press feature and the Context Menu.



(Make sure all trainees are on the Home page before discussing the next feature.)

The Long Press feature in Case Management is a touchscreen interface feature that opens a menu called the Context Menu for a selected case. You can Long Press on a selected case either here on the **Home** page or on the **Cases** page. You can also right click on a selected case using your mouse pad, and it will perform the same function. Let's try using the Long Press feature now.

In your case list, press on the case **508 Neil St** until you see a small box on the screen. *(Pause)* Then release your finger, and the Context Menu will appear. **DO NOT** click on any of the options in the menu. Right now, we want to review the options that are available for your NCVS cases.

(Allow time)

Does everyone see the Context Menu on their screen?

(Help any trainees who may be having trouble.)

The Context Menu options available for you to choose from for your NCVS cases are: Work, Details, CHI, Notes, and Map.

Work

The most commonly used option in the Context Menu is the **Work** option. **DO NOT** click on this menu option until I tell you to. The **Work** option launches the NCVS interviewing instrument. You will click on this option to begin an interview for the selected case from your case list. *(Pause)*

Details

The Details option opens the **Case Details** page. We'll take a closer look at this page after we finish reviewing the Context Menu options. *(Pause)*

CHI

The next option is the **CHI** option, which for the NCVS opens the Person Level Contact History Instrument or pCHI, where you enter the details about the contacts you make with NCVS eligible household members. You completed a Computer Based Training (CBT) on this topic during your self-study. We'll talk more about pCHI a little later. *(Pause)*

Notes

The next option is **Notes**. This option launches the Case Level Notes Editor for you to view, edit, or enter case-level notes for the case. *(Pause)*

Map

Last on the Context Menu is the **Map** option. Selecting this option will launch the Listing and Mapping Application (LiMA) - Time of Interview (TOI) map to help locate the case. We will not practice using this option since we are in the training environment, and the map will not populate. You'll get a chance to use this feature when you work on your **actual** production cases. *(Pause)*

Now we'll take a look at another page in Case Management that you will frequently use, the **Case Details** page. You can get to the **Case Details** page from either the **Home** page or the **Cases** page. There are a few different ways to access this page: by long-pressing on a case in your case list and selecting **Details** from the Context Menu; *(Pause)* by double-clicking on a case; *(Pause)* or by

right-clicking on a case and selecting **Details** from the Context Menu. You may use whichever method you choose.

Now go to the **Case Details** page for the case **116 AphroditeDr**.

(Allow time)

Make sure that you are on the **Case Details** page. If you are on this page, the upper left corner of your screen should read "Case Details."

Is everyone on the **Case Details** page?

(Help any trainees who may be having trouble.)

If you filtered your case list on either the **Home** or **Cases** page, the cases displayed here in **Case Details** will be filtered by the same criteria. You'll be able to tell this by looking at the information displayed under the green arrows in the upper right corner of the page. Notice that it says, "Open Cases, Filtered By:" *(Pause)* There isn't anything listed after "Filtered By:" because we did not filter the case list.

There is a header box located at the top of the **Case Details** page that will always be displayed even as you scroll down the page. The information in this box identifies the survey, status, and address of the selected case. *(Pause)* In the upper right corner of the header box, you will find the Case Details function buttons. *(Pause)* You will see that most of these buttons are also accessible in the Context Menu by using the Long Press feature we just went over.

Notice that there are two additional buttons here that are not in the Context Menu - *(Pause)* the green "Edit" button and the gray "Other" button. The "Edit" button allows you to edit or enter information into certain fields. Any editable fields will appear as white text boxes once you click on the "Edit" button. The "Other" button is a drop down menu that displays additional tasks that can be performed.

Now look at the left-hand side of the page. *(Pause)* The **Case Details** page has several sections called buttons. The names of these buttons are listed vertically on the left-hand side of the page. Each button contains specific information about the selected case. The button you are currently working on will be highlighted in blue and show a blue arrow next to its name. Let's take a look at each of these buttons. As we discuss each button, you may need to scroll up or down the page to view the information.

Assignment Overview Button

In the self-study, you were given a quick look at the information contained within the Assignment Overview button. Now we will take a closer look at the information in this button.

In the Assignment Overview some fields are editable, meaning that you can make changes to that field, while others are not editable and can't be changed. The fields that you can change will

appear as white text boxes after you click on the green “Edit” button in the header box. As you can see, the first item on the Assignment Overview is the case’s Control Number, which is not an editable field. Moving horizontally to the right, the next item is the Case ID. The Case ID is an eight-digit number used to uniquely identify the case. **(Pause)**

Following the Case ID is the Assignment Period, which is the year and month that you receive the case to interview. For your **actual** production cases, the assignment period will reflect the current year and month. **(Pause)**

On the next line of the Assignment Overview, you will see the Outcome Code. The outcome code reflects the status of the work that has been done on the selected case. For the case we are looking at, the outcome code is 200. As you can see, an outcome code of 200 means that the case is a new case and has not been started. As you progress through the interview, the outcome code will change.

If you want to know what any other outcome code means, a list of possible outcome codes for the NCVS can be viewed in your NCVS-550 Interviewing Manual for Field Representatives on your laptop. Go to Part B, Chapter 1, Topic 7 “CAPI Outcome Codes” and review the list of the NCVS outcome code descriptions.

(Allow time)

Next is the Reassigned field. This identifies whether the case has been reassigned from another FR. If the case has been reassigned, the word “Yes” appears in that field and “No” if it has not been reassigned. The FR Responsible field is next. If you are responsible for the case, it will have the word “Yes” in that field and “No” if not. **(Pause)**

The third line of the Assignment Overview begins with the Confirmed Refusal field. If the case is a confirmed refusal (Conf. Refusal) the word “Yes” appears in that field; otherwise “No” is displayed. A confirmed refusal is a case in which the respondent adamantly refuses to be interviewed and demands that he/she not be contacted again. If you receive a case as a confirmed refusal, you should not contact the household directly as a first step. First, verify with neighbors or other knowledgeable sources whether or not the same household is still living in the sample unit. If the same household is there, you will make the case a Type A noninterview. If a new household now lives in the sample unit, you should visit and interview the replacement household. More information on handling confirmed refusals is in Part A, Chapter 6, Topic 2 “Type A Noninterview Categories” in your NCVS-550 Interviewing Manual for Field Representatives on your laptop. Cases that are confirmed refusals are not subject to follow-up in the regional office by a supervisor or manager, while simple refusals are subject to follow-up. The next fields are Panel and Rotation, which identify the panel and rotation group the case falls into. **(Pause)**

Personal Visit or Telephone is on the next line. This field tells you whether the case requires a personal visit interview, or if the case is designated for a telephone interview.

Next is the Interview Number. This number typically reflects where the sample case falls within the sample rotation cycle. Usually, for incoming cases the interview number is 01. Cases in sample for the second time have an interview number of 02, for the third time an interview number of 03 and so on, up to interview 07 for cases in sample for their last interview. However, it is possible that a case is introduced into sample in the middle of the interviewing cycle for the sample/panel/rotation. So it's possible for incoming cases to have an Interview Number of 02, 03, 04, and so on. **(Pause)**

Frame is the next field. This field identifies the sample frame, which is either housing unit or group quarters (GQ). On the last line in this section is the GQ Flag field. This field tells you whether or not the sample address is within group quarters.

The next section of the Assignment Overview has the heading, Respondent Information. When you first receive your monthly NCVS cases, the Respondent Name field contains the name of the household respondent from the previous interview. However, for incoming cases, this field will be blank. Once you have completed the household respondent's current interview, this field is updated to reflect the name of the current household respondent. This respondent may be different than the household respondent in the previous interview.

Most of the fields in the Respondent Information section are editable. You can change or add information in this section, simply by clicking the green "Edit" button in the header box, deleting the old information, and typing in the new information. Once you've made the edits, click the green "Save" button to save your changes. Click on the "Edit" button now to see the what fields can be edited, but do not make any edits just yet. **(Pause)** Notice how the editable fields appear as white text boxes.

Phone Number, Phone Extension and Phone Type are the next fields in the Respondent Information section of the Assignment Overview. As you can see there is room for up to three phone numbers to be entered for a case. The Phone Type field allows you to enter the type of phone number, such as home or work. Click on the arrow in the Phone Type 3 box to see a drop down menu of telephone number types.

(Allow time)

Whenever you change or add information in the instrument that has a field in Case Management, that information is copied from the instrument into Case Management.

The Appointment Information is the next section in the Assignment Overview button. The appointment information displayed here is for the next upcoming appointment with any member of the household. As you can see, the appointment field is the first item in this section, and it is not an editable field. However, the Callback Notes field is editable. If the case has no roster, you can update the callback notes here to specify a callback/appointment date and time. The callback information will also be captured in the survey instrument and passed back or copied to this field.

The final two sections of the Assignment Overview are Contact 1 and Contact 2. Sometimes you obtain information about the status of a unit from someone other than an occupant. This happens when a unit is vacant and you talk to someone such as an apartment manager, or when a unit does not exist and you are able to verify it with a reliable source, such as a post office. When you enter the contact person information in the instrument, you will be able to see the information here in the Contact 1 and Contact 2 sections. However, for the NCVS, contact information is only collected for one contact person.

Since we are not making any edits in the Assignment Overview button, let's exit out of the edit mode. Click on the red "X" in the header box now. **(Pause)**

Address and Geography Button

Now click on the Address and Geography button on the left side of the page. You may have to scroll back up to the top of the page so that the left-hand buttons come back into view. **(Pause)** Here you will find detailed information on the sample address, mailing address, and other geographic information. The first field beneath the header box is the Dangerous Address field. This identifies whether the case is in the Dangerous Address Database (DAD).

Next are the Sample Address and Mailing Address sections. The information in both of these sections is editable. Click on the "Edit" button in the header box. Again, please do not make any edits. **(Pause)** Notice how the editable address fields in both of these sections have expanded and appear as white text boxes.

The first component of the Sample Address is House Number. Notice that the House Number field in Case Management has two separate fields in which to make entries. The first field is for a regular house number such as 222. The second field is for a house number suffix such as "A." So if the address were 222A GRANT STREET, the 222 goes in the first field and the "A" goes in the second field.

The next field is Street. This is where the individual street name is located which is the only information entered in this field. The next fields are Unit and GQ designations. If your assigned case is a unit in a building that has a name or ID, such as an apartment complex, then the building name and/or ID may also be listed for you in the Building Name and Building ID fields. The next field of the Sample Address section is the Non City-Style address. It is in this field that route and box descriptors, as well as route and box numbers, are entered, such as Rural Route 3 and PO Box 24.

As with other editable fields, you can correct the sample address from Case Management or within the NCVS instrument. Only correct addresses after you have verified the change with a knowledgeable person and always make sure you have located the correct sample unit.

The Mailing Address section contains the same items that are in the Sample Address section. Now look at the fields below the mailing address fields. You will see additional information such

as MAFID, state and county code, tract and block number, and so forth. Now look at the Design field. This field tells you which sample design the case is in.

Additional Information Button

Now click on the Additional Information button. This button contains additional information about the group quarters in which the sample case is located, such as the group quarters name, type, number of units, and the contact person's name.

(Answer questions)

Household Roster Button

Now click on the Household Roster button. (***Pause***) This button contains the name and selected demographic data entered into the NCVS instrument about the individuals living or staying at the housing unit at the time of interview, such as their name, age, date of birth, sex, and whether not they are the household respondent. You also won't see any information entered for middle initial since this information is not collected in the NCVS instrument. The information listed here is useful for callbacks to households with missing data.

Each record of the roster can be expanded to show additional information. Click on the green plus (+) symbol next to one of the household members and take a look at the roster information for that person. (***Pause***) Once you are finished, click the red minus (-) symbol to close it.

(Allow time)

You can edit some of the fields in the Household Roster button like Phone #, Phone Type, Appointment, and Callback Notes. Notice here that there are two green "Edit" buttons. One is located in the header box (that does not function), and the other one is located directly above the Household Roster table. This is the "Edit" button you want to click on to make edits to the roster. Be sure to save click the "Save" button after you make any edits here to ensure your changes are saved. Roster information can also be collected or updated in the NCVS instrument and will be passed back to the corresponding fields in Case Management.

Person-level appointments are displayed in the Household Roster button. Please keep in mind that the appointment information displayed here is a little different from what you see in the appointment field in the Assignment Overview button. Here, you will see each separate appointment made with each individual member of the household. On the other hand, the Assignment Overview will only display the next upcoming appointment with any member of the household. For example, you make an appointment with line number 1 for tomorrow at 9:00 a.m., and you also make an appointment with line number 2 for later today at 6:00 p.m. The appointment field in Assignment Overview will only display the appointment for line number 2 since that is the next appointment for this household. However, both appointments will be shown for each respondent here in the Household Roster.

Does everyone understand?

(Answer questions)

Also, it's important to remember that you **cannot** edit the appointment field in the Assignment Overview button. However, you can enter callback notes to document a callback/appointment if there is no roster. To add or change an appointment with a respondent, you must either do it here in the Household Roster button in Case Management, or within the NCVS instrument. Appointments captured in the CAPI instrument are passed back to Case Management. You will have the opportunity to practice making an appointment in the instrument later in the training.

Right now let's practice adding a person-level appointment in the Household Roster button. First, click on the on the green plus (+) symbol next to line number 2, Brian Public, to expand the record. ***(Pause)*** Then click on the green "Edit" button located below the heading Household Roster. Notice the editable fields are activated and appear as white text boxes. ***(Pause)***

We are going to create an appointment for later today at 6:30 P.M. Click in the Appointment field. ***(Pause)*** A pop-up box appears above the field with a calendar and time selection tool. Click on today's date in the calendar. ***(Pause)*** Click on the "AM" button to the right of the time to change it to PM. ***(Pause)*** There are two different ways that you can select the time. One way is to use the up and down arrows surrounding the hour and minutes boxes to scroll your selected time. The second way to select a time is by clicking on the number in the hour box. The time selection tool changes allowing you to click on the hour of your choice between 12 and 11. Click on "06". ***(Pause)*** Now click on the number in the minutes box. ***(Pause)*** Here you can select the time in 5-minute increments. Click on "30" since we are making the appointment for 6:30. ***(Pause)*** As you make your selections, it will fill the Appointment field below.

(Allow time)

Look at the Callback Notes field to the right of the Appointment field. If you need to contact a household member at a later date for a callback, you can enter that information here. You are limited to 25 characters, but you can record additional information in the case-level notes if needed. To save space, you can also use abbreviations. The callback notes will also be captured in the survey instrument and passed back or copied to this field. Since we're making an appointment with line number 2, enter the note, "L2 avail at 6pm today."

(Allow time)

When you are done, click on the green "Save" button. ***(Pause)*** Notice the pop-up box that appears. This is to confirm that you want to save the changes you just made. Click on the "Save" button. Notice that the Appointment column in the roster for Line number 2, Brian Public, has now been updated.

(Allow time)

Before we continue reviewing the left-hand buttons of the **Case Details** page, I'd like to talk a little bit more about the appointment we just made for later today. As mentioned earlier in training, there is a section of the Case Management **Home** page that displays your upcoming appointments for the day. Let's go to the **Home** page now. *(Pause)* We are working in the case **116 AphroditeDr**, so make sure it is highlighted in your case list if it isn't already.



(Make sure all trainees are on the Home page before discussing the next feature.)

Now look at the "Today's Appointments" section. There should be an appointment listed there for 6:30 P.M. Notice how the appointment is displayed here as the Time, Survey Name, and Case ID. If you work on multiple surveys, you'll be able to tell at a glance which survey the appointment is for.

Does everyone see that?

(Help any trainees who may be having trouble.)

I also mentioned earlier that the **Calendar** page displays any upcoming appointments for all of your open cases. Go to the **Calendar** page now to view this appointment on the calendar.



(Make sure all trainees are on the Calendar page before discussing the next feature.)

You will see that the appointment is displayed here in the same format of Time, Survey Name, and Case ID. *(Pause)* Now click on the appointment in the calendar. *(Pause)* A pop-up box appears showing additional case information. Notice that there is a "Case Details" button in this box. This will take you to the **Case Details** page for the case. Click on the "Case Details" button now, and we will continue our discussion of the left-hand buttons.



(Make sure all trainees are on the Case Details page before discussing the next button.)

Notes Button

Now click on at the Notes button. The Notes button displays any NCVS instrument notes for the case, that is, any notes entered in the NCVS instrument at the end of an interview or by using the **Ctrl + F7** instrument function key. You can also add or edit notes here by clicking "Edit Notes" in the header box. This will activate the Case-Level Notes Editor. Enter a note of your choice in the space provided.

(Allow time)

To exit the Notes Editor press the F10 function key. **(Pause)** A Notes Editor pop-up screen will appear asking if you want to save the notes entered. Click the “Yes” button. **(Pause)**

As mentioned earlier in training, you can also enter or edit notes by using the Long Press feature and selecting **Notes** from the Context Menu.

Contact History and Returning Contact History Buttons

The Contact History and Returning Contact History buttons contain the history of previous visits/interviews for a case. They also keep a record of the strategies used and respondent behavior for the case, which comes from the entries you make in the Person Level Contact History Instrument (pCHI). You learned about the Contact History instrument in a CBT during your self-study. In addition to using the Long Press feature and selecting **CHI** from the Context Menu, you may add to pCHI from the **Case Details** page by clicking on the “CHI” button in the header box. Each record can be expanded by clicking on the green plus (+) symbol. The Contact History button contains contact history information for the current interview period. The Returning Contact History button contains history for the previous interview period.

(Answer questions)

Letter Management Button

The Letter Management button displays the history of letters that have been sent from the RO to the household, and allows you to request letters to be sent to the household. Click on the Letter Management button. **(Pause)** Notice the headings Letter Requests and Letter History. Letter Requests shows pending requests already sent, and lets you initiate new respondent letter requests. To create a new letter request, click the blue “Create” button under the Letter Requests heading. This opens several fields to specify the letter options. Click on the arrows in the Letter Type, Type of Address, and Type of Delivery fields to see the drop down menus of the available options within these fields.

(Allow time)

We do not want to submit a letter request just yet, so click on the “Cancel” button under the heading Letter Requests. A box appears notifying you that your changes have not been saved. Click the OK button. You will have a chance to use this feature as you complete some of the practice interviews later in training.

Letter requests will not be sent to your Regional Office for processing until you transmit. Therefore, you can edit or delete letter requests at any time before transmitting. Once you have transmitted, you will not have the option to edit a letter request.

Letters History displays letters your Regional Office has sent. Advance letters will not be shown here. This list may be updated at varying time intervals depending on your Regional Office procedures.

(Tell trainees about your RO's specific procedures and letter management policies here. Review copies of the RO letters with trainees so they know what is used in the letter management button.)

Building Management Button

The Building Management button contains building manager contact information for large multi-unit buildings. If you are assigned a case in such a building, the building management's contact information appears when you click this button. Some of the editable fields here include the building information, building mailing information, and building contacts.

History Button

The next button on the left side of the **Case Details** page is the History button. Click on this button. **(Pause)** The Previous Interview History section displays information from previous interviews with the household, such as the outcome code, previously-assigned FRs, and whether the case was a replacement household. If the case was previously assigned to another FR, the CAPI outcome code from the previous interview appears in the Outcome column. For example, if in a previous interview another FR obtained a refusal for the case and sent it in as a Type A Respondent Refused, code 218 appears in this column.

The Instrument Access History section displays the date/time, outcome code, and action code for each time an FR enters into the NCVS instrument for a case during the current interview period. This allows you to see how many times you have opened the case to attempt an interview. The code listed in the Action column is a number used by Headquarters to determine what to do with your case once it has been transmitted. In order for information to change in the Instrument Access History section, the case has to be launched in the survey instrument. Just reviewing information about a case in Case Management will not change what is displayed here.

Finally, the Address History section displays the details of any address changes made to the case. If you correct the address under the editable fields in the Assignment Overview button or in the instrument, the previous address information is stored here so that you can refer to it if needed.

Interview Time Preference Button

Now click on the Interview Time Preference button. **(Pause)** This button allows you to view and enter the best and worst times to contact a case. The information displayed here does not come from any previous interviews for the household, only the current interview period.

Let's practice working with the Interview Time Preference button. Click the "Edit" button in the header box. **(Pause)** Preferred times to contact a household are called "Boost" times and will appear in green on the grid. Bad times to contact a household are called "Block" times and appear in red on the grid. If no times are specified, the hour slots appear in white.

There are several ways that you can boost/block the hour slots in the grid. We will only discuss a couple. As you use this feature more, you will figure out which way(s) works best for you. Let's assume for this exercise that the respondent indicated that he did not want to be called on Sunday. One way to block the hour slots under the Sunday column is to move your mouse arrow to the first hour slot, 9:00 AM, under the Sunday column, and then click your bottom right mouse button. The 9:00 AM hour slot will now be in red. Another way is to use the touchscreen and long press in the 10:00 AM hour slot. This slot will now be red. Using whichever way you choose, block all remaining hour slots under Sunday. *Try this now.*

(Allow time)

Now let's clear what you just entered by clicking on the "X" in the header box, and then clicking OK acknowledging the changes have not been saved. ***(Pause)***

(Allow time)

Now let's try another way to block times for an entire day. Click the "Edit" button in the header box. ***(Pause)*** Place your cursor on the column heading "SUN" and click your bottom right mouse button. ***(Pause)*** The entire day is now blocked. To clear the entry, click on your right mouse button again. ***(Pause)*** You can also block the entire day by long-pressing on the column heading "SUN." Long press on it again to clear it.

(Allow time)

Now let's try entering the best or preferred times to contact the household. For this exercise, let's also assume that the respondent told you that he prefers to be called on Saturdays between noon and 4 o'clock in the afternoon. Click the "Edit" button in the header box if you're not already in the edit mode. ***(Pause)***

One way that you can specify the best times to contact the household is to move your mouse arrow to the 12:00 PM hour slot under the Saturday column, and then click your bottom left mouse button. ***(Pause)*** The hour slot will now be in green. Another way is to use the touchscreen and tap on the 1:00 PM hour slot. This hour slot is now green also. Using whichever way you choose, boost the three remaining hour slots.

(Allow time)

Before we save our changes, scroll to the bottom of the grid. You can also boost/block times by making the appropriate selections using these drop down boxes that appear beneath the grid while you are in the edit mode. ***(Pause)***

Remember, if you make changes to any editable fields on the **Case Details** page in Case Management, to save those changes. Click "Save" now.

Troubleshooting Button

The last button is the Troubleshooting button. It contains information the Help Desk may ask you for when providing you with technical assistance.

This concludes our review of the left-hand buttons on the **Case Details** page. Are there any questions?

(Answer questions)

I want to briefly go over the different ways that you can launch the CAPI instrument for a case to begin interviewing. **DO NOT** launch a case until I tell you to. On either the **Home** page or the **Cases** page, you can use the touchscreen and long press on a case in your case list and select “Work” from the Context Menu, **(Pause)** or you can use your mouse pad and right click on a case and select “Work” from the Context Menu. **(Pause)** You can also click on the “Work” button in the header box when you are on the **Case Details** page for a selected case. As we go through the practice interviews, you may launch a case through whichever method you choose. The more you use Case Management, you will decide which way works best for you.

This concludes our discussion of the NCVS Case Management. Are there any questions?

(Answer questions)

Now I’d like to talk about the Person Level Contact History Instrument or pCHI. You completed a Computer-Based Training or CBT about the Person Level Contact History Instrument during your self-study. In addition to completing interviews in the NCVS instrument, you must enter information into the pCHI each time you ATTEMPT to make contact or MAKE contact with a household or individual respondent. By taking just a few minutes you are providing valuable information to your Regional Office (RO), Headquarters, and the survey sponsor.

The ROs use reports generated from the pCHI data to give you feedback on your contact attempts and make suggestions for future contacts. Headquarters staff and the survey sponsors analyze pCHI data so they can determine reasons behind non-contact and refusal cases on the NCVS, then formulate strategies for dealing with them.

For example, after an FR has made six contact attempts for the same household at different times of the day and on different days of the week, and the FR has also spoken to the neighbors on more than one occasion and still has not been able to get a response from a household, is it worth making a seventh attempt? Maybe and maybe not. The pCHI data can help us determine if there should be a cutoff on the number of contact attempts made so that you can turn your attention to other cases. We can also determine from pCHI data if there is a need to make changes to the letters left at a respondent’s home to increase response and/or efficiency.

There are several benefits for you, the FR, in the pCHI:

- pCHI is a tool you can use to help track and manage your caseload.
- pCHI provides a record of the best times to make contact so you can use your time efficiently.
- pCHI shows the work that you put into each case since you record every contact attempt.
- For longitudinal surveys like the NCVS, you can see pCHI records from the previous interview period.
- pCHI records follow a case, so if a case is reassigned, the new FR has a history of contact attempts and outcomes.

You have the ability to leave FR notes in a case; however, you must complete the pCHI entries as well. Your FR notes are very difficult to analyze since each FR enters different information and you may not record a note for EVERY contact attempt. The pCHI data is consistent and easy to read. The pCHI standardizes contact information for better tracking and more efficiently produces reports that can be used by various reviewers.

These are all reasons why filling out the pCHI is so important. Does anyone have further questions on the pCHI?

(Answer questions, continue to the next lesson)

Chapter 3 – Review of the Pre-Classroom Self-Study Materials

(Total approximate time: 30 minutes)

Objectives:

- Review the pre-classroom training materials.
- Provide trainees information on computer care.
- Discuss the answers to the Final Review Exercise in the NCVS-521 Self-Study.

Materials Needed:

Trainee -

- NCVS-521, Self-Study for NCVS Field Representatives (Lesson 18 completed)

Over the past few days (weeks), you completed some pre-classroom self-study materials. These materials gave you background information about the laptop computer and the NCVS. During this classroom training, we will review some operations you already learned. You will also learn details on a few other topics.

Everyone should have completed the Person Level Contact History Instrument (pCHI) CBT (Computer Based Training). The pCHI CBT went over the layout on the screen and the function keys, uses of the pCHI instrument, which is used for keeping track of contacts, and contact attempts for households and individual respondents. We'll practice using the pCHI later in the training.

Any questions about this CBT?

(Answer questions)

Next, in your pre-classroom work, you learned about an important responsibility. That's your pledge to keep Census Bureau information confidential. The last paragraph in your Oath of Office applied specifically to this obligation. In this oath, you swore not to disclose any information you obtain as a Census Bureau employee to any person, either during or after your employment. You must be careful that no unauthorized person looks at listing sheets or looks at files and data on your laptop. This restriction applies to members of your family and to respondents.

Does anyone have any questions about survey confidentiality?

(Answer questions)

Now take out your NCVS-521, Initial FR Training Self-Study, and open it to page 138.

(Allow time)

Let's go over the final review exercise from Lesson 18 of this self-study. As I call on each of you, please read the question and give us your answer. If anyone has a question as we go through this exercise, let me know and I will try to answer it.

(Call on one trainee to answer each question. Use the following answer key to answer any questions. Refer trainees back to the appropriate page in the self-study or manual to reinforce a specific survey concept or procedure if needed.)

Please start us off with Question 1, _____.

1. The BJS needs the NCVS data primarily to obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons 12 years of age and older.

TRUE

(NCVS-521, Page 6)

2. The reference period is important because we only ask about crime incidents that occurred during this period. Listed below are interview dates for first month interviews. For these interviews, what is the 6-month reference period for crimes committed?

Date Of Interview	Reference Period
August 5	February 1 through August 4
April 1	October 1 through March 31
December 3	June 1 through December 2

(NCVS-521, Page 38)

3. Listed below are the Moe family members and their ages. Answer the questions (3a - c) which follow:

Name	Age	Household Relationship
John Moe	46	Reference person
Megan Moe	42	Spouse
Mary Moe	20	Child
Michael Moe	8	Child

When you make your initial visit to the Moe household, Megan Moe is the only person home. She answers the household characteristic questions, along with other questions relating to her family.

- a. Who is the household respondent?

Megan Moe

(NCVS-521, Page 20)

- b. If while interviewing Megan Moe, she tells you that Mary is currently away at college, living in a dorm. Mary Moe is no longer considered a household member for NCVS purposes.

TRUE

(NCVS-521, Page 99 and NCVS-550, Part B, Chapter 2, Topic 11, Subheading "Who to list on the Roster")

- c. Are there any members of the Moe household who are not required to be interviewed for the NCVS?

YES

If yes, who?

Michael Moe, since he is under 12 years of age.

(NCVS-521, Page 19)

4. If the occupants at a sample address change between enumeration periods, you: **(Mark the correct answer.)**

☐ Try to locate the occupants' new address at the local post office.

☐ Select another address randomly on the same block.

☒ Interview the people who currently live at the sample address and who consider the address to be their usual place of residence.

(NCVS-521, Page 39)

5. **Probing** is an interviewing technique you can use to get the respondent to provide more information when the respondent's initial answer is unclear or incomplete.

(NCVS-521, Page 117)

6. Enter the letter next to each item that corresponds to the letter that points to a specific part of the NCVS CAPI instrument illustrated below:

<u> E </u>	Info Pane
<u> A </u>	Title bar
<u> C </u>	Section Tabs
<u> D </u>	Form Pane
<u> B </u>	Menu Bar

F Status Bar

(NCVS-521, Page 69)

The screenshot shows the National Crime Victimization Survey (NCVS) software interface. The title bar reads "National Crime Victimization Survey - NCVS Questions ver 08.11 Blaise ver 482b1606". The menu bar includes "Forms", "Answer", "Navigate", "Options", and "Help". The toolbar includes "Main", "HH Roster", "New HH", "FAQs", and "F10". The main content area is divided into two sections. The top section, labeled 'E', has a yellow background and contains the text "Ask or verify:", "Are your living quarters...", and "Read answer categories". Below this, there are three radio button options: "1. Owned or being bought by you or someone in your household?", "2. Rented for cash?", and "3. Occupied without payment of cash rent?". The bottom section, labeled 'D', has a gray background and contains a list of housing types with checkboxes: "Tenure", "Student", "Public housing", "Pub verify", "Pub house", "Indian res", "Farm sales", "Access", "Type HJ", "HJ - specify", "Other unit -", "Nounits", and "Direct". To the right of this list are two checkboxes labeled "Gateway" and "Restrict". The status bar at the bottom, labeled 'F', displays "00000001", "TENURE", "4:59:27 PM", "8-7-2012", "Talking To:", "About:", and "142/2282".

7. Describe in the answer space below how you identify or differentiate each item from other information on the screen:
- FR Instructions: Blue text
 - Questions to ask respondents: Bold black text
 - Questions that allow multiple answers: Square box to the left of answer categories
 - Questions that allow only a single response: Radio button to the left of answer categories
 - Text that is optional to read to the respondent: Gray text

(NCVS-521, Pages 70 through 72)

8. Which key, when pressed in the NCVS CAPI instrument, ensures that the entry is “accepted” within the instrument and moves to the next question?

The Enter key (NCVS-521, Page 73)

9. Which Function key in the NCVS CAPI instrument allows you to enter Item Level Notes?

F7 (NCVS-521, Pages 82 and 86)

10. Which keys, when pressed while in the NCVS CAPI instrument , allow you to enter Case Level Notes?

Ctrl+F7 (NCVS-521, Page 86)

11. Which Function key in the NCVS CAPI instrument is used to exit the instrument before the interview is completed?

F10 (NCVS-521, Pages 86 and 131)

12. At the START screen, select category 3, Noninterview (Type A/B/C), to classify a person as a Type Z noninterview.

FALSE (NCVS-521, Pages 82 and 83)

13. In the NCVS CAPI instrument, selecting the Suppress button in a **soft** edit check allows you to accept data inconsistencies.

(NCVS-521, Page 81)

14. Six months ago, when you interviewed a sample household there were three household members. During the current month, you discover that two of the three household members moved out. You must create a replacement household and interview the remaining household member.

FALSE (NCVS-521, Page 94)

15. If you encounter a reluctant respondent you can try to convince the respondent to participate by mentioning that: **(Mark the correct answers.)**

 X Based on the results from this survey, we have found that over half of all crimes go unreported to the police. Since this survey includes crimes that

are both reported and unreported, data users can get a more complete picture of crime in the United States from this survey.

_____ I can just ask you if you have been a victim of a crime and if not then we'll be done.

 X By examining the differences between victims and non-victims, we can try to determine why certain individuals become victims, while others do not.

 X Whether you experienced a crime or not, you are helping the nation understand crime and safety issues – *your experience matters*.

 X The survey results are used to update or create new programs focusing on the people who are most likely to be victims of crime by making crime prevention and control programs more effective.

(NCVS-521, Pages 7 and 8)

16. It is important to ask the NCVS questions as worded so that all respondents hear the same questions in the same order, ensuring the validity of the survey data.

TRUE

(NCVS-521, Pages 21 and 78)

17. If multiple types of crime happened in the same incident, a separate Crime Incident Report will be completed for each type of crime reported.

FALSE

(NCVS-521, Page 107)

18. Every eligible NCVS respondent will be asked screener questions on completed and attempted thefts, attacks, unwanted sexual contacts, threats, and break-ins.

FALSE

(NCVS-521, Page 107)

19. Which of the following are procedures for writing the summary for a crime incident report: **(Mark all that apply.)**

_____ Write the summary on your own.

 X Ask the respondent to summarize the incident and type what they tell you.

 X Add more details to the initial summary provided by the respondent if important details were left out by the respondent.

 X Avoid non-descriptive summaries like, "Same as the previous incident." Each summary needs to be able to stand-alone and provide enough details to know what type of incident was reported.

_____ Type "Refused" if the respondent does not want to provide a summary.

(NCVS-521, Pages 116 and 117)

20. A respondent returns home from work to find their package was stolen from the porch. When checking the video from their doorbell camera, they see a young man grabbed it and ran off. In this scenario the respondent is considered present because they saw the offender commit the crime on the doorbell camera recording.

FALSE

(NCVS-550, Page B4-69)

This concludes our review of the pre-classroom training materials and the NCVS self-study final review exercise. Are there any final questions about the material covered before we continue?

(Answer questions)

(Continue to the next chapter)

Chapter 4 – NCVS Concepts and Definitions

(Total approximate time: 40 minutes)

Instructor Preparation:

- Make sure each trainee has a copy of:
 - the NCVS-522.1 Classroom Workbook,
 - the NCVS-550.1, NCVS At a Glance, and
 - the NCVS-554 Information Card Booklet.

Objectives:

- Familiarize trainees with survey concepts and definitions.

Materials Needed:

- NCVS-523 FR Workbook
- NCVS-550 Interviewing Manual for Field Representatives (electronic document on laptop)

(Throughout this chapter when you see Q: and A: ask trainees the questions by name and review the answers with them. Discuss if needed to ensure the concept is clear.)

(Before you begin, ask trainees to open and minimize the electronic version of the NCVS-550 Interviewing Manual for Field Representatives. Trainees are going to need to reference it several times in this chapter.)

Before you have the opportunity to access and use the NCVS automated survey instrument, let's first review and discuss in more detail some survey concepts and definitions that were covered in the self-study, as well as other concepts you should be familiar with. Understanding these concepts, as well as others we will cover while completing the practice exercises, is critical for the collection of accurate data and for the proper crime classification of reported incidents.

Let's begin with an explanation of sample units. Sample units are addresses selected for the NCVS and are of two types, housing units and other units. A housing unit consists of separate living quarters in which the occupants live separately from any other individuals in the building and have direct access from outside the building or through a common hall or lobby. Examples of a housing unit include a house, an apartment, a mobile home or trailer, or group of rooms. **(Pause)**

"Other units" are units located in non-institutional Group Quarters, such as homes for the elderly, college dormitories, and boarding houses where residents have their own room, groups of rooms, or beds. These residents also have access to some common facilities, such as a dining hall, lobby, living room, or recreational areas.

After classifying a sample unit's type, you will determine if the living quarters is presently being used as student housing by a college or university. For a sample address to be considered student housing, payment for housing must be made directly to a college or university.

Q: Let's say you are at a sample address, and you are told that a room is rented out to college students. The student pays rent to the household respondent. Would that unit be considered student housing?

A: No, because the student pays rent to the household respondent and not directly to a college or university.

Thank you.

Another important concept is public housing. Public housing is rental housing provided to eligible low-income families, the elderly, and persons with disabilities. Public housing comes in all sizes and types, from scattered single-family houses to high-rise apartments. For the NCVS, the sample address is considered public housing **ONLY** if it is located in a building owned by a public housing authority that is federally funded. Housing funded at the state and local levels is not considered public housing for the NCVS.

A sample unit represents hundreds of other similar units. Therefore, if you omit or obtain incorrect information about one sample unit, the error is multiplied hundreds of times.

Are there any questions?

(Answer questions)

Now let's review who can serve as the household respondent and the household reference person. The **household respondent** is a household member who must be **at least 18 years of age** and **knowledgeable** about the household. This household member will answer the household characteristic and household screener questions and **MUST be interviewed BEFORE interviewing any other household member**. You must complete at least a partial NCVS interview with the household respondent so that the household is a sufficient partial interview. If you can't obtain a partial interview with the household respondent, you must classify the whole household as a Type A Noninterview. You will do a practice Type A Noninterview later in this training.

We will now toggle from the instrument to the NCVS-550 Interviewing Manual for Field Representatives on your laptop. To do this, press Alt + Tab. Once in the manual, press Ctrl + F to bring up the "Find text" search bar to be able to search the document. Now type "Household and Individual Respondents" in the "Find" bar and read the "Definition" and "Who Qualifies to be a Household Respondent" in Part C of your NCVS-550 FR Manual. The reading ends when you've reached the Subheading "Changing Household Respondents During an Interview".

(Allow time)

Q: If you visit a sample address for the first enumeration period and discover that the only household member home at that time is a 16-year-old son of the homeowner, could you interview the son as the household respondent?

A: No. The son must be at least 18 years of age.

Thank you.

If you visited a sample household in which the household members are a husband, his wife, and their 18-year-old daughter and all members are available, it is better to interview either the husband or wife as the household respondent, rather than the 18-year-old daughter. This is because the parents are more likely to be knowledgeable about household information: birthdates, education levels, household income, and so on.

Now let's talk about the **reference person**. The reference person must be a responsible adult household member who is at least 18 years of age, and is also one of the persons who owns, rents, or occupies rent free the sample unit. Also, the reference person will be the first person you list as you build a new household roster. Now type "Topic 4. Reference Person" in the "Find" bar and read the "Definition" and the "Special Situations" you may encounter when identifying an eligible reference person. The reading ends when you've reached the Subheading "Changing the Reference Person".

(Allow time)

Q: Can the reference person in a sample household also be the household respondent?

A: Yes, but the reference person does not have to be the household respondent.

Thank you.

The purpose of the reference person is to establish the relationship of all household members to one person who is likely to stay in the household. Are there any questions about who is eligible to be a household respondent and the reference person?

(Answer questions)

Let's discuss household membership and usual place of residence. For a person to be considered a member of a sample household, he or she must be:

- Using the sample address as his or her usual place of residence at the time of the current interview even if the person is temporarily absent at the time of interview,

OR

- Staying temporarily at the sample address AND doesn't have a usual place of residence elsewhere.

Usual place of residence is a specific living quarters, whether a housing unit or a non-institutional group quarters unit, where a person lives and sleeps the greater part of the time and is free to return to at any time. Now type "Topic 4. Reference Person" in the "Find" bar and read the "Definition" and "Determining Usual Place of Residence". For this exercise, the reading ends when you've reached the Subheading "Foreign Citizens Temporarily Staying in the United States".

Now we'll answer some questions about usual place of residence.

Q1: Paul Moe is staying in the sample unit, but is looking for another place to live. He has no other residence. Is Paul a household member?

A: Yes, because Paul does not have any other usual place of residence.

Q2: Janet Voe is a paid housekeeper who lives in the sample unit. Is Janet a household member?

A: Yes, because the sample unit is her usual place of residence.

Q3: When you interview the Zoe household, Mr. Zoe tells you that his daughter Emily is away at college. Is Emily a household member?

A: No, because Emily is residing away from the family residence while attending school. Her school residence is considered her usual place of residence.

Q4: When you contact the Coe household, Pamela Coe, the household respondent, tells you that her husband, John, is serving with the Army and stationed overseas. Is John a household member?

A: No, because he is stationed in a different locality than the sample address.

Q5: If you list someone as living and staying at the sample unit as of the night before the interview and then at **HSEMEMURE** when you ask "Does have a usual place of residence elsewhere?" you determine that the person usually lives somewhere else, what answer category do you enter in **HSEMEMURE**? (1) Yes or (2) No.

Hint: Refer to the NCVS-550 Interviewing Manual for FRs on your laptop for more information on **HSEMEMURE**.

A: Answer category 1, "Yes."

When you enter answer category 1, "Yes" in **HSEMEMURE** for a person, that person is NOT considered a household member and you do not complete an NCVS interview for that person.

Are there any questions?

(Answer questions)

Each NCVS case assigned to you starts with a sample address. You generally will interview the residents at that address for seven enumeration periods, even if the usual residents change during that time period. If all members of a household move out of the sample address, the new household is considered a replacement household. Replacement households are treated like incoming or first time in sample households in that you must interview the household respondent in person, along with any remaining household members who are eligible for interview and available at the time of your visit. However, the interview period or enumeration period for the sample address does not change. For example, if a unit is in sample for its third enumeration and you discover a replacement household at the sample unit, the interview period for the replacement household remains at three and does not revert to one. **(Pause)**

Q. Suppose last enumeration three brothers, Michael, John, and Pat Coe lived at the sample unit. When you contact the household during the current interview period, you discover that John and Pat moved out of the household and Michael's new wife, Sarah, has moved in. Is this household considered a replacement household, _____?

A. No, because not all members of the household moved out.

Q. Now suppose that during the last enumeration, you interviewed the household at a sample address. This enumeration period, you return to the sample address to find that the household you interviewed last time has moved away and the address is vacant. Is this a replacement household?

A. No, this is not considered a replacement household.

This is an error that is sometimes made. It is only considered to be a replacement household if a new household has moved into the sample address. In the scenario I just asked about; you would code this address as a "Type B – vacant".

Regardless of whether or not a sample unit is a replacement household, survey procedures require that you conduct NCVS interviews for all household members 12 years of age or older by self-response. However, you may encounter situations in which the household member is unable to complete his or her interview for himself or herself. In some situations, a proxy interview is allowed, so let's talk about proxy interviews. Now type "Topic 6. Proxy Interview" in the "Find"

bar and read the definition of a proxy interview. Also, read the subheadings “Acceptable Reasons for Proxy Interviews” and “Proxy Interviews for Household Respondents”.

(Allow time)

If you must take a proxy interview for an acceptable reason, your first choice for a proxy respondent is a household member who is at least 18 years old, very knowledgeable about the proxy person, and who has already completed his or her own NCVS interview by self-response. As you read in the manual, proxy interviews should be taken as a **last resort** since you may be collecting incomplete or inaccurate information. A proxy respondent is more likely to omit an incident or leave out some of the details about a reported incident.

Q: Suppose Mrs. Voe refuses to let you interview her daughter, Mary, who is 15 years old. Can you conduct a proxy interview for Mary with Mrs. Voe, _____?

A: No, a parent who does not allow you to speak to his or her child can only complete a proxy interview for children who are 12 or 13 years old.

Q: Suppose on September 8 you call the Coe household to conduct their NCVS interview. Jennifer Coe tells you that her husband, Fred, is on an extended business trip and will not return home until the following month. Can you conduct a proxy interview with Mrs. Coe for Fred, _____?

A: Yes, since the household member is temporarily absent during the entire interview period and will not return before closeout.

Now let’s discuss the crimes measured by the NCVS. Now type “Crimes Measured by the NCVS” in the “Find” bar and read about this topic. The reading ends when you reach the subheading “Classifying NCVS Crimes”.

(Allow time)

The NCVS collects information on crimes suffered by individuals and households, whether or not those crimes were reported to law enforcement. These include crimes of rape, sexual assault, aggravated and simple assault, purse snatching and pocket picking, household burglary, theft, and motor vehicle theft. As you read, the NCVS does not measure homicide, kidnapping, commercial crimes, such as burglaries of stores, or the so-called victimless crimes, such as drunkenness, drug abuse, illegal gambling, con games, prostitution, and blackmail.

Crimes measured by the NCVS can be classified into two general types: crimes against persons and crimes against households. Crimes against persons, which are referred to as personal crimes and include rape, sexual assault, assault, purse snatching, and pocket picking, which involves contact between the victim and offender. All of the measured crimes against households, which

are referred to as property crimes and include burglary, theft, and motor vehicle theft, which are crimes that **do not** involve personal contact with an offender.

It is important to know that threats of rape, sexual assault, personal robbery, and assault made against a respondent must be delivered **verbally and face-to-face** between the offender and the respondent **AND** the threat must involve the **potential for physical harm to the respondent**.

Let's determine if the following examples are acceptable NCVS threats:

Q: Nick sent an e-mail message to John warning him to stop seeing his ex-girlfriend or he would beat him up the next time he saw him. Is this an acceptable threat for the NCVS, _____?

A: No, since the threat was not verbal and not face-to-face.

Q: Amy was driving home at night when a car pulled up behind her. The driver honked his horn, flashed his headlights, and then passed her at a high rate of speed. When passing her, Amy noticed that the driver made an obscene gesture at her. Amy said that she felt threatened. Is this an acceptable threat for the NCVS, _____?

A: No, because the other driver did not verbally threaten to physically harm Amy.

Q: Eric was at an ATM when a man approached him and told him to hand over the money he just withdrew or else he would shoot him. Is this an acceptable threat for the NCVS, _____?

A: Yes, because the threat was delivered verbally and face-to-face and involved the potential for physical harm to the respondent.

Let's try one more.

Q: James was outside in his yard when his neighbor Phil came over and warned James to stop parking in his parking space or he would slash his tires the next time he was parked in his reserved space. Is this an acceptable threat for the NCVS, _____?

A: No, because the threat, although verbal and face-to-face, did not involve the potential for physical harm.

Thank you.

The most serious crime against households is burglary, which is the illegal or attempted illegal entry of a structure. An example of **burglary** would be if a person actually broke into a house, or if a person having no right to be there entered through an unlocked door.

Theft, the most prevalent property crime, includes completed or attempted theft of property or cash without personal contact. Incidents involving theft of property from within the sample household are classified as theft if the offender has a legal right to be in the house, such as a maid, delivery person, or guest. If the offender has **no legal right** to be in the house, the incident is classified as a burglary. Examples of theft are: theft of cash by a houseguest, theft of a garden hose from the yard, theft of a briefcase or umbrella from a restaurant, or theft of a portable radio from the beach.

Any crime involving personal contact is not a household crime.

Q: What are personal crimes of violence?

A: Crimes in which an offender attempted to attack or attacked a household member or threatened a household member with physical harm, or robbed a household member by force or threat of physical harm.

Thank you.

You also record all crimes to unrecognizable businesses, as these are included in the NCVS data. Now type "Recognizable/Unrecognizable" in the "Find" bar and read the definitions for recognizable and unrecognizable businesses. The reading ends after "Example 3".

(Allow time)

Q: If a respondent does sewing alterations in her house and she has a sign in her front yard which reads: "Alterations - Same Day Service," is this a recognizable or unrecognizable business, _____?

A: A recognizable business.

Q: One of your respondents prepares income tax forms in his basement and there is no sign outside his house advertising his services. He only advertises his business in the local newspaper. Do you consider his business recognizable or unrecognizable, _____?

A: Unrecognizable.

As mentioned earlier, all crimes to **unrecognizable** businesses, such as the theft of business property, are included in the NCVS data. However, if a reported crime involves a recognizable business, report only the personal items stolen or any personal threats of physical harm or assaults that may occur to the respondent during a theft from a recognizable business. Do not include any stolen items that belong to the recognizable business.

Q: Let's say that two thieves stole a sewing machine that belonged to a person's recognizable alterations business. Do you include the theft in the NCVS?

A: No, because the stolen item belonged to a recognizable business.

Q: If a respondent uses a computer to prepare income tax forms in her unrecognizable business and her business computer was stolen, do you include the theft when completing a Crime Incident Report?

A: Yes, because the stolen computer belonged to an unrecognizable business.

Q: If a shopkeeper's wallet was stolen during the robbery of his small business, do you include the theft of the shopkeeper's wallet?

A: Yes, because we want to include thefts of personal items, regardless of whether the personal theft took place at a recognizable or unrecognizable business.

Q: While conducting an interview, a respondent says that her recognizable business, which is located in a downtown store, was burglarized and she was attacked during the burglary. Do you record this incident? Why or why not?

A: Yes, because the household member was attacked during the burglary.

In this last situation, if any personal property or cash was stolen from the store owner, you record the stolen property and cash because it belongs to the respondent, and NOT to the recognizable business. If the respondent was attacked and only business property was stolen, record information on the attack, but exclude the theft of the business property from the crime incident report.

Are there any questions?

(Answer questions)

Sometimes respondents are unable to describe separately the details of each reported incident when they are similar. Six or more similar but separate events, which the respondent is unable to describe separately in detail to you, are called a **series** of crimes.

Now type "Series of Crimes" in the "Find" bar and read the definition for series of crimes.

(Allow time)

Q: Nicole reported that money was stolen from her desk at work on five different occasions. All incidents occurred during her 6-month reference period. Nicole never found out who

stole the money and each time the circumstances were so similar that she cannot differentiate one incident from the other. Do these incidents qualify as a series of crimes, _____?

A: No. The respondent reported fewer than six similar incidents so it cannot be a series.

Are there any questions?

(Answer questions)

Finally, let's review the NCVS reference period. Now type "Topic 2. Reference Period" in the "Find" bar and read the definition of a "reference period."

(Allow time)

Sometimes you will encounter a reported incident that occurred before the reference period start date. If you discover at one of the **INCDATE** or **ANCHORDATE** screens that the incident occurred before the reference period start date, the incident is considered **out-of-scope** and the instrument will not prompt you to collect any more information about that incident. If the incident occurred on the day of interview, collect the incident information as usual.

Are there any questions?

(Answer questions)

(Continue to the next chapter)

Chapter 5 – NCVS Practice Interviews

(Total approximate time for all practice exercises: 9 hours, 50 minutes)

Instructor Preparation:

- If available, set up projection device.
- Make sure all trainees are logged into their laptops and using AC power. *(Make sure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, help trainees use extension cords or adaptors to connect to outlets in the training room.)*
- Make sure trainees have a copy of the materials needed listed below.
- Make sure you have keyed the self-study practice exercise prior to starting Practice Exercise 7.

Objective:

- Familiarize trainees with the survey questions and their intent.
- Provide trainees with practice using the NCVS instrument and the instrument function keys.

Materials Needed:

Trainee -

- Laptop computer
- Function key template
- Form 11-38, Request for Appointment
- Form 11-38A, Request for Appointment
- NCVS-523 FR Training Workbook
- NCVS-572(L) Introductory Letter
- NCVS-110 Factsheet

Trainer -

- Same as trainee materials
- Projection device

Before we get into the practice interviews, I want to talk about conducting the NCVS interviews in your assignment. As we've mentioned, for first time in sample households, and occasionally for other cases, you'll visit the household in person. For NCVS personal interviews, interview respondents in private, out of the hearing range of others whenever possible. Research has shown that we get more complete and accurate data when we interview away from other household members.

In a survey like the NCVS, which can cover some sensitive topics, if a respondent is interviewed in front of other people, they may not be fully truthful about their victimization experiences. Try to arrange private interviews for the NCVS. If household members sit down together for an interview, tell them that you wish to interview separately to ensure the confidentiality of the respondent's answers, and to ensure that we get the most complete and quality data. ONLY continue to interview with others present if the respondents refuse to be interviewed privately or a private interview is not possible (for example, in a small space like a studio apartment). Even in front of others, you still must conduct each interview at a conversational pace, and ask each respondent all the screen questions in their entirety. Are there any questions?

(Answer questions)

Another thing I want to emphasize is that you must ask all the screener questions in their entirety at a conversational pace. Do not change the wording or paraphrase any questions, and do not omit any part of a question. It's important to ask all the questions and ask them as they are worded because they have been specifically designed to jog respondents' memories and help them recall incidents that they may have forgotten. The screener questions have been developed and refined since the beginning of the NCVS. You must ask all the screener questions as worded, wait for the answers, and enter those answers completely and accurately. If a respondent has forgotten an incident and you do not ask the screener question or cue that may help them remember it, we run the risk of not collecting that incident. These omissions and missed incidents can result in the crime rates we calculate being erroneously low, and in survey results being biased.

Because being the victim of a crime is an unpleasant experience, people may repress those memories, or the memory of the incident may decay so much that the respondent has trouble recalling the crime with accuracy. Also, for some respondents, crimes may be part of their everyday life and completely unremarkable to them until you, the interviewer, ask that screener question which sparks their memory or recall. People who live in environments in which these incidents commonly happen either forget them or think they are not important enough to mention.

Research has also shown that context is an important factor in people's ability to remember events. For example, a respondent may not recall a crime that happened at school when you ask the screener question about theft, but may remember it when you ask the screener question that focuses on the location of possible victimizations. As we'll discuss, these shifts in the focus of the screener questions and what may appear to be redundancies are a crucial part of the crime screener, to help respondents recall events they have experienced.

It is of the utmost importance that each respondent hears exactly the same questions in exactly the same way as every other survey respondent. Standardizing the way in which each FR asks the

questions to thousands of respondents each month to ensure that the data is collected consistently across the country. This helps us avoid bias and makes survey results more accurate.

We know that respondents and interviewers alike sometimes get impatient during these questions. If it becomes necessary, ask politely for the respondent to bear with you while you go through them, as you are required to read them as worded. Take your time and allow the questions to do the job for which they were intended – helping the respondent recall and record any crime incidents they may have experienced. We can't stress enough how important it is to ask all the screener questions, and ask them fully and completely, exactly as worded.

Are there any questions about why it's important to go through all the questions in the screening portion of the instrument?

(Answer questions)

Now we'll turn our attention to the pacing of the NCVS interview. Remember this key point about pacing the NCVS interview: DO NOT RUSH to complete an interview under any circumstances. Rushing through the survey questions increases the possibility that the respondent will miss important parts of the question, misinterpret questions, and then give you an answer that is incomplete or inaccurate. Maintain a calm, unhurried manner and ask the questions clearly in an objective, deliberate way. This will help keep the respondent's attention.

When respondents sense that you are rushing through an interview, they may withhold information, thinking that it would take too long to explain the crime incident. Talking too fast may give the impression that you think the questions are either unimportant or sensitive in nature. By speaking in a confident voice and at a moderate pace, respondents are more likely to stay relaxed and responsive. Are there any questions about pacing?

(Answer questions)

You learned in the self-study about the different parts of the NCVS CAPI instrument and the function keys that are used in this instrument. You also practiced using the instrument by completing a practice interview. In this section of the classroom training, you will have the opportunity to go through several additional practice exercises to become more familiar with using the NCVS automated instrument. You will practice re-entering a case to complete an interview, conducting a proxy interview, choosing a new household respondent, changing the reference person, building a household roster, classifying a sample unit as a noninterview, classifying an eligible NCVS respondent as a Type Z noninterview, unduplicating incidents, and quitting a case before proceeding with the interview.

Remember this training instrument may not match the production instrument exactly; however, it will teach you what you need to know to successfully navigate the instrument.

During the practice exercises, you will also have the opportunity to use some of the function keys that are available in the CAPI instrument. To get an idea of the variety of functions you can use in the instrument, pull out the function key template and look at the keys available to you for use in the NCVS instrument. You can also see a copy of the function keys in your NCVS-521 Self-Study, starting on page 86.

(Allow time)

Each function key or combination of keys allows you to perform specific tasks while working in the NCVS instrument. Many of these operations were discussed in the self-study you completed. You will have the opportunity to practice using some of these function keys as you go through the practice interview exercises.

Now we will begin the practice exercises. If you get off track or get stuck on a particular question, let me know right away so that you don't fall behind. I will interrupt the interviews often to provide an explanation about the intent or the meaning behind a question.

Also, **DO NOT** re-enter or reset your training cases at the end of the day, because that will delete all information entered during training. Finally, as we go through each practice exercise do not jump ahead of the class. That may cause delays for you and the rest of the trainees.

Practice Exercise 1 – Build a Household Roster (New Case)

Control Number – 02880082J23000102

For the rest of the classroom training, you will have the opportunity to go through several practice exercises to become more familiar with using the NCVS instrument. Remember this training instrument may not match the production instrument exactly; however, it will teach you what you need to know to successfully navigate the instrument. During these exercises I will, from time-to-time, interrupt to further explain a concept or clarify parts of the instrument.

Before we begin the practice exercises, let's review how to correct answers to questions if you make a mistake. If you are in the middle of an interview and get off track by entering the wrong answer for a question, press the **left** or **up arrow** key in the lower right corner of your keyboard. This step takes you to the previous question so you can change the answer. If you must go back several questions, keep pressing the **left** or **up arrow** key until you get to the question where you need to change the answer. **(Pause.)** To return to the next unanswered question in the instrument path, you can press the End key. The End key is particularly important to use when you re-enter a case that was a partial interview for a respondent.

Now we will begin the practice exercises. If you get off track or get stuck on a particular question, let me know right away so that you don't fall behind.

(For in person trainings:)

Raise your hand so we can make sure everyone is following along and at the correct screen.

(For virtual trainings:)

Mention it in the chat so we can make sure everyone is following along and at the correct screen.

(Answer questions.)

Now let's prepare for Practice Exercise 1 by opening MCM. Now watch my screen as I open MCM, filter the results to show only the cases we'll be using for this training, and highlight the first case we'll be working with.

**(Open MCM, filter for the training cases by typing in 202501CT,
and highlight the case with 502 Stuart St.)**

Now let's try it together. First, select the MCM Training Icon to access your training cases. **(Pause.)**

In order to search for the correct cases, check to make sure the Assignment Period column is displayed. Take a moment now to ensure that all six of your NCVS training cases in Assignment Period 202501CT appear. If your cases are not there, try exiting and re-opening MCM.

(If an FR cannot locate the NCVS training cases, they may need to retransmit to pick up the training cases.)

(Make sure all trainees are ready and answer questions.)

The first practice exercise covers building a two-person household roster for an incoming case. Make sure the case **502 Stuart St** is highlighted in Assignment Period 202501CT. This is the case we want to interview, so launch the case to access the NCVS CAPI instrument. Remember you can launch the case from MCM on either the **Home** page or the **Cases** page by using the touchscreen and long press on a case and then select “Work” from the Context Menu, **(Pause)** or you can use your mouse pad and right click on a case and select “Work” from the Context Menu. **(Pause)** You can also click on the “Work” button in the header box when you are on the **Case Details** page for a selected case. Now use one of those methods to launch the case at **502 Stuart St**.

(Allow time)

You will see a screen that reads “This is a training case.” Enter 1 to continue.

Before we start with the interview, let’s look at the tabs available in the instrument. At any point in time, you will be able to see the composition of this household by selecting the HH Roster tab or pressing the Shift+F1 keys. Use one of these two methods now to view the household roster for this case. Notice the roster is blank since we have not built the roster. We have also implemented a Contact tab to record contact information for the household. This will be on path in the normal course of the interview, but if a respondent ever needs to break off, you can access the tab to record or update the contact information for any household member. The Contact tab is visible after confirming or updating the mailing address, so it will appear later on in this exercise. You might remember reviewing this tab in the Self-Study Practice Interview 2.

Now select the Main tab. We will now go through a practice interview together. You will key entries into the instrument on your CAPI laptop, and I’ll display my screen so you can follow along to make sure you are on the correct screens during each practice exercise. I will call on trainees to take turns being the FR and I will be the respondent. During the exercises I will be explaining questions or answer categories or concepts as they come up during the interview in between some of the interview questions.

At the DATECHANGE screen enter January 1, 2025 to simulate interviewing in January. You can access the calendar at this screen by selecting the down arrow to the right of the date. This screen helps ensure the correct questions are on path for the trainings. It will not appear in the instrument when you are conducting interviews with respondents. Please keep in mind that

reference period dates and incident date categories you see in the instrument may not align exactly with the ones in the scenarios for this training. This is because the training is being conducted over the course of the year.

DATECHANGE

(Enter 01/01/2025)

Similarly, the CLOSEOUTCHANGE screen only appears in the training instrument. It will not appear in the production instrument you use to interview respondents. For this exercise the CLOSEOUTCHANGE screen reads January 31, 2025, press the enter key to accept that date.

CLOSEOUTCHANGE

(Press Enter)

The START screen is the first NCVS instrument screen that you see when you enter a case. Look at the information in blue text displayed in the Info Pane of the START screen. Remember, any time you see blue text in the Info Pane, it is an instruction for you to read the text to yourself and **not** to the respondent.

This screen provides you with the survey title, the case status, incoming/continuing status, interview number, confirmed refusal status, and household address.

Notice that the “Case Status” indicator, which measures the progress of the case throughout the interview process, identifies this household as a “New Case.” This means that this is your first attempt to interview the household for the current interview period.

Now look at the “Interview Number.” For this case, the interview number is 1. This tells you that this case is in sample for its first NCVS interview. **(Pause)** Since the interview number is “1,” the Incoming/Continuing status field displays the word “incoming.” When the interview period is two through seven, this field usually displays the word “continuing.” For a replacement household, regardless of the interview period, this field displays the word “incoming.”

The Confirmed Refusal field identifies a situation where a respondent adamantly refused to be interviewed and demanded that he/she not be contacted again. When a case is a confirmed refusal, the words “Confirmed Refusal” are displayed. If it is not a confirmed refusal, “No” is displayed.

After reviewing the information at START, select the appropriate interview mode. For interviews you conduct by telephone, select answer category (1). For personal interviews, select answer category (2). **(Pause)**

To code a case as a Type A, B, or C noninterview, select answer category (3). Selecting answer category (3) at START takes you to another item that collects additional information about the noninterview, such as the reason for the noninterview. **(Pause)**

Enter answer category (4) for cases that you are ready to transmit. These are cases in which the interview is complete with at least the household respondent, but there are other household members whose interview you were unable to complete and you have exhausted all attempts to interview these individuals. Before you can transmit these cases to Headquarters, you must code each noninterview person as a Type Z noninterview. Selecting answer category (4) at START takes you to another screen that collects the line number of each Type Z noninterview person and the reason for their noninterview. **(Pause)**

Enter answer category (5) if you want to quit the case, for example, if you decide that you don't want to interview the case at this time.

(Allow time)

We need to indicate the case's type of interview or interview mode. **(Pause)** As we want to proceed and interview this case, we need to identify the type of interview we are conducting, that is, telephone or personal. Since this is a first time in sample case, your initial contact with the household respondent must be a personal interview.

Before we continue with the interview, I want to mention that there are two ways of recording a response. One way is by using your mouse pad and clicking on the radio button or square box preceding the answer category to be selected. The second way is by pressing the number on your keyboard that corresponds to the answer category to be selected. Press the number 2 key on your keyboard but **do not** press the Enter key just yet. **(Pause)** Notice that the radio button next to the answer category is filled and a "2" appears in the white answer field box in the Form Pane. **(Pause)** Does everyone see that?

(Help trainees who are having difficulty)

Now press Enter. This takes you to the GENINTRO screen. This screen prompts you to introduce yourself and displays the household address. **(Pause)** Notice that you are instructed to ask to speak to a potential household respondent since there is no roster.

At the GENINTRO screen, introduce yourself and show your Official Census Bureau identification badge.

GENINTRO FR: **Hello. I'm ♦ YOUR NAME from the U.S. Census Bureau. Here is my identification.**

I'm looking for someone who is 18 or older, lives at this address and is knowledgeable about the household.

Is that person available?

R: Yes, that would be me.

(Enter 1, Yes)

At the next screen, GETLETTER, you need to verify that the person you are speaking with is eligible to be the household respondent, that is, someone who lives there, is at least 18 years old, and is knowledgeable about the household. If the person you are speaking with is not an eligible household respondent, you need to press F10 to breakoff the interview and return at a later date to speak to an eligible household respondent. If at the GETLETTER screen, you are speaking to an eligible household respondent, ask if the respondent received the introductory letter in the mail.

(Pause)

Hand the respondent a copy of the NCVS-572(L) letter if they did not receive an introductory letter in the mail. Pull out a copy of the NCVS-572(L) introductory letter from your training materials and take a look.

(Allow time)

The introductory letter complies with the provisions of the Privacy Act of 1974 that requires that all Federal agencies provide specific facts to anyone from whom they plan to collect personal information. These facts include the legal authority for collecting the information, the principal purpose for collecting the information, the uses of the data collected, and the mandatory or voluntary nature of the survey and any penalties. This letter also prepares the household for your visit or telephone call. The National Processing Center (NPC) mails the NCVS-572(L) to a household just before it comes into sample for the first enumeration period and before each subsequent enumeration period. You will also have copies of the NCVS-572(L) introductory letter as a hand-out; it can be used for any NCVS case for any enumeration period.

For telephone interviews, press the F1 function key and read to the respondent key points contained within the letter.

You can also read this list of key points to replacement respondents. Press the F1 function key now.

(Allow time)

The key points to convey to the respondent are:

- The National Crime Victimization Survey is conducted by the U.S. Census Bureau on behalf of the U.S. Department of Justice. It asks people about their experiences as victims of crime.
- The survey is voluntary and their participation is appreciated. Their address was one of a sample that was randomly selected for the survey to represent the entire population. Their responses are important to ensure data accuracy and completeness, regardless of whether or not the respondent or anyone in their household has experienced a crime.
- Information collected in this survey is confidential by law. As an FR, you should NEVER make survey information available to anyone except sworn Census Bureau employees who have a work related need to know the information. By law, the Census Bureau can only use survey information for statistical research.
- Survey results provide an understanding of the experiences of victims and are used in many ways. Citizens, legislators, policymakers, researchers, and others rely on this data to gain a better picture of crime victimization in their efforts to assist victims.
- Although the Census Bureau collects this information, it is not part of the U.S. Population Census. The Census Bureau, with their resources and expertise, collects data on many topics beyond the decennial census.

Now press the ALT + F4 keys to exit the Help screen.

Now let's proceed with the interview. During this exercise and in the other practice exercises throughout this training, I will call on one or more of you to serve as the field representative. You will ask the questions, and I will act as the respondent. At certain points, I will interrupt the interview to provide further explanation about a question.

_____, please continue the interview. As you enter a response, please tell us what you enter at each screen as you go through the interview.

GETLETTER

FR: I'm here concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way the government measures crime. Did you receive our introductory letter in the mail?

R: Yes.

(Enter 1, Yes)

VERADD FR: I have your address listed as...

502 Stuart St
Any Town, AL 99996

Is that your exact address?

R: Yes, that's right.

(Enter 1, Yes, exact address)

MAILINGSAME FR: Is your mailing address the same as your physical address?

R: Yes, it is.

(Enter 1, Yes)

Throughout the instrument, you will encounter questions in which you can either ask or verify the question. For such questions, if the respondent has indicated the answer earlier in the interview or the response from the previous enumeration is provided, you can verify the answer with the respondent without asking the question. Otherwise, you must ask the question as worded. Also, for questions in which you are not instructed to ask or verify the question, you must ask the question as worded.

You will also encounter some questions in which you are instructed to read the answer categories out loud to the respondent. As you read the categories, always speak as clearly and distinctly as possible and avoid rushing through the categories.

_____, please continue the interview.

Note that since this is an incoming case and you have not collected a roster yet, you will only ask for a household phone number. The HHR's personal phone number(s) and email will be collected later in the interview.

CONTACTINFO

(Once the box prefills with 1, press Enter)

HHPHONE FR: **What is the best telephone number for the household?**

R: The best number is (991)555-1728

(Enter 9915551728 and press Enter)

CONTACTDONE

(Enter 1 to continue)

TENURE FR: **Are your living quarters...**

Owned or being bought by you or someone in the household?

Rented?

Occupied without payment of rent?

R: I rent.

(Enter 2, Rented)

STUDENTHOUSING FR: **Are your living quarters presently used as student housing by a college or university?**

R: No.

(Enter 2, No)

PUBLICHOUSING FR: **Is this building owned by a public housing authority?**

R: No.

(Enter 2, No)

INDIANTRESERVATIONHU

FR: **Are your living quarters located on an American Indian Reservation or on American Indian Lands?**

R: No.

(Enter 2, No)

Remember, if you are familiar with the area in which the sample address is located and know for sure whether or not the living quarters is located on an American Indian Reservation or on American Indian Lands, you can enter the appropriate answer category in this item without asking the question. If there is any doubt in your mind, ask the question and then enter the appropriate answer category that corresponds to the respondent's answer.

The sample unit is not on an American Indian Reservation or on American Indian Lands so enter answer category (2), "No" and press Enter. Now, to help you through the next couple of questions, here is some additional information about the household. The unit is a single unit apartment that has direct access.

ACCESS FR: **Do you have direct access to your home, either from the outside or through a common hall?**

R: Yes.

(Enter 1, Yes)

Enter answer category (1). Now look at the seven descriptions for type of housing unit.

(Allow time)

Q: Which category do you select for this sample unit, _____?

A: Category 1, House, apartment flat.

(Enter answer category 1).

_____, please continue.

TYPEOFHOUSINGUNIT

(Enter 1, House, apartment, flat)

NUMBEROFUNITS FR: **How many units are in this structure?**

R: Just the 1.

(Enter 1, 1)

GATEDRESTRICTEDACCESS

FR: **Is this unit in a building or community that requires a special entry system such as entry codes, key cards, or security guard approval to access?**

R: No.

(Enter 2, No)

(Interrupt and say)

Now you begin to build the household roster. You enter the first and last name of every person **who lives at the sample unit or who stayed at the sample address at least one night before the interview**. Turn to page 38 of your NCVS-523 Initial FR Training Workbook and read to yourself who should be listed.

(Allow time)

For each person you list, you record the first name, press enter, and then enter the last name.

_____, please continue.

HHROSTER_FNAME FR: **What are the names of all people living or staying here? Start with the name of the person or one of the people who rents this home.**

R: That would be me and my husband. My name is Ashley Public.

(Enter Ashley)

HHROSTER_LNAME

(Enter Public)

SEX

(Enter 2, Female)

HHMEMBER FR: **Does Ashley Public usually live here?**

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

Notice that the first person listed automatically becomes the reference person for the household. Code 21, which is the 2-digit relationship code for the reference person, is automatically entered in the Relation column for this person. Press Enter to continue. **(Pause)**

Continue collecting the names of all other people living or staying at the sample unit, until there are no more people to add to the roster. If the respondent doesn't automatically mention the next person's name, probe the household respondent to give you the names of all remaining persons living or staying at the sample address. You can probe by asking, "Anyone else?" Repeat this question, as necessary, until you are sure that the household roster is complete. Also, after listing the first person, notice that the instrument automatically inserts the surname of the first person in the last name field for each subsequent person. If the last name is correct for each subsequent person, press Enter to proceed. Otherwise, change the entry to the appropriate surname.

Finally, when there are no more people to add to the roster, enter 999 in the next blank HHROSTER_FNAME name field and then press Enter to continue the interview.

_____, please continue.

HHROSTER_FNAME FR: Anyone else?

R: Brian Public.

(Enter Brian)

HHROSTER_LNAME

(Press Enter since the prefilled surname, Public, is correct)

SEX

(Enter 1, Male)

RELATIONSHIP FR: How is Brian Public related to Ashley Public?

(Interrupt and say)

An important skill you can use as an interviewer is the skill of active listening, which means using the information the respondent has already provided. One way to practice active listening in the

next two questions is to verify the information without asking the full question, since the respondent already mentioned it in a previous question. For example, instead of asking “How is Brian Public related to Ashley Public?” here, you could ask “Brian is your husband, is that correct?” to simply verify the answer. Using this active listening technique lets the respondent know that you are paying attention and makes the interview more efficient.

_____, please continue.

R: He’s my husband.

(Enter 1, Opposite-sex husband/wife/spouse)

(Interrupt and say)

The next question, **HHMEMBER**, determines whether the person listed qualifies as a household member. Remember, for a person to be considered a member of a sample household, he/she must be using the sample address as his/her usual place of residence at the time of the interview or is staying temporarily at the sample unit at the time of the current interview AND doesn’t have a usual place of residence elsewhere. **(Pause)** If you determine that a person is not a member of the household, you do not collect any additional information about the person.

_____, please continue.

HHMEMBER FR: **Does Brian Public usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME FR: **Anyone else?**

R: No.

HHROSTER_FNAME

(Enter 999 to exit the table)

HHLDCOVERAGE FR: **Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?**

R: No.

(Interrupt and say)

The purpose of this question is to make sure that no one has been missed. It may sound repetitive, but this question is important. Many respondents forget to mention babies, lodgers, and visitors. When you ask this question, you are reminding the household respondent of anyone he or she may have forgotten to mention.

(Enter 2, No)

At the next screen, PICK1STHHRESP, you need to pick a household respondent. You will see the names of all the persons listed on the household roster who are members. Turn to page 39 of your NCVS-523 Initial FR Training Workbook and read who qualifies as a household respondent.

(Allow time)

Enter the line number of the person with whom you are speaking, which is Ashley Public, since earlier you asked to speak to someone in the household who was at least 18 years of age and knowledgeable about the household, and that person was Ashley Public. Enter Ashley Public's line number, which is 1, at this screen (PICK1STHHRESP).

_____, please continue.

PICK1STHHRESP

(Enter 1, Ashley Public)

BRTHDATEMO FR: **In what month and year were you born?**

R: March 2000.

(Enter 3, March)

BRTHDATEYR

(Enter 2000)

(Interrupt and say)

Please note that the instrument calculates the respondent's age. Each household member's age is calculated as of the last day of the month preceding the interview month.

VFYAGE FR: **That would make you 24 years old. Is that correct?**

R: Yes.

(Trainees may read a different age than is displayed in this trainer guide depending on when training is conducted. For purposes of this exercise, enter 1 “Yes” even if the age displayed in the instrument is different.)

(Enter 1, Yes)

MARITAL FR: **Are you now married, widowed, divorced, separated or have you never been married?**

(Interrupt and say)

In many instances, you will already know the answer to this item without asking because of the names and relationships that you entered in the previous screens. Also, in subsequent interviews this screen displays the person’s marital status as reported in the previous enumeration period. If this is the case, you can verify with the respondent what their marital status is based on the information at the top of the screen. Previously collected marital status is displayed after the text “Last reported as.” The rest of the demographic questions have a similar display. If you don’t know the person’s marital status, then ask the question as worded. For household members who are 12 and 13 years of age, the instrument codes them automatically as “Never Married.” **(Pause)** Since the respondent already said she and Brian were married, we can just verify that answer here. An example of how to do that is to ask, “You said that you and Brian are married, right?”)

R: That’s correct.

(Enter 1, Married)

(Interrupt and say)

After completing the marital status question, you ask the Armed Forces question for each household member, male or female, who is between the ages of 18 and 65. Turn to page 40 of your NCVS-521 Initial FR Training Workbook and read when to consider a household member as “in the Armed Forces.” Then answer the question at the bottom of page 40 of your Workbook.

(Allow time)

Now let’s go over the workbook question and answer.

Q: Let's say that a household member is in the U.S. Army Reserves and spends two weeks on active duty in June of each year. If you are conducting an interview on June 7 and his wife says that he is away on active duty with the Army Reserve, what do you enter in **ARMEDFORCES** and why, _____?

A: Enter 2 "No," because the household member is only away for a short period of time on active reserve training. Members of the reserve component of any branch of the Armed Forces are only considered to be on active duty when they have been called to active duty by military order and are currently on active duty for several months.

However, if the household member was called to active duty to serve in Iraq, for example, then you enter 1, "Yes."

_____, please continue the interview with the ARMEDFORCES question.

ARMEDFORCES FR: **Are you now in the Armed Forces?**

R: No.

(Enter 2, No)

EDUCATIONATTAIN FR: **What is the highest level of school you completed or the highest degree you received?**

R: I have my masters.

(Enter 17, Master's degree (e.g. MA, MS, Meng, MSW, MBA))

(Interrupt and say)

Notice the blue FR text that says, "Turn the laptop around and show the respondent the answer categories." For personal interviews, this instruction may also appear on other screens during the interview. Always remember to turn your laptop around AFTER asking the question.

_____, please continue.

ATTENDINGSCHOOL FR: **Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

(Interrupt and say)

This item is used to find out if a household member is attending or enrolled in school either full or part time at the time of the interview. Answer category (1), Regular school, includes both public and private schools starting with kindergarten and continuing through elementary, middle, and high school. If a household respondent answers “No” to this item for a household member, select answer category (5), “None of the above schools.” Also, select answer category (5) if the household member is attending a home school, a school devoted entirely to special education, such as an alternative school, or the person is working on completing his or her GED.

R: No.

(Enter 5, None of the above schools)

SP_ORIGIN FR: **Are you Spanish, Hispanic, or Latino?**

(Interrupt and say)

For this item, you can also display the list of groups, which distinguishes a person as being Spanish, Hispanic or Latino by pressing the F1 function key. **(Pause)** Press F1 and look at the categories listed.

(Allow time)

Now press the Alt + F4 keys to exit the Help screen. It is very important to know that Alt +F4 is the way you escape from or exit the Help screens. Does everyone understand this?

In response to this question, Ashley Public says that she is Spanish, Hispanic, or Latino, so enter 1, Yes, and then press Enter.

(Enter 1, Yes)

_____, please continue.

RACE FR: **Please choose one or more races that you consider yourself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander

R: White.

(Enter 1, White)

(Interrupt and say)

Notice that you can enter more than one race. Normally, you get straightforward answers when asking the race question. However, if a household respondent should refuse to answer this question and you cannot change his or her mind, press the Ctrl + R keys to record that the respondent refused the question. Under no circumstances are you to mark race by observation, probing, or asking a neighbor. Since the Census Bureau bases race on self-identification, you must ask this race question for each household member even when it seems obvious. Let's talk about race for a moment. When we use the term race on a Census Bureau survey, we are asking whether the person is "White", "Black or African American", "American Indian or Alaska Native", "Asian", "Native Hawaiian or Other Pacific Islander". In the NCVS we ask for demographic characteristics such as race to learn about crime among many detailed population groups (for example, African Americans, Asians, etc.)

Race does not equal skin color. When you ask the race question, you are not asking about the color of a person's skin. You are looking for the racial group or groups with which that person most closely identifies, or the race or races that person considers him/herself to be. For example, a person whose physical features are White could consider herself Black because the only parent who raised her was Black. In this case, if the person reports that she is Black, regardless of what her skin color or physical features might be, you must record her as Black.

Race is the race or races that the person considers him/herself to be. However, a person may use one or more of these categories to identify his/her race.

_____, please continue.

BRTHDATEMO FR: In what month and year was Brian Public born?

R: May 1999.

(Enter 5, May)

BRTHDATEYR

(Enter 1999)

VFYAGE FR: That would make Brian Public 25 years old. Is that correct?

R: Yes.

(Trainees may read a different age than is displayed in this trainer guide depending on when training is conducted. For purposes of this exercise, enter 1 “Yes” even if the age displayed in the instrument is different.)

(Enter 1, Yes)

MARITAL FR: Is Brian Public now married, widowed, divorced, separated or has he never been married?

(Interrupt and say)

Notice that this question includes the instruction: “Ask or verify” You only need to ask this question if you don’t already know the answer.

R: He’s married.

(Enter 1, Married)

Please Continue.

ARMEDFORCES FR: Is Brian Public now in the Armed Forces?

R: No.

(Enter 2, No)

EDUCATIONATTAIN FR: What is the highest level of school Brian Public completed or the highest degree he received?

R: He has a Bachelor’s degree.

(Enter 16, Bachelor’s degree (e.g. BA, AB, BS))

ATTENDINGSCHOOL FR: Is Brian Public currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Enter 5, None of the above schools)

SP_ORIGIN FR: **Is Brian Public Spanish, Hispanic, or Latino?**

R: No.

(Enter 2, No)

RACE FR: **Please choose one or more races that Brian Public considers himself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander

R: He's White.

(Enter 1, White)

(Interrupt and say)

At the ROSTERREVIEW screen **don't** press Enter just yet. At the ROSTERREVIEW screen you will review the household roster to make sure everything is accurate. If something needs to change you can start that here, otherwise if the roster information is correct, you will Enter 1 to acknowledge the roster is correct. For this exercise, the roster is correct.

ROSTERREVIEW

(Enter 1, Yes)

This edit check is here to remind you that the roster will be locked once you move on to the next screen. When the roster is locked, you are unable to go back to the roster to make updates, so this edit check is used to ensure all updates have been made before proceeding with the household respondent's interview. For this exercise, since the roster is correct, we can suppress this edit check by selecting Suppress or pressing the "S" key.

(Suppress)

This is the end of Practice Exercise 1. We will continue with this case for Practice Exercise 2. Are there any questions about starting an interview with a case that hasn't been interviewed before or about building a roster in the instrument?

(Answer questions.)

Practice Exercise 2 – Completing Interview With the Household Respondent (HHR)

Control Number – 02880082J23000102

In Practice Exercise 2, we will cover a completed interview with the household respondent without any reported crimes. Everyone should be at the TIMEADDRESS screen.

(Choose someone in the class to be the FR and remind them to read out the answers they are selecting so the class can follow along on their laptops.)

TIMEADDRESS FR: **Next are some questions just about you.**

How long have you lived at this address?

R: About 4 months.

(Enter 1, Less than 6 months)

HOMELESS FR: **Have you been homeless or without a regular place to stay at any time in the past 6 months, that is, since (date)?**

R: No.

(Enter 2, No)

(Interrupt and say)

For this next item, TIMESMOVED5YEARS, we want to know how many times the respondent has moved in the last 5 years. For those respondents who move frequently, such as military personnel moving from base to base, you may have problems getting them to remember exactly how many times they have moved. In this case, probe to get their best estimate.

_____, please continue.

TIMESMOVED5YEARS

FR: **How many times have you moved in the past 5 years, that is, since January 2020?**

R: Just once.

(Enter 1, 1)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOB6MONTHS FR: **Have you worked at the same job for all of the past 6 months?**

R: No, I changed jobs when I moved here a few months ago.

(Enter 2, No)

UNEMPLOYED FR: **AT ANY TIME in the past 6 months, have you been unemployed? Unemployed means you were looking for and able to work but you were not able to find employment.**

R: No.

(Enter 2, No)

BUSINESS FR: **Does anyone in this household operate a business from this address?**

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

Since Ashley Public said that someone in the household operates a business from the sample address, the next question is asked to determine if the business operated from the sample address is considered recognizable or unrecognizable. Remember, to be considered recognizable there must be a sign on the sample household's property that is visible to the public from outside the sample unit.

_____, please continue.

BUSINESSSIGN FR: **Is there a sign on the premises or some other indication to the general public that a business is operated from this address?**

R: No

(Enter 2, No)

(Interrupt and say)

Since the business operated from the Public household is unrecognizable, remember any theft from the unrecognizable business operated by a sample household member will be included in the NCVS. **(Pause)**

Depending on what month you are interviewing in, the next section of questions will either be the Police Ask-All questions (asked January through June) or the Community Measures questions (asked July to December). These sets of questions were added so respondents can share their opinions about their local community, regardless of their victimization status. Since we entered January 1, 2025, at the DATECHANGE screen we will ask the Police Ask-All questions.

POL_CONTACTCRIME

FR: **Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since (date). Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.**

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

R: No.

(Enter 2, No)

POL_CONTACTNOCRIME

FR: **During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?**

R: No.

(Enter 2, No)

POL_MVSTOP

FR: **During the past 6 months, that is, since (date) have you...**

Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?

R: No.

(Enter 2, No)

POL_STOPPEDOTHER

FR: **Been stopped or approached by the police for some other reason?**

R: No.

(Enter 2, No)

POL_COMMUNITYWATCH

FR: **Been at a community meeting, neighborhood watch, or other activities where the police took part?**

R: No.

(Enter 2, No)

POL_RESPECT

FR: **The next questions ask for your views of the police in your area even though you may not have had direct contact with them recently. Please draw on everything you know about them and give your best judgments when you respond to these questions. How respectfully do you think the police in your area treat people?**

**Very respectfully
Somewhat respectfully
Neither respectfully nor disrespectfully
Somewhat disrespectfully
Very disrespectfully**

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POL_TIME

FR: **In your opinion, how much time and attention do the police in your area give to what people have to say?**

A great deal of time
A lot of time
A moderate amount of time
A little time
No time at all

R: I don't know. I'm not aware of my neighbors' interaction with police.

(Press CTRL+D, for a blind don't know and Press Enter)

POL_FAIRLY FR: **In your opinion, how fairly do the police in your area treat people?**

Very fairly
Somewhat fairly
Neither fairly nor unfairly
Somewhat unfairly
Very unfairly

R: I don't know.

(Press CTRL+D, for a blind don't know, then press Enter)

POL_EFFECTIVE FR: **How effective are the police at preventing crime in your area?**

Very effective
Somewhat effective
Neither effective nor ineffective
Somewhat ineffective
Very ineffective

R: Somewhat effective.

(Enter 2, Somewhat effective)

POL_TRUST FR: **How much do you trust the police in your area?**

Trust completely
Somewhat trust
Neither trust nor distrust
Somewhat distrust
Distrust completely

R: Somewhat trust.

(Enter 2, Somewhat trust)

POL_RATEPOLICE FR: **Taking everything into account, how would you rate the job the police in your area are doing?**

A very good job

A somewhat good job

Neither a good nor a bad job

A somewhat bad job

A very bad job

R: Somewhat good.

(Enter 2, A somewhat good job)

(Interrupt and say)

The next question is the start of the screener questions. These questions cover a wide variety of situations and are designed to provide the respondent with specific examples of the types of crime that the NCVS collects. The screener questions are structured to ask short probes, or examples, with yes/no responses, rather than including multiple examples within one question. This structure helps respondents recall incidents and creates a more conversational pace. These screener items attempt to ensure that we collect ALL incidents of crime that occurred during each household member's six-month reference period.

Also, it is critical to report EACH different type of crime that is, theft/attempted theft, motor vehicle theft, break-in, vandalism, attack/attempted attack/threatened attack, or unwanted sexual contact in the correct screener questions, so the pathing in the Crime Incident Report only asks questions relevant to the crime reported.

When conducting interviews, the instrument will fill in the correct 6-month reference period for you. Turn to page 41 of your NCVS-523 Initial FR Training Workbook to read about how the reference period is determined in different circumstances.

(Allow time.)

The screen VS_INTRO is the first item in which the respondent's reference period is displayed. For those respondents who were interviewed previously, and their last interview was no longer than six months ago, the start date of the current reference period is the date of their previous interview. For those respondents who were interviewed more than 6 months prior to the current interview date, or were never interviewed before, the start date will be on the first day of the

month 6 months prior to the current month of interview. **(Pause)** The reference period extends up to the day **before** the current interview date. Also, although the reference period is automatically filled, it is important to understand why you may see different reference periods for different respondents.

Although the screener questions dealing with the household are asked only of the household respondent, any household member could report a household crime, too.

Another thing I want to emphasize is that you must ask all the screener questions in their entirety at a conversational pace. The instrument helps with this by asking for a yes/no response at each screener cue. Do not change the wording or paraphrase any questions, and do not omit any part of a question. It's important to ask all the questions and ask them as they are worded because they have been specifically designed to jog respondents' memories and help them recall incidents that they may have forgotten. If a respondent has forgotten an incident and you do not ask the screener question or cue that may help them remember it, we run the risk of not collecting that incident. These omissions and missed incidents can result in the crime rates we calculate being erroneously low, and in the survey results being biased.

It is of the utmost importance that each respondent hears exactly the same questions in exactly the same way as every other survey respondent. Standardizing the way in which each FR asks the questions to thousands of respondents each month ensures that the data are collected consistently across the country. This helps us avoid bias and makes survey results more accurate. We know that respondents and interviewers alike sometimes get impatient during these questions. If it becomes necessary, ask politely for the respondent to bear with you while you go through them, as you are required to read them as worded. Take your time and allow the questions to do the job for which they were intended – helping the respondent to recall any crime incidents they may have experienced. These questions have been structured and worded to collect more details that are critical for classifying the type of crime, resulting in a higher proportion of incidents properly classifying as crimes. We can't stress enough how important it is to ask all the screener questions, and ask them fully and completely, exactly as worded. Do not reword questions as this could affect the accuracy of the data.

Depending on when you are completing training, reference periods for practice interviews may not be exactly 6-months.

_____, please continue the interview.

VS_INTRO

FR: For the next questions, please think about things that happened to you since (date), no matter where they may have occurred, including things that happened in the past 6 months but before you moved to your current residence. The questions will cover

theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.

(Enter 1 to continue)

T_CARRY FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.**
In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

Note that the question **T_FROMCHILD** is not on path in this interview because there are no children on the roster.

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **Other than what you have already mentioned, in the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?**

R: No.

(Enter 2, No)

(Interrupt and say)

For this question, the respondent answers “No” so enter 2 to proceed to the next question, **MV_OWNVEHICLE**, which is also asked only of the household respondent. Take a look at the question. **(Pause)** This item asks whether anyone in the household owned any motor vehicles during the 6-month reference period. In answering this question, the household respondent should include all vehicles that were owned by household members at any time during the last 6 months, even if they no longer own the vehicle.

We will now toggle from the instrument to the NCVS-550 Interviewing Manual for Field Representatives. To do this, press Alt + Tab keys. Once in the manual, press Ctrl + F to be able to search the document. Now type “Ownership of Motor Vehicles” in the “Find” bar and read about this topic.

(Allow time)

Q. If a respondent sold one car during the reference period and bought a truck during the same period, what do you enter in **MV_OWNVEHICLE**, _____?

A. Yes, since they owned two vehicles over the course of the reference period.

Q. If a respondent uses a minivan solely to carry equipment for his recognizable carpet installation business, do you count this business vehicle in **MV_OWNVEHICLE**, _____?

A. No, because the business is recognizable.

_____, please continue the interview.

MV_OWNVEHICLE FR: **At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?**

R: Yes.

(Enter 1, Yes)

MV_THEFT FR: **In the past 6 months, ,...**

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

R: No.

(Enter 2, No)

MV_ATTEMPT FR: **Did anyone TRY to steal a vehicle but not actually steal it?**

R: No.

(Enter 2, No)

MVP_PARTS FR: **In the past 6 months...**

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

R: No.

(Enter 2, No)

MVP_GAS FR: **Did anyone steal any gas from a vehicle?**

R: No.

(Enter 2, No)

MVP_ATTEMPT FR: **Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?**

R: No.

(Enter 2, No)

(Interrupt and say)

The next three questions are only asked of the household respondent. These questions include both break-ins and attempted break-ins of a household respondent's home or lodging, and second homes or vacation homes owned by the household respondent, as long as the homes were **not rented out** to someone else at the time of the incident. We are also asking about incidents in which the offender did not have the right to be in the household respondent's hotel or motel rooms, attached garages, or buildings on his or her property.

BI_HOME FR: **The next few questions ask about break-ins. In the past 6 months, did anyone...**

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

R: No.

(Enter 2, No)

BI_OTHERPROP FR: **Break in or try to break into your garage, shed, or storage room?**

R: No.

(Enter 2, No)

BI_HOTELVACATION FR: **Break in or try to break into a hotel or motel room or vacation home where you were staying?**

R: No.

(Enter 2, No)

V_PROPERTY FR: **Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?**

R: No.

(Enter 2, No)

V_INJUREKILLANIMAL
FR: **In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?**

R: No.

(Enter 2, No)

A_WITHWEAPON FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.**

**In the past 6 months, did anyone attack or try to attack you...
With a weapon, such as a gun or knife?**

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.**

R: No.

(Enter 2, No)

A_THREAT FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it?**

R: No.

(Enter 2, No)

A_KNOWNOFF FR: **People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.**

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

(Interrupt and say)

Next is a series of questions in the victimization screener which asks about unwanted sexual contact in the past 6 months. Asking these questions as worded is important because it makes it clear what types of behaviors the NCVS collects data on. The survey sponsor has tested these questions extensively and found that asking the questions in this way makes a big difference in the types of incidents that are collected.

All adult and youth respondents are asked this series of questions, however there is a slightly different version for younger youth (ages 12 to 15). The screener questions refer to “sexual body parts” for respondents age 16 and older. For respondents who are ages 12 to 15, the screener questions refer to “private parts.”

These screening questions are designed to include different types of unwanted sexual contact that the respondent did not consent to and did not want to happen. We are leaving it up to the respondent to interpret what these concepts mean. Do not provide definitions for them. We also remind respondents that we are asking about situations that aren’t just done by strangers, but might also have been done by someone they know well, or only casually know. We also want respondents to understand that these types of things can happen to men as well as women. We understand that these questions ask about sensitive behaviors, and we remind respondents at the beginning of this screener series that all the responses they provide are confidential. If respondents ask about the language, you can explain by stating something like, “It is important that we ask the questions this way so that you are clear about what we mean.” If respondents prefer not to answer a question, you should accept the refusal and move onto the next question.

You should continue to practice reading these questions aloud before your first interviews to make sure you are comfortable saying these words and asking about these concepts. Research shows that most respondents do not mind being asked these questions and appreciate that reporting what has happened to them will be helpful for other victims.

Let’s continue with the next question.

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you

casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE FR: **Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?**

R: No.

(Enter 2, No)

SA_THREATENHURT FR: **Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?**

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: **Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?**

R: No.

(Enter 2, No)

(Interrupt and say)

The purpose of this question is to accurately identify if a specific tactic was used by the offender such as taking advantage of a situation. This question is not an evaluation of the respondent's behavior. **(Pause)**

The next question is considered a “catch-all” question. This question gives the respondent another opportunity to report things that are believed to be crimes and may or may not have been reported to the police. Because this question is more general, it may encourage the respondent to report some types of crimes that are not asked about elsewhere in the screener questions.

_____, please continue the interview.

CA_OTHERCRIME FR: **To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.**

R: No.

(Enter 2, No)

INC_REPORTS

(Interrupt and say)

This screen is on path after the screener questions have been completed and indicates the number of incidents reported. In this case, the respondent has not reported any incidents, so we see zero displayed. Everyone can now enter (1) and press enter.

(Enter 1 to continue)

Since the respondent didn't report any crime incidents, the interview proceeds to the socio-demographic questions. The socio-demographic questions contain the topics of disability, citizenship, sexual orientation, ~~gender identity~~, veteran status, and employment. These questions are not always asked at every enumeration period. Part B, Chapter 3, Topic 5 provides more information on these questions including why we ask them.

_____, please continue with the interview.

SOCIODEMO_INTRO FR: **The next questions ask about you. Remember all answers to this survey are confidential.**

(Enter 1 to continue)

HEARING FR: **Are you deaf or do you have serious difficulty hearing?**

R: No.

(Enter 2, No)

VISION FR: **Are you blind or do you have serious difficulty seeing even when wearing glasses?**

R: No.

(Enter 2, No)

LEARN_CONCENTRATE

FR: **Because of a physical, mental, or emotional condition do you have serious difficulty:**

Concentrating, remembering, or making decisions?

R: No.

(Enter 2, No)

PHYSICAL_LIMIT FR: **Walking or climbing stairs?**

R: No.

(Enter 2, No)

DRESS_BATH FR: **Dressing or bathing?**

R: No.

(Enter 2, No)

LEAVING_HOME FR: **Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?**

R: No.

(Enter 2, No)

CITIZENSHIP FR: **Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or become a citizen of the U.S. through naturalization?**

R: Yes, I was born in the U.S.

(Enter 1, Yes, born in the United States)

(Interrupt and say)

The NCVS includes a question on sexual orientation. It is asked of respondents who fall into the age thresholds and other criteria set by the sponsor. In addition, this question is only asked during self-response interviews. This will never be asked during a proxy interview. Sexual orientation is the direction of one's romantic or sexual attraction to members of the same sex, opposite sex, or both sexes. There are tremendous gaps in information about crime victimization as it relates to lesbian, gay, and bisexual, ~~and transgender (LGBT)~~ persons. By collecting sexual orientation data, researchers, policy makers, health providers, and advocates will be able to identify and address crimes affecting the LGBT community.

A respondent may ask you why you are asking them questions about sexual orientation ~~and gender identity~~. If so, reference the FAQs tab and read the appropriate response. Definitions of some terms are provided on the question screen. Do not mark this question by observation or probing. Read the question exactly as worded.

_____, please continue with the interview.

ORIENTATION_FEMALE

FR: **Which of the following best represents how you think of yourself?**

Lesbian or gay
Straight, that is, not lesbian or gay
Bisexual
Something else
I don't know the answer

R: Straight.

(Enter 2, Straight, that is, not lesbian or gay)

(Interrupt and say)

~~The NCVS includes questions on gender identity. They are asked of respondents who fall into the age thresholds and other criteria set by the sponsor. In addition, these questions are only asked during self-response interviews. Gender identity is a person's internal sense of gender, that is, being male, female, or a blend of both. As stated in the sexual orientation question section of this self-study, there are tremendous gaps in information about crime victimization as it relates to LGBT persons. Do not mark this question by observation or probing. Read the question exactly as worded.~~

~~_____, please continue with the interview.~~

~~GENID_BIRTH _____ FR: What sex were you assigned at birth, on your original birth certificate?~~

~~R: Female.~~

~~(Enter 2, Female)~~

~~GENID_DESCRIBE _____ FR: Do you currently describe yourself as male, female, or transgender?~~

~~R: Female.~~

~~(Enter 2, Female)~~

(Interrupt and say)

The veteran status questions are asked of all persons 18 years of age and older. After the first interview, the veteran status questions are asked of those 18 to 39 years of age who previously answered "Never served in the military," "Don't Know," or "Refused."

ACTIVEDUTY FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No, I haven't.

(Enter 1, Never served in the military)

LIVEWITHSPOUSE FR: **Is your spouse living with you?**

R: Yes.

(Enter 1, Yes)

EMPLOYERTYPE FR: **Earlier you said you had a job or worked at a business last week. The next questions are about your current main job. Are you employed by...**

**A private company, business, or individual for wages,
The Federal government,
A state, county, or local government,
Yourself (self-employed) in your own business, professional
practice, or farm, or,
A private not-for-profit, tax-exempt, or charitable organization?**

R: I'm a teacher, so I guess that is local government.

(Enter 3, A state, county, or local government)

TYPEBUSINESS_SP FR: **What kind of business or industry is this? What do they make or do?**

R: It's a school.

(Enter "school")

BUSINESSECTOR FR: **Which of these categories best describes the business or industry?**

(Interrupt and say)

Notice the FR instruction at this screen. Since this scenario is for a personal visit, the FR instruction says to "turn the laptop around and show the respondent the answer categories." If this was a telephone interview, the FR instruction would say to "read categories until the respondent says yes."

R: Something Else.

(Enter 16, Something else)

OCCUPATION_SP FR: **What kind of work were you doing at this job at the time of the incident, that is, what was your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician. ?**

R: I'm a 2nd grade teacher.

(Enter 2nd grade teacher)

JOBDESCRIPTION FR: **What kind of work did you do, that is, what was your occupation at the time of the incident? Which of these categories best describes your occupation?**

(Interrupt and say)

Notice, once again that this screen has the FR instruction turn the laptop around for the respondent to read the answer categories."

R: Educational Instruction.

(Enter 5, Educational Instruction or Library Occupation (for example: teacher, professor, librarian))

JOBEDUCATION FR: **Were you employed as a...**

Preschool, elementary, middle, or high school teacher
College, university, or technical school professor or teacher
Special education teacher
Another educational instruction or library occupation?

R: Elementary school teacher.

(Enter 1, Preschool, elementary, middle, or high school teacher)

INTVDONE

(Enter 1 to continue)

HOUSEHOLDINCOME FR: **Thinking about all of the people who lived in your household in the past 12 months, was your TOTAL combined income less than**

\$40,000, or \$40,000 or more? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in this household who are 16 years of age or older.

R: More than \$40,000.

(Enter 2, \$40,000 or more)

HHLDDINCOMEMORE FR: Was the total combined income in your household...

\$40,000 to \$49,999

\$50,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$149,999

\$150,000 to \$199,999

\$200,000 or more?

R: I don't want to give a more specific number to you.

(Press Ctrl+R, for a blind refusal)

PUBLICASSISTANCE FR: At any time during the past 12 months, did anyone who lives with you receive any kind of welfare or public assistance from a state or local welfare office – any food or housing benefits, welfare-to-work assistance, emergency help, or anything like that?

R: No.

(Enter 2, No)

WORRYABOUTEXPENCES

FR: How often do you worry that your total income, for everyone who lives there, will not be enough to meet your expenses and bills?

R: I've worried only a couple times.

(Enter 4, Hardly ever)

(Interrupt and say)

At this point of the interview, if you are not interviewing the HHR, you will then collect that household member's contact information (personal phone numbers and email address). Since this is the HHR, we have already collected this information and will not re-ask those questions, but there are a few additional questions before the interview with the HHR is complete. These questions record information about how the interview was conducted.

At RESPONDENTINTERVIEWLANG, record the language the respondent's interview was conducted in.

RESPONDENTINTERVIEWLANG

(Enter 1, English)

Next, at INTERVIEWTYPE you'll record if this was a telephone or in-person interview. For this exercise it was an in-person interview.

INTERVIEWTYPE

(Enter 2, In person)

_____, please continue with the interview.

INTERVIEWPLACE FR: Thank you for completing the National Crime Victimization Survey.

Please give me a moment to fill in a few pieces of information about today's interview.

(Interrupt and say)

Notice the FR instruction on this screen tells you to answer this question without asking the respondent. For this exercise we are going to say that we conducted the interview at the respondent's home, so enter 1, At home.

INTERVIEWPLACE

(Enter 1, At home)

INTERVIEWANYONEELSE

Again, notice the FR instruction on this screen. Since this interview was a personal visit, you can answer it without asking the respondent. Ashley Public was at home by herself during the interview. Enter 2, No.

INTERVIEWANYONEELSE

(Enter 2, No)

_____, please continue with the interview

THANKYOU FR: **Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.**

(Enter 1 to continue)

PERCONTACT FR: **In the future, how would you prefer to be contacted?**

Personal visit

Phone Call

Text

Email

R: Phone call or text is fine.

(Enter 2 and 3, phone call and text)

(Interrupt and say)

The instrument goes to **NEXTPERSON** to try to interview LN2. However, for this practice interview, LN2 is not available.

At **NEXTPERSON**, you only read the names of the people whose interview status is "NEED SELF" and ask to speak to them. Also, you will see "DONE-Int" (for done interview) under the interview status column for persons(s) you already interviewed.

Q: What is the name of the person you would ask to speak to?

A: Brian Public.

Thank you.

Ashley Public tells you that Brian Public is not available to be interviewed at this time. Therefore, at the **NEXTPERSON** screen enter 31, "No other person available now." (*Pause*)

NEXTPERSON

(Enter 31, No other person available now)

At **REFCBBREAK** enter 2, Callback, since Brian Public is not available at the time of your interview with Ashley Public.

REFCBBREAK

(Enter 2, Callback (set appointment))

You must call back the household to complete Brian Public's interview. You will set an appointment to complete the interview in the next few screens.

_____, please continue.

APPTDATE FR: **I would like to schedule a date to complete the interview. What date would be best to call back?**

R: You can call back tomorrow.

(Enter Tomorrow's Date in the format of MM/DD/YYYY or M/D/YYYY, then press Enter)

APPTTIME FR: **What time would be best to call back on (filled with entered on previous screen)?**

R: 6:00 p.m.

(Enter 6:00PM, then press Enter)

(Interrupt and say)

In the next screen, **APPT_NOTES**, you are instructed to enter callback notes about the appointment. Callback notes are optional, but can be a helpful way to document the best time to reach a respondent. You are limited to 25 characters in this field, so you may use abbreviations when entering the callback notes to save space. Enter the note, "Call back at 6pm tomorrow," and press Enter.

(Allow time)

At the next screen, **THANKCB**, you thank Ashley Public and mention you'll callback at the time the respondent suggested. Then press 1 to continue at **THANKCB**.

You don't need to make any changes to the contact information, so at the **VERIFY** screen enter 2. **(Pause)**

At the "Case Level Notes Editor," enter notes about the personal visit interview you just completed. Whenever you have to write text in which you refer to a respondent, such as the screen questions or item summaries, you must always use the respondent's line number and **not** the respondent's name. However, it is acceptable to use the respondent's name when entering text in the Notes Editor as well as any other pertinent information such as address location, directions, and so on in the Case Level Notes. This is particularly important when you have difficult, potential, and real Type A cases.

Enter a note that you completed Ashley Public's interview and need to call back the household tomorrow to complete Brian Public's interview. When you are done entering this note, press the F10 function key or click on the F10 icon on the toolbar to exit the "Notes Editor."

(Allow time)

After you click on the F10 icon on the toolbar to exit the "Notes Editor", pCHI will appear automatically.

(Allow time)

Let's go through the pCHI screens. After exiting the NCVS instrument, the pCHI automatically appears. At the **CTATEMPT** screen, enter 1. Since this was a first time in sample case, we did a personal visit to conduct the interview.

_____, please walk us through the entries for the next pCHI screens.

TIMEOFCT

(Enter 1, at time of contact attempt)

pCASECONTACT

(Enter 1, made contact with one or more eligible persons)

PCONTACTPER

(Enter 1, made contact with Ashley Public)

pCTTYPE

(Enter 1, completed interview)

pRSPNDENT

(Enter 98, no concerns)

pSTRATEGS

(Enter 98, no strategies)

PCONTACTPER (LN 2)

(Enter 3, noncontact)

pNOCONTACT

(Enter 1, person not home)

pSTRATEGS

(Enter 2, scheduled appointment)

As a reminder, information about pCHI screens can be found in Part D, Chapter 2 in the NCVS-550 Interviewing Manual for Field Representatives.

After entering the strategy used for the last eligible person, you exit the pCHI and then you go back to Case Management.

(Allow time)

Notice that the letter “P” now appears in the “Status” column for this case. This tells you that you have started or accessed the case but have not gotten an interview for one or more persons in the household.

Go to the Case Details page for this case and click on the Assignment Overview button. Locate the field labeled “Outcome Code” which is beneath the “Control Number” field.

_____, please read the outcome code and description for this case.

(TRAINEE: 204 - *Sufficient partial – follow-up needed*)

Thank you.

This means that you have completed the household respondent's interview but need to follow up with the household to interview one or more other persons in the sample unit.

If the interview for the household respondent was incomplete, outcome code 202, "Accessed instrument – insufficient partial" would have been displayed. We will discuss a few other outcome codes later in training. This concludes this exercise. Are there any questions?

(Answer questions)

Practice Exercise 3 – Identifying a Potential Replacement Household During a Telephone Contact

Control Number – 02880093J21000504

In this exercise, we will cover what to do when you discover a replacement household during a telephone interview. This can occur when a household has moved but doesn't change their telephone number. Make sure the case **116 Aphrodite** is highlighted in MCM and has Assignment Period is 202501CT. This is the case we want to interview, so launch the case to access the NCVS CAPI instrument by clicking on the "Work" button.

(Allow time)

You will see a screen that reads "This is a training case." Enter 1 to continue.

At the DATECHANGE screen enter January 1, 2025 to simulate interviewing in January.

DATECHANGE

(Enter 01/01/2025)

For this exercise the CLOSEOUTCHANGE screen reads January 31, 2025, press the enter key to accept that date.

CLOSEOUTCHANGE

(Press Enter)

This exercise will be a telephone contact, so enter 1 for a telephone interview at the START screen.

START

(Enter 1, Telephone interview)

(Choose someone in the class to be the FR.)

DIAL FR: Hello. This is ♦YOUR NAME from the U.S. Census Bureau.
 May I please speak with Michael Public?

R: Yes, this is Michael.

(Enter 1, This is the correct person or correct person called to the phone)

VERADD_TELE **FR: We are talking with members of your household age 12 or older about their experiences with crime and safety.**

Do you still live at...

116 Aphroditedr

ANY TOWN, CA 99984-9997
?

R: No, not anymore, I actually moved from there several months back.

(Enter 2, No, moved (NOT same address))

(Interrupt and say)

This next question will help you gain knowledge about the household, and whether a personal visit or additional phone calls may be needed to reach someone who may still live at the sample address.

VERADDHH_TELE **FR: Since that address rather than you personally was selected for this survey, no interview is required of you at this time.**

**Do any of the following people still live at your previous address:
Alicia Public or Joe Public?**

R: No, we all moved.

(Enter 2, No)

MOVED **FR: Thank you for your past participation. We appreciate your time and cooperation.**

(Enter 1 to continue)

(Interrupt and say)

Based on the answers respondents provide when you ask if all prior residents moved, you will either call any additional phone numbers of the other people on the roster or make a personal

visit for a potential replacement household. In this exercise, we will reenter the case as a personal visit since the previous household respondent said all previous household members have moved.

At the VERIFYREPLACE screen enter 1 to continue and enter 2 at the VERIFY screen to exit the case without making changes to the contact information.

At the “Case Level Notes Editor,” enter notes about the telephone contact and determining the prior household has moved out.

Enter a note that you identified a potential replacement household and will need to conduct a personal visit to determine if the sample address is occupied. When you are done entering this note, press the F10 function key or click on the F10 icon on the toolbar to exit the “Notes Editor.”

(Allow time)

After you click on the F10 icon on the toolbar to exit the “Notes Editor”, pCHI will appear automatically.

Now let’s go through the pCHI items.

CTATEMPT

(Enter 2, Telephone (outgoing))

TIMEOFCT

(Enter 1 since you are entering pCHI at the time of the contact attempt)

pCASECONTACT

(Enter 2, Made contact with only non-eligible persons)

NCTTEL

(Enter 6, spoke with ineligible person)

STRATEGS

(Enter 5, Called household)

Any questions about this exercise?

(Answer questions)

Practice Exercise 4 – Type B Noninterview

Control Number – 02880093J21000504

In this exercise you will practice coding a case as a Type B noninterview. Type B noninterviews consist of sample households that could be vacant or occupied entirely by persons who have a usual residence elsewhere. Although these cases are not eligible for interview during the current interview month, they could become eligible at a later time. Unlike Type A noninterviews, Type B noninterviews are **unavoidable**. *(Pause)*

In a previous exercise, when conducting a telephone interview with the household located at **116 Aphroditedr** you found out that the residents at this sample unit moved away three months ago but kept their telephone number. When you go to the sample address to conduct a personal interview with members of the replacement household, you discover that the household is vacant. According to survey procedures, when you are unable to interview a sample unit you must contact a neighbor, apartment manager, or similar person to obtain noninterview information about the unit or its residents. After talking to a neighbor, Joe Doe, you find out that the house was sold but the new owners have not moved in yet. If the sample unit was occupied by the new household, you would interview the new household. Because the sample unit is still vacant and will remain vacant through the interview month, you must enter the case and classify it as Type B noninterview.

Make sure the case **116 Aphroditedr** is highlighted in MCM and is in Assignment Period 202501CT. This is the case we want to interview, so launch the case to access the NCVS CAPI instrument by clicking on the “Work” button.

(Allow time)

You will see a screen that reads “This is a training case.” Enter 1 to continue.

At the DATECHANGE screen enter January 2, 2025 to simulate interviewing in January.

DATECHANGE

(Enter 01/02/2025)

For this exercise the CLOSEOUTCHANGE screen reads January 31, 2025, press the enter key to accept that date.

CLOSEOUTCHANGE

(Press Enter)

At the **START** screen enter 3, Noninterview (Type A/B/C). **(Pause)** At the **NONTYP** screen you enter the noninterview type. For this exercise, enter 2, Type B. **(Pause)** At the **TYPEB** screen, specify the Type B noninterview reason.

Turn to page 42 of your Workbook and examine the reasons for Type B noninterviews.

(Allow time)

Notice that codes 225 through 233 are reasons for a Type B noninterview. Of those reasons, the most commonly entered reason is code 226, "Vacant-regular." The "Vacant-regular" category includes vacant units that are available for rent or sale, furnished or unfurnished, or units held off the market for personal reasons.

The "Vacant-regular" category also includes vacant seasonal units, such as mountain or beach resort cabins, as well as year-round units. A vacant unit that is dilapidated but is still considered a living quarters can still be classified as a "Vacant-regular" Type B noninterview.

If you encounter a vacant mobile home, trailer, tent, or other less common type of living quarters and it is intended for occupancy, you can classify it as a "Vacant-regular" Type B noninterview.

Q: Based on what we just covered, can you give me an example of a Type B, Vacant Regular unit, _____?

A: A vacant apartment unit available for rent. **(OR SIMILAR ANSWER)**

Thank you.

Code 227 is used when a vacant unit is used only for storing excess household furniture. For example, a garage apartment, or an apartment in an attic or basement that is used only for the storage of excess household furniture. Do not confuse a vacant unit used for storage of excess household furniture with a vacant unit offered for rent as a furnished apartment. Record the latter situation as a "Vacant-regular" unit.

Now look at code 225, "Temporarily occupied by persons with usual residence elsewhere (URE)." You would enter this Type B reason when a unit is occupied temporarily by persons who have a usual place of residence elsewhere. When a sample unit is occupied entirely by persons who have a usual residence elsewhere, do not interview those persons. Persons should only be interviewed at their usual residence and not at a temporary place of residence.

For example, a family whose usual residence is in Philadelphia, Pennsylvania, should not be interviewed while staying at a vacation cottage in Atlantic City, New Jersey.

Are there any questions?

(Answer questions)

One category that needs a little explanation is code 228, “Unfit or to be demolished.” To fit into this category, a sample unit must, first of all, be unoccupied. No matter how decrepit or run down a place looks, if somebody lives there, you must conduct an interview. But, if it is unoccupied and the windows or doors no longer protect the interior, consider the unit to be unfit.

However, be careful not to rush to the conclusion that a unit is “Unfit or to be demolished.” Sometimes a boarded-up place is mistakenly classified as unfit, when, in fact, the boards are there to protect the windows and doors until it can be sold or rented. The point is that you cannot always go by first impressions. Many times you will have to inquire of residents or merchants in the area to make sure that you classify the vacant unit correctly.

The other part of code 228, “to be demolished,” only applies when there is positive evidence, such as a sign, notice, or mark on the house or on the block—stating that the unit is scheduled for demolition.

Let’s see if you remember what we just discussed.

Q: What kind of noninterview is a vacant-regular, _____?

A: Type B.

Q: If a sample unit is obviously unfit to live in and is not occupied as a living quarters, which noninterview reason do you select, _____?

A: Type B - code 228, “Unfit or to be demolished.”

For this exercise, enter reason 1, “Vacant- regular,” and then select Suppress at the Type B pop-up message. **(Pause)** Unlike most Type A noninterviews, there is one more step you must take when classifying noninterview cases as a Type B, Type C, or Type A -Temporarily Absent noninterview. You must record information about the person you contacted to obtain noninterview information about the unit or its residents.

At the **BCOBS** screen, enter 2 since you verified the status of this unit with a contact person. At the **BCNAME** screen enter the name of the contact person you spoke to which is Joe Doe.

(Allow time)

At **BCTITL** enter the contact person’s title such as neighbor or apartment manager. For this case enter “Neighbor.”

(Allow time)

At **BCNUM** enter Joe Doe's telephone number as 999-555-9999 and then press Enter. **(Pause)**

Complete the next items using the following information about Joe Doe's address:

House number and street name: **118 Aphroditedr**

City: **Any Town**

The contact person lives in California, which is the same state as the sample unit. For your production interviews, you will be able to press Enter rather than entering the 2-character state abbreviation when the contact person lives in the same state as the sample unit. However, for the training instrument this feature is not active. **(Pause)**

Let's assume that we don't know the state abbreviation for California. Type the letter C. **(Pause)**

Notice that you get a pop-up screen of state abbreviations. You will be taken to the first state whose name begins with the letter C. Notice the second column displays state name. Arrow through the screen until you get to California.

(Allow time)

Click on the Select button. **(Pause)** When you return to the contact information screen notice that the 2-character state abbreviation is filled in the answer field. **(Pause)** Now press Enter. Now enter the 5-digit zip code, which is 99999. **(Pause)** The contact person doesn't know his 4-digit zip code so press Enter.

At the **VERIFY** screen enter 2.

At the Case Level Notes Editor, enter a note indicating the status of the household. Enter as much information as possible so that others who review the notes will have a good understanding of the case, then save your note and return to pCHI.

(Allow time)

Now let's go through the pCHI items.

CTATEMPT

(Enter 1, personal visit)

TIMEOFCT

(Enter 1 since you are entering pCHI at the time of the contact attempt)

pCASECONTACT

(Enter 2, contact with only non-eligible persons)

NCTPER

(Enter 8, spoke with neighbor and 10, completed case (Type B or C))

STRATEGYS

(Enter 8, checked with neighbors)

Any questions about filling out pCHI?

(Answer questions)

You will follow this same procedure for handling Type A- Temporarily Absent noninterviews and for Type C noninterviews. Like Type B noninterviews, Type C noninterviews are **unavoidable**. Once a unit is classified as a Type C noninterview, the sample unit is permanently removed from the NCVS sample and will not be assigned to you in subsequent enumeration periods. Like Type B noninterviews, the Type C noninterview reasons are self-explanatory for the most part. Let's go over a few of the Type C reasons that are shown on page 42 of your Workbook.

Code 240, "Demolished," means that the unit has been torn down, burned down, or otherwise destroyed, or is in the process of being demolished. **(Pause)**

Code 242, "Outside segment," is no longer used for the NCVS. **(Pause)**

Code 243, "Converted to permanent business or storage," looks very similar to one of the Type B noninterview reasons.

Q: Suppose you find that a sample unit has been converted to a business or used for storage. What distinction must you make before you can classify it as either a Type B or Type C noninterview, _____?

A: Find out whether the conversion is temporary or permanent. If it is temporary, it will classify as a Type B noninterview and, if it is permanent, it will classify as a Type C noninterview.

Thank you.

Code 244, "Merged," is used when you discover that a sample unit has been merged with another unit to form one "new" merged unit. **(Pause)**

A unit is considered "Condemned," code 245, if there is positive evidence, such as a sign, notice, or mark on the house or in the block—stating that the unit is condemned. Once again, the unit

must be **unoccupied** before you can select this code. If the unit is occupied, you must conduct an interview, even if there is a “condemned” sign posted. Remember, if the unit is vacant and no positive evidence is present that it is condemned, report the unit as “Vacant-regular,” code 226, Type B noninterview.

Notice the last reason listed for Type B noninterviews is category 233, called “Other.” Also notice the category 248, “Other (including permit abandoned)” for Type C noninterviews. When you have a Type B or Type C noninterview that does not fit any of the other categories, use the “Other” category and specify the reason.

However, before selecting the “Other” reason for a Type B or Type C noninterview, make sure that one of the reasons already listed doesn't apply.

This concludes this practice exercise. Are there any questions about the material covered in this exercise?

(Answer questions)

Practice Exercise 5 – Updating the Roster When the Prior Reference Person Moves Out and Selecting a New Reference Person

Control Number – 02880092J21000401

In this exercise we complete a continuing case in which the old reference person is no longer a household member, and a new reference person must be selected. This exercise will show how the instrument collects changes to a case with a household roster for a continuing case that was interviewed in a prior interview period.

From your case list screen in MCM highlight the case with the address **611 Produce St.** This is the case we want to interview, so press the “work” button to launch the case to access the NCVS CAPI instrument.

(Allow time)

You will see a screen that reads, “This is a training case.” Enter 1 to continue.

For this exercise, enter the date of January 15, 2025 at the DATECHANGE screen, press Enter at the CLOSEOUTCHANGE screen, and then enter 1 at the START screen for a telephone interview.

DATECHANGE

(Enter 01/15/2025)

CLOSEOUTCHANGE

(Press Enter)

START

(Enter 1, Telephone interview)

(Allow time)

Now, take a look at the “Status bar” at the very bottom of the Form Pane. This is the shaded portion of the screen. **(Pause)** Notice the fields “Talking to” and “About.” The “Talking to” field contains the name of the person who answers the survey questions. The “About” field contains the name of the eligible NCVS household member for whom you are collecting data about. For self-response interviews, the name entered in both of these fields is always the same. For proxy interviews, the proxy respondent’s name is entered in the “Talking To” field and the proxy person’s name will appear in the “About” field. When you first enter a continuing case to interview for a given month, the first name that appears in these fields is that of the household

respondent from the previous interview, since the household respondent is the first person with whom you must complete an interview. For this case, both should be filled with “Megan Moe”. Does everyone see that in the case we just got into? **(Pause)** For incoming cases, these fields are blank until you build the household roster and select a household respondent.

Before we proceed with the interview, let’s take a look at the composition of this household to get an idea of the number of people in the household and those who you need to interview. Remember, you can also view the household composition when you are in Case Management. To view the household roster in the NCVS CAPI instrument, you can either press the **SHIFT** and **F1** keys simultaneously or you can click on the “HH Roster” tab on the toolbar. Use one of these two methods now to view the household roster for this case.

Notice that there are four members in this household, Ted, Megan, Bob, and Jane Moe. However, only three of the household members are NCVS eligible. This can be seen in the “STATUS” column with the text “Need Self”. Line number 4 is Jane Moe, who is under 12 years old, so Jane will not be interviewed.

Megan Moe, who is line number 2, is currently designated as the household respondent. The “X” in the “HHR” column preceding his line number tells you that he is the household respondent. Remember, the household respondent must be a household member who is at least 18 years of age and knowledgeable about the household. This household member will answer the household characteristics and household screener questions in addition to the individual screener questions. Remember, you **MUST** reach at least a partial interview with the household respondent **BEFORE** interviewing any other household members.

Now look at the column labeled RELATION on the HH Roster screen. This column shows the relationship of the household members to the reference person. For this case, Ted Moe, who is line number 1, is the reference person. Remember, the reference person is usually one of the owners or renters of the sample unit. When you interview at a sample address for the first time, the first person listed will automatically be designated as the reference person so you want to make sure that this person is one of the owners or renters of the sample unit.

Now let’s look further at the “STATUS” column. For any respondent whose interview you have not started, you will see “Need Self” displayed in the “STATUS” column. You could also see the following descriptions entered in the “STATUS” column as the interview progresses. You may see “Need Proxy” if the respondent needs a proxy interview, “Partial NCVS” when the respondent has started, but not completed their interview, “Under 12” for household members under the age of 12, “Nonmember” if the rostered person is no longer a household member, and so on. If you completed a respondent’s interview, the status would change to a final status of “DONE-NCVS” for a completed interview.

Let’s return to the DIAL screen. To return to this screen, either click on the “Main” tab, which is the first tab on the toolbar, or press “1” to continue.

(Allow time)

(Choose someone in the class to be the FR.)

DIAL FR: Hello. This is ♦ YOUR NAME from the U.S. Census Bureau.
May I please speak with Megan Moe?

R: Yes, I'm Megan.

(Enter 1, This is the correct person or correct person called to the phone)

VERADD_TELE FR: We are talking with members of your household age 12 or older
about their experiences with crime and safety.
Do you still live at...

611 Produce St
ANY TOWN, AZ
99995-9997?

R: Yes, that's correct.

(Enter 1, Yes, exact address)

GETLETTER FR: I'm calling concerning the National Crime Victimization
Survey. The survey questions ask for information about people's
perceptions of community safety, their local police, and their
experiences with victimization and crime in the past six months.
The results will be used to help improve the way we measure
crime. Did you receive our introductory letter in the mail?

R: Yes, I did.

(Enter 1, Yes)

MAILINGSAME FR: Is your mailing address the same as your physical address?

R: Yes.

(Enter 1, Yes)

CONTACTINFO

(Interrupt and say)

Since the respondent has already let you know that Michael has left the household, you may either ask the next question as worded, or simply verify it.

WHICHLNMOVED FR: **Who no longer lives at that address?**

R: Ted.

(Enter 1, LN1 Ted Moe)

(Interrupt and say)

This is next question is asked when the household respondent mentions changes to the roster. At this screen you will select which person(s) on the roster have left the household. Since the previous reference person, Ted Moe, is no longer a household member, you must select a new reference person at the NEWREFPER screen. Note that, since he is no longer eligible to be the reference person, this screen does not show Ted Moe as an option. The reference person and the household respondent do not need to be the same person. Now turn to page 43 of your NCVS-523 Initial FR Training Workbook and read who qualifies as a reference person.

(Allow time)

NEWREFPER FR: **What is the name of the person (or one of the persons) living at this address, who owns or rents that home? Would that be you?**

R: Yes, I guess it's me now.

(Enter 2, LN2 Megan Moe)

(Interrupt and say)

At the HHROSTER_FNAME screen press the End key or arrow keys to move to the next unanswered question, which should be MEMBERCHANGES.

HHROSTER_FNAME

(Press End)

Next, on the MEMBERCHANGES screen you will indicate Ted Moe is no longer a household member because of the divorce. The answer list will only display categories appropriate to the

situation. For example, since MEMBERCHANGES is on path because you entered 'no' at the NAMECHECK screen, the instrument will only display categories related to someone leaving the household. The instrument will display FR instructions based on whether you are adding or removing someone from the roster.

MEMBERCHANGES

(Enter 9, Left because of marriage, separation, or divorce)

(Interrupt and say)

At the HHROSTER_FNAME press the End key or arrow keys to move to the next unanswered question to record Bob Moe's relationship to the new reference person.

HHROSTER_FNAME

(Press End)

RELATIONSHIP FR: **How is Bob Moe related to you?**

R: He's my son.

(Enter 5, Child (biological or adopted son or daughter, stepson or stepdaughter)

(Interrupt and say)

At the HHMEMBER screen press the End key or arrow keys to move to the next unanswered question to record Jane Moe's relationship to the new reference person.

HHMEMBER

(Press End)

RELATIONSHIP FR: **How is Jane Moe related to you?**

R: She's my daughter.

(Enter 5, Child (biological or adopted son or daughter, stepson or stepdaughter)

(Interrupt and say)

Since we are done updating the changes to the roster, press the End key or arrow keys to move to the next unanswered question, which should be HHROSTER_FNAME. Now enter 999 to leave the roster table and continue with the interview.

HHROSTER_FNAME

(Enter 999)

HHLDCOVERAGE FR: **Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away travelling?**

R: No, it's just the three of us now.

(Enter 2, No)

AGECHECK FR: **I have you listed as 36 years old. Is that correct?**

R: Yes, I'm 36.

(Enter 1, Yes (to confirm that the respondent age is correct))

MARITAL FR: **Are you now married, widowed, divorced, separated or have you never been married?**

R: I just got divorced.

(If the FR reads the full question remind them they can just verify this question since the respondent has already told us she is divorced from Ted.)

(Enter 3, Divorced)

ARMEDFORCES FR: **Are you now in the Armed Forces?**

R: No.

(Press Enter)

ATTENDINGSCHOOL FR: **Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

R: No.

(Press Enter)

AGECHECK FR: I have Bob Moe listed as 18 years old. Is that correct?

R: Yes.

(Enter 1, Yes)

MARITAL FR: Is Bob Moe now married, widowed, divorced, separated or has he never been married?

R: He's never been married.

(Press Enter)

ARMEDFORCES FR: Is Bob Moe now in the Armed Forces?

R: No.

(Enter 2, No)

ATTENDINGSCHOOL FR: Is Bob Moe currently attending or enrolled in a regular school such as an elementary or high school or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: Yes, he's in a program to become an electrician.

(Enter 3, Trade school)

AGECHECK FR: I have Jane Moe listed as 10 years old. Is that correct?

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

The instrument now goes to the ROSTERREVIEW screen. At the ROSTERREVIEW screen notice that Ted Moe is listed on the household roster as a nonmember. Although nonmembers are kept

on the roster, you will not need to interview them since they are not household members. Also, since he was coded as a nonmember, none of his demographic data are asked about/updated.

The reason nonmembers are kept on the roster is because if they return to the household and become a member in the future then someone looking at the data know that that Line number is always the same person so they can be tracked over the course of the seven interviews.

Alt this screen you must review and verify the selected information displayed is correct and up-to-date; specifically, name, relationship, sex, age, and marital status, for each member of the household. If any of this information is incorrect, you can indicate that you need to make corrections by entering 2. For this interview, all information is correct so enter 1 to continue.

_____, please continue the interview.

ROSTERREVIEW

(Enter 1, Yes)

Suppress the edit check to confirm the household roster is correct.

(Suppress)

This is the end of this Practice Exercise. We will continue with this case in the next exercise.

Are there any questions about removing a household member and selecting a new reference person?

(Answer questions)

Practice Exercise 6 – Collecting an Incident of a Series of Crimes

Control Number – 02880092J21000401

This next scenario will go through reporting and collecting a crime incident series. Remember, a series of crimes is 6 or more incidents that all occurred during the respondent's 6-month reference period, that were reported all in the same screen item, and that are all similar enough in nature that the respondent can't differentiate them in detail.

We'll continue with Megan Moe's interview for this scenario.

(Choose someone in the class to be the FR.)

TIMEATADDRESS FR: **Next are some questions just about you.
How long have you lived at this address?**

R: 8 months.

(Enter 2, At least 6 months, but less than 1 year)

TIMEMOVED5YEARS FR: **How many times have you moved in the past 5 years, that is, since January 2020?**

R: Once.

(Enter 1, 1)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.**

R: No.

(Enter 2, No)

JOBLAST6MONTHS FR: **AT ANY TIME during the past 6 months, that is, since (date), did you have a job or work at a business? Do not include volunteer work or work around the house.**

R: No.

(Enter 2, No)

UNEMPLOYED

FR: **AT ANY TIME in the past 6 months, have you been unemployed? Unemployed means you were looking for and able to work but you were not able to find employment.**

R: No.

(Enter 2, No)

BUSINESS

FR: **Does anyone in this household operate a business from this address?**

R: No.

(Enter 2, No)

(Interrupt and say)

Depending on what month you are interviewing in, the next section of questions will either be the Police Ask-All questions (asked January through June) or the Community Measures questions (asked July to December). Since we entered January as the current month at the CHANGEDATE screen, we'll complete the Police Ask-All questions for this practice interview.

POL_CONTACTCRIME

FR: **Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since (date). Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.**

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

R: No.

(Enter 2, No)

POL_CONTACTNOCRIME

FR: **During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?**

R: No.

(Enter 2, No)

POL_MVSTOP FR: **During the past 6 months, that is, since (date) have you...**

Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?

R: Yes.

(Enter 1, Yes)

POL_STOPPEDOTHER

FR: **Been stopped or approached by the police for some other reason?**

R: No.

(Enter 2, No)

POL_COMMUNITYWATCH

FR: **Been at a community meeting, neighborhood watch, or other activities where the police took part?**

R: Yes.

(Enter 1, Yes)

POL_RESPECT

FR: **The next questions ask for your views of the police in your area. Please draw on everything you know about them and give your best judgments when you respond to these questions.**

How respectfully do you think the police in your area treat people?

Very respectfully

Somewhat respectfully

Neither respectfully nor disrespectfully

Somewhat disrespectfully

Very disrespectfully

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POL_TIME FR: In your opinion, how much time and attention do the police in your area give to what people have to say?

A great deal of time
A lot of time
A moderate amount of time
A little time
No time at all

R: A lot of time.

(Enter 2, A lot of time)

POL_FAIRLY FR: In your opinion, how fairly do the police in your area treat people?

Very fairly
Somewhat fairly
Neither fairly nor unfairly
Somewhat unfairly
Very unfairly

R: Very fairly.

(Enter 1, Very fairly)

POL_EFFECTIVE FR: How effective are the police at preventing crime in your area?

Very effective
Somewhat effective
Neither effective nor ineffective
Somewhat ineffective
Very ineffective

R: Somewhat effective.

(Enter 2, Somewhat effective)

POL_TRUST FR: **How much do you trust the police in your area?**

Trust completely
Somewhat trust
Neither trust nor distrust
Somewhat distrust
Distrust completely

R: **Neither trust nor distrust.**

(Enter 3, Neither trust nor distrust)

POL_RATEPOLICE FR: **Taking everything into account, how would you rate the job the police in your area are doing?**

A very good job
A somewhat good job
Neither a good nor a bad job
A somewhat bad job
A very bad job

R: **Somewhat good.**

(Enter 2, A somewhat good job)

VS_INTRO FR: **For the next questions, please think about things that happened to you since (date), no matter where they may have occurred. The questions will cover theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.**

(Enter 1 to continue)

T_CARRY FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home or somewhere else.**

In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: Yes, someone keeps stealing our packages off the porch.

(Enter 1, Yes)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_FROMCHILD FR: **Steal something belonging to any children who live here?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **Other than what you have already mentioned, in the past 6 months, did anyone TRY to steal anything that belongs to you or any children who live with you, but not actually steal it?**

R: No.

(Enter 2, No)

T_TIMES FR: **How many times did someone steal something in the past 6 months?**

R: It has to be around 8 times.

(Enter 2, Two or more times)

T_TIMES_NUM

(Enter 8)

(If the FR reads the optional grey text, mention to the class that we can enter the number of times here, without asking the question, since the respondent has already provided an answer when answering the prior question. If the respondent had not given a number previously, then the FR should read the grey text aloud to let the respondent know we need to collect the exact number of times.)

T_INCSIMILAR FR: **Are these incidents similar to each other in detail or are they for different types of crimes?**

R: They are similar.

(Enter 1, Similar)

T_RECALLDETAILS FR: **Do you recall enough details about each incident to be able to distinguish them from each other?**

R: I don't know, I know some but I'm not sure.

FR: **This is an important question for making sure we capture the incident correctly, please try to provide an answer.**

(If the FR does not follow up by reading the additional optional text based on your response, mention to the class that this question has follow up text to read to respondents who are not sure, to help them answer this question.)

R: No, I don't think I'd be able to remember each thing about each separate time.

(Enter 2, No)

T_INCDATE FR: You said that someone stole something 8 times in the past 6 months.

In what month and year did the most recent incident happen?

(Make sure to select the month the incident occurred falls WITHIN the reference period.)

R: In October 2024.

(Select the answer category corresponding with October 2024)

(If FRs ask how the answer list for this question is determined, mention it is based on the current date on the laptop. There is an answer category for each of the six months in the NCVS reference period (based on the current date on the laptop), plus an answer category for the current interview month, and one for before the current reference period.)

(Interrupt and say)

When an incident is reported in the screener questions, you'll collect a brief description of the incident in the _DESCRIBE screens. The description can be up to 150 characters and will be displayed on all screens within the crime incident report.

Please note that this written description will be read out loud back to the respondent as part of the question text in some screens. Because of this you may want to avoid words like "you", "my", or "line number" in the description and describe the incident more generally. We'll cover some examples as we go through these exercises. The goal is to gather enough of a description to help you identify the incident you are asking questions about in the crime incident report. The respondent will have an opportunity to provide a detailed summary of the incident at the end of the crime incident report.

T_DESCRIBE FR: **To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your backpack on a train. Later, I may ask you for a full description of what happened.**

R: Someone keeps stealing packages off our porch in the middle of the day.

Based on the respondent's response, a good general description for this example, could be "someone keeps stealing packages off porch." Now type in a description of this incident and press the enter key to continue with this exercise.

(Enter "Someone keeps stealing packages off porch.")

MV_OWNVEHICLE FR: **At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?**

R: Yes.

(Enter 1, Yes)

MV_THEFT FR: **In the past 6 months, other than the thefts or attempted thefts you have mentioned already...**

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

R: No.

(Enter 2, No)

MV_ATTEMPT FR: **Did anyone TRY to steal a vehicle but not actually steal it?**

R: No.

(Enter 2, No)

MVP_PARTS FR: **Other than the thefts or attempted thefts you have mentioned already, in the past 6 months...**

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

R: No.

(Enter 2, No)

MVP_GAS FR: Did anyone steal any gas from a vehicle?

R: No.

(Enter 2, No)

MVP_ATTEMPT FR: Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?

R: No.

(Enter 2, No)

BI_HOME FR: The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

R: No.

(Enter 2, No)

BI_OTHERPROP FR: Break in or try to break into your garage, shed, or storage room?

R: No.

(Enter 2, No)

BI_HOTELVACATION FR: Break in or try to break into a hotel or motel room or vacation home where you were staying?

R: No.

(Enter 2, No)

V_PROPERTY

FR: **Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls.**

In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?

R: No.

(Enter 2, No)

V_INJUREKILLANIMAL

FR: **In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?**

R: No.

(Enter 2, No)

A_WITHWEAPON

FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or away from home.**

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT

FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.**

R: No.

(Enter 2, No)

A_THREAT FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it?**

R: No.

(Enter 2, No)

A_KNOWNOFF FR: **People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, a friend, a family member, a neighbor, or any other person they've met or known.**

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE

FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT

FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

R: No.

(Enter 2, No)

The INC_REPORTS screen indicates the total of number of incident reports that will be collected for this respondent. Although they reported 8 incidents of theft, these were coded as a series of thefts, so only one incident report is required. So this screens displays "1" for the "Total incidents reported". Does everyone understand why we will only fill out one incident report in this scenario?

(Answer questions.)

Enter 1 at the INC_REPORTS screen.

INC_REPORTS

(Enter 1 to continue)

Is everyone now at the INC_INTRO screen?

(Choose someone in the class to be the FR.)

_____, please continue with the incident questions.

INC_INTRO FR: The next questions are about the incident in (date) that involved: Someone keeps stealing packages off porch.

(Enter 1 to continue)

(Interrupt and say)

Notice the text at the top of the screen. Each screen in the crime incident report will display the month, year, and description of the incident you are collecting to help you and the respondent remember which incident the crime incident report is for. The description will display the text you entered for the incident that was identified in the screener questions. You will not read this text, as part of the question, unless the respondent needs to be reminded about which incident this specific report is for.

The next set of questions are asked at the beginning of the crime incident report and are asked to determine if any other type of crime occurred as part of the incident reported in the screener questions. Not all of the “ALSO_” questions will be asked in each crime incident report. For example, if a motor vehicle theft was reported in the screener questions, the respondent will not be asked if they also experienced a motor vehicle theft as part of that incident. These questions are asked to ensure we’ve identified all of the types of crime that may have happened in the same incident. Remember to read all bolded text in the following questions, even if it seems repetitive.

ALSO_BREAKIN FR: **Just to confirm, did someone break in or try to break in to your property as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: **Just to confirm, did someone vandalized something as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_ATTACKTHREAT FR: **Just to confirm, did someone attack or threaten to attack you as part of this incident in (date)?**

R: No.

(Enter 2, No)

OFF_INTRO FR: **Some of the next questions will refer to the "offender," which means the person or people who did this to you.**

(Enter 1 to continue)

SERIESLOCATION FR: **Earlier, you said this type of thing happened to you more than once in the past 6 months.**

Did all of these incidents happen in the same place, did some of them happen in the same place, or did they all happen in different places?

R: They were all on my porch.

(Enter 1, All in the same place)

SERIESOFFENDER FR: **Were all of these incidents done by the same offender, were some of them done by the same offender, or were they all done by different offenders?**

R: I don't really know.

(Enter 4, Don't know)

SERIES_INTRO FR: **The rest of the questions will now ask you to focus on the most recent time this happened in (date).**

(Interrupt and say)

Notice that this intro screen reminds the respondent to focus only on the most RECENT incident, even if they express wanting to report on the most serious incident.

(Enter 1 to continue)

WHATWASTAKEN FR: **You said someone stole something from you during the incident in (date). What was stolen?**

R: The last package was a pair of shoes.

(Interrupt and say)

Regarding the theft of packages, we want to collect as much information as possible about what the package contained. If the respondent reports simply that a package was stolen, probe the respondent about its contents. If they are unsure of what was in the package, you can select category 16, "Mail or (unspecified) package". Since the respondent was able to state the latest package stolen was a pair of shoes, you will select the category that most closely matches that answer.

(Enter 14, Jewelry, watch, clothing, furs, shoes, or sunglasses)

FR: **Anything else?**

R: No, nothing else.

(Enter)

(If the FR does not ask the follow up probing question "Anything else?" mention to the class that since this question can have multiple answers, they should ask the probe until the respondent says "No".)

WHOOWNEDPROP FR: Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?

R: They were for me.

(Enter 1, Respondent)

OTHERONPERSON FR: Was there anything the offender took directly from you, such as from your pocket or hands, or something that you were wearing?

R: No.

(Enter 2, No)

INCTIME FR: The next questions ask about when and where the incident in (date) took place.

About what time did the incident happen?

R: Between noon and 2.

(Enter 2, After 12 noon – 3pm)

LOCATION FR: **Where did the incident happen?**

R: The porch.

(Enter 4, On your porch, lawn, or other part of your property)

PRESENCE_INTRO FR: **The next questions ask about who was there when the incident in (date) took place.**

(Enter 1 to continue)

HHMPRESENT FR: **Did you or someone you live with see, hear, or have any contact with the offender as the incident was happening? Do not include seeing the offender on a security camera.**

(Interrupt and say)

This question is only asked for types of crime where it is not clear if the respondent or someone they live with saw, heard, or had any contact with the offender. However, for personal types of crime, such as, attacks, threats, unwanted sexual contacts, or thefts from their person we do not have to ask this because the answer is obvious.

R: No.

(Enter 2, No)

ONEORMOREOFFENDERS

FR: **This section asks what you know about the offender.**

To the best of your knowledge, was the incident committed by only one or by more than one offender?

R: I don't know.

(Enter 3, Don't know)

KNOWOFFENDERS FR: **Do you know who the offenders were?**

R: No.

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: Do you know anything about any of the offenders, such as whether they were young or old, male or female, etc.?

R: No.

(Enter 2, No)

(Interrupt and say)

The next question, **HATE_RACE**, begins a series of questions asking about hate crime. These questions are intended to find out whether the respondent was **victimized** due to prejudice or bigotry towards members of a specific group.

_____, please continue.

HATE_RACE FR: The next questions are about why the offender may have targeted you.

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

R: No.

(Enter 2, No)

HATE_RELIGION FR: Prejudice or bigotry toward your religion?

R: No.

(Enter 2, No)

HATE_DISABILITY FR: **Prejudice or bigotry toward a disability you may have?**

R: No.

(Enter 2, No)

HATE_ORIENTATION FR: **Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?**

R: No.

(Enter 2, No)

HATE_GENID FR: **Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?**

R: No.

(Enter 2, No)

HATE_SEX FR: **Prejudice or bigotry toward your sex, including being male or female?**

R: No.

(Enter 2, No)

HATE_OTHER FR: **Prejudice or bigotry toward other characteristics I have not already mentioned?**

R: No.

(Enter 2, No)

POLICEINFORMED FR: **The next questions ask about whether the police got involved in the incident in (date).**

Were the police informed or did they find out about this incident in any way?

R: Yes.

(Enter 1, Yes)

POLICEFINDOUT FR: **Who informed the police? If more than one person, choose the first response that applies.**

You informed the police yourself
Someone you live with
Someone such as a security guard or building manager
The police were at the scene
Someone else who saw the crime, like a friend or a neighbor
Someone else told the police

R: I did.

(Enter 1, You informed the police yourself)

POLICECONTACTED FR: **How did you first notify the police?**

R: I called them.

(Enter 1, Called the police)

POLICEFIRSTCONTACTED

FR: **Which of the following BEST describes when the police were first contacted?**

While the incident was happening
Within 10 minutes after the incident occurred
Within an hour after the incident occurred
Within 24 hours of the incident
Longer than a day after the incident occurred

R: Within a day.

(Enter 4, Within 24 hours of the incident)

POLICEARRIVE FR: **Did the police come when they found out about the incident?**

R: No.

(Enter 2, No)

POLICEHANDLE FR: **When the police found out, did they do any of the following?**

Tell you to go to a police station

Take a report over the phone

Deal with it through the mail

Deal with it through the Internet or a social media app

Something else

R: They just took a report over the phone.

(Enter 2, Take a report over the phone)

POLICEPHONERPTSAT

FR: **How satisfied were you with how the phone report was taken?**

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: I'd say equally satisfied and dissatisfied.

(Enter 3, Equally satisfied and dissatisfied)

POLICENOARRIVE FR: **Do you think the police should have come to you when they were contacted?**

R: Yes, I think it would have been nice to have them look around.

(Enter 1, Yes)

POLICECONTACT FR: **Did you or someone you live with have any later contact with the police about the incident?**

R: Yes.

(Enter 1, Yes)

POLICEINTOUCH FR: **Thinking about these later contacts, did the police get in touch with you or did you get in touch with them?**

R: I called to follow-up.

(Enter 2, The respondent (or someone the respondent lives with) contacted the police)

POLICEFOLLOWUP FR: **What did the police do to follow up on the incident?**

R: They said they would watch our street in particular for thefts since other neighbors have also had packages stolen.

(Enter 3, Did or promised surveillance/investigation)

FR: **Anything else?**

R: No.

(Enter)

POLICERESPECT FR: **Next are some questions about how you feel the police handled the incident. If more than one officer was involved, please think about how you would rate them as a group.**

How respectfully did the police treat you?

Very respectfully
Somewhat respectfully
Neither respectfully nor disrespectfully
Somewhat disrespectfully
Very disrespectfully

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POLICETIMESAT FR: **How satisfied were you with the amount of time the police gave you to tell your story?**

Completely satisfied

Mostly satisfied
Equally satisfied and dissatisfied
Mostly dissatisfied
Completely dissatisfied

R: Mostly satisfied.

(Enter 2, Mostly satisfied)

(Interrupt and say)

As you learned in the self-study, when multiple questions use the same response scale you only need to read them to the respondent the first time the scale appears. However, you can re-read them to a respondent if they need to be reminded of the categories. So, at the next screen, **POLICEACTIONSAT**, you can ask the question without the response scale unless the respondent needs to be reminded of the scale.

POLICEACTIONSAT FR: **How satisfied were you that the police did everything they could?**

R: Equally satisfied and dissatisfied.

(Enter 3, Equally satisfied and dissatisfied)

POLICEEFFECTIVE FR: **Taking the whole experience into account, how effectively did the police handle the incident?**

Very effectively
Somewhat effectively
Neither effectively nor ineffectively
Somewhat ineffectively
Very ineffectively

R: Somewhat effectively.

(Enter 2, Somewhat effectively)

ATTIMETHINKCRIME FR: **At the time, did you consider this incident to be a crime?**

R: Yes.

(Enter 1, Yes)

NOWTHINKCRIME FR: **Now, looking back, do you consider this incident to be a crime?**

R: Yes.

(Enter 1, Yes)

TOLDFAMILYFRIENDS

FR: **The next questions ask about any help you might have gotten after the incident in (date) took place.**

Have you told any family, friends, co-workers or neighbors about the incident?

R: Yes.

(Enter 1, Yes)

TOLDOTHER

FR: **Other than the police or family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?**

**Medical or mental health professional
Representative of a religious or community organization
Security guard or personnel, other than the police
Other person in a leadership or professional position**

R: No, I haven't.

(Enter 7, No, have not told anyone in any of these positions)

EMOTOLL_INTRO FR: **Being a victim of crime affects people in different ways. The next questions are about how the incident may have affected you.**

(Enter 1 to continue)

IMPACT_FAMILY FR: **Did the incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?**

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: **Overall, how upsetting has the incident been to you?**

Not at all upsetting
Mildly upsetting
Moderately upsetting
Severely upsetting

R: Mildly

(Enter 2, Mildly upsetting)

ECONOMIC_INTRO FR: **Thank you. The next set of questions ask about the how the incident impacted you financially.**

(Enter 1 to continue)

PROPERTYVALUE FR: **What would you estimate was the total value of the stolen items, including the value of anything you got back? If jointly owned with a nonhousehold member(s), include only the share owned by household members.**

R: I think they were around \$60.

(Enter 3, \$50 to less than \$100)

ALLPARTRECOVERED FR: **Did you get any of the stolen items back?**

R: The company sent me a new pair, but I didn't ever get the original package.

(Interrupt and say)

Note that the focus of this question is on the RECOVERY of the originally stolen item(s), and not any replacement item(s) the respondent may have received. Since Megan's shoes were REPLACED by the company but she did not recover the original shoes, the correct response to this question is 3.

(Enter 3, No, you got none of it back)

DAMAGED FR: **Other than any stolen property, was anything that belonged to you or someone you live with damaged or destroyed in the incident?**

R: No.

(Enter 2, No)

(Interrupt and say)

After completing a crime incident report, respondents will be asked to describe the incident, which you will record in 300 characters or fewer in the SUMMARY_SP screen. We ask respondents to describe the incident to keep respondents engaged in the interview and provide them an opportunity to tell us what happened in their own words. You will enter the respondent's description in this screen. In addition to capturing what the respondent says you will need to make sure the summary is written so that anyone reading it can get a clear, well-defined picture of the incident. Therefore, you may need to add information beyond what the respondent mentions to better portray what occurred. Make sure the summary includes information that will help ensure the incident classifies as the correct type of crime, such as: who the offender was, when and where it occurred, what was stolen, how they were attacked or threatened, etc.

When writing an incident summary at the end of the crime incident report, it is a best practice to use the third person and refer to the respondent using their line number for example, LN1, LN2, LN3, etc. so that there is not any personally identifiable information (PII) included in the summary. However, it is most important that a complete summary is written. When key details are left out of the summary, it is challenging to review the data. The most important part of writing a good summary is to include the who, what, where, when, and how to describe the crime incident.

_____, please continue.

SUMMARY_SP FR: **Thank you for telling me about the incident in (date). Would you mind describing the incident for me in your own words?**

R: Sure, there have been numerous times that packages have been stolen off our porch during the day. I don't know who stole the packages and the packages have not been returned. The last time it was a pair of shoes I ordered from Amazon. They sent me a new pair.

(Type your response and press Enter)

ENDINCIDENT FR: **Thank you.**

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

(Enter 1 to continue)

SOCIODEMO_INTRO FR: **The next questions ask about you. Remember all answers to this survey are confidential.**

(Enter 1 to continue)

(Interrupt and say)

The next sections of the instrument collect socio-demographic data about the respondent, such as disability, sexual orientation ~~and gender identification~~, and employment.

ACTIVEDUTY FR: **Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?**

R: No, I haven't.

(Enter 1, Never served in the military)

LIVEWITHPARTNER FR: **Do you live with a boyfriend, girlfriend, or partner?**

R: No.

(Enter 2, No)

LOOKINGFORWORK

FR: **Earlier you said you did not have a job or work at a business last week. During the past 4 WEEKS, have you been ACTIVELY looking for work?**

R: Yes.

(Enter 1, Yes)

INTVDONE

(Enter 1 to continue)

(Interrupt and say)

At this point of the interview, if you are not interviewing the household respondent, you will collect that household member's contact information (personal phone numbers and email address). Since this is the household respondent, we have already collected this information and will not re-ask those questions, but there are a few additional questions before the interview with the Household Respondent is complete. These questions record information about how the interview was conducted.

Record the language the respondent's interview was conducted in. For this exercise it was conducted in English, so select answer category 1.

RESPONDENTINTERVIEWLANG

(Enter 1, English)

INTERVIEWTYPE

Record if this was a telephone or in-person interview; for this exercise it was a telephone interview.

(Enter 1, Telephone)

_____, please continue.

INTERVIEWPLACE FR: Thank you for completing the National Crime Victimization Survey.

I also have a few questions about where you were while you were completing the survey.

Were you at home or away from home when completing the survey?

R: I'm at home.

(Enter 1, At home)

INTERVIEWANYONEELSE

FR: Was anyone else in the room at any point while you were completing the survey?

R: My son has been walking in and out of the room that I'm in throughout the time we have been talking.

(Enter 1, Yes)

INTERVIEWWHOELSE

FR: **Who else was in the room while you were completing the survey?**

R: Just my son, like I said.

(Enter 4, A child/children)

THANKYOU

FR: **Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.**

(Enter 1 to continue)

PERCONTACT

FR: **In the future, how would you prefer to be contacted?**

Personal visit

Phone Call

Text

Email

R: Phone call or text is fine.

(Enter 2, Phone Call and 3, Text)

(Interrupt and say)

The instrument goes to NEXTPERSON screen to ask for another person to interview since Line Number 3 still needs to be interviewed. However, for this practice interview, Bob - Line Number 3 is not available, so enter 31 at NEXTPERSON screen and attempt to set up an appointment to callback to interview Bob at a later time.

NEXTPERSON

(Enter 31, No other person available now)

REFCBBREAK

(Enter 2, Callback (set appointment))

The next few screens collect information setting an appointment to callback.

APPTDATE FR: **I would like to schedule a date to conduct the interview. What date would be best to call back?**

R: Bob should be available tomorrow evening.

(Interrupt and say)

Click on the down arrow to the right of the answer field to open the calendar. As you can see this screen displays today's date underneath the question text. At the beginning of this exercise we chose the date January 15, 2025, but it will display today's date when you are conducting live interviews. Select January 16, 2025 or a date in the future.

APPTTIME FR: **What time would be best to callback on 1/16?**

R: He gets home around 5:30, so maybe call at 6:00PM.

(Enter 6:00PM)

APPT_NOTES

Enter notes that would be helpful for you in the answer field. The information you enter here about the callback appointment will be displayed in MCM.

(Enter a note about the callback)

THANKCB FR: **Thank you for your time.**

I will contact you at the time suggested.

(Enter 1 to continue)

(Interrupt and say)

At the VERIFY screen enter 2 since you don't need to make any changes to the contact information.

VERIFY

(Enter 2, No changes needed to contact information)

At the “Case Level Notes Editor,” enter that you completed L2’s interview, then press the F10 function key to exit the “Notes Editor,” and we’ll complete pCHI together before returning to Case Management.

(Allow time.)

_____, please lead us through the pCHI screens.

CTATEMPT

(Enter 2, Telephone interview)

TIMEOFCT

(Enter 1, Yes)

pCASECONTACT

(Enter 1, made contact with one or more eligible persons)

(Interrupt and say)

Notice that Ted Moe is on the roster in pCHI, but you do not need to fill out contact info for him since he is no longer a household member.

PCONTACTPER

(Enter 1, made contact with Megan Moe)

pCTTYPE

(Enter 1, completed interview)

pRSPNDENT

(Enter 98, no concerns)

pSTRATEGS

(Enter 98, no strategies)

(Interrupt and say)

After entering any strategies used for Megan, the instrument cycles to the next NCVS eligible respondent, line 3, who is Bob Moe.

_____, please continue.

PCONTACTPER (LN 3)

(Enter 3, noncontact)

pNOCONTACT

(Enter 1, person not home)

pSTRATEGES

(Enter 2, scheduled appointment)

(Interrupt and say)

After entering the strategy used for the last eligible person, you exit the pCHI.

Notice that the letter “P” now appears in the “Status” column for this case in MCM. This tells you that you have started or accessed the case but have not gotten an interview for one or more persons in the household. This concludes this exercise.

Are there any questions?

(Answer questions)

Practice Interview 7 – Multiple Types of Crime (TOCs) in Same Incident

Control Number - 02880082J23000102

In this exercise we will go through a case where the respondent reports an incident in which someone with a weapon threatened her and attempted to steal her purse. Because the incident involves multiple types of crime, it illustrates how the instrument identifies these different crime types as being part of the same incident and collects detailed information about the incident in a single crime incident report.

Now highlight the case with the address **508 Neil St.** This is the case we want to interview, so launch the case to access the NCVS CAPI instrument. You should have completed the Self-Study Practice Interview for this case where you interviewed David Citizen who was the household respondent and reported his cellphone was stolen while at a concert, but his wife was not available to be interviewed. Now we will call the household back to interview LN2, Megan Citizen.

You will see a screen that says, “This is a training case.” Enter 1 to continue. For this exercise enter the date of January 10, 2025 at the DATECHANGE screen, press Enter at the CLOSEOUTCHANGE screen, and then enter 1 at the START screen for a telephone interview.

DATECHANGE

(Enter 01/10/2025)

CLOSEOUTCHANGE

(Press Enter)

START

(Enter 1, Telephone interview)

The WHOTOCALL screen comes on path since you previously completed the interview with the household respondent, David Citizen. On this screen, you will enter the line number of the next household member to interview. The answer list only displays the respondents who have not completed their interview.

(Choose someone in the class to be the FR.)

WHOTOCALL

(Enter 2, Megan Citizen)

DIAL FR: **Hello. This is ♦YOUR NAME from the U.S. Census Bureau.**

May I please speak with Megan Citizen?

R: This is Megan.

(Enter 1, This is the correct person or correct person called to the phone)

INTROREC FR: **We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime.**

Are you available now to be interviewed?

R: Yes.

(Enter 1, Yes, respondent or proxy available)

INTERVIEWSTATUS

(Enter 1, Continue with this respondent's interview)

TIMEATADDRESS FR: **First are some questions just about you.**

How long have you lived at this address?

R: 5 years.

(Enter 4, 5 years or more)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOB6MONTHS FR: Have you worked at the same job for all of the past 6 months?

R: Yes, I have.

(Enter 1, Yes)

(Interrupt and say)

The next section of questions will be either the Police Ask-All questions, which are asked from January through June, or the Community Measures questions, which are asked from July through December. Since we've gone through these questions already, please answer all questions in this section on your own with any valid answer category. This time try using different answers than you used earlier. Once you reach the VS_INTRO screen, wait there until everyone has completed this section and we will then continue as a group.

(When everyone is ready, continue with the interview.)

VS_INTRO FR: For the next questions, please think about things that happened to you since (date) no matter where they may have occurred. The questions will cover theft, physical attacks, and unwanted sexual contact.

(Enter 1 to continue)

(Interrupt and say)

In the screener section it is critical to report EACH different type of crime that is, theft/attempted theft, motor vehicle theft, break-in, vandalism, attack/attempted attack/threatened attack, or unwanted sexual contact in the correct screener question so that the correct detailed type of crime questions will be asked.

For instance, if a respondent reports an attack that included a theft, the theft must be recorded in the appropriate theft screener, and the attack in the appropriate attack screener. The instrument allows for these types of crimes to be recorded as being part of the same incident. It is critical that both types of crime are captured in the appropriate screener questions so the correct questions will be on path in the crime incident report.

_____, please continue.

T_CARRY FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.**

In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: In the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?

R: Yes, actually, someone tried to steal my purse.

(Enter 1, Yes)

T_TIMES FR: How many times did someone try to steal something in the past 6 months?

R: One time.

(Enter 1, Once)

T_INCDATE FR: You said that someone tried to steal something once in the past six months.

In what month and year did the most recent incident happen?

R: It happened in October 2024.

(Make sure the month the incident occurred falls WITHIN the reference period.)

(Select the answer category corresponding with October 2024)

T_DESCRIBE FR: To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your backpack on a train. Later, I may ask you for a full description of what happened.

R: Sure. I was walking around downtown, and someone came up to me and tried to steal my purse.

(Enter "Someone tried to steal purse while walking downtown" and press Enter.)

(Interrupt and say)

Since Megan Citizen is not the household respondent, the instrument does not ask her the screener questions about crimes against the household. These were asked of the household respondent, David Citizen, in the Self-Study Practice Interview. However, she is asked about personal crime incidents.

_____, please continue.

A_WITHWEAPON FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.**

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.**

R: No.

(Enter 2, No)

A_THREAT

FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it?**

R: Yes. The guy who tried to steal my purse threatened me with a knife.

(Enter 1, Yes)

A_KNOWNOFF

FR: **People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.**

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

A_TIMES

FR: **In the past 6 months, how many times did someone threaten to attack you?**

R: It was just that one time.

(Enter 1, Once)

A_INCDATE

FR: **You said that someone threatened to attack you once in the past 6 months.**

In what month and year did the most recent incident happen?

R: It was in October 2024.

(Make sure the month the incident occurred falls WITHIN the reference period and is the SAME as the attempted theft incident previously reported in T_INCDATE.)

(Select the answer category corresponding with October 2024)

(Interrupt and say)

At this point Megan has reported an attempted theft and a threat. The next screens are used to determine whether these two crimes are related.

A_PARTOFOTHERINC

FR: **Is this threat part of any other incident you have already mentioned?**

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

Notice the answer list at the A_WHICHINCIDENT screen. It is made up of however many incidents have been reported so far by the respondent, plus an additional category, 50, for "This is a separate incident." Since Megan has reported only one other incident, her answer choices are 1 and 50.

_____, please continue.

A_WHICHINCIDENT FR: **Which incident was this part of?**

R: It was when the guy tried to steal my purse.

(Enter 1, October 2023 Someone tried to steal purse while walking downtown.)

(Interrupt and say)

Since we coded that these two types of crime occurred in the same incident, we will not collect a brief description about the threat like we did for the attempted theft of the purse. The crime incident report will use the description you entered for the attempted theft to reference this incident.

Does everyone understand how to code multiple types of crimes as being part of the same incident and why we capture this information for incidents?

(Answer questions.)

_____, please continue.

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that **YOU DID NOT CONSENT TO** and that **YOU DID NOT WANT** to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE

FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT

FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date), that you haven't mentioned?

It could be something you called the police about, or something you didn't consider reporting to the police.

R: No.

(Enter 2, No)

INC_REPORTS

(Interrupt and say)

This screen is on path after the screener questions have been completed and indicates the number of incidents reported. Although the respondent said yes in two different screener questions - the attempted theft of her purse and the threat - she reported that the threat was part of the attempted theft. Therefore, the instrument has combined these two types of crime into the same incident, and we should see a total of 1 incident here. That means you will only complete one crime incident report for this respondent and capture information about both the theft and the threat in the same crime incident report.

(Enter 1 to continue)

_____, please continue.

INC_INTRO FR: **The next questions are about the incident in (date) that involved:
Someone tried to steal purse while walking downtown**

(Enter 1 to continue)

ALSO_BREAKIN FR: **Just to confirm, did someone break in or try to break in to your
property as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: **Just to confirm, did someone vandalize something as part of this
incident in (date)?**

R: No.

(Enter 2, No)

ALSO_SEXUALCONTACT

FR: **Just to confirm, did someone have or try to have sexual contact
with you that you did not agree to and did not want to happen as
part of this incident in (date)?**

R: No.

(Enter 2, No)

OFF_INTRO FR: **Some of the next questions will refer to the "offender," which
means the person or people who did this to you.**

(Enter 1 to continue)

(Interrupt and say)

As mentioned in the self-study, the crime incident report is set up to collect the more serious types of crime first when multiple incidents are reported. Similarly, when multiple types of crime occurred during one incident, the crime incident report will collect information about the more serious type of crime first. This means that, for this exercise, the crime incident report continues with questions about the threatened attack with a knife before asking about the attempted theft of the respondent's purse.

The instrument knows the correct order to ask the questions in, so you do not need to remember the order of seriousness.

_____, please continue.

ATTACKATTEMPTTHREAT

FR: **Did someone actually attack you, try to attack you, or threaten to attack you during this incident?**

R: Yes. He threatened me.

(Enter 2, Threatened to attack.)

A_HOWTHREATENED

FR: **Were you threatened face to face, by phone or text, online (such as by email or social media), or in some other way?**

R: I was right there, it was face to face.

(Enter 1, Face to face)

A_WEAPONPRESENT FR: **You said someone threatened to attack you during the incident in (date). Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?**

R: Yes.

(Enter 1, Yes)

A_WEAPON FR: **What was the weapon?**

R: A knife.

(Enter 2, Knife or other sharp object (razors, axes, scissors, broken glass, etc.))

A_KNIFEWOUND FR: **You said the offender had a knife or other sharp object. Did the offender stab or cut you?**

R: No. He just said he would.

(Enter 2, No)

A_ATTEMPTKNIFEWOUND

FR: **Did the offender TRY to stab or cut you?**

R: No, he had it in his hand, waving it around while he threatened to stab me.

(Enter 2, No)

ATTACK FR: **Did the offender hit you, grab you, knock you down, or attack you in any way?**

R: No.

(Enter 2, No)

ATTEMPTATTACK FR: **Did the offender TRY to hit you, grab you, knock you down, or try to attack you in any way?**

R: No.

(Enter 2, No)

THREATATTACK FR: **Did the offender THREATEN to hit you, grab you, knock you down, or threaten to attack you in any way?**

R: Yes.

(Enter 1, Yes)

HOWATTACKTHREATEN

FR: **How did the offender(s) TRY or THREATEN to attack you?**

R: Like I said, he threatened to stab me.

(Enter 2, Threatening you with a weapon)

(Interrupt and say)

Notice that you did not ask the respondent if they were present for this incident. This is because the instrument knows the respondent was present during the incident based on the type of crime (a threatened attack with a knife). This is one of the reasons why capturing the incident in the correct screener question is so important. It determines which questions are asked in the crime incident report.

(Choose someone in the class to be the FR.)

INJURY FR: **The next questions ask about any injuries you may have had during this incident.**

During the incident, were you physically injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.

R: Thankfully. No, I wasn't.

(Enter 2, No)

ATTEMPTTHEFTWHAT

FR: **You said someone tried to steal something from you during the incident in (date). What did someone TRY to steal?**

R: My purse.

(Enter 13, Purse, keys, wallet, backpack, briefcase, or luggage)

FR: **Anything else?**

R: No.

(Enter)

WHOOWNEDPROP FR: **Did the property they tried to steal belong to you personally, to someone else in the household, or to both you and other household members?**

R: It belonged to me.

(Enter 1, Respondent)

CASHONPERSON FR: **Was the purse, wallet, or backpack on your person, such as in a pocket or being held?**

R: Yes, it was on my arm.

(Enter 1, Yes)

INCTIME FR: **The next questions ask about when and where the incident in (date) took place.**

About what time did the incident happen?

R: It was sometime in the afternoon, around 4:00.

(Enter 3, After 3 pm – 6 pm)

LOCATION FR: **Where did the incident happen?**

R: It was right downtown.

(Enter 9, Somewhere else)

INCPLACE FR: **Did this happen in the city, town, or village where you live now?**

R: Yes.

(Enter 1, Yes)

LOCATION_PUBLIC FR: **Which of the following BEST describes where this happened...**

At, in, or near someone else's home
At a business, such as a store, restaurant, bar or office building
At a public building, such as a hospital or library
In a parking lot or garage
On the street
In an open area, or on public transportation

Or somewhere else?

R: It was on the street.

(Enter 5, On the street)

FARFROMHOME FR: **How far from your home was it...**

A mile or less

More than a mile up to 5 miles

More than 5 miles up to 50 miles

More than 50 miles

R: It was about 4 miles from my house.

(Enter 2, More than a mile up to 5 miles)

ONEORMOREOFFENDERS

FR: **This section asks what you know about the offender.**

Was the incident committed by only one or by more than one offender?

R: It was just one guy.

(Enter 1, One)

KNOWOFFENDERS FR: **Do you know who the offender was?**

R: No, I've never seen him before.

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: **Do you know anything about the offender, such as whether they were young or old, male or female, etc.?**

R: Yes, I got a pretty good look at him.

(Enter 1, Yes)

OFF_KNEW FR: **Was the offender someone you knew, even slightly, or a complete stranger?**

R: He was complete stranger.

(Enter 2, Complete stranger)

OFF_RECOG FR: **Would you be able to recognize the offender if you saw them?**

R: Maybe, but I'm not sure. It all happened pretty quickly.

(Enter 2, Not sure (possibly))

OFF_SIGHT FR: **Did you know how the offender might be found, for instance, where they lived, worked, went to school, or spent time?**

R: No.

(Enter 2, No)

OFF_CONNECTION FR: **What was your connection, if any, to this person?**

R: Like I said before, he was a stranger – I'd never seen him before.

(Enter 9, A stranger or someone of whom you have no knowledge)

OFF_SEX FR: **This section asks for details about the offender.**

Was the offender male or female?

R: Male.

(Enter 1, Male)

OFF_AGE FR: **How old would you say the offender was at the time of the incident?**

R: He was young, probably around 20.

(Enter 2, 18 to 24)

OFF_ETHNICITY FR: **Was the offender Hispanic or Latino?**

FR: I'm not sure.

(Enter 3, Don't know)

OFF_RACE FR: **What race or races was the offender? You may select more than one. Was the offender...**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: He was white.

(Enter 1, White)

OFF_GANG FR: **Was the offender part of a street gang, or don't you know?**

R: I have no idea.

(Enter 3, Don't know)

OFF_DRINKDRUG FR: **Was the offender drinking or on drugs at the time of the incident, or don't you know?**

R: Maybe. I'm not sure though.

(Enter 3, Don't know)

SELFPROTECT_INTRO FR: **These next questions are about what you did when the incident in (date) occurred.**

People may react differently to certain situations and there's not a right or wrong way to react. Everyone is different and every situation is different.

(Enter 1 to continue)

PROTECTSELF FR: **Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?**

R: No, it all happened too quickly for me to react.

(Enter 2, No)

DURINGINCIDENT FR: **Was there anything you did or tried to do about the incident while it was going on?**

R: No, there was no time to do anything.

(Enter 2, No)

DIDNOTHINGDURINGINC

FR: **Did you do nothing, freeze, do what the offender told you to do, or do something else while the incident was going on?**

R: I guess I just froze.

(Enter 2, Froze)

ANYONEPRESENT FR: **Besides you and the offender(s), was anyone ELSE, age 12 or older, present during the incident?**

R: Not at first, but then a big group of people started walking towards us. That's when the guy ran away.

(Enter 1, Yes)

OTHERSACTIONS FR: **Did anyone else, age 12 or older, do or try to do anything to help you while the incident was going on?**

R: No, I wouldn't say so. I think the guy got scared when he saw the group walking towards us, but they didn't actually do anything. I don't think they realized what was going on.

(Enter 2, No)

PERSONSHARMED FR: Not counting yourself or the offender(s), were any other people harmed, threatened with harm, or have any belongings taken or damaged in the incident? Do not include children under 12 years of age.

R: No.

(Enter 2, No)

HATE_RACE FR: The next questions are about why the offender may have targeted you.

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

R: No.

(Enter 2, No)

HATE_RELIGION FR: Prejudice or bigotry toward your religion?

R: No.

(Enter 2, No)

HATE_DISABILITY FR: Prejudice or bigotry toward a disability you may have?

R: No.

(Enter 2, No)

HATE_ORIENTATION FR: Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?

R: No.

(Enter 2, No)

~~**HATE_GENID** FR: Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?~~

~~R: No.~~

~~(Enter 2, No)~~

HATE_SEX FR: Prejudice or bigotry toward your sex, including being male or female?

R: No.

(Enter 2, No)

HATE_OTHER FR: Prejudice or bigotry toward other characteristics I have not already mentioned?

R: No.

(Enter 2, No)

POLICEINFORMED FR: The next questions ask about whether the police got involved in the incident in (date).

Were the police informed or did they find out about this incident in any way?

R: No, I thought about it but decided not to call the police.

(Enter 2, No)

NOTREPORTEDPOLICE

FR: Why did you decide not to contact the police?

R: Since I got out of it without any harm and the guy ran away, I didn't think the police would be able or willing to do anything about it.

(Enter 12, You didn't think the police would do anything about it)

ATTIMETHINKCRIME FR: At the time, did you consider this incident to be a crime?

R: Yes, of course.

(Enter 1, Yes)

NOWTHINKCRIME FR: Now, looking back, do you consider this incident to be a crime?

R: Yes, definitely!

(Enter 1, Yes)

TOLDFAMILYFRIENDS

FR: The next questions ask about any help you might have gotten after the incident in (date) took place.

Have you told any family, friends, co-workers, or neighbors about the incident?

R: Yes, I told my husband.

(Enter 1, Yes)

TOLDOTHER FR: Other than family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?

**Employer, supervisor, or human resources personnel
Medical or mental health professional
Representative of a religious or community organization
Security guard or personnel, other than the police
Other person in a leadership or professional position**

R: No, just my husband.

(Enter 7, No, have not told anyone in any of these positions)

(Interrupt and say)

The next set of questions ask about victim services the respondent may have received. These will only be asked of those respondents who reported an eligible personal crime, motor vehicle theft, or completed break-in.

VS_HOTLINE FR: **Have you received the following kinds of services because of the incident...**

Hotline, helpline, or crisis line intervention?

R: No.

(Enter 2, No)

VS_MENTALHEALTH FR: **Counseling, therapy, support groups, or help from a mental health provider?**

R: No.

(Enter 2, No)

VS_LEGAL FR: **Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?**

R: No.

(Enter 2, No)

VS_HELPFILE FR: **Help filing for a restraining, protection, or no-contact order?**

R: No.

(Enter 2, No)

VS_VICTIMCOMP FR: **Help applying for victim compensation?**

R: No.

(Enter 2, No)

VS_FINANCIALHELP FR: **Short term or emergency financial assistance?**

R: No.

(Enter 2, No)

VS_HOUSING FR: **Housing, shelter, or safehouse services?**

R: No.

(Enter 2, No)

VS_OTHER FR: **Any other help or services because of the incident?**

R: No.

(Enter 2, No)

WANTSERVICES FR: **You said you didn't get any services. Did you want any services?**

R: No, I'm fine. I've been able to process it on my own.

(Enter 2, No)

INCIDENTHAPPENATWORK

FR: **Did the incident occur while you were working or on duty?**

R: No, it didn't.

(Enter 2, No)

TOFROMWORK FR: **Did the incident happen when you were on your way to or from work?**

R: No, it didn't.

(Enter 2, No)

EMOTOLL_INTRO FR: **Being a victim of crime affects people in different ways. The next questions are about how the incident may have affected you.**

(Enter 1 to continue)

IMPACT_JOB FR: **Did the incident lead you to have serious problems with your job or trouble with people at work?**

R: No, not at all.

(Enter 2, No)

IMPACT_FAMILY FR: **Did the incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?**

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: **Overall, how upsetting has the incident been to you?**

Not at all upsetting
Mildly upsetting
Moderately upsetting
Severely upsetting

R: Mildly

(Enter 2, Mildly upsetting)

ECONOMIC_INTRO FR: **Thank you. The next set of questions ask about the how the incident impacted you financially.**

(Enter 1 to continue)

DAMAGED FR: **Was anything that belonged to you or someone you live with damaged or destroyed in the incident?**

R: No.

(Enter 2, No)

LOSTWORKTIME FR: **Have you taken any time off from work because of the incident?**

R: No.

(Enter 4, No)

LOSTJOB FR: **Did you lose your job or have to give up work as a result of the incident?**

R: No.

(Enter 2, No)

CHANGEJOB FR: **Did you have to change your job as a result of the incident?**

R: No.

(Enter 2, No)

SUMMARY_SP FR: **Thank you for telling me about the incident in (date). Would you mind describing the incident for me in your own words?**

R: Sure. I was walking downtown, and a guy came up to me and tried to steal my purse. I had never seen him before. He waved a knife at me and said he'd stab me if I didn't give him my purse. A group of people were walking towards us and they scared him off before he took my purse.

(Interrupt and say)

Write a summary about this incident using what the respondent told you.

ENDINCIDENT FR: **Thank you.**

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

(Enter 1 to continue)

(Interrupt and say)

The next section of the instrument compares incidents reported by different household members in the current interview period.

This step of the NCVS interview ensures that each reported incident is not a duplicate of another incident already reported so that a crime is not inaccurately counted more than once in the final data.

Remember, DO NOT discuss the incidents you are comparing with the respondent, even to verify that they are the same or different incidents.

INTRO_UNDUP FR: **Please give me a moment to review the crime incident(s) collected.**

(Enter 1 to continue)

(Interrupt and say)

The UNDUP_CURINC screen provides you with pertinent facts about the current incident that you use to compare this incident against other reported incidents, including: the respondent's line number, month incident occurred, as well as the summary and incident notes describing the circumstances of the crime. Remember that "duplicate" does not mean "similar."

The incident we just collected from Megan is displayed on the left side of the screen and that is compared to the incident reported by David on the right side of the screen. As we can see, Megan's incident of a threat and an attempted theft of her purse is not the same as the cellphone theft that David reported.

Note that, when selecting Yes at UNDUP_CURINC, you are not deleting either of the incidents from the record. You are simply flagging the duplicate incidents for further review in processing. For this scenario you will enter 2, No, at this screen to document these are not duplicate incidents.

UNDUP_CURINC

(Enter 2, No)

Are there any questions about completing a crime incident report with multiple types of crimes being part of the same incident?

(Answer questions.)

Are there any questions about comparing incidents in the unduplication screen?

(Answer questions.)

Press F10 to get out of the case so we can get through more exercises. Then, fill out the Case Notes and pCHI for this case to return to MCM.

(Answer any questions FRs may have about filling in pCHI.)

This is the end of this practice exercise.

Practice Exercise 8 – Type A Noninterview

Control Number – 02880092J22000601

This practice exercise covers what to do when a sample unit is a Type A noninterview. As you learned in the pre-classroom self-study, sometimes you may not be able to get interviews with anyone in the entire household. **(Pause)**

Type A noninterviews are one of four types of NCVS noninterviews you will encounter. Types A, B, and C noninterviews relate to the entire household or sample unit, while a Type Z noninterview relates to an individual household member who did not complete their interview. **(Pause)**

Some noninterviews can be avoided, but there are some that are beyond your control. Type A noninterviews are **often avoidable**. A Type A noninterview consists of a household occupied by eligible respondents, but, for some reason, none of these persons can be interviewed.

Remember, you must interview the household respondent, otherwise the entire household will be classified as a Type A noninterview. Because Type A noninterviews are often avoidable, it is part of your job to keep Type A noninterviews to a minimum. **(Pause)** To avoid Type A noninterviews, make your visits or calls when people are likely to be home. Often this means contacting respondents in the early evening and on Saturdays.

When you make your initial visit to a sample unit and find that no one is home, try to find out when it is likely that the household members will be home from neighbors, the rental office, or from some other source. However, in keeping with our confidentiality rules, don't mention the National Crime Victimization Survey by name when asking neighbors, the rental office, and so on to help you determine when household members will be home. Instead, identify yourself and the fact that you are from the United States Census Bureau. Tell the person you are talking to that you are trying to contact someone at the specific address and ask if they know when it is likely that someone would be there. Then revisit the sample address at that time.

If the sources are unable to provide any useful information, try visiting the sample unit at a different time of day on the next visit. For example, if your initial visit was during the morning and you didn't find anyone at home, then try visiting in the afternoon or evening. We also provide a few forms that you can leave at the household to let them know that you have been there and plan to return.

Find Form 11-38, Request for Appointment, and 11-38A in your materials.

(Hold up a copy of Forms 11-38 and 11-38A. If your region uses other methods for requesting an appointment, mention them now.)

(Allow time)

Fill out the top of this form before leaving it at the address. This “Request for Appointment” form says, “There was no one here when I called to obtain information for an important Census survey. In order to do this I plan to...” and then you can check a box that says when you will return to conduct the interview. Space is also provided on this form for you to enter the date and time when you intend to return, along with your name and telephone number. The bottom half of the form contains the identical information. Fill out both parts of this form and then separate them. Leave the top half at the sample address and keep the bottom half for your records.

This will be your reminder to revisit the household at the time and day noted on the “Request for Appointment” form. Make sure that you keep your appointments and, if an emergency will keep you from making an appointment, notify the household, if possible.

Form 11-38A says the same thing as Form 11-38. However, it is designed to be hung on a door knob and it is perforated.

You will receive a supply of both forms to use in making interview appointments.

Are there any questions so far?

(Answer questions)

Another Type A noninterview that is often avoidable happens when a sample household refuses to be interviewed. In order for you to convert a “reluctant” respondent to an interviewed respondent, you must be able to answer his or her questions about the survey.

Q: What do you say to a person who objects to participating in the NCVS because he or she feels that it is an invasion of privacy, _____?

A: I would stress the Census Bureau’s excellent record concerning confidentiality and tell the respondent that the information is kept confidential by law. **(OR SOMETHING SIMILAR)**

Thank you. People object to participating in surveys for many different reasons. However, people are occasionally reluctant to participate because they don’t understand why the survey is being taken, how important it is, or how the information will be used. That is why you must be prepared to provide this type of information about the NCVS. **(Pause)**

Fortunately, the National Crime Victimization Survey has had fewer problems with reluctant respondents than some of our other surveys. Perhaps most people are aware that the crime problems in this country affect everyone. In any event, make sure that you can explain the importance of the NCVS and its many uses.

In your training materials, you should have an NCVS Fact Sheet, NCVS-110. Take it out now.

(Hold up a copy of the NCVS-110 Fact Sheet)

(Allow time)

The NCVS Fact Sheet, which is typically updated each year with the most recent available data, provides summarized results from the most recent NCVS findings. These results are presented in text, graphs, and charts, and a copy of this brochure is mailed to each sample household prior to each time the household will be interviewed. You can hand or mail the respondent this brochure if:

- The respondent requests the type of information provided in this brochure.
- You discover a replacement household at the sample address.
- You feel that this brochure may encourage a respondent to cooperate.

Are there any questions?

(Answer questions)

Remember, each Type A noninterview has an adverse effect on the survey, because each Type A noninterview means lost data. Since this is a sample survey and each household represents many other households, you can understand why each completed interview is so important.

It is your job to keep your Type A's to a minimum. To avoid refusals, be friendly, but businesslike. Be prepared to explain the survey and answer a respondent's objections. Remind respondents that Census Bureau information is confidential.

Are there any questions about Type A noninterviews?

(Answer questions)

Highlight the case, **373 Alexander Blvd**. Let's look at a few things about this case before starting the interview. **(Pause)** Go to the Household Roster button on the Case Details page to view the composition of the household. **(Pause)** This household contains three NCVS eligible respondents. Now let's see what is entered on the History button. **(Pause)**

Notice that the "CAPI Outcome" from previous interviews for this case are 201. This means that the household was a completed interview in the previous interview period.

(Allow time)

Now launch the case to start the interview. Then enter 1 on the TRAININGCASE screen.

(Allow time)

For this case, enter January 10, 2025, at the DATECHANGE screen, and press Enter at the CLOSEOUTCHANGE screen.

DATECHANGE

(Enter 01/10/2025)

CLOSEOUTCHANGE

(Press Enter)

Everyone should be at the START screen. Enter 1 for a telephone interview.

START

(Enter 1, Telephone interview)

At the **DIAL** screen enter 1, "This is the correct person or correct person called to the phone"

DIAL

(Enter 1, This is the correct person or correct person called to the phone)

(Call on Trainee)

_____, please read the VERADD_TELE screen.

VERADD

FR: **We are talking with members of your household age 12 or older about their experiences with crime and safety. I have your address listed as...**

**373 Alexander Blvd
Any Town, CO 99984**

Is that your exact address?

After and asking to confirm the address, Jill Rudai, tells you that she doesn't want to participate. You explain the importance of the survey and her participation, but she still refuses to cooperate. At this point you need to end the interview. For this scenario we will say you are also unable to interview either of the other two household members.

Terminate the interview using one of the three methods discussed earlier -- either by pressing the **F10** function key, clicking on the **F10** tab on the toolbar, or clicking on the Forms tab on the menu bar and arrow down to the "Exit" function.

(Allow time)

At the next screen, REFCBBREAK, enter 1, Refusal or breakoff. **(Pause)** At the VERIFY screen review the information displayed and determine whether or not you need to make any changes. For this exercise, enter 2 at the VERIFY screen. **(Pause)**

At the "Case Level Notes Editor" record that the respondent refused to participate. Include as much information as possible about the refusal in the Notes to help your supervisor on follow-up for the case.

(Allow time)

Now press the **F10** function key or click on the F10 icon on the toolbar to exit the "Notes Editor." Then, click Yes on the Notes Editor –Confirmation pop-up, then OK on the Message pop-up. **(Pause)** Then fill in the pCHI screens.

Let's step through the pCHI items for a Type A noninterview. At CTATEMPT enter (2), "Telephone (outgoing)". At TIMEOFCT enter (1), "Yes".

Q: In pCASECONTACT, which answer category do you enter?

A: Answer category 1, made contact with one or more eligible persons, because we made contact with Line 1, Jill Rudai.

Enter 1 in pCASECONTACT and PCONTACTPER screens. At pCTTYPE, enter (3), "Unable to conduct interview". Since the respondent refused, select (2), "Respondent is reluctant" at pNONINTER.

Q: Why do you think we do not enter answer category 5 in pNONINTER in this situation?

A: Because if no one in the household is interviewed the household is a noninterview and the case becomes a Type A.

The respondent said they weren't interested in participating.

Q: Which answer category do we enter in pRSPNDENT, _____?

A: Answer category 1, "Not interested".

Enter 1 in pRSPNDENT. For this exercise, enter (5), “Called household” and enter (99), “Other-Specify” in pSTRATEGS. Then in pSTRATOTH type in “request Better Understanding Letter”. Press enter to exit the pCHI.

(Allow time)

Now return to your case list. Notice that the letter “O” now appears in the “Status” column for this case. If there are no other people in this household to be interviewed and there is no chance of converting this case to an interview, you must close out the case and make it a Type A noninterview before it is considered done and the case can be transmitted. You can do this at any time before your interviewing closeout date.

However, it is highly recommended that you do this as quickly as possible so the case is transmitted to the regional office for review and possible follow-up.

(Demonstrate letter management and how to request letters)

For this exercise we’ll assume the respondent received the requested letter and continues to refuse to participate. So, we’ll record this case as a Type A noninterview. Make sure you selected the correct household, **373 Alexander Blvd**, and launch the case to re-enter the CAPI instrument.

(Allow time)

At the START screen enter (3), “Noninterview (TypeA/B/C).” The next screen asks you whether the case is a Type A, Type B, or Type C noninterview. Turn to page 42 of your Workbook and look over the noninterview reasons listed for a Type A noninterview .

(Allow time)

This is a Type A noninterview so enter (1), “Type A” at this screen. **(Pause)** The purpose of the next screen, TYPEA, is to capture the noninterview reason, as this information is extremely important in understanding survey nonresponse.

Since all persons who are eligible to the household respondent refused to participate, enter (4), “Refused” at this screen. **(Pause)** The intent of the edit check, is to make sure that the case wasn’t incorrectly classified as a Type A noninterview. Since we are sure that this is a Type A noninterview, click on “Suppress”. **(Pause)** Since you don’t need to make any changes to the case’s phone number, enter 2 at the VERIFY screen. **(Pause)** At the Case Level Notes Editor, record that the respondents refused to participate and that you made this case a Type A noninterview. Also, include any other pertinent information that may be useful during follow-up, such as whether or not the respondent was hostile.

Now exit the Notes Editor to return to pCHI and Case Management. We already recorded that the case was a Type A noninterview in pCHI, so when you get back to the CTATEMPT screen enter (4), “Not attempting contact”. At NOATTEMPT enter (2), “Readying case for transmission”.

(Allow time)

When you return to the Case Management Home page, you will see that the case is no longer displayed on the case list. However, you can view the case by filtering the case list. Click on the gray filter button in the upper right corner above the case list. **(Pause)** Select the “Closed” option from the drop down list. **(Pause)** Any cases you make a Type A noninterview are displayed in this filter option.

Now highlight the case and go to the Case Details page. Click on the Assignment Overview button. **(Pause)** Notice that the outcome code is now set to 218.

(Allow time)

Q: What reason is displayed, _____?

A: Type A – refused.

Thank you.

Now return to the Home page. **(Pause)**

Click the gray filter button again, and then select the option “Open” from the drop down list.

(Allow time)

You will see a display of all cases that haven’t been closed in your monthly NCVS assignment, including those not yet started.

(Allow time)

The process you followed for classifying a case as a Type A noninterview is **similar** to the process for classifying Type B and Type C noninterviews.

Remember, you must specify the noninterview reason for all Type A, Type B, and Type C cases in your monthly NCVS assignment before you can close out and transmit these cases.

This concludes this practice exercise. Are there any questions about the material covered in this exercise?

(Answer questions)

Practice Exercise 9 – Re-entering a Case to Interview Remaining Eligible Household Members

Control Number – 02880082J23000102

In this exercise you will practice re-entering a case. We'll be working with the training case for the Public household. You already completed Ashley Public's interview, the household respondent, during Practice Exercise 1. Now you need to call back the household to interview her husband, Brian Public.

Highlight the case, **502 Stuart St**. Start the interview by launching the case and get into the NCVS CAPI instrument.

(Allow time)

At the START screen, enter 1 since you are calling the household back to interview Brian Public.

The next screen you see is WHOTOCALL. Look at the column, STATUS, on this screen. As you can see, Ashley Public's interview is done, but Brian Public has an interview designation of "NEED SELF" which means that he still needs to be interviewed. **(Pause)** The answer list on this screen only displays the names of the household members with whom you still need to complete an interview. Notice that Brian Public's name is listed. Enter 2 to select Brian Public as the person to interview. **(Pause)**

At the DIAL screen, call the household and let's assume someone answers. **(Pause)** Read the introduction, ask to speak to Brian Public. The person who answered the phone calls Brian Public to the telephone, so at the DIAL screen enter 1, "This is the correct person or correct person called to the phone."

At the next screen, INTROREC, introduce yourself to Brian Public since this is the first time you are talking to him. Also, explain to him the purpose of the survey and tell him that you would like to complete his interview. However, Brian Public tells you that he doesn't want to be interviewed. At this point, you should try to explain the importance of the survey and his participation. You can refer to the responses under the **Frequently Asked Questions** tab to help explain the importance of the survey to him.

Let's take a look at some of the responses available. Click on the **FAQ** tab on the toolbar. As you can see, there are several questions that are frequently asked about the NCVS. Let's look at question 4, "Who uses this information? What good is it?" Enter 4.

_____, please read the response to this question.

TRAINEE: *This survey is widely used by policy makers at all levels of government, crime prevention groups, people who help crime victims, researchers in many fields, the media, as well as others. The survey is used to track trends and patterns in crime and safety and to develop policies.*

Thank you.

Let's take a look at one more question so enter 2 to return to the list of questions, then select question 3, "Why not ask the police about crimes?"

_____, would you please read the response to Question 3?

TRAINEE: *NCVS data show that over half of all crimes go unreported to the police. This survey is the only way to find out about these crimes and it provides more detailed information than we get from the police.*

Thank you.

Now let's continue the interview, so enter 1.

After attempting to convince Brian Public to participate he still refuses, so press **F10** at the INTROREC screen. **(Pause)** Then, enter 1 at the REFCBBREAK screen and a 2 at the VERIFY screen.

At the "Case Level Notes Editor" enter "Brian Public refused to be interviewed." It is acceptable to enter household members' names at the "Case Level Notes Editor." Exit and save the notes.

Now let's enter contact information in the pCHI.

CTATEMPT

(Enter 2 for telephone, outgoing)

TIMEOFCT

(Enter 1 since you are entering pCHI at the time of the contact attempt)

When you get to pCASECONTACT, look at the roster. Brian Public is in blue text, which means that he is eligible for the NCVS and his interview has not been completed yet. Ashley Public is in gray text with a "C" next to her name, which means that she completed her NCVS interview in a previous contact, so we don't have to enter any pCHI information for her.

_____, please walk us through the remaining pCHI screens.

pCASECONTACT

(Enter 1, made contact with one or more eligible persons)

(Interrupt and say)

Even though we did not complete his interview, we did speak with Brian Public, so we want to note that contact was made.

PCONTACTPER

(Enter 1, made contact with Brian Public)

pCTTYPE

(Enter 3, unable to conduct interview)

pNONINTER

(Enter 5, potential Type-Z)

(Interrupt and say)

Use this category, "Potential Type Z" for household members who are potential or confirmed Type Zs, as shown in this exercise.

Look at the next item, pRSPNDENT. Let's say that Brian refused to participate because the survey is voluntary, and he's too busy. What answer categories do you enter, _____?

pRSPNDENT

(Enter 5, survey is voluntary, and 2, too busy)

Thank you. When possible, enter the answer categories in the order the respondent mentions them, just as we did here. This is so we can see how often a category is mentioned, and how often it is mentioned first. That would imply that it is the most important reason for that respondent.

pSTRATEGES

(Enter 5, called household)

We don't need to collect any contact information for Ashley since she is grayed out.

This concludes this practice exercise of re-entering a case to interview any remaining eligible household members.

Are there any questions?

(Answer questions)

Practice Exercise 10 – Classifying an NCVS Respondent as a Type Z Noninterview

Control Number – 02880082J23000102

This next exercise covers classifying an NCVS respondent as a Type Z noninterview. When a case is ready to be transmitted, it means that the household doesn't require any more follow-up contacts. This is because you either interviewed all eligible members in the household, completed an interview with one or more eligible members and made every attempt to interview other household members but were unsuccessful, or the household was a Type A, Type B, or Type C noninterview.

If the household contains any members who have not been interviewed, either because they refused, were never available despite repeated attempts to interview them, they were physically or mentally unable to answer and no proxy was available, or they were temporarily absent and no proxy was available, you must specify the Type Z noninterview reason for every noninterview person in the household before you can transmit the case. Since this process can only be done at the time you are ready to transmit the case to Headquarters, it is very important that if you have identified any eligible household members as a noninterview early in the interview period, and you annotate the reason in the CAPI notes so you don't forget the reason when you are ready to transmit the case later on.

Let's go back to the training case for the Public household. You completed Ashley Public's interview, but her husband, Brian Public, refused to be interviewed. There aren't any other eligible household members whose interview you need to complete so this case is ready to be transmitted. However, in order to transmit this case, you first need to specify the reason why Brian Public is a Type Z noninterview. In the case list, select the case **502 Stuart St**. Launch the case and get into the NCVS CAPI instrument to start the interview.

(Allow time)

At the START screen notice that the "Case Status" indicates that the household respondent's interview was completed. Since this case doesn't require any more follow-up, enter 4, "Ready to transmit case-no follow-up (Type Zs)." You now see a pop-up screen that asks you if you are ready to transmit the case. Since this case doesn't require any more follow-up you are ready to transmit it, so click the "Suppress" button.

The TYPEZ screen tells you that no survey data was collected for Brian Public and instructs you to select the reason that best describes why survey data were not collected for him. Enter 3 since Brian Public refused to participate. At the VERIFY screen enter 2. In the Case Level Notes Editor enter that Brian Public refused to participate, then save the notes entered.

(Allow time)

Since we got back into the NCVS instrument to code Brian as a Type Z and did not attempt another contact, we can enter answer category (4), “Not attempting contact” at CTATEMPT and answer category (2), “Readying case for transmission” at NOATTEMPT. If we entered data in pCHI, it would be a duplicate of the last record entered in pCHI. Since there was not another attempt, we don’t need to enter any contact information here. Does everyone understand that?

(Answer questions)

Notice that the case is no longer listed on the case list.

This concludes this practice exercise. Are there any other questions?

(Answer questions)

Practice Exercise 11 – Identify and Create a Replacement Household

Control Number – 02880082J22000304

This exercise will cover building a household roster for a replacement household.

Select the case with the address **286 Erasmus Dr**, make sure it is highlighted, and verify it is in the Assignment Period 202501CT. This is the case we want to interview, so launch the case to access the NCVS CAPI instrument.

(Allow time.)

You will see a screen that reads “This is a training case.” Enter 1 to continue.

At the **DATECHANGE** screen, enter January 1, 2025, to simulate interviewing in January. You can access the calendar at this screen by selecting the down arrow to the right of the date.

DATECHANGE

(Enter 01/01/2025)

For this exercise the CLOSEOUTCHANGE screen reads January 31, 2025, press the enter key to accept that date.

CLOSEOUTCHANGE

(Press Enter)

START

This exercise will be a telephone contact, so enter 1 for a telephone interview at the **START** screen.

(Enter 1, Telephone interview)

(Choose someone in the class to be the FR.)

Remember to please read out loud the answer category you are entering so everyone can follow along and enter the same answers in their laptop.

GENINTRO FR: Hello. I'm ♦ **YOUR NAME** from the U.S. Census Bureau. Here is my identification.

May I please speak with Marco Conte?

R: No, there is no one here by that name.

(Enter 2, No)

HELLO_ALT2 FR: **May I speak to ♦ ASK FOR ANOTHER POSSIBLE HOUSEHOLD RESPONDENT?**

R: No, there is no one here by those names either.

(Enter 32, No one listed above available)

(Interrupt and say)

Since you did make contact with someone, but no one from the original household was reached, you must check if this is a replacement household. This describes a situation where all members of the household that participated in previous enumeration period(s) have moved out of the sample address, and a new household has moved in.

REPLACEMENTHH

Only code a case as a replacement household after you have confirmed new respondents have moved into the sample address. If new respondents have not moved in yet, then the current case should be coded as a Type B Noninterview. Do not code a vacant sample address as a replacement household since the previous household has not yet been replaced with new respondents. Based on the phone call we had with Marco Conte confirming all previous household members had moved and this personal visit confirming someone new has moved to the sample address, we can enter that this is a replacement household.

Now enter 1 to continue.

(Enter 1, Yes)

REPLACELASTCALL_CHK

This is the final check to verify that you are sure this is a replacement household before previously collected data are erased. If you accidentally delete the previous data, you will have to restart

the case to restore the lost data. For this exercise we are sure this is a replacement so we can suppress this edit check by selecting Suppress or pressing the “S” key.

(Suppress the check)

Are there any questions about how or when to set a replacement household?

(Answer questions.)

REPLACEMENTINTRO

FR: I’m looking for someone who is 18 or older, lives at this address and is knowledgeable about the household.
Is that person available?

R: Yes, that’s me.

(Enter 1, Yes)

GETLETTER

FR: I'm here concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?

R: Yes, I did.

(Enter 1, Yes)

VERADD

FR: I have your address listed as...

286 Erasmus Dr
Any Town, AK 99995

Is that your exact address?

R: Yes.

(Enter 1, Yes, exact address)

MAILINGSAME

FR: Is your mailing address the same as your physical address?

R: Yes, it is.

(Enter 1, Yes)

CONTACTINFO

(Interrupt and say)

When the **CONTACTINFO** screen appears, wait until the box prefills with 1, which may take a few seconds, and then press Enter to continue. It is important that you do not enter 1 or any other number; instead, allow the instrument to prefill this box. If the respondent does not wish to provide any contact information, these fields can remain empty; you can press Enter to pass through to the next question.

(Once the box prefills with 1, press Enter)

HHPHONE FR: **What is the best telephone number for the household?**

R: 991-555-1983.

(Enter 991-555-1983)

CONTACTDONE

(Enter 1 to continue)

(Interrupt and say)

We only asked about a phone number for the household here since this is a replacement household and we do not have a roster yet.

Everyone should now be at the TENURE screen.

TENURE FR: **Are your living quarters...**

Owned or being bought by you or someone in the household?

Rented?

Occupied without payment of rent?

R: Rented.

(Enter 2, Rented)

STUDENTHOUSING FR: **Are your living quarters presently used as student housing by a college or university?**

R: No.

(Enter 2, No)

PUBLICHOUSING FR: **Is this building owned by a public housing authority?**

R: No.

(Enter 2, No)

INDIANRESERVATIONHU

FR: **Are your living quarters located on an American Indian Reservation or on American Indian Lands?**

R: No.

(Enter 2, No)

ACCESS FR: **Do you have direct access to your home, either from the outside or through a common hall?**

R: Yes.

(Enter 1, Yes)

TYPEOFHOUSINGUNIT

For this exercise, this is a house, so enter 1 at TYPEOFHOUSINGUNIT.

(Enter 1, House, apartment, flat)

NUMBEROFUNITS FR: **How many units are in this structure?**

R: Just one.

(Enter 1, 1)

GATEDRESTRICTEDACCESS

FR: **Is this unit in a building or community that requires a special entry system such as entry codes, key cards, or security guard approval to access?**

R: No.

(Enter 2, No)

HHROSTER_FNAME FR: **What are the names of all people living or staying here? Start with the name of the person or one of the people who rents this home.**

R: My name is Isabel Woe.

(Enter Isabel)

HHROSTER_LNAME

(Enter Woe)

SEX

(Enter 2, Female)

HHMEMBER FR: **Does Isabel Woe usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME FR: **Anyone else?**

R: Matt Woe.

(Enter Matt)

HHROSTER_LNAME

(Enter Woe)

SEX

(Enter 1, Male)

RELATIONSHIP FR: **How is Matt Woe related to Isabel Woe?**

R: He is my husband.

(Enter 1, Opposite-sex husband/wife/spouse)

HHMEMBER FR: **Does Matt Woe usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME FR: **Anyone else?**

R: We have twins, Cameron and Charlie.

(Enter Cameron)

HHROSTER_LNAME

(Enter Woe)

SEX FR: **Is Cameron Woe male or female?**

R: Both are girls.

(Enter 2, Female)

RELATIONSHIP FR: **How is Cameron Woe related to Isabel Woe?**

R: My daughter.

(Enter 5, Child (biological or adopted son or daughter, stepson or stepdaughter))

HHMEMBER FR: **Does Cameron Woe usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME

(Enter Charlie)

HHROSTER_LNAME

(Enter Woe)

SEX

(Enter 2, Female)

RELATIONSHIP

(Enter 5, Child (biological or adopted son or daughter, stepson or stepdaughter))

HHMEMBER FR: Does Charlie Woe usually live here?

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME FR: Anyone else?

R: No.

(Enter 999)

HHLD_COVERAGE FR: Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?

R: No.

(Enter 2, No)

PICK1STHHRESP

(Enter 1, Isabel Woe)

BRTHDATEMO FR: In what month and year were you born?

R: March 1983

(Enter 3, March)

BRTHDATEYR

(Enter 1983)

Please note that the instrument calculates the respondent's age. Each household member's age is calculated as of the last day of the month preceding the interview month.

VFYAGE FR: That would make you 40 years old. Is that correct?

R: Yes.

(Trainees may read a different age than is displayed in this trainer guide depending on when training is conducted.)

(Enter 1, Yes)

MARITAL FR: Are you now married, widowed, divorced, separated or have you never been married?

(If FR reads the question as worded, remind them that this question is an ask or verify and since the respondent already said she and Matt were married, we can just verify that answer here. An example of how to do that is to ask: "You said that you and Matt are married, right?").

R: Married.

(Enter 1, Married)

ARMEDFORCES FR: Are you now in the Armed Forces?

R: No.

(Enter 2, No)

EDUCATIONATTAIN FR: **What is the highest level of school you completed or the highest degree you received?**

R: I have a doctorate.

(Enter 19, Doctoral degree (e.g. PhD, EdD))

ATTENDINGSCHOOL FR: **Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

R: No.

(Enter 5, None of the above schools)

SP_ORIGIN FR: **Are you Spanish, Hispanic, or Latino?**

R: No.

(Enter 2, No)

RACE FR: **Please choose one or more races that you consider yourself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: Asian.

(Enter 4, Asian)

BRTHDATEMO FR: **In what month and year was Matt Woe born?**

R: October 1983.

(Enter 10, October)

BIRTHDATEYR

(Enter 1983)

VFYAGE FR: That would make Matt Woe 39 years old. Is that correct?

R: Yes.

(Enter 1, Yes)

MARITAL FR: Is Matt Woe now married, widowed, divorced, separated or has he never been married?

(If FR reads the question as worded, remind them that we've already verified this when asking about Matt's marital status and can verify again here rather than asking the full question. When we verify this type of information rather than re-asking the question the respondent sees we are listening to them and are more likely to stay engaged in the interview.)

R: He's married to me.

(Enter 1, Married)

ARMEDFORCES FR: Is Matt Woe now in the Armed Forces?

R: No.

(Enter 2, No)

EDUCATIONATTAIN FR: What is the highest level of school Matt Woe completed or the highest degree he received?

R: He has a bachelor's degree.

(Enter 16, Bachelor's degree (e.g. BA, AB, BS))

ATTENDINGSCHOOL FR: Is Matt Woe currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Enter 5, None of the above schools)

SP_ORIGIN FR: **Is Matt Woe Spanish, Hispanic, or Latino?**

R: No.

(Enter 2, No)

RACE FR: **Please choose one or more races that Matt Woe considers himself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: White.

(Enter 1, White)

BRTHDATEMO FR: **In what month and year was Cameron Woe born?**

FR: January 2009.

(Enter 1, January)

BRTHDATEYR

(Enter 2009)

VFYAGE FR: **That would make Cameron Woe 15 years old as of last month. Is that correct?**

R: Yes.

(Enter 1, Yes)

MARITAL FR: **Is Cameron Woe now married, widowed, divorced, separated or has she never been married?**

R: Never been married.

(Enter 5, Never married)

EDUCATIONATTAIN FR: **What is the highest level of school Cameron Woe completed or the highest degree she received?**

R: 9th grade.

(Enter 9, 9th grade)

ATTENDINGSCHOOL FR: **Is Cameron Woe currently attending or enrolled in a regular school such as elementary or high school or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

R: Yes, she's in high school.

(Enter 1, Regular school)

SP_ORIGIN FR: **Is Cameron Woe Spanish, Hispanic, or Latino?**

R: No.

(Enter 2, No)

RACE FR: **Please choose one or more races that Cameron Woe considers herself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: White and Asian.

(Enter 1 and 4, White, Asian)

BRTHDATEMO FR: **In what month and year was Charlie Woe born?**

R: January 2009.

(Enter 1, January)

BIRTHDATEYR

(Enter 2009)

VFYAGE FR: That would make Charlie Woe 15 years old as of last month. Is that correct?

R: Yes.

(Enter 1, Yes)

MARITAL FR: Is Charlie Woe now married, widowed, divorced, separated or has she never been married?

R: Never been married.

(Enter 5, Never married)

EDUCATIONATTAIN FR: What is the highest level of school Charlie Woe completed or the highest degree she received?

R: 9th grade.

(Enter 9, 9th grade)

ATTENDINGSCHOOL FR: Is Charlie Woe currently attending or enrolled in a regular school such as elementary or high school or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: She's in high school.

(Enter 1, Regular school)

SP_ORIGIN FR: Is Charlie Woe Spanish, Hispanic, or Latino?

R: No.

(Enter 2, No)

RACE FR: **Please choose one or more races that Charlie Woe considers herself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: White and Asian.

(Enter 1 and 4, White, Asian)

At the ROSTERREVIEW screen you will review the household roster to make sure everything is accurate. If something needs to change you can start that here, otherwise if the roster information is correct, you will Enter 1 to acknowledge the roster is correct. For this exercise, the roster is correct.

ROSTERREVIEW

(Enter 1, Yes)

Are there any questions about replacement households or building a new roster for a replacement household?

Suppress the edit check to confirm the household roster is correct.

(Suppress)

This is the end of this Practice Exercise. We will continue with this case in the next exercise. Are there any questions about coding a replacement household and building a roster for the replacement household?

(Answer questions)

Practice Exercise 12 – HHR reports an incident of rape

Control Number – 02880082J22000304

In this exercise, we will go through an interview where the respondent reports a sexual assault. In the NCVS, detailed information is collected about rape and sexual assault incidents. The questions ask about the specific type of sexual activity, referred to as behaviors, and the means the offender used to engage in the behavior, which are called the tactics. By asking specific questions about the behaviors and tactics the offender used, these types of incidents can be better classified, and, in turn, produce more accurate statistics. The unwanted sexual contact questions use explicit language so respondents are clear about what we mean in the questions.

(Choose someone in the class to be the FR and remind them to read out the answers they are selecting so the class can follow along on their laptops.)

TIMEATADDRESS **FR:** **I will also interview all other household members age 12 or older and will be asking them similar questions.**

Next are some questions just about you.

How long have you lived at this address?

R: 5 months.

(Enter 1, Less than 6 months)

HOMELESS **FR:** **Have you been homeless or without a regular place to stay at any time in the past 6 months, that is, since (date)?**

R: No.

(Enter 2, No)

TIMEMOVED5YEARS **FR:** **How many times have you moved in the past 5 years, that is, since January 2020?**

R: One time.

(Enter 1, 1)

JOBLASTWEEK FR: In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.

R: Yes.

(Enter 1, Yes)

SAMEJOB6MONTHS FR: Have you worked at the same job for all of the past 6 months?

R: No.

(Enter 2, No)

UNEMPLOYED FR: AT ANY TIME in the past 6 months, have you been unemployed? Unemployed means you were looking for and able to work but you were not able to find employment.

R: No.

(Enter 2, No)

BUSINESS FR: Does anyone in this household operate a business from this address?

R: No.

(Enter 2, No)

(Interrupt and say)

The next section of questions will be either the Police Ask-All questions, which are asked from January through June, or the Community Measures questions, which are asked from July through December. Since we've gone through these questions already, please answer all questions in this section on your own with any valid answer category. This time try using different answers than you used earlier. Once you reach the VS_INTRO screen, wait there until everyone has completed this section and we will then continue as a group.

(When everyone is ready, continue with the interview.)

_____, please continue.

VS_INTRO FR: **For the next questions, please think about things that happened to you since (date), no matter where they may have occurred, including things that happened in the past 6 months but before you moved to your current residence. The questions will cover theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.**

(Enter 1 to continue)

T_CARRY FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.**

**In the past 6 months, did anyone...
Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?**

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_FROMCHILD FR: **Steal something belonging to any children who live here?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **In the past 6 months, did anyone TRY to steal anything that belongs to you or any children who live with you, but not actually steal it?**

R: No.

(Enter 2, No)

MV_OWNVEHICLE FR: **At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?**

FR: Yes.

(Enter 1, Yes)

MV_THEFT FR: **In the past 6 months,...**

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

R: No.

(Enter 2, No)

MV_ATTEMPT FR: Did anyone TRY to steal a vehicle but not actually steal it?

R: No.

(Enter 2, No)

MVP_PARTS FR: In the past 6 months...

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

R: No.

(Enter 2, No)

MVP_GAS FR: Did anyone steal any gas from a vehicle?

FR: No.

(Enter 2, No)

MVP_ATTEMPT FR: Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?

R: No.

(Enter 2, No)

BI_HOME FR: The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

R: No.

(Enter 2, No)

BI_OTHERPROP FR: Break in or try to break into your garage, shed, or storage room?

R: No.

(Enter 2, No)

BI_HOTELVACATION FR: Break in or try to break into a hotel or motel room or vacation home where you were staying?

R: No.

(Enter 2, No)

V_PROPERTY FR: Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?

R: No.

(Enter 2, No)

V_INJUREKILLANIMAL

FR: In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?

R: No.

(Enter 2, No)

A_WITHWEAPON FR: The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.**

R: Yes, my old boss pushed me to the floor and then sexually assaulted me.

(Enter 1, Yes)

(Interrupt and say)

The respondent mentions both that she was pushed and sexually assaulted here, which means that there were two different types of crime. Collecting the incident in the correct screener questions is very important because it determines which questions should be asked in the crime incident report. This screener section captures the attack, that is, being pushed. It is imperative to make sure that the sexual assault is captured in the next screener section that asks about unwanted sexual contact.

In the event that a respondent reports a type of crime that fits a screener question you have not asked about yet, explain that you will ask about that type of crime in a moment. If a respondent

reports a type of crime that you have already asked about, back up and record the response in the correct screener question. For example, if we were at this point in the interview and the respondent remembers that her boss also stole her phone, you would need to back up to the theft screener questions to accurately capture the theft.

(Ask FR to continue with the practice interview starting at A_THREAT.)

A_THREAT FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it? Do not include incidents you have already mentioned.**

R: No.

(Enter 2, No)

A_KNOWNOFF FR: **People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.**

Other than what you have already mentioned, in the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: Yes, it was my boss who pushed me to the floor and then raped me.

(Enter 1, Yes)

A_TIMES FR: **You just said yes to more than one question about physical attacks. Altogether, in the past 6 months, how many times did someone attack you or try to attack you?**

R: It happened once.

(Enter 1, Once)

A_INCDATE FR: **You said that someone attacked you or tried to attack you once in the past 6 months.
In what month and year did the most recent incident happen?**

R: It was in September.

(Make sure the month the incident occurred falls WITHIN the reference period.)

(Select the answer category corresponding with September 2024)

A_DESCRIBE FR: To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone shoved you and punched you at a concert. Later, I may ask you for a full description of what happened.

R: My former boss pushed me to the floor and raped me.

(Enter "Pushed to floor and raped by former boss.")

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: Yes.

(Enter 1, Yes)

SA_FORCE FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: Yes.

(Enter 1, Yes)

SA_THREATENHURT FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

SA_TIMES FR: In the past 6 months, how many times did someone have, try to have, or threaten to have these types of sexual contact with you?

R: It happened once.

(Enter 1, Once)

SA_INCDATE FR: You said that someone had or tried to have these types of sexual contact with you once in the past 6 months.
In what month and year did the most recent incident happen?

R: It was in September.

(Make sure the month the incident occurred falls WITHIN the reference period, and is the SAME as the attack incident previously reported in A_INCDATE.)

(Select the answer category corresponding with September 2024)

(Interrupt and say)

When multiple types of crimes happened during the same incident, as is the case in this exercise, you must record the type of crime in the appropriate screener sections that is, in both the attack

and unwanted sexual contact sections, to make sure the appropriate questions are asked in the crime incident report. Note that, even though the respondent said yes to multiple screener questions, the instrument is able to recognize that there was only one incident because of the addition of the next two screens.

SA_PARTOFOTHERINC

FR: **Is this sexual contact or attempted sexual contact part of any other incident you have already mentioned?**

R: Yes, it happened at the same time as when he pushed me.

(Enter 1, Yes)

SA_WHICHINCIDENT FR: **Which incident was this part of?**

R: When he pushed me to the floor.

(Enter 1, September 2024 Pushed to floor and raped by former boss.)

CA_OTHERCRIME FR: **To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.**

R: No.

(Enter 2, No)

INC_REPORTS

(Interrupt and say)

The INC_REPORTS screen is on path after the screener questions have been completed and indicates the number of incidents reported. Even though the respondent answered yes to two different screener questions, this screen displays that there is only one incident reported. This is because we classified that the incident identified in the sexual assault screener questions was the same incident as the one reported in the attack screeners. Enter 1 to continue.

(Enter 1 to continue)

(Choose someone in the class to be the FR.)

INC_INTRO FR: **The next questions are about the incident in September 2024 that involved: Pushed to floor and raped by former boss.**

(Enter 1 to continue)

ALSO_MVTHEFT FR: **Just to confirm, did someone steal or try to steal a vehicle as part of this incident in September 2024?**

R: No.

(Enter 2, No)

ALSO_BREAKIN FR: **Just to confirm, did someone break in or try to break in to your property as part of this incident in September 2024?**

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: **Just to confirm, did someone vandalize something as part of this incident in September 2024?**

R: No.

(Enter 2, No)

OFF_INTRO FR: **Some of the next questions will refer to the "offender," which means the person or people who did this to you.**

(Enter 1 to continue)

UNWANTED_INTRO FR: **Earlier, you said someone had, tried to have, or threatened to have unwanted sexual contact with you during the incident in September 2024.**

These questions are about what specific things you did not want to happen during the incident. It may seem like you've already answered these questions, but we want to understand clearly what happened. Some of the language is explicit; it's important

that the questions be asked this way so that you understand what we mean.

(Enter 1 to continue)

(Interrupt and say)

The unwanted sexual contact questions have been written to accurately collect and classify rape or sexual assaults. These questions are based on questions asked in other federal and non-federal surveys and have been developed based on extensive research and testing. It is important that you read these questions just like any other questions. If necessary, explain to the respondent that we use these words so that it is clear what types of behaviors are being asked about. Let's continue.

UNWANTEDCONTACT

FR: In this incident, did someone have unwanted sexual contact with you, such as touching, groping, or penetration, or make you do these things to them?

R: Yes.

(Enter 1, Yes)

UNWANTEDSEX

FR: In this particular incident...

Did you have unwanted vaginal sex?

R: Yes.

(Enter 1, Yes)

UNWANTEDORAL

FR: Did you have unwanted oral or anal sex?

R: No.

(Enter 2, No)

UNWANTEDPENETRATION

FR: Was there unwanted penetration of sexual body parts with a finger or object?

R: No.

(Enter 2, No)

UNWANTEDTOUCH FR: **Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way?**

R: Yes.

(Enter 1, Yes)

PENETRATERESP FR: **Did the offender penetrate YOUR sexual body parts?**

R: Yes.

(Enter 1, Yes)

PENETRATEOFF FR: **Were YOU also forced to penetrate the offender's sexual body parts?**

R: No.

(Enter 2, No)

(Interrupt and say)

Although rare, you may encounter a respondent who is in distress about their experience being a victim of crime. To help you navigate these situations, there is a Distress Protocol on the tab labeled "Distress" that is accessible at any time while you are in the instrument. The protocol was covered in your self-study materials and is also included in your workbook. Please select the Distress tab now so that we can review it.

The protocol is broken down into several different steps, and the instructions differ for personal visits and telephone contacts, and whether the respondent is age 12-15 or older. Take a few minutes to review the Distress tab.

(Allow time.)

If you need to provide a distressed respondent with the list of resources during a personal interview, give them a copy of the English or Spanish NCVS-110 Factsheet and show them the list of resources for victims of crime on the back page. If you need to provide the respondent with

resources during a telephone interview, go to the Resources tab and read them the appropriate information.

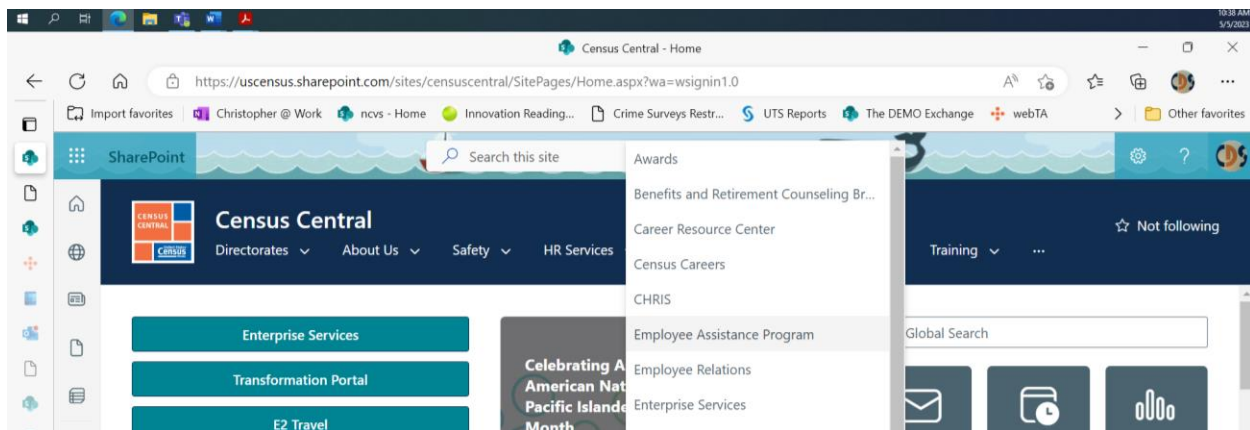
The protocol is there to help you and the respondent by acknowledging the respondent's emotional state, providing the respondent an opportunity to take a break, and, when necessary, providing them with a list of resources for crime victims. Are there any questions about the protocol or how to use it when interviewing respondents?

(Answer questions.)

When addressing any form of respondent distress, you must never step out of your role as an interviewer. As an NCVS FR, it is essential that you complete all tasks in a neutral and objective, yet sensitive, manner. This is a balancing act. You must be sensitive in order to recognize distress and be empathetic when following the distress protocol. No matter what personal or professional training or experience you may have outside of being an FR, your role on this survey is to be an interviewer and is not that of an advocate, therapist, counselor, or social worker. Your responsibility is not to provide your thoughts, advice, opinions, or judgments about the respondent's situation.

While it is appropriate to show human empathy and support, you must maintain proper professional boundaries. Reactions that would cross these professional boundaries include anything that (1) would bias respondent answers to survey questions, (2) would cause the respondent (further) distress, or (3) could be mistaken for expert, clinical, or legal advice. Follow the distress protocol and use the suggested scripts it provides while speaking in a conversational manner. Remember, your main actions will be to ask if the respondent is ok, to suggest that the respondent take a short break if they aren't, and, if necessary, to refer the respondent to resources on the NCVS-110 Factsheet that include organizations that are trained to work with victims of crime. In some cases, the respondent may be too distressed to complete the interview at that time. Depending on the circumstances, it may be possible to contact the respondent at a later date to see if the interview can be completed. **(Pause)**

Encounters with a distressed respondent can also affect interviewers. Please know that you have resources available if you feel impacted by an interaction with a respondent. You can reach out to your supervisor or the Employee Assistance Program (EAP).



(For in person trainings:)

You can access information about the EAP program from the Census Central homepage by hovering your cursor over the HR Services header and then select the Employee Assistance Program in the displayed list. You can also call the EAP directly at 800-211-6015. The EAP website may also be loaded as a favorite in your internet browser.

(For virtual trainings:)

We'll place some information for the EAP in the chat:

(Copy and paste the following text.)

[Employee Assistance Program \(EAP\) \(sharepoint.com\)](https://uscensus.sharepoint.com/sites/censuscentral/SitePages/EmployeeAssistanceProgram.aspx). You can also call the EAP directly at 800-211-6015. The EAP website may also be loaded as a favorite in your internet browser.

_____, please continue with the interview.

PHYSICALFORCE FR: During the incident...

Did the offender use physical force, such as holding, pinning, or blocking you, hitting or kicking you, or using a weapon?

R: Yes.

(Enter 1, Yes)

PHYSICALTHREAT FR: Did the offender threaten to physically hurt you or someone close to you?

R: No.

(Enter 2, No)

UNCONSCIOUS FR: **Were you blacked out, unconscious, or asleep at any point?**

R: No.

(Enter 2, No)

UNABLECONSENT FR: **Were you unable to consent because you were too drunk or high?**

R: No.

(Enter 2, No)

WEAPON_INTRO FR: **The next question asks whether a weapon was used during this incident.**

(Enter 1 to continue)

A_WEAPONPRESENT FR: **Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

ATTACK FR: **Did the offender hit you, grab you, knock you down, or attack you in any other way?**

R: Yes.

(Enter 1, Yes)

GRABPUSHTRIP FR: **Earlier you said the offender used physical force during the incident. Did the offender also do any of the following?**

Grab, hold, trip, jump, or push you?

R: Yes.

(Enter 1, Yes)

HITSLAP FR: **Hit you, slap you, or knock you down?**

R: No.

(Enter 2, No)

THROWOBJECT FR: **Throw something at you?**

R: No.

(Enter 2, No)

CHOKE FR: **Choke you?**

R: No.

(Enter 2, No)

HITWITHOBJECT FR: **Hit you with an object other than a gun?**

R: No.

(Enter 2, No)

OTHERATTACK FR: **Do something else to attack you?**

R: No.

(Enter 2, No)

A_ATTEMPTTHEFT FR: **Did the offender steal or try to steal something that belonged to you during the incident?**

R: No.

(Enter 3, No)

INJURY FR: The next questions ask about any injuries you may have had during this incident.

During the incident, were you physically injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.

R: Yes.

(Enter 1, Yes)

HOWINJURED FR: How were you injured?

R: I got a black eye, a bloody lip, and cuts.

(Enter 18, Bruising swelling, welts, black eye; 20, Cuts or scratches; and 23, Nosebleed or bloody lip)

MEDICALCARE FR: Did you receive any care from a medical or dental professional as a result of the incident?

R: Yes.

(Enter 1, Yes)

RECCARESCENE FR: Did you receive this care at the location where the incident happened, somewhere else, or both?

R: Somewhere else.

(Enter 2, Only somewhere else)

RECCAREWHERE FR: Where did you receive this care?

R: At the ER and follow up appointments at my doctor's office.

(Enter 2, At a hospital emergency room (ER) or an emergency clinic and 3, At some other kind of medical or dental place)

CAREOVERNIGHT FR: Did you stay overnight in the hospital?

R: No.

(Enter 2, No)

MEDICALINSURANCE FR: Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?

R: No.

(Enter 2, No)

INCTIME FR: The next questions ask about when and where the incident in September 2024 took place.

About what time did the incident happen?

R: It was after 9 PM.

(Enter 5, After 9pm - midnight)

INCADDRESS FR: Did this incident happen while you were living at your current address, or before you moved to this address?

R: Since I've lived here.

(Enter 1, While living at current address)

LOCATION FR: Where did the incident happen?

R: It was in the office building where I used to work.

(Enter 6, At your place of work)

INCPLACE FR: Did this happen in the city, town, or village where you live now?

R: Yes.

(Enter 1, Yes)

LOCATION_PUBLIC FR: Which of the following BEST describes where this happened...

At, in or near someone else's home

At a business, such as a store, restaurant, bar, or office building

R: Yes, in an office building.

(Enter 2, At a business, such as a store, restaurant, bar, or office building)

LOCATION_COMMERCE

FR: **At what type of a business did the incident happen?**

R: It was a law firm.

(Enter 5, An office)

FARFROMHOME FR: **How far from your home was it...**

A mile or less

More than a mile up to 5 miles

R: It was about 4 miles.

(Enter 2, More than a mile up to 5 miles)

ONEORMOREOFFENDERS

FR: **This section asks what you know about the offender.
Was the incident committed by only one or by more than one
offender?**

R: One.

(Enter 1, One)

KNOWOFFENDERS FR: **Do you know who the offender was?**

R: Yes.

(Enter 1, Yes)

OFF_KNEW FR: **Was the offender someone you knew, even slightly, or a complete
stranger?**

R: I knew him.

(Enter 1, Someone the respondent knew)

OFF_HOWWELL FR: **Was the offender...**

Someone you knew well
Someone you knew, but not well, or
Someone you knew by sight only?

R: He hadn't been my boss for long, so I didn't know him well.

(Enter 2, Someone you knew, but not well)

OFF_RELATION FR: **At the time of the incident, how did you know the offender? For example, was the offender a friend, cousin, etc.?**

R: He was my boss.

(Enter 30, A supervisor or former supervisor)

OFF_LIVED FR: **Had you ever lived with this person?**

R: No.

(Enter 2, No)

OFF_SEX FR: **This section asks for details about the offender. Was the offender male or female?**

R: Male.

(Enter 1, Male)

OFF_AGE FR: **How old would you say the offender was at the time of the incident?**

R: I think he is in his early 50s.

(Enter 4, 35-54)

OFF_ETHNICITY FR: **Was the offender Hispanic or Latino?**

R: No.

(Enter 2, No)

OFF_RACE FR: **What race or races was the offender? You may select more than one. Was the offender...**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: He is white.

(Enter 1, White)

OFF_GANG FR: **Was the offender part of a street gang, or don't you know?**

R: No.

(Enter 2, No)

OFF_DRINKDRUG FR: **Was the offender drinking or on drugs at the time of the incident, or don't you know?**

R: Yes, he had been drinking.

(Enter 1, Yes)

SELFPROTECT_INTRO

FR: **These next questions are about what you did when the incident in September 2024 occurred.**

People may react differently to certain situations and there's not a right or wrong way to react. Everyone is different and every situation is different.

(Enter 1 to continue)

PROTECTSELF FR: **Did you do anything with the idea of protecting YOURSELF while the incident was going on?**

R: Yes.

(Enter 1, Yes)

ACTIONS DURING INCIDENT FR: **You said that you took some action during the incident. What did you do?**

R: I told him no and argued with him.

(Enter 22, Said no and 20, Argued, reasoned, pleaded, bargained)

FR: **Anything else?**

R: I screamed.

(Enter 30, Screamed or yelled)

FR: **Anything else?**

R: I hit him.

(Enter 13, Hit, kicked, or attacked the offender(s) in some other way)

FR: **Anything else?**

R: No.

(Enter)

INJUNCTION FR: **Did you react this way before you were injured, after you were injured, or at the same time you were injured?**

R: Before and at the same time.

(Enter 1, Before the respondent was injured and 3, At the same time the respondent was injured)

ANYONEPRESENT FR: **Besides you and the offender(s), was anyone ELSE, age 12 or older, present during the incident?**

R: No.

(Enter 2, No)

HATE_RACE FR: **The next questions are about why the offender may have targeted you.**

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

R: No.

(Enter 2, No)

HATE_RELIGION FR: **Prejudice or bigotry toward your religion?**

R: No.

(Enter 2, No)

HATE_DISABILITY FR: **Prejudice or bigotry toward a disability you may have?**

R: No.

(Enter 2, No)

HATE_ORIENTATION FR: **Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?**

R: No.

(Enter 2, No)

~~HATE_GENID~~ FR: ~~Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?~~

~~R: No.~~

~~(Enter 2, No)~~

HATE_SEX FR: Prejudice or bigotry toward your sex, including being male or female?

R: No.

(Enter 2, No)

HATE_OTHER FR: Prejudice or bigotry toward other characteristics I have not already mentioned?

R: No.

(Enter 2, No)

(Interrupt and say)

The series of questions dealing with whether the police were informed, collects additional information about the police response and the respondent's satisfaction with such things as the response time and whether they felt the police did everything they could.

(Choose someone in the class to be the FR.)

POLICEINFORMED FR: The next questions ask about whether the police got involved in the incident in September 2024.

Were the police informed or did they find out about this incident in any way?

R: Yes.

(Enter 1, Yes)

POLICEFINDOUT FR: **Who informed the police? If more than one person, choose the first response that applies.**

You informed the police yourself
Someone you live with
Someone such as a security guard or building manager
The police were at the scene
Someone else who saw the crime, like a friend or a neighbor

R: I did.

(Enter 1, You informed the police yourself)

POLICECONTACTED FR: **How did you first notify the police?**

R: I called the police.

(Enter 1, Called the police)

POLICEFIRSTCONTACTED

FR: **Which of the following BEST describes when the police were first contacted?**

While the incident was happening
Within 10 minutes after the incident occurred
Within an hour after the incident occurred

R: Within an hour.

(Enter 3, Within an hour after the incident occurred)

POLICEARRIVE FR: **Did the police come when they found out about the incident?**

R: Yes.

(Enter 1, Yes)

POLICEARRIVESAT FR: **How satisfied were you with the time it took the police to get to you after they were contacted?**

Completely satisfied
Mostly satisfied
Equally satisfied and dissatisfied
Mostly dissatisfied
Completely dissatisfied

R: Mostly satisfied.

(Enter 2, Mostly satisfied)

POLICEARRIVALTIME

FR: **Had the police told you how long it would take them to get there?**

R: I don't remember.

(Enter 3, Don't know)

POLICEACTION

FR: **What did the police do while they were there?**

R: They took a report and gathered evidence.

(Enter 1, They took a report or asked the respondent questions about what happened and 4, They took evidence, such as fingerprints or pictures)

FR: **Anything else?**

R: They said they'd investigate it.

(Enter 7, They promised to investigate)

FR: **Anything else?**

R: No.

(Enter)

POLICEACTIONOTHER

FR: **Did the police do any of the following other things while they were there?**

Calmed people down

Resolved the conflict
Gave advice about insurance
Gave information about your rights as a victim
Gave information about services that could help you as a victim
Contacted victim services on your behalf
Contacted emergency medical services
Did something else to help

R: They called an ambulance and talked about victim services that could help.

(Enter 7, Contacted emergency medical services and 5, Gave information about services that could help you as a victim)

POLICECONTACT FR: **Did you or someone you live with have any later contact with the police about the incident?**

R: Yes.

(Enter 1, Yes)

POLICEINTOUCH FR: **Thinking about these later contacts, did the police get in touch with you or did you get in touch with them?**

R: They called me.

(Enter 1, Police contacted the respondent (or someone else the respondent lives with))

POLICEFOLLOWUP FR: **What did the police do to follow up on the incident?**

R: They questioned the suspect.

(Enter 2, They questioned other witnesses or suspects)

FR: **Anything else?**

R: They arrested him.

(Enter 5, They made one or more arrests)

FR: **Anything else?**

R: No.

(Enter)

POLICERESPECT FR: **Next are some questions about how you feel the police handled the incident. If more than one officer was involved, please think about how you would rate them as a group.**

How respectfully did the police treat you?

Very respectfully

Somewhat respectfully

Neither respectfully nor disrespectfully

Somewhat disrespectfully

Very disrespectfully

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POLICETIMESAT FR: **How satisfied were you with the amount of time the police gave you to tell your story?**

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: Mostly satisfied.

(Enter 2, Mostly satisfied)

POLICEACTIONSAT FR: **How satisfied were you that the police did everything they could?**

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: Mostly satisfied.

(Enter 2, Mostly satisfied)

POLICEEFFECTIVE FR: Taking the whole experience into account, how effectively did the police handle the incident?

Very effectively
Somewhat effectively
Neither effectively nor ineffectively
Somewhat ineffectively
Very ineffectively

R: Very effectively.

(Enter 1, Very effectively)

ATTIMETHINKCRIME FR: At the time, did you consider this incident to be a crime?

R: Yes, I did.

(Enter 1, Yes)

NOWTHINKCRIME FR: Now, looking back, do you consider this incident to be a crime?

R: I do.

(Enter 1, Yes)

TOLDFAMILYFRIENDS

FR: The next questions ask about any help you might have gotten after the incident in September 2024 took place.

Have you told any family, friends, co-workers, or neighbors about the incident?

R: Yes, I told my family.

(Enter 1, Yes)

TOLDOTHER FR: **Other than the police or family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?**

Employer, supervisor, or human resources personnel
Medical or mental health professional
Representative of a religious or community organization
Security guard or personnel, other than the police
Other person in a leadership or professional position

R: Yes, the head of HR.

(Enter 2, Employer, supervisor, or human resources personnel)

(Interrupt and say)

The next set of questions are about help the respondent may have received from services that assist victims of crime. These are new to the NCVS and measure victim experiences, providing insight into services the respondent may have received as well as their satisfaction with those services.

VS_HOTLINE FR: **Have you received the following kinds of services because of the incident...**

Hotline, helpline, or crisis line intervention?

R: No.

(Enter 2, No)

VS_MENTALHEALTH FR: **Counseling, therapy, support groups, or help from a mental health provider?**

R: Yes.

(Enter 1, Yes)

VS_EXAM FR: **Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?**

R: No.

(Enter 2, No)

VS_SAEEXAM FR: **Sexual assault exam by a doctor, nurse, or other medical professional?**

R: Yes.

(Enter 1, Yes)

VS_LEGAL FR: **Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?**

R: No.

(Enter 2, No)

VS_HELPFILE FR: **Help filing for a restraining, protection, or no-contact order?**

R: No.

(Enter 2, No)

VS_VICTIMCOMP FR: **Help applying for victim compensation?**

R: No.

(Enter 2, No)

VS_FINANCIALHELP FR: **Short term or emergency financial assistance?**

R: No.

(Enter 2, No)

VS_HOUSING FR: **Housing, shelter, or safehouse services?**

R: No.

(Enter 2, No)

VS_OTHER

FR: Any other help or services because of the incident?

R: No.

(Enter 2, No)

SAT_MENTALHEALTH

FR: How satisfied were you with...

Counseling, therapy, support groups, or help from a mental health provider?

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: Completely satisfied.

(Enter 1, Completely satisfied)

SAT_SAEXAM

FR: Sexual assault exam by a doctor, nurse, or other medical professional?

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: Mostly satisfied.

(Enter 2, Mostly satisfied)

INCIDENTHAPPENATWORK

FR: Did the incident occur while you were working or on duty?

R: Yes.

(Enter 1, Yes)

WV_EMPLOYERTYPE FR: The next questions are about the job you had at the time of the incident. Were you employed by...

A private company, business, or individual for wages,
The Federal government,
A state, county, or local government,
Yourself (self-employed) in your own business, professional practice, or farm, or,
A private not-for-profit, tax-exempt, or charitable organization?

R: A private company.

(Enter 1, A private company, business, or individual for wages)

WV_TYPEBUSINESS_SP FR: What kind of business or industry is this? What do they make or do where you were working at the time of the incident?

R: It's a law firm.

(Enter law firm)

WV_BUSINESSECTOR

FR: Which of these categories best describes the business or industry?

(Interrupt and say)

Notice the FR instruction at this screen. Since this scenario is for a personal visit the FR instruction says to "turn the laptop around and show the respondent the answer categories." If this was a telephone interview, the FR instruction would say to "read categories until the respondent says yes."

R: Professional services.

(Enter 11, Professional Services)

WV_OCCUPATION_SP

FR: **What kind of work were you doing at this job at the time of the incident, that is, what was your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician.**

R: I'm a paralegal.

(Enter paralegal)

WV_JOBDESCRIPTION

FR: **What kind of work did you do, that is, what was your occupation at the time of the incident? Which of these categories best describes your occupation?**

(Interrupt and say)

Notice, once again, that this screen has the FR instruction to turn the laptop around for the respondent to read the answer categories.

R: Legal.

(Enter 4, Legal Occupation (for example: judge/lawyer, legal support worker))

WV_JOB_LEGAL FR: **Were you employed as a...?**

Judge or lawyer
Legal support worker
Another legal occupation

R: I'm a paralegal, so legal support.

(Enter 2, Legal support worker)

EMOTOLL_INTRO FR: **Being a victim of crime affects people in different ways. The next questions are about how the incident may have affected you.**

(Enter 1 to continue)

IMPACT_JOB FR: **Did the incident lead you to have serious problems with your job, or trouble with people at work?**

R: Yes.

(Enter 1, Yes)

IMPACT_FAMILY FR: **Did the incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?**

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: **Overall, how upsetting has this incident been to you?**

Not at all upsetting
Mildly upsetting
Moderately upsetting
Severely upsetting

R: Severely.

(Enter 4, Severely upsetting)

FEEL_ANGRY FR: **I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer.**

Angry

Didn't feel this way
Yes, for less than 1 month
Yes, for 1 month or more

R: For a month or more.

(Enter 3, Yes, for 1 month or more)

FEEL_SHOCKED FR: **Shocked**

R: For a month or more.

(Enter 3, Yes, for 1 month or more)

FEEL_FEARFUL FR: **Fearful**

R: For a month or more.

(Enter 3, Yes, for 1 month or more)

FEEL_DEPRESSED FR: **Depressed**

R: No.

(Enter 1, Didn't feel this way)

FEEL_WORRIED FR: **Anxious or panicked**

R: For a month or more.

(Enter 3, Yes, for 1 month or more)

FEEL_LESSCONFIDENT
FR: **Less confident**

R: No.

(Enter 1, Didn't feel this way)

FEEL_SAD FR: **Sad**

R: No.

(Enter 1, Didn't feel this way)

FEEL_ANNOYED FR: **Annoyed**

R: For a month or more.

(Enter 3, Yes, for 1 month or more)

TRBL_SLEEPING FR: **Did you have difficulty sleeping because of the incident?**

No
Yes, for less than 1 month
Yes, for 1 month or more

R: For 1 month or more.

(Enter 3, Yes, for 1 month or more)

MENTALHEALTH FR: **Have you talked to a psychologist, psychiatrist, counselor, or other mental health professional about the incident?**

R: Yes.

(Enter 1, Yes)

MH_MEDICALINSURANCE

FR: **Did you have any out-of-pocket expenses for your mental health care, that is, expenses that you do not expect to get paid back from insurance or some other source?**

R: No.

(Enter 2, No)

ECONOMIC_INTRO FR: **Thank you. The next set of questions ask about how the incident impacted you financially.**

(Enter 1 to continue)

DAMAGED FR: **Was anything that belonged to you or someone you live with damaged or destroyed in the incident?**

R: No.

(Enter 2, No)

LOSTWORKTIME FR: **Have you taken any time off from work because of the incident for such things as cooperating with a police investigation or testifying in court?**

R: Yes.

(Enter 1, Yes, time off from work)

AMOUNTTIMELOST FR: **How much time did you take off work or school?**

R: About three weeks.

(Interrupt and say)

Note that you should only count workdays as time lost in AMOUNTTIMELOST. If the respondent works Monday through Friday, then three weeks of lost work is equal to 15 days, not 21.

(Enter 5, 11-20 days)

_____, please continue.

LOSTPAY FR: **Did you lose any pay for the time you took off?**

R: No.

(Enter 2, No)

LOSTJOB FR: **Did you lose your job or have to give up work as a result of the incident?**

R: No.

(Enter 2, No)

CHANGEJOB FR: **Did you have to change your job as a result of the incident?**

R: Yes.

(Enter 1, Yes)

SUMMARY_SP FR: **Thank you for telling me about the incident in September 2024. Would you mind describing the incident for me in your own words?**

R: Boss at my former employer came into my office after hours, pushed me to the floor and raped me. I tried to stop him. Called

police afterwards and they investigated and arrested him. Law firm fired him.

(Enter the summary described by the respondent.)

ENDINCIDENT FR: **Thank you.**

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

(Enter 1 to continue)

(Interrupt and say)

Are there any questions about incidents that happened at the respondent's workplace?

(Answer questions.)

After all incident reports are finished, the interview moves on to the SOCIODEMO section. These questions collect information about the respondent and their household.

SOCIODEMO_INTRO FR: **The next questions ask about you. Remember all answers to this survey are confidential.**

(Enter 1 to continue)

HEARING FR: **Are you deaf or do you have serious difficulty hearing?**

R: No.

(Enter 2, No)

VISION FR: **Are you blind or do you have serious difficulty seeing even when wearing glasses?**

R: No.

(Enter 2, No)

LEARN_CONCENTRATE

FR: **Because of a physical, mental, or emotional condition, do you have serious difficulty...**

Concentrating, remembering, or making decisions?

R: No.

(Enter 2, No)

PHYSICAL_LIMIT FR: **Walking or climbing stairs?**

R: No.

(Enter 2, No)

DRESS_BATH FR: **Dressing or bathing?**

R: No.

(Enter 2, No)

LEAVING_HOME FR: **Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?**

R: No.

(Enter 2, No)

CITIZENSHIP FR: **Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or become a citizen of the U.S. through naturalization?**

R: Yes, I was born here.

(Enter 1, Yes, born in the United States)

ORIENTATION_FEMALE

FR: **Which of the following best represents how you think of yourself?**

Lesbian or gay,
Straight, that is, not lesbian or gay,
Bisexual,
Something else
I don't know the answer

R: I'm straight.

(Enter 2, straight)

~~GENID_BIRTH FR: What sex were you assigned at birth, on your original birth certificate?~~

~~FR: Female.~~

~~(Enter 2, Female)~~

~~GENID_DESCRIBE FR: Do you currently describe yourself as male, female, or transgender?~~

~~FR: Still female.~~

~~(Enter 2, Female)~~

ACTIVEDUTY FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No.

(Enter 1, Never served in the military)

LIVEWITHSPOUSE FR: Is your spouse living with you?

R: Yes.

(Enter 1, Yes)

INTVDONE

(Enter 1 to continue on INTVDONE)

HOUSEHOLDINCOME

FR: Thinking about all of the people who lived in your household in the past 12 months, was your **TOTAL** combined income less than \$40,000, or \$40,000 or more? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in this household who are 16 years of age or older.

R: More than \$40,000

(Enter 2, \$40,000 or more)

HHLINCOMEMORE FR: Was the total combined income in your household...

\$40,000 to \$49,999

\$50,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$149,999

\$150,000 to \$199,999, or

\$200,000 or more?

R: 150 to 199.

(Enter 5, \$250,000 to \$199,999)

PUBLICASSISTANCE FR: At any time during the past 12 months, did you or anyone who lives with you receive any kind of welfare or public assistance from a state or local welfare office – any food or housing benefits, welfare-to-work assistance, emergency help, or anything like that?

R: No.

(Enter 2, No)

WORRYABOUTEXPENSES

FR: How often do you worry that your total income, for everyone who lives there, will not be enough to meet your expenses and bills?

Almost all the time,

Often,

**Once in a while,
Hardly ever, or
Never?**

R: Once in a while.

(Enter 3, Once in a while)

(Interrupt and say)

There are a few additional questions before the interview with the HHR is complete. These questions record information about how the interview was conducted.

At RESPONDENTINTERVIEWLANG, record the language the respondent's interview was conducted in.

RESPONDENTINTERVIEWLANG

(Enter 1, English)

Next, at INTERVIEWTYPE you'll record if this was a telephone or in-person interview. For this exercise it was an in-person interview.

INTERVIEWTYPE

(Enter 2, In person)

INTERVIEWPLACE FR: Thank you for completing the National Crime Victimization Survey.

Please give me a moment to fill in a few pieces of information about today's interview.

(Interrupt and say)

Notice the FR instruction on this screen tells you to answer this question without asking the respondent. For this exercise we are going to say that we conducted the interview at the respondent's home, so enter 1, At home.

INTERVIEWPLACE

(Enter 1, At home)

Again, notice the FR instruction on this screen. Since this interview was a personal visit, you can answer it without asking the respondent. Isabel Woe was at home and her husband is also home and was in the room during the beginning of her interview. Enter 1, Yes.

INTERVIEWANYONEELSE

(Enter 1, Yes)

INTERVIEWWHOELSE

You can answer it without asking the respondent. Isabel's husband was in the room during the beginning of the interview. Enter 1, Your Spouse or partner.

(Enter 1, Your Spouse or partner)

INFORM_HHR	FR: As a reminder, I need to interview all other household members age 12 and older and will be asking them the same questions I asked you about theft, physical attacks, and unwanted sexual contact. Certain questions, such as those about sexual contact, use age-appropriate language for household members age 12-15.

(Enter 1 to continue)

THANKYOU	FR: Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.

(Enter 1 to continue)

PERCONTACT	FR: In the future, how would you prefer to be contacted?
	R: A call is fine.

(Enter 2, Phone call)

This concludes this practice exercise. Please do not close this case. We will be using it in the next practice exercise. Are there any questions?

(Answer questions)

Practice Exercise 13 – Select Next Respondent to Interview at NEXTPERSON

In this practice exercise you will select a new respondent to interview after completing another respondent's interview.

(Allow time)

Everyone should be at the NEXTPERSON screen. The NEXTPERSON screen will only show household members who are eligible to complete the NCVS. Here, you will enter the line number of the next person to interview.

Q: Can anyone tell me whose interview you still need to complete?

A: Matt Woe, Cameron Woe, and Charlie Woe

After telling Isabel Woe that you need to speak to Matt, Cameron, or Charlie, she tells you that Matt is available to complete his interview.

NEXTPERSON

(Enter 2, Matt Woe)

INTERVIEWSTATUS

At the INTERVIEWSTATUS screen, verify that Matt Woe is displayed as the person you are talking to and who the interview is for. Is everyone seeing Matt displayed on this screen?

(Allow time)

(Enter 1, Continue with this respondent's interview)

Since we are talking to a new respondent, you will introduce the survey to Matt before continuing with his interview.

_____, please continue.

INTROFORNEWRESPONDENT

FR: Hello, I'm (YOUR NAME) from the U.S. Census Bureau.
I'm calling concerning the National Crime Victimization Survey.
We are talking with members of your household to obtain
statistics on the kinds and amount of crime committed against

individuals 12 years of age and older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way the government measures crime.

Are you available now to be interviewed?

R: Yes.

(Enter 1, Yes)

Are there any questions about selecting the next respondent?

(Answer questions)

We will be continuing with this case in the next exercise.

Practice Exercise 14 – Respondent Reports a Crime and Adds a TOC at the ALSO Questions

The instrument is designed to classify the specific type of crime in an incident and capture situations where two or more types of crime occurred during one incident. One way in which it does so is through the ALSO_ questions. This is a series of questions at the beginning of the crime incident report that clarifies if any other type of crime, that is, unwanted sexual contact, attack or threat, motor vehicle theft, break-in, theft, attempted theft, or vandalism, happened as part of the original incident reported, if that type of crime was not already reported in the screener questions. In this exercise we will complete a crime incident report for LN2, Matt Woe, in which the nature of the crime incident is clarified through the ALSO_ questions.

_____, please continue.

TIMEATADDRESS FR: **First are some questions just about you.
How long have you lived at this address?**

R: 5 months.

(Enter 1, Less than 6 months)

HOMELESS FR: **Have you been homeless or without a regular place to stay at
any time in the past 6 months, that is, since (date)?**

R: No.

(Enter 2, No)

TIMESMOVED FR: **How many times have you moved in the past 5 years, that is, since
(date)?**

R: Just once.

(Enter 1, 1)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do
not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOBSIXMONTHS

FR: **Have you worked at the same job for all of the past six months?**

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

The next section of questions will be either the Police Ask-All questions, which are asked from January through June, or the Community Measures questions, which are asked from July through December. Since we've gone through these questions already, please answer all questions in this section on your own with any valid answer category. Once you reach the VS_INTRO screen, wait there until everyone has completed this section and we will then continue as a group.

(When everyone is ready, continue with the interview.)

VS_INTRO

FR: **For the next questions, please think about things that happened to you since (date), no matter where they may have occurred. The questions will cover theft, physical attacks, and unwanted sexual contact.**

(Enter 1 to continue)

T_CARRY

FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.**

In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR

FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: Yes.

(Enter 1, Yes)

T_FROMCHILD FR: **Steal something belonging to any children who live here?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **In the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?**

R: No.

(Enter 2, No)

T_TIMES FR: **How many times did someone steal something in the past 6 months?**

R: Just the once.

(Enter 1, Once)

T_INCDATE FR: **You said that someone stole something once in the past 6 months.**

 In what month and year did the most recent incident happen?

R: This past August.

(Make sure the month the incident occurred falls WITHIN the reference period.)

(Select the answer category corresponding with August 2024)

T_DESCRIBE FR: **To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your backpack on a train. Later, I may ask you for a full description of what happened.**

R: Some kid stole my dash cam out of my car.

(Enter "kid stole GPS from car")

A_WITHWEAPON FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.**

**In the past 6 months, did anyone attack or try to attack you...
With a weapon, such as a gun or knife?**

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.**

FR: No.

(Enter 2, No)

A_THREAT FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it?**

R: No.

(Enter 2, No)

A_KNOWNOFF FR: **People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.**

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential. Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE

FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT

FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date), that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

R: No, that's it.

(Enter 2, No)

INC_REPORTS

(Interrupt and say)

The INC_REPORTS screen is on path after the screener questions have been completed and indicates the number of incidents reported. In this example there is one incident reported, so we should all see 1 displayed here. Enter 1 to continue.

(Enter 1 to continue)

INC_INTRO FR: The next questions are about the incident in (date) that involved: kid stole GPS from car.

(Enter 1 to continue)

(Interrupt and say)

The next set of questions are asked at the beginning of the crime incident report and were added to determine if any other type of crime occurred as part of the incident reported in the screener

questions. Not all of the “**ALSO_**” questions will be asked in each crime incident report. For example, if a motor vehicle theft was reported in the screener questions, the respondent will not be asked if they also experienced a motor vehicle theft as part of that incident. These questions are asked to ensure we’ve identified all of the types of crime that may have happened in the incident. Remember to read all bolded text in the following questions, even if it seems repetitive.

ALSO_BREAKIN FR: **Just to confirm, did someone break in or try to break in to your property as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: **Just to confirm, did someone vandalize something as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_ATTACKTHREAT

FR: **Just to confirm, did someone attack or threaten to attack you as part of this incident in (date)?**

R: Now that you mention it, after I had run over to stop that kid from stealing my stuff, he pushed me.

(Enter 1, Yes)

(Interrupt and say)

The respondent indicates that a second type of crime took place during this incident, which was not already mentioned in the screener questions. So we will collect information about both the attack and the theft in this crime incident report.

ALSO_SEXUALCONTACT

FR: **Just to confirm, did someone have or try to have sexual contact with you that you did not agree to and did not want to happen as part of this incident in (date)?**

R: No.

(Enter 2, No)

(Choose someone in the class to be the FR.)

OFF_INTRO FR: **Some of the next questions will refer to the "offender," which means the person or people who did this to you.**

(Enter 1 to continue)

(Interrupt and say)

Since the respondent indicated in the ALSO_ questions that he was attacked during the theft incident, there are now two types of crime reported as happening in the same incident. Without the ALSO_ questions, the theft would have been the only type of crime asked about in the crime incident report. However, because the respondent reported in the ALSO_ questions that he was pushed by the offender, the next questions asked will focus on the attack before we ask questions about the theft. Before we continue, does anyone have any questions about the ALSO_ questions or about the two types of crime being part of the same incident?

(Answer questions.)

ATTACKATTEMPTTHREAT

FR: **Did someone actually attack you, try to attack you, or threaten to attack you during this incident?**

R: Yes, he attacked me.

(Interrupt and say)

Be sure to check the answer choices in ATTACKATTEMPTTHREAT carefully to ensure you have selected the category that corresponds to the respondent's answer. Probe the respondent if their answer does not correlate with an answer category.

(Enter 1, Attacked/tried to attack)

A_WEAPONPRESENT FR: **You said someone attacked or tried to attack you during the incident in (date). Did the offender have a weapon such as a gun**

or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

R: No.

(Enter 2, No)

ATTACK

FR: Did the offender hit you, grab you, knock you down, or attack you in any way?

R: Yes.

(Enter 1, Yes)

GRABPUSHTRIP

FR: Did the offender also do any of the following?

Grab, hold, trip, jump, or push you?

R: Yes, he pushed me.

(Enter 1, Yes)

HITSLAP

FR: Hit you, slap you, or knock you down?

R: No.

(Enter 2, No)

THROWOBJECT

FR: Throw something at you?

R: No.

(Enter 2, No)

CHOKE

FR: Choke you?

R: No.

(Enter 2, No)

HITWITHOBJECT

FR: Hit you with an object other than a gun?

R: No.

(Enter 2, No)

OTHERATTACK FR: **Do something else to attack you?**

R: No.

(Enter 2, No)

INJURY FR: **The next questions ask about any injuries you may have had during this incident.**

During the incident, were you physically injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.

R: No, I didn't have any injuries.

(Enter 2, No)

WHATWASTAKEN FR: **You said someone stole something from you during the incident in (date). What was stolen?**

R: My dash cam that was sitting on the dashboard

(Enter 20, Tablets, laptops, or other portable electronics)

FR: **Anything else?**

R: I don't think so.

(Enter)

WHOOWNEDPROP FR: **Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?**

R: Just me.

(Enter 1, Respondent)

OTHERONPERSON FR: **Was there anything the offender took directly from you, such as from your pocket or hands, or something that you were wearing?**

R: No.

(Enter 2, No)

INCTIME FR: **The next questions ask about when and where the incident in (date) took place.**

About what time did the incident happen?

R: It was at about 8:30 PM.

(Enter 4, After 6pm - 9pm)

INCADDRESS FR: **Did this incident happen while you were living at your current address, or before you moved to this address?**

R: While living here.

(Enter 1, While living at current address)

LOCATIONMV FR: **Where was the vehicle when this happened?**

R: It was in the parking lot of the grocery store.

(Enter 4, In some other garage or parking lot)

INCPLACE FR: **Did this happen in the city, town, or village where you live now?**

R: Yes.

(Enter 1, Yes)

FARFROMHOME FR: **How far from your home was it...**

A mile or less

More than a mile up to 5 miles
More than 5 miles up to 50 miles
More than 50 miles

R: It was about 4 miles from my house.

(Enter 2, More than a mile up to 5 miles)

ONEORMOREOFFENDERS

FR: **This section asks what you know about the offender.**

Was the incident committed by only one or by more than one offender?

R: It was just one person.

(Enter 1, One)

KNOWOFFENDERS FR: **Do you know who the offender was?**

R: No, it was a stranger.

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: **Do you know anything about the offender, such as whether they were young or old, male or female, etc.?**

R: He was a kid, a teenager, that's about all I know.

(Enter 1, Yes)

OFF_KNEW FR: **Was the offender someone you knew, even slightly, or a complete stranger?**

R: It was a complete stranger.

(Enter 2, Complete stranger)

OFF_RECOG FR: **Would you be able to recognize the offender if you saw them?**

R: No, I doubt it.

(Enter 3, No)

OFF_CONNECTION FR: **What was your connection, if any, to this person?**

R: We had no connection at all.

(Enter 9, A stranger or someone of whom you have no knowledge)

OFF_SEX FR: **This section asks for details about the offender.**

Was the offender male or female?

R: Male.

(Enter 1, Male)

OFF_AGE FR: **How old would you say the offender was at the time of the incident?**

R: Probably 15 or 16 years old.

(Enter 1, Under 18)

OFF_AGEMINOR FR: **To the best of your knowledge, would you say the offender was...**

Under 12

12 to 14

15 to 17?

R: He was 15 to 17.

(Enter 3, 15 to 17)

OFF_ETHNICITY FR: **Was the offender Hispanic or Latino?**

R: Maybe, but I'm not sure.

(Enter 3, Don't know)

OFF_RACE FR: What race or races was the offender? You may select more than one. Was the offender...

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

R: He was White.

(Enter 1, White)

OFF_GANG FR: Was the offender part of a street gang, or don't you know?

R: I have no idea.

(Enter 3, Don't know)

OFF_DRINKDRUG FR: Was the offender drinking or on drugs at the time of the incident, or don't you know?

F: I don't know that either.

(Enter 3, Don't know)

SELFPROTECT_INTRO

FR: These next questions are about what you did when the incident in (date) occurred.

People may react differently to certain situations and there's not a right or wrong way to react. Everyone is different and every situation is different.

(Enter 1 to continue)

PROTECTSELF FR: Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?

R: Well, yes, I ran over to stop him from taking my things.

(Enter 1, Yes)

ACTIONS DURING INCIDENT FR: **You said that you took some action during the incident. What did you do?**

R: I ran over to stop him.

(Enter 19, Chased, tried to catch, or hold offender)

FR: **Anything else?**

R: No, nothing else.

(Enter)

ANYONE PRESENT FR: **Besides you and the offender(s), was anyone ELSE, age 12 or older, present during the incident?**

R: No, it was getting late and I was the only one around.

(Enter 2, No)

HATE_RACE FR: **The next questions are about why the offender may have targeted you.**

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

R: No, I don't think it was anything like that.

(Enter 2, No)

HATE_RELIGION FR: **Prejudice or bigotry toward your religion?**

R: No.

(Enter 2, No)

HATE_DISABILITY FR: **Prejudice or bigotry toward a disability you may have?**

R: No.

(Enter 2, No)

HATE_ORIENTATION FR: **Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?**

R: No.

(Enter 2, No)

HATE_GENID FR: **Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?**

R: No.

(Enter 2, No)

HATE_SEX FR: **Prejudice or bigotry toward your sex, including being male or female?**

R: No.

(Enter 2, No)

HATE_OTHER FR: **Prejudice or bigotry toward other characteristics I have not already mentioned?**

R: No.

(Enter 2, No)

POLICEINFORMED FR: The next questions ask about whether the police got involved in the incident in (date).

Were the police informed or did they find out about the incident in any way?

R: No, not by me.

(Enter 2, No)

NOTREPORTEDPOLICE

FR: Why did you decide not to contact the police?

R: I didn't think they'd do anything about it.

(Enter 12, You didn't think the police would do anything about it)

ATTIMETHINKCRIME FR: At the time, did you consider this incident to be a crime?

R: Yes.

(Enter 1, Yes)

NOWTHINKCRIME FR: Now, looking back, do you consider this incident to be a crime?

R: Yes.

(Enter 1, Yes)

TOLDFAMILYFRIENDS

FR: The next questions ask about any help you might have gotten after the incident in (date) took place.

Have you told any family, friends, co-workers, or neighbors about the incident?

R: Yes, I told my family and a few friends.

(Enter 1, Yes)

TOLDOTHER **FR: Other than family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?**

Employer, supervisor, or human resources personnel
Medical or mental health professional
Representative of a religious or community organization
Security guard or personnel, other than the police
Other person in a leadership or professional position

R: No.

(Enter 7, No, have not told anyone in any of these positions)

VS_HOTLINE **FR: Have you received the following kinds of services because of the incident...**

Hotline, helpline, or crisis line intervention?

R: No.

(Enter 2, No)

VS_MENTALHEALTH **FR: Counseling, therapy, support groups, or help from a mental health provider?**

R: No.

(Enter 2, No)

VS_EXAM **FR: Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?**

R: No.

(Enter 2, No)

VS_LEGAL **FR: Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?**

R: No.

(Enter 2, No)

VS_HELPFILE FR: **Help filing for a restraining, protection, or no-contact order?**

R: No.

(Enter 2, No)

VS_VICTIMCOMP FR: **Help applying for victim compensation?**

R: No.

(Enter 2, No)

VS_FINANCIALHELP FR: **Short term or emergency financial assistance?**

R: No.

(Enter 2, No)

VS_HOUSING FR: **Housing, shelter, or safehouse services?**

R: No.

(Enter 2, No)

VS_OTHER FR: **Any other help or services because of the incident?**

R: No.

(Enter 2, No)

WANTSERVICES FR: **You said you didn't get any services. Did you want any services?**

R: No, I'm dealing with it on my own.

(Enter 2, No)

INCIDENTHAPPENATWORK

FR: **Did the incident occur while you were working or on duty?**

R: No, I was out at night when it happened.

(Enter 2, No)

TOFROMWORK FR: **Did the incident happen when you were on your way to or from work?**

R: No.

(Enter 2, No)

EMOTOLL_INTRO FR: **Being a victim of a crime affects people in different ways. The next questions are about how the incident may have affected you.**

(Enter 1 to continue)

IMPACT_JOB FR: **Did the incident lead you to have serious problems with your job or trouble with people at work?**

R: No, I only told my boss in a casual conversation.

(Enter 2, No)

IMPACT_FAMILY FR: **Did the incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?**

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: **Overall, how upsetting has the incident been to you?**

Not at all upsetting
Mildly upsetting
Moderately upsetting
Severely upsetting

R: Mildly upsetting.

(Enter 2, Mildly upsetting)

ECONOMIC_INTRO FR: **Thank you. The next set of questions ask about the how the incident impacted you financially.**

(Enter 1 to continue)

PROPERTYVALUE FR: **What would you estimate was the total value of the stolen items, including the value of anything you got back? If jointly owned with a nonhousehold member(s), include only the share owned by household members.**

R: I think I got the dash cam for about \$125.

(Enter 4, \$100 to less than \$150)

ALLPARTRECOVERED FR: **Did you get any of the stolen items back?**

R: No.

(Enter 3, No)

DAMAGED FR: **Other than any stolen property, was anything that belonged to you or someone you live with damaged or destroyed in the incident?**

R: Not that I noticed.

(Enter 2, No)

LOSTWORKTIME FR: **Have you taken any time off from work because of the incident for such things as repairing or replacing damaged or stolen property?**

R: No, I haven't needed to.

(Enter 4, No)

LOSTJOB FR: **Did you lose your job or have to give up work as a result of the incident?**

R: No.

(Enter 2, No)

CHANGEJOB FR: **Did you have to change your job as a result of the incident?**

R: No.

(Enter 2, No)

SUMMARY_SP FR: **Thank you for telling me about the incident in (date). Would you mind describing the incident for me in your own words?**

R: In the grocery store parking lot, some kid I didn't know grabbed my dash cam out of my car.

(Interrupt and say)

Notice that the respondent didn't mention that he ran up and yelled at the offender, that the offender pushed him, and that he was not injured. In some cases, a respondent may not provide you with all of these details since they don't know what we need to include in the summary. However, you do not need to probe the respondent to give you a more complete summary. Instead, you would add the necessary information in the summary based on the answers and what the respondent has said over the course of the interview. Be sure to include these details so that the summary gives a complete description of what happened during the incident.

(Enter the summary using third-person perspective)

ENDINCIDENT FR: **Thank you.**

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

(Enter 1 to continue)

(Interrupt and say)

The next section of the instrument compares incidents reported by different household members in the current interview period.

This step of the NCVS interview ensures that each reported incident is not a duplicate of another incident already reported so that a crime is not inaccurately counted more than once in the final data.

Remember, DO NOT discuss the incidents you are comparing with the respondent, even to verify that they are the same or different incidents.

_____, please continue.

INTRO_UNDUP FR: **Please give me a moment to review the crime incident(s) collected.**

(Enter 1 to continue)

(Interrupt and say)

We went through these screens earlier, but we'll discuss them again now. The UNDUP_CURINC screen provides you with pertinent facts about the current incident that you use to compare this incident against other reported incidents. Each column displays the same information to make it easier to compare. Remember that "duplicate" does not mean "similar."

In this exercise, the incident we just collected from LN2 is displayed on the left side of the screen and that is compared to the incident reported by LN1 on the right side of the screen. As we can see, LN2's incident of an attack and theft is not the same as LN1's incident on the right.

For this scenario you will enter 2, No, at this screen to document these are not duplicate incidents.

UNDUP_CURINC

(Enter 2, No)

Are there any questions about completing a crime incident report with multiple types of crimes being part of the same incident?

(Answer questions.)

This is the end of this practice exercise. Press F10 to get out of the instrument and fill out the Case Notes and pCHI for this case. Are there any questions?

(Answer questions)

Practice Exercise 15 – How to Exit Out of the Instrument Without Conducting an Interview

Control Number – 02880092J21000401

The next practice exercise covers what to do if you get into the CAPI instrument for a case but then decide that you don't want to start the interview. For example, you may open up a case to call that respondent when a respondent from a different case calls you back. To quit out of a case, in the instrument, is a simple process. In your case list in Case Management, launch the case **611 Produce St.** to start the interview.

(Allow time)

Enter 1 on the TRAININGCASE screen.

For this case, enter January 10, 2025, at the DATECHANGE screen, and press Enter at the CLOSEOUTCHANGE screen.

DATECHANGE

(Enter 01/10/2025)

CLOSEOUTCHANGE

(Press Enter)

At the START screen enter answer category 5, "Quit, Do not attempt now." Then at the VERIFY screen, enter 2 since you don't need to make any changes to the contact information. At the "Case Level Notes Editor" press F10 without entering any notes.

(Allow time)

When pCHI appears, enter answer category 4 "Not attempting contact" at the CTATEMPT screen. At the NOATTEMPT screen enter 5 "Opened case/CHI by mistake".

Then you'll return to the Case Management main screen.

This concludes this practice exercise. Are there any questions?

(Answer questions)

Practice Exercise 16 – Setting up a Proxy Interview

Control Number – 02880092J21000401

In this practice exercise you will set up an interview with a proxy respondent. Turn to page 44 of your Workbook to review the NCVS proxy rules.

(Allow time)

From your case list screen in MCM highlight the case with the address **611 Produce St.** This is the case we want to interview, so press the “work” button to launch the case to access the NCVS CAPI instrument.

(Allow time)

You will see a screen that reads, “This is a training case.” Enter 1 to continue.

For this exercise enter the date of January 16, 2025, at the DATECHANGE screen, then press Enter at the CLOSEOUTCHANGE screen.

DATECHANGE

(Enter 01/16/2025)

CLOSEOUTCHANGE

(Press Enter)

Next enter 1 at the START screen for a telephone interview.

START

(Enter 1, Telephone interview)

At the WHOTOCALL screen you will select a respondent to try to contact. For this case, there is only one respondent left to interview.

Q: Can anyone tell me whose interview you still need to complete?

A: Bob Moe’s

That’s correct, so enter 3 for Bob Moe.

WHOTOCALL

(Enter 3, Bob Moe)

(Choose someone in the class to be the FR.)

DIAL FR: **Hello. This is ♦ YOUR NAME from the U.S. Census Bureau.**

May I please speak with Bob Moe?

R: Bob, is out of town. He got called out for work and won't be back until next month.

(Enter 1, Person is available now or called to the phone)

After telling Megan Moe that you need to speak to Bob Moe she tells you that Bob Moe was called out of town for work and won't return until next month. Megan Moe is eligible to serve as the proxy respondent for Bob Moe and agrees to do so. At the INTROREC screen, enter 1, "Yes, respondent or proxy available".

Take a look at the INTERVIEWSTATUS screen. It currently indicates that Bob Moe's interview is a self-response interview. Take a look at the "Talking to" and "About" fields at the bottom of the screen, in the status bar. Both of these fields contain Bob Moe's name. **(Pause)** That is one way to tell this is currently set up as a self-interview. When you change the interview status to proxy and select a proxy respondent, you will notice that the "Talking to" field will contain the proxy respondent's name.

To change the interview status from self to a proxy interview, select answer category 2, "Change to a proxy interview," at the INTERVIEWSTATUS screen, since you will be conducting Bob Moe's interview by proxy and not by self-response.

When you enter 2, notice that you get a soft edit check informing you that the interview status is about to be changed to "Proxy interview." Here you have the option to either accept the change by clicking on the "Suppress" button or to go back to the INTERVIEWSTATUS screen and change the entry. Since you want to change the interview status for Bob Moe to a proxy interview, the entry of 2 is correct so click the "Suppress" button.

Turn to page 45 of your Workbook for examples of acceptable or valid proxy reasons.

(Allow time)

Megan Moe told you that Bob Moe is away and won't return before closeout, so at the PROXYREASON screen enter 3, "Proxy person is temporarily absent and won't return before closeout."

PROXYREASON

(Enter 3, Proxy person is temporarily absent and won't return before closeout)

At the next screen, RETURNBYCLOSEOUT, you will ask Megan Moe the question, **“Do you expect Bob Moe to return by (date)?”** In the RETURNBYCLOSEOUT screen enter 2, “No” then press Enter.

At the screen, PICKPROXYRESP, enter the line number of the proxy respondent. Notice that only Megan Moe's name is listed as an eligible proxy respondent in the answer list. This is because she is the only respondent who has completed their interview by self-response.

Enter 2, which is Megan Moe's line number, and then press Enter.

At the next screen, INTPROXYSTATUS, look at the FR instructions in blue text. These instructions tell to review the text displayed at this screen to make sure the information is correct. You will verify that the instrument has coded this as a proxy interview; that the interview is for Bob Moe, and that you are talking to Megan Moe, the proxy respondent. Also look at the Status bar located in the grey portion at the bottom of the screen. Notice that the “Talking to” field now reflects the name of the proxy respondent, Megan Moe. The survey questions will now be worded so that you are asking Megan Moe about Bob Moe.

Click on the HH Roster tab, **(Pause)** you will notice that Bob Moe's STATUS has changed from “Need Self” to “Need Proxy.” Now, go back to the interview by clicking the Main tab.

After verifying the proxy information is correct, enter 1 at this screen to continue.

Are there any questions about how to set up a proxy interview in the instrument?

(Answer questions)

Practice Exercise 17 – Complete an Interview With a Proxy Respondent

Now we will cover how to complete a proxy interview. Everyone should be at the TIMEATADDRESS screen.

_____, please be our FR. Remember to tell us what you enter at each screen as you proceed through the interview.

TIMEATADDRESS FR: **First are some questions just about Bob Moe.**

How long has Bob Moe lived at this address?

R: About 8 months.

(Enter 2, At least 6 months, but less than 1 year)

TIMESMOVED5YEARS

FR: **How many times has Bob Moe moved in the past 5 years, that is, since (date)?**

R: Just once.

(Enter 1, 1)

JOBLASTWEEK FR: **In the past 7 days, did he have a job or work at a business? Do not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOB6MONTHS FR: **Has Bob Moe worked at the same job for all of the past 6 months?**

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

Normally at this point in the interview, the next set of questions will either be the Police Ask-All questions (asked January through June) or the Community Measures questions (asked July to December). Since this is a proxy interview, we will not ask those questions. Everyone should be at the VS_INTRO screen.

_____, please continue.

VS_INTRO FR: **For the next questions, please think about things that happened to Bob Moe since (date), no matter where they may have occurred. The questions will cover theft, physical attacks, and unwanted sexual contact.**

(Enter 1 to continue)

T_CARRY FR: **The next questions ask about different things that might have been stolen from Bob Moe. This may have happened to him while he was at home, work, or somewhere else.**

In the past 6 months, did anyone...

Steal something that Bob Moe carries, like a cell phone, money, a wallet, purse, or backpack?

(Interrupt and say)

When conducting proxy interviews, the instrument will fill in question text to make the question read correctly for proxy interviews since you are not talking to the person the interview is about. For example, when conducting a self-interview the lead in statement reads, **“The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.”** The instrument will adjust the question text for you, so all you have to do is read the question that is on the screen.

For this exercise, the respondent’s answer is no.

(Enter 2, No)

T_WEAR FR: **Steal something that Bob Moe wears, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in his home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from his porch, lawn, garage, or other part of his property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_FROMCHILD FR: **Steal something belonging to any children who live here?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to Bob Moe, including things that were stolen from Bob Moe at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **In the past 6 months, did anyone TRY to steal anything that belongs to Bob Moe or any children who live with Bob Moe, but not actually steal it?**

R: No.

(Enter 2, No)

A_WITHWEAPON FR: **The next few questions ask about any physical attacks against Bob Moe personally. These may have happened at his home or while he was at work or away from home.**

In the past 6 months, did anyone attack or try to attack Bob Moe ...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at Bob Moe, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking Bob Moe?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack Bob Moe or use force against him in any other way? Please mention it even if you are not certain it was a crime.**

R: No.

(Enter 2, No)

A_THREAT FR: In the past 6 months, did anyone THREATEN to attack Bob Moe, but not actually do it?

R: No.

(Enter 2, No)

A_KNOWNOFF FR: People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.

In the past 6 months, has anyone Bob Moe knows used any kind of physical force against him? Examples are if someone Bob Moe knows choked him, slapped him, hit him, attacked him with a weapon, or otherwise physically hurt him.

R: No.

(Enter 2, No)

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that BOB MOE DID NOT CONSENT TO and that BOB MOE DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss his sexual body parts against his will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE FR: Did anyone force Bob Moe to have sexual contact by holding him down with his or her body, pinning his arms, hitting or kicking him, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT FR: Did anyone threaten to physically hurt Bob Moe or someone close to him if he did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with Bob Moe - or try to have sexual contact with him - while he was passed out, unconscious, asleep, or unable to consent because he was drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to Bob Moe, is there anything else that he might think of as a crime that happened to him, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something he called the police about, or something he didn't consider reporting to the police.

R: No.

(Enter 2, No)

INC_REPORTS

This screen is on path after the screener questions have been completed and indicates the number of incidents reported. Since no crimes were reported we'll continue with Bob's socio-demographic questions.

(Enter 1 to continue)

SOCIODEMO_INTRO FR: The next questions ask about Bob Moe. Remember all answers to this survey are confidential.

(Enter 1 to continue)

(Interrupt and say)

The next sections of the instrument collect socio-demographic data about the respondent, such as disability, sexual orientation ~~and gender identification~~, and employment.

ACTIVEDUTY FR: Has Bob Moe ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No, he hasn't.

(Enter 1, Never served in the military)

LIVEWITHPARTNER FR: Does Bob Moe live with a boyfriend, girlfriend, or partner?

R: No.

(Enter 2, No)

EMPLOYERTYPE FR: Earlier you said Bob Moe had a job or worked at a business last week. The next questions are about Bob Moe's current main job. Is Bob Moe employed by...

**A private company, business, or individual for wages,
The Federal government,
A state, county, or local government,
Himself (self-employed) in his own business, professional practice, or farm, or,
A private not-for-profit, tax-exempt, or charitable organization?**

R: He works for a private company.

(Enter 1, A private company, business, or individual for wages)

TYPEBUSINESS_SP FR: What kind of business or industry is this? What do they make or do?

R: They store and ship produce and other food products.

(Enter store/ship food products)

(Interrupt and say)

Notice the FR instruction at the BUSINESSSECTOR screen. Since this scenario is for a telephone interview, the FR instruction says to “read categories until the respondent says yes.”

BUSINESSSECTOR FR: Which of these categories best describes the business or industry?

**Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction
Construction
Manufacturing
Transportation, Communications, and Public Utilities,
Warehousing**

R: Warehousing.

(Enter 4, Transportation, Communications, and Public Utilities, Warehousing)

OCCUPATION_SP FR: What kind of work does Bob Moe do, that is, what is his occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician.

R: He works in their accounting department.

(Enter works in accounting department)

(Interrupt and say)

Again, notice the FR instruction at the JOBDDESCRIPTION screen. Since this scenario is for a telephone interview, the FR instruction says to “read categories until the respondent says yes.”

JOBDDESCRIPTION FR: **What kind of work does Bob Moe do, that is, what is his occupation? Which of these categories best describes Bob Moe’s occupation?**

Management, Business, or Financial Operations Occupation

R: Yes, he’s in financial operations.

(Enter 1, Management, Business, or Financial Operations Occupation)

USUALJOBDUTIES FR: **What are Bob Moe’s usual activities or duties at this job? For example: instruct students and create lesson plans, drive a bus, mow lawns.**

R: He pays and bills companies they work with.

(Interrupt and say)

This answer field is limited to 35 characters, so you should keep that in mind when entering the answer. For example, based on the respondent’s answer you could enter something like “pays and bills companies works with”.

(Enter pays and bills companies works with)

INTVDONE

(Enter 1 to continue)

(Interrupt and say)

At this point of the interview, you will ask about the current household member’s contact information (personal phone numbers and email address). So at the CONTACTINFO screen, press enter after the field fills with the number 1.

PERPHONE1 FR: **What is the best telephone number to reach Bob Moe at?**

R: 991-555-2359.

(Enter 991-555-2359)

PERPHONE2 FR: Is there another number we can reach Bob Moe at?

R: No.

(Press Enter)

EMAIL FR: Is there an email address that we could use to contact Bob Moe?

R: No.

(Press Enter)

CONTACTDONE

(Enter 1 to continue)

(Interrupt and say)

Next record the language the respondent's interview was conducted in. For this exercise it was conducted in English, so select answer category 1.

RESPONDENTINTERVIEWLANG

(Enter 1, English)

Since this was a proxy interview we will not go through the questions about how the interview was conducted. Please continue.

_____, please continue.

THANKYOU FR: Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.

(Enter 1 to continue)

(Interrupt and say)

Since Bob was the last NCVS eligible respondent, the instrument progresses to the VERIFY screen before exiting out of the instrument. Everyone should now be at the VERIFY screen.

At the VERIFY screen enter 2 since you don't need to make any changes to the contact information.

VERIFY

(Enter 2, No changes needed to contact information)

At the "Case Level Notes Editor," enter that you completed L3's interview, as a proxy interview and then press the F10 function key to exit the "Notes Editor," and then we'll complete pCHI together before returning to Case Management.

_____, please lead us through the pCHI screens.

CTATEMPT

(Enter 2, Telephone interview)

TIMEOFCT

(Enter 1, Yes)

pCASECONTACT

(Enter 1, made contact with one or more eligible persons)

PCONTACTPER

(Enter 2, made contact with proxy)

pCTTYPE

(Enter 1, completed interview)

pRSPNDENT

(Enter 98, no concerns)

pSTRATEGS

(Enter 5 Called household and 9, contacted other family members)

After entering the strategy used for the last eligible person, you exit the pCHI.

This concludes this exercise. Are there any questions about conducting proxy interviews?

(Answer questions)

Practice Exercise 18 – Accessing the Spanish Instrument

Control Number – 02880093J21000504

This next practice exercise covers accessing the Spanish NCVS CAPI instrument. Sometimes you will encounter Spanish speaking households and the NCVS questionnaire has been translated to Spanish. If you speak Spanish, you can use the Spanish instrument to conduct the interview. You can also use a translator to conduct the interview in Spanish or other languages.

For this exercise, you will need to reset the training cases. To do this, click on the Training/Manuals Tab (purple) on the top right. There are two drop down boxes in the “Reset Training Cases” section. In the first drop down box, “Select the Survey Type,” select “NCVS.” In the second drop down box, “Select the Training Module,” select the training titled “NCVS 202501CT Package.” Click the “Reset Training” training button. A box appears with the message that your cases have now been reset. Click OK.

Return to the Training Mobile Case Management Home page by clicking “Home” in the upper left corner. Your training cases will be in the case list. Notice that the Status column is now blank, indicating that the case has not been started.

Now select the case with the address **116 Aphroditedr** and make sure it is highlighted. This is the case we want to interview, so launch the case to access the NCVS CAPI instrument.

(Allow time.)

You will see a screen that says, “This is a training case.” Enter 1 to continue. So far in our exercises, we’ve been using January interview dates and been going through the Police Ask All series of questions. For this case, we’ll simulate an interview in July so we can see the Community Measures questions that are asked from July through December. Now enter July 12, 2025, at the DATECHANGE screen, and enter July 31, 2025 at the CLOSEOUTCHANGE screen.

DATECHANGE

(Enter 07/12/2025)

CLOSEOUTCHANGE

(Enter 07/31/2025)

Everyone should be at the START screen. Enter 2 for a personal visit.

START

(Enter 2, Personal interview)

_____, please be our FR.

GENINTRO FR: **Hello. I'm YOUR NAME from the U.S. Census Bureau. Here is my identification.**

I'm looking for Michael Public.

Is Michael Public available?

R: I'm Michael.

(Enter 1, Yes, Michael Public is available)

Since this is not a replacement household, enter 2 at REPLACEMENTHH.

REPLACEMENTHH

(Enter 2, No)

Let's take a look at the NCVS Spanish instrument. At the **GETLETTER** screen, press the SHIFT and F5 keys. **(Pause)**

At the "Form Languages" screen, arrow down to "ESP" which is the name for the NCVS Spanish instrument. Then click OK. **(Pause)** Notice that the question text is now in Spanish. Another way to access the Spanish instrument is to press "Options" in the toolbar and then choose "Language."

You are ready to complete the interview in Spanish.

As you can see, the question text at GETLETTER has changed from English to Spanish. This screen also has a help screen, which is the text of the intro letter. If you press F1 to access the letter, you'll see that the text is translated into Spanish since we are in the Spanish instrument. Press F1 now.

(Allow time.)

Enter 2 at GETLETTER and we'll take a look at a couple more screens in the Spanish instrument.

At the VERADD screen, it verifies that the sample address is the same as the address where you are conducting the interview. The question text here is also in Spanish. Enter 1 to confirm that is the exact address at the VERADD screen.

Press the SHIFT and F5 keys or press “Options” and then “Languages.” Then arrow up to “ENG.”
(Pause) Click OK to return to the English NCVS CAPI instrument.

(Allow time.)

This concludes this exercise. We’ll continue with this case in the next exercise, so stay in the instrument. Are there any questions about toggling between the English and Spanish instruments?

(Answer questions)

(Continue to the next chapter)

Practice Exercise 19 – Adding a New Household Member to the Roster

Control Number – 02880093J21000504

This exercise will cover adding a new household member to a case that was interviewed in the previous interview period. To streamline data collection, the MEMBERCHANGES screen will only display the applicable categories based on if someone entered or left the household. In other words, if someone entered the household you won't see the answer categories that apply to people who have left the household, and vice versa. In an earlier exercise we covered a scenario where a household member, from the last interview, has left the household. We will now go through a case where a person moves in.

Everyone should be at the MAILINGSAME screen.

(Choose someone in the class to be the FR.)

MAILINGSAME FR: **Is your mailing address the same as your physical address?**

R: Yes, it is.

(Enter 1, Yes)

CONTACTINFO

(Once the box prefills with 1, press Enter)

HHPHONE FR: **What is the best telephone number for the household?**

R: 991-555-4204

(Enter 9915554204)

PERPHONE1 FR: **What is the best telephone number to reach you at?**

R: The same number I just gave you, 991-555-4204.

(Press Enter for no personal phone number)

PERPHONE2 FR: **Is there another number we can reach you at?**

R: No.

(Press Enter for no additional phone number)

EMAIL FR: **Is there an email address that we could use to contact you?**

R: Sure, my email is michael.public@email.com.

(Enter michael.public@email.com)

CONTACTDONE

(Enter 1 to continue)

TENURE FR: **Are your living quarters...**

Owned or being bought by you or someone in your household?

Rented?

Occupied without payment of rent?

R: Rented.

(Press Enter)

PUBLICHOUSING FR: **Is this building owned by a public housing authority?**

R: Yes.

(Press Enter)

NAMECHECK FR: **I have you, Alicia Public, and Joe Public listed as living or staying at this address.**

Are all of these persons still living or staying at this address?

R: Yes.

(Enter 1, Yes)

(Interrupt and say)

At the HHROSTER_FNAME press the End key or arrow keys to move to the next unanswered question.

RELATIONSHIP FR: **How is Alicia Public related to you?**

R: She is my wife.

(Enter 1, Opposite-sex husband/wife/spouse)

(Interrupt and say)

At the HHMEMBER screen press the End key or arrow keys to move to the next unanswered question, which will be RELATIONSHIP.

RELATIONSHIP FR: **How is Joe Public related to you?**

R: He's my son.

(Enter 5, Child (biological or adopted son or daughter, stepson or stepdaughter))

(Interrupt and say)

At the HHMEMBER screen press the End key or arrow keys to move to the next unanswered question, which will be for HHROSTER_FNAME.

At the HHROSTER_FNAME enter 999 for no more known changes to the roster.

(Enter 999 at Line 4 to exit)

HHLDCOVERAGE FR: **Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?**

R: Yes. My mother recently moved in with us because she couldn't live on her own anymore.

(Enter 1, Yes)

HHROSTER_FNAME FR: **What is the name of the person that is new to the household?**

R: Mary Public

(Enter Mary, then press Enter)

HHROSTER_LNAME

(Press Enter for last name Public)

(Interrupt and say)

Because we added someone to the roster, the instrument takes you to the MEMBERCHANGES screen so you can record the reason Mary Public entered the household. Notice that the answer categories only cover reasons why someone would have joined the household. You must enter the code that best describes the reason for adding this person to the household roster. For this example, we would enter 5, "Person entered household for reason other than above".

_____, please continue.

MEMBERCHANGES

(Enter 5, Person entered household for reason other than above)

SEX

(Enter 2, Female)

RELATIONSHIP FR: **How is Mary Public related to you?**

R: She's my mother.

(Enter 7, Father or mother)

HHMEMBER FR: **Does Mary Public usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME

(Enter 999 at Line 5 to exit)

HHLDCOVERAGE FR: **Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?**

R: No.

(Enter 2, No)

AGECHECK FR: **I have you listed as 51 years old. Is that correct?**

R: Yes.

(Enter 1, Yes)

MARITAL FR: **Are you now married, widowed, divorced, separated or have you never been married?**

R: I'm married.

(Interrupt and say)

Remember, some items may already be pre-filled with a value based on responses from a previous interview. If in the current interview the response is the same, you can press the Enter key rather than re-entering the response.

(Press Enter)

_____, please continue.

ARMEDFORCES FR: **Are you now in the Armed Forces?**

R: No.

(Press Enter)

EDUCATIONATTAIN FR: **What is the highest level of school you completed or the highest degree you received?**

R: I have a Bachelor's degree.

(Press Enter)

ATTENDINGSCHOOL FR: Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Press Enter)

AGECHECK FR: I have Alicia Public listed as 55 years old as of last month. Is that correct?

R: Yes, it is.

(Enter 1, Yes)

MARITAL FR: Is Alicia Public now married, widowed, divorced, separated or has she never been married?

R: We're married.

(If the FR reads the question as worded, remind them we can confirm the answer collected during a previous interview period.)

(Press Enter)

ARMEDFORCES FR: Is Alicia Public now in the Armed Forces?

R: No.

(Press Enter)

EDUCATIONATTAIN FR: What is the highest level of school Alicia Public completed or the highest degree she received?

R: She has a bachelor's degree.

(Press Enter)

ATTENDINGSCHOOL FR: Is Alicia Public currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Press Enter)

AGECHECK FR: I have Joe Public listed as 23 years old as of last month. Is that correct?

R: Yes, it is.

(Enter 1, Yes)

MARITAL FR: Is Joe Public now married, widowed, divorced, separated or has he never been married?

R: No, never been married.

(If the FR reads the question as worded, remind them we can confirm the answer collected during a previous interview period.)

(Press Enter)

ARMEDFORCES FR: Is Joe Public now in the Armed Forces?

R: No.

(Press Enter)

EDUCATIONATTAIN FR: What is the highest level of school Joe Public completed or the highest degree he received?

R: He finished 12th grade, but doesn't have his diploma yet.

(Press Enter)

ATTENDINGSCHOOL FR: Is Joe Public currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: Yes, he's finishing up his high school degree requirements.

(Press Enter)

(Interrupt and say)

Now we'll collect the demographic information for the new household member, Mary Public.
Please continue.

_____, please continue.

BRTHDATEMO FR: In what month and year was Mary Public born?

R: June 1950.

(Enter 6, June)

BRTHDATEYR

(Enter 1950)

VFYAGE FR: That would make Mary Public 74 years old. Is that correct?

FR: Yes.

(Enter 1, Yes)

MARITAL FR: Is Mary Public now married, widowed, divorced, separated or has she never been married?

R: She's widowed.

(Enter 2, Widowed)

EDUCATIONATTAIN FR: What is the highest level of school Mary Public completed or the highest degree she received?

R: She has a bachelor's degree.

(Enter 16, Bachelor's degree (e.g. BA, AB, BS))

ATTENDINGSCHOOL FR: Is Mary Public currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Enter 5, None of the above schools)

SP_ORIGIN FR: **Is Mary Public Spanish, Hispanic, or Latino?**

R: No.

(Enter 2, No)

RACE FR: **Please choose one or more races that Mary Public considers herself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander?

R: White.

(Enter 1, White)

(Interrupt and say)

At ROSTERREVIEW notice that Mary Public has been added to the roster as a household member. At this screen you must review that the following information is correct for each household member: name, household membership status, sex, age, relationship, and marital status. If any of the information is incorrect, you have the opportunity to make corrections by entering 2, No, at this screen. For this exercise all information is correct.

ROSTERREVIEW

(Enter 1, Yes)

At the edit check after ROSTERREVIEW select Suppress or press the “S” key to confirm the roster is correct.

(Suppress)

This is the end of this exercise. Are there any questions about the MEMBERCHANGES screen or adding new household members?

(Answer questions.)

We will continue with this interview for the next exercise.

Practice Exercise 20 – Multiple Crime Incident Reports – Different TOCs

Control Number – 02880092J22000601

In this exercise, we will go through a case where the respondent reports two incidents that are different types of crime – a motor vehicle theft and a break-in. The purpose of this exercise is to demonstrate how crime incident reports will be filled out in the order of seriousness of the type of crimes that were reported in an incident.

(Choose someone in the class to be the FR.)

TIMEATADDRESS FR: **Next are some questions just about you.
How long have you lived at this address?**

R: 10 years.

(Enter 4, 5 years or more)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do
not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOBSIXMONTHS

FR: **Have you worked at the same job for all of the past 6 months?**

R: Yes.

(Enter 1, Yes)

BUSINESS FR: **Does anyone in this household operate a business from this
address?**

R: No.

(Enter 2, No)

(Interrupt and say)

The next section of questions will be either the Police Ask-All questions, which are asked from January through June, or the Community Measures questions, which are asked from July through December. Since we entered July 12, 2025, at the DATECHANGE screen we will ask the Community Measures so you can gain some experience asking these questions.

CM_ROBBED FR: **Next are some questions about your local area.**

How worried are you about being mugged or robbed in your local area?

Extremely worried

Very worried

Somewhat worried

Slightly worried

Not at all worried

R: Not at all.

(Enter 5, Not at all)

(Interrupt and say)

As a reminder the answer categories are in bolded text, so they are read to the respondent. As you learned in the self-study, when multiple questions use the same response scale you only need to read them to the respondent the first time the scale appears. However, you can re-read them to a respondent if they need to be reminded of the categories. So at the CM_THREATATTACK screen you can ask the question without the response scale unless the respondent needs to be reminded of the scale.

CM_THREATATTACK FR: **Being threatened or attacked in your local area?**

R: Not at all.

(Enter 5, Not at all worried)

CM_BREAKINTHEFT FR: **Having something stolen from inside your home?**

R: Not at all.

(Enter 5, Not at all worried)

CM_THEFT FR: **Having something stolen from your porch, lawn, garage, or other part of your property?**

R: Slightly.

(Enter 4, Slightly worried)

CM_WALKALONE FR: **Is there any place within a mile of your home where you would be afraid to walk alone at night?**

R: No.

(Enter 2, No)

CM_CRIMECONCERN FR: **How often does concern about crime prevent you from doing things you would like to do?**

Every day
Several times a week
Several times a month
Once a month or less
Never

R: Never.

(Enter 5, Never)

(If FR doesn't read the new response scale remind them: Since this is the first question this response scale is used you will read all categories as part of the question.)

CM_VANDALISM FR: **In your local area, how common a problem is...**

Vandalism, graffiti, or other deliberate damage to property?

Extremely common
Very common
Somewhat common
Not too common
Not common at all

R: Not common at all.

(Enter 5, Not common at all)

CM_PUBLICDRUNK FR: **People being drunk or rowdy in public places?**

R: Not common at all.

(Enter 5, Not common at all)

CM_ABANDONEDBLDGS

FR: **Burned, abandoned, or boarded-up buildings?**

R: Not common at all.

(Enter 5, Not common at all)

CM_ILLEGALDRUGS FR: **People using or dealing drugs illegally?**

R: Not common at all.

(Enter 5, Not common at all)

CM_OTHERSPROPERTY

FR: **If children or teenagers were damaging others' property, how likely is it that any of your neighbors would do something about it?**

Very likely
Somewhat likely
Neither likely nor unlikely
Somewhat unlikely
Very unlikely

R: Somewhat likely.

(Enter 2, Somewhat likely)

CM_NEIGHBORREPORT

FR: **If there was a crime in your local area, how likely is it that any of your neighbors would call the police?**

R: Very likely.

(Enter 1, Very likely)

CM_HELPNEIGHBORS FR: Please tell me how much you agree or disagree with each of the following statements about your local area.

People around here are willing to help their neighbors.

Strongly agree

Somewhat agree

Neither agree nor disagree

Somewhat disagree

Strongly disagree

R: Somewhat agree.

(Enter 2, Somewhat agree)

CM_TRUSTLOCALS FR: People in this local area can be trusted.

R: Somewhat agree.

(Enter 2, Somewhat agree)

VS_INTRO FR: For the next questions, please think about things that happened to you since (date), no matter where they may have occurred. The questions will cover theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.

(Enter 1 to continue)

T_CARRY FR: The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.

In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **In the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?**

R: No.

(Enter 2, No)

MV_OWNVEHICLE FR: **At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?**

R: Yes.

(Enter 1, Yes)

MV_THEFT FR: **In the past 6 months, ...**

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

R: Yes.

(Enter 1, Yes)

MV_ATTEMPT FR: **Did anyone TRY to steal a vehicle but not actually steal it?**

R: No. It was actually stolen.

(Enter 2, No)

MV_TIMES FR: **In the past 6 months, how many times was a vehicle stolen or used without permission?**

R: One time.

(Enter 1, Once)

MV_INCDATE FR: **You said that someone stole a vehicle or used it without permission once in the past 6 months.**

In what month and year did the most recent motor vehicle theft happen?

R: It happened in October 2024.

(Make sure the month the incident occurred falls WITHIN the reference period.)

(Select the answer category corresponding with October 2024)

MV_DESCRIBE **FR:** **To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your car from your driveway. Later, I may ask you for a full description of what happened.**

R: That's exactly what happened. I looked out the living room window and saw someone steal my car from the driveway. They were gone by the time I got outside.

(Interrupt and say)

Remember, the goal at the _DESCRIBE screens is to gather enough of a description to help you identify the incident when you ask questions in the crime incident report. You will have an opportunity to provide a detailed summary of the incident at the end of the crime incident report. Some examples of descriptions you can use in this exercise are "Car stolen from driveway" or "Saw someone steal car from driveway, they were gone by time got outside."

(Type a brief description of respondent's response, "Car stolen from driveway". Press Enter)

_____, please continue.

MVP_PARTS **FR:** **Other than the thefts or attempted thefts you have mentioned already, in the past 6 months...**

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

R: No.

(Enter 2, No)

MVP_GAS **FR:** **Did anyone steal any gas from a vehicle?**

R: No.

(Enter 2, No)

MVP_ATTEMPT **FR:** **Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?**

R: No.

(Enter 2, No)

BI_HOME FR: **The next few questions ask about break-ins. In the past 6 months, did anyone...**

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

R: No.

(Enter 2, No)

BI_OTHERPROP FR: **Break in or try to break into your garage, shed, or storage room?**

R: Yes. My garage was broken into.

(Enter 1, Yes)

BI_HOTELVACATION FR: **Break in or try to break into a hotel or motel room or vacation home where you were staying?**

R: No.

(Enter 2, No)

BI_TIMES FR: **How many times did someone break in or try to break in during the past 6 months?**

R: It only happened one time.

(Enter 1, Once)

BI_INCDATE FR: **You said that someone broke in or tried to break in once in the past 6 months.**

In what month and year did the most recent incident happen?

R: This happened in August 2024.

(Make sure the month the incident occurred falls WITHIN the reference period.)

(Select the answer category corresponding with August 2024)

BI_PARTOFOTHERINC

FR: **Is this break-in or attempted break-in part of any other incident you have already mentioned?**

R: No.

(Enter 2, No)

(Interrupt and say)

Note that since this break-in was not part of another crime, the instrument will treat it as a separate incident from the car theft previously reported by the respondent. Two crime incident report will be completed for this respondent.

_____, please continue.

BI_DESCRIBE

FR: **To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone broke into your home while you were at work. Later, I may ask you for a full description of what happened.**

R: We came back from vacation and saw someone had broken into the garage, but nothing was taken.

(Type "Someone broke into garage" and press Enter)

V_PROPERTY

FR: **Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?**

R: No.

(Enter 2, No)

V_INJUREKILLANIMAL

FR: In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?

R: No.

(Enter 2, No)

A_WITHWEAPON FR: The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.

In the past 6 months, did anyone attack or try to attack you...
With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT FR: With something else used as a weapon, like a baseball bat, scissors, or a stick?

R: No.

(Enter 2, No)

A_THROW FR: By throwing something at you, such as a rock or bottle?

R: No.

(Enter 2, No)

A_HITKICK FR: By hitting, slapping, grabbing, kicking, punching, or choking you?

R: No.

(Enter 2, No)

A_OTHER FR: In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.

R: No.

(Enter 2, No)

A_THREAT FR: In the past 6 months, did anyone THREATEN to attack you, but not actually do it?

R: No.

(Enter 2, No)

A_KNOWNOFF FR: People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE FR: **Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?**

R: No.

(Enter 2, No)

SA_THREATENHURT FR: **Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?**

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: **Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?**

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: **To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date)that you haven't mentioned?**

It could be something you called the police about, or something you didn't consider reporting to the police.

R: No.

(Enter 2, No)

INC_REPORTS

(Interrupt and say)

This screen indicates the number of incidents reported. In this case, the respondent has reported two separate incidents, so we see the number 2 displayed.

(Enter 1 to continue)

_____, please continue.

INC_INTRO FR: **The next questions are about the incident in (date) that involved:
Someone broke into garage**

(Interrupt and say)

Notice the incident listed here is not the first incident reported in the screeners, which was a motor vehicle theft, but the second. When there are multiple crime incident reports to fill out, the most serious incidents will be asked about first. The crime incident reports will be collected in the following order of seriousness:

Unwanted sexual contact
Attack
Attempted attack
Threatened Attack
Break in
Motor vehicle theft
Theft
Attempted Theft
Vandalism

In this case, the respondent reported an incident of motor vehicle theft and a separate incident of a break-in to his garage. Even though the respondent reported the motor vehicle theft first in the screeners, the break-in is higher in the order of seriousness, which is why you will complete

the crime incident report for the break in first, then the crime incident report for the motor vehicle theft.

You do not need to memorize the order of seriousness as the instrument will collect the incidents in the correct order. Are there any questions about how incidents are prioritized in the instrument?

(Answer questions.)

Now we'll continue with the crime incident report for the break-in.

(Choose someone in the class to be the FR.)

ALSO_MVTHEFT FR: **Just to confirm, did someone steal or try to steal a vehicle as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_THEFT FR: **Just to confirm, did someone steal something as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_ATTEMPTTHEFT

FR: **Just to confirm, did someone try to steal something but not steal it as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: **Just to confirm, did someone vandalize something as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_ATTACKTHREAT

FR: Just to confirm, did someone attack you or threaten to attack you as part of this incident in (date)?

R: No.

(Enter 2, No)

OFF_INTRO FR: Some of the next questions will refer to the "offender," which means the person or people who did this to you.

(Enter 1 to continue)

BREAKINWHERE FR: You said someone broke in or tried to break in during this incident in (date). Did someone break in or try to break into any of the following during this incident?

Your home or enclosed porch
A garage, shed, or other building on your property
A second home or vacation home
A hotel or motel room where you or someone you live with was staying
A car or motor vehicle
Some other place

R: They broke into my garage.

(Enter 2, A garage, shed, or other building on your property)

OFFENDERLIVE FR: Did the offender live there or have a right to be there, for instance, as a guest or a repair person?

R: No.

(Enter 2, No)

OFFENDERINSIDE FR: Did the offender actually get inside?

R: Yes.

(Enter 1, Yes)

FORCEDENTRY FR: **Were there any signs that the offender got in or tried to get in by force? Signs of force include things like broken locks or windows or removal of a screen.**

R: Yes.

(Enter 1, Yes)

EVIDENCE FR: **What were these signs?**

R: The garage door was broken and it was open.

(Enter 4, A door was damaged)

FR: **Anything else?**

R: No.

(Enter)

INCTIME FR: **The next questions ask about when and where the incident in (date)took place.**

About what time did the incident happen?

R: I don't know. We were away on vacation.

(Enter 9, Don't know whether day or night)

PRESENCE_INTRO FR: **The next questions ask about who was there when this incident in (date)took place.**

(Enter 1 to continue)

HHMPRESENT FR: **Did you or someone you live with see, hear, or have any contact with the offender as the incident was happening? Do not include seeing the offender on a security camera.**

R: No.

(Enter 2, No)

ONEORMOREOFFENDERS

FR: This section asks what you know about the offender.

To the best of your knowledge, was the incident committed by only one or by more than one offender?

R: I don't know.

(Enter 3, Don't know)

KNOWOFFENDERS FR: Do you know who the offenders were?

R: No.

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: Do you know anything about any of the offenders, such as whether they were young or old, male or female, etc.?

R: No.

(Enter 2, No)

HATE_RACE FR: The next questions are about why the offender may have targeted you or someone you live with.

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

R: No.

(Enter 2, No)

HATE_RELIGION FR: **Prejudice or bigotry toward your religion?**

R: No.

(Enter 2, No)

HATE_DISABILITY FR: **Prejudice or bigotry toward a disability you may have?**

R: No.

(Enter 2, No)

HATE_ORIENTATION FR: **Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?**

R: No.

(Enter 2, No)

HATE_GENID FR: **Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?**

R: No.

(Enter 2, No)

HATE_SEX FR: **Prejudice or bigotry toward your sex, including being male or female?**

R: No.

(Enter 2, No)

HATE_OTHER FR: **Prejudice or bigotry toward other characteristics I have not already mentioned?**

R: No.

(Enter 2, No)

POLICEINFORMED FR: **The next questions ask about whether the police got involved in this incident in (date).**

Were the police informed or did they find out about this incident in any way?

R: No.

(Enter 2, No)

NOTREPORTEDPOLICE

FR: **Why did you decide not to contact the police?**

R: Nothing was stolen, so I didn't think it was a big deal.

(Enter 11, You didn't think it was important enough to report)

ATTIMETHINKCRIME FR: **At the time, did you consider this incident to be a crime?**

R: Yes, of course.

(Enter 1, Yes)

NOWTHINKCRIME FR: **Now, looking back, do you consider this incident to be a crime?**

R: Yes.

(Enter 1, Yes)

TOLDFAMILYFRIENDS

FR: **The next questions ask about any help you might have gotten after this incident in (date)took place.**

Have you told any family, friends, co-workers, or neighbors about the incident?

R: I think I may have told my mom about it.

(Enter 1, Yes)

TOLDOTHER FR: **Other than family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?**

**Employer, supervisor, or human resources personnel
Medical or mental health professional
Representative of a religious or community organization**

**Security guard or personnel, other than the police
Other person in a leadership or professional position**

R: No.

(Enter 7, No, have not told anyone in any of these positions)

VS_HOTLINE FR: **Have you received the following kinds of services because of the incident...**

Hotline, helpline, or crisis line intervention?

R: No.

(Enter 2, No)

VS_MENTALHEALTH FR: **Counseling, therapy, support groups, or help from a mental health provider?**

R: No.

(Enter 2, No)

VS_LEGAL FR: **Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?**

R: No.

(Enter 2, No)

VS_HELPFILE FR: **Help filing for a restraining, protection, or no-contact order?**

R: No.

(Enter 2, No)

VS_VICTIMCOMP FR: **Help applying for victim compensation?**

R: No.

(Enter 2, No)

VS_FINANCIALHELP FR: **Short term or emergency financial assistance?**

R: No.

(Enter 2, No)

VS_HOUSING FR: **Housing, shelter, or safehouse services?**

R: No.

(Enter 2, No)

VS_OTHER FR: **Any other help or services because of the incident?**

R: No.

(Enter 2, No)

WANTSERVICES FR: **You said you didn't get any services. Did you want any services?**

R: No.

(Enter 2, No)

EMOTOLL_INTRO FR: **Being a victim of crime affects people in different ways. The next questions are about how this incident may have affected you.**

(Enter 1 to continue)

IMPACT_JOB FR: **Did this incident lead you to have serious problems with your job or trouble with people at work?**

R: No.

(Enter 2, No)

IMPACT_FAMILY FR: **Did this incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?**

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: **Overall, how upsetting has this incident been to you?**

Not at all upsetting
Mildly upsetting
Moderately upsetting
Severely upsetting

R: Mildly.

(Enter 2, Mildly upsetting)

ECONOMIC_INTRO FR: **Thank you. The next set of questions ask about the how the incident impacted you financially.**

(Enter 1 to continue)

DAMAGED FR: **Was anything that belonged to you or someone you live with damaged or destroyed in this incident?**

R: Yes.

(Enter 1, Yes)

WHATDAMAGED FR: **What was damaged or destroyed?**

R: My garage door was damaged.

(Enter 6, A garage, shed, barn, or other structure on your property)

FR: **Anything else?**

R: No.

(Enter)

TYPEOFDAMAGE FR: **What kind of damage did the offender do?**

R: The garage door was jimmied and broken.

(Enter 3, Broke or destroyed something else)

DAMAGEDOTHPROP

FR: **Was any of the damage to your garage, shed, barn, or other structure on your property a result of the offender trying to get into the structure?**

R: Yes.

(Enter 1, Yes)

DAMAGEDCOST FR: **What was the total value of the damage done? If you don't know the exact amount, please give your best estimate.**

R: Maybe \$150. I can't remember exactly.

(Enter 2, Yes \$100 to less than \$500)

STAYELSEWHERE FR: **Did you need to stay somewhere else or move to a new home as a result of this incident?**

R: No.

(Enter 2, No)

LOSTWORKTIME FR: **Have you taken any time off from work because of this incident for such things as repairing or replacing damaged or stolen property?**

R: No.

(Enter 4, No)

LOSTJOB FR: **Did you lose your job or have to give up work as a result of this incident?**

R: No.

(Enter 2, No)

CHANGEJOB FR: **Did you have to change your job as a result of this incident?**

R: No.

(Enter 2, No)

SUMMARY_SP FR: **Thank you for telling me about the incident in (date). Would you mind describing the incident for me in your own words?**

R: When we came back from vacation, I noticed the garage door had been jimmied. It was damaged and wouldn't close anymore. It cost about \$150 to repair. We don't really keep anything of value in there. There were some things moved around, so I know someone had been inside. Thankfully nothing was stolen.

Using what the respondent told you, write a summary about this incident. Remember, your summary must include all the pertinent facts surrounding the reported incident and be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized.

(Type the respondent's summary and press Enter)

ENDINCIDENT FR: **Thank you.**

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

(Enter 1 to continue)

(Interrupt and say)

Since the respondent reported two separate crime incidents, we'll continue the interview collecting information about the second incident, which was the theft of a motor vehicle.

_____, please continue.

INC_INTRO FR: **The next questions are about the incident in (date) that involved: Car stolen from driveway**

(Enter 1 to continue)

ALSO_THEFT FR: **Just to confirm, did someone steal something else as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_ATTEMPTTHEFT

FR: **Just to confirm, did someone try to steal something else but not steal it as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_BREAKIN FR: **Just to confirm, did someone break in or try to break in to your property as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: **Just to confirm, did someone vandalize something as part of this incident in (date)?**

R: No.

(Enter 2, No)

ALSO_ATTACKTHREAT

FR: **Just to confirm, did someone attack or threaten to attack you as part of this incident in (date)?**

R: No.

(Enter 2, No)

OFF_INTRO FR: **Some of the next questions will refer to the "offender," which means the person or people who did this to you.**

(Enter 1 to continue)

WHOOWNEDMV FR: **Did the vehicle belong to you personally, to someone else in the household, or to both you and other household members?**

R: It was my car.

(Enter 1, Respondent)

PERMISSIONGIVEN FR: **Did anyone ever tell the offender they could use the vehicle?**

R: No.

(Enter 2, No)

INCTIME FR: The next questions ask about when and where the incident in (date)took place.

About what time did the incident happen?

R: It was around 10 pm.

(Enter 5, After 9pm – midnight)

LOCATIONMV FR: Where was the vehicle when this happened?

In your own garage

Somewhere else on your property, such as a driveway or carport

R: In my driveway.

(Enter 2, Somewhere else on your property, such as a driveway or carport)

PRESENCE_INTRO FR: The next questions ask about who was there when this incident in (date)took place.

(Enter 1 to continue)

HHMPRESENT FR: Did you or someone you live with see, hear, or have any contact with the offender as the incident was happening? Do not include seeing the offender on a security camera.

R: Yes, I saw the whole thing happen through my living room window.

(Enter 1, Yes)

WHICHMEMBER FR: Who saw, heard, or had contact with the offender as the incident was happening?

R: Just me.

(Enter 1, Respondent)

P_WEAPONPRESENT FR: Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

R: I'm not sure. It was dark outside.

(Enter 3, Don't Know)

P_INJURY FR: **During this incident, were you physically injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.**

R: No.

(Enter 2, No)

(Interrupt and say)

To save time for the paired practice interviews, we'll end this scenario here. When interviewing the respondent, you would complete the rest of this crime incident report and the personal characteristics questions that we've reviewed in earlier exercises to complete their interview.

Are there any questions about collecting multiple incident reports or incidents of break ins or motor vehicle theft?

(Answer questions.)

Press F10 to exit the instrument, then fill out the Case Notes and pCHI for this case. Then we'll meet back at MCM. This was the last group practice exercise. I have a couple more topics to cover before you'll pair up and conduct two practice interviews together.

Chapter 6 – Performance and Supervisory Topics

(Approximate time: 1 hour)

Instructor Preparation:

- Review the RO procedures on the measures used to evaluate the performance of NCVS field representatives.
- Review other RO administrative topics not covered in generic field representative training.

Objectives:

- Provide trainees with an understanding of the measures in place to evaluate their performance as NCVS field representatives.

The final part of this training covers the production and quality standards expected of you, as well as other administrative topics and a paired practice interview.

As an NCVS field representative, there are established measures for various elements of your job. Your performance is evaluated based on these measures. The success of the NCVS depends on accurate and complete information. We count on you, our field representatives, to help us succeed in this effort.

We hope that you will always strive for the highest level of quality and productivity in your NCVS work. We also realize that a new field representative cannot be expected to start out with an outstanding performance rating. However, we expect you to do your best and to improve as you gain more interviewing experience using the NCVS CAPI instrument. Your work will be monitored and measured. Your supervisor will provide frequent feedback and direction about your work and its quality.

This survey operates on a fixed budget. The only way we can conduct the NCVS on schedule and within budget is with your cooperation. We depend on you to conduct your work accurately and efficiently. Completing a sufficient number of NCVS interviews within the specified interview period is not only important from a cost standpoint, but also is essential for meeting the survey's processing schedules.

The following are some pointers for saving survey costs and time without sacrificing accuracy:

- With the exception of holidays, always begin your assignment on **the first day of the month**. Schedule your work so that your assignment is completed **before** the closeout date for the interview month.
- Conduct interviews with units in sample for their second through seventh interview by telephone. We realize that there are times when this is not possible, such as when the unit is a Type A or Type B noninterview the previous enumeration, there is no telephone available in the sample unit, or the household said a telephone interview is not acceptable.
- Begin your telephone work first. In the process of doing the telephone interview cases first, you may discover some replacement households as well as some other situations where it becomes necessary to make a personal visit. Because of these possible personal visits, it is extremely important that you try to complete the telephone interviewing within the first few days of the interview period. Since the primary purpose of the telephone procedure is to save money by reducing travel costs, Do NOT go out to a sample unit until you have attempted to complete telephone interviewing of all the households that qualify for a telephone interview.
- To reduce travel costs, plan your travel route so you can do your NCVS work and move from one case to another using the least amount of time and mileage. Try to plan your personal visits during the most productive hours of the day and days of the week, so you can find household members at home and reduce the number of return visits to a sample address. Evening hours and weekends tend to be most productive in areas where a majority of the household members work outside the home.
- Make the fewest number of trips to a sample area as possible to complete your assignment. If you need to make personal visit contacts in a sample area where you still have some initial visits, try to complete these interviews in one trip. If no one is at home at the time of your visit, try to find out the best time to contact the household before you leave the sample area. You can inquire of neighbors, apartment managers, and the like, but **you cannot mention the survey name to these people**.
- After completing the household respondent's interview in-person, always try to complete interviews for all remaining eligible household members during the same contact. Any follow-up contacts to interview remaining household members should be done by telephone. For sample units that must be interviewed during a personal visit, if you complete the household respondent's personal interview, you may make telephone callbacks to get interviews with the remaining household members.
- Become familiar with the sequence of the items in the NCVS instrument and understand how to enter answers on each NCVS screen so the interview flows smoothly.

For each interview month, we calculate the response rates for your NCVS interviewing assignment. This includes:

- Household Response Rates – your Type As,
- Person-Level Response Rates – your Type Zs, and
- NCVS Supplement Response Rates.

The household response rates take into consideration how many interviews you were able to complete from all **eligible** sample addresses assigned to you (*excluding Type B and C noninterviews*). Person-level response rates take into consideration how many interviews you were able to complete from all eligible household members. The NCVS supplement response rates take into consideration how many supplement interviews you were able to complete for all supplement eligible individuals. You can find more detailed information on response rates in Part A, Chapter 4, Topic 3 “Performance Standards” in your NCVS-550 Interviewing Manual for Field Representatives on your laptop.

By reviewing your response rates, you and your supervisor can track how effective you are at obtaining interviews. Maintaining high response rates is essential to ensure that the NCVS and supplement data are representative of the entire U.S. population. Failure to interview all eligible household members can introduce a serious bias into the survey. For example, sample persons who are difficult to contact or who resist being interviewed could have very different victimization experiences than those sample persons who are easy to contact and interview.

There are a number of other performance measures. Data quality indicators are incorporated into your performance plan; your supervisor will go over them with you when you go over your performance plan together. The indicators are intended to help you achieve a fully successful performance review while aligning your performance with the sponsor’s and the Census Bureau’s goals of improving and maintaining NCVS data quality. The indicators may change from time to time. These indicators can include:

- pCHI completion,
- time to administer screener questions,
- time to administer crime incident questions,
- monitoring when interviews are conducted outside of normal operating hours,
- monitoring when you begin your assignment during the interview month, and
- monitoring the quality of the crime incident data you collect.

Now, I will take a moment to briefly explain each of these.

You should complete the **pCHI** for each contact you attempt. This helps you demonstrate the level of effort you invested in achieving the specific outcome of the case. Not completing pCHI misrepresents the level of effort you invested in a case.

The **time of day you conduct your interviews** will also be monitored. While there may be a legitimate reason for an NCVS interview to be conducted at 2 a.m. on occasion, FRs who consistently conduct interviews at odd hours require further investigation and explanation of the circumstances.

It is important to begin working your NCVS cases early. **When you begin your assignment during the interview month** will be monitored. This helps identify FRs that are beginning their assignment (or a large percentage of it) so late in the interview month that it may jeopardize the FR's ability to maximize household and person response.

The **quality of the crime incident data you collect** is also monitored. All crime incidents are reviewed once the data is collected. If critical items are mismarked that effect the classification of a crime, you may receive specific feedback from an NCVS supervisor.

In fact, for these data quality indicators I mentioned, you will get feedback from an NCVS supervisor if it appears you aren't meeting quality expectations.

Are there any questions?

(Answer questions)

Periodically, a portion of your assignment is eligible for reinterview. Remember, reinterview is a method we use to evaluate your performance independently. An independent Census Bureau interviewer reinterviews a portion of your assignment for the interview month. The reinterviewer contacts some of the same households that you have already contacted. The reinterview answers are compared against the original answers that you recorded, differences are identified, and reasons for the differences are determined. The reinterviewer verifies that the correct sample units were interviewed, you properly followed procedures during interviews, and any noninterviews were classified accurately.

In some cases, the extent and type of errors identified may require a special needs observation and/or retraining.

Are there any questions?

(Answer questions)

If you have any other questions after you leave this training session, all the information we discussed can be found in detail in your other NCVS materials – the NCVS-550 Interviewing Manual for Field Representatives on your laptop and the NCVS-521 Initial FR Training Self-Study. I encourage you to use all of these manuals and job aids if you ever have any questions about the survey. If after consulting all your NCVS materials, you still can't find an answer to your question, get in touch with (me/your supervisor). Are there any questions about these survey materials?

(Answer questions)

To conclude this chapter, we're going to talk about some other topics that are of concern for this regional office.

(Cover any other topics that you feel are important to the survey and the relationship between the survey supervisor and the FR. Emphasize the importance of the telephone communication process between the FRs and the RO staff. Ask the FRs for suggestions on making survey operations run smoothly.)

(Answer questions. Allow time for discussion.)

(If necessary, continue to Chapter 7, "2010 Redesign Listing and Coverage" for new hires who have not had the 2010 redesign listing and coverage training. Otherwise, go to Chapter 8, "Paired Practice Interviews".)

Chapter 7 – 2010 Redesign Listing and Coverage

(Approximate time: 1 hour)

Instructor Preparation:

- Make sure each trainee has a copy of the 11-925, 2010 Redesign New Hire Listing and Coverage Training (Classroom Workbook).

Objectives:

- Introduce the trainees to the concept of Listing and Coverage.

Materials Needed:

- 11-924, 2010 Redesign New Hire Listing and Coverage Training (Training Guide)

11-924, New Hire Listing and Coverage Training (Training Guide)

If training NEW FRs on 2010 redesign topics, follow along with the 11-924, New Hire Listing and Coverage Training (Training Guide). If there are no new FRs who require this training, go on to Chapter 8. Otherwise, after this chapter, go on to Chapter 8.

Chapter 8 – Paired Practice Interviews

(Total approximate time: 50 minutes)

Control Number – 02880082J22000304

You will now have the opportunity to conduct an NCVS interview. I will pair you up, and you will each have a chance to be the FR and the respondent. For the paired practice interviews you will need the NCVS-523 FR Training Workbook and your laptop so you can practice asking and keying in the answers.

(For in person training:)

**(Pair up trainees and ensure that they have access to the case and related materials.
Determine which trainee will be the FR in the first exercise.)**

(For virtual training:)

(Pair up trainees and set them up in breakout rooms and ensure that they have access to the case and related materials. Determine which trainee will be the FR in the first exercise.)

For these paired practice interviews you will enter the case with the address **502 Stuart St.** You will build a two-person household roster and interview the household respondent in the first interview and then, in the second interview, you will interview the 13-year-old household member. The purpose of these practice interviews is to get you more familiar with the screener questions and other questions asked of most households/respondents.

Also, when you are playing the role of the respondent for the exercise, there will be some text in *italics* that you should read out loud so you both get the additional information about the question or scenario. As you go through the scenario, both trainees should be entering in the answers in their own laptop so everyone is getting more practice using the instrument.

Now you can begin your paired practice exercises following the script in the NCVS-523 FR Training Workbook, which starts on page 51. I will check in with each pair to see how the exercise is going. Once you have completed the interview with the household respondent, you will switch roles. This occurs on page 72 of the FR Training Workbook. Please let me know if you have any questions while going through the paired practice interviews.

(For virtual training:)

(FRs can use the Alt & Tab keys to toggle from the instrument to the

breakout room to enter questions in the chat window. They can use the Alt & Tab keys to toggle back to the instrument.)

Highlight the case, **502 Stuart St**. Now look at the status column and make sure it is empty. If there is an “O” or “P” in that column or it is not listed in your active cases view you will need to reset your training cases. **(Pause)** To do that, follow the instructions on page 50 of the NCVS-523 FR Training Workbook. **(Pause)**

(If any FRs need to restart their cases give them time to do that before starting the practice interviews.)

Select the case with the address **502 Stuart St**, make sure it is highlighted, and verify it is in the Assignment Period 202501CT. This is the case we want to interview, so launch the case to access the NCVS CAPI instrument.

You will see a screen that reads “This is a training case,” which is where the paired practice exercises begin.

(You can follow the script the FRs will use in the paired practice exercises using to the NCVS-523 FR Training Workbook. Check in to see how the exercise is going for each pair throughout this exercise.)

(The first exercise should take about 20-25 minutes to complete; then FRs should switch roles. As you get near 15 minutes into the paired practice interviews let the FRs know they should be close to completing the first exercise to switch roles.)

(The second exercise will take about 15-20 minutes, so as you approach 10 minutes into the second paired practice interview let the FRs know they should be close to completing this paired practice exercise. In all, it should take the FRs about 50 minutes to complete the two paired practice exercises. Then bring the FRs back together before wrapping up with the training in the next section.)

Chapter 9 - NCVS Training Wrap Up

(Approximate time: 5 minutes)

(After FRs have completed the paired practice interviews, everyone should rejoin the class.)

(For virtual training:)

(End the breakout rooms so everyone is together in the main meeting room.)

Are there any questions from the paired practice interviews?

(Answer questions)

There are a few more things I want to cover before we wrap up this training.

Your supervisors are here to assist you as well as the Technical Assistance Center. If you encounter issues in the instrument reach out to your supervisor or the Technical Assistance Center.

When completing the Self-Study, you learned about the background of the NCVS survey, survey concepts, and the NCVS instrument you will use to collect the survey data. During the classroom training we reviewed some important concepts and you gained experience using the NCVS instrument, Mobile Case Management, and the person-level Contact History Instrument. The NCVS instrument is designed to collect data about crime efficiently, using current terms and concepts, and is structured to make it easy for respondents to understand the questions.

(Mention next steps for the FR such as observed interviewing.)

Are there any questions about anything that has been covered before we end?

(Answer questions)

Attachment 4: Revised NCVS-523 FR Training Workbook with track changes

National Crime Victimization Survey (NCVS)

NCVS Initial FR Training Workbook



This document does not contain any Title 13 data or other Personally Identifiable Information. All data are fictitious and any resemblance to actual data is coincidental. Consistent with Field Division policy, any names referenced in practice interviews or other exercises are not meant to refer to any actual person, especially any current or past Census Bureau employees.

~~NOTES~~

Self-Study Practice Interview

Control Number 02880082J23000102

Access Your Case

Now filter your training cases to only show the NCVS training cases by entering '202501CT' in the "Search" field.

For the first practice interview, launch the case with the address **508 NEIL ST** and verify it is in the Assignment Period 202501CT, which is displayed on the right side of the "Case Details" screen in MCM.

DO NOT at any time get into the other households listed in your Case List, besides the case you'll enter for your Preclassroom Practice Interview, as the other cases will be used during classroom training. Also, after completing the self-study practice interview, **DO NOT** restart or re-install your training cases since doing so will delete the information you entered. In this training your practice exercises build off each other so, for example, in this exercise you will complete the household respondent's (HHR's) interview and then during your classroom training a practice interview will pick up where this exercise ends to complete an interview with the other household member. If you do not complete this exercise or if you restart the case after completing this exercise, you will have trouble keeping up with the classroom material.

A few notes before you start this practice interview. In the scripted interviews that follow, some screens have italicized text. This text provides additional information about the screen, concept, or scenario to help you complete these practice interviews.

The first screen you see when accessing a training case is **TRAININGCASE**. When you are conducting a live interview with respondents this screen does not appear.

The next screen you see when accessing a training case is **DATECHANGE**. This screen is used to help align the instrument to the training scenario. When you are conducting a live interview with respondents, this screen does not appear.

The last training specific screen is **CLOSEOUTCHANGE**. This screen is used to help with certain training scenarios so the closeout date can align with the timing of the training. When you are conducting a live interview with respondents, this screen does not appear.

START is the next screen displayed. Look at the left side of the status bar (bottom of your screen; second box from the left). You should see the word **START**. This is the screen name. While completing this interview, if you feel lost, look for the screen name in the status bar. If it does not match the screen name you see in this lesson, use the "left" or "up" arrow to back up until you get to a screen that does match. Then re-enter your answers from that point.

At **START**, notice that this is a continuing case. Also notice the "Interview Number" is "3" which indicates this is the third time this case will be interviewed. Therefore, there may be information already entered for this case from a previous interview.

Now you will begin the practice interview. Remember to follow the scripted interview and make the entries as indicated using the keyboard.

TRAININGCASE

(Enter 1, Enter 1 to continue)

At the **DATECHANGE** screen enter January 8, 2025 to simulate interviewing in January.

DATECHANGE

(Enter 01/08/2025)

We've added the **CLOSEOUTCHANGE** screen to the training instrument to help with training scenarios and it will not appear in the instrument you use to interview respondents. For this exercise, January 31, 2025 should be displayed, so press Enter.

CLOSEOUTCHANGE

(Press Enter)

START

(Enter 1, Telephone interview)

DIAL FR: Hello. This is (your name) from the U.S. Census Bureau.

May I please speak with David Citizen?

R: Yes, I'm David.

(Enter 1, This is the correct person or correct person called to the phone)

VERADD_TELE FR: We are talking with members of your household age 12 or older about their experiences with crime and safety.

Do you still live at...

508 Neil St.

Any Town, AR 99991

R: Yes.

(Enter 1, Yes, exact address)

GETLETTER FR: I'm calling concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?

R: I don't think so.

For personal visit interviews when the respondent did not receive or does not remember receiving the letter, hand the respondent the introductory letter and give them time to read the

letter before continuing with the interview. For telephone interviews, press the F1 function key and read through the letter. The key points contained within the letter are highlighted in this Help Screen and can be read to the respondent. Then press the red X at the top to exit the Help screen.

(Enter 3, Don't know)

MAILINGSAME FR: **Is your mailing address the same as your physical address?**

R: Yes, it is.

(Enter 1, Yes)

*When the **CONTACTINFO** screen appears, wait until the box prefills with 1 and then press Enter to continue. It is important that you allow the instrument to prefill this box. Do not enter 1 or any other number on your own. If the respondent does not wish to provide any contact information, these fields can remain empty; you can press Enter to pass through to the next question.*

CONTACTINFO

(Once the box prefills with 1, press Enter)

HHPHONE FR: **Is the best phone number still (991)555-2324 for the household?**

R: Yes.

(Enter)

PERPHONE1 FR: **Is the best telephone number for you still (991)555-6756?**

R: No, I have a new number now, it is (991)555-3914.

(Delete the current number, record the new number, and press Enter)

If you encounter a situation where you need to delete a phone number or email address, and there is no new number or email address to record, a soft edit check will pop up to verify the deletion. Select Suppress if you are sure the phone number or email address needs to be deleted.

PERPHONE2 FR: **Is there another number we can reach you at?**

R: No, just the ones I told you.

(Enter)

EMAIL FR: **Is there an email address that we could use to contact you?**

R: Sure, it is dcitizen@email.com.

(Enter dcitizen@email.com and press Enter)

CONTACTDONE

(Enter 1 to continue)

TENURE FR: **Are your living quarters...**
Owned or being bought by you or someone in your household?
Rented?
Occupied without payment of rent?

R: We bought our house.

Even though some items may already be pre-filled with a value based upon responses from a previous interview, it is important to ask or verify the question during the current enumeration in case there are changes since the previous interview. If in the current interview the response is the same, you can press the Enter key rather than re-entering the response value. In this case, the response is different.

(Enter 1, Owned or being bought by you or someone in the household?)

NAMECHECK FR: **I have you and Megan Doe listed as living or staying at that address. Are all of these persons still living or staying at that address?**

R: Yes, Megan and I recently married so her last name is now Citizen.

This question is only asking if David Citizen and Megan Doe still live here, so Enter 1, Yes. Later in the survey you will be able to update her last name.

(Enter 1, Yes)

*The instrument will go to the **HHROSTER_FNAME** screen next because line number 2 (Megan Doe) has a missing relationship.*

*To get to the **RELATIONSHIP** question use the "End" key to jump to that screen.*

RELATIONSHIP FR: **How is Megan Doe related to you?**

R: She is my wife.

(Enter 1, Opposite-sex husband/wife/spouse)

HHMEMBER FR: **Does Megan Doe usually live here?**

R: Yes.

(Enter 1, Yes)

*Enter 999 at **HHROSTER_FNAME** in the third row to continue with the interview.*

HHLDCOVERAGE FR: **Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?**

R: No.

(Enter 2, No)

AGECHECK FR: **I have you listed as 39 years old. Is that correct?**

R: Yes.

(For purposes of this exercise, enter 1 "Yes" even if the age is different. This scenario will be discussed further in the classroom training.)

(Enter 1, Yes)

MARITAL FR: **Are you now married, widowed, divorced, separated or have you never been married?**

R: Megan and I recently married.

Remember, some items may already be pre-filled with a value based upon responses from a previous interview. Also, this screen has an interviewer instruction to ask or verify. Since the HHR provided an answer to this question a few screens back, when he said Megan is now his wife, you can verify this question without asking the full question.

(Enter 1, Married)

ARMEDFORCES FR: **Are you now in the Armed Forces?**

R: No.

(Press Enter)

EDUCATIONATTAIN FR: **What is the highest level of school you completed or the highest degree you received?**

R: I have my bachelor's degree.

(Press Enter)

ATTENDINGSCHOOL FR: **Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

R: No.

(Press Enter)

AGECHECK FR: **I have Megan Doe listed as 39 years old. Is that correct?**

R: Yes, it is.

(Enter 1, Yes)

MARITAL FR: **And you said Megan Doe is now married, correct?**

R: Yes, we're married.

(Enter 1, Married)

ARMEDFORCES FR: Is Megan Doe now in the Armed Forces?

R: No.

(Press Enter)

EDUCATIONATTAIN FR: What is the highest level of school Megan Doe completed or the highest degree she received?

R: She has a master's degree.

(Press Enter)

ATTENDINGSCHOOL FR: Is Megan Doe currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No.

(Press Enter)

ROSTERREVIEW

At this screen, review that the following information is correct: name, household membership status, sex, age, relationship, and marital status. If the information is not correct, you can make corrections to these items if you enter 2, No, at this screen. David mentioned earlier in the interview that Megan now has the same last name as him, Citizen.

(Enter 2, No)

WHOTOCHANGE

At this screen, enter the line number of the respondent whose information you need to change.

(Enter 2, Megan Doe)

WHATFIX

Now select what needs to be changed. Since Megan Doe's name is incorrect, you must fix her name.

(Enter 1, Name)

*At the edit check after **WHATFIX**, click on "**HHROSTER_LNAME**: Last name" and click Goto to proceed. Megan Doe's last name will be highlighted to make the change.*

HHROSTER_LNAME

(Type "Citizen" and press Enter)

*After updating **HHROSTER_LNAME**, press the End key to continue.*

*At the edit check, click on "Suppress" and the instrument will proceed to **ROSTERREVIEW**.*

ROSTERREVIEW

The information displayed is now correct, so no other changes needed.

(Enter 1, Yes)

*At the edit check after **ROSTERREVIEW** select Suppress to confirm the roster is now correct.*

(Suppress)

TIMEATADDRESS FR: **Next are some questions just about you.**

How long have you lived at this address?

R: 15 years.

(Enter 4, 5 years or more)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOB6MONTHS FR: **Have you worked at the same job for all of the past 6 months?**

R: Yes, I have.

(Enter 1, Yes)

BUSINESS FR: **Does anyone in this household operate a business from this address?**

R: No.

(Enter 2, No)

*Depending on what month you are interviewing in, the next section of questions will either be the Police Ask-All questions (January-June) or the Community Measures questions (July-December). Since you entered January 8, 2025 at the **DATECHANGE** screen you will proceed through the Police Ask-All questions.*

POL_CONTACTCRIME

FR: **Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, (date). Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.**

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

R: No.

(Enter 2, No)

POL_CONTACTNOCRIME

FR: **During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?**

R: No.

(Enter 2, No)

POL_MVSTOP

FR: **During the past 6 months, that is, since (date) have you...**

Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?

R: No.

(Enter 2, No)

POL_STOPPEDOTHER FR: **Been stopped or approached by the police for some other reason?**

R: No.

(Enter 2, No)

POL_COMMUNITYWATCH

FR: **Been at a community meeting, neighborhood watch, or other activities where the police took part?**

R: No.

(Enter 2, No)

POL_RESPECT

FR: **The next questions ask for your views of the police in your area even though you may not have had direct contact with them recently. Please draw on everything you know about them and give your best judgments when you respond to these questions.**

How respectfully do you think the police in your area treat people?

**Very respectfully
Somewhat respectfully**

Neither respectfully nor disrespectfully
Somewhat disrespectfully
Very disrespectfully

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POL_TIME FR: **In your opinion, how much time and attention do the police in your area give to what people have to say?**

A great deal of time
A lot of time
A moderate amount of time
A little time
No time at all

R: A moderate amount.

(Enter 3, A moderate amount of time)

POL_FAIRLY FR: **In your opinion, how fairly do the police in your area treat people?**

Very fairly
Somewhat fairly
Neither fairly nor unfairly
Somewhat unfairly
Very unfairly

R: Somewhat fairly.

(Enter 2, Somewhat fairly)

POL_EFFECTIVE FR: **How effective are the police at preventing crime in your area?**

Very effective
Somewhat effective
Neither effective nor ineffective
Somewhat ineffective
Very ineffective

R: Somewhat effective.

(Enter 2, Somewhat effective)

POL_TRUST FR: **How much do you trust the police in your area?**

Trust completely

Somewhat trust
Neither trust nor distrust
Somewhat distrust
Distrust completely

R: Somewhat trust.

(Enter 2, Somewhat trust)

POL_RATEPOLICE FR: Taking everything into account, how would you rate the job the police in your area are doing?

A very good job
A somewhat good job
Neither a good nor a bad job
A somewhat bad job
A very bad job

R: Somewhat good.

(Enter 2, A somewhat good job)

VS_INTRO FR: For the next questions, please think about things that happened to you since (date), no matter where they may have occurred. The questions will cover theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.

When conducting interviews, the instrument will fill in the correct 6-month reference period for you. Depending on when you are completing training, reference periods for practice interviews may not be exactly 6-months.

(Enter 1 to continue)

T_CARRY FR: The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, or somewhere else.

In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: Yes, someone stole my cellphone out of my pocket at a concert.

(Enter 1, Yes)

*Notice that after entering 1 in **T_CARRY** you will continue asking about other thefts before collecting more information about the theft of the cell phone.*

T_WEAR FR: Steal something that you wear, like clothing, jewelry, or shoes?

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

*Note that the question **T_FROMCHILD** is not on path in this interview because there are no children on the roster.*

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **Other than what you have already mentioned, in the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?**

R: No.

(Enter 2, No)

*At this point we have finished asking about thefts and will now collect a little more information about the theft of the cell phone, starting with the screen **T_TIMES**.*

T_TIMES FR: **How many times did someone steal something in the past 6 months?**

Once

Two or more times

R: Only once.

(Enter 1, Once)

T_INCDATE FR: **You said that someone stole something once in the past 6 months.**

 FR: **In what month and year did the most recent incident happen?**

 R: Hmm, I don't really remember.

 FR: **If you don't remember the exact month, please give your best estimate.**

 R: I'd say around September (or pick date within 6-month reference period).

(Enter the answer category for September (or date within reference period))

T_DESCRIBE FR: **To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your backpack on a train. Later, I may ask you for a full description of what happened.**

 R: Someone stole my cell phone out of my back pocket at a concert.

(Enter "Someone stole cell phone out of back pocket at concert" and Press Enter)

MV_OWNVEHICLE FR: **At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?**

 R: Yes.

(Enter 1, Yes)

MV_THEFT FR: **In the past 6 months, other than the thefts or attempted thefts you have mentioned already,...**

 FR: **Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?**

 R: No.

(Enter 2, No)

MV_ATTEMPT FR: **Did anyone TRY to steal a vehicle but not actually steal it?**

 R: No.

(Enter 2, No)

MVP_PARTS FR: **Other than the thefts or attempted thefts you have mentioned already, in the past 6 months...**

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

R: No.

(Enter 2, No)

MVP_GAS

FR: **Did anyone steal any gas from a vehicle?**

R: No.

(Enter 2, No)

MVP_ATTEMPT

FR: **Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?**

R: No.

(Enter 2, No)

BI_HOME

FR: **The next few questions ask about break-ins. In the past 6 months, did anyone...**

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

R: No.

(Enter 2, No)

BI_OTHERPROP

FR: **Break in or try to break into your garage, shed, or storage room?**

R: No.

(Enter 2, No)

BI_HOTELVACATION

FR: **Break in or try to break into a hotel or motel room or vacation home where you were staying?**

R: No.

(Enter 2, No)

V_PROPERTY

FR: **Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?**

R: No.

(Enter 2, No)

V_INJUREKILLANIMAL

FR: **In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?**

R: No.

(Enter 2, No)

A_WITHWEAPON FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.**

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.**

R: No.

(Enter 2, No)

A_THREAT FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it?**

R: No.

(Enter 2, No)

A_KNOWNOFF

FR: People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE

FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT

FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

R: No.

(Enter 2, No)

INC_REPORTS

This screen is on path after the screener questions have been completed and indicates the number of incidents reported.

(Enter 1 to continue)

INC_INTRO FR: The next questions are about the incident in (date) that involved: Someone stole cell phone out of back pocket at concert

(Enter 1 to continue)

Notice the text at the top of the screen. Each screen in the CIR will display the month, year, and description of the incident you are collecting. It is there to help you and the respondent remember which incident this report is for. This can be especially helpful when the respondent reports more than one incident.

ALSO_BREAKIN FR: Just to confirm, did someone break in or try to break in to your property as part of this incident in (date)?

R: No.

(Enter 2, No)

ALSO_VANDALISM FR: Just to confirm, did someone vandalize something as part of this incident in (date)?

R: No.

(Enter 2, No)

ALSO_ATTACKTHREAT

FR: **Just to confirm, did someone attack or threaten to attack you as part of this incident in (date)?**

R: No.

(Enter 2, No)

OFF_INTRO

FR: **Some of the next questions will refer to the "offender," which means the person or people who did this to you.**

(Enter 1 to continue)

WHATWASTAKEN

FR: **You said someone stole something from you during the incident in (date) What was stolen?**

R: My cell phone.

(Enter 19, Cell phone)

FR: **Anything else?**

R: No, nothing else.

(Enter)

WHOOWNEDPROP

FR: **Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?**

R: It was mine.

(Enter 1, Respondent)

CASHONPERSON

FR: **Was the cell phone on your person, such as in a pocket or being held?**

R: Yes, my phone was in my back pocket.

(Enter 1, Yes)

INCTIME

FR: **The next questions ask about when and where the incident in (date) took place.**

About what time did the incident happen?

R: Well, the concert started at 9 at night, so probably around 9:30.

(Enter 5, After 9pm – midnight)

LOCATION

FR: **Where did the incident happen?**

R: At the concert venue downtown.

(Enter 9, Somewhere else)

INCPLACE FR: **Did this happen in the city, town, or village where you live now?**

R: No.

(Enter 2, No)

INCUSA FR: **Did this happen in the U.S. or in another country?**

R: In the U.S.

(Enter 1, In the U.S.)

INCAIR FR: **Did this happen on an American Indian Reservation or on American Indian Lands?**

R: No.

(Enter 2, No)

LOCATION_PUBLIC FR: **Which of the following BEST describes where this happened...**

At, in or near someone else's home

At a business, such as a store, restaurant, bar, or office building

At a public building, such as a hospital or library

In a parking lot or garage

On the street

In an open area, or on public transportation

Or somewhere else?

R: At a business.

(Enter 2, At a business, such as a store, restaurant, bar, or office building)

LOCATION_COMMERCE

FR: **At what type of a business did the incident happen?**

R: Nightclub.

(Enter 1, A restaurant, bar, nightclub)

FARFROMHOME FR: **How far from your home was it...**

A mile or less

More than a mile up to 5 miles

More than 5 miles up to 50 miles

More than 50 miles?

R: It's about 10 miles from my house.

(Enter 3, More than 5 miles up to 50 miles)

P_WEAPONPRESENT FR: Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

R: No.

(Enter 2, No)

P_INJURY FR: During the incident, were you physically injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.

R: No.

(Enter 2, No)

ONEORMOREOFFENDERS

FR: This section asks what you know about the offender.
Was the incident committed by only one or by more than one offender?

R: I don't know.

(Enter 3, Don't know)

KNOWOFFENDERS FR: Do you know who the offenders were?

R: No.

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: Do you know anything about any of the offenders, such as whether they were young or old, male or female, etc.?

R: No.

(Enter 2, No)

SELFPROTECT_INTRO

FR: These next questions are about what you did when the incident in (date) occurred.

People may react differently to certain situations and there's not a right or wrong way to react. Everyone is different and every situation is different.

(Enter 1 to continue)

PROTECTSELF FR: **Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?**

R: No, I didn't know exactly when it happened.

(Enter 2, No)

DURINGINCIDENT FR: **Was there anything you did or tried to do about the incident while it was going on?**

R: No.

(Enter 2, No)

DIDNOTHINGDURINGINC

FR: **Did you do nothing, freeze, do what the offender told you to do, or do something else while the incident was going on?**

R: I didn't do anything.

(Enter 1, Did nothing)

ANYONEPRESENT FR: **Besides you and the offender(s), was anyone ELSE, age 12 or older, present during the incident?**

R: Yes, there was a ton of people at the concert.

(Enter 1, Yes)

OTHERSACTIONS FR: **Did anyone else, age 12 or older, do or try to do anything to help you while the incident was going on?**

R: No.

(Enter 2, No)

PERSONSHARMED FR: **Not counting yourself or the offender(s), were any other people harmed, threatened with harm, or have any belongings taken or damaged in the incident? Do not include children under 12 years of age.**

R: No.

(Enter 2, No)

HATE_RACE FR: **The next questions are about why the offender may have targeted you.**

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This

kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

R: No.

(Enter 2, No)

HATE_RELIGION FR: Prejudice or bigotry toward your religion?

R: No.

(Enter 2, No)

HATE_DISABILITY FR: Prejudice or bigotry toward a disability you may have?

R: No.

(Enter 2, No)

HATE_ORIENTATION FR: Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?

R: No.

(Enter 2, No)

HATE_GENID FR: Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?

R: No.

(Enter 2, No)

HATE_SEX FR: Prejudice or bigotry toward your sex, including being male or female?

R: No.

(Enter 2, No)

HATE_OTHER FR: Prejudice or bigotry toward other characteristics I have not already mentioned?

R: No.

(Enter 2, No)

POLICEINFORMED FR: The next questions ask about whether the police got involved in the incident in (date).

Were the police informed or did they find out about this incident in any way?

R: Yes.

(Enter 1, Yes)

POLICEFINDOUT FR: Who informed the police? If more than one person, choose the first response that applies.

You informed the police yourself

R: Yes, I did.

(Enter 1, You informed the police yourself)

POLICECONTACTED FR: How did you first notify the police?

R: There were some police officers near the exit of the venue that I talked to.

(Enter 2, Approached an officer or police car)

POLICEFIRSTCONTACTED

FR: Which of the following BEST describes when the police were first contacted?

While the incident was happening

Within 10 minutes after the incident occurred

Within an hour after the incident occurred

Within 24 hours of the incident

Longer than a day after the incident occurred

R: It was probably within 10 minutes.

(Enter 2, Within 10 minutes after the incident occurred)

POLICECONTACT FR: Did you or someone you live with have any later contact with the police about the incident?

R: Yes.

(Enter 1, Yes)

POLICEINTOUCH FR: Thinking about these later contacts, did the police get in touch with you or did you get in touch with them?

R: They called me to update me.

(Enter 1, Police contacted the respondent (or someone else the respondent lives with))

POLICEFOLLOWUP FR: What did the police do to follow up on the incident?

R: Just let us know others also had their phone stolen and they were still looking into it.

(Enter 6, They stayed in touch)

FR: **Anything else?**

R: No, nothing else.

(Enter)

POLICERESPECT FR: **Next are some questions about how you feel the police handled the incident. If more than one officer was involved, please think about how you would rate them as a group.**

How respectfully did the police treat you?

Very respectfully

Somewhat respectfully

Neither respectfully nor disrespectfully

Somewhat disrespectfully

Very disrespectfully

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POLICETIMESAT FR: **How satisfied were you with the amount of time the police gave you to tell your story?**

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: Mostly satisfied.

(Enter 2, Mostly satisfied)

POLICEACTIONSAT FR: **How satisfied were you that the police did everything they could?**

Completely satisfied

Mostly satisfied

Equally satisfied and dissatisfied

Mostly dissatisfied

Completely dissatisfied

R: I guess I'm mostly satisfied with what they did.

(Enter 2, Mostly satisfied)

POLICEEFFECTIVE FR: **Taking the whole experience into account, how effectively did the police handle the incident?**

Very effectively
Somewhat effectively
Neither effectively nor ineffectively
Somewhat ineffectively
Very ineffectively

R: Somewhat effectively.

(Enter 2, Somewhat effectively)

ATTIMETHINKCRIME FR: **At the time, did you consider this incident to be a crime?**

R: Yes, definitely.

(Enter 1, Yes)

NOWTHINKCRIME FR: **Now, looking back, do you consider this incident to be a crime?**

R: Yes.

(Enter 1, Yes)

TOLDFAMILYFRIENDS

FR: **The next questions ask about any help you might have gotten after the incident in (date) took place.**

Have you told any family, friends, co-workers, or neighbors about the incident?

R: Yes, some of my friends were with me too.

(Enter 1, Yes)

TOLDOTHER FR: **Other than the police or family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?**

Employer, supervisor, or human resources personnel
Medical or mental health professional
Representative of a religious or community organization
Security guard or personnel, other than the police
Other person in a leadership or professional position

R: No.

(Enter 7, No, have not told anyone in any of these positions)

EMOTOLL_INTRO FR: **Being a victim of crime affects people in different ways. The next questions are about how the incident may have affected you.**

(Enter 1 to continue)

IMPACT_JOB FR: **Did the incident lead you to have serious problems with your job or trouble with people at work?**

R: No.

(Enter 2, No)

IMPACT_FAMILY FR: **Did the incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?**

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: **Overall, how upsetting has the incident been to you?**

Not at all upsetting
Mildly upsetting
Moderately upsetting
Severely upsetting

R: Mildly.

(Enter 2, Mildly upsetting)

ECONOMIC_INTRO FR: **Thank you. The next set of questions ask about the how the incident impacted you financially.**

(Enter 1 to continue)

PROPERTYVALUE FR: **What would you estimate was the total value of the stolen items, including the value of anything you got back? If jointly owned with a nonhousehold member(s), include only the share owned by household members.**

R: It was a fairly new iPhone, so a little less than a grand.

(Enter 5, \$500 to less than \$1,000)

ALLPARTRECOVERED FR: **Did you get any of the stolen items back?**

R: No.

(Enter 3, No, you got none of it back)

DAMAGED FR: **Other than any stolen property, was anything that belonged to you or someone you live with damaged or destroyed in the incident?**

R: No.

(Enter 2, No)

LOSTWORKTIME FR: **Have you taken any time off from work because of the incident for such things as cooperating with a police investigation, testifying in court, or repairing or replacing damaged or stolen property?**

R: No.

Notice that only categories 1 and 4 are displayed for this answer list. The answer list will be displayed based on the respondent's prior answers about working or going to school, so in this exercise only 1 and 4 are displayed so they are the only valid options for this scenario.

(Enter 4, No)

LOSTJOB FR: **Did you lose your job or have to give up work as a result of the incident?**

R: No.

(Enter 2, No)

CHANGEJOB FR: **Did you have to change your job as a result of the incident?**

R: No.

(Enter 2, No)

SUMMARY_SP FR: **Thank you for telling me about the incident in (date). Would you mind describing the incident for me in your own words?**

R: Sure, while I was at a concert downtown in September, someone took my iPhone out of my back pocket. I was taking pictures and videos every few songs, so it couldn't have been that long before I noticed it. After I realized someone took it, I went up to one of the police officers that was at the venue and let them know. They weren't able to find who took it though and I have no idea who stole it.

Now using what the respondent told you, write a summary about this incident. Remember, your summary must include all the pertinent facts surrounding the reported incident and be written so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. Because you are limited to 300 characters, you may use abbreviations when writing your summary. If you need additional space, you can press F7 to include additional notes.

As you write your summary report, be careful not to use misleading words or phrases that may raise more questions about the incident, instead of clarifying what really happened. Also, when writing the summary, it is very important that you refer to respondents by their line number, such as LN1, LN2, LN3 and so forth and not by their name.

Here is an example of what to enter for this exercise, "LN1 was at a concert venue downtown in September when an unknown offender stole the resp's iPhone from their back pocket. Valued a little less than \$1,000. Told police onsite, no recovery."

(Type your summary and press Enter)

ENDINCIDENT FR: **Thank you.**

We will not be asking any more questions about this particular incident and are going to move on to the next set of questions.

(Enter 1 to continue)

SOCIODEMO_INTRO FR: **The next questions ask about you. Remember all answers to this survey are confidential.**

(Enter 1 to continue)

HEARING FR: **Are you deaf or do you have serious difficulty hearing?**

R: No.

(Enter 2, No)

VISION FR: **Are you blind or do you have serious difficulty seeing even when wearing glasses?**

R: No.

(Enter 2, No)

LEARN_CONCENTRATE

FR: **Because of a physical, mental, or emotional condition do you have serious difficulty:**

Concentrating, remembering, or making decisions?

R: No.

(Enter 2, No)

PHYSICAL_LIMIT FR: **Walking or climbing stairs?**

R: No.

(Enter 2, No)

DRESS_BATH FR: **Dressing or bathing?**

R: No.

(Enter 2, No)

LEAVING_HOME FR: **Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?**

R: No.

(Enter 2, No)

ORIENTATION_MALE

FR: **Which of the following best represents how you think of yourself?**

Gay
Straight, that is, not gay
Bisexual
Something else
I don't know the answer

R: Straight.

(Enter 2, Straight, that is, not gay)

~~**GENID_BIRTH** FR: **What sex were you assigned at birth, on your original birth certificate?**~~

~~R: Male.~~

~~(Enter 1, Male)~~

~~**GENID_DESCRIBE** FR: **Do you currently describe yourself as male, female, or transgender?**~~

~~R: Male.~~

~~(Enter 1, Male)~~

ACTIVEDUTY FR: **Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?**

R: No, I haven't.

(Enter 1, Never served in the military)

LIVewithSPOUSE FR: **Is your spouse living with you?**

R: Yes.

(Enter 1, Yes)

The next two questions confirm information about the respondent's job rather than asking the more detailed questions about their job since this information was already collected in a prior interview. This respondent reported being a middle school teacher at the last interview.

CONFIRMEMPTYPE FR: At a previous interview, it was reported that you were employed by a state, county, or local government. Are you still employed by a state, county, or local government?

R: Yes.

(Enter 1, Yes)

CONFIRMOCC FR: At a previous interview, it was reported that your occupation was Educational Instruction or Library Occupation (for example: teacher, professor, librarian). Is this an accurate description of your current job?

R: Yes.

(Enter 1, Yes)

INTVDONE

(Enter 1 to continue)

HOUSEHOLDINCOME

FR: Thinking about all of the people who lived in your household in the past 12 months, was your TOTAL combined income less than \$40,000, or \$40,000 or more? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in this household who are 16 years of age or older.

R: More than \$40,000.

(Enter 2, \$40,000 or more)

HHLINCOMEMORE FR: Was the total combined income in your household...

\$40,000 to \$49,999

\$50,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$149,999

\$150,000 to \$199,999

\$200,000 or more?

R: I don't want to give a more specific number to you.

(Enter CTRL+R, for a blind refusal)

PUBLICASSISTANCE FR: At any time during the past 12 months, did you or anyone who lives with you receive any kind of welfare or public assistance from a state or local welfare office – any food or housing benefits, welfare-to-work assistance, emergency help, or anything like that?

R: No.

(Enter 2, No)

WORRYABOUTEXPENCES

FR: How often do you worry that your total income, for everyone who lives there, will not be enough to meet your expenses and bills?

R: I've worried only a couple times.

(Enter 4, Hardly ever)

At this point of the interview, if you are not interviewing the HHR, you will then collect that household member's contact information (personal phone numbers and email address). Since this is the HHR, we have already collected this information and will not re-ask those questions, but there are a few additional questions before the interview with the HHR is complete. These questions record information about how the interview was conducted.

RESPONDENTINTERVIEWLANG

Record the language the respondent's interview was conducted in.

(Enter 1, English)

INTERVIEWTYPE

Record if this was a telephone or in-person interview.

(Enter 1, Telephone)

INTERVIEWPLACE FR: Thank you for completing the National Crime Victimization Survey.

I also have a few questions about where you were while you were completing the survey.

Were you at home or away from home when completing the survey?

R: I'm at home.

(Enter 1, At home)

INTERVIEWANYONEELSE

FR: **Was anyone else in the room at any point while you were completing the survey?**

R: My wife has been walking in and out of the room that I'm in throughout the time we have been talking.

(Enter 1, Yes)

INTERVIEWWHOELSE

FR: **Who else was in the room while you were completing the survey?**

R: Just my wife like I said.

(Enter 1, Your spouse or partner)

THANKYOU FR: **Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.**

(Enter 1 to continue)

PERCONTACT FR: **In the future, how would you prefer to be contacted?**

Personal visit

Phone Call

Text

Email

R: Phone call or text is fine.

(Enter 2 and 3, phone call and text)

*The instrument goes to **NEXTPERSON** to try to interview LN2. However, for this practice interview, LN2 is not available. So we'll set up an appointment to interview LN2 by entering 31 at **NEXTPERSON**.*

NEXTPERSON

(Enter 31, No other person available now)

*This question asks you if the interview with the household ended because of a refusal, a callback was needed, or a breakoff occurred. Since Megan Citizen is not available at the time of your interview with David Citizen and there are no other persons in the household to be interviewed, you will need to call back the household to complete Ted Moe's interview. At **REFCBBREAK** enter 2 (Callback (set appointment)).*

REFCBBREAK

(Enter 2, Callback (set appointment))

APPTDATE FR: **I would like to schedule a date to conduct the interview. What date would be best to call back?**

R: Megan will be available later today after 6:00 p.m.

(Enter 01/08/2025, then press Enter)

APPTTIME FR: **What time would be best to call back on (date)?**

R: 6:00 p.m.

(Enter 6:00PM, then press Enter)

***APPT_NOTES** can be helpful for you by adding a short note about the callback which will be displayed in MCM. Because you are limited to 25 characters, you may use abbreviations when entering the callback notes. Here is an example of what to enter, "LN2 avail after 6pm today".*

APPT_NOTES

(“LN2 avail after 6pm today”, and press enter)

THANKCB FR: **Thank you for your help. I will contact her at the time suggested.**

(Enter 1 to continue)

Since you just updated the contact information for Megan you do not need to make any updates to the contact information for the household, so enter 2 at VERIFY.

VERIFY

(Enter 2, No)

At the “Case Level Notes Editor,” enter any additional notes about the case that you feel will be helpful for completing interviews with remaining eligible household members or for future interviews with the household.

Here is an example of what to enter in the Case Level Notes: “LN1 completed interview, set up callback with LN2.”

(Enter note and then press F10)

After pressing the F10 key, save the notes entered by pressing the “yes” button. Next the pCHI instrument automatically opens to record information about this contact with this household.

CTATEMPT

(Enter 2 for telephone - outgoing)

TIMEOFCT

(Enter 1 since you are entering pCHI at the time of the contact attempt)

pCASECONTACT

(Enter 1 [made contact with one or more eligible persons] because you were able to complete David Citizen's interview during this contact attempt)

PCONTACTPER

(Enter 1 [made contact with David Citizen])

pCTTYPE

(Enter 1 [completed interview]) because you were able to complete LN1's interview)

pRSPNDENT

(Enter 98 [no concerns]; we'll assume, for this exercise, David had no concerns about completing his interview)

pSTRATEGES

(Enter 98 [no strategies] because no additional strategies were needed to complete LN1's interview)

Now enter the contact information for Megan Citizen (LN2):

PCONTACTPER

(Enter 3 [noncontact] for LN2 because Megan Citizen was not at home during this contact.)

pNOCONTACT

(Enter 1 [person not home]) because David Citizen said she was not at home)

pSTRATEGES

(Enter 2 [scheduled appointment] because David Citizen was able to provide a time for a callback)

After answering pSTRATEGES, you exit the pCHI and return to Case Management.

When you return to the Case Management case list, notice that a "P" appears in the "Status" column for this household. This indicates that the case is a sufficient partial which means that you completed the household respondent's interview but there remain other eligible household members whose interview still needs to be completed.

You can now exit Case Management by clicking on the "X" in the upper right corner of the Case Management Home page.

This concludes the practice interview. During classroom training you will complete the interview with Megan Citizen and then practice transmitting the completed case. Also, you will practice using the NCVS CAPI instrument in more detail during classroom training using the other training cases; therefore, DO NOT get into these cases before classroom training. DO NOT RESTART OR RE-INSTALL your training cases; otherwise, all the information you entered during this practice interview will be lost.

Now return to the NCVS-521 Initial FR Training Self-Study and continue with Lesson 18.

Practice Exercise #1 (Household Roster)

Who to List:

- All persons living or staying at the sample address at the time of your contact.
- All persons who usually live at the sample address, but who are temporarily away for reasons such as visiting friends or relatives, traveling for their jobs, in “general” hospitals, and so forth.
- All children who usually live at the sample address, including infants under 1 year of age.
- Any lodgers, servants, hired hands, and other persons who usually live at the sample address.
- Visitors and other persons who are not household members (do not usually live at the sample address), but are in the sample household at the time of your interview and have stayed at the sample address at least one night before your interview, such as a visitor or student with a usual residence elsewhere.
- Households consisting entirely of persons who are not household members and who have a usual residence elsewhere. If you determine that the entire household has a usual residence elsewhere (URE), you will classify the household as a Type B noninterview, “Temporarily occupied by persons with URE.”

Practice Exercise #1 (Household Respondent)

The household respondent is someone who is at least 18 years old and the most knowledgeable household member, that is, the one who appears to know or might reasonably be expected to know the answers to the household questions. Most frequently this will be the reference person or spouse (one of the persons who owns or rents the home).

Exceptions:

- In households in which the reference person and/or spouse are under 18, either of them may be the household respondent.
- If **ALL** household members are under 18, interview the most knowledgeable household member as the household respondent.

The household respondent **MUST** be the first person interviewed in a household whether you are conducting the interview in person or by telephone.

Practice Exercise #1 (Armed Forces)

A household member is considered to be “in the Armed Forces” when the person is:

- Serving on active duty at the time of the interview in the U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard.
- In the reserve branch of any of the above Armed Services and is currently on active duty status for several months.
- In the U.S. Public Health Service as commissioned officers who are attached to any branch of the above Armed Services.
- In the National Guard in Federal Service (*if his/her unit has become part of the regular forces by Presidential Order.*)
- In the U.S. military academies as Cadets.

Members of the **regular component** of any branch of the Armed Forces are ALWAYS considered to be on active duty, unless they are retired. Members of the **reserve component** of any branch of the Armed Forces are only considered to be on active duty when they have been called to duty by military order and are currently on active duty for several months.

Q: Let’s say that a household member is in the U.S. Army Reserves and spends two weeks on active duty in June of each year. If you are conducting an interview on June 7th and his wife says that he is away on active duty with the Army Reserve, what do you enter in **ARMEDFORCES** and why?

Practice Exercise #2 (Reference Period)

Incoming and Replacement Households

For first period households and replacement households, the reference period begins on the first day, six months preceding the month of interview and extends up to the day prior to the day of interview.

Second and Subsequent Enumeration Periods

For second and subsequent enumeration periods, the reference period is from the day of the last interview to the day prior to the current interview. Each person within a household may have a different reference period depending on the day each household member was interviewed.

For households that were a Type A noninterview the previous enumeration or persons who were a Type Z noninterview in the previous interview period, the reference period begins on the first day, six months preceding the month of interview and extends up to the day prior to the day of interview.

Practice Exercises #4 and #8 (Noninterview Reasons by Noninterview Type)

TYPE A

- 213 Language problems
- 216 No one home
- 217 Temporarily absent
- 218 Refused
- 219 Other occupied

TYPE B

- 225 Temporarily occupied by persons with usual residence elsewhere (URE)
- 226 Vacant - regular
- 227 Vacant - storage of furniture
- 228 Unfit or to be demolished
- 229 Under construction, not ready
- 230 Converted to temporary business or storage
- 231 Unoccupied site for mobile home, trailer, or tent
- 232 Permit granted, construction not started
- 233 Other

TYPE C

- 240 Demolished
- 241 House or trailer moved
- 242 Outside segment
- 243 Converted to permanent business or storage
- 244 Merged
- 245 Condemned
- 247 Unused line of listing sheet
- 248 Other (including permit abandoned)
- 258 Unlocatable sample address
- 259 Unit does not exist or unit is out of scope

Practice Exercise #5 (Reference Person)

The reference person is one of the persons who owns or rents the sample unit or is any adult household member if the unit is occupied without payment of cash rent.

Practice Exercise #16 (NCVS Proxy Rules)

Household Member Proxy Respondent

The proxy respondent MUST be a household member who is at least 18 years old with the exception of those households in which the reference person and/or spouse or all members of the household are under 18 years. In this case, select a knowledgeable household member to serve as the proxy respondent. The proxy respondent must have completed their own NCVS interview and be knowledgeable about the household member for whom he/she is responding.

Nonhousehold Member Proxy Respondent

A nonhousehold member may serve as a proxy respondent for a household member only if ALL of the following five (5) conditions apply:

1. All household members are unable to be interviewed because of health problems or mental incompetence.
2. All the household members have been unable to leave home unaccompanied during the ENTIRE reference period.
3. One of the proxy interviews obtained using a nonhousehold member proxy respondent must be the household respondent's.
4. The proxy respondent is 18 years of age or older.
5. The proxy respondent has had responsibility for the care of the individual household member for the entire reference period.

Practice Exercise #17 (Acceptable Proxy Reasons)

You may obtain information about an individual household member by conducting a proxy interview only under ONE of the following circumstances:

- If a household member is 12 or 13 years old, you should obtain a self-response interview. However, if the parents or guardian refuse to let you speak to the 12 or 13 year old, you may instead conduct a proxy interview with the parent or guardian.
- If a household member 12 years of age or older is temporarily absent and is NOT expected to return to the sample household at all during the entire interview period, you may instead accept a proxy interview for him/her.
- If a household member 12 years of age or older is physically or mentally incapacitated. For a household member to be physically or mentally incapacitated, the person MUST be unable to be interviewed due to health problems or mental incompetence. This condition MUST be continuous during the entire interview period and DOES NOT include colds or flu, drunkenness, drugs, or problems that might be aggravated because the questions are upsetting. Old age alone is NOT an acceptable reason for proxy interview.

Distress Protocol – Adult Respondent

Step 1: If the respondent is exhibiting any signs of distress, remain calm and ask the respondent one of the following:

- “How are you doing?” or “Are you ok?” or “Do you have any questions?”

If the respondent indicates they are “Ok” and do not have any questions, continue with the interview.

Otherwise continue to step 2.

Step 2: If the respondent does not respond or indicates they are distressed ask:

- “Do you need to take a short break?”

If the respondent answers “No”, then continue with the interview.

If the respondent answers “Yes”, allow the respondent to take a short break, mention something such as:

- “Let’s stop and take a short break. I will check back in with you in a few moments. Some respondents may need a moment to collect themselves and will be willing to proceed.” Then continue with step 3.

Step 3: After the break, ask the respondent:

- “Are you OK to continue with the interview?”

If the respondent answers “Yes,” continue with the interview.

If the respondent answers “No” after taking a short break, follow the steps below depending on whether you are conducting the interview in person (Step 4a) or over the telephone (Step 4b).

If the respondent does not improve after the steps 1-3 or

if they express statements that they might hurt themselves or others *STOP THE INTERVIEW.*

Step 4a (IN PERSON): Stay calm and say the following:

- “It seems you are upset and it may be helpful to talk to a trained counselor. I can provide you with some resources that you can contact on your own, if you’d like?”

If the respondent asks for resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences. I’m going to provide you with a handout of resources. This has contact information for organizations that you can use if you want to talk about any feelings or emotions you experience.” **Give them a copy of the NCVS-110 Factsheet, show them the list of resources, and end the interview.**

If the respondent doesn’t want the resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences.” **End the interview.**

Step 4b (TELEPHONE): Stay calm and say the following:

- “It seems you are upset and it may be helpful to talk to a trained counselor. I can read you the list of some resources that you can contact on your own or mail the list of resources to you, which would you prefer?”

If the respondent asks you to read the list of resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences. Can you please get a pen and a piece of paper? I’m going to read you some different resources that you can contact if you would like to speak to someone at any point after we hang up.”
- ***Click on the Resources tab and read the names of the crisis resources and toll-free numbers aloud from the Resources tab and then end the interview.***

If the respondent asks you to mail the list of resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences. I will mail a copy of the resources to you.” **End the interview.**

If the respondent doesn’t want the resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences.” **End the interview.**

Distress Protocol – Respondents Ages 12-17

Step 1: If the respondent is exhibiting any signs of distress, remain calm and ask the respondent one of the following:

- “How are you doing?” or “Are you ok?” or “Do you have any questions?”

If the respondent indicates they are “Ok” and do not have any questions, continue with the interview.

Otherwise continue to step 2.

Step 2: If the respondent does not respond or indicates they are distressed ask one of the following:

- “Do you need to take a short break?”
- “Would you like to get your mom/dad/another adult at home?”

If the youth answers “No”, then continue with the interview.

If the youth answers “Yes”, to taking a short break, allow the respondent to take a short break, mention something such as:

- “Let’s stop and take a short break. I will check back in with you in a few moments. Some respondents may need a moment to collect themselves and will be willing to proceed.” Then continue with step 3.

If the youth answers “Yes,” to getting a parent/adult then find a parent/adult or ask the youth to get a parent/adult if on the telephone. Update the parent/adult that the interview upset the young respondent and they would like a short break. Then continue with step 3.

Step 3: After the break, ask the respondent:

- “Are you OK to continue with the interview?”

If the respondent answers “Yes,” continue with the interview.

If the respondent answers “No” after taking a short break, follow the steps below depending on whether you are conducting the interview in person (Step 4a) or over the telephone (Step 4b).

**If the respondent does not improve after the steps 1-3 or
if they express statements that they might hurt themselves or others STOP THE INTERVIEW.**

Step 4a (IN PERSON): Stay calm and say the following:

- “It seems you are upset and it may be helpful to talk to a trained counselor. I can provide you with some resources that you can contact on your own, if you’d like?”

If the respondent asks for resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences. I’m going to provide you with a handout of resources. This has contact information for organizations that you can use if you want to talk about any feelings or emotions you experience.” **Give them a copy of the NCVS-110 Factsheet, show them the list of resources, and end the interview.**

If the respondent doesn’t want the resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences.” **End the interview.**

Step 4b (TELEPHONE): Stay calm and say the following:

- “It seems you are upset and it may be helpful to talk to a trained counselor. I can read you the list of some resources that you can contact on your own or mail the list of resources to you, which would you prefer?”

If the respondent asks you to read the list of resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences. Can you please get a pen and a piece of paper? I’m going to read you some different resources that you can contact if you would like to speak to someone at any point after we hang up.”
- **Click on the Resources tab and read the names of the crisis resources and toll-free numbers aloud from the Resources tab and then end the interview.**

If the respondent asks you to mail the list of resources, say the following:

- “Thank you for participating and for sharing such sensitive information about your experiences. I will mail a copy of the resources to you.” **End the interview.**

If the respondent doesn’t want the resources, say the following:

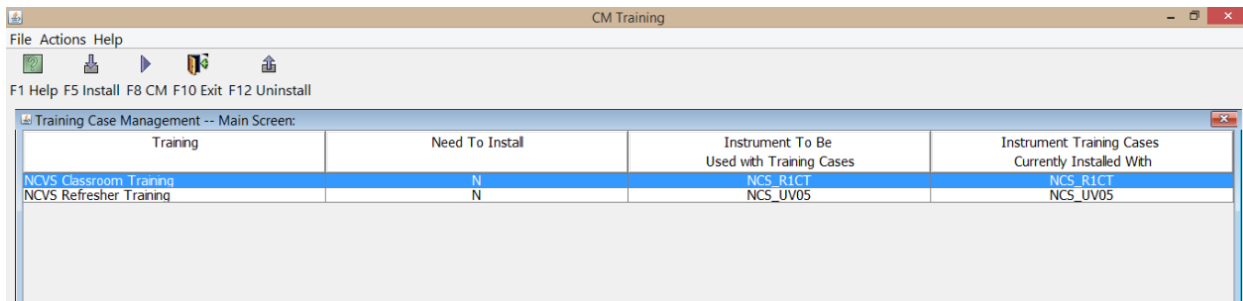
- “Thank you for participating and for sharing such sensitive information about your experiences.” **End the interview.**

Classroom Paired Practice Interviews

For this exercise, you may will need to reinstall the training cases if the status column is NOT blank for the case with the address **502 Stuart St.** If the status column is blank for that case, it is ready for these paired practice interviews and you can move on to the next page.

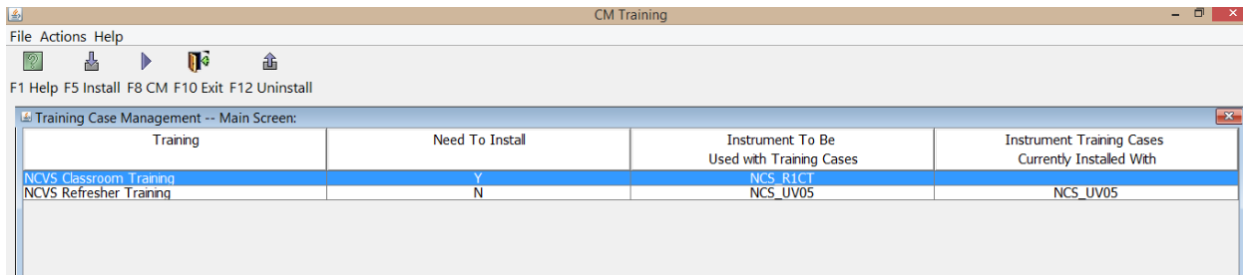
If you need to reset your cases, follow the steps below.

To do this, you first need to uninstall. On the screen shown below, press F12 to uninstall. Proceed through the pop-ups to complete uninstalling the cases.



Training	Need To Install	Instrument To Be Used with Training Cases	Instrument Training Cases Currently Installed With
NCVS Classroom Training	N	NCS_R1CT	NCS_R1CT
NCVS Refresher Training	N	NCS_UV05	NCS_UV05

Notice that you now have a “Y” in your “Need to Install” column.



Training	Need To Install	Instrument To Be Used with Training Cases	Instrument Training Cases Currently Installed With
NCVS Classroom Training	Y	NCS_R1CT	NCS_R1CT
NCVS Refresher Training	N	NCS_UV05	NCS_UV05

Press F5 to install the cases. You will get a pop-up letting you know that it was successful. Notice that the “Y” has now changed to an “N”. Your cases have now been restarted. Press F8 to get to your case list.

Paired Practice Interview #1
Control Number 02880082J23000102

Now highlight the case with the address **502 Stuart St.** This is the case we want to interview, so launch the case to access the NCVS CAPI instrument. At the screen that says, "This is a training case," enter 1 to continue.

DATECHANGE

(Enter 01/04/2025)

CLOSEOUTCHANGE

(Press Enter)

START

(Enter 2, Personal interview)

GENINTRO FR: **Hello. I'm (YOUR NAME) from the U.S. Census Bureau. Here is my identification.**

I'm looking for someone who is 18 or older, lives at this address and is knowledgeable about the household.

Is that person available?

R: Yes, that would be me.

(Enter 1, Yes, someone who is 18 or older, lives at this address and is knowledgeable about the household is available)

GETLETTER FR: **I'm here concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?**

R: Yes.

(Enter 1, Yes)

VERADD FR: **I have your address listed as...**

**502 Stuart St
Any Town, AL 99996**

Is that your exact address?

R: Yes, that's right.

(Enter 1, Yes, exact address)

MAILINGSAME FR: Is your mailing address the same as your physical address?

R: Yes, it is.

(Enter 1, Yes)

CONTACTINFO

(Once the box prefills with 1, press Enter)

HHPHONE FR: What is the best telephone number for the household?

R: The best number is (991)555-1728

(Enter 9915551728 and press Enter)

CONTACTDONE

(Enter 1 to continue)

TENURE FR: Are your living quarters...

Owned or being bought by you or someone in the household?
Rented?
Occupied without payment of rent?

R: I rent.

(Enter 2, Rented)

STUDENTHOUSING FR: Are your living quarters presently used as student housing by a college or university?

R: No.

(Enter 2, No)

PUBLICHOUSING FR: Is this building owned by a public housing authority?

R: No.

(Enter 2, No)

INDIANTRESERVATIONHU

FR: Are your living quarters located on an American Indian Reservation or on American Indian Lands?

R: No.

(Enter 2, No)

ACCESS FR: **Do you have direct access to your home, either from the outside or through a common hall?**

R: Yes.

(Enter 1, Yes)

TYPEOFHOUSINGUNIT

(Enter 1, House, apartment, flat)

NUMBEROFUNITS FR: **How many units are in this structure?**

R: Just the 1.

(Enter 1, 1)

GATEDRESTRICTEDACCESS

FR: **Is this unit in a building or community that requires a special entry system such as entry codes, key cards, or security guard approval to access?**

R: No.

(Enter 2, No)

HHROSTER_FNAME FR: **What are the names of all people living or staying here? Start with the name of the person or one of the people who rents this home.**

R: That would be me, my name is Susan Public.

(Enter Susan)

HHROSTER_LNAME

(Enter Public)

SEX

(Enter 2, Female)

HHMEMBER FR: **Does Susan Public usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME FR: **Anyone else?**

R: Yes, Bruce Public.

(Enter Bruce)

HHROSTER_LNAME

(Press Enter since the prefilled surname, Public, is correct)

SEX

(Enter 1, Male)

RELATIONSHIP FR: **How is Bruce Public related to Susan Public?**

R: He's my son.

(Enter 5, Child (biological or adopted son or daughter, stepson or stepdaughter))

HHMEMBER FR: **Does Bruce Public usually live here?**

R: Yes.

(Enter 1, Yes)

HHROSTER_FNAME FR: **Anyone else?**

R: No.

(Enter 999 to exit the table)

HHLDCOVERAGE FR: **Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?**

R: No.

(Enter 2, No)

PICK1STHHRESP

(Enter 1, Susan Public)

BRTHDATEMO FR: **In what month and year were you born?**

R: March 1990.

(Enter 3, March)

BRTHDATEYR

(Enter 1990)

VFYAGE FR: **That would make you 34 years old. Is that correct?**

R: Yes.

(Enter 1, Yes)

MARITAL FR: **Are you now married, widowed, divorced, separated or have you never been married?**

R: I'm divorced.

(Enter 3, Divorced)

ARMEDFORCES FR: **Are you now in the Armed Forces?**

R: No.

(Enter 2, No)

EDUCATIONATTAIN FR: **What is the highest level of school you completed or the highest degree you received?**

R: I have my masters.

(Enter 17, Master's degree (e.g. MA, MS, MEng, MSW, MBA))

ATTENDINGSCHOOL FR: **Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

R: No.

(Enter 5, None of the above schools)

SP_ORIGIN FR: **Are you Spanish, Hispanic, or Latino?**

R: Yes.

(Enter 1, Yes)

RACE FR: **Please choose one or more races that you consider yourself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander

R: White.

(Enter 1, White)

BRTHDATEMO FR: **In what month and year was Bruce Public born?**

R: May 2011.

(Enter 5, May)

BRTHDATEYR

(Enter 2011)

VFYAGE FR: **That would make Bruce Public 13 years old. Is that correct?**

R: Yes.

(Enter 1, Yes)

EDUCATIONATTAIN FR: **What is the highest level of school Bruce Public completed or the highest degree he received?**

R: He has completed the ninth grade.

(Enter 9, 9th grade)

ATTENDING SCHOOL FR: **Is Bruce Public currently attending or enrolled in a regular school such as elementary or high school or enrolled either full-time or part-time in a college or university, trade, or vocational school?**

R: Yes, he's in high school.

(Enter 1, Regular school)

SP_ORIGIN FR: **Is Bruce Public Spanish, Hispanic, or Latino?**

R: Yes.

(Enter 1, Yes)

RACE FR: **Please choose one or more races that Bruce Public considers himself to be.**

White

Black or African American

American Indian or Alaska Native

Asian

Native Hawaiian or Other Pacific Islander

R: He's White.

(Enter 1, White)

ROSTERREVIEW

(Enter 1, Yes)

For this exercise, since the roster is correct, you can suppress this edit check by selecting Suppress or pressing the "S" key.

(Suppress)

TIMEATADDRESS FR: **I will also interview all other household members age 12 or older and will be asking them similar questions.**

Next are some questions just about you.

How long have you lived at this address?

R: 5 months.

(Enter 1, Less than 6 months)

HOMELESS FR: **Have you been homeless or without a regular place to stay at any time in the past 6 months, that is, since (date)?**

R: No.

(Enter 2, No)

TIMEMOVED5YEARS FR: **How many times have you moved in the past 5 years, that is, since (date)?**

R: One time.

(Enter 1, 1)

JOBLASTWEEK FR: **In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.**

R: Yes.

(Enter 1, Yes)

SAMEJOB6MONTHS FR: **Have you worked at the same job for all of the past 6 months?**

R: Yes.

(Enter 1, Yes)

BUSSINESS FR: **Does anyone in this household operate a business from this address?**

R: No.

(Enter 2, No)

POL_CONTACTCRIME

FR: **Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since (date). Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.**

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

R: No.

(Enter 2, No)

POL_CONTACTNOCRIME

FR: **During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?**

R: No.

(Enter 2, No)

POL_MVSTOP

FR: **During the past 6 months, that is, since (date) have you...**

Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?

R: No.

(Enter 2, No)

POL_STOPPEDOTHER

FR: **Been stopped or approached by the police for some other reason?**

R: No.

(Enter 2, No)

POL_COMMUNITYWATCH

FR: **Been at a community meeting, neighborhood watch, or other activities where the police took part?**

R: No.

(Enter 2, No)

POL_RESPECT

FR: **The next questions ask for your views of the police in your area even though you may not have had direct contact with them recently. Please draw on everything you know about them and give your best judgments when you respond to these questions.**

How respectfully do you think the police in your area treat people?

Very respectfully

Somewhat respectfully

Neither respectfully nor disrespectfully

Somewhat disrespectfully
Very disrespectfully

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POL_TIME FR: **In your opinion, how much time and attention do the police in your area give to what people have to say?**

A great deal of time
A lot of time
A moderate amount of time
A little time
No time at all

R: A little bit of time.

(Enter 4, A little time)

POL_FAIRLY FR: **In your opinion, how fairly do the police in your area treat people?**

Very fairly
Somewhat fairly
Neither fairly nor unfairly
Somewhat unfairly
Very unfairly

R: Somewhat fairly.

(Enter 2, Somewhat fairly)

POL_EFFECTIVE FR: **How effective are the police at preventing crime in your area?**

Very effective
Somewhat effective
Neither effective nor ineffective
Somewhat ineffective
Very ineffective

R: Somewhat effective.

(Enter 2, Somewhat effective)

POL_TRUST FR: **How much do you trust the police in your area?**

Trust completely
Somewhat trust

Neither trust nor distrust
Somewhat distrust
Distrust completely

R: Somewhat trust.

(Enter 2, Somewhat trust)

POL_RATEPOLICE FR: **Taking everything into account, how would you rate the job the police in your area are doing?**

A very good job
A somewhat good job
Neither a good nor a bad job
A somewhat bad job
A very bad job

R: Somewhat good.

(Enter 2, A somewhat good job)

VS_INTRO FR: **For the next questions, please think about things that happened to you since (date), no matter where they may have occurred, including things that happened in the past 6 months but before you moved to your current residence. The questions will cover theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.**

(Enter 1 to continue)

T_CARRY FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, school, or somewhere else.**

In the past 6 months, did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_FROMCHILD FR: **Steal something belonging to any children who live here?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **In the past 6 months, did anyone TRY to steal anything that belongs to you or any children who live with you, but not actually steal it?**

R: No.

(Enter 2, No)

MV_OWNVEHICLE FR: **At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?**

R: Yes.

(Enter 1, Yes)

MV_THEFT FR: **In the past 6 months, ...**

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

R: No.

(Enter 2, No)

MV_ATTEMPT FR: **Did anyone TRY to steal a vehicle but not actually steal it?**
R: No.
(Enter 2, No)

MVP_PARTS FR: **In the past 6 months...**
Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?
R: No.
(Enter 2, No)

MVP_GAS FR: **Did anyone steal any gas from a vehicle?**
R: No.
(Enter 2, No)

MVP_ATTEMPT FR: **Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?**
R: No.
(Enter 2, No)

BI_HOME FR: **The next few questions ask about break-ins. In the past 6 months, did anyone...**
Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?
R: No.
(Enter 2, No)

BI_OTHERPROP FR: **Break in or try to break into your garage, shed, or storage room?**
R: No.
(Enter 2, No)

BI_HOTELVACATION FR: **Break in or try to break into a hotel or motel room or vacation home where you were staying?**
R: No.
(Enter 2, No)

V_PROPERTY FR: **Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?**

R: No.

(Enter 2, No)

V_INJUREKILLANIMAL

FR: **In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?**

R: No.

(Enter 2, No)

A_WITHWEAPON FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.**

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER FR: In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.

R: No.

(Enter 2, No)

A_THREAT FR: In the past 6 months, did anyone THREATEN to attack you, but not actually do it?

R: No.

(Enter 2, No)

A_KNOWNOFF FR: People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, someone at work, a friend, a family member, a neighbor, or any other person they've met or known.

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

R: No.

(Enter 2, No)

INC_REPORTS

(Enter 1 to continue)

SOCIODEMO_INTRO FR: The next questions ask about you. Remember all answers to this survey are confidential.

(Enter 1 to continue)

HEARING FR: Are you deaf or do you have serious difficulty hearing?

R: No.

(Enter 2, No)

VISION FR: **Are you blind or do you have serious difficulty seeing even when wearing glasses?**

R: No.

(Enter 2, No)

LEARN_CONCENTRATE

FR: **Because of a physical, mental, or emotional condition do you have serious difficulty:**

Concentrating, remembering, or making decisions?

R: No.

(Enter 2, No)

PHYSICAL_LIMIT FR: **Walking or climbing stairs?**

R: No.

(Enter 2, No)

DRESS_BATH FR: **Dressing or bathing?**

R: No.

(Enter 2, No)

LEAVING_HOME FR: **Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?**

R: No.

(Enter 2, No)

CITIZENSHIP FR: **Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or became a citizen of the U.S. through naturalization?**

R: Yes, I was born here.

(Enter 1, Yes, born in the United States)

ORIENTATION_FEMALE

FR: **Which of the following best represents how you think of yourself?**

Lesbian or gay

Straight, that is, not lesbian or gay

Bisexual

Something else
I don't know the answer

R: Straight.

(Enter 2, Straight, that is, not gay)

~~GENID_BIRTH FR: What sex were you assigned at birth, on your original birth certificate?~~

~~R: Female.~~

~~(Enter 2, Female)~~

~~GENID_DESCRIBE FR: Do you currently describe yourself as male, female, or transgender?~~

~~R: Female.~~

~~(Enter 2, Female)~~

ACTIVEDUTY FR: Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

R: No, I haven't.

(Enter 1, Never served in the military)

LIVEWITHPARTNER FR: Do you live with a boyfriend, girlfriend, or partner?

R: No.

(Enter 2, No)

EMPLOYERTYPE FR: Earlier you said you had a job or worked at a business last week. The next questions are about your current main job. Are you employed by...

**A private company, business, or individual for wages,
The Federal government,
A state, county, or local government,
Yourself (self-employed) in your own business, professional practice, or farm, or
A private not-for-profit, tax-exempt, or charitable organization?**

R: A non-profit.

(Enter 5, A private not-for-profit, tax-exempt, or charitable organization)

TYPEBUSINESS_SP FR: What kind of business or industry is this? What do they make or do?

R: We advocate for crime victims' rights.

(Enter advocate for crime victims rights)

BUSINESSSECTOR FR: **Which of these categories best describes the business or industry?**

R: **Personal Services.**

(Enter 9, Personal Services)

OCCUPATION_SP FR: **What kind of work do you do, that is, what is your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician.**

R: I train professionals who work with crime victims.

(Enter train other professionals)

JOBDESCRIPTION FR: **What kind of work do you do, that is, what is your occupation? Which of these categories best describes your occupation?**

R: Educational Instruction.

(Enter 5, Educational Instruction or Library Occupation (for example: teacher, professor, librarian)

JOB_EDUCATION FR: **Were you employed as a...**
Preschool, elementary, middle, or high school teacher
College, university, or technical school professor or teacher
Special education teacher
Another educational instruction or library occupation

R: Another educational instruction.

(Enter 4, Another educational instruction or library occupation)

INTVDONE

(Enter 1 to continue)

HOUSEHOLDINCOME

FR: **Thinking about all of the people who lived in your household in the past 12 months, was your TOTAL combined income less than \$40,000, or \$40,000 or more? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in this household who are 16 years of age or older.**

R: More than \$40,000.

(Enter 2, \$40,000 or more)

HHLINCOMEMORE

FR: Was the total combined income in your household...

\$40,000 to \$49,999

\$50,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$149,999

\$150,000 to \$199,999

\$200,000 or more?

R: 75,000 to 99,999.

(Enter 3, \$75,000 to \$99,999)

PUBLICASSISTANCE FR: At any time during the past 12 months, did you or anyone who lives with you receive any kind of welfare or public assistance from a state or local welfare office – any food or housing benefits, welfare-to-work assistance, emergency help, or anything like that?

R: No.

(Enter 2, No)

WORRYABOUTEXPENCES

FR: How often do you worry that your total income, for everyone who lives there, will not be enough to meet your expenses and bills?

R: I've worried only a couple times.

(Enter 4, Hardly ever)

CONTACTINFO

(Once the box prefills with 1, press Enter to continue.)

PERPHONE1 FR: What is the best telephone number to reach you at?

R: 991-555-4321.

(Enter (991)555-4321)

PERPHONE2 FR: Is there another number we can reach you at?

R: No.

(Press Enter)

EMAIL FR: **Is there an email address that we could use to contact you?**

R: No.

(Press Enter)

CONTACTDONE

(Enter 1 to continue)

RESPONDENTINTERVIEWLANG

Record the language the respondent's interview was conducted in.

(Enter 1, English)

INTERVIEWTYPE

Record if this was a telephone or in-person interview.

(Enter 2, In person)

INTERVIEWPLACE FR: **Thank you for completing the National Crime Victimization Survey.**

Please give me a moment to fill in a few pieces of information about today's interview

(Enter 1, At home)

INTERVIEWANYONEELSE

(Enter 2, No)

INFORM_HHR FR: **As a reminder, I need to interview all other household members age 12 and older and will be asking them the same questions I asked you about theft, physical attacks, and unwanted sexual contact. Certain questions, such as those about sexual contact, use age-appropriate language for household members age 12 through 15.**

(Enter 1 to continue)

THANKYOU FR: **Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.**

(Enter 1 to continue)

PERCONTACT FR: **In the future, how would you prefer to be contacted?**

Personal visit

Phone Call

Text
Email

R: Phone call or text is fine.

(Enter 2 and 3, phone call and text)

The instrument goes to **NEXTPERSON** to try to interview LN2.

This is the end of the first paired practice interview. Stay in the case for the next paired practice interview.

FRs will now swap roles so the FR up to this point will now be the respondent and the respondent in the first paired practice interview will now be the FR.

Paired Practice Interview #2

Continue with the paired-practice interview #2, to interview Bruce Public starting at the **NEXTPERSON** screen. As a reminder the trainee in the respondent role should read any text in italics out loud so both trainees hear the additional information about those questions.

NEXTPERSON FR: I still need to interview Bruce Public.
Is he available now?

R: Yes, I'll get him.

(Enter 2, Bruce Public)

INTERVIEWSTATUS

(Enter 1, Continue with this respondent's interview)

Since we are talking to a new respondent, you will introduce the survey to Bruce before continuing with his interview.

INTROFORNEWRESPONDENT

FR: Hello, I'm (YOUR NAME) from the U.S. Census Bureau.

I'm here concerning the National Crime Victimization Survey. We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age and older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime.

Are you available now to be interviewed?

R: Yes.

(Enter 1, Yes)

TIMEATADDRESS FR: First are some questions just about you.
How long have you lived at this address?

R: 5 months.

(Enter 1, Less than 6 months)

HOMELESS FR: **Have you been homeless or without a regular place to stay at any time in the past 6 months, that is, since (date)?**

R: No.

(Enter 2, No)

TIMEMOVED5YEARS FR: **How many times have you moved in the past 5 years, that is, since (date)?**

R: One time.

(Enter 1, 1)

POL_CONTACTCRIME

FR: **Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since (date). Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.**

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

R: No.

(Enter 2, No)

POL_CONTACTNOCRIME

FR: **During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?**

R: No.

(Enter 2, No)

POL_MVSTOP FR: **During the past 6 months, that is, since (date) have you...
Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?**

R: No.

(Enter 2, No)

POL_STOPPEDOTHER

FR: **Been stopped or approached by the police for some other reason?**

R: No.

(Enter 2, No)

POL_COMMUNITYWATCH

FR: **Been at a community meeting, neighborhood watch, or other activities where the police took part?**

R: No.

(Enter 2, No)

POL_RESPECT

FR: **The next questions ask for your views of the police in your area even though you may not have had direct contact with them recently. Please draw on everything you know about them and give your best judgments when you respond to these questions.**

How respectfully do you think the police in your area treat people?

**Very respectfully
Somewhat respectfully
Neither respectfully nor disrespectfully
Somewhat disrespectfully
Very disrespectfully**

R: Somewhat respectfully.

(Enter 2, Somewhat respectfully)

POL_TIME

FR: **In your opinion, how much time and attention do the police in your area give to what people have to say?**

**A great deal of time
A lot of time
A moderate amount of time
A little time
No time at all**

R: I don't know.

(Enter Ctrl+D, Don't know)

POL_FAIRLY

FR: **In your opinion, how fairly do the police in your area treat people?**

Very fairly

Somewhat fairly
Neither fairly nor unfairly
Somewhat unfairly
Very unfairly

R: Somewhat fairly.

(Enter 2, Somewhat fairly)

POL_EFFECTIVE FR: **How effective are the police at preventing crime in your area?**

Very effective
Somewhat effective
Neither effective nor ineffective
Somewhat ineffective
Very ineffective

R: Very effective.

(Enter 1, Very effective)

POL_TRUST FR: **How much do you trust the police in your area?**

Trust completely
Somewhat trust
Neither trust nor distrust
Somewhat distrust
Distrust completely

R: Completely.

(Enter 1, Trust completely)

POL_RATEPOLICE FR: **Taking everything into account, how would you rate the job the police in your area are doing?**

A very good job
A somewhat good job
Neither a good nor a bad job
A somewhat bad job
A very bad job

R: Very good.

(Enter 1, A very good job)

VS_INTRO FR: **For the next questions, please think about things that happened to you since (date), no matter where they may have occurred, including things that happened in the past 6 months but before you moved to your current residence. The questions will cover theft, physical attacks, and unwanted sexual contact.**

(Enter 1 to continue)

T_CARRY FR: **The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, school, or somewhere else.**

In the past 6 months, did anyone...

Steal something of yours that you carry, like a cell phone, money, a wallet, purse, or backpack?

R: No.

(Enter 2, No)

T_WEAR FR: **Steal something of yours that you wear, like clothing, jewelry, or shoes?**

R: No.

(Enter 2, No)

T_INHOME FR: **Steal something of yours in your home, like a TV, computer, tools, or guns?**

R: No.

(Enter 2, No)

T_ONPROPERTY FR: **Steal something of yours from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?**

R: No.

(Enter 2, No)

T_INVEHICLE FR: **Steal something of yours out of a vehicle, such as a package or groceries?**

R: No.

(Enter 2, No)

T_ELSE FR: **Steal anything else that belongs to you, including things that were stolen from you at school? Do not include stolen vehicles.**

R: No.

(Enter 2, No)

T_ATTEMPT FR: **In the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?**

R: No.

(Enter 2, No)

A_WITHWEAPON

FR: **The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at school or away from home.**

Do not include threats and do not include incidents that were accidental or when you knew someone was playing.

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

R: No.

(Enter 2, No)

A_OBJECT

FR: **With something else used as a weapon, like a baseball bat, scissors, or a stick?**

R: No.

(Enter 2, No)

A_THROW

FR: **By throwing something at you, such as a rock or bottle?**

R: No.

(Enter 2, No)

A_HITKICK

FR: **By hitting, slapping, grabbing, kicking, punching, or choking you?**

R: No.

(Enter 2, No)

A_OTHER

FR: **In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.**

R: No.

(Enter 2, No)

A_THREAT

FR: **In the past 6 months, did anyone THREATEN to attack you, but not actually do it?**

R: No.

(Enter 2, No)

A_KNOWNOFF

FR: People sometimes don't think of attacks by someone they know, like a boyfriend or girlfriend, someone at school, a friend, a family member, a neighbor, or any other person they've met or known.

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

R: No.

(Enter 2, No)

Remember, all respondents are asked the sexual assault screener questions, and the wording used is slightly different based on the age of the respondent. Note the sexual assault screener questions here refer to "private parts" and sexual contact is defined as, "someone touching your private parts, unwanted sex, or making you do these kinds of things to them" since the respondent is under 16 years of age.

SA_UNWANTEDCONTACT

FR: The next questions are about any sexual contact in the past 6 months that **YOU DID NOT CONSENT TO** and that **YOU DID NOT WANT** to happen. The information you provide is confidential.

Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

In the past 6 months...

Did anyone touch, grab, or kiss your private parts when you didn't want them to - or TRY to do this?

R: No.

(Enter 2, No)

SA_FORCE

FR: Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

R: No.

(Enter 2, No)

SA_THREATENHURT FR: Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

R: No.

(Enter 2, No)

SA_UNABLETOCONSENT

FR: Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

R: No.

(Enter 2, No)

CA_OTHERCRIME FR: To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

R: No.

(Enter 2, No)

INC_REPORTS

(Enter 1 to continue)

SOCIODEMO_INTRO FR: The next questions ask about you. Remember all answers to this survey are confidential.

(Enter 1 to continue)

HEARING FR: Are you deaf or do you have serious difficulty hearing?

R: No.

(Enter 2, No)

VISION FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No.

(Enter 2, No)

LEARN_CONCENTRATE

FR: **Because of a physical, mental, or emotional condition do you have serious difficulty:**

Concentrating, remembering, or making decisions?

R: No.

(Enter 2, No)

PHYSICAL_LIMIT FR: **Walking or climbing stairs?**

R: No.

(Enter 2, No)

DRESS_BATH FR: **Dressing or bathing?**

R: No.

(Enter 2, No)

CITIZENSHIP FR: **Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or become a citizen of the U.S. through naturalization?**

R: Yes, I was born here.

(Enter 1, Yes, born in the United States)

INTVDONE

(Enter 1 to continue)

CONTACTINFO

(Once the box prefills with 1, press Enter to continue.)

PERPHONE1 FR: **What is the best telephone number to reach you at?**

R: My mom's cell phone, I don't have one.

(Press Enter)

PERPHONE2 FR: **Is there another number we can reach you at?**

R: No.

(Press Enter)

EMAIL FR: **Is there an email address that we could use to contact you?**

R: No.

(Press Enter)

CONTACTDONE

(Enter 1 to continue)

RESPONDENTINTERVIEWLANG

Record the language the respondent's interview was conducted in. In this scenario it was in English.

(Enter 1, English)

INTERVIEWTYPE

Record if this was a telephone or in-person interview; it was in-person.

(Enter 2, In person)

INTERVIEWPLACE FR: **Thank you for completing the National Crime Victimization Survey.**

Please give me a moment to fill in a few pieces of information about today's interview.

Notice the FR instruction on this screen tells you to answer this question without asking the respondent. For this exercise we are going to say that we conducted the interview at the respondent's home, so enter 1, At home.

INTERVIEWANYONEELSE

Again, notice the FR instruction on this screen. Since this interview was a personal visit, you can answer it without asking the respondent. Although Susan was at home, Bruce Public was the only household member in the room during his interview. Enter 2, No.

THANKYOU FR: **Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.**

(Enter 1 to continue)

PERCONTACT FR: **In the future, how would you prefer to be contacted?**

Personal visit
Phone Call
Text
Email

R: You can call my mom's cellphone or a personal visit.

(Enter 1 and 2, Personal visit and Phone call)

*Since there are no other household members to interview, the instrument goes to the **VERIFY** screen to exit out of the instrument. After entering 2 at **VERIFY** we'll then complete the Case Notes and pCHI.*

VERIFY

(Enter 2, No changes needed to contact information)

At the “Case Level Notes Editor,” enter a note that you completed the interview with the Household Respondent and completed LN 2’s interview as well. When you are done entering this note, press the F10 function key or click on the F10 icon on the toolbar to exit the “Notes Editor.”

After you click on the F10 icon on the toolbar to exit the “Notes Editor”, pCHI will appear automatically.

*At the **CTATEMPT** screen, enter 1. Since this was a first time in sample case, we did a personal visit to conduct the interview.*

TIMEOFCT

(Enter 1, at time of contact attempt)

pCASECONTACT

(Enter 1, made contact with sample member)

PCONTACTPER

(Enter 1, made contact with Susan Public)

pCTTYPE

(Enter 1, Completed interview)

pRSPNDENT

(Enter 98, no concerns)

pSTRATEGS

(Enter 98, no strategies)

PCONTACTPER (LN 2)

(Enter 1, made contact with Bruce Public)

pCTTYPE

(Enter 1, Completed interview)

pRSPNDENT

(Enter 98, no concerns)

pSTRATEGS

(Enter 98, no strategies)

After entering the strategy used for the last eligible person, you exit the pCHI and then return to Case Management.

This is the end of the paired practice interviews.

Let your trainer know you've completed both paired practice interviews and follow their instructions for next steps.

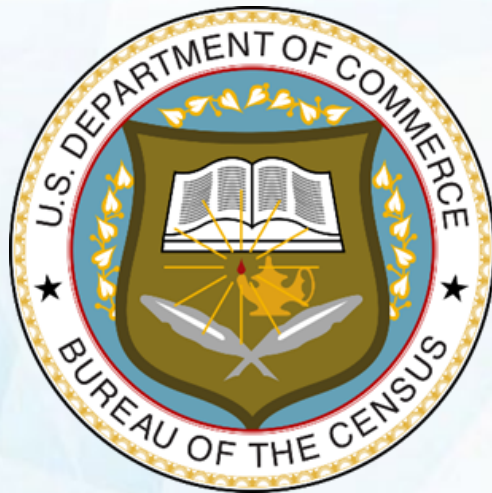
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NOTES

Attachment 5: Revised NCVS-550 (Interviewing Manual for Field Representatives) with track changes

NCVS-550
(2/2025)

National Crime Victimization Survey



Interviewing Manual *for* Field Representatives

This document does not contain any Title 13 data or other Personally Identifiable Information. All data are fictitious and any resemblance to actual data is coincidental. Consistent with Field Division policy, any names referenced in practice interviews or other exercises are not meant to refer to any actual businesses, schools, group quarters, or persons, especially any current or former Census Bureau employees.

Summary of Changes Since 6/2019 Version

Version	Section	Description of Change
1/2025	All	Updated the manual to match the content of the redesigned instrument and updated procedures and concepts based on changes made for the redesigned NCVS.
2/2025	All	Updated the manual per Executive Orders and updated edition date.

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Chapter 1 – An Overview of the National Crime Victimization Survey

Topic 1. Purpose and Sponsor

Primary Purpose

The primary purpose of the National Crime Victimization Survey (NCVS) is to get (from respondents who are 12 years of age and older) an accurate and up-to-date measure of the amount and kinds of crime committed during a specific six-month reference period. The NCVS also collects respondents' opinions about community safety and their local police, regardless of their victimization status, and detailed information about specific incidents of criminal victimization that the respondent reports for the six-month reference period.

Secondary Purpose

The NCVS also serves as a vehicle for obtaining supplemental data on crime and the criminal justice system, including:

- Attitudes toward crime and police officers;
- Stalking;
- Incidents of identity theft; and
- Crime incidents in our schools.

This supplemental information is collected periodically, along with the standard NCVS data.

Importance of NCVS

The NCVS serves a variety of roles and is the only ongoing national program that can provide information not only on how much crime occurs and who is victimized by that crime, but also tell us about the impact crime has on victims. The NCVS measures crimes both reported and not reported to police. NCVS data are important because:

- Since its inception in 1972, the NCVS has provided much of the information we now know about crime and its impact on victims. The only other ongoing system measuring the extent of crime in the United States is the FBI's Uniform Crime Reporting program, or UCR, which only measures crimes reported to police.
- Survey estimates are important because they are national in scope and based on interviews with a large number of people about their experiences with crime victimization. Because crime is relatively rare, a large sample is necessary to get reliable estimates.

- The survey provides information that can be, and has been, used to support and develop programs to address crime and its impact on victims. For example, the survey's estimates on violence against women and intimate partner violence were key elements in raising awareness of these crimes, which ultimately led to the passage of the Violence Against Women Act of 1994.
- The survey provides a platform for research into the nature of crimes and its causes and consequences. Survey public use data files, stripped of all identifying information, are archived and used by researchers to explore a variety of issues.

Survey Sponsor

The NCVS is sponsored by the Bureau of Justice Statistics (BJS), which is part of the U.S. Department of Justice. At this time, it is the largest ongoing statistical survey sponsored by the BJS.

The BJS is responsible for collecting, analyzing, publishing, and disseminating statistical information on crime, its perpetrators and victims, and the operation of justice systems at all levels of government. The BJS is also responsible for providing timely and accurate data about crime and the administration of justice to the President, Congress, other government officials, and the general public. Respondents can send questions and comments about the NCVS by E-mail to: askbjs@usdoj.gov.

Respondents can also write or call the following office to obtain the most recent reports from the NCVS data:

National Criminal Justice Reference Service (NCJRS)
P.O. Box 6000
Rockville, MD 20849-6000
1-800-851-3420 or for TTY service for the hearing impaired 1-301-240-6310.

Respondents can also access the NCJRS and the BJS Internet sites at: www.ncjrs.gov for the NCJRS and www.bjs.ojp.gov for the BJS.

To provide timely and reliable statistics on crime and its impact on society, the BJS contracts with the U.S. Bureau of the Census to conduct the NCVS, which is the main source of information for measuring crime and assessing its impact.

NCVS vs. Police Reports

Most estimates on the amount and nature of crime are derived from police reports. However, evidence has proven that a significant number of crimes are never reported to the police. Victims have cited some of the following reasons for failing to inform the police about crimes:

- Victim felt that nothing could be done.
- Victim thought that the crime incident was not important enough to report to the police.

- Victim decided that the incident was too private or personal.
- Victim felt that the police would not want to be bothered with the incident.

Police departments often lack the personnel or technical resources necessary to record and publish the kind of detailed data from crime victims that are required for comprehensive criminal justice planning, evaluation, or analysis. The Census Bureau has both the personnel and the technical resources to conduct and supply reliable and detailed statistics on victims of crimes reported to the police as well as those not reported to police. Your work as an NCVS field representative (FR) will allow us to succeed in providing the BJS with the type of crime victimization data that police reports cannot.

Topic 2. Historical Overview

How the NCVS Began

The primary purpose of the National Crime Victimization Survey (NCVS) is to get (from respondents who are 12 years of age and older) an accurate and up-to-date measure of the amount and kinds of crime committed during a specific six-month reference period. The NCVS also collects detailed information about specific incidents of criminal victimization that the respondent reports for the six-month reference period.

Improving Accuracy and Usefulness

In the mid-1970s, the National Academy of Sciences evaluated the accuracy and usefulness of the NCS. Although the NCS was effective in measuring crime, they did pinpoint certain aspects of the survey that could be improved. During 1979 to 1985, a group of experts in criminology, survey design, and statistics conducted a detailed study and testing of the NCS. Their findings resulted in a survey redesign that would:

- Increase reporting of crime victimization, and
- Provide additional details on individual crime incidents.

The recommended changes were phased in as part of a two-stage process--near-term and long-term. The "near-term" changes were not substantial enough to affect the comparability of the crime rates for previous years, and these changes were implemented in July 1986. On the other hand, the long-term changes have had a substantial impact on the NCS crime rates. These long-term changes were phased in gradually starting in 1989, and were fully implemented by July 1993.

As part of all the redesign changes, BJS decided in late 1991 to rename the NCS to its current name, the National Crime Victimization Survey.

In July 2006, the NCVS converted to a fully CAPI automated environment. Other changes have been made to the NCVS questions over the years to maintain the relevancy of the survey. For example, new socio-demographic questions were added in July 2016 including questions on citizenship, and sexual orientation among others.

Since the redesign in 1992, a lot had changed both in the nature of crime and in the public's willingness to participate in surveys. Therefore, BJS initiated a multiyear effort to improve the efficiency, reliability, and utility of the NCVS.

The effort had three main goals:

- modernize the organization and content of the NCVS instrument
- increase the quality of information collected and efficiency of the instrument flow
- improve the measurement and classification of crime.

BJS redesigned the entire survey instrument, which includes a household roster, victimization screener, and detailed crime incident report (CIR). During the research and testing phase of the redesign effort, BJS tested the revised instrument using multiple rounds of interviews with respondents that focused on comprehension of the questions and navigation through the instrument. BJS also tested data collection field procedures through a small-scale pilot test. The results of the testing informed the design of a new NCVS instrument was phased in with half of the sample cases in 2024 and fully implemented with all households, beginning with January 2025.

Topic 3. Sample Design

NCVS Sample Population and Size

Any noninstitutionalized person who is 12 years of age or older and lives in the United States is eligible for the NCVS. Every 6 months, over 100,000 housing units and other living quarters, such as college dormitories and religious group dwellings, are designated for sample.

Persons who are not included in the scope of this survey include:

- Crew members of merchant vessels,
- Armed Forces personnel living in military barracks, and;
- Institutionalized persons, such as correctional facility inmates.

Primary Sampling Units

The households to be interviewed for the NCVS are selected by scientific sampling methods from specific sampling areas across the United States. We refer to these sampling areas as Primary Sampling Units (PSUs).

Formation of PSUs begins with listing counties and independent cities in the target area. For the NCVS, the target area is the entire country. The counties are either grouped with one or more contiguous counties to form PSUs or are PSUs all by themselves. The groupings are based on certain characteristics such as total land area, current and projected population counts, large metropolitan areas, and potential natural barriers such as rivers and mountains. The resulting county groupings are called PSUs.

Sample Unit Selection

Each stratification PSU is made up of two different sampling frames—Unit and Group Quarters (GQ). Sample units from each of these sampling frames are selected for the NCVS.

For the Unit and GQ frames, sample addresses are obtained from decennial census files.

Interview Cycle

NCVS uses a rotating sample. The sample consists of seven groups for each month of enumeration. Each of these groups stays in the sample for an initial interview and six subsequent interviews; these six subsequent interviews are each 6 months apart.

During a 6-month period, a full sample of seven rotation groups will be interviewed (one-seventh each month). One rotation group enters the sample for its first interview each month. Therefore, during one interview month, you may have sample housing units who are getting their first, second, third, fourth, fifth, sixth, and/or seventh NCVS interview.

Most NCVS interviews are conducted during the first 2 weeks of each month. When a household falls in sample for the first time, the initial interview with a sample household or at least with the household

respondent is always conducted by personal visit and used to establish a time frame to avoid duplication of crimes during subsequent interviews. Whenever possible, subsequent NCVS interviews are conducted by telephone.

Topic 4. Overview of the NCVS Process

NCVS Sample

The NCVS sample is made up of households from across the country that are selected every 10 years based on the results from the Decennial Census. The NCVS sample is split into six panels which are interviewed twice a year for a total of seven interviews. This format provides households to be interviewed each month throughout the year.

Before Interviewing Starts

Each month your Regional Office (RO) splits up that month's sample cases among all of the Field Representatives (FRs) and then releases your monthly assignment to you.

Data Collection

Starting on the first of the month, you'll use your survey-specific and general FR training to go out and do your best to finish all your interviews in the most complete and timely manner possible. As you complete and transmit your monthly assignments, each RO ensures that all assigned sample cases are accounted for and all data have been received. At the end of the month, that month's survey closes out. This ends the data collection phase of the NCVS for that month.

Editing/Coding Operation

Data from all of the ROs are combined and a database containing all cases that have at least one incident report is created. That database is then sent to the Census Bureau's National Processing Center (NPC) in Jeffersonville, Indiana. In this next phase of data preparation, the data are clerically reviewed and edited. This operation in the NPC is the first look we get at the incident reports collected each month. During this process, the data are reviewed to ensure they meet the NCVS guidelines and inconsistent data are corrected.

The database (created with all cases that have at least one incident) contains on average about 1,200 cases. Each case can have multiple incidents, so the number of incidents reviewed is even larger.

The edits range from minor corrections such as recoding an "Other - Specify" entry to major modifications that change how the incident classifies. NPC staff members review incident reports to ensure data quality, by reviewing such items as "Other-Specify" write-in entries to determine whether those entries can be recoded to another category. For example, if the question about the location at school was classified as "Other" and the write-in entry is "in the gym," it is reclassified to the category "Inside a school building."

The NPC staff also compares the crime incident report data to the data entered at the **SUMMARY** screen, the description of the incident in the screener question, and any case level notes and edit the data to make sure the incident report is consistent with the other information. If the summary or other notes are vague or incomplete, NPC and Headquarters staff may not be able to recode the incident to match what actually happened. This is why it is important to write a clear and complete summary of the incident.

Incidents that cannot be corrected are referred to another unit of editors at Headquarters. Approximately 400 of the 1,200 cases that make up the NPC's workload each month are referred to Headquarters staff for further review.

The editing and coding process ensures that the best quality data are provided to the BJS and data users. Incorrectly coding the type of crime can have a large impact on the data. Since each household interviewed represents about 3,500 households, that means those incidents, when applied to the national population, equate to thousands of incidents that would have been misclassified if we had not recoded them during the editing and coding operation.

Once the referral process is completed, certain incidents go through industry and occupation coding. The review and coding operations take two months to complete, at which point computer processing is started.

Processing the data

During the processing stage, the data are edited for consistency, missing values are estimated, estimates are produced, and final tabulations prepared. The data are used to produce data files to be released to the public.

Releasing the data

Twice a year the NCVS data are sent to the Interuniversity Consortium for Political and Social Research (ICPSR) at the University of Michigan, where our data are accessible for data users. We also send annual data in the form of statistical tables to the BJS, which publishes them in both paper reports and on its web site.

The usefulness and accuracy of the published data depends in large part upon how well you, the field representatives, do your job. You are an essential, extremely important part of this process.

Topic 5. Data Products and Their Uses

Types of NCVS Data Products

All data that we collect for the NCVS are tabulated in the form of statistical summaries. No individuals who participate in this survey can be identified from the statistical totals that are released to the public.

Once we provide these statistical summaries to the sponsor, the BJS, a special analysis group analyzes the data and produce several types of publications on an annual basis.

Some of the past publications released from this survey include:

- ***Criminal Victimization***
- ***Trends and Patterns in Firearms Violence***
- ***Criminal Victimization in the 22 Largest U.S. States***

The BJS routinely distributes copies of their publications to:

- State and regional planning agencies,
- Colleges and universities,
- Commercial and industrial groups,
- Citizen groups,
- Professional associations,
- Federal, state, city, and local police,
- Courts and correctional agencies, and
- Legislative bodies.

The BJS also makes selected crime victimization data available through the Internet at the following site: **www.bjs.ojp.gov**.

After the survey results have been modified to protect the confidentiality of our respondents, NCVS public use data files are released to the Inter-University Consortium for Political and Social Research (ICPSR) at the University of Michigan. The ICPSR uses a grant awarded by the BJS to release the NCVS data in a format that makes them more accessible to the public, criminal justice practitioners, and researchers.

Who Uses the NCVS Data and Why

Users of the NCVS data cover a wide audience of groups and persons who are all concerned about crime and crime prevention. These users include:

- Researchers at academic, government, private, and nonprofit research institutions;
- Community groups and government agencies;
- Law enforcement agencies; and

- Print and broadcast media.

Researchers use the NCVS data to prepare reports, policy recommendations, scholarly publications, testimony before Congress, and documentation for use in courts.

Researchers also use the NCVS information to investigate:

- Why certain persons are victimized more than others,
- The characteristics of attempted versus actual victimizations,
- The reasons why persons do not report crime incidents to the police, and
- Victimization among juveniles, domestic violence, gun-related crimes, multiple victimizations, and so forth.

Community groups and government agencies use the data to develop neighborhood watch and victim assistance and compensation programs.

The NCVS produces several facts relevant to projecting costs of victim compensation programs. After reviewing specific NCVS facts, it was revealed that some eligibility restrictions for existing compensation programs were not entirely relevant to the types of people most likely to be victimized. This was determined by examining data on age, employment status, and family income of victims of personal crimes, together with findings about victim/offender relationships in these crimes.

Law enforcement agencies use the NCVS findings for training purposes, and the findings can be seen in crime prevention public service announcements and in crime documentaries.

Law enforcement agencies in various cities also use NCVS data to increase:

- Citizen cooperation with officials in deterring and detecting crime,
- Special police strike forces to combat those crimes which the survey indicates as being most prevalent, and
- Street and park lighting programs in those areas with the highest reported crime rates.

Print and broadcast media regularly cite NCVS findings when reporting on a host of crime-related topics.

Some other reasons why data users want NCVS data:

- Planning for public education programs, police patrol strategies, and new communities and housing projects. This type of planning requires knowledge of the characteristics of victimized persons and households, as well as when and where victimizations occur.
- Conducting feasibility studies and planning programs for the restitution and compensation to victims of crime. These studies and programs require information on the nature and extent of injury and loss that results from criminal victimization.
- Assessing the need for property identification programs. These programs require information on the amount of property recovered after burglaries and thefts.
- Understanding more about the nature and extent of biases in police data on known offenses. These studies require knowledge of levels of nonreporting to the police, together with information on kinds of victimization that are disproportionately not reported to the police.

Chapter 2 - Conducting the National Crime Victimization Survey Interview

Topic 1. NCVS Authorization and Introduction

NCVS Authorization

Currently, the BJS is authorized to collect statistics on victimizations through Title 34, United States Code, Section 10132 of the Justice Systems Improvement Act of 1979. Although this law authorizes the BJS to collect victimization information, it does not make respondent participation mandatory.

The Census Bureau is authorized to collect this data under Title 13, United States Code, Section 8. Title 13 Section 9 also requires that all information collected from respondents be kept confidential, so that individual respondents or households cannot be identified from the survey results. ***(See Topic 2 of this chapter for more details about confidentiality.)***

Why We Use the Introductory Letter

The NCVS uses an introductory letter to comply with the provisions of the Privacy Act of 1974. This Privacy Act requires that all Federal agencies provide specific facts to anyone from whom they plan to collect personal information. These facts include:

- The legal authority for collecting the information;
- The principal purposes for collecting the information;
- The various uses for the data after it is collected; and
- The mandatory or voluntary nature of the survey and penalties, if any, for not providing information.

The introductory letter, the NCVS-572(L), is mailed to a household just before it comes into sample for the first enumeration period and mailed before each subsequent enumeration period.

In addition to complying with the Privacy Act of 1974, both letters prepare the household for your visit or telephone call and provide the household with your Regional Office (RO) contact information.

How To Use the Introductory Letter

The National Processing Center is responsible for mailing out introductory letters to sample households for the current interview period. Your assignment materials will include copies of the NCVS-572(L) introductory letter in case you need to hand one out during personal visit interviews. This letter can be used as a handout for any NCVS case for any enumeration period.

Since the first interview with a household respondent must be conducted in person, ask the household respondent, at the end of your introduction, whether or not he/she received the NCVS introductory letter. (This is done automatically in the instrument at **GETLETTER**.) If the household respondent states that he/she did not receive it or doesn't recall seeing it, hand the respondent a copy of the NCVS-572(L). As you hand the letter to the respondent, say something similar to: "I would like you to have this letter which introduces this survey and the purpose of my visit."

Allow the respondent time to read the letter before beginning the interview.

You will find the Privacy Act and Paperwork Reduction Act Information useful, even when the respondent has received our letter and still has questions about the survey's purpose, any penalties for not participating in the survey, or the importance of each sample household's participation. For example, you may say:

"The U.S. Census Bureau is conducting the National Crime Victimization Survey for the Bureau of Justice Statistics of the United States Department of Justice. The survey's purpose is to provide information on the kinds and amount of crime committed against households and individuals throughout the country. Your responses will be used for statistical research. The U.S. Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you."

This survey is authorized by Title 34, Section 10132, of the United States Code.

Participation in this survey is voluntary and there are no penalties for refusing to answer any questions. However, your cooperation is extremely important to help ensure the completeness and accuracy of this much needed information."

Introducing Yourself and the Survey

After making contact with a household, you must introduce yourself. When conducting a personal visit of households that are in sample for the first time, if you are not sure if the person who greets you at the door is at least 18 years of age, mention to the respondent that you need to talk to someone who is at least 18 and knowledgeable about the household and ask whether or not that would be the respondent. When conducting telephone interviews with households previously in sample, ask to speak with the household respondent from the last interview. The NCVS CAPI instrument provides this information for you to read at the appropriate NCVS screens.

(Refer to Part B, Chapter 2 for the introductory screens in the CAPI instrument.)

(Refer to Part A, Chapter 2, page A2-33 if a respondent says you should not be calling because their household is listed on the national "Do Not Call" registry.)

Topic 2. Confidentiality

How We Define Confidentiality

By law (Titles 13 and 34 of the United States Code), the Census Bureau can only use survey information for statistical research and is NOT permitted to publicly release survey responses in a way that could identify the respondent or their household.

As an FR, you should NEVER make survey information available to anyone except sworn Census Bureau employees who have a work related need to know the information. **Do not permit any unauthorized persons, even members of your own family, to see the information that you collect.**

Confidentiality and Your Job

While working as an FR, avoid mentioning or providing anyone (other than sworn Census Bureau employees with a work related need to know) with any survey materials that may link a household or person with a specific survey. Never reveal any information collected during an interview to an unauthorized person or allow unauthorized persons to listen to or overhear an interview.

No One Home

When conducting personal visit interviews, if you find that no one is home at a sample address, be very careful how you inquire about the best time to reach someone there. If you ask a neighbor, apartment manager, or someone else living nearby, **DO NOT** mention the survey name or attempt to describe the survey.

Here's an example of what to say:

"Hello, I am (your name) from the U.S. Census Bureau. Here is my identification (Show ID.). I need to interview the household at (sample address), but no one is at home now. Do you know when I might find someone at home?"

Nonhousehold Member Proxy Respondent

In the few cases where it is acceptable for you to allow a nonhousehold member as a proxy respondent, you cannot give the proxy respondent any information provided by household members in earlier interviews/ enumeration periods. This includes information on household composition, marital status, education, income, and any other responses.

Using an Interpreter

There may be instances when you need the assistance of an interpreter. Perhaps the respondent speaks a language that you don't understand or he/she is unable to speak at all. Only use an interpreter that the respondent is willing to accept. If the respondent objects to a particular interpreter or you can't locate an interpreter, call your supervisor for help in finding an acceptable interpreter.

Telephone Interviews

When conducting an interview over the telephone, do not permit unauthorized persons, such as your family members or neighbors, to listen to an interview.

Personal Visit Interviews and Interviewing in Private

For the NCVS, interview respondents in private, out of the hearing of others whenever possible. In a survey like the NCVS, which can cover some sensitive topics, if a respondent is interviewed in front of other people, they may not be fully truthful about their victimization experiences. This can happen when interviews are conducted in the presence of others – whether they are household members, family, or friends. In general, you get more accurate, complete information when you interview in private.

You may say something to the respondent like: “Research has shown that we get better data when we interview in private. We would also like to ensure confidentiality for each household member. Is there some place we can talk away from others?”

Try to arrange private interviews, out of hearing distance of any other person, for the NCVS. If household members sit down together for the interview, tell them that you wish to interview separately to ensure the confidentiality of each respondent’s answers, and to ensure that we get the most complete and quality data. ONLY continue to interview with others present if the respondents refuse to be interviewed privately or a private interview is not possible (for example, in a small space such as a studio apartment). Even in front of others, you must still conduct each interview at a conversational pace, and ask each respondent all the screen questions in their entirety.

Reassuring Respondents

Some respondents may feel uneasy about providing the requested information. Here are some facts that you can give respondents concerned about confidentiality:

- Before any NCVS data are released, all identifying information is removed. By law, the Census Bureau is not permitted to publicly release survey responses in a way that could identify the respondent or their household.
- The Census Bureau takes its confidentiality promise to respondents very seriously. A Census Bureau employee can be fined up to \$250,000 and/or imprisoned for up to 5 years if found guilty of an unauthorized disclosure of individual information provided to the Census Bureau.

Topic 3. Eligible Respondents

Types of NCVS Respondents

There are three types of respondents for the NCVS:

- Household respondents,
- Individual respondents, and
- Proxy respondents.

For the NCVS, certain sets of questions within the instrument require different respondents. There are specific questions in the NCVS instrument that relate to the household and are asked only once during each enumeration period. We refer to the respondent for these questions as the **"household respondent."**

All other questions for the NCVS are considered **"self-response"** questions. In other words, each household member who is 12 years of age or older is expected to answer for himself/herself. We refer to these respondents as **"individual respondents."**

As a last resort and only under specific conditions, we will allow another person to answer questions for a household member. We refer to this person as a **"proxy respondent."** In most cases, a proxy respondent will be another household member, but under certain circumstances a nonhousehold member can be a proxy for the entire household. Strict rules are in place for when to accept a proxy interview, since a proxy respondent is more likely not to report a crime incident and less likely to know the full details concerning reported incidents.

Interpreters and Signers

"Interpreters" are acceptable for respondents who cannot read or speak English, and **"Signers"** are acceptable for respondents who are deaf. However, interpreters and signers are **not** considered "proxy respondents," because they are not responding for the household member.

Interpreters are translating the NCVS questions into the respondent's language and then translating the respondent's answers into English for you. Signers are using sign language to relay the NCVS questions to the respondent, the respondent uses sign language to answer the questions, and then the signer tells you the respondent's answers. Whenever you have the assistance of an interpreter or a signer, note that fact in any interview notes that you complete for the respondent.

Rules for Household Respondents

Your goal for selecting a household respondent is to find the **most knowledgeable** household member who is at least 18 years of age. By most knowledgeable, we mean the household member who is most likely to give accurate answers to the household questions. Most often the household respondent will be the reference person (one of the persons who owns or rents the home). *(See Part C, Chapter 1, for more details about reference persons and household respondents.)*

First Person to Interview

You need to interview the household respondent first. However, partial interviews with the household respondent are allowed, which means that you will be able to move forward with interviewing another household member if you have reached a certain point in the household respondent's interview.

For a **first enumeration period** household, ask to speak with one of the persons who owns or rents the home, as soon as you have introduced yourself and verified that you are at the correct address.

For a **second through seventh enumeration period** household, the NCVS CAPI instrument automatically prompts you to ask to speak with the person who was the household respondent during the previous enumeration period, as soon as you have introduced yourself and verified that you have contacted the correct address. If that person is not available, you can ask to speak to the reference person, another household member who owns/rents the home, or a household member who is at least 18 years of age and knowledgeable about the household.

Whenever you want to see the household roster for a sample case, press the "Shift" and "F1" keys simultaneously and the roster screen will appear, showing the names of all household members. You can also access the roster by clicking on the "HH Roster" tab at the top of the pane.

Exceptions to the Age Requirement

There are only two instances when a household respondent can be under 18 years of age.

- When the household's reference person (*one of the person's who owns or rents the home*) or the spouse of the reference person is 17 years of age, you can select either person as the household respondent. Because they are MARRIED, either person qualifies as a household respondent, even though one person is 17 years of age.
- When you have a household in which ALL household members are 17 years of age, select the most knowledgeable household member as the household respondent. However, if the household has at least one 17-year-old household member and the remaining members are under 17 years of age, select the 17-year-old household member as the household respondent.

NOTE: If you encounter a household in which ALL household members are **under 17 years of age**, contact your supervisor who will discuss this situation with HQ staff and let you know how to handle the case.

Changing Household Respondents

If it becomes obvious that you are interviewing a household member who is unable to answer the household questions, you must:

- Find a more knowledgeable household respondent, or
- Arrange to return to or call the household back when a more knowledgeable respondent is available.

If you have to change household respondents, click on the “NEWHHR” tab at the top of the NCVS interview screen. The screen that appears, Item **NEWHHR** asks you if you need to change the household respondent. Entering 1 in the **NEWHHR** screen will take you to the **NEXTPERSON** screen. At **NEXTPERSON**, select the line number of the new household respondent; then continue with the interview.

Rules for Individual Respondents

If you are unable to complete the interview with the household respondent, partial interviews are allowed. You will be able to interview each of the remaining household members who are 12 years of age and older after you have reached a certain point in the household respondent’s interview. We want self-responses from each of these household members. This may require you to make callbacks, so that you can talk directly to each household member. When a household first enters the NCVS sample (*regardless of the enumeration period*), you need to start the interview with the household respondent in person first. You will be able to interview the household respondent or another household member by telephone after you have reached a certain point in the household respondent’s interview.

Rules for Proxy Respondents

To be eligible as a proxy respondent, a household member must be:

- At least 18 years of age,
- Knowledgeable about the household member for whom he/she is responding, and
- A completed NCVS interview himself/herself before providing a proxy interview.

The only time a proxy respondent can be under 18 years of age is when the reference person or the spouse of the reference person is under 18 or all household members are under 18 years of age.

All proxy interviews are reviewed to determine whether NCVS procedures were followed correctly. If not, some of these cases could be made Type A noninterview households. For this reason, it is very important that you follow proper procedures for proxy interviews.

When to Accept a Proxy Interview

One of the following circumstances must exist before you can accept a proxy interview:

- A parent does not want you to interview his/her 12- or 13-year-old child. In this case, any knowledgeable household member who is at least 18 years of age can be the proxy respondent for the child.
- A household member who is 12 years of age or older is temporarily absent and will not be back to the address until after the interview closeout date. In this case, make sure that the person is still a household member. Refer to Part C, Chapter 1, Topic 3 if you need help determining household membership. If the absent person is still considered a household member, you can accept a proxy interview.

- If a household member who is at least 12 years of age is considered physically and/or mentally incapacitated, you can accept a proxy interview. To qualify as physically and/or mentally incapacitated, the household member must have health and/or mental illness problems that are continuous throughout the entire interview period and these problems make it impossible for the person to be interviewed.

The following problems **DO NOT** qualify as health or mental illness problems:

- ✗ Colds or the flu,
- ✗ Drunkenness or drugs, or
- ✗ Emotional problems that might be aggravated due to some NCVS questions, such as those dealing with sexual assaults.

When Not to Accept a Proxy Interview

Under the following circumstances, **DO NOT** accept a proxy interview:

- ✗ You are unable to reach a household member at the sample address, despite repeated attempts throughout the interview period. For example, a high school student who goes to school, works part time, and is involved in several sports activities.
- ✗ In a two-person household, one of the members tells you that she can't take the time to answer your questions. Instead, she wants her husband to answer all the NCVS questions for both of them.
- ✗ A household member refuses to let you interview someone in the household who is over 13 years of age, such as a 14-year-old son or daughter or a 90-year-old parent.
- ✗ A respondent does not understand English and you are unable to find an acceptable interpreter, including another household member.

If you encounter any of these situations, you must classify the individual respondent as a Type Z Noninterview. If none of the household members qualify as a household respondent, then you must classify the entire household as a Type A noninterview.

Proxy Respondents Who Are Not Household Members

Before you can accept a nonhousehold member as a proxy respondent, **all** of the following conditions must apply:

- All household members cannot be interviewed due to health problems or mental incompetence.
- During the entire reference period, all household members have been unable to leave home unless they were accompanied by a caretaker who is a nonhousehold member.

- Proxy interviews are provided by the nonhousehold member caretaker for ALL eligible household members, including the household respondent's interview.
- The nonhousehold member caretaker must be at least 18 years of age.
- During the entire reference period, the nonhousehold member caretaker had responsibility for the care of each eligible household member.

The only time you are allowed to take a proxy interview for a household respondent is when all of the conditions for a nonhousehold member proxy respondent have been met and the nonhousehold member is the proxy respondent for the household respondent and all remaining eligible household members. Otherwise, one of the eligible household members must serve as the proxy respondent.

When Not to Use a Nonhousehold Member

If any of the household members, who require proxy interviews, have not been under the care of the nonhousehold member for more than a few days during the reference period, do not accept a proxy interview from the nonhousehold member.

Here are a few examples of when NOT to accept a nonhousehold member caretaker as a proxy respondent:

- ✖ A nonhousehold member goes on a 2-week vacation and is not with the household member during those 2 weeks.
- ✖ The household member is in a hospital or a nursing home or visiting with relatives for one or more months. During that time, the nonhousehold member caretaker is not staying with the household member.

If you are not sure whether to accept a nonhousehold member caretaker as a proxy respondent, always check with your supervisor before conducting the proxy interview.

Protecting the Rights of Household Members

Make sure that a nonhousehold member caretaker is an acceptable proxy respondent before conducting a proxy interview. If you allow an unacceptable nonhousehold member to be a proxy respondent, you run the risk of:

- Violating the sample household's right to confidentiality,
- Violating the sample household's right to choose whether or not to participate in the survey, and
- Interviewing a proxy respondent who is not knowledgeable enough to provide complete and accurate information.

When accepting a nonhousehold member caretaker as a proxy respondent, remember not to provide him/her with any information that the household member(s) provided during previous interviews. This includes information on household composition, marital status, education, income, and so on, as well as any other information previously given by household member(s).

Procedures for Conducting Proxy Interviews

There are specific items in the NCVS instrument that are off path or reworded automatically when conducting a proxy interview.

The instrument will not ask the following questions during a proxy interview:

- Community measures questions (**CM_ROBBED** through **CM_TRUSTLOCALS**),
- Police ask-all questions (**POL_CONTACTCRIME** through **POL_RATEPOLICE**),
- Sexual orientation questions (**ORIENTATION_MALE** or **ORIENTATION_FEMALE**),
- Household Characteristics II questions (**HOUSEHOLDINCOME** through **WORRYABOUTEXPENSES**),
- Some of the interview info questions (**INTERVIEWTYPE** through **INTERVIEWWHOELSE**), nor
- Preferred contact question (**PERCONTACT**).

Many of the instrument items are reworded for proxy interviews. As appropriate, the word “you” is replaced with either the name of the person for whom the proxy interview is being taken or the applicable pronoun for the proxy person.

Only accept a proxy interview as a last resort. Also, only accept a proxy respondent who is able to answer questions about the household member accurately and completely.

Rules for Interpreters and Signers

Before using an interpreter or a signer, make sure that the person is acceptable to the respondent. The interpreter or signer can be a family member or even you, if you speak the person's language or can sign well enough.

If you do not speak the respondent’s language or know sign language, contact your supervisor to discuss how to proceed. However, you can use a proxy respondent for a deaf respondent, when a suitable signer is not available.

If you complete a crime report for a respondent who required the assistance of an interpreter or signer, note in the case level notes that an interpreter or signer was used.

Topic 4. Maintaining Respondent Rapport

Starting Off on the Right Foot

As soon as the respondent answers the door or the telephone, start building a harmonious relationship with him/her. Maintaining this rapport throughout the interview will ensure that you collect full and valid information.

As you introduce yourself and the survey, create a comfortable atmosphere by showing sincere understanding and interest in the respondent. If the respondent feels comfortable, he/she will be more willing to provide honest and full responses.

Keys to a Successful Introduction

The following key points will help you deliver a successful introduction:

- For personal visit interviews, always have the NCVS introductory letter handy to give any respondent who did not receive it in the mail.
- Be enthusiastic and friendly. Remember that a smile helps you open many doors.
- Be prepared for any type of responses or questions from respondents. By knowing the survey, you will be able to handle any questions.

Creating a Good Impression

Knowing the NCVS well is a major key to creating a good impression with respondents. Pay attention and play an active role during your training sessions and make sure that you complete all self-studies. Also, make sure to read this manual, NCVS-550, and refer to it whenever you have questions about the NCVS procedures.

Before you start interviewing for the NCVS, make sure that you understand:

- The purpose of the survey;
- How the survey results are used;
- The types of questions asked in the interview; and
- How to answer respondent questions.

Being Professional, Friendly, and Sincere

One of your greatest assets in creating a good impression is to conduct interviews in a professional, friendly, and sincere manner. Always keep in mind that you are a representative of the United States Government. This role requires you to take a professional approach towards your work.

Interviewing in a professional manner does not mean that you cannot smile or be friendly. However, showing too much friendliness or concern about a respondent's personal matters can cause a respondent to hold back information or provide biased information.

Listening carefully and showing a sincere interest in what each respondent tells you will make your interviewing easier and more enjoyable.

Staying Neutral and Objective

During an interview, it is important to develop an objective, non-threatening, non-judgmental atmosphere. Don't let the respondent see any signs of approval or disapproval after he/she gives you information.

Be careful not to give your personal opinion either by your words, facial expressions, or the tone of your voice. Since some of your respondents will be victims of crime and will be telling you personal or sensitive information about the crime incident, you must be careful not to show any surprise, disapproval, or sympathy. Any of these expressions could cause the respondent to give untrue answers or withhold information.

Staying neutral and creating an objective atmosphere during an interview is not easy. It comes with experience. Practice using neutral expressions and gestures, such as "Uh-huh," "I've got that," "Yes, I see," or simply a nod of your head. These signs will tell the respondent that you are listening, without leading, influencing, or biasing the information that you receive during an interview.

Here are some reasons for not showing your reactions to what a respondent says:

- Your actions, as well as your words, can help or hinder an interview.
- If you frown or shake your head, the respondent will sense your disapproval just as clearly as if you put it into words.
- If a respondent thinks that you favor one answer more than another, this could influence how the person answers the question.

Believing in Yourself and the NCVS

Before you make contact with a respondent, believe that:

- You "have what it takes" to get a good NCVS interview.
- The data you collect for the NCVS is important.
- Each respondent is going to participate in the NCVS.

Guidelines for Gaining Cooperation From Respondents

Be Positive - Approach each household expecting to obtain an interview.

Introduce Yourself Properly - Always deliver your introduction and be sure to include the following:

- Your full name, first and last
- Who you are representing (the U.S. Census Bureau,)
- Show your identification badge when conducting personal visit interviews,
- Explain the nature of the survey, and
- Ask whether the household received our introductory letter.

How Long Will This Take? - When respondents ask how long the interview will take, give them an honest answer as to its length. The NCVS interview takes, on average, about 36 minutes to complete for each household member, but this can vary depending on the person's experiences during the reference period. If the respondent is reluctant, offer to start the interview and, if he/she does not have time to finish, you can return later or call back to complete the interview.

Know Your Survey - The better you know the survey on which you are working, the more successful you will be. Know the purposes of the survey and be prepared to answer any questions about its importance. This will be your best defense against respondent objections.

Appearance - When conducting personal visit interviews, dress in a professional manner. The initial impression you make can be the deciding point between whether or not the respondent participates. Dress for the neighborhood in which you are working. Do not overdress. A businesslike appearance is essential.

Use Survey Aids - For personal interviews, be ready to show respondents the appropriate survey "fact sheet" or brochures that make use of the NCVS facts. This will help the respondent understand the importance of his/her participation.

Be Flexible - Be available to complete the interview at the respondent's convenience. Offer to contact the respondent at a different time if the respondent cannot do the interview when you contact him/her. Leave your name and telephone number when you find that no one is home. Be persistent, but do not be pushy.

It's Voluntary - A few respondents may choose not to participate because the survey is voluntary and there are no penalties for not participating. If this happens, explain that the overall quality of our data could be affected when sample persons refuse to participate. Persuade the respondent into letting you start the interview, and explain that they may choose not to answer any questions they find objectionable.

Leave the Door Open - Always maintain a pleasant and businesslike manner, no matter how hostile the respondent may be. This will facilitate any future contacts.

Topic 5. Answering Respondents' Questions

Importance of Answering Respondent Questions

Keep a good, positive attitude about the NCVS, and be prepared to answer almost any type of respondent question with conviction and accuracy. The Census Bureau prides itself on having a qualified staff of FRs who consistently receive high marks for gaining respondent cooperation. This is impressive, especially given that you may encounter respondents who express frustration with the government. We attribute this success to the good attitude and preparedness of our FRs.

Even though we provide sample households with basic information about the NCVS in the introductory letter, some respondents may still have questions to ask either before the start of the interview or at different points during the interview.

Types of Respondent Questions

The questions that respondents may ask can be divided into two main categories:

- Item specific questions and
- General survey questions.

Item Specific Questions

A respondent may ask you:

- Why a particular question is needed,
- What a particular word or phrase from a question means, or
- Who needs the information.

This manual has the information you need to answer any such questions that respondents may ask. We do not expect you to memorize all of the information provided in this manual, but you do need to know where to look within the manual for specific types of information. Refer to Part B, Chapter 1 The National Crime Victimization Survey Instrument, to help you answer respondents' questions about why we ask certain questions and who uses the information from specific questions. Use Part C, Chapter 1 NCVS Survey Concepts, when you need to find the meanings of specific words or phrases as used in the NCVS questions.

General Survey Questions

Most of the time, respondents will ask general survey questions at the very start of the interview. Although we cannot predict every question that a respondent may ask, we have compiled a list of commonly asked general survey questions with some suggested responses to help you.

A condensed list of some of the most commonly asked questions are shown:

- On the back side of the NCVS introductory letter,

AND

- In the FAQ tab in the CAPI instrument.

FAQ (General Help) Screen

Some respondents may want to know more about the survey before they will let you interview them. The NCVS instrument provides answers to commonly asked questions together with suggested answers. The answers provided for these typical questions and comments can be useful to you whenever a respondent starts asking questions. To view the FAQ/general help screen, press the "Shift" and "F2" keys simultaneously, or click on the "FAQ" tab at the top of the information pane.

After accessing the FAQ screen, you will see a menu with selections. Entering the appropriate menu selection will route you to one of the following reference screens.

(Read words in all capital letters only to yourself, NOT to respondents):

Confirm call/survey

To verify that I am calling from the Census Bureau, you may call our toll free number:

1-800-642-0469 (TTC)

♦ or provide your regional office number.

When you call, please provide your name and the following identification number: *(case ID number)*

♦ READ IF NECESSARY:

To verify that the toll free number is legitimate, you may call Directory Assistance on: 1-800-555-1212.

Wasting taxpayers' money

The survey tells us about the amount and nature of crime as well as crime trends and crimes not reported to the police. It can help save taxpayer money when new programs are developed by focusing on the people who are most likely to be victims of crime and making crime prevention and control programs more effective. It also tells us about people's opinions about neighborhood safety and local police.

Why don't you ask the police about crimes?

NCVS data show that over half of all crimes go unreported to the police. This survey is the only way to find out about these crimes and it provides more detailed information than we get from the police.

Who uses this information? What good is it?

The survey is widely used by policy makers at all levels of government, crime prevention groups, people who help crime victims, researchers in many fields, the media, as well as others. The survey is used to track trends and patterns in crime and safety and to develop policies.

Why so many questions when I told you “No crimes”?

We have studied asking fewer questions, but have found that people sometimes don’t think about a crime until a specific question reminds them about it. We need to ask all people the same questions to guarantee the quality of the data.

No crimes here, so go ask somebody else.

Whether you experienced a crime or not, you are helping the nation understand crime and safety issues—your experience matters. We need a clearer picture of who's impacted by crime and how these impacts vary for different people and households. Your participation is key to this understanding. Survey doesn't seem to be working, crimes still occur.

It may not be possible to eliminate all crime, although we want to reduce it as much as possible. The survey is also used to develop and improve programs for assisting those who have become crime victims.

How many times will I be contacted?

Census Bureau representatives contact household members at a selected address every 6 months for a total of seven interviews. If you move away during that time, we will interview the residents who move in. Research has shown that by contacting the same households a number of times we get the most accurate information.

How can I get information regarding BJS/NCVS?

You can find detailed results from the survey at the BJS website at <https://bjs.ojp.gov/programs/ncvs>

Many newspapers and television stations write about the survey results when reports come out so you may see something there too.

Why do you need to interview my child/children?

Many crimes, especially those that happen to children, never get reported to police. The NCVS is one of the only ways to find out what kinds of crimes are happening to young people. The NCVS collects data from young people to create statistics on who has and has not been a victim of a crime, which is why we need to speak with all children (age 12 and older) in the household, regardless of whether they have been a victim in the past 6 months.

OMB NOTICE statement for respondents with a serious grievance

OMB No. 1121-0111: Approval Expires: mm/dd/yyyy

NATIONAL CRIME VICTIMIZATION SURVEY NOTICE -

The U.S. Census Bureau is required by law to protect your information. The Census Bureau is not permitted to publicly release your responses in a way that could identify you. We are conducting this survey for the Bureau of Justice Statistics of the United States Department of Justice under the authority of law (Title 13, United States Code, Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, United States Code, Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, United States Code, Section 9 and Title 34, United States Code,

Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data.

This collection has been approved by the Office of Management and Budget (OMB). The eight-digit OMB control number confirms this approval. We could not conduct this survey without a currently valid OMB control number.

Send comments regarding any aspect of this survey to the Bureau of Justice Statistics at askBJS@usdoj.gov or 202-307-0765, or by mail: Chief, Victimization Statistics Unit, Bureau of Justice Statistics, 999 N. Capitol Street, NE, Washington, DC 20531.

Why does the NCVS ask about sexual orientation?

Research has shown that sexual orientation is correlated with crime victimization. These questions are included in the NCVS to better understand the relationship between these characteristics and experiences with criminal victimization. Additionally, discrimination against persons because of their sexual orientation is prohibited by federal hate crime statutes and the 2013 reauthorized Violence Against Women Act (VAWA). Since the NCVS includes measures of hate crime and the provision of victim services, the inclusion of these items in the NCVS will allow researchers to better address policy-relevant questions about victimization and victim services.

◆ WHAT IS MEANT BY “SEXUAL ORIENTATION?”

The direction of one’s romantic or sexual attraction to members of the same sex, opposite sex, or both sexes.

General Survey Questions and Answers

What is this survey all about?

The National Crime Victimization Survey is conducted to collect information on the kinds and amount of crime in the United States.

From a sample of households throughout the United States, we interview all household members who are at least 12 years of age.

What information do you get from this survey?

This survey collects information on the types and amount of crimes committed, the characteristics of victims, and the characteristics of offenders who have committed violent crimes. The following types of information are also collected for reported crimes:

- When and where crimes occur,
- Economic loss to the victim,
- Extent of injuries suffered by the victim,

- Whether the victim knew the offender or whether they were strangers,
- Whether the offender used a weapon, and
- Whether the police was were notified.

Why can't you get this information from police records?

Based on information received in previous survey years, we have found that over half of all crimes go unreported to the police. Since this survey includes crimes that are both reported and unreported, data users can get a more complete picture of crime in the United States from this survey.

What kind of results are released from this survey?

Our sponsor, the Bureau of Justice Statistics (BJS), releases results periodically from the National Crime Victimization Survey, together with reports on specific topics. By law, the BJS and the Census Bureau can only use your responses for statistical research; they are not permitted to publicly release your responses in a way that could identify you. BJS publishes statistical summaries of the data.

Do you have any statistics from this survey that I can see?

For personal visit interviews--

Yes. You can have this Fact Sheet, which contains statistical graphs from the National Crime Victimization Survey. *(Hand the respondent a copy of Form NCVS-110.)*

For telephone interviews--

Yes. I can mail you a copy of a recent Fact Sheet showing statistical graphs from the National Crime Victimization Survey. *(Mail respondent a copy of Form NCVS-110.)*

Why, was I selected for this survey?

Actually, we selected your address, not you personally. We scientifically selected a sample of addresses across the country to represent the entire population. If your household should move away while your address is still in the survey, we would interview the new family that moves into the home.

I am pretty busy. How long will this interview really take?

We expect the interview to take about 36 minutes. Your interview may be somewhat shorter or longer depending on your circumstances. If you have any comments on this survey or any recommendations for reducing its length, I can give you an address to use.

(When asked, here is the address:)

Chief, Victimization and Statistics Unit
Bureau of Justice Statistics
999 N. Capitol Street, NE
Washington, DC 20531

I thought that your agency just takes a Census every 10 years. What else does your agency do?

Besides the decennial census, which we conduct every ten years, we collect many different kinds of

information through other censuses and surveys. These surveys provide current information on such topics as housing, crime, unemployment rates, health, manufacturing, business, and education.

How many times will I be interviewed?

You will probably be contacted a total of seven times over three years. We hope that you will not become a victim of crime during that time, but we need to continue asking the questions to find people who do become victims. Research has shown that by contacting the same households a number of times, we are able to obtain the most accurate information.

Is this survey authorized by law?

Yes. We are conducting this survey for the Bureau of Justice Statistics of the U. S. Department of Justice under the authority of law (Title 13, United States Code, Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, United States Code, Section 10132).

Do I have to participate?

Participation is voluntary and there are no penalties for not participating. However, it is very important that we have your cooperation in this survey to ensure the validity and accuracy of the survey results.

Why can't you just mail me a questionnaire?

The survey design and the nature of the questions require a trained person to record the information. This method of interview is the least expensive way to obtain this information.

How can I know for sure that you are who you say you are?

Besides my identification badge, I can give you a telephone number to call so you can verify with my supervisor that I work for the U.S. Census Bureau.

How can this survey help to fight crime?

The results of this survey show a variety of information about crime victims, offenders, types of crimes being committed, and types of places where these crimes occur. All of this information is put to good use by law enforcement agencies, community groups, and government agencies throughout the country to lower the incidence of crime.

Why do you need to interview me when I don't have any crimes to report?

We are interested in getting information from both victims and nonvictims. By examining the differences between victims and nonvictims, we can try to determine why certain individuals become victims, while others do not.

Why waste my tax dollars on a silly survey?

We are always concerned about survey costs; however, the National Crime Victimization Survey is the ONLY source of information on crimes not reported to police. Legislators and planners use this data to make informed decisions on numerous crime-related programs. This data is also used to:

- estimate the cost of victim compensation programs;
- determine the types of programs needed for elderly crime victims; and

- measure the effects that police behavior and the criminal justice system have on crime levels

Why are you calling me since my phone number is listed on the “Do Not Call” registry?

The “Do Not Call” registry was initiated for the sole purpose of restricting telemarketing calls and does not limit a call made for the sole purpose of conducting a survey. Therefore, telephone calls from the Census Bureau for survey data collection are NOT restricted by this registry.

Topic 6. General Interviewing Techniques

Applying General Interviewing Techniques

In addition to creating a good impression and answering respondent questions, we want all FRs to use the same interviewing techniques. By following uniform techniques, we can ensure that the final survey results are more complete and accurate.

Pacing the Interview

Remember the following key point about pacing the NCVS interview -- **DO NOT RUSH** to complete an interview under any circumstances. Maintain a calm, unhurried manner and ask the questions in an objective and deliberate way. This will not only relax the respondent, but also help to keep the respondent's attention.

When respondents sense that you are rushing through an interview, they may withhold information thinking that it would take too long to explain the crime incident. On the other hand, do not let respondents waste too much time talking about unrelated information. Try to tactfully steer respondents back to the interview without making them feel as if you are hurrying to finish.

An average NCVS interview will take about 36 minutes to complete. However, the actual time required to interview all eligible members of a sample household will vary depending on the household's composition and crime experiences during the reference period.

Always assume that each respondent has time to be interviewed when you contact him/her. If the respondent tries to rush you through the interview or tries to cut you off, arrange to continue the interview at a more convenient time for the respondent. Whenever possible, make every attempt to complete at least the household respondent's interview during your first contact for the interview period. This will make any callbacks for remaining household members easier.

When conducting interviews, speak as clearly and distinctly as possible. Avoid talking too fast or too slow. Talking too fast may give the impression that you think the questions are either unimportant or sensitive in nature. By speaking in a confident voice and at a moderate pace, respondents are more likely to stay relaxed and responsive.

Asking Questions as Worded

When asking NCVS questions, **do not change the words or omit any parts of the questions**. Ask the NCVS questions **EXACTLY AS WORDED** on the screen. Even if the change seems insignificant to you, it could change the way the respondent interprets the question. It is imperative that each respondent is asked the question exactly the same, so the answers we get are comparable throughout the entire sample. For example:

- Question as worded: Does anyone in this household operate a business from this address?
- Interviewer omits some words: Does anyone in this household operate a business?

If you reword a question, you may get a different response than an interviewer who reads the question as it appears in the instrument. By leaving out “from this address” in this example, you might lead a respondent to misinterpret the true intent of this question.

Words in Black Bold Type

When looking at item questions and answers in the NCVS instrument, any words shown in bold type are meant for you to read to the respondent.

Words in Blue Type

Words shown in blue text are instructions for you and are **NOT** to be read to the respondent.

Words in Grey Type

Words in grey text are optional text to be read aloud when necessary. They are often repeats of introductory phrases that have already been read in previous questions. Use only if necessary.

Phrases in Parentheses

Some of the questions contain a phrase in parentheses, such as the question in **A_HOWTHREATENED**.

A_HOWTHREATENED--

Were you threatened face to face, by phone or text, online (such as by email or social media), or in some other way?

When you see a phrase in parentheses, decide whether the text must be read to the respondent if further clarification is needed.

The information you collect for the NCVS, or any other survey, is not valid unless **all FRs ask the questions in the same way**. When appropriate, verify the information entered. If a question seems awkward, or if you feel you are talking down to a respondent, resist the temptation to apologize or change the question. Simply ask it as worded.

Some of the questions in the NCVS instrument have response categories that you read as part of the question. Sometimes, a respondent may answer before you finish reading each response category for one of these questions. Always attempt to finish reading all possible responses before the respondent gives an answer. Even if you are interrupted, read every category in its entirety, unless a question provides different instructions. The following general technique may help you present all the response categories before a respondent answers:

- After reading each response category, pause only long enough to let the respondent know that you are about to start reading a new one. If you pause too long, the respondent may feel you are waiting for an answer.
- After reading all response categories for a question, pause long enough to allow the respondent to reply. If they don't answer, then read any optional text that may be on the screen, to assist a respondent in answering the question.

- If this technique doesn't work and the respondent interrupts you with their answer before you finish reading all the response categories, stop and thank them, but explain there is more to the question they need to hear before giving an answer.

By using these techniques, there is less chance of missing any crime incidents, which occurred during the reference period.

Marking All Answers That Apply

There are several questions in the NCVS instrument that are designed to get multiple answers. Here's an example:

EVIDENCE- What were these signs? Probe if needed: **Anything else?** Mark all that apply

This item has seven answer categories:

- A window was damaged
- A window screen was damaged or removed
- A lock on a window was damaged or tampered with
- A door was damaged
- A screen door was damaged or removed
- A lock or a door handle was damaged or tampered with
- Something else (specify)

To ensure that we get **all** answers that apply to this question, you must continue asking, "Anything else?" until the respondent answers, "No."

Not all questions that are designed to get multiple answers have the instruction, "Probe if needed: Anything else?" If the question does not have that instruction, you do not need ask "Anything else?"

Asking Questions in the Right Order

Interview household members **one at a time**. In most households, each individual respondent will answer the questions for himself/ herself. Do not attempt to interview more than one household member at the same time.

Once you start to interview a household member, ask the questions as instructed on each questionnaire. A great deal of planning and forethought has gone into designing the NCVS, so you can get the best results from each interview. Remember:

- Carefully follow all FR instructions in the instrument.
- Ask questions as they are worded without adding or deleting words or phrases.

- Do not skip a question when a respondent has already given you the answer. In most cases, ask the question as worded without adding or deleting words or phrases.

Verifying a respondent's previously given answer without reading the question is only permissible for items that have an "Ask or Verify" instruction. If you do not see an "Ask or Verify" instruction, always ask the question as worded in the instrument.

Do not assume that you know the answer without asking or verifying a question.

Listening to the Respondent

As an FR, your listening skills are of utmost importance. Listen carefully to what each respondent has to say and continue listening until the respondent is done giving his/her answer. By improving your listening skills, you can increase your chances for recording complete and accurate information.

Here are some listening "Do's and Don'ts":

Do's:

- ✓ Repeat the question as worded in a clear and distinct voice when the respondent appears to have misunderstood the question.
- ✓ Repeat the respondent's answer when it's necessary to check your understanding of what the respondent said. Then pause in hopes that the respondent will expand and clarify his/her answer.
- ✓ When a respondent mentions a crime incident, make sure to fully capture each reported incident, even if the respondent makes light of the situation or says that it was not "serious."

Some screens have an FR instruction: "Ask or verify." If the respondent has already given you the answer to that question, you may verify the answer rather than asking the full question. Using active listening techniques like this one; let the respondent know you are paying attention to what they say and can help you build rapport.

Don'ts:

- ✗ Do not tune out what a respondent says when you start recording an answer. You may need the information to either clarify the answer or change the way you interpret the answer.
- ✗ Do not interrupt respondents before they are finished, even if they hesitate while giving their answer. Be patient and allow respondents sufficient time to recall the facts.

Also, remember that some respondents may say, "I don't know," when they really mean, "Let me think about it." When you experience this situation, allow the respondent time to finish his/her statement before repeating the question or probing in some other way.

- ✖ Stay neutral and avoid showing shock or disapproval while a respondent is answering questions.

Using Appropriate Gestures

Your gestures, both verbal and non-verbal, need to convey to respondents that you are conscientious, concerned, and courteous. Poor use of gestures can portray a lack of interest, an indifferent attitude, or even disdain.

As you speak, be mindful of the inflection of your voice, its tone, and its volume. Also, be aware of what your eye contact, use of hands and arms, and facial expressions might be saying to a respondent.

Probing When Necessary

Probing is a technique whereby you casually get the respondent to provide an answer that meets the question's objective. Probing is a necessary interviewing technique because some respondents:

- May not hear the question correctly because of poor hearing or background noise;
- May not understand the meaning of a word or phrase used in the question;
- May give you an answer that is too general; or
- May say, "I don't know," because they are trying to:
 - Avoid the subject of the question,
 - Buy some time before giving an answer, or
 - Avoid saying that they did not understand the question.

Probing can be done with most NCVS questions as needed. Some examples of when probing is prohibited are the sexual orientation questions (**ORIENTATION_MALE** and **ORIENTATION_FEMALE**). You may repeat these questions and provide definitions of terms as needed, but do not probe on these questions.

Understanding the Intent of the NCVS Questions

Before you can decide whether or not to probe, you need to understand the intent of each question. By understanding a question's purpose, you can better decide when to probe and which probing technique to use.

Probing Techniques

Don't assume that a respondent's answer is always correct. When you get an answer that does not make sense to you, decide which probing technique will work best in the situation.

Choosing the best probing technique will help you to casually persuade the respondent to expand and/or clarify an answer.

Here are some standard probing techniques:

- ***Brief Assenting Comments*** - Use a comment like, "Yes, I see," when you want to encourage the respondent to talk further. This will also show that you are giving attention to the respondent's answer.

Here's an example:

Item CA OTHERCRIME reads:

To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

Respondent Answers:

Yes, I saw a prowler.

Brief Assenting Comment:

Yes, I see. Can you tell me more?

- ***An Expectant Pause*** - During a personal visit interview, use an expectant pause together with an inquiring look to convey to the respondent that you expect him/her to give you more information.
- ***Repeating the Question*** - Repeat the question when the respondent does not understand or misinterprets the question, seems unable to make up his/her mind, or strays from the subject.
- ***Repeating the Respondent's Reply*** - Repeat the respondent's reply exactly as the respondent gives it to you, when you need to clarify the answer and prompt the respondent to expand his/her answer. Never interject your own ideas when repeating the respondent's reply.

For example:

MOFFS HOWWELL reads:

How well did you know the offenders - well, not very well, or by sight only?

Respondent Answers:

They are just girls who live on the block.

Repeating Respondent's Answer:

They are just girls who live on the block? So did you know the offenders well, not very well, or by sight only?

Respondent Answers:

I don't even know their names. I just see them around, so I guess sight only.

- **Neutral Questions and a Neutral Tone of Voice** - Use neutral questions when you need to get a fuller, clearer response. Always use a neutral tone of voice so you don't sound demanding and upset the respondent.

Sometimes a respondent may still misunderstand a question's meaning or give you an unintended response. If this happens, you can read a question's answer categories to the respondent as a "last resort."

If you use this technique, do not bias the respondent's answer by only reading a few of the answer categories. By reading all answer categories for a question, you will help the respondent understand the type of answers the particular question is attempting to get.

Do Not Over Probe

Since probes, by nature, tend to press or challenge a respondent, limit your use of probes so that they do not have an adverse effect on the interview. Only use probes when necessary to clarify a response.

Once the respondent has answered your question, do not continue to probe. You can avoid over-probing by knowing the question's objective. If you understand the main purpose for asking the question, then you will know when the respondent has answered it appropriately.

Staying Neutral

Be careful not to ask leading questions and not to make the respondent feel insulted. A "leading" question is one that could influence a respondent's answer or unnecessarily prolong the interview.

Do not assume that you know what the answer should be, and then lead the respondent to that answer. Keep your probing questions as neutral as possible, so the respondent can think objectively about the question and give an accurate answer.

General Screening Guidelines

The screening portion of the NCVS interview is very important. This portion of the NCVS instrument is designed to give each respondent every opportunity to remember any crime incidents that occurred during the 6-month reference period. The BJS and the Census Bureau have specific reasons for the wording of each question and the sequencing of each group of questions.

While conducting the screen interview, do not jeopardize the interview by entering "Don't know" or "Refused" answers without asking the questions in the instrument.

Asking Applicable Questions

During each enumeration period, ask the household respondent and all remaining household members **ALL** applicable screen questions. Since respondents can easily forget many crime incidents, it is essential to ask all applicable questions each time the sample household is assigned for interview. This is the only

way we can ensure that we collect complete and accurate information. The household respondent is asked household questions that are not asked of other household members.

Handling Difficult Respondents

Some respondents may not want to go through the screen questions for various reasons, and may say:

- Let's save some time. I can tell you up front that I haven't been a victim of crime since the last time I talked to you.

OR

- You don't need to read all those examples of stolen items, because nothing was stolen from me or anyone else in this household.

When you need to convince a respondent to complete the entire screen interview, try the following techniques:

- "To guarantee that I don't miss any crime incidents, I'm required to ask each question and allow you time to make sure that you haven't forgotten anything. Some crime incidents are easily forgotten. By asking these screen questions, you may remember something that you've put out of your mind."
- "Even if you haven't been a victim of crime during the last 6 months, we are also interested in any other changes in your life, such as marital status, household income, and job changes. These characteristics also play a part in examining criminal victimizations in the United States. I'm required to ask these questions each time your household is assigned for interview. Otherwise, we can't get a complete and up-to-date picture of both crime victims and nonvictims for comparative purposes. We are also interested in your perception of community safety and your local police, regardless of your victimization status."
- ***(Only use this technique when a supplement is attached to the NCVS interview.)***
"For this interview, our sponsor has added a few new questions for a specific study they are authorized to undertake. The information we collect from these new questions, along with the original questions, is essential to our sponsor and to the completion of this study."

NEVER tell the respondent that you do not remember what you were told during the last interview or that all the information he/she provided during the last interview has gone to Washington.

Handling Distressed Respondents

The NCVS uses the term "distress" specifically to mean a respondent's **negative emotions related to personal experiences that are triggered by the interview questions**. While a respondent showing signs of distress is not new to the NCVS, this protocol is a new tool that can assist you when interviewing respondents. This section and later training will teach you to recognize and respond to such situations.

Your appropriate response to a respondent's distress or discomfort is a key part of your responsibilities as an NCVS FR.

Although this is an important responsibility, it is worth noting that you will not encounter this situation very often. Most respondents will have few or no crimes to report and are unlikely to find the survey questions distressing. People who anticipate becoming upset due to the survey topic typically do not consent to participate. Studies have found that crime victims approach disclosing their experience differently in a research context than they do in more emotionally intense contexts, such as therapy. Even though the topics addressed in the NCVS are sensitive, most respondents will complete the interview without experiencing distress or discomfort.

Note that some negative emotions respondents may display during the interview are not distress. Examples of negative emotional reactions that are not considered distress include annoyance, anger, or embarrassment about the explicit wording of some of the questions being asked. You will handle such reactions by applying your basic interviewing techniques and responding with the appropriate feedback as described in this lesson.

A distressed emotional state, which you will recognize through identifiable changes in body language and/or the respondent's verbal expressions. The changes and/or verbal expressions may or may not be subtle. Young respondents may express distress in different ways than adults; we'll discuss the signs typical of both adults and youth. **If you are ever in doubt about whether a respondent's reaction is emotional distress, assume that it is and follow the distress protocol below, which is also in the Distress Protocol tab in the redesigned NCVS instrument. Keep in mind that you do not need to memorize the protocol.**

(More information about identifying a respondent experiencing distress and the Distress Protocol can be found in Part C, Chapter 2, Topic 8.)

General Guidelines for Recording Answers

After listening carefully to a respondent's answer, take great care to record the answer **accurately**. By recording accurate answers and incident descriptions, you can help guarantee that the information you collect is understood clearly by editors who may need to process your completed work.

Correcting Answers

If you need to change an answer, you can backspace over the incorrect entry and enter the correct one.

"Refused" or "Don't Know" Entries

Most items in the NCVS instrument will allow you to enter a "Refused" or "Don't know" answer. However, some screens may not display these answer categories as options.

If a respondent flatly refuses to answer a particular question despite your persuasive efforts, enter "Ctrl + R" in the answer space. Make every effort to avoid these entries, because too many "Refused" answers:

- For a household respondent, could cause the sample address to be classified as a noninterview case, and

- For an individual respondent, could cause the household member to be classified as a noninterview person.

If a respondent does not know the answer for a specific question, try to probe for an accurate answer. When probing isn't possible or successful, enter the appropriate answer category for "Don't know," or enter Ctrl + D in the answer space.

Topic 7. Closing the Interview and "Thank You" Letters

Leaving on Good Terms

Since you or someone else from the Census Bureau may need to contact a sample household again, always leave the household with a good feeling towards you and the Census Bureau. By ending every interview with a friendly and polite "Thank You," you are paving the way for future contacts.

Tell respondents that we appreciate the time that they gave for the interview, and that they may be contacted again for this survey. Be sensitive, concerned, and courteous throughout the interview.

By closing the interview properly, you are nurturing a positive image of our agency, and improving chances for successful follow-up contacts during reinterview or other surveys.

Using the "Thank You" Letter

We have a NCVS "Thank You" letter for your use in English (NCVS-593(L)) and Spanish (NCVS-593(L)(SP)).

This letter not only thanks the household for their cooperation, but also relays to them how important this survey is. Depending on the circumstances, you can either hand or mail the letter to the household. If you mail the "Thank You" letter, make sure that you use the **"mailing address"** you see in Case Management.

Whether or not you give the household a "Thank You" letter, always remember to thank them **yourself** at the end of the interview.

We do not intend for you to hand or mail a "Thank You" letter after every NCVS interview.

Use the NCVS-593(L) "Thank You" letter whenever you feel that the household shows any signs that they may refuse to be interviewed again. For example, a household member may become annoyed at the length of the interview or at the number of times you have contacted the household. In these situations, a "Thank You" letter does not guarantee cooperation, but it may help to leave a positive impression and make it easier to gain their cooperation for future interviews.

You may also either hand or mail the respondent the NCVS-593(L), "Thank You" letter if you feel they will appreciate receiving it. Not all households may want to receive a "Thank You" letter. Use your discretion to decide whether to provide one to the respondent or not.

Chapter 3 - General National Crime Victimization Survey Procedures

Topic 1. Basic Survey Procedures

Length of Time in Sample

Each address selected as a sample unit for the NCVS is usually interviewed seven times. These interviews are conducted once every 6 months over a 3-year period. This allows us to compile a continuous record of the sample household's experiences at a reasonable cost and with the least amount of inconvenience to the household.

Enumeration Periods

We refer to each time a sample household's address is assigned for interview as an "enumeration period." Since we interview or attempt to interview each sample household seven times, there are seven "enumeration periods" for each sample address.

When you access a sample case on your computer, the instrument screen that identifies the case's enumeration period is the **START** screen. The enumeration period is also displayed on the "HH Roster" tab on the upper left hand side of the screen.

Reference Periods

For the NCVS, the reference period covers the 6-month time period prior to the interview date. When conducting interviews, we are interested only in crime incidents that occurred during a household member's specific 6-month reference period.

Even though the NCVS instrument inserts the appropriate reference period start date, you must understand how a household member's reference period is determined.

For the **first enumeration period**, each household member's reference period will start on the first day of the month 6 months prior to the interview date, and end on the day prior to the interview date.

For example: If a household respondent's first enumeration period interview is conducted on **July 3, 2024**, then the current reference period for the household respondent is **January 1, 2024 through July 2, 2024**.

If the remaining household members were interviewed for the first enumeration period on **July 5, 2024**, then the current reference period for each of these household members is **January 1, 2024 through July 4, 2024**.

For a first enumeration period household, all household members have the same reference period start date, but each household member's end date may vary based on the member's current interview date.

After the first enumeration period, reference periods for all **remaining enumeration periods** will start on the date of the household member's last interview and end on the day prior to the member's current

interview date. Unlike the first enumeration period, each household member could have a different reference period **start date** for the second through seventh enumeration period based on the member's last interview date.

The following two terms are often used to describe this type of reference period:

- Period-to-period recounting or
- Floating reference period.

By using this type of a reference period, we can compile a continuous record of the household's experiences for the three years that they are in sample.

While interviewing, it is important to keep reminding the respondent of the starting and ending dates for the reference period. If a respondent seems to have difficulty keeping track of the reference period dates, try adding the actual dates after reading "in the last 6 months." This will help the respondent to stay focused on the correct time frame for the interview.

Incidents Outside of Reference Period

Only complete the incident report screens of the NCVS instrument when a reported incident occurred during the reference period for the current interview. The screener questions provide questions to make sure that a reported incident did occur during the household member's reference period. If the respondent indicates in the screener questions that ask about date that the incident is outside of the reference period, no further information about that incident is collected.

Incidents Occurring on the Day of the Interview

If a respondent reports an incident that occurred on the same day that you are interviewing him/her, complete the incident report section of the instrument as usual, even though it is outside the reference period. Incidents will be reviewed during post-data collection processing and categorized as either being "in scope" or "out of scope." Summarize the details of this incident on the **NOTES** screen at the end of the current NCVS interview as a reminder for the next enumeration period interview.

Interview Scheme

All households in the NCVS sample are divided into panels and rotations. There are two rotations. A rotation is introduced semiannually for the new sample. Sample units for most sample-rotations will be interviewed once every 6 months.

Each rotation is further divided into six panels or months. Thus one-sixth of a rotation will be interviewed each month during a 6-month period.

This interviewing scheme enables us to spread out the interviewing work fairly evenly throughout the year, so we can maintain a regular staff of FRs with routine monthly NCVS assignments.

Interview Period

An interview period is the time that you are allowed to complete all of the NCVS interviews assigned to you for an interview month. Typically, your interview period begins on the first day of the month. Complete your assignment as quickly as possible once the interview period begins. Your supervisor will give you the interview closeout date for each interview month. This is the date by which all NCVS cases assigned to you for the month must be completed and transmitted.

The majority of the NCVS cases in each assignment will require telephone interviews, but some will require personal visits. Always try to complete all of your telephone interviews:

- Before conducting your personal visit interviews; and
- Within the first few days of the interview period.

This procedure allows you to detect any replacement households or other situations from your telephone interviews that could require personal visit interviews before you plan your personal visit work schedule.

Topic 2. Monthly Tasks

Monthly Instructions

About one week prior to the start of the interview month, your regional office will send you a memorandum with specific instructions for the upcoming interview month. When you receive your monthly memorandum, read the entire memorandum very carefully and contact your supervisor if you have any questions about the information provided.

Preparing to Interview

When you receive the monthly memorandum each month, you also receive:

- Your interviewing assignment for the month (through case management; see Part D, Chapter 1 of this manual for details),
- Any supplies you may need.

Checking New Assignments

As soon as you receive your monthly package of interview materials, check the items listed on the Transmittal Form 11-35 that accompanies these materials. If anything listed on the transmittal is missing from your package, call your supervisor immediately.

Organizing Your Work Schedule

As you organize your assignment for the interview month, consider the geographic distribution of your cases:

Step

1. Always conduct your telephone interviews FIRST.
2. Try to conduct your personal visit with first enumeration period households next. This will allow sufficient time should you encounter unexpected problems with these cases. For first enumeration period households, you must conduct the household respondent's interview IN PERSON. However, after you have completed a partial interview for the household respondent in person, you can interview the household respondent and other household members by telephone.

NOTE: Regardless of the enumeration period, you need to interview the household respondent first. However, partial interviews with the household respondent are allowed, which means that you will be able to move forward with interviewing another household member if you have reached a certain point in the household respondent's interview. The household respondent must be at least 18 years of age and knowledgeable about the household. For example, the reference person or one of the other household members who owns or rents the home. *(See Part A, Chapter 2, Topic 3 for exceptions to the age requirement.)*

3. Conduct any remaining personal visit interviews in a logical sequence so that you keep to a minimum any backtracking or return trips.

Completing Your Assignment

Always attempt to complete your interviewing assignment as early in the interview month as possible. Transmit your completed work on a flow basis as frequently as possible. Your supervisor will provide you with a final transmittal date or closeout date for each interview month.

Topic 3. Daily Tasks

Planning Your Daily Schedule

Plan your daily schedule so that you get the maximum amount of interviewing work accomplished during your workday. Keep the following points in mind as you plan:

- Geographic location of assigned addresses,
- Any previously made appointments, and
- Interview time preferences (*accessible in Case Management*)

Assembling Your Materials

When conducting personal interviews, make sure that you have everything you might need to carry you through your entire interviewing schedule for the day. Take current versions of the following items with you:

- Your laptop and NCVS Function Keys template
- Copies of the NCVS-572(L) Introductory Letter
- The Factsheet brochure, NCVS-110
- Copies of the NCVS-593(L) Thank You Letter.

Conducting Telephone Interviews and Callbacks

Since the primary purpose of conducting NCVS interviews by telephone is to reduce travel costs and save money, **AVOID** traveling to assigned cases that can be completed by telephone interviews. Make every effort to obtain the telephone number when making a personal visit so the household can be contacted by phone in the future.

Typically, interviews for second through seventh enumeration period households are conducted by telephone. Always check to see when the household prefers to be contacted.

Conducting Personal Visit Interviews

In addition to the first enumeration period households, other sample households may require personal visit interviews because they:

- Do not have a telephone on which they can be contacted,
- Refuse to give their telephone number,
- Tell us that a telephone interview is not acceptable, or

- Are replacement households.

Sending "Thank You" Letters

As needed, mail "Thank You" letters to respondents using the mailing address from the case in the instrument. **(See Part A, Chapter 2, Topic 7, for more details about sending "Thank You" letters.)**

Transmitting Completed Work

Transmit your completed work on a flow basis, daily when possible.

Topic 4. Specific Household Procedures

Starting With the Household Respondent

Once you have introduced yourself, ask to speak with:

- The previous household respondent,
- One of the persons who owns or rents the home, or
- A household member who is at least 18 years of age and knowledgeable about the household.

Remember to show your identification card for each personal visit interview. When you know that you are speaking to a household member at the sample address, then you can introduce the survey.

For cases being interviewed for the first time, a personal visit with the household respondent is required. (Other individual respondents in the household may be interviewed by telephone if necessary.) For these cases, the instrument prompts you to introduce yourself at the **GENINTRO** screen and to give the household an introductory letter at the **GETLETTER** screen, if they did not receive it in the mail. You then continue the interview to verify the address and start building the household roster.

For all other cases, at the **DIAL** screen, the instrument prompts you to ask to speak with the household member who was the household respondent for the previous enumeration period. If that household member is not available, you are instructed to identify another eligible household respondent at the **HELLO_ALT2** screen. The **HELLO_ALT2** screen shows only those household members who qualify as a possible household respondent.

You need to interview the household respondent first. However, partial interviews with the household respondent are allowed, which means that you will be able to move forward with interviewing another household member once you have reached a certain point in the household respondent's interview. We prefer that the household respondent be one of the household members who owns or rents the home or his/her spouse/partner. If that is not possible, a household member who is at least 18 years of age and knowledgeable about the household can qualify as a household respondent.

Once you are speaking to an eligible household respondent, you will introduce the survey, explain the purpose of your telephone call, and verify that you have reached the correct sample address at the **VERADD_TELE** screen.

Verifying That You Have Reached the Correct Address

One of the most important purposes of the **VERADD** and **VERADD_TELE** screens is to verify that you have reached the correct sample address. Before you see either the **VERADD** or **VERADD_TELE** screen, you will already know that you have reached the same household that was interviewed at the sample address during the previous enumeration period (except for those households that are in sample for the first time). However, it is possible that you may have reached a different address if the household moved and kept the same telephone number.

Make sure that you enter the correct answer category at **VERADD** or **VERADD_TELE**, so that you follow the correct path and collect the necessary information for the situation.

VERADD and **VERADD_TELE** have the following four answer categories:

- (1) Yes, exact address
- (2) No, moved (NOT same address)
- (3) Haven't moved, but address has changed
- (4) Incorrect address previously recorded

Enter answer category 1 when the respondent verifies that the household still lives at the address shown and there are no changes/corrections to the sample address.

Enter answer category 2 when the respondent tells you that he/she has moved from the sample address and is currently residing at a different address. Answer category 2 may not display on the screen if the household has not been previously interviewed.

Enter answer category 3 when the respondent tells you that the household still resides at the sample address shown on the screen, but some part of the address has changed since the last enumeration period. For example, a county may have changed house numbers and/or street names to aid in dispatching emergency medical services. After entering answer category 3, the instrument will take you to where you can correct the address for the sample unit.

Enter answer category 4 when the respondent tells you that the household still resides at the sample address shown on the screen, but some part of the address is not appearing correctly on the **VERADD** or **VERADD_TELE** screen. After making sure that the household has not moved out of the sample address and that the sample address has not changed since the last enumeration period, enter answer category 4 and correct the address for the sample unit. Answer category 4 may not display on the screen if the household has not been previously interviewed.

Replacement Households

When an entire household moves out and a new household moves in (i.e., the household members are not the same people that were interviewed in the previous interview period), the new household at the sample address is referred to as a replacement household. At **REPLACEMENTHH**, the instrument asks, "Is this a replacement household?" A replacement household happens when there are NO members of the original household interviewed during the previous enumeration period living at this address. If this occurs, enter answer category 1, "Yes." The soft edit check, **REPLACELASTCALL_CK**, appears: "You are about to start a new case and delete all previous data. This action cannot be undone without the case being restarted. Select Suppress to continue." Click "Suppress" if you are sure it is a replacement household; otherwise, click "Close" to return to **REPLACEMENTHH**. The instrument then continues with **REPLACEMENTINTRO** which asks if someone who is 18 or older, lives at this address and is knowledgeable about the household is available. You then enter a roster and household data for the replacement household and interview as usual.

Control Card Information

The next set of instrument screens contain questions that you ask of the household respondent. This information is used to obtain or update information about the household and to ensure that we are aware of any household composition changes.

NOTE that a maximum of **30** household members may be entered in the household roster. If you try to add a new person to the roster, but the roster has reached the maximum size, the hard edit check, **ROSTERTOOBIG_CK**, appears: "You have reached the max number of persons allowed to be added to the roster. Any additional household members cannot be added to the household roster so you will not conduct an NCVS interview for them."

Person Characteristics

This section asks about personal characteristics that will later bring relevant questions on path within the crime incident report (CIR). These questions include asking about where the respondent lived, employment status during the reference period, and whether or not anyone in the household operated a business from the sample address.

Police Ask-All or Community Measures Questions

These sets of questions asked so respondents can share their opinions about their local community, regardless of their victimization status. The instrument is designed to rotate each set of questions every six months. Eligible respondents will be asked the Police Ask-All questions between January and June and the Community Measures questions between July and December.

Screening for Crime Incidents

Starting with the introduction on the **VS_INTRO** screen, the next set of questions is designed to determine whether the household respondent or the sample household has experienced any crime incidents during the 6-month reference period. The screen questions that you ask all respondents involve:

- Theft
- Attacks
- Unwanted sexual contact

The screen questions that you only ask the household respondent involve:

- Motor vehicle theft
- Motor vehicle part theft
- Break-ins
- Vandalism

Some questions ask about completed crimes, while others ask about attempted crimes.

If the respondent answers "Yes" to any of these screen questions, you must:

- Indicate the number of times the incident happened,

- Enter the date the incident happened, and
- Enter a brief description of what happened during the incident. (150 character limit)

After you are done asking all screen questions of the household respondent, you see the **INC_REPORTS** screen which shows you how many incidents were reported by the household respondent.

NOTE that a maximum of 48 incidents may be reported by the household respondent in the NCVS instrument. A maximum of 24 incidents may be reported by each of the other household members.

Reporting Crime Incidents

If the household respondent reported one or more crime incidents, then you proceed through the incident report screens for each reported incident that occurred during the 6-month reference period. The most serious incidents will be asked about first. The order the CIRs will be collected, based on seriousness is:

- Unwanted sexual contact
- Attack
- Threatened Attack
- Break-in
- Motor vehicle theft
- Theft
- Attempted Theft
- Vandalism

You do not need to memorize the order of seriousness in which the CIRs will be collected. However, it is important to remember that the order of the CIRs may be different from the order the crimes were reported in the screener section.

The incident report screens start with the **INC_INTRO** screen. Only questions relevant to the type of crime reported in the screener section will be asked in the CIR. Depending on the type of crime, detailed questions include:

- Unwanted sexual contact.
- Attack/Threat.
- Motor vehicle theft.
- Break-in.
- Theft.
- Vandalism.

In addition to the detailed type of crime questions, you may ask the respondent more specific details about:

- The location of the crime.

- Whether the respondent or any household members saw, heard, or had contact with the offender.
- Victim-offender relationship and any offender characteristics.
- Any actions taken by the respondent or others who were present that may have impacted the situation.
- If the respondent thought the incident was a hate crime or crime of prejudice or bigotry.
- Any police involvement and actions.
- Whether the respondent told anyone about the incident and received any victim services.
- Social or emotional problems experienced.
- Economic consequences of the incident, such as, property damage, and lost work and wages.

Writing a Summary Report

After completing all the incident report screens, you see a **SUMMARY_SP** screen. (Note that the **SUMMARY_SP** screen has a limit of 300 characters.) At the **SUMMARY_SP** screen, ask the respondent to give a full description of the incident. You will write each summary so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. Include key information in the narrative of the incident, including all pertinent facts (*who, what, where, when, and how*). More instructions for writing summary reports are included in Parts B and C of this manual.

Avoiding Duplicate Reports

Starting with the **INTRO_UNDUP** screen, you see a set of screens to be used to get your assessment about whether each reported incident is unique and is not a duplicate of another incident reported by a different household member in the current enumeration periods. **Do not discuss incidents with the respondent.**

Socio-Demographic Questions

Once you have completed the incident report section of the instrument for all reported crime incidents, the instrument continues with the individual socio-demographic questions. If the household respondent did not report any crime incidents, the instrument continues with the socio-demographic questions.

Interviewing Individual Respondents

You need to interview the household respondent first. However, partial interviews with the household respondent are allowed. You will be able to move forward with interviewing another household member if you have reached a certain point in the household respondent's interview.

During your initial contact with a sample household, always try to complete as many interviews with individual respondents as possible. Try to keep household callbacks for individual respondents to a minimum.

Your initial contact with a first enumeration period household must be in person. However, after completing a partial interview with the household respondent in person, you may interview the household respondent and any individual respondents in the household who are unavailable during your initial contact later by telephone.

When interviewing the next eligible respondent, re-introduce yourself using the text on the **INTROFORNEWRESPONDENT** or **INTROREC** screen. The text on these screens also allows you to explain who you represent, which survey you are conducting, and why you are calling the household.

Unlike the household respondent's interview, the interviews for the remaining household members who are eligible for the NCVS does not include any questions pertaining to general information about the household. Those questions are asked only of the household respondent.

Person Characteristics

This section is designed to gather the same information as described earlier in this chapter for the household respondent. Respondents will receive the employment questions if they are 16 years of age or older. The questions about home businesses are not asked of individual respondents.

Police Ask-All or Community Measures Questions

This section is designed to gather the same information as described earlier in this chapter for the household respondent.

Screening for Crime Incidents

Some of the questions relating to the entire sample household are asked only of the household respondent and will not appear as you ask screen questions of individual respondents in the household. With the exception of the following types of questions, the remaining questions in the screening portion of the instrument will remain the same for individual respondents in the sample household.

Screen questions asked of individual respondents are:

- Theft
- Attacks
- Unwanted sexual contact

After you finish asking all screen questions of an individual respondent, **INC_REPORTS** appears, displaying the number of incidents reported by the respondent.

Reporting Crime Incidents

If the individual respondent reported one or more crime incidents, you proceed through the incident report screens for each reported incident that occurred during the 6-month reference period. The incident report items start with **INCIDENTINTRO** and are designed to gather the same information as described earlier in this chapter for the household respondent.

Writing a Summary Report

After completing all the incident report screens, you see a **SUMMARY_SP** screen. At the **SUMMARY_SP** screen, ask the respondent to give a full description of the incident. You will write each summary so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. Include key information in the narrative of the incident, including all pertinent facts (who, what, where, when, and how). More instructions for writing summary reports are included in Parts B and C of this manual.

Avoiding Duplicate Reports

Starting with the **INTRO_UNDUP** screen, you see a set of screens to be used to get your assessment about whether each reported incident is unique and is not a duplicate of another incident reported by a different household member in the current enumeration periods. **Do not discuss incidents with the respondent.**

Socio-demographic Questions

Once you have completed the incident report section of the instrument for all reported crime incidents, then the instrument continues with the socio-demographic questions. If the respondent did not report any crime incidents, the instrument continues with the socio-demographic questions.

Callback, Thank You, and Notes Screens

In the back portion of the NCVS instrument, you have access to a set of screens that enables you to identify the day and time that is best to re-contact the household and interview members who are currently unavailable but still need to be interviewed.

A variety of "Thank you" screens are also available to satisfy each type of interview situation. The instrument is programmed so that the appropriate "Thank you" screen appears automatically when you are ending an interview with a respondent.

NOTES Screen

Before exiting the case, you always see the **CASE NOTES** screen. This screen is designed so that you can:

- Review "old" notes already entered about the case.
- Enter any notes about the case that you feel would help the next interviewer who contacts the sample household.

Press F10 to end your notes and exit.

If the case does not require any notes, press F10 to exit the **CASE NOTES** screen. This indicates that you are done reviewing and/or entering notes.

F7 Notes

You can also enter a note relating to a specific instrument item/screen. We call this the "**F7 Notes**" option. You can add an "F7 Note" to include more details for an answer or to explain an unusual situation relating to a specific instrument item/screen. After pressing the "F7" function key, you can:

- Review any previously entered "F7 Notes." After reviewing previous notes, press the ESC key to exit the "F7 Notes" option.
- Enter a note that relates to the case as a whole.

F7 notes are not carried forward to the next enumeration period.

Refusals

Household Respondent Refusals

If you are interviewing the household respondent and he/she refuses to continue with the interview and does not want to set up an appointment to be interviewed later, use the NEWHHR tab or the "F10" function key.

NEWHHR tab

The NEWHHR tab displays if there are at least 2 household members on the roster who are eligible to be the household respondent and the household respondent has not completed a partial interview. The tab asks if you need to change the household respondent.

"F10" function key

If you press the "F10" key, the instrument takes you to **REFCBBREAK**. **REFCBBREAK** asks, "Why did this interview end?" Enter (1) for a refusal or breakoff, (2) for a callback (set appointment), or (3) for other. (2), "Callback (set appointment)," takes you to the **APPTDATE** item when interviewing the household respondent, which says, "I would like to schedule a date to complete the interview. What date would be best to call back?" For a refusal or breakoff or other reason, you exit the instrument.

Finally, **CASE NOTES** appears. Use this screen to enter any notes about the case. Be as specific as possible, such as "L1 mistrusts all government workers, but L2 may be willing to cooperate as the household respondent."

Individual Respondent Refusals

When there is more than one eligible respondent, the refusal of one individual respondent does not end NCVS interviews in the sample household. Continue to interview other eligible household members.

Refused at the INTROFORNEWRESPONDENT or INTROREC Screen

The **INTROFORNEWRESPONDENT** or the **INTROREC** screen is where you re-introduce yourself to the new respondent, introduce the survey and state the purpose of your telephone call. If the individual respondent refuses to be interviewed at these screens, enter answer category 2, "No, respondent not ready to complete interview," which takes you to **NEXTPERSON**.

At **NEXTPERSON**, either identify the next household member to be interviewed or enter answer category 31, "No other person available now" or answer category 32 "No one else willing to complete interview and/or supplement (now)" to code the respondent as a refusal.

Refused After Starting Interview

If you are interviewing an individual respondent and he/she refuses to continue and does not want to set up an appointment to be interviewed later, press the "F10" function key. The **REFCBBREAK** screen appears. Enter (1) for refusal or breakoff.

Chapter 4 - Your Job Duties and Performance Standards

Topic 1. Interviewing

Overview

As a Field Representative for the NCVS, you are assigned work in one or more of the NCVS sample areas or Primary Sampling Units (PSUs). PSUs are often the same as a county or county equivalent. Most of your duties are the same for each interview month.

Interviewing Assignments

Each interview month, you receive the addresses of sample cases where you will conduct interviews. Generally, each sample address is in the NCVS for seven interviews – one interview every six months, over the course of 3 years.

Personal Visit Interviews

Interview cases in sample for the first time with a personal visit. The personal visit allows you to meet the household members face-to-face, so you can introduce yourself, show your Census ID, and gain their cooperation. At the beginning of the first interview, you will ask for the household phone number. With the household phone number, you can schedule an appointment to call the household members who are not present during your initial interview. You can also collect the phone numbers and email addresses of individuals in the household through the contact tab.

Telephone Interviews

If household members have agreed to telephone interviews, conduct interviews by telephone after the first interview.

Finding Sample Addresses

Most addresses in the sample are city-style with a house number and street name. In some rural areas with few city-style addresses, the sample addresses are a location description. For example, “House on right ½ mile from the intersection of Oak Ln and Rte 27.”

Most addresses will have a map spot with longitude and latitude geo-coordinates. Use Census maps and/or navigation devices to help you find sample addresses.

If you are unable to locate the sample address, contact your Regional Office immediately for review.

Best Times for Interviewing – Evenings and Weekends

Since working people are typically away from their homes during weekday hours and unavailable, being an interviewer is not a regular 9 to 5 job. Often, you can find people at home in the evenings and on weekends.

Sometimes you will have to try to contact them at various times of day and on different days of the week.

pCHI and Returning pCHI

pCHI stands for “Personal Contact History Instrument”. pCHI appears when you close a case or partially complete case. pCHI prompts you to record data about your contact attempts and the strategies you are using to contact household members.

Returning pCHI is pCHI contact data collected six months ago by the FR(s) who were interviewing household members at this sample address. This may be useful for contacting household members at this address during the current month.

See Part D, Chapter 2 of this manual for more pCHI details.

FR Bulletin, Memos, Self-Studies, CBTs, and Refresher Training

Monthly FR Bulletins contain an FR calendar, current and upcoming FR activity information, a review of procedures for recent problems, and routine survey activity reminders. FR Memorandum (Memos) communicate changes to policies and procedures.

Self-Studies and CBTs (computer-based-training) are used for training on Supplements – additional questions asked for a variety of topics.

Refresher Training is used for training experienced NCVS FRs on procedural changes, new survey questions, etc.

These memos, self-studies, CBTs and Refresher Training are provided to help you do a better and more efficient job.

Getting a Good Start, Identifying Challenging Cases Early

Arrange your work schedule so you can complete most of your cases early in the interview period. If you delay interviewing until later in the interview period, you run the risk of not completing your assignment by the closeout date.

Most sample households require more than one contact to complete interviews for all eligible household members.

Also, identifying challenging cases early in the interview period will provide you more time to implement field strategies and complete cases before closeout.

Planning Your Travel Route

Plan an efficient travel route to move from one sample address to another using the least amount of time and mileage. Use your navigation device, if necessary.

Introducing Yourself – The Respondents’ First Impression

The NCVS survey is voluntary. Your job is to convince household members to participate by answering the NCVS questions. Make a good first impression with them.

Memorize your introduction. This will help you to introduce yourself in a confident, business-like, polite and friendly way.

“Good evening, I’m (state your name) from the U.S Census Bureau. Here is my Census ID (show Census ID).”

Always conduct your interviews with discretion and courtesy; both are important in gaining a respondent's confidence and continued cooperation.

Keeping Callbacks to a Minimum

Plan your personal visits during the most productive hours of the day and days of the week, so you can find household members at home. Evening hours and weekends are usually the most productive interviewing times in areas where many household members work outside the home.

To minimize the number of trips to sample addresses, make personal visit callbacks in areas where you still have some initial visits, to save a trip. Also, if no one is at home, find out the best time to contact the household from a neighbor, apartment manager, etc., before you leave the sample area.

DO NOT mention the survey name to neighbors or other non-household members.

Conducting Efficient Interviews

Some pointers for conducting efficient interviews:

- Know what is in the NCVS instrument.
- Understand how to enter answers in the NCVS instrument.
- Know possible answer categories for NCVS questions.
- Answer respondents' questions clearly and concisely. To help, review the introductory letter, the job aid, the **NCVS Factsheet** (NCVS-110), and this manual (NCVS-550).

Understanding NCVS Concepts

Throughout the screening and incident reporting sections of the NCVS instrument, there are several concepts you need to understand before you can excel at interviewing for the NCVS. **(See Part C of this manual for detailed information about NCVS concepts.)**

Entering Accurate Information

Throughout the NCVS instrument, enter answer categories or typed descriptions at each screen to indicate answers or to proceed to the next screen. Make accurate entries so you can follow the correct paths through the NCVS instrument.

Keeping Accurate Records

Accurate administrative records are important for both you and your supervisor. Each workday, record:

- The time you spent on NCVS work,
- The miles you traveled for NCVS interviewing.

Strive for the highest possible degree of accuracy and efficiency. To help you meet and maintain this goal, the Census Bureau has developed performance standards by which your supervisor can rate your performance. ***(See Topic 3 of this chapter for more details about performance standards.)***

11-55, Administrative Handbook

For more general information about your job, refer to Form 11-55, Chapter 1 of the ***Administrative Handbook for Intermittent and Part-Time Schedule A Employees***.

Topic 2. Group Quarters

Overview

As a Field Representative for the NCVS, you will be assigned to work in one of the NCVS sample areas or PSUs. You will spend the most time interviewing but from time-to-time you will also have responsibilities for listing.

Listing Assignments

During your first month on the job, you do not do any TOI listing. You begin learning the listing and coverage procedures during your second month on the job.

- Unit – from the 2010 Census Master Address File
- GQ – Group Quarters in Unit frame blocks or GQs found while listing Area segments.

Most NCVS cases are in unit segments.

For Single Unit Addresses: No listing is necessary and you do not receive listing sheets for these addresses.

For Multi-Unit Addresses: For multi-unit addresses, locate the unit designation for the current NCVS sample and conduct the interview.

Group Quarters (GQ)

A Group Quarters is a type of living quarters where the residents share common facilities or receive authorized care or custody. There are three types of GQs – Institutional, Noninstitutional, and military barracks. Only **noninstitutional** GQ units are eligible for interview. Common examples of noninstitutional GQs are college dormitories and homeless shelters. By definition, a GQ is not a housing unit.

A **GQ segment** is made up of one or more GQs that were identified in the 2010 census blocks originally screened for unit segments.

Topic 3. Performance Standards

Overview

The success of the NCVS is dependent on accurate and complete information. We count on you, our Field Representatives, to help us succeed in this effort.

We depend on you to complete NCVS accurately and efficiently so NCVS can stay on schedule and within budget.

Performance Ratings

Strive for a high level of quality and productivity with NCVS work. New Field Representatives are not expected to begin with an "outstanding" performance rating. You are expected to improve as you gain more NCVS experience.

To help you meet and maintain high performance standards, we have established measures for various elements of your job. Your supervisor will evaluate your performance on a continuing basis and keeps monthly records on your level of performance. In addition, your supervisor will rate your performance with a rating of Level 1 through 5 Level (1 is lowest, 5 is highest), twice a year.

Production Standards

Completing your assignment within the specified interview period is not only important from a cost standpoint, but is also essential for meeting processing deadlines. With the exception of holidays, always begin your assignment on the first working day of the month.

Try to complete all cases assigned to you in an interview month as quickly as possible. Keep in mind that a case you are actively working on will have a partial status until you have interviewed all eligible household members. For cases in a partial status, where some eligible household members have not been interviewed, if it is:

- Still possible to interview the eligible household members, hold the partial case until you completed the interviews.
- Not possible to interview the eligible household members, send the case in as a partial interview by going into the case and making those eligible household members Type Z noninterviews.

Schedule your work so that your assignment is completed **before** the closeout date for the interview month.

Quality Interviews

The quality of your work is just as important as your productivity. Incomplete or inaccurate work is not acceptable.

This manual provides procedures for conducting NCVS interviews efficiently and accurately. If you have special situations or problems that are not covered in this manual, contact your supervisor immediately.

Response Rates

The Response Rate calculation is:

$$(Interviews + Partial) / (Interviews + Partial + Type As)$$

Type B and Type C cases are not in the Response Rate.

Your monthly response rate is one of the Data Quality Indicators that is in your performance plans.

Maintaining a high response rate helps to ensure that the NCVS sample data represents the entire U.S. population.

Type A Rates

The Type A Response rate calculation is:

$$(Type As) / (Interviews + Partial + Type As)$$

Type B and Type C cases are not in the Type A Rate.

When you cannot interview ANY household members (*including the household respondent*) for a sample case, code the case as a Type A noninterview. Type A noninterview reasons include:

- Language problems,
- No one home,
- Temporarily absent through the entire interview period,
- Refused

Keep Type A noninterviews to a minimum.

Type Z Rates

Type Zs are eligible household members (age 12 and older) who did not complete the interview. The Type Z Response Rate comes from the calculation:

$$Type Zs / Eligible Persons in HH$$

When you cannot complete the interview of all eligible household members for a sample case, code the persons not interviewed as Type Zs. Type Zs can bias survey results if the Type Z persons have very different victimization experiences than those who are interviewed.

Type Z noninterview reasons include persons who are:

- Never available,
- Refused, parent or other person refused for respondent.
- Refused, person refused for themselves
- Physically and/or mentally unable to answer and no proxy respondent is available, and
- Temporarily absent and no proxy respondent is available

Minimizing Type As and Type Zs

Best strategies for minimizing Type As and Type Zs:

- Review pCHI data from current and previous month.
- Get phone numbers for potential Type Z persons.
- Discuss strategies with Field Supervisor (FS)
- Improve your salesmanship skills to gain cooperation
- Contact respondents when they are available

Performance Standards or Data Quality Indicators (DQIs)

Several other data performance standards are used to evaluate your performance. These standards are referred to as “Data Quality Indicators” or DQIs. DQIs may include:

- Quick screener times
- Quick crime incident report times
- Household response rates
- Overnight interviews
- Quality/completeness of crime incident report
- Late starts (after the 15th of the month)
- Completeness of NCVS screener
- Completeness of personal Contact History Instrument (pCHI) records

Your supervisors will explain the data quality indicators (DQIs) that are in your performance plan. The DQIs may change from year to year.

Reports

Data collected from NCVS interviews ends up in several report systems - ROSCO, CARMN, and UTS.

ROSCO Reports - Updated every time completed work is checked in

The Regional Office Survey Control or ROSCO Reports are used to monitor current survey work. RO staff use ROSCO to make assignments and monitor the completion of work at the FR, FS, Regional Survey Manager (RSM) and RO level.

CARMN Reports - Updated once a day in the morning

RO management staff can generate individual performance reports from the Cost and Response Management Network (CARMN). These reports include:

- The Monthly Data Quality Feedback report that shows data quality indicators (DQIs) from the current month, the previous month and from six months ago (the last time this month's cases were in sample)
- The 11-39, FR Performance Summary Report, shows DQI data for the current rating year in a separate row for each month and a cumulative row for year to date.

CARMN Reports combine data from ROSCO, WebFred and other payroll systems.

Giant Panda Reports - Updated once a week

Giant Panda Reports are RO summary reports that contain data quality indicator (DQI) information used by RO staff to monitor survey performance. Giant Panda reports have a drill-down feature that displays DQI data at the FR level.

Giant Panda data comes from the NCVS interviews.

UTS Reports - Update once a day at midnight

The Unified Tracking System is a data warehouse that provides a view of Census data over time, across surveys, and from different data capture sources at one time; all of the data in one place to view, analyze, and make more efficient and effective decisions. UTS reports help RO staff to monitor survey performance at a variety of levels.

Topic 4. Field Evaluations--Observation and Reinterview

Observations

Your Field Supervisor will periodically observe you interviewing.

The first two on-the-job or induction observations provide post-classroom training during actual work situations on interviewing techniques and NCVS concepts. Both of these observations are conducted within your first two months on the job.

All other observations are to evaluate and improve your on-the-job performance. Normally, you are observed at least once a year for a minimum of six hours. This is the average length of time required for reviewing your general performance and rectifying specific performance problems.

Observations provide an opportunity to get individual assistance with any problems and to improve your performance measures.

Before your observation, the observer makes the final arrangements and gives you any pre-observation instructions. These instructions may vary, depending on the purpose of the observation.

For a Low Response Rate

If one of the purposes for the observation is to help you improve a low response rate, you may be instructed to:

- Delay interviewing households where you suspect that you might experience problems; and
- Keep interviewing materials for problem households that you have already contacted.

This allows the observer to work with you on these cases and help you improve your techniques for gaining the cooperation of sample households.

For a High Number of Minutes per Case

If one of the purposes for the observation is to help you use work time more efficiently, be prepared to discuss how you:

- Plan your itinerary,
- Use the Census maps or your navigation device to locate assigned addresses,
- Use the telephone, and
- Decide when to contact assigned households.

For Conducting Screeners or Crime Incident Reports Too Fast

If one of the purposes of the observation is to help you slow down your pace for conducting screeners or the Crime Incident Report section of the interview, you may be instructed to:

- Save a few cases that may potentially require screeners and/or crime incident reports.

- Practice at home on slowing down the pace of asking the screener and/or crime incident report questions.

Reinterview

Reinterview is a method we use to independently evaluate your on-the-job performance. At least once a year, your supervisor or his/her representative recontacts a portion of your assignment for the interview month. You will not know when your work assignment is in reinterview.

The reinterviewer verifies that:

- A Census FR recently interviewed the correct eligible household respondents,
- The household screens were completed or updated properly, i.e. the household roster and demographic characteristics,
- The interviewer was polite and professional,
- Both household and personal crime questions were asked during the original interview,
- Any noninterviews were classified accurately, and
- If this original interview was by personal visit, and if the FR collected the data on a laptop.

Once the reinterview is completed, the reinterviewer contacts you so you can review the results together. During this review, errors are discussed and the appropriate concepts and procedures are reviewed. The extent and type of errors may require a "special needs" observation and/or retraining.

Chapter 5 - Personal Visit vs. Telephone Interviews

Topic 1. Identifying the Method of Interview

Checking Case Management

Each interview month, some of your interviews are designated as personal visit interviews and some designated as telephone interviews. This information is displayed in the Case Details Assignment Overview page in case management. For more detail about the information found in case management, refer to Part D, Chapter 1.

Also review your notes for each case using the Case Details Notes page in case management for more information about a respondent's preferred interviewing method.

Notify your supervisor immediately if you have any questions about whether or not the sample addresses in your assignment must be interviewed by personal visit or by telephone.

Topic 2. Qualifications for Using the Personal Visit Method

Overview

Since telephone interviews are more cost effective, most of your NCVS interviews will be by telephone. The following qualifications must exist before you can conduct an NCVS interview in person:

- The sample household is assigned for a first enumeration period interview.
- The sample household has not been interviewed in any previous enumeration period *(sample address was a Type A or B noninterview previously or a replacement household now lives at the sample address)*.
- The sample household does not have a telephone on which they can be reached.
- The sample household does not want to be interviewed by telephone.
- The sample household has a privacy detector that requires the caller to enter a personal identification number (PIN).

First Enumeration Period Households

For the first enumeration period, a sample household is always scheduled for a personal visit interview. When using the personal visit method, try to complete interviews for the household respondent and all other eligible household members during your initial visit. If the household respondent refuses to do the interview in person, you can take a telephone interview for the initial visit. However, try to avoid this situation whenever possible.

For first enumeration period cases, you need to start the interview with the household respondent in person first. You will be able to move forward with interviewing the household respondent or another household member by telephone after you have reached a certain point in the household respondent's interview.

Checking the Case Data in Case Management

By reviewing the information in case management for a sample address, you can tell whether a sample address needs to be interviewed by personal visit. For a first enumeration period household, most of the data, such as the roster items will be blank.

Household Not Interviewed in Previous Enumeration Periods

Regardless of the enumeration period, the Census Bureau's first contact with a sample household must be in person. After the first enumeration period for a sample address, a sample household may not have been interviewed because:

- The sample household was classified as either a Type A or a Type B noninterview in **all** previous enumeration periods.

- The sample household is not the same household as was interviewed in the previous enumeration period. The new household at the sample address is referred to as a "replacement" household.

If you discover that a replacement household is now living at the sample address, you must interview the household respondent in person, along with any remaining household members who are eligible for interview and available at the time of your visit. Any callbacks for individual respondents may be done by telephone.

Checking the Case Data in Case Management

Look at the "Previous Interview History" table on the Case Details History page in case management to tell whether or not the sample household was a noninterview in the previous enumeration period. If a sample household has been a noninterview in **all** of the previous enumeration periods, then use the personal visit method for the current interview period.

No Telephone Available

If you find that a sample household does not have a telephone, you must conduct the interview in person. To conduct a telephone interview, the household member must have a household or personal telephone where he/she can be contacted.

Checking the Case Data in Case Management

Look at the "Respondent Information" on the Case Details Assignment Overview page in case management to verify that the household has at least one telephone number listed. The telephone number and type can be edited in case management, which lists up to three telephone numbers for the household. Note that case management collects up to three household level telephone number for the household, while the NCVS instrument collects only one household level telephone number for the household.

You can also look at the Case Details Household Roster page in case management to review or edit any person-level phone numbers that have been collected.

Telephone Interview Not Acceptable

If a sample household does not want to be interviewed by telephone, then you must conduct personal visit interviews for the household.

Checking the Case Data in Case Management

Case management does not specifically display whether a respondent requested not to be contacted by telephone. You can look at the Case Details Notes page to see if any information was recorded regarding contacting the household.

Special Situations Requiring Personal Visit Interviews

Some special situations can require cases that would normally be interviewed by telephone to have personal visit interviews. These situations include:

Entire Sample Household Refuses a Telephone Interview

In some cases, you may encounter a sample household in which all household members refuse to be interviewed by telephone. Instead of classifying the household as a Type A noninterview, you must attempt to conduct these interviews in person.

Household Member Unable to Complete a Telephone Interview

In a **single-person** sample household, the household member is either too hard-of-hearing or is mentally and/or physically unable to complete the interview by telephone. Attempt to conduct the interview in person and explain the reason for the personal visit in the case level notes.

Incorrect Telephone Number

If you discover that the telephone number listed in case management or the instrument is incorrect, verify that you have reached the sample address. If you have not reached the sample address, try to get the correct telephone number from directory assistance, etc. If you cannot get a good telephone number for the sample address, then you must make a personal visit and explain the reason for that personal visit in the case level notes.

No One Answers

If you have tried several times to reach a sample household by telephone and have been unsuccessful, you must:

- Verify the accuracy of the telephone number either in a local telephone directory or with directory assistance.
- Telephone the contact person if one is listed on the Case Details Assignment Overview page. If you can reach this contact person, try to find out why you have been unable to reach the sample household by telephone.
- As a last resort, make a personal visit to the sample address and explain briefly the reason for the personal visit in the case level notes.

You Get a Recorded Message

If you get a recorded message saying that the phone number has been changed, call the new number (*if given*) and make sure that you have reached the sample address before starting the interview(s). Enter the new telephone number in the appropriate screen in the instrument or in the case level notes, along with the appropriate “phone type code.” You can also record the new number on the Case Details Assignment Overview page in case management.

If the recorded message says that the number is disconnected or has changed and a new number is not provided, try to find a new number from a local directory or directory assistance.

As a last resort, visit the sample address and explain briefly the reason for personal visit in case level notes.

Privacy Detectors

Privacy detectors are devices that respondents may have on their telephones requiring incoming callers to identify themselves either through speaking their name or providing a PIN before the call rings through to the respondent. If you encounter a privacy detector which allows you to identify yourself, as well as the purpose of your call (*to conduct a survey for the Census Bureau*), you may do so. However, if this method does not result in telephone contact with the respondent or if you encounter privacy detectors which require a PIN and no other telephone contact with the respondent is possible, you must conduct the interview by personal visit.

During the personal visit, you may ask the household respondent if it is acceptable to contact the household by telephone for future interviews (*that is, if the current interview is not the final interview for the household*). If future telephone interviews are acceptable, find out what instructions are necessary to ensure that future calls will not be blocked by the privacy detector. Write any such instructions clearly in the case level notes.

Topic 3. Qualifications for Using the Telephone Method

Overview

You conduct most of your assigned interviews for second through seventh enumeration period households by telephone. The following qualifications must exist before you can conduct an NCVS interview by telephone:

- At least a partial interview was done with the household respondent in a previous interview. Refer to the “Previous Interview History” table on the Case Details History page in case management for this information.
- The sample household must have a household or personal telephone number. Refer to the Case Details Assignment Overview or Household Roster page in case management for this information.
- The sample household must be willing to be interviewed by telephone. Refer to the Case Details Notes page or the “Personal Visit or Telephone” field on the Case Details Assignment Overview page in case management.

Once a sample household is assigned for a telephone interview **and** there is no special situation requiring a personal visit, then interview **all** eligible household members by telephone for the current and all future enumeration periods.

Household's First Time in Sample

When a household first enters the NCVS sample (regardless of the enumeration period), you need to start the interview with the household respondent in person first. You will be able to interview the household respondent or another household member by telephone after you have reached a certain point in the household respondent’s interview.

Type Z Noninterviews

If a sample household is designated for a telephone interview and an eligible respondent refuses to be interviewed, classify the respondent as a Type Z noninterview.

Do not make a personal visit in an attempt to convert a refusal for an individual respondent. **(See Part A, Chapter 6, for instructions on classifying a respondent as a Type Z noninterview.)**

Type A Noninterviews Require a Personal Visit

If the entire household refuses to be interviewed during a telephone interview, then you are required to make a personal visit to conduct the interviews.

Never classify a sample household as a Type A noninterview following a telephone interview. You must attempt to convert the refusal in person before classifying a household as a Type A noninterview.

Topic 4. Instructions for Conducting Telephone Interviews

Timing of Interviews

Once the interviewing month begins, get started on reviewing your assignments. Start with telephone interviews. It is possible that you will discover cases marked as telephone interviews that require you to make a personal visit (***as covered in Topic 2 of this chapter***). By working through your telephone interview work first, you can minimize the number of trips to an area and help us save money by reducing travel costs.

Because of these possible personal visits, it is extremely important that you attempt to complete all telephone interviews in the first few days of the interview period.

As you plan your itinerary for your personal visit cases, make sure to include any telephone interview cases that now require personal visits. Try to make the least number of trips as possible into an area to complete your assignment.

Whenever you discover a case that was scheduled for a telephone interview and now requires a personal visit interview, briefly explain the reason for the personal visit in the case level notes.

Starting the Interview

When you are ready to start a telephone interview, look at the information in case management. By reviewing these items, you will be prepared for situations where:

- The telephone number provided calls somewhere other than the sample household's residence. Look at the Case Details Notes page to see if notes were entered with this information.
- You are unable to contact the household on the first telephone number listed in the Case Details Assignment Overview page, but personal telephone numbers are listed on the Household Roster page.
- The sample household does not want to be interviewed by telephone. The Case Details Notes page or the "Personal Visit or Telephone" field on the Case Details Assignment Overview page in case management.
- The sample household indicated the best time to call or visit them and/or when they do not wish to be contacted. The Case Details Interview Time Preference page in case management may have this information.
- The sample household indicated that they do not want to be contacted on a Sunday. The Case Details Interview Time Preference page in case management may have this information.

- The sample household indicated that someone in the household needs his/her interview conducted in Spanish. The Case Details Notes page in case management may have this information.

By reviewing these items before dialing the telephone number, you will be more likely to reach the household and less likely to bother them at an inconvenient or unwanted time. You also will be better able to start the interview in a confident and prepared manner.

Ask for Previous Household Respondent

After dialing the telephone number listed in case management or at the **DIAL** screen in the instrument, start by identifying yourself and asking to speak to the household respondent from the previous enumeration period. This person is listed in the Case Details Assignment Overview page in case management. The instrument is also set up to ask for the household respondent from the previous enumeration. Because of the type of information the household respondent needs to provide, both for the Roster Demographics Section and the Basic Screen Questionnaire, you need to select a household member who is at least 18 years of age and knowledgeable about the household.

Listed below is the order of preference for selecting a household respondent:

<u>First</u>	Ask for the household respondent from the previous enumeration period.
<u>Second</u>	Ask for one of the persons who owns or rents the home.
<u>Third</u>	Ask for a household member who is at least 18 years of age and knowledgeable about the household.

If the household respondent from the previous enumeration period is not available, then the instrument prompts you to speak to another possible household respondent. If another household member is available to be the household respondent, the instrument then makes sure that you have reached the correct sample address.

If no household member from the previous enumeration period, who is eligible to be the household respondent is available, the instrument then asks to speak with a household member who is at least 18 years of age and knowledgeable about the household. This person will be added to the household roster and will be your household respondent for the current interview. The instrument then makes sure you have reached the correct address.

Once you know that you are speaking to a household member and have reached the correct sample address, you can continue with your interview. You don't want to interview someone who is not a sample household member.

A Typical Introduction

The following introduction appears in the instrument at **DIAL**.

"Hello. This is (your name) from the U.S. Census Bureau.

May I please speak with (someone who is 18 or older, lives at this address and is knowledgeable about the household/name of household respondent)?”

Identifying Yourself

Unlike a personal visit interview, you cannot show any formal identification to a respondent over the telephone. If you identify yourself, your agency, the survey, and your purpose for calling, most respondents will believe you and agree to be interviewed. For those respondents who doubt what you tell them, suggest that they call your regional office's (1-800) number *(if available)* or call collect to confirm who you are and why you are calling them.

Explaining the Purpose of a Telephone Interview

Some respondents may want to know why you are calling them instead of coming to their home for the interview. If this happens, just explain that telephone interviews help us to reduce our survey expenses. Therefore, as a cost saving measure, we attempt to conduct most interviews by telephone if the household has indicated to us in a previous interview that a telephone interview is acceptable.

Explaining Our Exemption From the “Do Not Call” Registry

The “Do Not Call” registry does not limit a call made for the sole purpose of conducting a survey. Therefore, calls from the Census Bureau for survey data collection are not restricted by this registry.

Explaining the Purpose of the NCVS

Some respondents may want to ask some questions about the NCVS before agreeing to answer the survey questions. Be prepared to answer their questions briefly and accurately.

The following sources provide answers to some commonly asked questions from respondents:

The FAQ tab in the NCVS instrument, and

Part A, Chapter 2, Topic 5, of this manual, NCVS-550.

Verifying the Accuracy of Your Contact

For the NCVS we are following the sample address and not a specific household. If a household moves out of a sample address between enumeration periods, you no longer interview that household. Instead, you interview the current residents at the sample address.

If you call the telephone number and reach the same household from the previous enumeration period, don't assume that you have reached the sample address. It is possible that the household could be using the same telephone number at their new address.

Always verify that the household respondent from the previous enumeration period is still living at the address listed in the **VERADD_TELE** screen. If the household respondent moved from the address displayed in **VERADD_TELE**, the instrument asks in the **VERADDHH_TELE** screen if any household members still live at the sample address when there are other household members on the roster. The instrument then prompts you to thank the household respondent for their cooperation and to hang up

the telephone. If the household respondent answered that there are other household members who still live in the sample address, the instrument instructs you to attempt to contact other household members via phone before making a personal visit. Otherwise, if the household respondent answered that there are no household members who still live in the sample address, the instrument instructs you to conduct a personal visit to determine if the case is a replacement household.

If only the household respondent was on the roster, and they indicated that they do not live in the address displayed in **VERADD_TELE**, the instrument prompts you to thank the respondent for their cooperation and to hang up the telephone. The instrument then instructs you to conduct a personal visit to determine if the case is a replacement household.

If the household has moved out of the sample address and continues to use the same telephone number, use the procedures for coding movers in Part B, Chapter 2, Topic 7.

Any time you discover that a new or replacement household is currently living at the sample address, you are required to collect the demographic information for the new respondents and conduct the interviews with the replacement household by personal visit for the current enumeration period, when a new household has moved into the sample address. However, if the sample address is vacant because no new respondents have moved in, the original case will not be coded as a replacement; rather, it will be coded as a Type B noninterview after verifying the status of the housing unit during a personal visit.

Mentioning the Introductory Letter

For both personal visits and telephone interviews, the instrument prompts you to verify whether the respondent received the introductory letter. The **GETLETTER** screen introduces the survey and appears in the instrument as follows:

“I’m calling concerning the National Crime Victimization Survey. The survey questions ask for information about people’s perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?”

Have a copy of the letter with you in case a respondent has a question about it.

Topic 5. Telephone Interviewing Skills

Overview

Every interviewing situation is unique. Do not allow a difficult interview or a sharp refusal to shake your confidence or affect subsequent interviews. Begin each interview as if it were your first interview of the workday. Keep a businesslike attitude and a positive frame of mind at all times.

Successful telephone communication is dependent on how the respondent perceives you based on your vocal expression. Your language usage, grammar, voice quality, rate of speech, and enunciation are all key elements in creating a favorable impression over the telephone.

General Rules

When you conduct a telephone interview, be professional. You can accomplish this if you are easy to understand and always try to sound confident, polite, and businesslike. Listed below are some general rules that can help you to promote a professional image.

Clarity

Avoid talking to respondents with anything in your mouth -- mints, gum, etc. Speak directly into the mouthpiece and guard against placing the mouthpiece at chin level. Instead of raising your voice when a respondent is having difficulty hearing or understanding you, first make sure that you are holding the mouthpiece between your nose and your lower lip. This improves the quality of the transmission and allows you to speak in your normal tone of voice.

Enunciation

Pronounce your words carefully; never mumble. This is important because the English language is full of similar sounds, such as the letters "T" and "D," and "P," "B," and "V." Careful enunciation saves you from repeating and helps avoid misunderstandings.

Courtesy

Courtesy is important during a telephone interview. When a respondent tries your patience, remain calm and do not allow him/her to hear any impatience or frustration in your voice. Never take anything a respondent says personally. Avoid letting your emotions push you into saying anything that may upset or excite a respondent.

Also, as a courtesy to the respondent, explain why you are pausing between questions. The respondent may be more patient and willing to wait if he/she knows that you are pausing to enter pertinent facts about an incident. Your job is to conduct complete and accurate interviews in a "professional" manner.

Rate of Speech

Find a rate of speech that is comfortable for you and the majority of your respondents. The average rate of speech is 120 words per minute. If you speak too rapidly, your words tend to run together, and if you speak too slowly, the respondent may still have difficulty understanding what you say.

Pitch and Inflection

Speak in a moderate pitch and avoid talking in a monotone voice. When reading questions, it is especially helpful to use a rising inflection towards the end of a question. If you put a "smile" in your voice and avoid sounding like a robot, you are more likely to keep your respondent's interest.

Use a Brief Introduction

Avoid using lengthy introductions. Be brief and to the point and begin interviewing as soon as possible.

Start Fresh

Do not let your emotions from a "tough" interview or a refusal carryover into the next interview. Each respondent deserves a fresh start and the best that you have to give them. Do not allow "tough" interviews and refusals to shake your confidence.

No Rushing

Do not rush respondents or make them feel that they are taking too long to answer your questions. We want respondents to relax and take their time, so they can remember all the pertinent facts about an incident. If respondents feel like you are rushing them, they may purposely leave out information.

Ending the Interview

As you finish interviewing each eligible respondent in a sample household, thank him/her and ask to speak to the next respondent. When the time comes to end the telephone call, always let the respondent hang up first. This technique gives the respondent a feeling of control over the situation.

Listening Skills

It takes much more than just asking questions to be a good interviewer. Listening attentively to your respondent is just as important for conducting a successful interview. Listed below are some listening techniques which all interviewers need to practice:

- ✖ Limit your own talking so that the respondent has ample time to explain incidents. Remember that it is very difficult to talk and listen well at the same time.
- ✖ When you do not understand something said or you feel that you may have missed a point, always try to get a clear understanding of the situation. Sometimes repeating what the respondent said in your own words may help to straighten out the misunderstanding. Telephone interviews may require more probing than personal visit interviews.
- ✖ Try not to interrupt a respondent before he/she is finished replying. A long pause does not always mean that the respondent is done answering your question. Never rush a respondent when he/she needs more time to recall specific facts.
- ✖ Shut out distractions while conducting interviews. Concentrate on focusing your mind on what each respondent is telling you.

- ✖ The occasional use of interjections like "Yes" or "I see" reassures the respondent that you are paying attention to what he/she is saying. Be especially careful to use neutral comments that will not bias the interview in any way. Avoid saying things like "That's good" or "That's too bad."
- ✖ Listen attentively and objectively. Do not allow a respondent's words to irritate you or a respondent's harsh manner to distract you from your professional manner.
- ✖ Avoid jumping to conclusions or assuming that a respondent will say something before they finish explaining the incident. Be patient and let the respondent finish his/her thought. Do not lead the respondent and possibly bias the interview.

Telephone Techniques

Every interviewing situation is unique. It is important that you adapt to each new respondent. Do not let your reactions to one interview carry over and affect the next interview.

Here are some techniques you can follow to help in conducting your telephone interviews:

- ✓ **Select a good working space**

Choose a quiet place where you can conduct your telephone interviews without distractions and in privacy. Make sure that you have adequate space and light.

- ✓ **Be prepared**

Before you begin a telephone interview, make sure that you have all the materials you need within your arm's reach. Make sure that you have adequate supplies of paper, pens, pencils, and forms, together with this manual and any job aids. If you need to leave the telephone for some unexpected reason, always excuse yourself politely and never let the respondent wait more than a minute. If your telephone has a "call waiting" feature, disable the "call waiting" feature **before** you start any telephone interviews.

- ✓ **Learn from mistakes**

Whenever possible, try to evaluate your performance for each interview. See if you can improve your technique in any area of the interview process. Try to improve your technique with each new interview and do not continue making the same mistakes over and over.

- ✓ **Learn from successes**

When you feel an interview went well, think about why. Perhaps your telephone manner made a difference because you were able to maintain your confidence and project a pleasant, businesslike attitude. Concentrate on the positive aspects of a successful interview and continue to improve your technique.

Chapter 6 - Noninterviews

Topic 1. Overview of Noninterview Types and Procedures

Noninterview Cases

When you are assigned an NCVS case and cannot get a completed interview, you must classify the case into one of three noninterview categories: Type A, Type B, or Type C.

A sample address is classified as a noninterview if:

- The living quarters is occupied but you are unable to get any completed interviews.
- The living quarters is occupied by persons who are not eligible respondents for the NCVS.
- The living quarters is vacant.
- The living quarters is not eligible for sample because it is no longer used as a residence, it no longer exists, or it does not qualify based on the current listing and coverage rules.

Noninterview Categories

Qualifications for each of the three noninterview categories, Type A, B, and C, are as follows:

Type A

Some sample households consist of persons who are eligible for interview, but none of these persons can be interviewed for a specific reason. These cases will classify as Type A noninterviews. Type A noninterview reasons for the NCVS are:

- ✓ Language problems
- ✓ No one home
- ✓ Temporarily absent
- ✓ Refused
- ✓ Other occupied (*Use this Type A reason for occupied sample units that you cannot reach due to impassable roads; for sample households that you cannot interview due to serious illness or death in the household; or for sample units that you are unable to locate.*)

Type B

A sample address could be vacant or occupied entirely by persons who have a usual residence elsewhere. Although these cases are not eligible for interview during the current interview period, they could become eligible at a later time. These cases will classify as Type B noninterviews. Type B noninterview reasons for the NCVS are:

- ✓ Vacant - regular

- ✓ Vacant - storage of household furniture
- ✓ Temporarily occupied by persons with usual residence elsewhere (URE)
- ✓ Unfit or to be demolished
- ✓ Under construction, not ready
- ✓ Converted to temporary business or storage
- ✓ Unoccupied site for mobile home, trailer, or tent
- ✓ Permit granted, construction not started
- ✓ Other *(Only use this Type B reason if none of the other Type B reasons are appropriate for the situation.)*

Type C

Some situations can require that a sample address be permanently removed from the NCVS sample. These cases will classify as Type C noninterviews. Type C noninterview reasons for the NCVS are:

- ✓ Unused line of listing sheet
- ✓ Demolished
- ✓ House or trailer moved
- ✓ Outside segment
- ✓ Converted to permanent business or storage
- ✓ Merged
- ✓ Condemned
- ✓ Unit does not exist or is out of scope
- ✓ Unlocatable sample address
- ✓ Permit abandoned or other *(Only use the Type C “Other” reason when none of the specific Type C reasons are appropriate for the situation.)*

Type Z Noninterviews

Classify an eligible household member as a Type Z noninterview when you are unable to complete the interview for the eligible household member.

Unlike Type A, B, and C noninterviews, a Type Z noninterview relates to an eligible household member and does **not** relate to the entire sample household. Another difference is that a personal visit is not required before classifying a person as a Type Z noninterview.

However, if you are unable to interview the household respondent, the entire sample household is a Type A noninterview because you must initiate an interview with the household respondent and reach a partial interview with the household respondent **before** interviewing anyone else in the household.

Minimizing Noninterviews

It is important to keep both Type A and Type Z noninterviews to a minimum, so that:

- Your response rate does not suffer and
- The sample data you collect is truly representative of the entire U.S. population.

Individuals who are difficult to find at home or who resist being interviewed may have different victimization experiences than persons who are readily available for interviews. Therefore, failure to get interviews from all eligible household members could introduce serious bias into the survey results.

Procedures for Type A, B, and C Noninterviews

If you have a case that is a Type A, B, or C noninterview, select answer category 3, “Noninterview (Type A/B/C),” at Item **START**. Descriptions and instructions for each noninterview type are outlined below, starting at Item **NONTYP**.

Type A Noninterview

At Item **NONTYP**, select answer category 1, “Type A.” Item **TYPEA** appears; there are six options:

1. Language problems [outcome code 213]
2. No one home [outcome code 216]
3. Temporarily absent (specify) [outcome code 217]
4. Refused [outcome code 218]
5. Other occupied (specify) [outcome code 219]

If you select answer categories 1, 2, or 4, Item **TYPEACHECK_CK** appears, which asks, “Are you sure this is a Type A noninterview? If this is correct, select Suppress to continue. If this is not a Type A noninterview, then return to NONTYP to select the correct type of noninterview.”

If you select answer category 3 in **TYPEA**, “Temporarily absent (specify),” Item **TYPEA_SP3** appears and says, “Enter the date this household is expected to return as mmddyyyy or click to activate the calendar feature.” Enter the date of the household’s expected return. If the date that you entered is before or on the day of closeout, **TYPEA_SP3_CK** appears and says, “Date is unacceptable. You must set a callback appointment for this household since they will return before closeout or return to TYPEA and choose a different reason. To set a callback appointment, press F10 and enter 2 - Callback (set appointment).” If the date you entered in **TYPEA_SP3** is after the closeout date, **TYPEACHECK_CK** appears (see paragraph above.)

If you select answer category 5, Item **TYPEA_SP5** appears, which says, “Enter the description for Other occupied.” Then **TYPEACHECK_CK** appears (see above).

Proceed with Item **TYPEOFHU_AB** (when type of housing unit information has not been collected in a previous enumeration period), which asks you to “Please select one box that describes the type of housing unit” from seven options:

1. House, apartment, flat
2. Unit in rooming house, hotel, motel, etc.

3. Mobile home or trailer
4. Other housing unit
5. Student quarters in college dormitory
6. Other group quarters unit
7. Tent or trailer site

Items **BCNAME**, **BCTITL**, **BCNUM**, and **BCADDRESS1** through **BCZIP4** appear (when answer category 3 is selected in **TYPEA**), which ask for the contact person's name, title, telephone number, and address. (A *contact person is someone who is knowledgeable about the household or sample address - a neighbor, mail carrier, postal carrier, etc. The contact person is able to provide information about the household or sample address, such as when the household will return, whether the sample address is vacant, etc.*) After you enter the contact person's information, the interview ends.

Type B Noninterviews

At Item **NONTYP**, select answer category 2, "Type B." Item **TYPEB** appears; there are nine options:

1. Vacant - regular [outcome code 226]
2. Vacant storage of household furniture [outcome code 227]
3. Temporarily occupied by persons with a usual residence elsewhere (URE) [outcome code 225]
4. Unfit or to be demolished [outcome code 228]
5. Under construction, not ready [outcome code 229]
6. Converted to temporary business or storage [outcome code 230]
7. Unoccupied site for mobile home, trailer, or tent [outcome code 231]
8. Permit granted, construction not started [outcome code 232]
9. Other (specify) [outcome code 233]

If the household was made a replacement household, the enumeration period is 2 through 7, and you select any of answer categories 1 through 9, **TYPEB_CHECK** appears, which says, "This is an invalid noninterview reason for this case. A replacement household cannot be made a Type B noninterview. If this is a Type B noninterview, restart the case and code as a Type B WITHOUT making it a replacement household. If this is a replacement household and you are unable to interview the household members, code this as a Type A."

Otherwise, if you select any of answer categories 1 through 8, **TYPEBCHECK_CHECK** appears, which says, "Are you sure this is a Type B noninterview? If this is correct, select Suppress to continue. If this is not a Type B noninterview, then return to **NONTYP** to select the correct type of noninterview."

After you select suppress at **TYPEBCHECK_CHECK** and the type of housing unit information has been collected in a previous enumeration period, the instrument proceeds to **BCOBS**, which says, "Did you classify this unit by observation only? If you verified with a contact person, enter 2 - No."

If you answered, "No," at **BCOBS**, Items **BCNAME**, **BCTITL**, **BCNUM**, and **BCADDRESS1** through **BCZIP4** appear, which ask for the contact person's name, title, and telephone number, and address.

If you answered, "Yes," at **BCOBS**, the interview ends.

If you select suppress at **TYPEBCHECK_CK** and the type of housing unit information has not been collected in a previous enumeration period, the instrument proceeds **TYPEOFHU_AB** (see above). Then items **BCNAME**, **BCTITL**, **BCNUM**, and **BCADDRESS1** through **BCZIP4** appear.

Otherwise, if you select answer category 9, "Other (specify)," **TYPEB_SP9** appears, which says, "Enter the description of the Other Type B reason." Enter the description. Then Item **TYPEBCHECK_CK** appears (see above).

The interview then ends.

Type C Noninterviews

At Item **NONTYP**, select answer category 3, "Type C." Item **TYPEC** appears; there are eleven options:

1. Unused line of listing sheet [*outcome code 247*]
2. Demolished [*outcome code 240*]
3. House or trailer moved [*outcome code 241*] (**Note that this code is for a case where the actual trailer or house has moved and not just its occupants**)
4. Outside segment [*outcome code 242*]
5. Converted to permanent business or storage [*outcome code 243*]
6. Merged [*outcome code 244*]
7. Condemned [*outcome code 245*]
8. Unit does not exist or is out of scope [*outcome code 259*]
9. Unlocatable address [*outcome code 258*]
10. Permit abandoned [*outcome code 248*]
11. Other – Specify [*outcome code 248*]

If you select answer category 9 and the sample address has sufficient address information, **TYPEC258_CK** appears, which says, "This outcome code can only be used for cases with minimal to no address information. Based on the address information in Case Management, this case does not meet the criteria required to use this outcome code. If you are unable to locate the sample address for this case, return to TYPEA and enter 5 - Other occupied. Type "Unable to Locate" in the specify screen. Or press F10 and contact your supervisor for assistance."

Otherwise, if you select any of answer categories 1 through 10, **TYPECCHECK_CK** appears, which says, "Are you sure this is a Type C noninterview? Making this case a Type C noninterview will remove it from sample. If this is correct, select Suppress to continue. If this is not a Type C noninterview, then return to NONTYP to select the correct type of noninterview."

After you select suppress at **TYPECCHECK_CK**, the instrument proceeds to **BCOBS**, which says, "Did you classify this unit by observation only? If you verified with a contact person, enter 2 - No."

If you answered, "No," at **BCOBS**, Items **BCNAME**, **BCTITL**, **BCNUM**, and **BCADDRESS1** through **BCZIP4** appear, which ask for the contact person's name, title, and telephone number, and address.

If you answered, “Yes,” at **BCOBS**, the interview ends.

If you select answer category 11, **TYPEC_SP** appears, which says, “Enter the description of the other Type C reason.” Enter the description. Then item **TYPECCHECK_CK** appears (see above).

The interview then ends.

Procedures for Type Z Noninterviews

If the household contains any members who have not completed their interview, that person will be a Type Z noninterview. A Type Z noninterview means that an eligible NCVS respondent did not complete their interview. You must specify the Type Z noninterview reason for every noninterview person in the household before you can transmit the case.

This process can only be done at the time you are ready to transmit the case, so it is important that you identify any eligible household members as noninterviews early in the interview period, and annotate the reason(s) in the CAPI notes so you do not forget them when you are ready to transmit the case later. Enter the case; click on the household roster (HH Roster) tab on the toolbar to check interview status of eligible household members.

Designate a Type Z noninterview reason for all those whose interview status is “Need self,” “Need proxy,” or “Partial int.” Proceed as follows: Click on the “Main” tab to go to the **START** screen and enter answer category 4, “Ready to transmit – no follow-up (Type Zs)” A pop-up screen appears that says, “Are you ready to transmit this case?. Select Suppress to continue.” Click “Suppress.” The **TYPEZ** screen appears: “The NCVS was not fully completed for (LINE NUMBER) (NAME). Enter the reason that best describes why.” There are six options:

1. Never available
2. Parent refused - Parent or other person refused for respondent
3. Respondent refused - Respondent refused for themselves
4. Physically or mentally unable to answer and no proxy available
5. Temporarily absent and no proxy available
6. Other (specify)

Enter the applicable reason, then exit the case. Note that the case is automatically removed from the main Case List.

Topic 2. Type A Noninterview Categories

Overview

Since Type A noninterviews mean the loss of valuable information, keep Type A noninterviews to a minimum. If we fail to get NCVS data from sample households, the data we do collect may not be representative of the U.S. population.

It is not always possible to avoid Type A noninterviews, but there are ways to keep them at a minimum. These include:

- Establishing good relations with your respondents,
- Contacting sample households when they are most likely to be at home, and
- Conducting the interview in a positive and professional manner.

The following reasons can cause a sample unit to be classified as a Type A noninterview:

- ✓ The sample household cannot be interviewed during the interview period because of language problems.
- ✓ After making repeated contacts during the interview period, you are never able to reach anyone at home.
- ✓ All members of the sample household are temporarily away from home during the entire interview period.
- ✓ The sample household refuses to allow any interviews.
- ✓ An occupied sample unit cannot be interviewed due to impassable roads.
- ✓ The sample household cannot be interviewed during the interview period because of a serious illness or a death in the family.
- ✓ You are not able to locate the sample unit.

Before you classify a **telephone interview** case as a Type A noninterview, you must attempt to make contact in person and interview the household. Also, make sure that you call your Regional Office **before** sending in a Type A noninterview.

Procedures for "Language Problems" - Answer Category 1, (Outcome 213)

Before you can classify a sample household as "Language Problems," you must make attempts to find an interpreter who is acceptable to the household respondent. The interpreter can be a family member, a neighbor of the respondent, an official interpreter, or even you, if you speak the person's language. If you have difficulty finding a suitable interpreter, contact your supervisor before classifying the case as a Type A answer category 1. Only use Type A answer category 1 as a last resort.

Procedures for "No One Home" - Answer Category 2, (Outcome 216)

Before you can classify a sample household as "No One Home," you must make several attempts to contact the household and verify that they are only gone for a short while and plan to return during the interview period. If the household is away from home and isn't expected to return before your closeout date, use Type A answer category 3, Temporarily Absent, instead of using Type A answer category 2.

For personal visit interviews:

If no one is home at the time of your first visit for the interview period, check with neighbors or anyone else who may know when the household is expected to return home. Remember, do not mention the survey name when making any inquiries. Listed below is a suggested way of making inquiries:

"Hello, I am (your name) from the United States Census Bureau. Here is my identification (show ID). I am trying to contact someone at (sample address), but no one is at home. Do you know when it is likely that someone would be there?"

Follow the procedures shown below when you discover that the household is expected to return home sometime within the interview period:

- Fill out a Request for Appointment (Form 11-38 or 11-38A) indicating when you plan to return. For identification purposes, enter the case's control number and your name and telephone number on the form.
- Use the back of the instrument (when in the instrument) or the case level notes to enter the callback date and time for your return visit.

Note: Another alternative is to leave your business card at the sample address with a preprinted peel-off sticker attached to it saying:

IMPORTANT

Please call me at the number on the attached card. I am required to contact an adult household member and I am obligated to return until contact has been made.

(Enter your name)

U.S. Census Bureau Field Representative

- If it is not practical to use a Request for Appointment form, try to determine the best time to contact the household and make a return visit then.

- If all these efforts fail, then classify the case as a Type A Code 216, No one home, as described in Topic 1 of this chapter.

Procedures for "Temporarily Absent (Specify)" - Answer Category 3, (Outcome 217)

For personal visit interviews:

When you make your first visit to a sample address for an interview month and find that no one is home, try to determine from neighbors or anyone else who may know how long the household may be gone.

Before classifying a case as a Type A answer category 3, Temporarily absent (specify), **all** of the following conditions must exist:

- ✓ All household members are **temporarily away** and not expected to return home until the current closeout date has passed. They might be on vacation, a business trip, caring for sick relatives, or some other similar reason.
- ✓ All of the **household's personal belongings are still in the sample unit**. In other words, the sample household has not moved their personal belongings to another location. This is especially important if you see a "For Sale" or "For Rent" sign on the property.
- ✓ The sample unit is **not a summer cottage or a unit used only for vacation purposes**. In other words, the sample unit is the primary residence for the sample household.

Once you determine that the case qualifies as a Type A answer category 3, Temporarily Absent (Specify), take the following actions:

- After entering answer category 3, enter the date when the sample household is expected to return to the sample address in **TYPEA_SP3**.
- Use the **BC** screens to enter the name, title, telephone number, and address for the person who provided the information about the household.
- If there is any possibility that the household will return before your closeout date, attempt to interview the household prior to **your closeout date** when feasible, do not code the household as a Type A yet.
- When you know that the household definitely will not return before either closeout dates, complete the rest of the noninterview section according to the instructions in Topic 2 of this chapter. Make sure that you enter the "Return date" when filling Item **TYPEA_SP3**.

Procedures for "Refused" - Answer Category 4, (Outcome 218)

Although our response rates are high, you may occasionally experience households who refuse to be interviewed. When you encounter such households, impress upon them that the information they can provide is valuable and the survey results will benefit their household and their community. Make every reasonable effort to obtain cooperation from each sample household assigned to you.

Despite all your efforts, a sample household may still refuse to answer the survey questions or may insist that an interview is not necessary since their household had no changes or crimes to report for the past 6 months. You are still required to complete and/or update the appropriate items in the control card section and to complete the NCVS-1 interviews with a household respondent and all remaining eligible household members, even if no crimes occurred.

When you are unable to change the way a household feels about participating in the NCVS and they just refuse to cooperate, follow these procedures:

For personal visit interviews:

- ✓ Your supervisor may instruct you to notify her/him by telephone and explain the refusal situation. If your supervisor will be in the sample area on other business, she/he could visit the refusal household and try to change their minds.
- ✓ When all efforts to convert a refusal are unsuccessful, complete the noninterview section as described in Topic 2 of this chapter, below.

As soon as your Regional Office becomes aware of a refusal household, they will mail a letter to the household requesting their cooperation and letting them know that you will contact them again. The office will also send you a copy of this letter.

If your Regional Office notifies you that a refusal household is considered a "confirmed" refusal, you will no longer attempt to interview the refusal household. For future enumeration periods, verify with neighbors or other knowledgeable sources whether or not the same household is still living in the sample unit.

If the confirmed refusal household is still living at the sample unit:

- Enter Type A answer category 4 in Item **TYPEA**.
- Complete the Noninterview section as described in Topic 2 of this chapter, below.
- In the Case Level Notes, enter "Confirmed refusal household - Do not attempt to interview household."

If the household was previously a Type A “Refused” household (outcome 218) but not a confirmed refusal household, you should attempt to contact the household again in the next enumeration period.

If you discover that a new household has moved into the sample unit, visit and interview the new or "replacement" household as specified in this manual in Part C, Chapter 1, Topic 10.

Group Quarters (GQ) Refusals

Some of your NCVS assignments may include sample units within GQs, such as hotels, college dormitories, homeless shelters, and so forth. If either the manager or owner of a group quarters refuses to allow you to interview persons residing in sample GQ units, notify your supervisor immediately. Based on the situation, your supervisor will provide you with specific instructions.

Procedures for "Other Occupied (Specify)" - Answer Category 5, (Outcome 219)

Most Type A noninterviews fall under one of the reasons already mentioned: Language problems, No one home, Temporarily absent, and Refused. However, you could encounter other situations that force you to classify an eligible and occupied sample unit as a Type A noninterview.

For example, the following situations could justify classifying a case as a Type A noninterview, Other occupied:

- ✓ A family member died very recently.
- ✓ The sample household has been quarantined.
- ✓ The sample household lives in a gated and/or guarded community and you cannot gain access to the sample address. Notify your supervisor immediately and he/she will provide you with specific instructions.
- ✓ A storm or other natural disaster prevents you from getting to sample addresses in your assignment. In recent years, weather-related interviewing problems, such as floods, mud slides, earthquakes, fires, and heavy snow, have become more prevalent. If you encounter these problems, try to identify which sample addresses are occupied and which sample addresses are vacant.

For previously interviewed households:

Determine occupancy based on the unit's status during the last enumeration period, unless a knowledgeable person tells you otherwise.

For first time households:

If a sample unit is assigned to you for the first enumeration period, try to discover the occupancy status from neighbors, local merchants, postal workers, county recorder of deeds,

or other local government officials. Never mention the survey name when talking to persons who are not household members at the sample address.

Topic 3. Type B Noninterview Categories

Overview

Type B noninterviews include cases which you cannot interview during a specific interview period because they are either:

- Unoccupied or
- Temporarily occupied by persons who are ineligible for interview because they have a usual residence elsewhere (URE).

Any case that you classify as a Type B noninterview could become eligible for interview in a later enumeration period. A sample unit may be classified as a Type B noninterview for any of the following reasons:

- ✓ Vacant - regular
- ✓ Vacant - storage of household furniture
- ✓ Temporarily occupied by persons with a usual residence elsewhere (URE)
- ✓ Unfit or to be demolished
- ✓ Under construction, not ready
- ✓ Converted to temporary business or storage
- ✓ Unoccupied site for a mobile home, trailer, or tent
- ✓ Permit granted, construction not started
- ✓ Other (specify)

Procedures for "Vacant - Regular" - Answer Category 1 (Outcome 226)

The majority of unoccupied units that you discover will classify as "Vacant - regular." If you discover that a sample address is **unoccupied** and the following conditions exist, you can classify the unit as a Type B noninterview, Vacant - regular:

- ✓ The unit is vacant and the occupants have permanently left the unit.
- ✓ The unit is for sale or rent.

- ✓ The unit is being held off the sales market.
- ✓ The unit is seasonally closed (*e.g., a vacation home*).
- ✓ A dilapidated unit that is still considered a living quarters, such as a housing unit that is very run down, in need of many repairs, and still occupied as a living quarters. **Do not** include unoccupied units that are condemned, unfit for human habitation, awaiting demolition or being demolished.
- ✓ A vacant living quarters such as a mobile home, tent, or a similar structure.
- ✓ A GQ unit that may be vacant in transient quarters.

Special Situations

You may discover a vacant sample unit that is in the process of being converted to make more units or merged to make fewer units. Classify the **unoccupied units created by the conversion or merger** as Type B, answer category 1, Vacant - regular, if:

- The conversion or merger has progressed to the stage where you can identify the converted or merged units as they will be when completed, or
- A responsible person can tell you how the units will be when completed.

Otherwise, classify the **original sample unit** as a Type B, answer category 1, Vacant - regular.

The same procedures used for conversions and mergers also apply to sample units that are undergoing repairs or alterations.

Procedures for "Vacant - Storage of Household Furniture" - Answer Category 2, (Outcome 227)

Only use Type B, answer category 2 when an unoccupied sample unit is used solely for the storage of excess furniture. This is not the same as a vacant unit that is fully furnished and awaiting a potential renter or owner. For a vacant, furnished unit that is waiting to be rented or sold, use Type B, answer category 1, Vacant - regular.

Procedures for "Temporarily Occupied by Persons With a Usual Resident Elsewhere (URE)" - Answer Category 3, (Outcome 225)

If an entire household is staying at a sample unit temporarily (*e.g., on vacation*) and the household has a usual residence elsewhere (URE), they are not eligible household members; do not interview them. If you discover this situation, classify the unit as a Type B, answer category 3, Temporarily occupied by persons with a usual residence elsewhere (URE).

Procedures for "Unfit or to be Demolished" - Answer Category 4, (Outcome 228)

Consider an unoccupied sample unit as unfit for human habitation if the unit is no longer protected from the elements because the roof, walls, windows, or doors are either damaged or missing. This may have been caused by vandalism, fire, or deterioration from neglect and age.

If you see the following conditions, the likely classification for the unit is Type B, answer category 4, Unfit or to be demolished:

- ✓ Windows are broken
- ✓ Doors are either missing or swinging open
- ✓ Parts of the roof or walls are missing or destroyed leaving holes in the unit's structure
- ✓ Part of the structure has been blown or washed away
- ✓ Part of the structure has collapsed or is missing.

Do not use Type B, answer category 4, for the following two situations:

- ✗ When doors and windows are boarded up to keep them from becoming destroyed by vandalism or bad weather.
- ✗ When doors and windows are not intended to be used in a structure, such as in some rural sections of the country.

Also, use the "Unfit or to be demolished" reason for vacant sample units that you can verify as being scheduled for demolition. You must see positive evidence, such as a demolition sign, notice, or mark on the sample unit or on the building that houses the sample unit.

Procedures for "Under Construction, Not Ready" - Answer Category 5, (Outcome 229)

Type B, answer category 5 is intended for sample units that are in the process of being newly constructed and are not yet ready for occupancy because the following items have not been installed:

- Exterior windows and doors and
- Usable floors.

Once the newly constructed sample unit is ready for occupancy, but is still vacant, classify it as Type B answer category 1, Vacant - regular.

Procedures for "Converted to Temporary Business or Storage" - Answer Category 6, (Outcome 230)

Use Type B, answer category 6 when a sample unit that is intended as a living quarters is used instead for the **temporary** storage of commercial or business supplies, machinery or other products related to a business. If you can determine that the storage of these business supplies is **permanent**, then classify the sample unit as Type C answer category 5, Converted to permanent business or storage, not Type B answer category 6.

Do not use "Converted to temporary business or storage," if you discover that the vacant unit is intended for the storage of business supplies in the future, but not at the time of your visit.

There is a separate Type B noninterview reason for a sample unit that is vacant and used solely to store household furniture. Do not use "Converted to temporary business or storage" when it is household furniture that is being stored in the vacant unit.

Procedures for "Unoccupied Site for Mobile Home, Trailer, or Tent" - Answer Category 7, (Outcome 231)

Although mobile homes, trailers, tents, boats, cars, buses, caves, and so forth are not located within a typical building structure, they can still be considered housing units if they meet our housing unit definition. If the sample unit is listed by its site identification rather than an address, and you find that the site is vacant, classify the sample unit as Type B, answer category 7, Unoccupied site for a mobile home, trailer, or tent.

Procedures for "Permit Granted, Construction Not Started" - Answer Category 8, (Outcome 232)

There may be instances when you are assigned a sample unit and discover that the construction permit has been issued, but construction has not yet started. When this occurs, classify the sample unit as Type B, answer category 8, Permit granted, construction not started.

Procedures for "Other (Specify)" - Answer Category 9, (Outcome 233)

Most Type B noninterviews will fall under one of the specific reasons already mentioned. If you discover a rare situation that is not covered in any of the specific Type B noninterview reasons, use Type B, answer category 9, Other (specify). Then, at Item **TYPEB_SP9**, enter a description of the reason you are coding this case as a Type B.

Topic 4. Type C Noninterview Categories

Overview

Type C noninterviews are sample units that are ineligible for the NCVS sample and need to be removed permanently from the sample. Many Type C noninterviews occur because of changes that happen between the time a unit is listed and the time the unit is assigned for interview. Type C noninterview reasons include:

- ✖ Unused line of listing sheet
- ✖ Demolished
- ✖ House or trailer moved
- ✖ Outside segment
- ✖ Converted to permanent business or storage
- ✖ Merged
- ✖ Condemned
- ✖ Unit does not exist or is out of scope
- ✖ Unlocatable sample address
- ✖ Permit abandoned
- ✖ Other (specify)

Procedures for “Unused Line of Listing Sheet” – Answer Category 1, Outcome 247)

When working with Group Quarters (GQs) it is possible that the “Line Number” for a case is greater than the number of units that were listed for that GQ. If this happens, classify the case as Type C, answer category 1, Unused Line of Listing Sheet. *(See Form 11-922 for more details about this outcome code).*

Procedures for "Demolished" - Answer Category 2, (Outcome 240)

You could be assigned a sample unit and then discover that it no longer exists because it was demolished or is in the process of being demolished. If this happens, classify the case as Type C, answer category 2, Demolished.

When an unoccupied unit is scheduled to be demolished, but demolition work has not yet begun, do not classify the unit as Type C, answer category 2. When demolition work has not yet begun, classify the unit as Type B, answer category 4, Unfit or to be demolished.

Procedures for "House or Trailer Moved" - Answer Category 3 (Outcome 241)

It is possible that a sample unit could have been moved from its site after it was listed. This is more likely to happen when the unit is a mobile home or trailer, but it could also be a house. If this happens and the unit is listed by its street address, **not** its site identification, classify the unit as Type C, answer category 3, House or trailer moved.

Procedures for "Outside Segment" - Answer Category 4, (Outcome 242)

Use Type C, answer category 4 when the original listing for an **area segment** is incorrect and, at the time of interview, you discover that the unit is physically located outside of the area segment boundaries.

Procedures for "Converted to Permanent Business or Storage" - Answer Category 5, (Outcome 243)

Use Type C when a sample unit has been converted **permanently** from living quarters to storage space for a business. The unit may be used to store such items as farm products, machinery, lumber, business supplies, and so on.

Procedures for "Merged" - Answer Category 6, (Outcome 244)

Merged units occur when two or more apartment units or two single family homes combine to form one new unit. Based on the situation and segment type, instructions can vary for when to classify a sample unit as Type C, answer category 6, Merged. Detailed instructions for merged units are provided in Appendix B.

Procedures for "Condemned" - Answer Category 7, (Outcome 245)

Before you can use Type C, answer category 7, the sample unit must be unoccupied and there must be positive evidence that the unit is condemned, such as a sign, notice, or mark on the unit or on the building that houses the unit.

Do not use Type C, answer category 7, Condemned, if:

- You see a "condemned" sign, but the unit is occupied. If the occupants qualify as eligible household members, try to conduct interviews at the sample unit and ignore the "condemned" sign.
- The sample unit is vacant, but you can't find any positive evidence that the unit is "condemned." If the unit is vacant and unfit for human habitation, classify it as Type B, answer category 4, Unfit or to be demolished.

Be careful not to classify a sample unit as a Type C noninterview when it should be a Type B noninterview. This type of mistake can remove a unit permanently from the survey's sample.

Procedures for “Unit does not exist or is out of scope - Answer Category 8, (Outcome 259)

Use Type C, answer category 8 in cases where you cannot locate the sample address because the address information is not sufficient to locate the sample unit. This answer category can only be used for 2010 sample design cases.

Procedures for “Unlocatable Address” – Answer Category 9, (Outcome 258)

Use Type C, answer category 9 for cases when you locate the sample address but cannot determine which sample unit to interview. If you try and use this answer category for a case with sufficient address information, **TYPEC258_CK** appears: “This outcome code can only be used for cases with minimal to no address information. Based on the address information in Case Management, this case does not meet the criteria required to use this outcome code. If you are unable to locate the sample address for this case, return to TYPEA and enter 5 - Other occupied. Type “Unable to Locate” in the specify screen. Or press F10 and contact your supervisor for assistance.”

Procedures for “Permit Abandoned” - Answer Category 10, (Outcome 248)

At times, you may find from the builder or the permit office that the builder abandoned the building permit and never built the structure for a sample unit. If this happens and the permit will never be used, classify the case as Type C, answer category 10, Permit abandoned.

Procedures for “Other (Specify)” - Answer Category 11, (Outcome 248)

Most Type C noninterviews fall under one of the specific reasons already mentioned. If you discover a rare situation that is not covered in any of the Type C noninterview reasons already mentioned, use Type C, answer category 11, and enter the “Other” reason in Item **TYPEC_SP**. An example of a “Other (specify)” reason is “Basic street address (BSA) identifies an institutional (or military) GQ.”

Topic 5. Type Z Noninterview Persons

What Is a Type Z Noninterview?

Classify an eligible household member as a Type Z noninterview when you are unable to complete the interview for the eligible household member.

Unlike Type A, B, and C noninterviews, a Type Z noninterview relates to an eligible household member and does **not** relate to the entire sample household. Another difference is that a personal visit is not required before classifying a person as a Type Z noninterview.

However, if you are unable to interview the household respondent, the entire sample household is a Type A noninterview because you must initiate an interview with the household respondent and reach a partial interview with the household respondent **before** interviewing anyone else in the household.

Minimizing Type Z Noninterviews

It is important to keep both Type A and Type Z noninterviews to a minimum, so that:

- Your response rate does not suffer; and
- The sample data you collect is truly representative of the entire U.S. population.

Individuals who are difficult to find at home or who resist being interviewed may have different victimization experiences than persons who are readily available for interviews. Therefore, failure to get interviews from all eligible household members could introduce a serious bias into the survey results.

Situations Causing Type Z Noninterviews

There are several reasons why you might be unable to complete the entire interview for the household respondent or unable to interview one or more eligible household members in a sample unit. Some situations will be beyond your control, while other situations can be overcome by improving your salesmanship and contacting households when you are most likely to reach household members.

Never Available (Answer Category 1)

You may find that an individual respondent within a sample household is never available when you contact the household. If **all** of the following conditions are true, then you can use Type Z, answer category 1 for an individual respondent:

- ✓ You made repeated attempts to reach the individual respondent.
- ✓ You are sure that the individual respondent is **not** temporarily absent. If the respondent is temporarily absent, try to get a proxy interview following the proxy interview procedures provided in Part C, Chapter 1, Topic 6, of this manual.
- ✓ You have at least a partial interview with the household respondent.

Parent Refused (Answer Category 2)

Use answer category 2, Parent refused, any time another person refuses to allow an interview with an eligible household member, such as a household member refusing to let you interview his/her elderly parent or 14-year-old child.

Respondent Refused (Answer Category 3)

Even after you try to persuade a respondent to comply with our survey, some individual respondents will still refuse to be interviewed. **You cannot take a proxy interview for an eligible respondent who refuses to be interviewed.** When an individual respondent refuses to be interviewed, use Type Z answer category 3.

Also, use Type Z answer category 3 for an acceptable proxy respondent refuses to give an interview for an eligible respondent who is unable to respond for himself/herself due to a physical and/or mental problem or due to being temporarily absent from the sample address.

Physically/Mentally Unable to Answer and No Proxy Available (Answer Category 4)

You are allowed to take proxy interviews for individual respondents who are physically and/or mentally unable to be interviewed during the entire interview period. "Physically/mentally unable to answer" means that the household member must have health and/or mental illness problems that are continuous throughout the entire interview period. If you are unable to find an eligible proxy respondent for this person, classify the household member as a Type Z noninterview and use Type Z, answer category 4.

Temporarily Absent and No Proxy Available (Answer Category 5)

If an individual respondent is temporarily away from home and not expected to return before your closeout date, you can take a proxy interview. If you cannot find an eligible proxy respondent for this person, classify the household member as a Type Z noninterview and use Type Z, answer category 5.

Other Type Z Situations (Answer Category 6)

Use answer category 6 when you are unable to interview an eligible respondent and the situation does not fit Type Z answer categories 1 through 5. Here are some examples:

Household member cannot speak English/no acceptable interpreter—

Another situation you may encounter is a household member who cannot speak English and an acceptable interpreter is not available. If this occurs, classify the person as a Type Z noninterview and use Type Z, answer category 6. Do not take a proxy interview in this situation.

No acceptable proxy respondent available for a 12- or 13-year-old child—

If a 12- or 13-year-old household member is not allowed to answer for himself/herself and no acceptable proxy respondent is available, classify the child as a Type Z noninterview and use Type Z, answer category 6.

Chapter 7 - Interviewing Materials

Topic 1. Description of Materials

Titles and Form Numbers

Listed below are the titles and form numbers of the forms that you use specifically for NCVS:

- NCVS Fact Sheet, **NCVS-110**
- NCVS Introductory Letter, **NCVS-572(L)**
- NCVS Thank You Letter, **NCVS-593(L)**

There are other materials you use in the course of your work, but those materials are generic, such as appointment slips.

NCVS Fact Sheet, NCVS-110

The NCVS Fact Sheet (NCVS-110) brochure is available in both English and Spanish; electronic versions of the Fact Sheet are available on the [BJS NCVS Participant Page](#) in English, Spanish, Arabic, Chinese (simplified), Korean, and Vietnamese. The Fact Sheet provides summarized results from the most recent NCVS findings. You can hand the respondent an NCVS Fact Sheet when:

- The respondent requests the type of information provided in this brochure.
- You feel that the brochure may encourage a respondent to cooperate.

NCVS-572(L) Introductory Letter

Before you visit or call a sample household, the National Processing Center (NPC) will mail the household an introductory letter, which briefly describes the NCVS and lets them know to expect your visit or telephone call. You will also have copies of the NCVS-572(L) Introductory Letter as a hand-out.

At the **GETLETTER** screen, you ask the household respondent if they received an introductory letter sent to the sample household. (This is sent by the NPC.) If the respondent answers “No,” or they aren’t sure if they received the letter, hand the respondent a copy of NCVS-572(L) letter and a copy of the NCVS Fact Sheet (NCVS-110) when conducting the interview in person.

The NCVS-572(L) Introductory Letter is also available in Spanish, Chinese (simplified), Korean, Arabic, and Vietnamese. Contact your regional office if you need copies of the letters in these languages.

NCVS-593(L) Thank You Letter

There is a preprinted “Thank You” letter for you to use when appropriate. The NCVS-593(L) letter is written to help leave a positive impression with a reluctant respondent and possibly help you to gain his/her cooperation during the next enumeration period. After interviewing a household, mail the NCVS-593(L) “Thank You” letter to the household if they showed any signs of refusing in the future.

This "Thank You" letter is also available in Spanish.

[Letters in Spanish, Chinese, Korean, Arabic, and Vietnamese](#)

The RO supplies you automatically with "Introductory" and "Thank You" letters printed in English. If you know that your assignment area includes households that speak Spanish, Chinese, Korean, Arabic, or Vietnamese you can request letters in these languages. While the NCVS-572(L) Advance Letter is available in English, as well as these five foreign languages, the NCVS questions are only available in English and Spanish. However, the "Thank You" letters are currently only available in English and Spanish. From MCM, you can request for the "Introductory" and "Thank You" letters to be sent to the sample address.

[Valid OMB Control Number and Expiration Date](#)

The Office of Management and Budget (OMB) control number 1121-0111 is required to conduct the NCVS, along with the current approval expiration date. Use the FAQ tab in the instrument to access this control number and expiration date. The OMB number also appears on the Introductory Letter (NCVS-572(L)).

Topic 2. Materials Kept Month to Month

Materials Needed Each Interview Month

Your regional office provides you with the following supplies used monthly:

- Copies of the NCVS-572(L) "Introductory" letter
- Copies of the NCVS-593(L) "Thank You" letter
- Copies of "Request for Appointment" slips, Forms 11-38 and 11-38A
- Copies of the NCVS Fact Sheet, NCVS-110

Notify your regional office whenever you start to run low on any of these supplies.

Topic 3. Materials Supplied Monthly

Assignment Materials for an Interview Month

Before the start of each interview month, your regional office sends you:

- A detailed bulletin which discusses important current topics and reminders; and
- Any materials and instructions you may need for your listing and interviewing work. Call your supervisor immediately if any instructions are unclear to you.

Importance of the Monthly FR Bulletin

Read all NCVS monthly bulletin carefully so you can conduct your work accurately for each interview month. Every month the bulletin covers current monthly topics, as well as any special reminders. Contact your regional office if any part of the bulletin is unclear to you.

Chapter 1 – Overview of the NCVS Instrument

Topic 1. Introduction

Learning About the NCVS Instrument

The NCVS instrument is divided into three sections known as the front, middle, and back.

The **Front** Section of the NCVS instrument is designed to:

For new sample cases:

- Provide the address for an initial personal visit interview.

For continuing cases:

- If available, provide the telephone number to dial and the introduction to read to the person who answers your telephone call.
- If telephone information has not already been collected, provides you with screens to collect it.

For both new and continuing cases:

- Identify possible interviewing problems.
- Verify that you have reached the correct address and household.
- Verify that you are speaking to an eligible household respondent and, if necessary, to select another eligible household respondent.
- Provide you with general reference information to answer respondent questions.
- Provide you with the appropriate screens to collect, update or verify information from the sample household's demographic information - names, ages, ethnicity, race, sex, education, and marital status of household members, and so on.

The **Front** Section of the NCVS instrument is discussed further in Part B, Chapter 2, of this manual.

The **Middle** Section of the NCVS instrument is designed to:

- Determine whether any of the eligible household members (12 years of age or older) at the sample address were victimized by crime during each household member's 6-month reference period. These questions are referred to as the screener questions. The screener questions cover a wide variety of situations and are designed to provide the respondent with concrete examples of the types of crimes that are typically reported for the

NCVS and could be overlooked by respondents. These screener questions ensure that we collect ALL incidents of crime that occurred during each sample household member's 6-month reference period.

- Collect a variety of information about each reported incidence of crime that occurred during a sample household member's 6-month reference period. It is important to record accurate and complete information about each crime, so that we have a clear picture of what happened during the incident. These questions are referred to as the incident report items.
- Add any additional incidents that may have been discovered while completing the incident report items for the current incident.
- Compare incidents reported by **different** household members in the current interview period to ensure each reported incident is not a duplicate of another incident already reported.

The **Middle** Section of the NCVS instrument is discussed further in Part B, Chapters 3, 4, and 5 of this manual.

The **Back** Section of the NCVS instrument is designed to:

- Make appointments to call back a sample household so you or another interviewer can interview sample household members who are unavailable or who cannot complete their interview.
- Thank each sample household member for his/her time and participation in the NCVS.
- Enter any final notes about the case which you or another FR may need for future contacts.

The **Back** Section of the NCVS instrument is discussed further in Part B, Chapter 6 of this manual.

In addition to this introduction, Chapter 1 also provides you with an overview of how:

- The NCVS instrument selects the correct questions for each interview.
- A typical NCVS screen is formatted.
- To make entries on the NCVS screens during an interview.
- To use the function keys during an interview.

Chapter 1 also provides general instructions for starting the NCVS interview, setting callback interviews, resuming a partially completed interview, and recovering from program errors.

Topic 2. Screen Layout

The initial FR training for NCVS provides an in-depth look at features that you need to be familiar with in the CAPI instrument. This chapter of the manual highlights those specific to the NCVS instrument.

Components of a Screen

Most screens in the NCVS instrument (see example in **Figure A** on page B-21 of this chapter) are divided into two basic parts:

- The **Information (Info) Pane**, in the upper half of your computer screen. It includes the tool bar and question text along with the possible answer categories (if any); and
- The **Form Pane**, in the lower half of the computer screen. It includes:
 - The tool bar,
 - Question text in black letters, and
 - FR instruction in blue letters (if any). A blue diamond identifies the FR instruction.

Information Pane

The **Information (or Info) Pane** (see **Figure A** on Page B-21) is located on the top half of the screen.

The **Info Pane** (see **Figure A** on Page B-21) also includes the list of possible answer categories (if any) around the middle portion of the screen.

Figure B on Page B-22 illustrates an Info Pane with question text in black letters and an FR instruction.

Each option on the list of answer categories has a pre-determined numeric code to distinguish it from the others. The answer category number is what you must enter in the Form Pane (described below) to record the respondent's answers.

Some questions have a long list of possible answers, and some allow the respondent to report more than one answer. Each time you enter an answer category number in the Form Pane for those types of questions, you will see the corresponding text in the answer categories highlighted in blue. The blue highlighting is intended to help you distinguish the answers already reported from those not yet selected.

Form Pane

The **Form Pane** (see **Figure A** on Page B-21) is the bottom half of the screen, where you make your entries.

The Form Pane provides a summary list of the data items to be collected and can give you a sense of where you are in the interview, and of how much ground you must cover to complete a given section.

In the NCVS instrument, you will sometimes find that a single Form Pane will cover a whole section, in which case the Form Pane will give you a complete list of all the data items you will collect in that

section. More often than not, however, you will find that more than one Form Pane is needed to cover a section, especially when the section has a question with a lengthy answer list.

The Form Pane can appear in one of two basic formats:

- In column format; or
- In table format

In the NCVS instrument, the column format (see **Figure B** on Page B-22) appears more frequently and is used whenever the table format is not appropriate. In the column format, the instrument will drive you to navigate from top to bottom for each column that appears in the Form Pane.

The table format is used when there is sufficient space on the screen to allow FRs to collect - on a row-by-row basis - the same set of details for any item listed in the leftmost column. In the table format (see **Figure C** on Page B-23), the instrument will drive you to navigate from left to right. Each time you enter an item in the leftmost column the instrument drives you down the same row, from left to right, to collect more details about that item.

Two-Level Screen Interaction

In the NCVS instrument, each item displayed in the Info Pane is reflected only as an item label in the Form Pane, thus allowing space on the bottom half to trace all of the entries you make in a section. The Info Pane changes as you move item by item. By contrast, the Form Pane remains stationary until you either reach the end of the Form Pane or exit the Form Pane. As you enter the answers in the Form Pane, the **layout** of the Form Pane does not change. Only the **contents** of the Form Pane change as the instrument fills in your entries next to the appropriate item labels.

Topic 3. Selection of Questions and Screen Content

Selection of Questions

The first interview with the sample household must be made in person. Once the initial personal visit interview is conducted, data that you collect about the household and its members is retained. Based on the household information, along with the information that you enter during subsequent NCVS interviews, the instrument determines which questions to display and how to word these questions during an interview.

The NCVS instrument also fills the appropriate proper names, pronouns, verbs, and reference dates into the text of the NCVS questions. In some cases, a household member's answers from a previous interview are pre-filled on the screen. The following screen shows an example of the household member's age, birth date, marital status, military service, education, Hispanic origin, and race as reported during the previous enumeration period:

The screenshot shows the NCVS software interface. At the top, there is a menu bar with options: Forms, Answer, Navigate, Options, Help, Show Watch Window. Below the menu bar, there is a navigation pane with links: Main, HH Roster, FAQ, F10, Distress, Resources, Contact. The main content area displays a question: "Are you now married, widowed, divorced, separated or have you never been married?" with a "Last reported as: Never Married" status. Below the question, there are radio button options: 1. Married, 2. Widowed, 3. Divorced, 4. Separated, and 5. Never married (selected). At the bottom, there is a table with columns for household member information.

	Age	Birth month	Birth year	Vfy age	Age range	Marital	Military	Education	Attend school	Sp	Origin	Race	Race specify
1	Carlos Humano	1	2	1993		5	2	13	5	1	1		

At the bottom of the screen, there is a status bar with the following information: 00000061, MARITAL, 3:01:42 PM, 8-15-2024, Talking To: Carlos Humano, About: Carlos Humano, 145/5542.

Screen Content

A typical NCVS instrument screen contains:

NCVS Question

The NCVS question appears in the Info Pane. Most NCVS instrument screens also include answer categories to enter for each answer.

Specific instructions to you appear on the screen in blue text, preceded with a diamond symbol. See **Figure B** for an example.

CASEID

In the bottom left corner of the form pane, you will see the case identification number or **CASEID**, an 8-digit number used to identify NCVS cases. Each sample address selected for an NCVS interview is assigned a unique **CASEID**.

Item or Screen Name

Next to the **CASEID**, you will see the **Item or Screen Name**, which, in most cases, identifies the NCVS question shown on the screen. However, not all screens display an NCVS question. Some screens provide information for you to read to a respondent or information for you to read to yourself.

Time, date, and respondent information

Next to the item name, time, date, and the name of the person to whom you are talking, and the name of the person you are talking about appear.

Screens Without Questions

Some screens in the NCVS instrument provide information solely for your benefit and do not provide any question for you to ask of a respondent. The **START** screen shown below is an example of this type of NCVS screen.

This screen contains text that appears in blue. This indicates that you are only to read the information to yourself.

National Crime Victimization Survey Redesign v24.10.01

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQ F10 Distress Resources

CENSUS CAPI SYSTEM
NATIONAL CRIME VICTIMIZATION SURVEY

Case status is: New Case

Incoming/Continuing: Incoming Case

Interview Number: 01

Confirmed Refusal: No

Household address: 103 RIVERSIDE BLVD
ANY TOWN,
AZ
99997-9997

1. Telephone interview
2. Personal interview
3. Noninterview (Type A/B/C)
4. Ready to transmit - no follow-up (Type Zs)
5. Quit: Do not attempt now

Start Interview 2

00000038 START 10:37:17 AM 8-20-2024 Talking To: About: 10/5542

There are also NCVS screens that only display statements to be read to a respondent, such as SOCIODEMO_INTRO shown below. Note that the text is in bold black print.

National Crime Victimization Survey Redesign v24.10.01

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster FAQ F10 Distress Resources Contact

The next questions ask about you. Remember all answers to this survey are confidential.

1. Enter 1 to continue

Personal characteristics intro	☐	Active duty	☐
Hearing difficulty	☐	Active duty when	
Vision difficulty	☐	Live with spouse	
Concentrate or remembering	☐	Live with partner	
Physical limitation	☐	Look for work	
Dressing or bathing	☐	Job last two weeks	
Leaving home	☐	Changed jobs	
U.S. citizen	☐	Confirm employer type	
Orientation male		Confirm occupation	
Orientation female		Employer type	☐

00000061 SOCIODEMO_INTRO 3:19:36 PM 8-15-2024 Talking To: Carlos Humano About: Carlos Humano 5382/5542

Topic 4. Methods of Making Entries

Type of Entries

Each screen in the NCVS instrument requires you to make some type of entry to proceed to the next screen. These entries could be in the form of:

Form Pane can appear in one of two basic formats:

- Answer Categories - Examples include: (1) for “Yes,” or “Continue,” (2) for “No,” or (3) for “Don’t know.”
- Numerical - Examples include: (1-31) for “Days of the month,” (1 - 999,999) for “Total amount,” or (1-96) for “Number of years.”
- Text or Write In - Examples include: “Jacket stolen from unlocked car” to describe a crime incident in the crime screening section or a lengthier write-in entry for a crime incident summary report.

Single Entry Questions

Most NCVS items only allow you to select one answer category to answer a question. Items START, TENURE, and AGECHECK shown in Figures A, B, and C, respectively, are examples of single-entry questions.

Single entry questions display answer categories preceded by circles or “radio buttons,” which fill with a black dot when an answer is selected. The instrument does not allow more than one “button” to be filled.

Multiple Entry Questions

Some NCVS items allow you to enter more than one answer category to answer a question. We refer to these questions as “multiple entry” questions. They always include an instruction to you, such as “Mark all that apply”

Multiple entry questions display answer categories preceded by squares; as you enter each answer, a check mark ✓ appears next to the corresponding answer category. By entering the same answer a second time, you can deselect the answer category and the ✓ disappears. You can also backspace over your entry to deselect. You can also type in the entry numbers, making sure to separate them with commas. Answer categories may be entered in any order.

When you are done entering answer categories to answer the question, press “Enter” to indicate that there are no more entries. NOTREPORTEDPOLICE, shown below, is an example of a “multiple entry” question.

Don't Know or Refused

Some NCVS screens display a numeric answer category for “Don’t know,” while other NCVS screens allow you to enter Ctrl + D for “Don’t know,” even if it is not displayed on the screen. We refer to this type of answer as a blind “Don’t know”.

If a respondent declines to answer a particular question, you can enter Ctrl + R for “Refused.”

Always try to convince a respondent to answer a question or at least get a respondent’s best estimate. Whenever possible, avoid entering Ctrl + D or Ctrl + R during an interview.

Invalid Entries

If you enter an invalid answer category or press “Enter” without making an entry for a screen that requires it, the NCVS instrument displays a pop-up error message. When you see an “input invalid” message, click on the “OK” button or hit the “Escape” key. Enter a valid response for the screen and then press “Enter” to proceed to the next screen. In the case of multiple entry questions, you must enter one or more valid responses for the screen, then press “Enter” to indicate that there are no more responses.

Soft and Hard Edits

In order to detect inconsistencies in the data at the time of data capture, several questions contain edit checks. The edit checks examine the responses to individual items and determine if the responses are consistent with the other data entered. A message appears in a pop-up screen when possible errors (inconsistencies) are detected in the survey. The screen displays an error message and identifies the questions that are inconsistent with one another.

There are two types of edit checks, soft edit checks and hard edit checks. A soft edit check would be created for a 14 year old attending college (possible but not likely), for example, and a hard edit would be created for a 4 year old attending college (not possible). For soft edit checks, you have the option of accepting the responses and therefore the inconsistency (select the Suppress button) or resolving the error by going back (select the GoTo button) to the items in question and rechecking the responses. To go back and correct a particular item, make sure that the item displayed in the "Questions involved" column of the "Edit Check Error Message" is highlighted, then click the GoTo button, which takes you to that question so you can correct it.

For hard edit checks, you must go back and resolve the inconsistency. The instrument will not let you continue the interview until the issue is resolved. In many cases, inconsistencies occur because of keying errors.

Ask or Verify Instruction

Selected screens in the NCVS instrument include an "ASK OR VERIFY" instruction. If you see this instruction and the respondent has already provided the answer to the question during the course of the interview, you are allowed to verify the answer with the respondent, instead of asking the question on the screen. However, this is **only** allowed for screens that have the "ASK OR VERIFY" instruction. If you don't see this instruction, you must always ask the question exactly as it is worded on the screen.

Topic 5. Navigation and Using Function Keys

Navigation

There are a number of different ways to navigate in the NCVS instrument. You can navigate:

- With the mouse or the keyboard;
- From left to right;
- From top to bottom;
- Back and forth between sections;
- Back and forth (across Form Panes) within a section; and
- Index tabs at top left of the Info Pane: Main, HHRoster, NewHHR, CHANGERESP, FAQ, F10, Distress, Resources, and Contact.

Mouse or Keyboard

You can use only the keyboard, or only the mouse that is embedded in your laptop (immediately below the keyboard), or you can use both -- going back and forth between the two -- to navigate through the instrument or to make data entries. If you wish, you can also use an external mouse.

Arrow Keys

Use the arrow keys mostly when navigating sequentially, from one item to the next. Use the Left and Right Arrows to navigate horizontally, and use the Up and Down Arrows to navigate vertically.

Page Up/Page Down Keys

Use the Page Up and Page Down keys when navigating sequentially, from one Form Pane to the next. Note that you cannot page down to the next Form Pane until you have completed the Form Pane where your cursor is. Note also that you may have to readjust your cursor when you page down or page up to a Form Pane, because the instrument always places you on the first item of the Form Pane.

Tabs

Tabs have two functions: you can use them as place markers, and you can use them as a “jump” menu. However, you can use them as a “jump” menu only when you are using the mouse. To use tabs, position the cursor over the tab you wish to use and left click the mouse.

Tabs in the NCVS instrument:

Main - Use this tab to return to the interview after accessing the other tabs.

HH Roster - Use this tab to show the household composition. For an incoming case this tab is empty until you complete the household roster items.

New HHR - This tab allows you to select a new household respondent if necessary. It displays if there are at least two household members on the roster who are eligible to be the HHR, and the HHR has not completed a partial interview.

CHANGERESP – Use this tab if you need to change the household member you are interviewing. This tab displays if there are at least 2 household members on the roster who are eligible for the survey and you reach a certain place within the instrument, depending on the interview situation.

NOTE: The NEWHHR and CHANGERESP tabs will never be displayed at the same time.

FAQ - This tab takes you to the list of frequently asked questions.

F10 - Use this tab if you need to end the interview because of a refusal or breakoff, or if a callback must be scheduled.

Distress – This tab displays the protocol you can follow to help a respondent who is showing signs of distress.

Resources – This tab shows resources you can provide to the respondent. These are organizations trained to work with crime victims and their relatives.

Contact – This tab displays the household contact information, including a household phone number, personal phone numbers, and personal email addresses for future contacts. For an incoming case this tab is empty until you collect this information from respondents. Some of the data in this tab can be edited, making it easier to update respondent contact information.

Purpose of the Function Keys in the NCVS Instrument

Each function key or combination of keys will allow you to perform specific tasks while working in the NCVS instrument. In the instrument, you can display the function keys at any time by going to the Navigate menu and selecting “Show Function Keys.” You can also display the function keys by pressing the Ctrl + K keys. The operation of each function key is described in this topic and summarized on your NCVS Function Key template, which is shown in Figure D.

F1 – Question Help

Press the F1 function key to show any help screens for the current question, which are then displayed in a pop-up box. Help screens are designed to aid you with a particular concept, to define the meaning or intent of a particular word, to provide specific probes, and so on. Questions that have help screens are identified by “?[F1]” displayed in the top left-hand portion of the information pane.

SHIFT F1 – Display Household Roster

Press the SHIFT and F1 keys simultaneously to access the household roster at the HHRoster screen. You can access the household roster at any time during an NCVS interview to reference the information shown on this screen. The HHRoster screen does not allow you to make changes to the household roster.

F2 – UNASSIGNED

The F2 function key is not used in the NCVS instrument.

SHIFT F2 – Frequently Asked Questions

Press the SHIFT and F2 keys simultaneously to access the help screens for twelve frequently asked NCVS questions from the FAQMAIN screen. These screens will help you answer respondent's questions and/or provide more information about the survey.

F3 – UNASSIGNED

The F3 function key is not used in the NCVS instrument.

F4 – Jump Menu

Press the F4 function key to access a "Jump" menu, which allows you to jump back to a previously answered section of the incident report items. Note that this function only works in the incident report items, which are part of the middle section of the NCVS instrument.

ALT F4 – Escape Help Screen

Press the ALT and F4 keys simultaneously to close the active window, close help screen, or exit the active program.

SHIFT F5 – Spanish Version

Press the SHIFT and F5 keys simultaneously once you have passed the START screen, and a pop-up menu appears. Select the "Spanish" option and the instrument switches to the Spanish version of the NCVS instrument for the current question and all subsequent questions. To return to the English version, just press the SHIFT and F5 keys simultaneously again and select "English" from the pop-up menu.

F6 – UNASSIGNED

The F6 function key is not used in the NCVS instrument.

F7 – Item Notes/Remarks

Press the F7 function key to enter notes for several screens within the NCVS instrument. After pressing F7, a pop-up "Notes" box appears. Enter the text of your note, then click the "Save" button in the box to leave the F7 notes mode. When F7 notes are entered for an instrument screen, a paperclip icon appears next to the item name on the form pane telling you that a "Note Exists."

SHIFT F7 – Show Notes/Remarks

For any screen that indicates a "Note Exists," press the SHIFT and F7 keys simultaneously to view these notes and to add any new notes by typing the text of your new note. When you press SHIFT and F7, a pop-up notes box appears. This box lets you view all notes to date; to add more notes use the F7 function key.

If there are no F7 item notes for an item when you press SHIFT and F7, a pop-up box appears that tells you there are no notes for that item.

F8 – Return

Press the F8 function key, to return or skip back to the item from which you pressed the F10 key, which skips to the end of the interview. This may be useful if you press the F10 key by mistake.

F8 – Skip Forward

Press the F9 function key to skip forward.

F10 – Exit

Press the F10 function key to skip over unanswered questions when a respondent breaks off the interview before you can complete it. After pressing the F10 function key, the instrument goes to the back section, where you can schedule a callback.

The instrument sets a person's interview status to "partially completed," so that you can resume the interview for that person later when the respondent is available.

Up Arrow – Back One Item

While in the middle section of the NCVS instrument, the Up Arrow key allows you to move back one item.

Down Arrow – Forward One Item

While in the middle section of the NCVS instrument, the Down Arrow key moves forward one item.

Home – First Item

Press the Home key to move the cursor to the FIRST screen in the current section.

End – Last Item

Press the End key to move the cursor to the next unanswered question in the current section.

Topic 6. Partial Interviews and Callbacks

Getting Started

The NCVS interviewing begins on the first day of every month. It is important to complete as many interviews as possible within the first few days of the interview period.

Introducing Yourself

Once you have contacted a sample household, it is critical that you quickly establish a good rapport with the respondent. Remember to not only be businesslike and professional, but also try to sound friendly and relaxed. Keep track of your pace throughout the interview because speaking either too quickly or too slowly can make the respondent feel uncomfortable.

Exiting a Partial Interview

At times, you may have to exit the NCVS instrument, even though the interview is only partially completed. For example, this can happen when a respondent breaks off the interview for personal reasons, whether the respondent offers to continue the interview at another time, or if the next eligible respondent is not available at that time.

If this happens, press the F10 function key or the F10 index tab to exit the unfinished interview. If you are unable to exit from the current screen, go forward or backward a screen or two until the instrument allows the F10 function. Pressing the F10 function key takes you to REFCBBREAK, as shown below.

The screenshot displays the National Crime Victimization Survey (NCVS) software interface. The title bar reads "National Crime Victimization Survey Redesign v24.10.01". The menu bar includes "Forms", "Answer", "Navigate", "Options", "Help", and "Show Watch Window". The main menu bar lists "Main", "HH Roster", "FAQ", "F10", "Distress", "Resources", and "Contact". The main content area is yellow and contains the question "Why did this interview end?" with a blue bullet point. Below this, there are three radio button options: "1. Refusal or breakoff", "2. Callback (set appointment)", and "3. Other". At the bottom of the main content area, there is a label "Why interview ended" next to a small input field. The status bar at the bottom shows "00000061", "REFCBBREAK", "8:48:19 AM", "8-21-2024", "Talking To: Carlos Humano", "About: Carlos Humano", and "1/156".

To set up a callback, enter (2) at REFCBBREAK. The instrument goes to APPTDATE, shown below. Use APPTDATE to indicate the best time for the household respondent to complete the interview (if the household has indicated that they are willing to complete the interview at a later time). The remaining callback screens are covered in Part B, Chapter 6, Topic 3.

The screenshot shows a web-based survey interface titled "National Crime Victimization Survey Redesign v24.10.01". The top navigation bar includes links for Forms, Answer, Navigate, Options, Help, Show Watch Window, Main, HH Roster, FAQ, F10, Distress, Resources, and Contact. The main content area has a yellow background and displays the text: "I would like to schedule a date to conduct the interview. What date would be best to call back?". Below this text are two bullet points: "• Today is: 8/21/2024" and "• Press enter if you are not scheduling an appointment." At the bottom of the main area is a dropdown menu labeled "Appointment" and a text input field labeled "Time". The footer of the interface shows the following information: "00000061 APPTDATE 8:51:02 AM 8-21-2024 Talking To: Carlos Humano About: Carlos Humano 2/156".

Completing a Partial Interview

Before you call a sample household to complete a partial interview, you may:

- Review interviewer notes from the previous interview.
- Identify which household member's interview is incomplete and at which item the interview will resume.
- Identify which household members still need to be interviewed.

Once you verify certain facts, the instrument continues with the next unanswered question for the household member whose interview is incomplete. After passing the INTROPARTIAL, press the "end" key to go to the next unanswered question in the interview.

The instrument also allows you to review previously answered questions from a household member's partial interview, if necessary, by using the up and down arrow keys.

Recovering from Program Errors

Occasionally, you may get stuck in a loop where the instrument continues to cycle through only a few questions. If the computer does not go to the next appropriate question, check your answers on each screen carefully as you step through the loop again. If you discover an incorrect entry, correcting the entry may correct the loop problem.

If this happens in the incident report items, you can try using the F4 function key to jump back to another part of the incident report items and try to continue from that point. As a last resort, notify your supervisor about the problem before exiting the case, whenever possible.

Let the respondent know that you are experiencing computer problems. If you cannot correct the problem in a relatively short time, press the F10 function key and set a callback for the case.

Topic 7. CAPI Outcome Codes

Outcome code	Description
200	New case – not yet started/checked in
201	Completed interview (no Type Z's)
202	Accessed instrument, insufficient partial
203	Sufficient partial – no more follow-up needed
204	Sufficient partial – follow-up needed
213	Type A – Language problems
216	Type A – No one home
217	Type A – Temporarily absent
218	Type A – Refused
219	Type A – Other occupied
225	Type B – Temporarily occupied by persons with usual residence elsewhere (URE)
226	Type B – Vacant – regular
227	Type B – Vacant – storage of household furniture
228	Type B – Unfit or to be demolished
229	Type B – Under construction, not ready
230	Type B – Converted to temporary business or storage
231	Type B – Unoccupied site for mobile home, trailer, or tent
232	Type B – Permit granted, construction not started
233	Type B – Other
240	Type C – Demolished
241	Type C – House or trailer moved
242	Type C – Outside segment

Outcome code	Description
243	Type C – Converted to permanent business or storage
244	Type C – Merged
245	Type C – Condemned
247	Type C – Unused line of listing sheet
248	Type C – Other
258	Type C – Unlocatable sample address
259	Type C – Unit does not exist or is out of scope

Topic 8. How to Use the Tool Bar

General

The NCVS Tool Bar has five main sections: Forms, Answer, Navigate, Options, and Help. Use your mouse to navigate the Tool Bar. The sections and their menus and functions are listed below.

Forms – Includes save and exit functions

Browse Forms - Ctrl + B (not used in NCVS)

Save - Ctrl + S

Check (not used in NCVS)

Exit - F10

Answer – Shortcuts for various answer functions

Don't Know - Ctrl + D

Refused - Ctrl + R

Change Respondent - Shift + F9

Item Notes/Remark - F7

Repeat - F12 (only used in roster section of NCVS)

Show Question Text - Ctrl + F3

Incident to Add - Ctrl + I

Exit - F10

Navigate – Shortcuts for navigating through the instrument

Jump Menu - F4

Return - F8

Add'l Skip to Next Person/Sec - Ctrl + F9 (not used in NCVS)

Show Function Keys - Ctrl + K

Search Tag - Ctrl + F

Show notes/remarks - Shift + F7

Options – Miscellaneous functions

Language - Shift + F5

Case Level Notes - Ctrl + F7

Show Original Notes - Shift + F12

Mute (not used in NCVS)

Calculator - F11 - (shows calculator in pop-up window)

Calendar - Ctrl + F11

Help – Shows various help functions

Question Help - F1 (only for questions with a help screen)

Show Function Keys - Shift + F10

Show HH - Shift + F1

Show Status (not used in

NCVS)FAQ - Shift + F2

RI FAQ - (not used in NCVS)

Show Standard Abbreviations - Shift + F11

Report Error - Ctrl + E

Info - Ctrl + H - (Tells what version of Blaise software you're using)

Figure A - Information Pane and Form Pane

The screenshot displays the National Crime Victimization Survey (NCVS) software interface. The window title is "National Crime Victimization Survey Redesign v24.11.04". The menu bar includes "Forms", "Answer", "Navigate", "Options", "Help", and "Show Watch Window". The main menu includes "Main", "HH Roster", "NEWHR", "FAQ", "F10", "Distress", and "Resources".

The interface is divided into two main panes:

- Information (Info) Pane:** This pane displays case information. It includes the following text:
 - CENSUS CAPI SYSTEM
 - NATIONAL CRIME VICTIMIZATION SURVEY
 - Case status is: New Case
 - Incoming/Continuing: Continuing Case
 - Interview Number: 03
 - Confirmed Refusal: No
 - Household address: 101 RAILROAD DRIVE
ANY TOWN,
AL
99997-
- Form Pane:** This pane contains a list of radio button options for the interview type:
 - ☐ 1. Telephone interview
 - ☐ 2. Personal interview
 - ☐ 3. Noninterview (Type A/B/C)
 - ☐ 4. Ready to transmit - no follow-up (Type Zs)
 - ☐ 5. Quit: Do not attempt nowBelow the list is a "Start Interview" button.

The status bar at the bottom of the window displays the following information: "00000014", "START", "3:53:19 PM", "10-2-2024", "Talking To: Mario Persona", "About: Mario Persona", and "10/5542".

Figure B - Form Pane in Column Format

FR instructions

Question Text →

• Ask or verify:
Are your living quarters...
• Read answer categories

Answer categories →

- 1. Owned or being bought by you or someone in the household?
- 2. Rented?
- 3. Occupied without payment of rent?

Tenure

Student housing
Public housing
Indian res
Access

00000036 TENURE 2:43:14 PM 8-21-2024 Talking To: Jen Voe About: Jen Voe 134/5542

Figure C - Form Pane in Table Format

National Crime Victimization Survey Redesign v24.10.01

Forms Answer Navigate Options Help Show Watch Window

Main HH Roster NEW HH R FAQ F10 Distress Resources Contact

I have you listed as 46 years old. Is that correct?

☐ 1. Yes
☐ 2. No

		Age	Birth month	Birth year	Vfy age	Age range	Marital	Military	Education	Attend school	Sp Origin	Race	Race specify
1	Megan Citizen	☐	3	1978	☐		2	2	16	5	2	4	
2	Jackie Voe	☐	2	1983	☐		3	2	17	2	1	1	
3	Joel Voe	☐	2	2001	☐		5	2	14	2	2	1	
4	Jack Voe	☐	1	2008	☐		5						

00000045
AGECHECK
2:55:37 PM
8-21-2024
Talking To: Megan Citizen
About: Megan Citizen
145/5542

Figure D - Function Keys for NCVS

<u>KEY</u>	<u>FUNCTION</u>	<u>KEY</u>	<u>FUNCTION</u>	<u>KEY</u>	<u>FUNCTION</u>
F1	Question Help	Shift+F1	Show HH	END	Next Question on Path
F2	(Unassigned)	Shift+F2	FAQs	HOME	First Question on Path
F3	(Unassigned)	Shift+F3	RI FAQs	Ctrl+F3	Show Question Text
F4	Jump Menu	Shift+F4	(Unassigned)	Ctrl+D	Don't Know
F5	Show Status	Shift+F5	Language*	Ctrl+F	Search Tag
F6	(Unassigned)	Shift+F6	(Unassigned)	Ctrl+H	Info
F7	Item Notes/Remarks	Shift+F7	Show notes/Remarks	Ctrl+F7	Case Level Notes
F8	Return	Shift+F8	(Unassigned)	Ctrl+K	Show Function Keys
F9	Skip Forward	Shift+F9	(Unassigned)	Ctrl+M	Show DK & Refused
F10	Exit	Shift+F10	Show Function Keys	Ctrl+R	Refused
F11	Calculator	Shift+F11	Show Standard Abbr	Ctrl+F11	Calendar
F12	Copy Down (Repeat)	Shift+F12	Show Original Notes (RI)	Alt+S	Save
		Alt +F4	Closes active window or exits active program or help screen	Alt +F4	Closes active window or help screen

Chapter 2 Front Section of the NCVS Instrument

Topic 1. Overview of the Front Section

The Front Section of the NCVS instrument:

- Gives case-level information to review before attempting to contact the sample address.
- Contains the screens for setting a case as a Type A, B, or C, as well as individual Type Z noninterviews.
- Guides you through screens for contacting an HHR or other household members for personal visits or telephone interviews and recording possible interviewing problems.
- Guides you through screens for selecting a new HHR or changing respondents.
- Verifies that you have reached the correct address and household, and to code a case as a replacement household when necessary.
- Updates sample address, mailing address, and telephone number information for the household with the HHR.
- Provides appropriate screens to update or verify information from the sample household's control card section.

Topic 2 covers most of the NCVS screens that make up the front section of the NCVS instrument. Some "Front Section" screens display the instruction, "ASK OR VERIFY." For screens which include this instruction, you are allowed to verify the answer with the respondent without asking the question, provided the respondent already furnished the information earlier in the interview. **If you do not see this instruction, you must ask the question exactly as worded on the screen.**

Topic 2. Screen Layout and Instructions for START

CENSUS CAPI SYSTEM
NATIONAL CRIME VICTIMIZATION SURVEY

Case Status is: New case
Incoming/Continuing: Incoming case
Interview Number: 1
Confirmed Refusal: No
Household address: 611 Produce Street
Any Town, AK 99995

1. Telephone interview
2. Personal interview
3. Noninterview (Type A/B/C)
4. Ready to transmit – no follow-up (Type Zs)
5. Quit: Do not attempt now

START

START

This is the first screen when you enter the NCVS instrument.

At this screen you can select whether to interview by telephone or personal visit, classify the case as a noninterview, transmit the case and classify any NCVS eligible household members who can't be interviewed as Type Z noninterviews, or get out of the case.

At the top of the **START** screen, the following information about the case is displayed:

- **Case Status** - Indicates the progress of the case, such as:
 - New case.
 - Household reached.
 - Insufficient partial for the household respondent.
 - Sufficient partial interview for the household respondent.
 - Household respondent (complete).
 - Fully completed household interview.
- **Incoming/Continuing** - Identifies whether the case is an incoming or continuing case. NOTE: A replacement household is always considered "incoming," and requires a personal visit interview but retains the interview number of the sample address. This is because the interview number is associated with the sample address, not with the current household members. Also, cases are added to the sample that will be labeled as "incoming" but may not have the interview number labeled as 1. This is because these are added as **new growth** cases to increase the sample size.

-
- **Interview Number** - Identifies the interview number (1-7).
 - **Confirmed Refusal** - Indicates whether the case is a confirmed refusal. An entry of “Confirmed refusal” indicates that the case is a confirmed refusal and an entry of “No” indicates that it is not a confirmed refusal. Also, “Potential congressional” may display here to indicate the case is a potential congressional refusal.
 - **Household address** – Displays the address of the household you should be interviewing.

Answer Category 1

For interviews you conduct by telephone, enter answer category 1. Telephone interviews are discussed in more detail in Topic 4 of this chapter.

Answer Category 2

For interviews you conduct by personal visit, enter answer category 2. Personal interviews are discussed in more detail in Topic 3 of this chapter.

Answer Category 3

To code a case as a noninterview (Type A/B/C), enter answer category 3. These noninterview outcomes are discussed in more detail in Part A, Chapter 6.

Answer Category 4

To code Type Z reasons for individual respondents in cases that are a sufficient partial (that is, the interview is complete for the household respondent) and for which you no longer will make attempts to interview any remaining individual respondent(s) in the sample household whose interview(s) is/are not complete, enter answer category 5. Coding persons as Type Z noninterviews is also discussed in more detail in Part A, Chapter 6.

Answer Category 5

Enter answer category 5 if you want to exit the case, for example, if you do not want to attempt interviewing the case at this time. After entering answer category 5 you will skip to the VERADD screen in the back of the instrument. The Back Section of the instrument is discussed further in Part B, Chapter 6.

Topic 3. CAPI Personal Visit Interview for Household Respondent and Individual Respondent(s) (Screen Layout and Instructions for START through VER_ADD)

CENSUS CAPI SYSTEM
NATIONAL CRIME VICTIMIZATION SURVEY

Case Status is: New case
Incoming/Continuing: Incoming case
Interview Number: 1
Confirmed Refusal: No
Household address: 611 Produce Street
Any Town, AK 99995

1. Telephone interview
2. Personal interview
3. Noninterview (Type A/B/C)
4. Ready to transmit – no follow-up (Type Zs)
5. Quit: Do not attempt now

START

START

The START screen is the first NCVS instrument screen that you see when you enter a case. As shown above, this screen gives you the following information:

- Survey title
- Case status
- Incoming/Continuing status
- Interview Number (1 through 7) (also referred to in this chapter as Time in Sample or TIS 1-7)
- Confirmed Refusal Status (Yes or No)
- Household address

After reviewing the information, choose answer category 2 to continue with a personal visit interview.

◆ Identify yourself and show I.D.

Hello. I'm ◆ YOUR NAME from the U.S. Census Bureau. Here is my identification.

I'm looking for someone who is 18 or older, lives at this address and is knowledgeable about the household.

Is that person available?

◆ Household address is:

611 Produce Street

Any Town, AK 99995

1. Yes, (name) is available
2. No, (name) is not available
3. Nonhousehold member proxy respondent

GENINTRO

GENINTRO

This question prompts you to introduce yourself and ask for either a potential HHR, if there is no roster, or for a specific household member.

- For incoming (TIS 1) households in which you have not yet established a household respondent, this screen displays as above.
- For incoming (TIS 1) households for which you have established a household respondent but are making a callback to complete their interview, or for continuing cases in which you are interviewing the household respondent, this screen displays the household respondent's name after the text "I'm looking for," and again on the next line, as "Is [respondent name] available?"

The response you enter in **GENINTRO** results in the instrument continuing to different screens based on the progress made through the case during this interview period, or if the case is an incoming, continuing, or replacement case.

◆ A replacement household means that there are NO members of the household interviewed during the previous interview period currently living at this address.

◆ Is this a replacement household? If unsure, enter 2 - No.

1. Yes
2. No

REPLACEMENTHH

REPLACEMENTHH

This screen is used to check if a case with an existing roster is a replacement household. When an entire household moves out and a new household moves in (i.e., the household members are not the same people that were interviewed in the previous interview period), the new household at the sample address is referred to as a **replacement household**. Replacement households are treated as incoming cases. You must attempt to interview the HHR in person, along with any additional household members who are eligible for interview and available at the time of your visit. Any household members not interviewed during the personal visit may be interviewed by telephone.

Only code a case as a replacement household after you confirm new occupants have moved into the sample address. If new occupants have not moved in yet, then the case should be coded as a Type B noninterview. Do not code a vacant sample address as a replacement household since the original household has not been replaced yet.

If the household is not a replacement, enter answer category 2, “No.” Then interview the household as usual.

◆ You are about to start a new case and delete all previous data. This action cannot be undone without the case being restarted.

◆ Select Suppress to continue.

REPLACELASTCALL_CHK

REPLACELASTCALL_CHK (soft)

This soft edit check is the last verification that the case is a replacement household. After selecting Suppress, all person and household characteristics data from the previous household will be erased. If you reach this check in error, select Close to return to **REPLACEMENTHH**.

I have your address listed as...

611 Produce Street

Any Town, AK 99995

Is that your exact address?

1. Yes, exact address
2. No, moved (NOT same address)
3. Haven't moved, but address has changed
4. Incorrect address previously recorded

VERADD

VERADD

The purpose of this question is to verify with the HHR that you are speaking with the correct household. Read the entire address as it is displayed to verify that you are at the correct address and the sample address displayed is accurate. **NOTE: Some answer categories may not display on this screen if the household has not been previously interviewed.** The answer categories for this question are addressed in more detail in Chapter 2 Topic 8, in which you verify the respondent's address and other contact information in more detail.

Topic 4. CAPI Telephone Interview for Household Respondent and Individual Respondent(s) (Screen Layout and Instructions for START through INTRO_REC)

The following screens only appear during a telephone interview.

LN	HH/NAME	STATUS	AGE	RELATION	PHONE #1	PHONE #2
	Household Level				(991) 432-1010	
1	Jack McCool	Need self	45	Ref person	(991) 555-1133	(991) 555-6668
2	Mary McCool	Need self	43	Spouse	(991) 325-1821	

◆ Enter the line number of the person with whom you want to speak.

1. Jack McCool
2. Mary McCool

WHOTOCALL_HHR

WHOTOCALL_HHR

This screen is on path when a new HHR needs to be selected. At this screen, only household members who are eligible to be the HHR are displayed.

NOTE: An eligible household respondent is a household member who is:

- Age 18 or older
- Age 17 and married to the reference person or
- Age 17 when all members of the household are age 17 or younger

NEWHHR (Index Tab)

You can also use the “**New HHR**” index tab at the top left of the screen to change household respondents. Only those household respondents eligible to be household respondent will be listed at **NEW_HHR**. Select the appropriate line number to set that member as the new household respondent.

You may use the NEWHHR Tab to select a new household respondent from any screen in the instrument until the interview with the household respondent reaches a partial interview status. You will know when the interview has reached this point because the NEWHHR Tab will no longer be visible. The NEWHHR tab is discussed in more detail in Topic 4.

HHR	HH/ NAME	STATUS	SEX	AGE	RELATION	PHONE #1	PHONE #2
	Household Level					(991) 432-1010	
X	Jack McCool	Need self	M	45	Ref. person	(991) 555-1133	(991) 555-6668
	Mary McCool	Need self	F	43	Spouse	(991) 325-1821	
	James McCool	Nonmember	M	38			
	Johnnie McCool	Need self	M	14	Child		
	Max McCool	Need self	M	12	Child		
	Debra McCool	Under 12	F	10	Child		

◆ Dial number.

Hello. This is ◆ YOUR NAME from the U.S. Census Bureau.

May I please speak with Jack McCool?

1. This is the correct person or correct person called to the phone
2. Person not available now or no longer lives here (possible replacement)
3. Person unknown at this number
4. No contact, reached answering machine, or hung up
5. New telephone number
6. Telephone disconnected
7. Nonhousehold member proxy respondent

DIAL

DIAL

This question will prompt you to introduce yourself and ask for either a specific household member or, if there is no roster, for someone 18 or older who lives at address and is knowledgeable about the household. The next question on path will be determined by the response selected, the progress made through the case during current interview period, and whether you are interviewing the HHR or another member of the household.

Answer Category 1

Enter answer category 1 when someone answers and you determine that it is the person you are seeking to speak with.

Answer Category 2

Enter answer category 2 when you find out that the person you are seeking to speak with either no longer lives at the sample address or is not currently available to speak.

Answer Category 3

Enter answer category 3 when the person answering your call tells you that they do not know the person you have asked to speak with.

Answer Category 4

Select answer category 4 when you get an answering machine or a busy signal.

Answer Category 5

Select answer category 5 when a recording gives you a new phone number.

Answer Category 6

Select answer category 6 when you find out from a recorded message that the number has been disconnected.

Answer Category 7

Select answer category 7 when you determine that the entire household needs to be proxied by a non-household member. Non-household member proxies are discussed in more detail in Topic 6.

Have I reached ♦ READ PHONE NUMBER YOU DIALED?

HHR	HH/NAME	STATUS	SEX	AGE	RELATION	PHONE #1	PHONE #2
	Household Level					(991) 432-1010	
X	Jack McCool	Need self	M	45	Ref. Person	(991) 555-1133	(991) 555-6668
	Mary McCool	Need self	F	43	Spouse	(991) 325-1821	
	James McCool	Nonmember	M	38			
	Johnnie McCool	Need self	M	14	Child		
	Max McCool	Need self	M	12	Child		
	Debra McCool	Under 12	F	10	Child		

1. Yes
2. No

DIALCORRECT

DIALCORRECT

When you call a household and the person who answers says they do not know the respondent you asked for at the **DIAL** screen, the instrument goes to **DIALCORRECT** to verify that you dialed the correct telephone number.

If you dialed the correct number, enter answer category 1. If you did not dial the correct number, enter answer category 2. You will then see an edit check to verify that the correct number was not reached:

- ♦ Select the Goto button in order to return to the DIAL screen to redial the phone number for the household.
- ♦ Otherwise, select the Close button to return to the DIALCORRECT screen.

DIALEDCORRECT_CHK

DIALEDCORRECT_CK (hard)

You will see this hard edit check when you have misdialed the phone number for the household. Select Goto to return to **DIAL** and redial the phone number. Otherwise, select Close to return to **DIALCORRECT** and change the answer to “Yes,” you dialed the correct number.

I'm trying to reach someone in the Jack McCool household.

Have I reached the correct household?

1. Yes
2. No

RTNUM

RTNUM

This question is on path after verifying the correct number was dialed, and the person who answers the phone says they do not know the respondent you are attempting to contact.

At **RTNUM**, you verify with the person on the telephone whether the phone number still belongs to the household from the last enumeration. If it is the same, enter answer category 1.

If you have not reached the correct household, enter answer category 2.

We are talking with members of your household age 12 or older about their experiences with crime and safety.

Do you still live at...

286 Erasmus Drive

Any Town, AL 99995?

1. Yes, exact address
2. No, moved (NOT same address)
3. Haven't moved, but address has changed
4. Incorrect address previously recorded

VERADD_TELE

VERADD_TELE

This question verifies the sample address during a telephone interview. Read the entire address as it is displayed to verify that it is correct. The answer categories for this question are described in more detail in Topic 8.

Since that address rather than you personally was selected for this survey, no interview is required of you at this time. Do any of the following people still live at your previous address: Mary McCool, Johnnie McCool, Max McCool, or Debra McCool?

◆ If needed, remind the respondent of the address:

286 Erasmus Drive
Any Town, AL 99995

1. Yes
2. No
3. Don't know

VERADDHH_TELE

VERADDHH_TELE

This question is displayed when the HHR moved, but there are other household members who may still be living at the sample address. It informs the person you are speaking with that you do not need to interview them since they have moved from the sample address. It also asks whether any of the other persons on the roster from the last interview still live at the sample address. This can help you determine if you should try to contact the other persons or conduct a personal visit to determine if new persons have moved into the sample address and the case is a replacement household.

Topic 5. Selecting a New Household or Individual Respondent during Personal Visit and Telephone Interviews (Screen Layout and Instructions for HELLO_ALT2 through GETLETTER)

The following screens may appear when conducting either personal or telephone interviews.

May I speak to ♦ **ASK FOR ANOTHER POSSIBLE HOUSEHOLD RESPONDENT?**

LN	NAME	STATUS	SEX	AGE	RELATION
1	Jack McCool	Need self	M	45	Ref. Person
2	Mary McCool	Need self	F	43	Spouse

2. Mary McCool
32. No one listed above available

HELLO_ALT2

HELLO_ALT2

This question is on path to select a new HHR when the prior HHR is not available and there are other household members who are eligible to be the HHR. Note that the answer list will only display those who are eligible to be the HHR.

Use this screen to identify an eligible household respondent for the current interview period. You must interview an eligible household respondent BEFORE interviewing any other NCVS eligible household members. If an eligible household respondent is available, enter that household member's line number and continue with the household respondent's interview. Otherwise, enter answer category 31, "No one listed above available." This takes you to HELP_OTH, described below.

Perhaps you can help me.

I would like to speak to a member of the Jack McCool household who lives there, is at least 18 years old, and is knowledgeable about the household.

♦ **If necessary:** Would you or someone else there now qualify?

♦ **Only enter 1 if the (name) household still lives at the sample address. DO NOT ENTER 1 if this is a replacement household.**

1. Yes, member of the (name) household available
2. No, no one from the (name) household available
3. Not the (name) household

HELPOTH

HELPOTH

HELP_OTH is another screen used to identify an eligible household respondent for the current interview period. This screen appears when you have coded that you would like to change the household respondent, but there are no other persons listed on the roster who qualify as a household respondent. '

Thank you for your help.

♦ **Try contacting the household using other available phone numbers. If you are unable to make contact, conduct a personal visit to determine if this is a replacement household.**

1. Try another phone number
2. Exit instrument

ATT_CONTACT

ATT_CONTACT

This screen is on path when you have either reached the wrong household, or no eligible HHR is available. When you enter 1 – Try another phone number, the instrument either returns to **DIAL** or goes to the **WHOTOCALL_HHR** screen.

LN	HH/NAME	STATUS	AGE	RELATION	PHONE #1	PHONE #2
	Household Level				(991) 432-1010	
1	Jack McCool	Done NCVS	45	Ref. person	(991) 555-1133	(991) 555-6668
2	Mary McCool	Need self	43	Spouse	(991) 325-1821	
3	James McCool	Nonmember	38			
4	Johnnie McCool	Need self	14	Child		
5	Max McCool	Need self	12	Child		
6	Debra McCool	Under 12	10	Child		

◆ Enter the line number of the person with whom you want to speak.

- 2. Mary McCool
- 4. Johnnie McCool
- 5. Max McCool

WHOTOCALL

WHOTOCALL

This screen is on path when you are re-entering a case where the HHR has a sufficient partial or fully completed interview. **You must complete at least a sufficient partial interview with the HHR BEFORE interviewing any other NCVS eligible household members.** This screen is used to select the next person to interview.

This screen allows you to enter the line number for any household member whose interview you have not yet completed. The answer list only displays those respondents who have not fully completed their NCVS or supplement interview.

I still need to interview Mary McCool, Johnnie McCool, and Max McCool.

LN	NAME	STATUS	SEX	AGE	RELATION
1	Jack McCool	Done NCVS	M	45	Ref Person
2	Mary McCool	Need self	F	43	Spouse
4	Johnnie McCool	Need self	M	14	Child
5	Max McCool	Need self	M	12	Child
6	Debra McCool	Under 12	F	10	Child

Are any of them available now?

- 2. Mary McCool
- 4. Johnnie McCool
- 5. Max McCool
- 32. No one listed above available

ALTERNATE1

ALTERNATE1

This question is on path when there are multiple household members who have not completed their NCVS interview and the person you were trying to interview is not available. The answer list displays the household members who have not completed their NCVS or supplement interview. Read the question text to the person you are speaking with and enter the line number for the household member who is available to be interviewed. If no other household members are available, enter 32 - No one listed above available.

◆ **Partial interview for: Mary McCool**

◆ **If necessary:** Hello, this is ◆YOUR NAME from the U.S. Census Bureau.

We completed part of your interview for the National Crime Victimization Survey and would like to finish it now.

- 1. Yes, respondent or proxy available
- 2. No, respondent not ready to complete interview

INTROPARTIAL

INTROPARTIAL

This screen appears when you are interviewing the HHR or another member of the household whose interview has been partially completed during the interview period. Use this screen to reintroduce yourself, if necessary, and ask if the respondent or proxy is ready to complete the interview. If the respondent or proxy is available, enter 1, then press End on your keyboard to skip to the next unanswered

question in this respondent's interview. This will save you time by not having to go through the screens the respondent answered during the previous contact.

?[F1]

◆ Current respondent: Mary McCool

◆ If necessary: Hello, this is ◆YOUR NAME from the U.S. Census Bureau.

We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime.

Are you available now to be interviewed?

1. Yes, respondent or proxy available
2. No, respondent not ready to complete interview

INTROREC

INTROREC

This screen appears when you are speaking with a household member whose interview has not been started. Use this screen to introduce yourself, if necessary, and ask if the respondent or proxy is ready to complete the interview.

Thank you for your past participation. We appreciate your time and cooperation.

◆ You may now hang up.

1. Enter 1 to continue

MOVED

MOVED

This screen is used to inform the person you are speaking with that we do not need to interview them since they have moved from the sample address. It is on path when a respondent says they moved when you verify their address.

◆ Attempt to contact other household members via phone before making a personal visit.

1. Enter 1 to continue

VERIFYREPLACE

VERIFYREPLACE

This screen is on path when the person you were speaking with moved from the sample address. The FR text shown above appears when there are other eligible household members listed on the roster who may still live at the sample address. In this situation, you should try contacting the other people on the roster by phone to verify whether they still live at the sample address.

Otherwise, the FR text displayed will read, "All household members from the previous interview period have moved from this address. Conduct a personal visit to determine if this case is a replacement household."

?[F1]

◆ If necessary: Hello I'm ◆ YOUR NAME from the U.S. Census Bureau.

I'm here concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime. Did you receive our introductory letter in the mail?

◆ If "No" or "Don't know" give respondent an introductory letter and allow time to read.

1. Yes
2. No
3. Don't Know

GETLETTER

GETLETTER

This question asks whether the household received the NCVS introductory letter. You should have paper copies of the NCVS Advance letter to hand to the respondent during an in-person interview. You can also access the letter text by pressing F1 on your keyboard.

Topic 6. Nonhousehold Member Proxy Interviews

The NCVS instrument has questions designed to document situations where you must conduct a proxy interview with a nonhousehold member.

The **ONLY ACCEPTABLE REASON** for allowing a proxy interview for an HHR is when a nonhousehold member is a proxy respondent for an **ENTIRE** household. This should happen infrequently, but, when it does, the nonhousehold member must be the proxy respondent for the HHR AND all other household members who are eligible for the NCVS interview.

ALL the following conditions must apply for a nonhousehold member to be a valid proxy respondent:

- All household members cannot be interviewed due to health problems or mental incompetence.
- During the entire reference period, all household members have been unable to leave home unless they were accompanied by a caretaker who is a nonhousehold member and responsible for the care of each eligible household member.
- The nonhousehold member caretaker must be at least 18 years of age.

If all conditions are not met, one of the eligible household members must serve as the HHR and can be a proxy respondent for other eligible household members.

The redesigned instrument contains several screens to ensure you are correctly conducting an interview with a nonhousehold member proxy respondent. These screens and the criteria for nonhousehold member proxy interviews are discussed in more detail below. If you do not feel comfortable or are unsure about interviewing a nonhousehold member as a proxy respondent, check with your supervisor before conducting the proxy interview.

◆ To interview this household with a nonhousehold member proxy, EVERY person who lives here should be unable to leave the home without the help of the nonhousehold member proxy.

◆ If this is true, select Suppress.

PROXYHHR_CK

PROXYHHR_CK (soft)

Answer categories on the **GEN_INTRO** and **DIAL** screens enable you to capture nonhousehold proxy situations. When the answer category “Nonhousehold member proxy respondent” is selected at those screens, this soft edit check will display to verify that a nonhousehold member proxy is appropriate for the interview.

◆ Please describe the reason you are unable to interview ALL eligible household members by self-response.

HHLDPROXYREASON

HHLDPROXYREASON

On this screen type in the reason, typically a physical or mental illness, that none of the eligible household members are able to complete their interview by self-response. For example, "Both members of the household have Alzheimer's disease and a nurse cares for them on a daily basis."

Reference Period: January 1, 2023 - Yesterday

How long have you cared for ALL of the household members?

◆ If the proxy respondent has not cared for ALL of the household members, enter - 3 – Less than half of the reference period.

1. The entire reference period
2. More than half the reference period
3. Less than half the reference period

ENTIREREFPERIOD

ENTIREREFPERIOD

The nonhousehold proxy respondent must have cared for all eligible household members for more than half of the reference period. If the nonhousehold member cared for all the household members for less than half of the reference period, this person does NOT qualify as a nonhousehold proxy respondent.

Since January 1, 2023, were ALL eligible household members unable to leave the housing unit unless they were accompanied by you?

1. Yes
2. No

LEAVEONOWN

LEAVEONOWN

The instrument will only accept a nonhousehold proxy respondent if during the entire reference period, ALL eligible household members at the sample address were unable to leave the sample address, unless they were accompanied by the nonhousehold member who cares for them.

◆ Ask or verify:

Are you 18 years of age or older?

1. Yes
2. No

ISPROXYRESP18

ISPROXYRESP18

The nonhousehold proxy respondent must be at least 18 years of age.

◆ The eligibility criteria has not been met to have a proxy respondent for the entire household.

◆ Since this person is ineligible to be a proxy respondent for the entire household, you will need to code this case as a Type A if the household members are unable to answer for themselves.

NONHHLDDHHRINVALID_CHK

NONHHLDDHHRINVALID_CHK (hard)

This hard edit check displays if you selected an invalid reason for conducting a proxy interview with a nonhousehold respondent. Invalid reasons for conducting a nonhousehold member proxy interview include (1) the nonhousehold member proxy respondent has not cared for the household members for more than half the reference period, (2) the eligible household members can leave the home on their own, and (3) the nonhousehold member proxy respondent is not 18 years old.

◆ Enter the line number for the person to be interviewed as the household respondent.

◆ Press Ctrl+F7 to access case level notes and record the name of the nonhousehold member proxy respondent.

LN	NAME	SEX	AGE	RELATION
1	Frank Conte	M	93	Ref. Person
2	Kathy Conte	F	91	Spouse

1. Frank Conte
2. Kathy Conte

PICK_PROXYPERSONHHR

PICK_PROXYPERSONHHR

On this screen select the person who will be interviewed as the HHR using the nonhousehold member proxy respondent. This screen will not be on path for a case that has never been interviewed before because the roster has not been created. At this screen, the only household members displayed are ones who are eligible to be the HHR.

Topic 7. Completing Self-Response and Proxy Interviews and Coding Initial Refusals (Screen Layout and Instructions for INTERVIEWSTATUS through INTROFORNEWRESPONDENT)

◆ Review self/proxy status and person's name before proceeding to screen questions. If wrong person is selected, back up to the NEXTPERSON screen to select the next person.

◆ Interview is for: Jane Moe

◆ Talking to: Jane Moe

◆ Self/Proxy status: SELF INTERVIEW

1. Continue with this respondent's interview
2. Change to a proxy interview

INTERVIEWSTATUS

INTERVIEWSTATUS

INTERVIEWSTATUS is the first screen encountered after selecting the next person to interview. As shown above, this screen gives the following information:

- The name of the current respondent;
- The name of the person you are speaking to;
- The respondent's current "Proxy Status" (Self or Proxy Interview);

If the wrong line number was selected, back up to the NEXTPERSON screen and enter the correct line number. If the correct line number was selected and you are ready to continue with a self interview, select answer category 1, "Continue with this respondent's interview" to start this respondent's NCVS interview. Otherwise, select answer category 2, "Change to a proxy interview" to change the respondent's interview status from a self interview to a proxy interview.

- ◆ You are about to change this respondent's interview status to a proxy interview.
- ◆ If you are sure the interview for this respondent needs to be completed by proxy, select the Suppress button. Otherwise, select the Close or Goto button to return to the INTERVIEWSTATUS screen.

PERSTATUSPROXY_CHK

PERSTATUSPROXY_CHK

The PERSTATUSPROXY_CHK screen appears in order to verify that you want to code the current respondent as a proxy interview. Using a nonhousehold member as a proxy respondent involves special criteria that are assessed earlier in the instrument. See Part B Chapter 2 Topic 6 and Part C Chapter 1 of this manual for more information regarding proxy interviews, including the procedure for selecting a proxy respondent who is not a household member.

If the respondent's interview needs to be completed by proxy, click on the "Suppress" button, then continue to PROXYREASON to code why a proxy interview is needed for this respondent. If you've reached this screen by mistake, click on the "Close" or "Goto" button to return to INTERVIEWSTATUS.

- ◆ Choose the reason for proxy interview.
 - ◆ Reminder – being sick with a cold, flu, etc. is not a valid reason for a proxy interview.
 - ◆ Reminder – a respondent refusing to answer for themselves does not make them eligible for a proxy interview.
1. Proxy person is 12-13 years old and parent refused permission for self interview
 2. Proxy person is physically/mentally unable to answer
 3. Proxy person is temporarily absent and won't return before closeout

PROXYREASON

PROXYREASON

After you have determined a proxy interview is needed by clicking on the "Suppress" button at the PERSTATUSPROXY edit check, PROXYREASON appears.

For the NCVS, a *proxy person* is a person who cannot answer the questions for himself/herself (the person you are talking about in the interview). In other words, a proxy person is someone who cannot complete his/her interview by self-response. The *proxy respondent* is the person you are talking to, who will be answering the questions for the proxy person.

Answer Category 1

Enter answer category 1, "Proxy person is 12-13 years old and parent refused permission for self interview" when the household member is 12 or 13 years old and the child's parent(s) refuse(s) to allow

you to interview the 12 or 13-year-old child by self-response. In this situation, only a parent who has already completed their own NCVS interview by self-response can be the proxy respondent.

Answer Category 2

Enter answer category 2, “Proxy person is physically/mentally unable to answer” when the household member has a physical and/or mental illness which prevents him/her from responding directly to you.

Answer Category 3

Enter answer category 3, “Proxy person is temporarily absent and won’t return before closeout” when the household member is away from the sample address temporarily AND is not expected to return during the interview period. Before taking a proxy interview, make sure that the person is still a household member and will not return at any time during the interview period. After entering answer category 3, the instrument goes to RETURNBYCLOSEOUT, to confirm that the household member will not be returning to the sample address during the interview period.

Refer to Part C, Chapter 1 of this manual for more information about acceptable reasons for conducting a proxy interview.

◆ A proxy interview is not acceptable because the respondent is older than 13.

PROXYAGEERROR

The PROXYAGEERROR screen appears when answer category 1 is entered at PROXYREASON and the household member is older than 13. This household member’s interview status will be set to a “self” interview. Since answer category 1 was an invalid reason at PROXYREASON, the instrument will return to NEXTPERSON where you can continue with this household member’s interview by self-response or select another household member to interview.

Do you expect Jane Moe to return by July 31,2017?

1. Yes
2. No

RETURNBYCLOSEOUT

RETURNBYCLOSEOUT

RETURNBYCLOSEOUT appears when answer category 3 is entered for PROXYREASON. This item is used to determine whether the household member will return before close-out.

If he/she is expected to return before close-out, enter answer category 1, and the instrument proceeds to RETURNDATEERROR_CHK.

If the household member is not expected to return prior to close-out, enter answer category 2, and the instrument proceeds to PICKPROXYRESP.

◆ The respondent will return before closeout. You must set a callback for this respondent.

RETURNDATEERROR_CK

RETURNDATEERROR_CK

RETURNDATEERROR_CK appears when answer category 1 is selected for RETURNBYCLOSEOUT. Since the household member will return before close-out, set up a callback for this respondent to complete his/her interview by self-response upon his/her return. The instrument returns to NEXTPERSON after entering answer category 1 at RETURNDATEERROR_CK.

LN	HH/NAME	STATUS	SEX	AGE	RELATION
1	Ted Moe	Done-Int	R	M	43 Ref person
2	Megan Moe	Done-Int		F	43 Spouse
3	Jane Moe	NEED PRXY		F	3 Child

◆ Enter line number of current respondent.If unsure, ask name.

◆ If you're speaking to a nonhousehold member proxy respondent, press Ctrl+F7 to access case level notes and record their name.

1. Ted Moe
2. Megan Moe

PICKPROXYRESP

PICKPROXYRESP

At PICKPROXYRESP, select the person who will answer the questions for the proxy person. In order for a person to be selected as the proxy respondent, they must have already completed his/her own NCVS interview by self response. After selecting a valid proxy respondent, the instrument continues to INTPROXYSTATUS.

◆ Review that the information below is correct.

◆ Proxy interview for: Jane Moe

◆ Talking to: Megan Moe

1. Enter 1 to continue

INTPROXYSTATUS

INTPROXYSTATUS

INTPROXYSTATUS is the last of the series of screens to code a proxy interview before proceeding to the NCVS questions. Review the text displayed to verify that the proxy person is correctly coded as a proxy interview and that the correct proxy respondent has been selected. If everything is correct, enter answer category 1 to continue. The instrument begins the proxy person's interview at TIMEATADDRESS, which is the first screen in the Middle Section of the NCVS instrument, as shown in Part B, Chapter 3 of this manual.

- ◆ Re-introduction for new respondent.
- ◆ If necessary Hello, I'm (YOUR NAME) from the U.S. Census Bureau.

I'm here concerning the National Crime Victimization Survey. We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. The results will be used to help improve the way we measure crime.

Are you available now to be interviewed?

1. Enter 1 to Continue

INTROFORNEWRESPONDENT

INTROFORNEWRESPONDENT

The INTROFORNEWRESPONDENT screen appears when you are interviewing an individual respondent whose interview has not been at least partially completed.

This screen will be displayed after a valid line number is entered at NEXTPERSON. Use this screen to introduce yourself and the survey to the respondent before proceeding with the interview. After Entering (1) to continue, proceed to the TIMEATADDRESS screen, which is the first screen in the Middle Section of the NCVS instrument, as shown in Part B, Chapter 3 of this manual.

Topic 8. Verifying Sample Address and Mailing Address (Screen Layout and Instructions for VERIFYREPLACE through NEWMAILINGHNO)

♦ All household members from the previous interview period have moved from this address. Conduct a personal visit to determine if this case is a replacement household.

VERIFYREPLACE

VERIFYREPLACE

This screen is on path when the person you were speaking with moved from the sample address. The FR text shown below appears when there are other eligible household members listed on the roster who may still live at the sample address. In this situation, you should try contacting the other people on the roster to verify whether they still live at the sample address.

Otherwise, the FR text displayed will read:

All household members from the previous interview period have moved from this address. Conduct a personal visit to determine if this case is a replacement household.

We are talking to members of your household age 12 or older about their experiences with crime and safety.

Do you still live at

101 Ocean View Circle

Anytown, VA 99997

1. Yes, exact address
2. No, moved (NOT same address)
3. Haven't moved, but address has changed
4. Incorrect address previously recorded

VERADD_TELE

VERADD_TELE

VERADD_TELE appears when you have selected answer category 1, Telephone, at the START screen. The purpose VERADD_TELE is to verify that you reached the correct address. Read the address as it is displayed so we can verify that we have the correct full address for the sample household.

ANSWER CATEGORY 1

Enter answer category 1 when you confirm that you reached the correct sample address and no address corrections are necessary. After entering answer category 1, the instrument goes to GETLETTER.

ANSWER CATEGORY 2

Enter answer category 2 when you discover that the person you are interviewing has moved from the address since the previous enumeration. If there are additional, eligible people on the roster, the instrument goes to VERADDHH_TELE to determine if any of the other persons on the roster are still living at the sample address. If there are no additional, eligible people on the roster, the instrument proceeds to MOVED.

ANSWER CATEGORY 3

Enter answer category 3 when you discover that you reached the correct sample address, but the address has changed. After entering answer category 3, continue with GETLETTER. You will update the sample address later in the instrument.

ANSWER CATEGORY 4

Enter answer category 4 when you discover that you reached the correct sample address, but the address was recorded incorrectly in a previous interview. After entering answer category 4, continue with GETLETTER. You will update the sample address later in the instrument.

♦ **If necessary:** Hello I'm (YOUR NAME) from the U.S. Census Bureau.

I'm calling concerning the National Crime Victimization Survey. The survey questions ask for information about people's perceptions of community safety, their local police, and their experiences with victimization and crime in the past six months. Did you receive our introductory letter in the mail?

1. Yes
2. No
3. Don't Know

GETLETTER

GETTLETTER

GETLETTER asks whether the respondent received the NCVS introductory letter. This screen is presented for situations where you have not yet started the interview with a household respondent.

For personal visits, an FR instruction is displayed:

If "No" or "Don't know" give respondent a copy of the NCVS-572(L) introductory letter and allow time to read.

If this is an incoming household or a household for which you did not select 1 (Telephone) at the START screen, the instrument goes to VERADD, which confirms the accuracy of the sample address in the same way as VERADD_TELE.

I have your address listed as ...

101 Ocean View Circle

Anytown, VA 99997

Is that your exact address?

1. Yes, exact address
2. No, NOT same address
3. Haven't moved, but address has changed
4. Incorrect address previously recorded

VERADD

VERADD

The purpose of VERADD is to verify that you reached the correct address, for households that did not already get the VERADD_TELE screen. Read the address as it is displayed so we can verify that we have the correct full address for the sample household.

ANSWER CATEGORY 1

Enter answer category 1 when you confirm that you reached the correct sample address and no address corrections are necessary. The instrument goes to MAILINGSAME.

ANSWER CATEGORY 2

Enter answer category 2 when you discover that the person you are interviewing has moved from the address since the previous enumeration. The instrument goes to MOVED.

ANSWER CATEGORY 3

Enter answer category 3 when you discover that you reached the correct sample address, but the address has changed. The instrument goes to NEWHNO so that you can update the address information.

ANSWER CATEGORY 4

Enter answer category 4 when you discover that you reached the correct sample address, but the address was recorded incorrectly in a previous interview. The instrument goes to NEWHNO so that you can update the address information.

Since your address rather than you personally was chosen for inclusion in the survey, no interview is required of you at this time. Does [respondent name] still live at your previous address?

1. Yes
2. No
3. Don't Know

VERADHH_TELE

VERADHH_TELE

VERADHH_TELE appears when you select answer category 2 at VERAD_TELE and there are additional, eligible people on the roster. The purpose of VERADHH_TELE is to determine if any of the other persons on the roster are still living at the sample address. Regardless of how you answer this question, the instrument skips to MOVED.

Since your address rather than you personally was chosen for inclusion in the survey, no interview is required of you at this time. Thank you for your past cooperation. We appreciate your time and cooperation.

1. Enter 1 to continue

MOVED

MOVED

MOVED informs the person you are speaking with that we do not need to interview them since they have moved from the sample address, and thanks them for past cooperation. Entering answer category 1 takes you to VERIFY_REPLACE.

◆ Address

101 Ocean View Circle

Anytown, VA 99997

◆ If incorrect or missing, enter new house number, otherwise press Enter to continue.

NEWHNO-NEWGQDESC

NEWHNO through NEWGQDESC Screens

NEWHNO through NEWGQDESC are asked when the household respondent indicates at VERADD that you are at the correct sample address, but the actual address has changed or was previously recorded incorrectly. These screens allow you to correct or add any of the following information: house number,

house number suffix, street name, unit designation, non-city style address, physical location description, city, state, ZIP code, group quarters building name, and group quarters description. If no change is needed for a particular item, press “Enter” to move to the next screen.

Is your mailing address the same as your physical address?

1. Yes
2. No

MAILINGSAME

MAILINGSAME

MAILINGSAME asks, “Is your mailing address the same as your physical address?”

Enter answer category 1 for “Yes” and the instrument takes you to item HHPHONE.

Enter answer category 2 for “No” and the instrument takes you to the VERIFYMAILING screen to verify the previous mailing address is correct. If we had not previously collected a mailing address, the instrument instead goes to NEWMAILHNO.

I have your mailing address as...

101 Ocean View Circle

Anytown, VA 99997

Is that correct?

Yes

No

VERIFYMAILING

VERIFYMAILING

VERIFYMAILING asks, “I have your mailing address as 101 Ocean View Circle, Anytown, VA 99997. Is that correct?”

Select answer category 1 for “Yes” and the instrument goes to the CONTACTINFO screen.

Enter answer category 2 for “No” and the instrument takes you to NEWMAILHNO, which begins the series of screens that allow you to edit all of the mailing address fields.

◆ Mailing address

101 Ocean View Circle

Anytown, VA 99997

◆ If incorrect or missing, enter new house number, otherwise press Enter to continue.

NEWMAILHNO

NEWMAILINGHNO

NEWADDHNO through NEWADDGQDESCRIPTION allow you to modify the mailing address information for the household. They include all of the same address fields for the sample address except physical location description, which is not part of the mailing address.

The original address information is displayed in the info pane in the middle of the screen and can be edited in the form pane at the bottom of the screen. If no change is needed, press “Enter” to move to the next screen.

After completing the screens, the instrument goes to CONTACTINFO.

Topic 9. Phone Number Collection and Verification (Contact Tab)

◆ Enter to continue.

HHR	LN	NAME	RELATION	SEX	AGE
X	1	Jack McCool	Ref. person	M	45

Contact info	HH/Name	Household phone	1st personal phone	2nd personal phone	Email	Contact done
1						
	Household Level	(991) 432-1010				
	Jack McCool		(991) 555-1133	(991) 555-6668		

CONTACTINFO

CONTACTINFO

The **CONTACTINFO** screen is the first screen in the Contact tab. Wait until the box prefills with the number 1, then press Enter to continue collecting or updating contact information. **It is important that you allow the instrument to prefill this box. Do not enter 1 or any other number on your own.**

What is the best telephone number for the household?

◆ Current number:

◆ If no household telephone number, press Enter.

HHPHONE

HHPHONE

You will collect only one household-level telephone number. If you previously contacted the household and recorded a household phone number, this question will display the phone number previously collected and ask you to verify that this is still the best phone number to reach the household.

◆ The telephone number (area code or prefix) cannot begin with a '0' or '1'.

HHPHONE_CK1

HHPHONE_CK1 (hard)

This hard edit check will not allow you to input a household phone number with the first digit as zero or one. There are also identical checks (**PERPHONE1_CK1** and **PERPHONE2_CK1**) for the two personal phone numbers the instrument allows you to collect.

- ◆ You must enter all ten digits of the telephone number.

HHPHONE_CK2

HHPHONE_CK2 (hard)

This hard edit check ensures that you will not input a household phone number that has fewer than ten total digits. There are also identical checks (**PERPHONE1_CK2** and **PERPHONE2_CK2**) for the two personal phone numbers the instrument allows you to collect.

- ◆ You must enter a valid area code.

HHRPHONE_CK3

HHPHONE_CK3 (hard)

This hard edit check will not allow you to input a household phone number that has an area code with the same first three digits (e.g., 333) or three digits used for another purpose (e.g., 911). There are also identical checks (**PERPHONE1_CK3** and **PERPHONE2_CK3**) for the two personal phone numbers the instrument allows you to collect.

- ◆ You are about to delete the household phone number. If the phone number is incorrect or disconnected, Suppress to delete the number.
- ◆ If you do not want to delete this number, close this check and type in the original number that is displayed in the question text.

DELETEHHPHONE_CK

DELETEHHPHONE_CK (soft)

This soft edit check appears when a previously collected household phone number was deleted during the interview. It was added to verify that you want to delete the household phone number before you

remove it from the instrument. There are also identical checks (**DELETEPERPHONE1_CK** and **DELETEPERPHONE2_CK**) for the two personal phone numbers the instrument allows you to collect.

What is the best telephone number to reach you at?

- ◆ Current number:
- ◆ If no personal telephone number, press Enter.

PERPHONE1

PERPHONE1

The instrument can collect two personal phone numbers for each household member who is eligible for the NCVS interview. If you previously contacted a respondent and recorded their personal phone number(s), this question will display the first phone number collected for that respondent and ask you to verify that this is still the best phone number to reach the respondent.

Is there another number we can reach you at?

- ◆ Current number:
- ◆ If no personal telephone number, press Enter.

PERPHONE2

PERPHONE2

The instrument can collect two personal phone numbers for each NCVS interview eligible household member. If you previously contacted a respondent and recorded their personal phone number(s), this question will display the second phone number collected for that respondent and ask you to verify that this is still a good phone number to reach the respondent. If a second phone number was not previously collected for this respondent, the question will ask if there is another good number to reach them.

Is there an email address that we could use to contact you?

- ◆ Current email:

EMAIL

EMAIL

The instrument allows you to ask each respondent if they have an email address where they want to be contacted to set up future NCVS interviews. If a respondent asks why you are asking for their email address, you can tell them you may use it to contact them to set up future NCVS interviews. Ask your supervisor for guidance about using the email address to contact respondents. If you previously contacted a respondent and recorded their email address, this question will display the email address collected for that respondent and ask you to verify that this is still the respondent's email address.

◆ You must enter a valid email containing a domain (@).

EMAIL_CK

EMAIL_CK (hard)

This hard edit check will not allow you to collect an email address that does not include the domain (@), also known as the "at sign" or "address symbol," which is needed for recording a valid email address for the respondent.

◆ You are about to delete the respondent's email. If the email is incorrect or no longer valid, Suppress to delete the email.

◆ If you do not want to delete this email, close this check and type in the original email that is displayed in the question text.

DELETEEMAIL_CK

DELETEEMAIL_CK (soft)

This soft edit check appears when a previously collected email address was deleted during the interview. It allows you to verify that you want to delete the respondent's email address before you remove it from the instrument.

CONTACTDONE

When you are done updating the contact information, enter 1 in the **CONTACTDONE** screen to exit the Contact tab. Note that the **CONTACTDONE** screen does NOT appear when you click on the Contact tab. It appears only when contact information is collected during the normal course of the interview. The instrument will proceed to TIMEATADDRESS, which is covered in Topic 8.

Topic 10. Household Characteristics I (Screen Layout and Instructions for TENURE through GATEDRESTRICTEDACCESS)

These questions are asked during the first interview with a household to gather information about household characteristics, and may be verified or updated in subsequent interviews. Responses collected in a prior interview will be prefilled to assist you in verifying the household characteristics.

◆ Ask or verify:

Are your living quarters ...

◆ Read answer categories

1. Owned or being bought by you or someone in your household?
2. Rented?
3. Occupied without payment of rent?

TENURE

TENURE

You see TENURE only during the first, third, fifth, and seventh interviews with a sample household, since this question is asked of the original household only during the odd-numbered enumeration periods. The exception to this rule is when you create a replacement household during an even-numbered enumeration period.

Although the interviewer instruction specifies that this is an “Ask or verify” question, you must always ask it during the first enumeration. In subsequent enumerations you can either re-ask the question of the respondent and read the answer categories until you get a “Yes” response, or verify that the information collected during the previous interview is still correct.

After completing TENURE, if it has not already been asked in a previous interview, the instrument takes you to STUDENTHOUSING.

Owned or Being Bought by Someone in Your Household

Before entering answer category 1 at the TENURE screen to indicate that the living quarters is owned or being bought by someone in the sample household, make sure that the owner or co-owner of the sample unit:

- Is a household member.
- Actually lives in the sample unit when the unit is a cooperative apartment or a condominium unit.

-
- Has paid completely for the housing unit or is paying on a mortgage for the housing unit.

Rented

Before entering answer category 2 at the TENURE screen to indicate that the living quarters is rented, make sure that money is paid for rent or a contract exists for payment of rent for the housing unit. The person paying the rent does not have to live in the housing unit. For example, the rent payer could be a welfare agency or a college student's parents.

Occupied without Payment of Rent

Before entering answer category 3 at the TENURE screen to indicate that the living quarters is occupied without payment of rent, make sure that the sample household:

- Does not own or have to make mortgage payments,
- Is not required to pay rent to reside in the housing unit and no one else pays the rent for the household.

Examples of this situation might include:

- A household living in a unit without paying rent in exchange for services the household provides to the owner.
- A household living in a unit without paying rent as a gift from a relative or friend who does not live in the housing unit.
- A household that is only required to pay for the utilities they use and is not required to pay rent.

Special Situations

Situation	Action
Sample address is in a multi-unit structure.	Mark TENURE based only on the status of the unit in sample.
Sample address is in a rooming house or dormitory that requires the payment of rent.	Mark TENURE to show that the room is "Rented."
Sample address is a mobile home or trailer.	Mark TENURE only for the status of the mobile home or trailer and not for the site or land on which it is located.
Sample address is located on a military base and rent is paid directly by the household or deducted from their pay.	Mark TENURE to show that the room is "Rented."

A sample household owns a piece of property and rents an adjacent property, and both are used as a single place.

Mark **TENURE** to show the tenure status for the property on which the sample address is located.

◆ If apparent, answer without asking.

Are your living quarters presently used as student housing by a college or university?

1. Yes
2. No

STUDENTHOUSING

STUDENTHOUSING

STUDENTHOUSING is used to verify whether or not the living quarters at the sample address is presently being used as student housing by a college or university. It is asked only during the initial personal visit interview with a household.

When TENURE is answered with answer category 1, "Owned or being bought by you or someone in your household," and that case is TIS 1 or a replacement household, the instrument continues with INDIANRESERVATIONHU. Otherwise, the instrument continues to the household roster.

When TENURE is answered with either answer category 2, "Rented," or answer category 3, "Occupied without payment of rent," and it is an odd-numbered interview, the instrument proceeds to PUBLICHOUSING.

Is this building owned by a public housing authority?

- ◆ The unit must be in a **FEDERALLY FUNDED** project to be considered public housing.
- ◆ A unit located in a building that is funded by a state or local government or part of a federal assistance program, such as VA (veteran), FHA (Federal Housing Authority), voucher, or certificate assisted housing is **NOT** considered public housing for the NCVS.
- ◆ Verify with a building manager if possible.

1. Yes
2. No

PUBLICHOUSING

PUBLICHOUSING

The public housing question is asked during odd numbered interviews and only if the sample address is not owned by the household. If possible, verify with the building manager that the housing unit is owned by a public housing authority.

If you get a “Yes” answer to PUBLICHOUSING, make sure that the unit is in a federally funded project. If the building is funded by a state or local government, select answer category 2, “No, not public housing.” Also select answer category 2 if the building is part of a federally assisted housing program, such as VA, FHA, voucher, or certificate assisted housing.

♦ If apparent, answer without asking.

Are your living quarters located on an American Indian Reservation or on American Indian Lands?

1. Yes
2. No

INDIANRESERVATIONHU

INDIANRESERVATIONHU appears only during the initial interview (including a replacement household) or when it was left unanswered during the initial personal visit interview with the sample household. It is acceptable to answer this item without asking the question if you are familiar with the area in which the sample address is located and know for sure whether or not the living quarters is located on an American Indian reservation or on American Indian lands. When there is any doubt about which answer category to select, ask the household respondent the question before selecting an answer category.

What Is an American Indian Reservation?

An American Indian Reservation is a territory reserved as a permanent tribal homeland with boundaries established by treaty, statute, or executive or court order. The federal government and some state governments established reservations as territory over which American Indians possess governmental jurisdiction. These entities are designated as colonies, communities, pueblos, rancherias, reservations, and reserves.

What Are American Indian Lands?

American Indian Lands are comprised of tribal subdivisions and trust lands.

A tribal subdivision is an administrative subdivision of a reservation. Tribal subdivisions may extend beyond the boundary of their reservations and are internal units of self government or administration that serve social, cultural, or economic purposes for the American Indians living on and adjacent to the reservation.

Trust Lands are held in trust by the federal government for either a tribe (tribal trust land) or an individual member of a tribe (individual trust land). Such land is always associated with a specific federally recognized reservation or tribe, but may be located on or off the reservation.

♦ If apparent, answer without asking.

Do you have direct access to your home, either from the outside or through a common hall?

1. Yes
2. No

ACCESS

ACCESS

ACCESS is asked of incoming cases, replacement households or continuing cases, when the question has not been previously answered. It is designed to indicate whether or not the sample household has direct access to their living quarters.

A living quarters has direct access when an occupant can either:

- Enter his/her living quarters directly from the outside of the structure OR
- Enter his/her living quarters from a common hall or lobby that is used by occupants of more than one unit (as found in apartment buildings). The hall or lobby must not be part of any unit and must be clearly separate from all units in the structure.

If the only entrance to an occupant's living quarters is through a room or hall of another household's living quarters, then the living quarters does not have direct access.

Only mark ACCESS by observation when you are sure that the sample unit has direct access. If you are not sure, ask the household respondent before you complete ACCESS.

If you mark answer category 2 because the unit does not have direct access, then the sample address is not a separate housing unit and should be considered part of the housing unit through which access to it is gained. It is also possible that the unit may have been merged with another unit. A merger is the result of combining two or more unit addresses to form one unit address. A merger could involve two single family homes or two or more apartments in a multi-unit structure.

◆ Please select one box that describes the type of housing unit.

1. House, apartment, flat
2. Unit in rooming house, hotel, motel, etc.
3. Mobile home or trailer
4. Other housing unit
5. Student quarters in college dormitory
6. Other group quarters unit
7. Tent or trailer site

TYPEOFHOUSINGUNIT

TYPEOFHOUSINGUNIT

TYPEOFHOUSINGUNIT is asked only of incoming cases, replacement households, or continuing cases, when the question has not been previously answered.

A housing unit is a group of rooms or a single room occupied (or intended for occupancy) as separate living quarters. A housing unit may be occupied by a family or one person, as well as by two or more unrelated persons who share the living quarters.

To be considered a separate living quarters, the occupants must:

- ✓ Live and eat separately from all other persons on the property; and
- ✓ Have direct access to their living quarters from the outside or through a common hall or lobby (as found in apartment buildings).

Once you have determined that the sample address qualifies as a housing unit, mark the appropriate box in TYPEOFHOUSINGUNIT to indicate the type (not condition) of housing unit. For example, mark answer category 1, "House, apartment, flat," for a vacant or occupied housing unit that appears to be dilapidated, but still meets the housing unit definition.

Answer Category 1, *House, Apartment, Flat*

Mark answer category 1 for TYPEOFHOUSINGUNIT when the housing unit is:

- An ordinary house or apartment,
- An apartment located over a garage or behind a store,
- A janitor's quarters in an office building, or
- Housing units in structures like converted barns or sheds.

Answer Category 2, Unit in rooming house, hotel, motel, etc.

Mark answer category 2 for TYPEOFHOUSINGUNIT when the housing unit is in a hotel, motel, motor court, or YMCA. In addition, mark answer category 2 when the housing unit is located in a rooming house or a combination rooming and boarding house. Rooming houses and boarding houses are group quarters that have five or more units for rent. The weekly or monthly rent paid by roomers at a rooming house does not cover meals, but it could cover linens and maid service. At a boarding house, the weekly or monthly rent paid by boarders entitles them to their room and regular meals. The proprietor may or may not eat with the boarders at a boarding house.

Answer Category 3, Mobile Home or Trailer with no Permanent Room Addition

Mark answer category 3 for TYPEOFHOUSINGUNIT when the housing unit is a mobile home or trailer (regardless of the type of foundation).

Answer Category 4, Other housing unit

Mark answer category 4 for TYPEOFHOUSINGUNIT when a housing unit cannot be described by the specific categories already listed. Tents, houseboats, and railroad cars can fall into this category if they meet the housing unit definition.

Answer Category 5, Student Quarters in College Dormitory

Mark Answer Category 5 for Item TYPEOFHOUSINGUNIT if the GQ unit is occupied by a college student in a dormitory.

Answer Category 6, Other Group Quarters Unit

Mark answer category 6 for TYPEOFHOUSINGUNIT if this is a GQ that is not student quarters in a college dormitory. For example, mark answer category 6 for homeless shelters, or for dormitories used by nurses and interns in military hospitals.

Answer Category 7, Tent or Trailer Site

Mark answer category 7 for TYPEOFHOUSINGUNIT if the sample address is an unoccupied site for a tent, trailer, or mobile home.

Identifying Changes in Type of Living Quarters

If you discover a change in the type of living quarters or an error in classification, correct the entries, if possible, and note the circumstances and the date that you discovered the change or error in the Case Level Notes.

How many units are in this structure?

1. 1
2. 2
3. 3
4. 4
5. 5-9
6. 10+
7. Any type of trailer or mobile home
8. GQ or other

NUMBEROFUNITS

NUMBEROFUNITS

If you are sure how to mark Item NUMBEROFUNITS by your observation, mark the appropriate answer category without asking the question. However, if there is any doubt in your mind, ask the household respondent and select the appropriate answer category. The NUMBEROFUNITS screen is asked only of incoming cases, replacement households, or continuing cases where the question has not previously been answered. This question will not be on path if the type of housing unit is marked as a mobile home or trailer, student quarters, group quarters, or a tent or trailer site. After marking NUMBEROFUNITS, the instrument goes to GATEDRESTRICTEDACCESS.

What Is a Structure?

A structure is a separate building that either:

- Has open space on all sides (no other building attached to it)

OR

- Is separated from other structures by dividing walls that extend from ground to roof.

Consider the following residential buildings to be separate structures if the common wall between them goes from ground to roof:

- ✓ Double houses
- ✓ Duplex houses
- ✓ Row houses
- ✓ Houses attached to nonresidential structures.

Sheds and private garages attached to houses are not considered separate structures because they are not intended for occupancy as separate living quarters.

♦ Ask if unsure:

Is this unit in a building or community that requires a special entry system such as entry codes, key cards, or security guard approval to access?

1. Yes
2. No

GATEDRESTRICTEDACCESS

GATEDRESTRICTEDACCESS

GATEDRESTRICTEDACCESS is asked only of incoming cases or continuing cases where the question has not previously been answered. When you are sure how to answer GATEDRESTRICTEDACCESS by your own observation, select the appropriate answer category without asking the question. If there is any doubt about how to properly fill this item, ask the household respondent and then mark the appropriate answer category.

Answer Category 1 “Yes”

Enter answer category 1, “Yes,” if access to the household’s community or building requires some kind of special entry system, such as an intercom system where the occupants can identify and buzz in visitors or a security guard who monitors building access. The community could also be surrounded by walls, fencing, or other barriers that restricts nonresidents from entering the community.

It also includes communities with guard houses or protection that are operational during certain hours, such as evenings only. However, it excludes neighborhood watch programs with no authority to stop visitors, as well as single-family housing units with gated driveways.

Answer Category 2 “No”

Enter answer category 2, “No,” if the unit is NOT in a building or community that requires a special entry system such as entry codes, key cards, or security guard approval to access.

Topic 11. Household Roster Demographic Characteristics (Screen Layout and Instructions for HHROSTER_FNAME through ANY_OTHERCHNG)

Overview of the Control Card Section

The Control Card section of the NCVS instrument is made up of three parts or tables. The PreDemo Table is used to collect basic information about the person living at the sample address, such as their name, sex, membership status. The DemoDetailed Table is used to collect the more detailed demographic information, such as their age, marital status, highest level of schooling, and race. Last, the DemoChange Table is used to correct demographic information that was previously collected and may not have been updated or verified during the current enumeration.

The Pre-Demo Table – General Information

The order in which you proceed through the PreDemo Table depends on whether the case is an incoming or continuing household. An “incoming household” is one that is being interviewed for the first time; either the first time it is in sample or as a replacement household. A “continuing household” is a case in enumerations 2-7 that is not a replacement household.

For an incoming household, you start this section by building the roster, entering the names and demographic information of the persons living or staying at the sample address beginning at the HHROSTER_FNAME screen. For a continuing case, you start at the NAMECHECK screen, to verify all the household members listed from the previous enumeration are still household members. You proceed through the PreDemo table when and if there are changes to the household composition since the previous enumeration.

For all enumerations, continue by collecting and/or verifying personal demographic information for each household member in the DemoDetailed Table.

Building the Household Roster through the First Enumeration Period

Build the household roster by listing each person who is living or staying at the sample address. Each person is assigned a unique line number that is automatically allotted in the instrument and is displayed to the left of the person’s name. This line number distinguishes the various individuals from each other in the instrument as well as the output data. The line number is also used to identify the household respondent for each enumeration period as well as to identify the household member who reported an incident. The line number should also be used to refer to a person in the Incident Summary screen as well as the “Case Level Notes,” rather than using the person’s name.

Updating the Household Roster After the First Interview

After the household roster is initially built, you will review that information with the household respondent during subsequent interviews. You will verify certain information is the same or has changed, such as a household member's age, marital status, educational attainment, etc. Sometimes during this process, you will identify changes to the household roster where household members have left the household or new members have moved in. When you determine a person on the roster has left the household since the last interview, you will update that information using the NAMECHECK, WHICHLMOVED, and MEMBERCHANGES screens. When you discover a new person has moved in you will add them to the roster as a new line number and collect their demographic information. Do not add a new household member by writing over a line number already on the roster, even if that person is now a nonmember. Since the NCVS is a longitudinal survey, we want to retain the line numbers across all the enumeration periods that that household lives at the address. If you discover a replacement household you will build a new roster, so the prior roster does not factor into the replacement household roster.

What are the names of all people living or staying here? Start with the name of the person or one of the people who owns this home.

◆ Enter first name on this screen.

◆ Enter 999 to leave the table.

HHROSTER_FNAME

What are the names of all people living or staying here? Start with the name of the person or one of the people who owns this home.

◆ Enter last name on this screen.

HHROSTER_LNAME

HHROSTER_FNAME and HHROSTER_LNAME

Build the household roster during the first interview with a sample household starting with the first and last name of each person living or staying at the sample address.

Once you ask the question in bold type, "**What are the names of all people living or staying here?**" the next statement you read varies, depending on the answer recorded in Item **TENURE**.

-
- ✓ If the living quarters is either owned or being bought by someone in the household, read the statement as follows: "***Start with the name of the person or one of the people who owns this home.***"
 - ✓ If the living quarters is rented, read the statement as follows: "***Start with the name of the person or one of the people who rents this home.***"

HHROSTER_LNAME is the second of the two screens used to enter a person's name into the roster. The question text is in grey, which means that you do not have to ask the question since you most likely were given the person's first and last name when you asked the question in **HHROSTER_FNAME**.

Who to List on the Roster

List the names of the following persons:

- ✓ All persons living or staying at the sample address at the time of your contact.
- ✓ All persons who usually live at the sample address, but who are temporarily away for reasons such as visiting friends or relatives, traveling for their jobs, in "general" hospitals, and so forth.
- ✓ All children who usually live at the sample address, including infants under 1 year of age.
- ✓ Any lodgers, servants, hired hands, and other persons who usually live at the sample address.
- ✓ Visitors and other persons who are not household members (do not usually live at the sample address), but are in the sample household at the time of your interview and have stayed at the sample address at least one night before your interview, such as a visitor or student with a usual residence elsewhere.

Preferred Order for Listing Names

The preferred order for listing names on the roster is by relationship to the reference person:

1. Reference person
2. Spouse or partner of reference person
3. Unmarried children of the reference person or their spouse, starting with the oldest and ending with the youngest
4. Married children of the reference person or their spouse, followed by the married child's spouse and each of their children (oldest to youngest)

5. Other persons related to the reference person or their spouse. (If these other relatives are related to each other, list them together.)
6. Lodgers, roommates, and other nonrelatives staying at the sample address. (If these other nonrelatives are related to each other, list them together.)

Although this is the preferred order, it is not a requirement. You do not need to change existing entries in the roster to match the preferred order.

Completing the Household Roster

Normally, you list the reference person in the first line of the household roster. Then complete Items SEX (male or female), RELATIONSHIP (relationship to reference person), and HHMEMBER (household member) for one line number before entering the next person in HHROSTER_FNAME.

NOTE: The instrument automatically fills answer category 21, "Reference Person" in RELATIONSHIP for the first person listed on the roster when building the roster for a new household. In this situation the instrument skips from SEX to HHMEMBER.

The instrument automatically prefills the last name of the person in the previous row. For each person with the same last name as the preceding person, you can just press the "Enter" key to move from HHROSTER_LNAME to Item SEX. If the last names are different, you can press the "Delete" key or type over the previous entry when the last name is highlighted in blue.

As you complete the household roster, you may need to probe for the household respondent to give you the names of all remaining persons staying at the sample address. If so, you can ask, "What are the names of all other persons who are living or staying here?" Repeat this question, as necessary, until you are sure that the household roster is complete. Once you are sure you have collected the names of all the persons living or staying at the sample address enter "999" at Item HHROSTER_FNAME in the next empty row to proceed to the HHLDCOVERAGE screen.

◆ 9s not allowed for the first person in the household.

999FORLINE1_CK

◆ You can only enter 9s on a blank line – not over an existing person.

- ◆ If you need to delete this person from the roster, select NAMECHECK and select Goto to return to that screen and Enter 2 - No. Then, choose which line number needs to be removed (WHICHLNMOVED) and why (MEMBERCHANGES).
- ◆ If this was an error, select HHROSTER_FNAME and select Goto to return to the first name field and type the respondent's name back in.

NAME_CK

999FORLINE1_CK appears when a string of 9s is entered in the **HHROSTER_FNAME** field. This is a hard edit check that requires you to return to the **HHROSTER_FNAME** field and replace the 9s with a name. **NAME_CK** is an additional hard edit check that appears when 9s are entered over an existing household member's first name, rather than on a blank line. Remember, '999' is used to get out of the roster table when you do not have any additional household members to add and should only be entered to the last line of the table.

For the remaining items in the household roster demographic screens the instrument automatically fills the name of the household member for whom you are collecting information in the question text.

◆ Ask if necessary

Is Ted Moe male or female?

1 Male

2 Female

SEX

SEX (Household Member's Sex)

Ask the question in SEX and enter the appropriate answer category based on the household respondent's answer.

Enter answer category 1 for "Male" or answer category 2 for "Female."

◆ Review the relationships of other household members to the new reference person and update these relationships if necessary.

How is this person related to you?

1. Opposite-sex husband/wife/spouse
2. Opposite-sex unmarried partner
3. Same-sex husband/wife/spouse
4. Same-sex unmarried partner
5. Child (biological or adopted son or daughter, stepson or stepdaughter)
6. Brother or sister
7. Father or mother
8. Grandchild
9. Other relative (aunt, cousin, nephew, niece, parent-in-law, son-in-law, daughter-in-law, etc.)
10. Roommate or housemate
11. Foster child
12. Other nonrelative

RELATIONSHIP

RELATIONSHIP (Relationship to the Reference Person)

Use RELATIONSHIP to identify the reference person and the relationship of each remaining person listed on the roster to the reference person. The reference person is a concept used to establish the relationship of everyone on the roster to one specific person. When building the roster, the instrument automatically

codes the first person listed as the reference person, so you do not need to select someone to be the reference person at this point.

Reference Person

The reference person is usually the first person mentioned when you begin to build the household roster. Since we want a responsible adult household member who is less likely to permanently leave the household, it is preferable to designate one of the persons who owns or rents the home as the reference person. Each household must have a reference person and the reference person must be a household member. See Part C, Chapter 1, Topic 4, for more information about the reference person.

Relationship of Other Persons to the Reference Person

Once you have identified the reference person, you must determine the precise relationship of all other persons listed on the roster to the reference person. Ask the household respondent the question in RELATIONSHIP and enter the answer category that best fits the relationship between the current line number and the reference person.

Remember that the reference person and household respondent are not necessarily the same person.

- ◆ You entered more than one spouse or unmarried partner as the relationship to the reference person. Go back to RELATIONSHIP and correct the relationship if necessary.

SPOUSE_CHK

You may encounter the soft edit check SPOUSE_CHK if you have designated more than one person across any of the first four answer categories (opposite-sex husband/wife/spouse, opposite-sex unmarried partner, same-sex husband/wife/spouse, same-sex unmarried partner) for RELATIONSHIP. Correct inconsistencies when necessary.

?[F1]

Do you usually live here?

- ◆ For guidance on usual residence elsewhere or household membership status (i.e. college students, military members, etc.), press F1.

1. Yes
2. No

HHMEMBER

HHMEMBER

After determining each person's relationship to the reference person, identify whether each person is a member of the household. For this question and the next (HSEMEMURE) we added an FR instruction and help screen to assist you in verifying household membership.

Person Is a Household Member

If you determine that the person meets the household member criteria:

- ✓ Select answer category 1 “Yes” in Item HHMEMBER and
- ✓ Continue to the next line on the household roster.

Person Is Not a Household Member

If you determine that the person does not meet the household member criteria:

- ✓ Select answer category 2 “No” in Item HHMEMBER and
- ✓ Then ask the question in HSEMEMURE to confirm that person’s usual place of residence is elsewhere.

?[F1]

Do you have a usual place of residence elsewhere?

◆ For guidance on usual residence elsewhere or household membership status (i.e. college students, military members, etc.), press F1.

1. Yes
2. No

HSEMEMURE

HSEMEMURE (Usual Residence Elsewhere)

If you discover in **HHMEMBER** that a person **does not** usually live at the sample address, the instrument goes to **HSEMEMURE** to find out whether the person has a usual place of residence elsewhere. If a person usually lives and sleeps at the sample address and does not have a usual residence elsewhere, they are a household member.

Include as members of the household:

- Any person at the household, including members of family, lodgers, servants, farm hands, or other employees, visitors, etc., that ordinarily stay here all the time (sleep at sample address) or are at the household temporarily and do not have living quarters held elsewhere.
- Persons in the armed forces that are stationed in this locality and usually sleep at the sample address.
- Students living at the sample address while attending school or who are living at the sample address while on summer vacation from school.
- Persons who are temporarily absent or away visiting friends, on vacation, in general hospital (including veteran's facilities that are general hospitals), etc. and have living quarters held at the sample address.
- Persons who are absent in connection with a job. They may be temporarily absent while "on the road," but have living quarters held for them at the sample address (i.e., traveling salespeople, railroad personnel, bus drivers, long haul truck drivers, seamen, etc.).
- Persons with two concurrent residences but regularly sleep the greater part of the week at the sample address.
- Citizens of foreign countries temporarily in the United States that are living at the sample address while studying and/or working and have no usual place of residence elsewhere in the U.S.

Do NOT include as members of the household:

- Any person at the household, such as members of family, lodgers, servants, farm hands, or other employees, visitors, etc., that are at the sample address temporarily and have living quarters held for them elsewhere.
- Persons in the armed forces that are temporarily at the sample address while on leave but are stationed elsewhere. Also exclude members of the armed forces that may have been household members when the address entered sample but are currently stationed elsewhere.
- Students who are visiting the sample address while on a short holiday from school, but they usually live at school (i.e., they live in a dorm room or apartment). Also exclude students who are living away from the sample address while attending school, such as student nurses living at school.
- Persons who are inmates of specified institutions, regardless of whether living quarters are held for a person here (i.e., persons in jail, prison, or long-term nursing care home).
- Persons who are absent in connection with a job. These persons have living quarters held at the sample address and elsewhere, but the person stays at the sample address less often (i.e., construction engineers).
- Persons with two concurrent residences but regularly sleep the greater part of the week in another locality.
- Citizens of foreign countries temporarily in the United States while visiting or traveling in the U.S. Also, exclude citizens of foreign countries who are temporarily in the U.S. and living on the premises of an embassy, ministry, legation, chancellery, or consulate.

See Part C, Chapter 1, Topic 3, of this manual for help in determining household membership.

If the household respondent replies that this person has a usual residence elsewhere, enter answer category 1 "Yes" in HSEMEMURE to indicate that this person is NOT a household member. Entering answer category 2 "No" means that the person does not have a usual residence elsewhere, and therefore classifies as a member by NCVS standards.

If the entire household has a usual residence elsewhere, follow the procedures for classifying the case as a Type B Noninterview, as discussed after HHLDCOVERAGE below. Also see Part A, Chapter 6, Topic 3, for procedures to classify a case as a Type B noninterview.

When Unsure about Household Membership

First, reread the information in Part C, Chapter 1, Topic 3, of this manual.

If you are still unsure whether to include a person on the household roster as a household member, select answer category 1, "Yes," in Item HHMEMBER, continue to interview the person, and explain the situation in the "Case Level Notes."

- ◆ You need to select a reference person who is a household member.
- ◆ If the current reference person is not a household member, choose a new household member at NEWREFPER.
- ◆ If all the people on the household roster have a usual residence elsewhere AND:
 - ◆ NO ONE new has moved in - suppress this check to exit the case and reenter to code it as a Type B noninterview. At the TYPEB screen, enter 3 - Temporarily occupied by persons with a usual residence elsewhere (URE).
 - ◆ SOMEONE new has moved in - suppress this check to exit the case and make this case a replacement which requires a personal visit.

REFPER_CK

REFPER_CK (soft)

This soft edit check ensures that you are selecting a reference person who is a household member of the sample address. It appears if you have coded the current reference person as a nonmember at the **HSEMEMURE** screen. Take the actions below if the current reference person no longer lives at the sample address.

- If all members of the household have a usual residence elsewhere and nobody has moved into the sample address, code the case as a Type B noninterview. An example of this would be if the sample

address is a vacation/second house that the family is staying at during the time of the interview, but they live a greater part of the reference period at another address.

- If the current reference person and all other previous household members have moved out but someone else moved into the sample address, restart the case and make it a replacement household.

- ◆ All people from the previous household roster are nonmembers or have a usual residence elsewhere.
- ◆ If someone new has moved into this home, this case needs to be made a replacement which requires a personal visit.
- ◆ If this is not a replacement but all members have a usual residence elsewhere, then please exit and reenter this case to code it as a Type B noninterview. At the TYPEB screen, enter 3 - Temporarily occupied by persons with a usual residence elsewhere (URE).

ALLNONMEMBERS_CHK

ALLNONMEMBERS_CHK (soft)

This soft edit check notifies you that all the previous household members were made nonmembers and this case may need to be made a replacement household. If one or more new persons have moved into the sample address and all of the previous residents have moved out, it is important to make the case a replacement household so that we can get accurate information about the current household.

Verifying the Household Roster during the Second through Seventh Enumeration Periods

In enumerations two through seven you verify, with the household respondent, that the household roster is up to date. In NAMECHECK you begin adding members to the household, coding persons as nonmembers or adding back persons who were previously coded as nonmembers.

I have ◆ Read names below listed as living or staying at this address.

LN	NAME	REL	AGE	SEX	MARITAL	STATUS
1	Ted Moe	Ref Person	43	M	Married	NEED SELF
2	Megan Moe	Wife	43	F	Married	NEED SELF
3	Jane Moe	Daughtr	14	F	Never Married	NEED SELF

Are ALL of these people still living or staying at that address?

1 Yes

2 No

NAMECHECK

NAMECHECK

NAMECHECK appears after STUDENTHOUSING or PUBLICHOUSING. NAMECHECK is only asked during enumerations 2-7 for continuing cases to verify that all of the people listed on the roster from the previous enumeration are still living or staying at the sample address at the time of the current interview. NAMECHECK should only display those people who were marked as household members during the previous enumeration. When reading the question to the household respondent, you are instructed to read all the names of the people displayed at this item. Using the example above, you would ask "I have Ted, Megan and Jane Moe listed as living or staying at this address. Are ALL of these people still living or staying at this address?"

If the household respondent is the only household member, the question is phrased "I have you listed as living or staying at this address. Is that correct?"

Who Should be Listed

The household roster in NAMECHECK should include:

- ✓ All persons living or staying at the sample address at the time of the interview.
- ✓ All persons who usually live at the sample address, but who are temporarily away for reasons such as visiting friends or relatives, traveling for their jobs, in "general" hospitals, and so forth.
- ✓ All children who usually live at the sample address, including infants under 1 year of age.
- ✓ Any lodgers, servants, hired hands, and other persons who usually live at the sample address.
- ✓ Visitors and other persons who are not household members (do not usually live at the sample address), but are in the sample household at the time of your interview and have stayed at the sample address at least one night before your interview, such as a visitor or student with a usual residence elsewhere.

If the household roster is correct, enter answer category 1 "Yes" at NAMECHECK and continue with HHLDCOVERAGE.

If you determine that the roster is not correct either because someone listed is no longer a household member, there is someone new living or staying at the address, or someone who is listed on the roster as a nonmember has returned to the household and needs to be recoded as a household member, enter answer category 2 "No" at NAMECHECK.

Who no longer lives at this address?

LN	NAME	SEX	AGE	RELATION
1	Jack McCool	M	45	Ref. person
2	Mary McCool	F	43	Spouse
4	Johnnie McCool	M	14	Child
5	Max McCool	M	12	Child
6	Debra McCool	F	10	Child

♦ Mark all that apply

1. Jack McCool
2. Mary McCool
4. Johnnie McCool
5. Max McCool
6. Debra McCool

WHICHLNMOVED

WHICHLNMOVED

When a household has been interviewed in a prior enumeration period, you will verify the accuracy of the roster at the **NAMECHECK** screen. If the HHR mentions there have been changes to the roster, the instrument will proceed to the new question **WHICHLNMOVED** to select which person(s) on the roster have left the household.

Enter the line number of the first person who no longer lives at the sample address.

What is the name of the person (or one of the persons) living at this address, who owns or rents the home. Would that be you?

◆ Enter line number of the new reference person or 31 if someone not listed.

◆ If the owner or renter does not live at the same address, choose the person who lives here and is most knowledgeable about the household.

LN	NAME	SEX	AGE	RELATION
1	Jack McCool	M	45	Ref. person
2	Mary McCool	F	43	Spouse
4	Johnnie McCool	M	14	Child
5	Max McCool	M	12	Child
6	Debra McCool	F	10	Child

NEWREFPER

NEWREFPER

The question NEWREFPER appears when the person you select in WHICHLNMOVED was the reference person in the previous enumeration. NEWREFPER allows you to select a new, eligible reference person to replace the person who moved.

This item is similar to the screens in the front of the instrument where you can select a new household respondent (HELLO_ALT2, WHOTOCALL_HHR). NEWREFPER asks the current household respondent to select a new reference person by asking, “What is the name of the person (or one of the persons) who owns or rents that home? Would that be you?” After reading the question, select a new reference person based on the people listed in NEWREFPER. The instrument will only display persons at this screen who qualify to be selected as the reference person, based on the criteria for selecting a reference person. For more information on who qualifies as a reference person see Part C, Chapter 1, Topic 4, of this manual.

Although rare, you may encounter a situation where the household respondent mentions someone who is not listed on the roster displayed at this item. If that occurs, verify that this new person is actually a household member and if so, enter answer category 31 “Someone not listed above” in NEWREFPER to add a new person to the roster via the PreDemos Table. By adding a new household member using this path, the instrument automatically removes the code in the “Relation” column from the previous reference person. The instrument will also create a new line number and assigns answer category 21 “Reference Person” in the “Relation” column of the person just added to the household roster. The instrument also empties the “Relation” column for any remaining household members. You will need to enter the relationship codes for the remaining household members based on the new reference person. When a new person is added to the roster as the new reference person the instrument will continue with

MEMBERCHANGES. At this point, you should enter the reason the previous reference person has left the household and then use the arrow keys to go to HHROSTER_FNAME for the new reference person. Complete the items for this person; HHROSTER_FNAME, HHROSTER_LNAME, SEX and MEMBERCHANGES.

Note: Enter the reason the new reference person entered the household in MEMBERCHANGES.

♦ Enter reason why this household member no longer lives at the sample address./Enter reason why this person entered the sample address.

LN	NAME	SEX	AGE	RELATION
1	Jack McCool	M	45	Ref. person
2	Mary McCool	F	43	Spouse
3	James McCool	M	38	
4	Johnnie McCool	M	14	Child
5	Max McCool	M	12	Child
6	Debra McCool	F	10	Child

2. Entered or returned from school or college
3. Entered or returned from an institution or other group quarters (e.g., nursing home, hospital, or correctional facility)
4. Entered because of marriage, separation, or divorce
5. Person entered household for reason other than above
6. Person died
7. Left for school or college
8. Entered institution or other group quarters (e.g., nursing home, hospital, or correctional facility)
9. Left because of marriage, separation, or divorce
10. Person left household for reason other than above
11. Visitor – residence elsewhere

MEMBERCHANGES

MEMBERCHANGES (Changes in Household Composition)

MEMBERCHANGES is accessible when a change in the household composition has been noted by an entry in NAMECHECK or HHLDCOVERAGE. Record the reason for the change based on the answer categories listed in MEMBERCHANGES. The instrument automatically goes to MEMBERCHANGES associated with the first line number, even if Line Number 1 does not have any changes. Use the down arrow to navigate to the line number where the first change occurred.

MEMBERCHANGES does not have a question for you to ask the household respondent. Use this screen to document household composition changes when you discover that a household member has entered or left the household since the previous interview. Try to determine the reason for the change without antagonizing the household respondent with questions that may be too personal or specific.

To streamline data collection, this screen only displays the applicable categories based on whether someone entered or left the household. For example, if at the **WHICHLMMOVED** screen you selected that one of the household members has moved from the address and no longer should be considered a household member, only categories 6 through 11 will display on this screen. When a person is added to an existing roster, answer categories 2-5 will be displayed. There is also an FR instruction dependent on whether someone was added or needs to be removed as well as updated answer categories.

Once you determine the reason a household member entered or left a household, find the appropriate 2-digit reason code in the answer list. If the reason does not fit into any of the answer categories, use the "Case Level Notes" to further explain the change.

Adding a Household Member

When a new person enters a household:

- ✓ Add the person's name to the household roster using HHROSTER_FNAME and HHROSTER_LNAME in the next unused row. These items were discussed earlier in this topic.
- ✓ Record the new person's relationship to the reference person in RELATIONSHIP.
- ✓ Complete HHMEMBER to determine if the new person qualifies as a household member.
 - If you get a "Yes" answer in HHMEMBER, complete BRTHDATEMO through RACE (in the DemoDetailed Table) for the new household member, as applicable.
 - If you get a "No" answer in HHMEMBER, ask HSEMEMURE. If the new person does not have a usual residence elsewhere, enter answer category 2 "No", then follow the instruction above for when HHMEMBER equals "Yes." Otherwise, enter answer category 1 in HSEMEMURE, since the person being added is staying at the household temporarily and has a usual residence elsewhere. In this case you need not collect data for Items BRTHDATEMO through RACE (in the DemoDetailed Table) for this person because they are not considered a household member. However, you do need to enter answer category 11 "Visitor - residence elsewhere" in MEMBERCHANGES for this person.
 - In MEMBERCHANGES, enter the appropriate answer category 2 - 5, to code the reason the household member was added to the roster. In the "Case Level Notes" enter a brief description of the reason for the change. For example, "L2 added to roster answer category 14/Married to L1/1-2017."

Deleting a Household Member

Person dies: If a person listed on the roster has died, enter answer category 6, "Person died," in MEMBERCHANGES and add a brief description in the "Case Level Notes."

Person leaves household: If a person leaves a household and is not just temporarily absent, enter the appropriate answer category 7-10 in MEMBERCHANGES. Then add a brief description in the "Case Level Notes" such as: "L4 left HHLD/ answer category 16/Attending College/2-2017" or " answer category 19/L2 Active military duty overseas/3-2017."

Person's Household Membership Changes

If a person on the roster was coded as a nonmember or had a URE (usual residence elsewhere) during a previous enumeration, but is now a household member, enter the appropriate answer category (2-5) in MEMBERCHANGES. Be sure to verify that this person's Membership status in the "HHmember" column has changed to a value of (1) "Yes." In the "Case Level Notes" enter a brief description of the reason the person has returned to the household, for example, "L3 returned to household/ answer category 13/ Released from prison/7-2025" or " answer category 14/L2 Returned from active military duty overseas/2-2025."

Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?

1 Yes

2 No

HHLDCOVERAGE

HHLDCOVERAGE (Household Roster Coverage)

HHLDCOVERAGE is designed to remind the household respondent to mention anyone he/she may have forgotten to mention initially and to ensure that the household roster is complete. Many household respondents forget to mention babies, lodgers, and visitors when asked about persons staying at their home.

Asking HHLDCOVERAGE - 1st Enumeration Period

During the first enumeration, HHLDCOVERAGE appears after you enter "999" in the next empty row, at HHROSTER_FNAME. to indicate you've completed the roster.

When interviewing a sample household for the first time, start HHLDCOVERAGE by reading, "Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?"

If the household respondent answers "Yes":

- ✓ Select answer category 1 "Yes,"
- ✓ Add the person's name to the household roster via the HHROSTER_FNAME and HHROSTER_LNAME screens, and
- ✓ Complete Items SEX, RELATIONSHIP and HHMEMBER for the added person.

Continue asking if you missed anyone else living or staying at the address until the household respondent answers, "No." Then enter "999" again in the next empty row at the HHROSTER_FNAME screen. Then enter answer category 2 "No" in HHLDCOVERAGE. The instrument then goes to BIRTHDATEMO to begin collecting the rest of the demographic information for each household member.

If the household respondent answers "No" to the question in HHLDCOVERAGE:

- ✓ Select answer category 2 "No,"
- ✓ The instrument proceeds to BIRTHDATEMO to begin collecting the rest of the demographic information for each household member.

Asking HHLDCOVERAGE – 2nd through 7th Enumeration Period

HHLDCOVERAGE appears next for the second through seventh enumeration cases after entering answer category 1 "Yes" at Item NAMECHECK to signify the input roster was correct.

HHLDCOVERAGE also appears after entering answer category 2 "No" in NAMECHECK to signify the input roster was not correct, then entering "999" in the next empty row in Item HHROSTER_FNAME when you have completed making those changes to the roster. Once you reach HHLDCOVERAGE, ask "Have I missed anyone else who USUALLY lives here, including people who are not related to you or people who are away traveling?"

If the household respondent answers "Yes" to HHLDCOVERAGE:

Select answer category 1 "Yes,"

- ✓ Add the person's name to the household roster via the HHROSTER_FNAME and HHROSTER_LNAME screens, and
- ✓ Complete Items SEX, RELATIONSHIP and HHMEMBER for the added person.

- ✓ Continue asking if you missed anyone else living or staying at the address until the household respondent answers "No." Then enter "999" in the next empty row at the HHROSTER_FNAME screen and then enter answer category 2 "No" in Item HHLDCOVERAGE. The instrument then proceeds to the AGECHECK screen for the first household member to begin verifying and/or collecting the rest of the demographic information for each household member.

If the household respondent answers "No" to the question in HHLDCOVERAGE:

- ✓ Select answer category 2 "No."
- ✓ Households consisting entirely of persons who are not household members and have a usual residence elsewhere proceed to ENTIREHHURE_CHK.
- ✓ Otherwise, the instrument proceeds to AGECHECK to begin verifying the demographic information collected during previous enumerations for each household member.

- ◆ You have recorded all people on the household roster as having a usual residence elsewhere.
- ◆ If this is correct, please suppress this check to exit the case and reenter to code it as a Type B noninterview. At the TYPEB screen, enter 3 - Temporarily occupied by persons with a usual residence elsewhere (URE).
- ◆ If this is incorrect, please fix the HHMEMBER screen.

ENTIREHHURE_CHK

ENTIREHHURE_CHK

If all of the persons listed on the household roster have a usual residence elsewhere, the case will need to be coded as a Type B Noninterview. This screen will appear when answer category 2 is entered in **HHLDCOVERAGE** *and* all of the persons listed on the roster have been coded as nonmembers.

By suppressing this check, you acknowledge that this case classifies as a Type B noninterview (outcome code 225), "Temporarily occupied by persons with URE." After exiting the case, you will need to reenter the case to complete the process of coding this case as a Type B via the **START** screen. Also see Part A, Chapter 6, Topic 3, Type B Noninterview Categories.

The DemoDetailed Table – General

Once you have verified which persons listed in the household roster qualify as household members at the sample address, begin collecting and/or verifying the demographic information for each household

member. The DemoDetailed Table consists of Items AGECHECK through RACE which are used to obtain personal characteristics (date of birth, age, marital status, and so forth) for each household member listed on the roster. Complete Items AGECHECK through RACE, as applicable, for one household member before completing these items for the next household member on the roster. You do not complete Items AGECHECK through RACE for any nonhousehold members listed on the roster.

I have you listed as 43 years old as of last month.

Is that correct?

1 Yes, age IS correct

2 No, age is NOT correct

AGECHECK

AGECHECK (Verifying the Age on Input)

During enumerations two through seven, AGECHECK is the first of these demographic information collection/verification screens and is used to verify each household member's current age. This screen appears for the first household member and is then repeated for each remaining household member. The NCVS instrument inserts the appropriate household member's name and age based on information from the previous interview.

When a case is loaded, the instrument calculates each household member's age, based on the month and year of birth that was collected during a prior enumeration period and fills that age into the question text of AGECHECK. During enumerations two through seven you will ask the household respondent the question in AGECHECK for each household member. For example, when verifying the household respondent's age you will ask, "I have you listed as 43 years old. Is that correct?"

Ask the question as worded; the question text changes when a household member's birth month is the same as the current interviewing month. In this situation, the instrument automatically inserts the phrase "as of last month" into the question text to alert the household respondent we are verifying the person's age "as of last month." This way if a household member's birthday has already occurred during the current interview month the age information is collected/verified the same across all cases. Therefore, when the interviewing month is the same as the birth month for a household member ask, in AGECHECK, "I have you listed as 43 years old as of last month. Is that correct?"

When the Previous Age Recorded Is Correct

When you ask the question in AGECHECK and the household respondent confirms the household member's age is correct:

Enter answer category 1 “Yes, age IS correct”.

- Continue to verify the remaining demographic information items for the current household member. If the current household member you are verifying information about is 14 years of age or older the instrument proceeds to MARITAL. If the current household member is 12 or 13 years of age the instrument proceeds to either EDUCATIONATTAIN or ATTENDINGSCHOOL. Otherwise, if the current household member is under 12 years of age the instrument proceeds to AGECHECK for the next household member or to ROSTERREVIEW when there are no more household members left to verify demographic information for.

When the Previous Age Recorded Is Not Correct

When you ask the question in Item AGECHECK and the household respondent says the age we previously recorded is incorrect:

- ✓ Enter answer category 2 “Yes, age is NOT correct”.
- ✓ The instrument proceeds to the BRTHDATEMO and BRTHDATEYR screens to edit the incorrect date of birth information. See below for more information regarding completing these items.

When the Previous Age Recorded Is Incomplete or Refused

If a household member’s birth month or birth year was not completed or was refused during a prior enumeration, the instrument will not be able to calculate an age for that person for the current enumeration. In this situation, the instrument skips the AGECHECK screen and goes to the BRTHDATEMO and BRTHDATEYR screens to edit the incorrect or incomplete date of birth information.

In what month and year was Ted Moe born? ◆ Enter month on this screen BRTHDATEMO
In what month and year was Ted Moe born? ◆ Enter year on this screen ◆ If the year is less than 1920, enter 1920 BRTHDATEYR

BRTHDATEMO and BRTHDATEYR (Date of Birth)

During the first enumeration you come to BRTHDATEMO after entering answer category 2 in HHLDCOVERAGE, and start collecting a household member’s date of birth. You also come to

BRTHDATEMO during enumerations two through seven when a person was added to the household roster during the current enumeration, when the household member's date of birth was not correct (you entered answer category 2 in AGECHECK), or when the date of birth was incomplete or refused during a previous enumeration.

Entering the Year and Month of Birth

Although BRTHDATEMO is two digits, you do not need to enter a zero for a one-digit month. You can enter a single digit for the months of January through September (1-9). However, for BRTHDATEYR you must enter 4 digits. For example, enter 4/2017 for April 2017.

Year and Month of Birth Are Unknown or Refused

If the household respondent is unsure of or refuses to give you another household member's date of birth, you can:

- Press the "Ctrl" and "D" keys at the same time to code a blind "Don't Know" on either or both birth date screens.

Press the "Ctrl" and "R" keys at the same time to code a blind "Refused" on either or both of the birth date screens. In both cases, the instrument proceeds to AGERNG to ask the household respondent to select which age range the household member's age fits into. Since certain questions will only be on-path based on a household member's age, it is very important that you correctly capture age information when building or updating the roster for the household.

That would make Ted Moe 43 years old as of last month.

Is that correct?

1 Yes

2 No

VFYAGE

VFYAGE (Verify Age Based on Birth Date Collected)

After collecting the date of birth information, the instrument goes to VFYAGE to verify that the age calculated in the instrument is correct. If you entered a blind "Don't Know" or "Refusal" in BRTHDATEYR, the instrument bypasses this screen and continues to AGERNG as previously discussed.

VFYAGE is set up similar to AGECHECK. For example, when verifying the age based on the date of birth just collected for the household respondent you ask, "That would make you 43 years old. Is that correct?" As with AGECHECK, be sure to ask the question as worded, because the question text changes to include

“as of last month” when a household member’s birth month is the same as the current interviewing month.

If the age is not correct, enter answer category 2 to return to BRTHDATEMO and BRTHDATEYR and edit the incorrect date of birth information. As with AGECHECK, entering answer category 1 for “Yes” will lead to different paths depending on the age of the current household member:

- If the current household member you are verifying information about is 14 years of age or older, the instrument proceeds to MARITAL.
- If the current household member is 12 or 13 years of age, the instrument proceeds to either EDUCATIONATTAIN or ATTENDINGSCHOOL.
- If the current household member is under 12 years of age, the instrument proceeds to Item AGECHECK for the next household member or to the ROSTERREVIEW screen when there are no more household members left for which to verify demographic information.

Is Ted Moe

◆ Read appropriate age categories.

1 0 - 11 years old?	6 25 - 34 years old?
2 12 - 13 years old?	7 35 - 49 years old?
3 14 - 15 years old?	8 50 - 65 years old?
4 16 - 17 years old?	9 66 years old or older?
5 18 - 24 years old?	

AGERNG

AGERNG (Coding an Age into a Range of Ages)

AGERNG is asked when you entered a blind “Don’t Know” or “Refused” in BRTHDATEYR. AGERNG is used to code a household member’s age into one of nine ranges. This is an attempt to narrow down a household member’s age to determine whether the respondent is eligible for the NCVS. Age is also used as a criterion for asking certain socio-demographic questions and some NCVS supplements.

◆ Ask or verify:

Is Ted Moe now married, widowed, divorced, separated, or has he never been married?

- 1 Married
- 2 Widowed
- 3 Divorced
- 4 Separated
- 5 Never married

◆ Last reported as: Married

MARITAL

MARITAL (Marital Status)

MARITAL is used to verify the marital status of each household member who is at least 14 years of age during each enumeration period. For household members who are 12 or 13 years of age, the instrument codes them automatically as “Never married,” Answer Category 5. In most cases, this screen also shows the person’s marital status as reported in the previous enumeration period. You can often determine a household member’s marital status without asking the question. However, if there is any doubt, ask the question in Item MARITAL as worded for all household members who are 14 years of age and older.

Answer Category 1 ("Married")

Enter answer category 1 "Married" in MARITAL when:

- ✓ The person is currently married and living with his/her spouse.
- ✓ The person is currently married, but is parted temporarily from his/her spouse for reasons other than marital discord. For example: employment, military service, spouse in nursing home, and so forth.
- ✓ The person is not officially married, but is living with someone as a spouse, such as a common-law marriage.

If the person is separated from his/her spouse due to marital discord, enter answer category 4, "Separated."

Answer Category 2 ("Widowed")

Enter answer category 2, "Widowed" in when the household member's spouse has died and the person has not remarried. If not sure, ask the question in MARITAL as worded and accept the household respondent's answer.

Answer Category 3 ("Divorced")

Enter answer category 3, "Divorced" when the person's divorce is final. If you suspect that the person's divorce is not final, ask the question in MARITAL as worded and accept the household respondent's answer.

Answer Category 4 ("Separated")

Enter answer category 4, "Separated" when:

- ✓ The person is married but has a legal separation.
- ✓ The person is married but has parted from his/her spouse because of marital discord.
- ✓ The person expects to obtain a divorce in the future.
- ✓ The person intends to remain separated from his/her spouse permanently and never get a divorce.

If the person is separated from his/her spouse for reasons other than marital discord, enter answer category 1 "Married."

Answer Category 5 ("Never Married")

Enter answer category 5 "Never married" in MARITAL when the person has never been married or the person's only marriage was annulled. The instrument prefills answer category 5 "Never married" automatically and skips over this item for children in the household who are under 14 years of age.

After completing the MARITAL screen, the instrument will proceed to ARMEDFORCES when the current household member you are verifying information about is between the ages of 18 and 65. If the current

household member is between the ages of 14 and 17, the instrument proceeds to either EDUCATIONATTAIN or ATTENDING SCHOOL.

Is Ted Moe now in the Armed Forces?

1 Yes

2 No

ARMEDFORCES

ARMEDFORCES

For each household member between the ages 18 and 65, ask the question in ARMEDFORCES. The instrument skips this item when the household member is under 18 years of age or over 65 years of age.

A household member who is between 18 and 65 years of age is considered as "in the Armed Forces" when the person is serving on active duty at time of interview in any of the following:

- U.S. Army
- U.S. Navy
- U.S. Air Force
- U.S. Marine Corps
- U.S. Coast Guard
- Reserve branch of any of the above Armed Services and is currently on active duty status for several months
- U.S. Public Health Service as commissioned officers who are attached to any branch of the above Armed Services
- National Guard in Federal Service (if his/her unit has become part of regular forces by Presidential Order)
- U.S. military academies as Cadets (for example, West Point, Naval Academy, Air Force Academy, and the Coast Guard Academy).

Each military service has a regular component and a reserve component. Members of the regular component of any branch of the Armed Forces are always considered to be on active duty unless they are retired. Members of the reserve component of any branch of the Armed Forces are only considered to be on active duty when they have been called to active duty by military order and are currently on active duty for several months.

First Enumeration Period

Select answer category 1 "Yes" if the household member is currently in the Armed Forces on active duty.

Select answer category 2 "No" if the household member is not currently on active duty in the Armed Forces. Also select answer category 2 if the household member:

- ✓ Only serves in the Coast Guard Temporary Reserve
- ✓ Is an employee of the Merchant Marines, Maritime Commission, or the American Field Service Department
- ✓ Is a civilian employee of the Department of Defense
- ✓ Serves in a National Guard unit not blanketed into the regular forces by Presidential order and is not serving the 4-6 months of active duty in connection with provisions of the Reserve Forces Act of 1955
- ✓ Is in short periods of active reserve training or is attending weekly reserve meetings.

If still unsure which box to mark in ARMEDFORCES, select answer category 1 "Yes" and explain the situation in "Case Notes."

Subsequent Enumeration Periods

When you see answer category 1 marked in ARMEDFORCES for a household member, verify each enumeration period that the person is still an active duty member of the Armed Forces. If you discover that the person is no longer an active duty member of the Armed Forces, select answer category 2. Using the "Case Level Notes," note the change and the date that you discovered the change (for example, Item 20 - L2 separated from AF (1/2017).

If a household member has turned 18 years of age since the last interview, this item will appear, but the response will be empty because it was previously unanswered. Ask ARMEDFORCES during the current interview.

If you happen to discover that any household member ages 18 to 65 years has entered the Armed Forces on active duty since the last interview, select answer category 1 in ARMEDFORCES. Using the "Case Level Notes," note the change and the date that you discovered the change (for example, Item 20 - L3 joined the AF (1/2017).

What is the highest level of school Ted Moe completed or the highest degree he received?

1 1st grade	11 11th grade
2 2nd grade	12 12th grade (No diploma)
3 3rd grade	13 High school graduate (Diploma or equivalent)
4 4th grade	14 Some college (No Degree)
5 5th grade	15 Associate degree
6 6th grade	16 Bachelor's degree (e.g. BA, AB, BS)
7 7th grade	17 Master's degree (e.g. MA, MS, MEng, MSW, MBA)
8 8th grade	18 Professional School degree (e.g. MD, DDS, DVM, LLB, JD)
9 9th grade	19 Doctoral degree (e.g. PhD, EdD)
10 10th grade	20 Never attended, preschool, kindergarten

◆ Last reported as: Some college (No degree)

◆ Turn the laptop around and show the respondent the answer categories.

EDUCATIONATTAIN (Educational Attainment)

EDUCATIONATTAIN asks about the highest level of school completed or the highest degree received by each household member age 12 or older. In most cases, this screen also shows the person's highest level of education as reported previously.

When to Ask EDUCATIONATTAIN

During the first, third, fifth, and seventh enumeration periods, ask EDUCATIONATTAIN for each eligible household member. The instrument skips over this question for any household members who are under 12 years of age during the reference period.

Under the following situations, also ask EDUCATIONATTAIN during an even-numbered enumeration period:

- The household was not interviewed in the previous enumeration period (first, third, or fifth).
- The person became a household member since the previous enumeration period.
- The person reached 12 years of age since the previous enumeration period.

If you add a household member during a telephone interview ask EDUCATIONATTAIN and, if necessary, read the education categories from the answer list.

Education Codes for Item EDUCATIONATTAIN

Shown below are the available answer categories for Item EDUCATIONATTAIN, along with descriptions for these educational attainment codes.

If interviewing during a household member's summer vacation from school, enter the appropriate code for the grade just completed, NOT the grade that he/she will attend in the fall. For persons who have skipped or repeated grades, enter the code for the highest grade completed, regardless of the number of years it took.

CODE	DESCRIPTION OF GRADE/YEAR/DEGREE
1 - 8	Elementary and/or middle school grades 1 through 8.
9 - 11	High school grades 9 through 11.
12	The respondent completed 12th grade but did not receive a high school diploma.
13	The respondent completed 12th grade and received a high school diploma or an equivalent.
14	The respondent completed some college without receiving a college degree.
15	The respondent has an Associate's degree, which is normally awarded after completing two years of college.
16	The respondent has a Bachelor's (BA, AB, or BS) or other four-year college degree.
17	The respondent has a Master's degree (MA, MS, MEng, MSW, or MBA), which is normally awarded after completing six years of college.

18	The respondent has a Professional School degree (MD, DDS, DVM, LLB, or JD) earned in fields such as medicine, dentistry, law, or theology.
19	The respondent has a Doctorate degree (PhD or EdD).
20	Use this code for individuals who have never attended school and for children attending kindergarten, preschool, or only day care.

Special Situations for Item EDUCATIONATTAIN

Here are some examples for handling a response other than the highest grade or year complete

Junior high/middle school: Since junior high or middle school can cover different grades in different localities, probe to determine the highest grade or year completed.

High school equivalency tests: Enter answer category 13 for persons who pass a high school equivalency test such as the GED, or who receive a high school diploma while in the Armed Forces.

Post-graduate high school: Enter answer category 13 for persons who have received a high school diploma and are attending post-graduate high school courses in preparation for attending college.

Miscellaneous school system: Determine the equivalent grade in the American regular school system for household members who have obtained their formal education in foreign schools, ungraded schools, night schools or by the instruction of tutors (if counted toward promotion in the American regular school system), "readers" (roughly equivalent to regular grades), or "normal" schools.

◆ You marked 8th grade as the highest level of school completed for a person age 18. Are you sure this is correct?

EDUCATION_CK

EDUCATION_CK (Edit Check to Verify Education Attainment)

EDUCATION_CK is a soft edit check that compares the entry in EDUCATIONATTAIN against the household member's age. The edit check is set up to be displayed when the answer category entered in EDUCATIONATTAIN does not fit the norm for someone the age of the household member. For example, this item appears if a 14 year old is coded as having completed college. If the entry in EDUCATIONATTAIN is correct, then click on the "Suppress" button to continue to ATTENDING SCHOOL. Otherwise, press either the "Goto" or "Close" buttons to return to EDUCATIONATTAIN and change the answer.

Is Jane Moe currently attending or enrolled in a regular school such as elementary or high school or enrolled either full-time or part-time in a college or university, trade, or vocational school?

1 Regular school

2 College/University

3 Trade school

4 Vocational school

5 None of the above schools

◆ Last reported as: Regular school

ATTENDING SCHOOL

ATTENDING SCHOOL (Attending School)

ATTENDING SCHOOL is designed to determine whether each household member who is 12 years of age or older is currently attending or enrolled in a regular school (elementary or high school), or enrolled full-time or part-time in a college or university, trade school, or vocational school. In most cases, this screen also shows the answer given for this household member in the previous enumeration period. Ask the question in ATTENDING SCHOOL in ALL enumeration periods.

When asking ATTENDING SCHOOL for a high school graduate, the instrument automatically omits the phrase “enrolled in a regular school such as elementary or high school or.” In other words, this phrase should be omitted for the person when you enter educational attainment code 13 or a higher code in EDUCATION ATTAIN.

Answer Category 1 “Regular School”

The term “regular school” includes both public and private schools starting with kindergarten and continuing through elementary, junior or middle, and high school, regardless of whether the classes are graded or ungraded. If a household member is enrolled or attends special education classes, but the school consists of mostly regular classes, use answer category 1 “Regular school” for the person. However, if the person's school is entirely for special education classes, use answer category 5, “None of the above schools.”

Answer Category 2 “College/University”

Use answer category 2, “College/University,” for each household member who:

- Has graduated from high school and
- Is currently enrolled in or attending a 2- or 4-year college or university or post-graduate school.

Answer Category 3 “Trade School”

Use answer category 3, “Trade school,” when a household member is enrolled in or attending a secondary school teaching a skilled trade that does not earn college credit. A trade school prepares a person for a skilled trade, such as plumber or electrician. Most trade schools have apprentice/journeyman programs.

Answer Category 4 "Vocational School"

Use answer category 4, "Vocational school," when a household member is enrolled in or attending a secondary school teaching a skill to help the person pursue a career, such as barber or cosmetology schools. These courses do not earn college credit.

Answer Category 5 "None of the Above Schools"

Use answer category 5, "None of the above schools," when the household member is:

- Not enrolled in or attending any type of school,
- Attending a home school,
- Attending a school devoted entirely to special education, such as an alternative school, or
- Working on completing a GED.

? [F1]

Are you Spanish, Hispanic, or Latino?

1 Yes

2 No

SP_ORIGIN

SP_ORIGIN (Hispanic Origin)

SP_ORIGIN is only asked once to record whether each household member is Spanish, Hispanic, or Latino by his/her national, cultural, or language group. Always ask Item SP_ORIGIN during the first interview or when adding a household member during a subsequent enumeration period, regardless of the household member's race.

Purpose of Item SP_ORIGIN

If a respondent wants to know why we ask whether anyone is Spanish, Hispanic or Latino, explain that this information enables us to tabulate crime victimization data for this group of people, since they comprise the largest minority group in this country.

Completing Item SP_ORIGIN

Enter answer category 1 ("Yes") for SP_ORIGIN even if the household member has multiple origins and only one origin is Spanish, Hispanic, or Latino.

If you get a "No" answer, enter answer category 2 for the household member.

If you get a "Don't know" answer, probe by asking if the household member has a parent or grandparent who is Spanish, Hispanic or Latino. The following list may also help to determine whether a person is Spanish, Hispanic or Latino.

A Spanish, Hispanic, or Latino person identifies his/her ancestry with one of the following groups:

Argentina	Chicano	Iberian (<i>i.e., Spain</i>)	South American (<i>Spanish speaking</i>)
Balearic Islands	Chile	La Raza	
Basque	Colombia	Majorcan	Spanish
Bolivia	Costa Rica	Mexican	Spaniard
Boricua	Cuban	Mexican American	Spanish American
Californie	Dominican Republic	Nicaragua	Spanish speaking
Californio (<i>Californi</i>)	Ecuador	Panama	Uruguay
Canary Islands	El Salvador	Paraguay	Venezuela
Catalonian	Guatemala	Peru	
Central American (<i>Spanish speaking</i>)	Hispanic	Puerto Rican	
	Honduras		

When a household respondent is still unable to answer SP_ORIGIN for a household member, enter "Ctrl" + "D" for "Don't know." If a household respondent refuses to answer SP_ORIGIN for a household member, enter "Ctrl" + "R" for "Refused." In both of these situations, enter a note in the "Case Level Notes" (for example, SP_ORIGIN - DK for LN3...).

?[F1]

◆ Do not probe.

Please choose one or more races that you consider/considers yourself to be.

1 White

4 Asian

2 Black or African American

5 Native Hawaiian or other Pacific Islander?

3 American Indian, or Alaska Native

6 Other - Specify

RACE

RACE

Ask Item RACE once for each household member to record up to six races that each household member considers him/herself to be. Enter the appropriate race code(s) for each household member's race(s) based on the household respondent's answer. If you add any household members in subsequent enumeration periods, make sure to complete Item RACE for these added persons at that time.

If you add a household member during a telephone interview, ask Item RACE and, if necessary, read the race categories from the answer list.

Do NOT mark Item RACE either by observation, probing, or asking a neighbor. Since the Census Bureau bases race on self-identification, you must ask this race question for each household member even when it may seem obvious.

◆ Review all categories.

◆ Is this information correct?

LN NAME

STATUS

SEX

AGE

RELATION

MARITAL

1 TED MOE

Need Self

M

43

Ref Per

Married

2 MEGAN MOE

Need Self

F

43

Spouse

Married

3 JANE MOE

Need Self

F

14

Child

Never married

1 Yes

2 No

ROSTERREVIEW

ROSTERREVIEW (Reviewing the Household Roster)

When you have completed the Control Card questions in the NCVS instrument for all household members, you will see the ROSTERREVIEW, which is the last screen in the front section of the NCVS instrument. This screen gives you one LAST opportunity to make changes to the household roster. If no household roster

changes are required, enter answer category 1, “Yes” which takes you to TIMEADDRESS, which is the first screen in the middle section of the NCVS instrument and is shown in Part B, Chapter 3 of this manual.

If changes are required to the roster because something was previously coded incorrectly, enter answer category 2, “No” and the instrument progresses to WHOTOCHANGE. Select the line number of the household member whose information needs to be updated. This leads to a section of the instrument where you may revise demographic information for any household member.

◆ Enter the line number of the person requiring a change.

LN	NAME	STATUS	SEX	AGE	RELATION	MARITAL
1	TED MOE	Need Self	M	43	Ref Per	Married
2	MEGAN MOE	Need Self	F	43	Spouse	Married
3	JANE MOE	Need Self	F	14	Child	Never married

WHOTOCHANGE

WHOTOCHANGE (Selecting a Household Member to Update Their Information)

At WHOTOCHANGE enter the number that corresponds to the line number of the household member whose information needs to be updated. After entering the number, the instrument proceeds to WHATFIX.

Person you are editing: Jane Moe

REFERENCE PERSON: Ted Moe

◆ What change is needed?

LN	NAME	STATUS	SEX	AGE	RELATION	MARITAL
3	Jane Moe	Need Self	F	14	Child	Never married

WHATFIX

WHATFIX (Selecting the Information to Update)

At Item WHATFIX, select the answer categories that correspond with the demographic information that needs to be updated. You can select as many answer categories as need to be changed. Since you must first select a household member in Item WHOTOCHANGE, you can only update one household member’s demographic information at a time.

Depending on which answer categories are selected in WHATFIX, the instrument sends you to either the PreDemo Table or the Detailed Demo Table to update the information.

Answer Category 1 "Name"

Enter answer category 1 "Name" when you notice that the household member's name is incorrect or misspelled in ROSTERREVIEW. When answer category (1) is selected, CHANGNAME_CK appears. Select Goto in order to correct the name information on the PreDemo Table.

◆ To change the name, Jane Moe, select HHROSTER_FNAME (first name) or HHROSTER_LNAME (last name) and then Goto.

◆ Once the update(s) have been made, select Suppress.

CHANGNAME_CK

Answer Category 2 "Relationship"

Enter answer category 2 "Relationship" when you notice that the household member's relationship code is incorrectly displayed in Item ROSTERREVIEW. You cannot change who the reference person is or their relationship code via the WHATFIX screen. However, you can change any other household member's relationship code using these screens. When answer category 2 is selected in Item WHATFIX, the CHNG_REL screen appears. Select Goto to correct the relationship information in the PreDemo Table.

◆ To change the relationship for Jane Moe, select Goto to return to RELATIONSHIP.

◆ Once the update(s) have been made, select Suppress.

CHANGERELNONREF_CK

Answer Category 3 "Date of Birth"

Enter answer category 3 "Date of Birth" when you notice that a household member's age is not correct or is missing in ROSTERREVIEW. If there is no data in the "AGE" column for a respondent, it is because the age was not collected during a previous enumeration. If this is the case, take this opportunity to collect birth date information. When answer category 3 is selected in Item WHATFIX, CHANGEAGE_CK appears. Select Goto to correct date of birth information in the Detailed Demo Table.

◆ To change the date of birth for Jane Moe, select Goto to return to the age verification question.

◆ Once the update(s) have been made, select Suppress.

CHANGEAGE_CK

Answer Category 4 "Sex"

Enter answer category 4 "Sex" when you notice that the household member's sex is incorrect at ROSTERREVIEW. When answer category 4 is selected in WHATFIX, the CHANGESEX_CHK screen appears. Select Goto to correct the sex information on the PreDemo Table.

◆ To change the sex for Jane Moe, select Goto to return to SEX.

◆ Once the update(s) have been made, select Suppress.

CHANGESEX_CHK

Answer Category 5 "Marital Status"

Enter answer category 5 "Marital Status" when you notice that the household member's marital status is incorrect at Item ROSTERREVIEW. You will not be able to change the marital status for household members under the age of 14, since the instrument automatically codes those members as answer category 5, "Never married." When answer category 5 is selected in Item WHATFIX, the CHANGEMARITAL_CHK screen appears. Select Goto to correct the marital status information in the Detailed Demo Table.

◆ To change the marital status for Jane Moe, select Goto to return MARITAL.

◆ Once the update(s) have been made, select Suppress.

CHANGEMARITAL_CHK

Answer Category 6 "Household Membership Status"

Enter answer category 6 "Household membership status" when you notice that someone's household membership status is incorrect at Item ROSTERREVIEW. When answer category 6 is selected in Item WHATFIX, the CHANGEMEMBER_CHK screen appears. Select Goto to correct the household membership status information in the PreDemo Table.

◆ To change the membership status for Jane Moe, select Goto to return to the household membership question.

◆ Once the update(s) have been made, select Suppress.

CHANGEMEMBER_CHK

Chapter 3 – Middle Section of the NCVS Instrument: Introduction and Screening Questions

Topic 1. Introduction

Overview of the Middle Section

The Middle Section of the NCVS instrument is designed to:

- Determine whether any of the eligible household members (12 years of age or older) at the sample address were victimized by crime during each household member's 6-month reference period. These questions are referred to as the screening questions of the NCVS instrument.

The screening questions cover a wide variety of situations and are designed to provide the respondent with concrete examples of the types of crimes that are typically reported for the NCVS and could be overlooked by respondents. These screener questions attempt to ensure that we collect ALL incidents of crime that occurred during each sample household member's 6-month reference period.

- Collect a variety of detailed information about each reported incidence of crime that occurred during a sample household member's 6-month reference period. It is important to record accurate and complete information about each crime incident, so that we have a clear picture of what happened during the incident. These questions are referred to as the crime incident report of the NCVS instrument.

The questions in this section of the NCVS instrument can be divided into the following parts:

1. Person Characteristics (housing and employment questions)
2. Perceptions of the police or community safety measures questions
3. Crime victimization screener questions
4. Additional Person and Household Characteristics (socio-demographic, employment, and household income questions)

Topic 2. Person Characteristics I

This section asks about personal characteristics that will later bring relevant questions on path within the CIR. These questions include where the respondent has lived, employment status during the reference period, and if there is an unrecognizable business operated from the sample address.

? [F1]

I will also interview all other household members age 12 or older and will be asking them similar questions.

Next are some questions just about you.

How long have you lived at this address?

1. Less than 6 months
2. At least 6 months, but less than 1 year
3. At least 1 year, but less than 5 years
4. 5 years or more

TIMEADDRESS

TIMEADDRESS

The screen **TIMEADDRESS** is used to determine the length of **continuous time** the respondent has lived at the sample address. If a respondent seems unsure about how to answer this question, you can tell them that we are interested in the most recent **continuous length of time** the respondent has lived as a resident at the sample address. This screen now collects ranges of time rather than collecting specific number of months or years at the address.

Here is an example:

During the past 5 years, a household member:

- ✓ Resided at the sample address,
- ✓ Then left the sample address for 6 months to live on a college campus, and
- ✓ Then returned to reside at the sample address just 3 months prior to the interview and has stayed there continuously during the past 3 months.

For this example, select answer category 1, "Less than 6 months" at the **TIMEADDRESS** screen.

Don't know (Ctrl+D)

If the respondent's answer is vague, enter a "Don't know" answer (Ctrl + D) at **TIMEADDRESS**, and continue with the respondent's interview.

Have you been homeless or without a regular place to stay at any time in the past 6 months, that is, since (date)?

♦ If further clarification is needed, read: “A regular place to stay” means a place intended for human habitation where the respondent expects to be able to stay so long as financial obligations (rent, mortgage payments) are met by whomever is responsible.

EXCLUDE:

- Emergency shelters
- Tents in areas not intended as campgrounds
- Vehicles

1. Yes
2. No

HOMELESS

HOMELESS

HOMELESS is only on path for respondents who have lived at the sample address for less than six months or did not report how long they have lived at the sample address. The instrument automatically inserts the date marking the beginning of the reference period in the question.

In this question, the term “**a regular place to stay**” means a place intended for human habitation where the respondent expects to be able to stay so long as financial obligations (i.e., rent or mortgage payments) are met by whomever is responsible. Emergency shelters, tents pitched in areas not intended as campgrounds, and vehicles are not included in the NCVS definition of “**a regular place to stay**.” You can explain this term to the respondent if they seem hesitant to respond or if they ask what kind of places the question includes.

How many times have you moved in the past 5 years, that is, since (date)?

1. 1
2. 2 to 5
3. 6 to 10
4. 11 to 20
5. More than 20

TIMEMOVED5YEARS

TIMEMOVED5YEARS

TIMEMOVEDIN5YEARS is used to determine how many times the respondent has moved in the last 5 years. This question is only on path for respondents who have lived at the sample address for less than five years, or those who did not report how long they have lived at the sample address. Include all moves

whether inside or outside of the United States, and the move to the sample address. Each time a respondent changes their usual place of residence is considered one move.

For respondents who are college students, you may need to explain what we consider to be a move. For example, Jeffrey Doe moved from his parents' home (the sample address) to a college dormitory and then moved back to his parents' home in the past 5 years. In this scenario, Jeffrey Doe moved two times, so select answer category 2, "2 to 5" for **TIMEMOVEDIN5YEARS**.

Although some college students may consider their usual place of residence to be their parents' home, we consider their usual place of residence to be the place where they usually live and sleep. During the school year, their usual place of residence could be a college dormitory or apartment. Each time a college student changes the place where they usually live and sleep is considered a move, even if it is just moving from one dormitory room to another.

In the past 7 days, did you have a job or work at a business? Do not include volunteer work or work around the house.

1. Yes
2. No

JOBLASTWEEK

JOBLASTWEEK

Respondents will receive the question **JOBLASTWEEK** if they are 16 years of age or older.

For the NCVS, a job is defined as any activity that is done for pay, wages, salary, commission, tips, or payment "in kind," or that is done without pay on a family farm or for a family business. This could be a full-time or part-time job for salary or wages working for a business, government agency, or self-employed. If someone in the household has a farm or a business, make sure to probe by asking the respondent about any unpaid work last week for the family farm or business. **Do NOT include volunteer work for which the respondent was not paid.**

AT ANY TIME during the past 6 months, that is, since (date), did you have a job or work at a business? Do not include volunteer work or work around the house.

1. Yes
2. No

JOBLAST6MONTHS

JOBLAST6MONTHS

This question is only asked when respondents did not have a job or work at a business during the 7 days prior to their NCVS interview.

Have you worked at the same job for all of the past 6 months?

♦ **If needed:** “The same job” generally means working for the same employer (including self-employment) in the same line of work. For example, we do not consider a promotion within the same department or moving to a different work site for the same employer, with the same duties, to be changing jobs.

♦ **If in doubt, accept the respondent’s perception of whether any change was the “same job” or not.**

1. Yes
2. No

SAMEJOB6MONTHS

SAMEJOB6MONTHS

This question is only on path for respondents who reported they had a job or worked at a business during the 7 days prior to their NCVS interview. “**The same job**” generally means working for the same employer (including self-employment) in the same line of work. For example, we do not consider a promotion within the same department or moving to a different work site for the same employer, with the same duties, to be changing jobs. If in doubt, accept the respondent’s perception of whether any change was the “same job” or not.

AT ANY TIME in the past 6 months, have you been unemployed? Unemployed means you were looking for and able to work but you were not able to find employment.

1. Yes
2. No

UNEMPLOYED

UNEMPLOYED

The NCVS asks about unemployment for respondents who have not held a job for all of the past 6 months.

“**Unemployed**” means someone does not have a job but has actively looked for work in the prior 4 weeks and is currently available for work. Workers expecting to be recalled from temporary layoff, however, are counted as unemployed whether they have engaged in a specific job-seeking activity. As another example, a period of unemployment might also have occurred between finishing one’s education and starting work. If in doubt, accept the respondent’s perception of being unemployed.

Does anyone in this household operate a business from this address?

1. Yes
2. No

BUSINESS

BUSINESS

BUSINESS is asked only of the household respondent to determine if a sample household member operates a business from the sample address.

Is there a sign on the premises or some other indication to the general public that a business is operated from this address?

1. Yes
2. No

BUSINESSSIGN

BUSINESSSIGN

BUSINESSSIGN is asked only of the household respondent to determine if the business operated from the sample address is considered recognizable or unrecognizable.

Recognizable Business

For a business to be considered **recognizable**, it must have a sign announcing the business and the sign must be:

- ✓ Visible to the public from OUTSIDE the sample housing unit,
AND
- ✓ Located on the sample household's property, such as a sign on a front door, window, garage door, mailbox, or a free-standing sign in the front yard of the sample unit.

The following indicators are NOT evidence that a business is recognizable:

- ✗ The business is advertised in a newspaper, magazine, telephone book, or on the Internet.
- ✗ A motor vehicle, such as a van, car, truck, or bus, is parked in the driveway or in front of the housing unit, even if the vehicle carries the business logo on it.

Unrecognizable Business

If NO business sign is visible from outside the sample housing unit, then the business is considered **unrecognizable**. Any reported incidents of theft from an unrecognizable business operated by a sample household member must be included in the NCVS.

Here is the reason why we need to differentiate between a recognizable and an unrecognizable business operated from the sample address by a household member:

- We keep crime incidents that involve property stolen from an **unrecognizable** business,
BUT
- We do NOT keep crime incidents that ONLY involve property stolen from a **recognizable** business.

However, if the following types of incidents are reported, we want to keep them regardless of whether a household member operates a recognizable business:

- ✓ **Personal property** was stolen from the household respondent or another household member.
- ✓ The household respondent or another household member received a **face-to-face threat of physical harm, was attacked, or an attempt was made to attack the household member**.
- ✓ Someone **illegally entered, broke into, or attempted to break into** the sample unit.

(Refer to Part C, Chapter 2, Topic 4, of this manual for detailed definitions and examples of special situations for recognizable and unrecognizable businesses.)

Topic 3. Police Ask-All or Community Measures Questions

General Information

These sets of questions are asked so respondents can share their opinions about their local community, regardless of their victimization status. These questions **ARE NOT** replacing the supplement surveys (e.g., Police-Public Contact Survey, Identity Theft Supplement, etc.). The instrument is designed to rotate each set of questions every six months. Eligible respondents will be asked the **Police Ask-All questions between January and June** and the **Community Measures questions between July and December**.

Because these questions ask for opinions, it is important that you **do not clarify or explain terms**. If necessary, you may re-read the question and response categories.

The answer categories for most of these questions include five response options in the form of a response scale.



A **response scale** is an ordered arrangement of different response options, which consists of a specific range of options that respondents can choose from. Response scales are important because they help respondents to quantify what they think or how they feel about certain things.

Try to get the respondent to select one of the specific response options offered. Specifically, if a respondent says, “I don’t know,” you may pause to allow the respondent time to choose a specific response. Alternatively, you can say, “We’re just interested in your opinion,” or “Based on what you know, what would you say?” After probing once, you may accept a “don’t know” response. If the respondent offers a response not in the scale, re-read all or part of the response scale.

For example:

FR:	Next are some questions about your local area. How worried are you about being mugged or robbed in your local area?
	Extremely worried
	Very worried
	Somewhat worried
	Slightly worried
	Not at all worried
Respondent:	This is a very safe area.
FR:	Would you say you are extremely worried, very worried, somewhat worried, slightly worried, or not at all worried about being mugged or robbed in your local area?

Police Ask-All

The Police Ask-All questions are asked of all eligible respondents during interviews conducted between **January and June**. Respondents will be asked about their interactions with police during the last 6 months (e.g., reporting crimes or seeking assistance, traffic stops, neighborhood watch, etc.), police/community relations, and their overall perceptions of the police.

The table below includes examples of what is and is not considered “police” for the NCVS.

The NCVS definition of police INCLUDES...	The NCVS definition of police EXCLUDES...
All regular police officers at the city, county, state, or federal government level Sheriff’s deputies Campus police Park police Fish and game wardens Fire marshals Transit police Harbor police Airport police	Security forces Building guards Prison guards All others with no authority to make arrests

The NCVS purposefully does not define the term “**in your area**” which is used in this set of questions. Some respondents think about this term as their neighborhood, others may think of it as their city or town, and still others may think of this as the term for the broader metropolitan area where they live. These interpretations are all fine for these questions. So, if a respondent asks what is meant by “in your area,” tell them, “However you’d like to define it.”

Several questions in this section have different response categories that must be read to the respondent, even if the respondent interrupts with an answer.

Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since (date). Please include experiences with police officers, sheriff’s deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.

During the past 6 months, have you contacted the police in your area to report a crime, disturbance, or suspicious activity?

1. Yes
2. No

POL_CONTACTCRIME

POL_CONTACTCRIME

POL_CONTACTCRIME is the first question in the Police Ask-All section. This question asks if the respondent has contacted the police for a crime, disturbance, or suspicious activity in the past 6 months.

Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since (date). Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.

During the past 6 months, have you contacted the police in your area to report something else, such as a traffic accident or medical emergency?

1. Yes
2. No

POL_CONTACTNOCRIME

POL_CONTACTNOCRIME

The question **POL_CONTACTNOCRIME** asks the respondent if they have contacted the police to report something else in the past 6 months.

During the past 6 months, that is, since (date) have you...

Been stopped by the police when you were driving or when you were a passenger in a motor vehicle?

1. Yes
2. No

POL_MVSTOP

POL_MVSTOP

POL_MVSTOP asks the respondent if they have been stopped by the police while driving or while a passenger in a vehicle.

During the past 6 months, that is, since (date) have you...

Been stopped or approached by the police for some other reason?

1. Yes
2. No

POL_STOPPEDOTHER

POL_STOPPEDOTHER

The question **POL_STOPPEDOTHER** asks if the respondent has been stopped by the police for some other reason.

During the past 6 months, that is, since (date) have you...

Been at a community meeting, neighborhood watch, or other activities where the police took part?

1. Yes
2. No

POL_COMMUNITYWATCH

POL_COMMUNITYWATCH

POL_COMMUNITYWATCH asks if the respondent has been to a community meeting, neighborhood watch or other activities with the police.

The next questions ask for your views of the police in your area even though you may not have had direct contact with them recently. Please draw on everything you know about them and give your best judgments when you respond to these questions.

How respectfully do you think the police in your area treat people?

1. Very respectfully
2. Somewhat respectfully
3. Neither respectfully nor disrespectfully
4. Somewhat respectfully
5. Very respectfully

POL_RESPECT

POL_RESPECT

POL_RESPECT asks how respectfully the respondent thinks police treat others in area.

In your opinion, how much time and attention do the police in your area give to what people have to say?

1. A great deal of time
2. A lot of time
3. A moderate amount of time
4. A little time
5. No time at all

POL_TIME

POL_TIME

The question **POL_TIME** asks the respondent how much time and attention they think police give to what people say.

In your opinion, how fairly do the police in your area treat people?

1. **Very fairly**
2. **Somewhat fairly**
3. **Neither fairly nor unfairly**
4. **Somewhat unfairly**
5. **Very unfairly**

POL_FAIRLY

POL_FAIRLY

The question **POL_FAIRLY** asks how fairly the respondent thinks police treat people in their area.

How effective are the police at preventing crime in your area?

1. **Very effective**
2. **Somewhat effective**
3. **Neither effective nor ineffective**
4. **Somewhat ineffective**
5. **Very ineffective**

POL_EFFECTIVE

POL_EFFECTIVE

The question **POL_EFFECTIVE** asks the respondent how effective they think the police are at preventing crime in their area.

How much do you trust the police in your area?

1. **Trust completely**
2. **Somewhat trust**
3. **Neither trust nor distrust**
4. **Somewhat distrust**
5. **Distrust completely**

POL_TRUST

POL_TRUST

The question **POL_TRUST** asks the respondent how much they trust the police in their area.

Taking everything into account, how would you rate the job the police in your area are doing?

1. **A very good job**
2. **A somewhat good job**
3. **Neither a good nor a bad job**
4. **A somewhat bad job**
5. **A very bad job**

POL_RATEPOLICE

POL_RATEPOLICE

POL_RATEPOLICE asks the respondent to rate the job police are doing.

Community Measures

The Community Measures questions are asked of all eligible respondents during interviews conducted **between July and December**. In this set of questions, respondents will be asked about their concerns regarding crime and safety in their area. The introductory statement for these questions includes the phrase “your local area.”

The NCVS purposefully does not define the term “**your local area**” which is used in this set of questions. Some respondents think about this term as their neighborhood, others may think of it as their city or town, and some others may think of this as the term for the broader metropolitan area where they live. These interpretations are all fine for these questions. So, if a respondent asks what is meant by “in your local area,” tell them, “However you’d like to define it.”

Most of the questions in this section use five-item response scales, with several questions using the same response scale. If successive questions use the same response scale, always read each of the response options the first time the scale appears.

Next are some questions about your local area.

How worried are you about being mugged or robbed in your local area?

1. **Extremely worried**
2. **Very worried**
3. **Somewhat worried**
4. **Slightly worried**
5. **Not at all worried**

CM_ROBBED

CM_ROBBED

CM_ROBBED is the first question in the Community Measures section. This question asks the respondent how worried they are about being mugged or robbed in their local area.

How worried are you about...

Being threatened or attacked in your local area?

1. Extremely worried
2. Very worried
3. Somewhat worried
4. Slightly worried
5. Not at all worried

CM_THREATATTACK

CM_THREATATTACK

The question **CM_THREATATTACK** asks the respondent how worried they are about being threatened or attacked in their local area.

Notice that this question has the same response scale as the previous question, **CM_ROBBED**. When multiple questions use the same response scale, you only need to read the responses to the respondent the first time the scale appears. However, you can re-read them to a respondent if they need to be reminded of the categories. So, at **CM_THREATATTACK** you can ask the question without the response scale unless the respondent needs to be reminded of the scale.

How worried are you about...

Having something stolen from inside your home?

1. Extremely worried
2. Very worried
3. Somewhat worried
4. Slightly worried
5. Not at all worried

CM_BREAKINTHEFT

CM_BREAKINTHEFT

The question **CM_BREAKINTHEFT** asks how worried the respondent is about having something stolen from inside their home.

How worried are you about...

Having something stolen from your porch, lawn, garage, or other part of your property?

1. Extremely worried
2. Very worried
3. Somewhat worried
4. Slightly worried
5. Not at all worried

CM_THEFT

CM_THEFT

CM_THEFT asks how worried the respondent is about having something stolen off their property.

Is there any place within a mile of your home where you would be afraid to walk alone at night?

1. Yes
2. No

CM_WALKALONE

CM_WALKALONE

CM_WALKALONE asks the respondent if there is a place within a mile of their home that they would be afraid to walk alone at night.

How often does concern about crime prevent you from doing things you would like to do?

1. Every day
2. Several times a week
3. Several times a month
4. Once a month or less
5. Never

CM_CRIMECONCERN

CM_CRIMECONCERN

The question **CM_CRIMECONCERN** asks the respondent how often the concern of crime prevents them from doing things.

Note that this question has a new response scale. Since this is the first question where this response scale is used, **you will read all answer categories** as part of the question.

In your local area, how common a problem is...

Vandalism, graffiti, or other deliberate damage to property?

1. **Extremely common**
2. **Very common**
3. **Somewhat common**
4. **Not too common**
5. **Not common at all**

CM_VANDALISM

CM_VANDALISM

CM_VANDALISM asks the respondent how common a problem is vandalism, graffiti, or other deliberate damage in their local area.

In your local area, how common a problem is...

People being drunk or rowdy in public places?

1. **Extremely common**
2. **Very common**
3. **Somewhat common**
4. **Not too common**
5. **Not common at all**

CM_PUBLICDRUNK

CM_PUBLICDRUNK

The question **CM_PUBLICDRUNK** asks the respondent how common a problem is people being drunk in public.

In your local area, how common a problem is...

Burned, abandoned, or boarded-up buildings?

1. **Extremely common**
2. **Very common**
3. **Somewhat common**
4. **Not too common**
5. **Not common at all**

CM_ABANDONEDBLDGS

CM_ABANDONEDBLDGS

The question **CM_ABANDONEDBLDGS** asks the respondent how common a problem is burned, abandoned, or boarded-up buildings in their local area.

In your local area, how common a problem is...

People using or dealing drugs illegally?

1. **Extremely common**
2. **Very common**
3. **Somewhat common**
4. **Not too common**
5. **Not common at all**

CM_ILLEGALDRUGS

CM_ILLEGALDRUGS

CM_ILLEGALDRUGS asks how common a problem is people using or dealing drugs in the respondent's local area.

If children or teenagers were damaging others' property, how likely is it that any of your neighbors would do something about it?

1. **Very likely**
2. **Somewhat likely**
3. **Neither likely nor unlikely**
4. **Somewhat unlikely**
5. **Very unlikely**

CM_OTHERSPROPERTY

CM_OTHERSPROPERTY

CM_OTHERSPROPERTY asks the respondent how likely would neighbors do something if children or teens were damaging others' property.

If there was a crime in your local area, how likely is it that any of your neighbors would call the police?

1. Very likely
2. Somewhat likely
3. Neither likely nor unlikely
4. Somewhat unlikely
5. Very unlikely

CM_NEIGHBORREPORT

CM_NEIGHBORREPORT

CM_NEIGHBORREPORT asks the respondent how likely would neighbors call the police if there was crime in the local area.

Please tell me how much you agree or disagree with each of the following statements about your local area.

People around here are willing to help their neighbors.

1. Strongly agree
2. Somewhat agree
3. Neither agree nor disagree
4. Somewhat disagree
5. Strongly disagree

CM_HELPNEIGHBORS

CM_HELPNEIGHBORS

The question **CM_HELPNEIGHBORS** asks the respondent if they agree or disagree that people around the respondent are willing to help their neighbors.

Please tell me how much you agree or disagree with each of the following statements about your local area.

People in this local area can be trusted.

1. **Strongly agree**
2. **Somewhat agree**
3. **Neither agree nor disagree**
4. **Somewhat disagree**
5. **Strongly disagree**

CM_TRUSTLOCALS

CM_TRUSTLOCALS

CM_TRUSTLOCALS asks the respondent if they agree or disagree that people around the respondent are willing to help their neighbors.

Topic 4. Crime Victimization Screener Questions

Overview

These questions determine whether any eligible household members (12 years of age or older) at the sample address were victimized by crime during each household member's six-month reference period. They cover a wide variety of situations and are designed to provide the respondent with concrete examples of the kinds of crimes that are typically reported for the NCVS and could be overlooked by respondents. These screener questions ensure that we collect ALL incidents of crime in a sample household that occurred during each respondent's six-month reference period.

The screener section asks several questions about a specific type of crime before asking about a different type of crime. This allows the interview to efficiently proceed through the CIR by only asking questions relevant to the type of crime reported. Therefore, it is important to record an incident in the correct screener question to accurately direct the interview through the CIR.

The screener questions are separated into probes with short examples. These brief questions are easy for respondents to follow and help respondents remember crime incidents by asking them to consider each example or probe separately.

The screener questions also attempt to identify all the different types of crimes that happened in a particular incident, so when you collect the CIR later in the interview, the instrument knows which questions to ask. For example, in a particular incident, the HHR may report a break-in at the address in which their TV and laptop were stolen, and the offender pointed a gun and threatened to shoot. The goal of the screener is to find out not only that all three of these crimes occurred, but that they all happened as part of the same incident. When you complete the CIR for that incident, the instrument will route the interview to questions about the break-in, theft, and threat.

Some questions ask about completed crimes, while others ask about attempted crimes. These questions are important because respondents may not think of incidents that did not result in a completed crime.

All eligible NCVS respondents are asked questions about crime incidents for which they may have been a victim. The HHR is asked additional screener questions about crimes against the household. The crime victimization screener questions cover:

- Theft
- Motor vehicle theft (**HHR only**)
- Motor vehicle part theft (**HHR only**)
- Break-ins (**HHR only**)
- Vandalism (**HHR only**)
- Attacks
- Unwanted sexual contact

General Instructions for Screener Questions

YOU MUST ASK THE QUESTIONS IN THEIR ENTIRETY AND EXACTLY AS WORDED. The screener questions have been developed and refined since the beginning of the NCVS. All screener questions were designed to help respondents recall incidents they might otherwise forget. If a respondent has forgotten an incident and you do not ask the screener question or cue that may help them remember it, we run the risk of not collecting it. These omissions and missed incidents can result in the crime rates we calculate being erroneously low, and in survey results being biased. Asking questions exactly as worded also ensures that every respondent is asked the exact same questions, helps collect information consistently, and helps make the survey results valid.

YOU MUST CAPTURE RESPONDENT’S EXPERIENCES IN THE APPROPRIATE VICTIMIZATION SCREENER. Questions in the CIR will be on path based on the screener in which the incident was reported. For example, if the respondent reports a break-in, it must be captured in the break-in screeners so specific questions about the break-in will be asked in the CIR. If the type of crime reported by the respondent is recorded in the wrong screener, the questions asked in the CIR will not be relevant to the type of crime that occurred. This allows us to collect information efficiently and reduce respondent burden.

If a respondent mentions a type of crime that was not asked about in a specific question, explain that you will ask about that type of crime in a moment and restate the original question. For example:

FR: **In the past 6 months, did anyone steal something of yours in your home, like a TV, computer, tools, or guns?**

Respondent: Someone stole my car.

FR: **I will ask you about that in just a minute, but in the past 6 months, did anyone steal something of yours in your home, like a TV, computer, tools, or guns?**

Respondent: No, nothing like that, just the car.

In the event a respondent remembers a victimization experience after answering “No,” you should do one of the following:

- Back up in the instrument and enter the correct response for the appropriate questions, or
- You may use the catch-all prompt at the end of the screener questions to capture the incident.

The NCVS does not ask about all types of crime. For example, if a respondent reports having their identity stolen online, that would not be covered by the NCVS. Other examples of crimes not asked about include fraud, stalking, and kidnapping. If a respondent mentions a type of crime other than those included in the screener, you may thank the respondent for sharing, but say that we are not asking about that kind of crime in this survey.

By using these techniques, there is less chance of missing any crime incidents that occurred during a respondent’s reference period. (Also see Part A, Chapter 2, Topic 6, for general interviewing techniques to use for the NCVS.)

For the next questions, please think about things that happened to you since (date), no matter where they may have occurred. The questions will cover theft, break-ins, vandalism, physical attacks, and unwanted sexual contact.

1. Enter 1 to continue

VS_INTRO

VS_INTRO

VS_INTRO is an introductory screen that appears before the crime victimization screener questions. It reminds respondents of the reference period and the types of crimes they will be asked about. The instrument automatically fills the additional text, **“including things that happened in the past 6 months but before you moved to your current residence,”** in the question to prompt respondents who reported at **TIMEATADDRESS** that they have been living at the sample address for less than 6 months.

Remember, **ONLY** the HHR is asked additional screener questions about crimes against the household, so the instrument will fill **VS_INTRO** with the text **“break-ins, vandalism,”** during the HHR’s interview only.

Theft

This section includes seven questions about different types of items (other than a motor vehicle or vehicle parts) that may have been stolen in the past 6 months and one question about attempted thefts. Several questions provide examples of items that may have been stolen, but these examples are not exhaustive. The most important thing is that if anything has been stolen (other than a motor vehicle or vehicle parts), it gets reported within this section. The CIR will ask for details about what specifically was stolen.

Thefts reported could include the personal property of one household member or property that belongs to the entire household. Any property stolen from a current household member, regardless of where the theft took place, should be reported.

If the respondent or other household members own an unrecognizable business and items were stolen from that business, those items need to be included when answering these questions. However, do **NOT** include items stolen or taken without permission from a **recognizable** business, unless they are personal items belonging to the respondent or other household members.

The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, work, school, or somewhere else.

♦ If needed: Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?

1. Yes
2. No

T_CARRY

T_CARRY

T_CARRY is the first theft screener question. It asks respondents if something that they carry was stolen. The instrument will display an FR instruction with optional text on the theft screener questions based on the respondent's age.

♦ If needed: Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal something that you wear, like clothing, jewelry, or shoes?

1. Yes
2. No

T_WEAR

T_WEAR

T_WEAR asks respondents if something that they wear was stolen.

♦ If needed: Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal something in your home, like a TV, computer, tools, or guns?

1. Yes
2. No

T_INHOME

T_INHOME

The question **T_INHOME** asks if something in the respondent's home was stolen.

♦ If needed: Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose, or lawn furniture?

1. Yes
2. No

T_ONPROPERTY

T_ONPROPERTY

T_ONPROPERTY asks if something was stolen from the respondent's porch, lawn garage or other part of their property.

♦ If needed: Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal something out of a vehicle, such as a package or groceries?

1. Yes
2. No

T_INVEHICLE

T_INVEHICLE

T_INVEHICLE asks the respondent if something was stolen out of a vehicle.

♦ If needed: Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal something belonging to any children who live here?

1. Yes
2. No

T_FROMCHILD

T_FROMCHILD

T_FROMCHILD is only asked of respondents who are 18 years of age or older, AND there is at least one child in the household. This question asks if something belonging to a child who lives at the sample address was stolen.

♦ **If needed:** Do not include virtual items that may have been stolen in a game or online.

In the past 6 months did anyone...

Steal anything else that belongs to you, including things that were stolen from you at work? Do not include stolen vehicles.

1. Yes
2. No

T_ELSE

T_ELSE

The question **T_ELSE** asks the respondent if anything else belonging to them was stolen.

In the past 6 months, did anyone TRY to steal anything that belongs to you, but not actually steal it?

1. Yes
2. No

T_ATTEMPT

T_ATTEMPT

T_ATTEMPT asks the respondent if they experienced any attempted theft in past 6 months. Additional question text will be automatically filled if the respondent answers “Yes” to any of the theft screeners, and if there are any children living at sample address.

Follow-up Questions

If a respondent answers yes to any of the victimization screener questions, you will ask follow-up questions to find out:

- How many times the type of crime happened in the past 6 months.
- If the respondent has reported a series of crimes (i.e., the type of crime happened 6 or more times), are they similar in nature and can the respondent distinguish the details of each incident.

These questions are asked for each type of crime where a respondent answers yes to the screener questions associated with that type of crime. For example, if a respondent answers yes to one of the theft screener questions, you will ask them these follow up questions before proceeding to the motor vehicle theft screener questions.

How many times did someone steal something in the past 6 months?

1. **Once**
2. **Two or more times**

T_TIMES

T_TIMES

T_TIMES asks the respondent how many times the theft or attempted theft happened. The answer categories for this question are in bold, so remember to read them to the respondent. If the respondent says the incident only happened one time, the instrument skips to **T_INCDATE**.

How many times?

◆ Probe for the respondent's best guess if the respondent says 'Don't know'

T_TIMES_NUM

T_TIMES_NUM

T_TIMES_NUM is only on path when the incident occurred two or more times during the 6-month reference period. It is also the first question used to determine whether there are multiple incidents reported for a screen question that could qualify as a series of crimes.

If you are already sure what the total number is, enter the number of incidents without asking the question in **T_TIMES_NUM**. Always record the exact number of incidents and only include incidents that happened during the respondent's reference period. You cannot type in a range (*for example, 1-4*); it must be an actual number.

If the respondent does not know how many times the incident happened, ask for their best estimate. Whenever a respondent seems unsure, probe to arrive at an exact number or at least his/her best estimate. Do not rush the respondent and allow sufficient time for the respondent to recall information about the incidents. Use neutral probes to help arrive at an exact number or the respondent's best estimate, such as "Thinking back, can you recall what you were doing or what was happening in your life at the time of the incidents?"

Are these incidents similar to each other in detail or are they for different types of crimes?

♦ **If needed, read:** This is an important question for making sure we capture the incident correctly, please try to provide an answer.

1. Yes
2. No

T_INCSIMILAR

T_INCSIMILAR

This question is only on path when 6 or more incidents are reported in **T_TIMES_NUM**. **T_INCSIMILAR** is used to determine whether the multiple incidents are similar to each other or whether the incidents involve different types of crimes. **The incidents must be similar to each other in detail to qualify as a series of crimes.**

Do you recall enough details about each incident to be able to distinguish them from each other?

♦ **If needed, read:** This is an important question for making sure we capture the incident correctly, please try to provide an answer.

1. Yes
2. No

T_RECALLDETAILS

T_RECALLDETAILS

T_RECALLDETAILS is used to determine whether the multiple incidents meet the final criteria for a series of crimes. If the incidents are similar, **T_RECALLDETAILS** asks the respondent if they can distinguish the incidents from each other. In other words, can the respondent remember enough facts to differentiate the multiple incidents from one another, or would it be impossible to complete a separate set of incident report questions for each incident. Do not rush the respondent and allow sufficient time for the respondent to recall details about the incidents.

If the respondent can distinguish the incidents from each other, you will ask about the most recent incidents (up to six incidents per type of crime). If the respondent reported six or more similar incidents, and the respondent is not able to distinguish the incidents, you will ask only about the most recent occurrence. When the respondent is not able to distinguish among six or more similar incidents, it is considered a “series of crimes.”

I will ask about each of these incidents, starting with the most recent.

1. Enter 1 to continue

T_MULTINTRO

T_MULTINTRO

T_MULTINTRO only appears when two or more theft incidents were reported that are not a series.

Additional Screener Details

You will also collect additional details in the screener section when a respondent answers yes to a screener. These details include:

- The month and year of each incident that occurred in the past 6 months.
- If the type of crime is part of any other incident(s) the respondent has already mentioned. (Except for the theft screener details, since theft is the first set of screener questions.)
- For eligible incidents, a short description of what happened.

You said that someone stole something 2 times in the past 6 months.

In what month and year did the most recent incident happen?

◆ **If necessary, read:** If you don't remember the exact month, please give your best estimate.

1. Before January 2023
2. January 2023
3. February 2023
4. March 2023
5. April 2023
6. May 2023
7. June 2023
8. July 2023
9. Don't know

T_INCDATE

T_INCDATE

T_INCDATE is used to determine the month and year in which the incident occurred. Starting with the most recent incident you will ask the respondent for the month and year when the incident happened. Encourage respondents to give an exact month. When necessary, probe with holidays or other special events to help the respondent identify an exact month. It is possible that the respondent does not recall the exact month. In this situation, please work with the respondent to narrow down to a month. The answer list displayed on this screen is based on the reference period for each respondent.

We are only asking about crimes that happened during the last 6 months. We will not collect information on this incident.

◆ If the wrong month was selected, please select the correct month at T_INCDATE.

T_INCDATE_CHK (soft)

A soft edit check will appear if the respondent reports the incident occurred before the 6-month reference period. Suppressing the edit check will cause the incident to become invalid, and you will not ask any additional questions regarding that incident.

Did this incident happen before, after, or on (date)?

1. It happened before (date)
2. It happened after or on (date)
3. Don't know

T_ANCHORDATE

T_ANCHORDATE

T_ANCHORDATE is asked if the respondent cannot pinpoint when the incident occurred. They are asked to confirm whether the incident happened before the 6-month anchor date, after or on that date, or if they truly don't know when it happened. The instrument will display the anchor date, which is tied to the first day of the reference period. The incident will only be considered eligible for a CIR if they say it happened after or on the 6-month anchor date.

To help me refer back to this incident later, can you give me just a few words to describe what happened? For example, someone stole your backpack on a train. Later, I may ask you for a full description of what happened.

◆ Limit to a few words – the goal is to help you identify this incident in the crime incident report.

T_DESCRIBE

T_DESCRIBE

For valid incidents, **T_DESCRIBE** will ask respondents to provide a short incident description of what happened. The idea is just to gather enough of a description so the respondent can more easily recall details about each incident they reported when you ask questions in the CIR. For example, "Bicycle was stolen from yard," or "Cell phone was stolen from purse." You are allowed 150 characters to record the description of the incident. You will read the description later in the interview and it will be displayed in the CIR so you can tell incidents apart when a respondent reports multiple incidents. Because of this, you

may want to avoid words like “you”, “my”, or “line number” in the description and describe the incident more generally.

If more than one incident was reported, the instrument will go back to the **T_INCDATE** screen to collect additional details about the next incident.

Motor Vehicle Theft

Only the HHR will receive questions in this section.

The first question asks about motor vehicle ownership to verify if the household qualifies for questions regarding completed or attempted motor vehicle theft.

At any point in the past 6 months, have you or someone you live with owned a car, van, truck, motorcycle, or other motor vehicle?

◆ Include those the respondent no longer owns and leased vehicles.

1. Yes
2. No

MV_OWNVEHICLE

MV_OWNVEHICLE

MV_OWNVEHICLE is the first of the motor vehicle theft screener questions. It asks if the HHR or anyone in the household owns a vehicle.

NCVS Definition of What IS a Motor Vehicle

If a household respondent questions what is considered a motor vehicle for **MV_OWNVEHICLE**, here are some guidelines on the type of vehicles to include:

- ✓ Include cars, vans, trucks, sport utility vehicles, motorcycles, or any other motorized vehicle that can be legally used as a means of transportation on most roads or highways (*for example, motorized recreation vehicles that do not require towing*).
- ✓ Include a motorized vehicle owned by a sample household member during the 6 months prior to the interview, even if it has been sold, given away, junked, stolen, or abandoned.
- ✓ Include all vehicles owned by an unrecognizable business that a household member operates, as well as all vehicles owned for the household's personal use.
- ✓ Include vehicles owned by a recognizable business that a household member operates IF the vehicles are used at least partially for the household's personal use.
- ✓ Include vehicles leased by a household member for at least one month when the leased vehicles are the responsibility of the household member if stolen.

NCVS Definition of What IS NOT a Motor Vehicle

If a household respondent questions what is NOT considered a motor vehicle for **MV_OWNVEHICLE**, here are some guidelines on the type of vehicles to exclude:

- ✖ Exclude motorized vehicles that cannot be driven legally as a means of transportation on most roads or highways (*for example, minibikes, go-carts, or snowmobiles*).
- ✖ Exclude vehicles owned by a recognizable business when the business is operated by a household member AND the vehicles are used ONLY for business purposes.
- ✖ Exclude business vehicles that are loaned to a household member for private use when the business is NOT owned by a household member.
- ✖ Exclude vehicles that a household member rented for less than one month.
- ✖ Exclude vehicles owned by parents in a sample household when their children are using the vehicles while attending school away from the sample address.

In the past 6 months,

Did anyone steal a vehicle belonging to you or anyone you live with or use it without permission?

1. Yes
2. No

MV_THEFT

MV_THEFT

MV_THEFT is on path for all HHRs who reported that someone in the household owned a car at some point in the past 6 months. This question asks if they experienced a motor vehicle theft.

In the past 6 months,

Did anyone TRY to steal a vehicle but not actually steal it?

1. Yes
2. No

MV_ATTEMPT

MV_ATTEMPT

The question **MV_ATTEMPT** asks the HHR if they experienced an attempted motor vehicle theft.

Follow-up Questions

If a respondent answers yes to **MV_THEFT** or **MV_ATTEMPT**, you will ask the follow-up questions to determine how many times the crime happened and if the respondent has reported a series of crimes. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLDETAILS**).

Additional Screener Details

When a respondent answers yes to any of the motor vehicle theft screener questions, you will also ask the additional screener details questions similar to those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**).

Beginning in the motor vehicle theft victimization screener section, you will ask two additional screener details questions to determine if the incident was part of an incident previously reported by this respondent. This process checks to see if multiple types of crime happened in the same incident and allows the appropriate questions to come on path in the CIR for each type of crime. If the types of crime are not part of the same incident, the crimes would be considered separate incidents and multiple CIRs will be completed.

Is this motor vehicle theft part of any other incident you have already mentioned?

1. Yes
2. No

MV_PARTOFOTHERINC

MV_PARTOFOTHERINC

MV_PARTOFOTHERINC is the first two questions used to determine if the incident is part of another incident already reported. For instance, if it was reported in the theft screeners that a laptop was stolen and in the motor vehicle screeners that the respondent's SUV was stolen you will ask the respondent in **MV_PARTOFOTHERINC** if the motor vehicle theft was part of another incident. If the laptop was in the SUV when it was stolen, you would use **MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT** to document these two types of crime were part of the same incident and you would only need to complete one CIR.

Which incident was this part of?

♦ **If needed, read:** This is an important question for making sure we capture the incident correctly, please try to provide an answer.

1. February 2023; cell phone stolen
2. March 2023; jacket stolen
50. This is a separate incident

MV_WHICHINCIDENT

MV_WHICHINCIDENT

MV_WHICHINCIDENT is used to determine which of the already reported incidents the current incident is a part of. Notice the answer list in the example shown of the **MV_WHICHINCIDENT** screen. The instrument populates the answer list with the incident date and brief description of however many incidents have been reported so far by the respondent, plus an additional category, 50, for “This is a separate incident.”

Vehicle Part Theft

The questions in this section are also only asked of the HHR and if someone in the household owned a motor vehicle in the past 6 months.

As a reminder, if the respondent reports an incident in this section, you will ask additional follow-up questions to gather more details about the incident.

? [F1]

In the past 6 months...

Did anyone steal any vehicle parts such as a tire, car stereo, GPS, hubcap, or battery from a vehicle?

1. Yes
2. No

MVP_PARTS

MVP_PARTS

MVP_PARTS asks the HHR if any vehicle parts were stolen. For the NCVS, the following items are examples of parts attached to motor vehicles: tires, wheels, hubcaps, manufacturer’s insignias, transmissions, mufflers, gas caps, CD players, car stereos, batteries, steering wheels, door handles, catalytic converters, and so on.

In the past 6 months...

Did anyone steal any gas from a vehicle?

1. Yes
2. No

MVP_GAS

MVP_GAS

This question asks specifically about gas being stolen from a vehicle. If it was only an attempt to steal gas from a vehicle, that should be captured in the next screener.

In the past 6 months...

Did anyone TRY to steal vehicle parts or gas from a vehicle but not actually do it?

1. Yes
2. No

MVP_ATTEMPT

MVP_ATTEMPT

MVP_ATTEMPT asks the HHR if anyone tried to steal vehicle parts or gas. It may not always be clear to a respondent that an attempt was made to steal vehicle parts (e.g., a broken car window). If it is unclear whether the incident was an attempted theft or an act of vandalism, rely on the respondent's perception.

Follow-up Questions

If a respondent answers yes to **MV_PARTS**, **MVP_GAS**, or **MVP_ATTEMPT**, you will ask the follow-up questions to determine how many times the crime happened and if the respondent has reported a series of crimes. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLDETAILS**).

Additional Screener Details

When a respondent answers yes to any of the vehicle part theft screener questions, you will also ask the additional screener details questions similar to those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**). You will also ask the two additional questions used to determine if the crime is part of an incident previously reported by this respondent. These questions are like the ones outlined in the motor vehicle theft section (**MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT**).

Break-in

This section of screener questions asks the HHR about any break-ins or attempted break-ins in the past 6 months.

These questions (shown below) ask whether any break-in or attempted break-ins occurred in the respondent's home, or any unattached enclosed structures on the property (e.g., a garage, shed, or storage room belonging only to the respondent or other household members). There is also a question about a break-in or attempted break-in of temporary housing like a hotel room, motel room, or vacation home.

Remember, if the respondent reports an incident in this section, you will ask additional questions to gather more details about the incident, such as the date the incident occurred and whether it was part of an incident that was reported by this respondent in a prior screener section.

The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into your home by forcing a door or window, pushing past someone, jimmying a lock, cutting a screen, or coming through an open door or window?

1. Yes
2. No

BI_HOME

BI_HOME

BI_HOME is the first question of the break-in screener questions. This question asks the HHR if anyone has broken into their home with or without force in the past 6 months.

An HHR may have lived in more than one housing unit during the 6 months before the interview. If the respondent reports a break-in during the reference period at a prior residence, include the incident. There will be a question asked later in the instrument that finds out if this incident happened at the HHR's current or former address.

However, do NOT include the incident if the HHR reports an incident that happened at the sample address during the 6-month reference period, but before they were living at the sample address. For example, the break-in may have occurred when the sample unit was still owned or rented by the previous owner/renter or may have been vacant while it was available for sale or rent.

The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into your garage, shed, or storage room?

1. Yes
2. No

BI_OTHERPROP

BI_OTHERPROP

BI_OTHERPROP asks if someone broke into the HHR's garage, shed, or storage room. These structures must be located on the property that is owned or rented by the HHR.

The next few questions ask about break-ins. In the past 6 months, did anyone...

Break in or try to break into a hotel or motel room or vacation home where you were staying?

1. Yes
2. No

BI_HOTELVACATION

BI_HOTELVACATION

BI_HOTELVACATION asks if someone broke into a hotel, motel, or vacation home where respondent was staying.

For **BI_HOTELVACATION**, there are some items to consider when determining whether the break-in should be included as an incident for the NCVS. This question covers hotel/motel rooms, vacation properties, and recreational vehicles/motor homes when it was owned or rented by the HHR or other household member AND was being occupied as a housing unit at the time of the incident.

Do not accept incidents involving break-ins or attempted break-ins of vacation or second homes when the vacation or second home:

- is part of a recognizable business,
- was rented to a non-household member at the time of the incident, or
- was not occupied by the sample household as a residence at the time of the incident.

Follow-up Questions

If a respondent answers yes to **BI_HOME**, **BI_OTHERPROP**, or **BI_HOTELVACATION**, you will ask the follow-up questions to determine how many times the crime happened and if the respondent has reported a series of crimes. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLDETAILS**).

Additional Screener Details

When a respondent answers yes to any of the break-in screener questions, you will ask the additional screener details questions like those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**). You will also ask the two additional questions to determine if the crime is part of an incident reported by this respondent in a previous screener. These questions are similar to the questions outlined in the motor vehicle theft section (**MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT**).

Vandalism

Only the HHR is asked about any acts of vandalism in the past 6 months.

Vandalism is defined as someone deliberately damaging or destroying something. If someone breaks a car window to steal something from a vehicle, this is not considered vandalism, it is considered damage as part of a theft (or attempted theft). But if someone destroys a mailbox, spray paints a hate symbol on the respondent's property, or slashes the respondent's car tires, for example, that would be vandalism.

Vandalism also includes someone deliberately injuring or killing an animal. Animals included are the respondent's personal pets like a dog or cat, and any farm animals the respondent may own.

We are interested in vandalism only if it happened to something owned by the HHR or another member of the household, or to their own housing unit. For example, painting graffiti on the door to the respondent's apartment would be included, but painting graffiti on the walls of the common hall outside of the apartment would not. Vandalism associated with the respondent's school or place of work would also not be included.

Vandalism is when someone deliberately damages or destroys something belonging to you. Examples are breaking windows, slashing tires, or painting graffiti on walls. In the past 6 months, has anyone vandalized your home, car, or something else that belongs to you or someone else living here?

1. Yes
2. No

V_PROPERTY

V_PROPERTY

V_PROPERTY is the first question in the vandalism screener section and asks the HHR if they experienced vandalism of their home, car, or something else belonging to them in the past 6 months.

In the past 6 months, did someone deliberately injure or kill an animal, such as a pet or livestock, that belonged to you or someone you live with?

1. Yes
2. No

V_INJUREKILLANIMAL

V_INJUREKILLANIMAL

The question **V_INJUREKILLANIMAL** asks if someone deliberately injured or killed an animal that belonged to respondent or other household member in the past 6 months.

Follow-up Questions

As a reminder, if a respondent answers yes to **V_PROPERTY** or **V_INJUREKILLANIMAL**, you will ask the follow-up questions to determine how many times the crime happened and if the respondent has reported a series of crimes. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLDETAILS**).

Additional Screener Details

When a respondent answers yes to either of the vandalism screener questions, you will also ask the additional screener details questions like those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**). You will also ask the two additional questions to determine if the crime is part of an incident reported by this respondent in a previous screener. These questions are similar to the questions outlined in the motor vehicle theft section (**MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT**).

Attack

All respondents are asked about attacks, attempted attacks, and threats to attack they may have experienced in the past 6 months.

The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were at work or away from home.

In the past 6 months, did anyone attack or try to attack you...

With a weapon, such as a gun or knife?

1. Yes
2. No

A_WITHWEAPON

A_WITHWEAPON

A_WITHWEAPON is the first of the attack screener questions and asks the respondent if anyone attacked or tried attack them with a weapon.

For respondents under the age of 18, the instrument automatically displays additional text on this screen, “**Do not include threats and do not include incidents that were accidental or when you knew someone was playing.**” Be sure to ask the question as worded.

In the past 6 months, did anyone attack or try to attack you...

With something else used as a weapon, like a baseball bat, scissors, or a stick?

1. Yes
2. No

A_OBJECT

A_OBJECT

A_OBJECT asks the respondent if anyone attacked or tried attack them with something used a weapon.

In the past 6 months, did anyone attack or try to attack you...

By throwing something at you, such as a rock or bottle?

1. Yes
2. No

A_THROW

A_THROW

The question **A_THROW** asks the respondent if anyone attacked or tried to attack them by throwing something at them.

In the past 6 months, did anyone attack or try to attack you...

By hitting, slapping, grabbing, kicking, punching, or choking you?

1. Yes
2. No

A_HITKICK

A_HITKICK

A_HITKICK asks the respondent if anyone attacked or tried to attack them by hitting, kicking, etc.

In the past 6 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.

1. Yes
2. No

A_OTHER

A_OTHER

The instrument includes a broad question, **A_OTHER**, to determine if the respondent has been the victim of an attack or attempted attack that was not previously captured in this section.

In the past 6 months, did anyone THREATEN to attack you, but not actually do it?

1. Yes
2. No

A_THREAT

A_THREAT

A_THREAT asks respondents about any threats of attack, that is, the offender did not actually attack the respondent but threatened to do it. The survey will only follow up with threats that were made in-person or face-to-face—and NOT by phone, online, or some other way—but that is determined later in the instrument.

People sometimes don't think of attacks by someone they know, like a current or former spouse or partner, a friend, a family member, a neighbor, or any other person they've met or known.

In the past 6 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

1. Yes
2. No

A_KNOWNOFF

A_KNOWNOFF

A_KNOWNOFF is the final screener question in this section. This question is designed to trigger recall of any attacks by someone the respondent knows, which might be an intimate partner, a relative, a friend, a neighbor, or anyone they have met or known.

Follow-up Questions

Again, if the respondent reports an incident in the attack section, you will ask the follow-up questions to determine how many times the crime happened and if the respondent has reported a series of crimes. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLEDDETAILS**).

Additional Screener Details

When a respondent answers yes to any of the attack screener questions, you will also ask the additional screener details questions like those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**). You will also ask the two additional questions to determine if the crime is part of an incident reported by this respondent in a previous screener. These questions are similar to the questions outlined in the motor vehicle theft section (**MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT**).

Unwanted Sexual Contact

All respondents are asked the unwanted sexual contact screener questions, though the wording used is slightly different based on the age of the respondent. The questions refer to “sexual body parts” for respondents 16 and older. For respondents who are 12 to 15, the questions refer to “private parts.”

These screener questions are designed to include many different types of unwanted sexual contact that the respondent did not consent to and did not want to happen. We are leaving it up to the respondent to interpret what these concepts mean. Do not provide your personal definitions for respondents. Later, in the CIR, the instrument will determine if those incidents rise to the level of being an NCVS crime based on additional questions asked.

These questions are specifically worded to accurately classify rape and sexual assaults so we can improve our understanding of these types of crimes. The questions in this section are based on extensive research, cognitive testing, and questions used by other surveys.

These questions are sensitive in nature. We remind respondents at the beginning of this screener series that all the responses they provide are confidential. If respondents ask about the language, you can

explain by stating something like **“It is important that we ask the questions this way so that you are clear about what we mean.”** If respondents prefer not to answer a question, you may enter Ctrl+R to record a refusal without further prompting the respondent to collect a response.



It is important to practice reading these questions aloud before your first interviews to become comfortable saying these words and asking about these concepts. Research shows that most respondents do not mind being asked these questions and appreciate that reporting what has happened to them will be helpful for other victims.

The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone touch, grab, or kiss your sexual body parts against your will – or TRY to do this?

1. Yes
2. No

SA_UNWANTEDCONTACT

SA_UNWANTEDCONTACT

SA_UNWANTEDCONTACT is the first question in the unwanted sexual contact section. It asks the respondent about any unwanted sexual contact or attempted unwanted sexual contact they may have experienced in the past 6 months.

For respondents 16 and older, sexual contact is defined as, “touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else.” This definition has been very carefully worded, and it is important that you read it word-for-word. **SA_UNWANTEDCONTACT** provides this definition in the question text to read to the respondent. It is also provided as optional text in the subsequent screeners in case the respondent needs to be reminded about the definition.

For respondents who are 12-15, sexual contact is defined as, “someone touching your private parts, unwanted sex, or making you do these kinds of things to them.” The question text will be displayed as follows for 12–15-year-old respondents at **SA_UNWANTEDCONTACT**:

The next questions are about any sexual contact in the past 6 months that YOU DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

In the past 6 months...

Did anyone touch, grab, or kiss your private parts when you didn't want them to - or TRY to do this?

Respondents are reminded that we are asking about situations that are not just done by strangers, but also by someone they know well, or only casually know. We also want boys to understand that these types of things can happen to them, as well as to girls.

The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force - or TRY or THREATEN to do this?

1. Yes
2. No

SA_FORCE

SA_FORCE

SA_FORCE asks the respondent if they experienced any unwanted sexual contact with force or if someone tried or threatened unwanted sexual contact with force.

The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

1. Yes
2. No

SA_THREATENHURT

SA_THREATENHURT

SA_THREATENHURT asks if anyone threatened to physically hurt the respondent or someone close to them if they refused sexual contact.

The information you provide is confidential.

Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both men and women.

In the past 6 months...

Did anyone have sexual contact with you - or try to have sexual contact with you - while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

1. Yes
2. No

SA_UNABLETOCONSENT

SA_UNABLETOCONSENT

SA_UNABLETOCONSENT asks the respondent if there was any sexual contact or attempt at sexual contact while the respondent was passed out, unconscious, asleep, or unable to consent because they were too drunk or high.

The purpose of this question is to accurately identify if a specific tactic was used by the offender such as taking advantage of a situation. This question is not an evaluation of the respondent's behavior.

Follow-up Questions

Like the previous screener sections, if the respondent reports an incident in the unwanted sexual contact section, you will ask the follow-up questions to determine how many times the crime happened and if the respondent has reported a series of crimes. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLDETAILS**).

Additional Screener Details

When a respondent answers yes to any of the unwanted sexual contact screener questions, you will also ask the additional screener details questions like those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**). You will ask the two additional questions to determine if the crime is part of an incident reported by this respondent in a previous screener. These questions are similar to the questions outlined in the motor vehicle theft section (**MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT**).

Catch-All

The catch-all question was designed to catch anything else that personally happened to the respondent in the past 6 months that they might think of as a crime, regardless of if they reported the incident to the police. All respondents are asked this question.

To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 6 months, that is, since (date) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

1. Yes
2. No

CA_OTHERCRIME

CA_OTHERCRIME

CA_OTHERCRIME is asked of all respondents and is included to make sure any other type of crime has not been missed in the previous screener questions. These crimes could have been overlooked earlier in the interview because we did not ask about them specifically (*for example, incidents in which the offender was a child, or no loss or injury resulted*).

Do not collect incidents in which a respondent witnessed something they believed to be a crime that happened to someone else. If the respondent relates an incident that might not be a crime, such as a traffic accident, or that involved a nonhousehold member, stress that we are only interested in an incident when:

- It directly affected the respondent or another household member,
- AND
- The respondent believes it to be a crime.

Follow-up Questions

If a respondent answers ‘Yes’ to the question asked in **CA_OTHERCRIME**, the instrument will proceed through the follow-up questions similar to when incidents are reported in the screener sections discussed previously. These follow-up questions are like the ones described in the theft section above (**T_TIMES**, **T_TIMES_NUM**, **T_INCSIMILAR**, and **T_RECALLDETAILS**).

Additional Screener Details

When a respondent answers yes to the catch-all question, you will also ask the additional screener details questions like those outlined above in the theft section (**T_INCDATE**, **T_ANCHORDATE**, and **T_DESCRIBE**). You will also ask the two additional questions to determine if the crime is part of an incident reported by this respondent in a previous screener. These questions are similar to the questions outlined in the motor vehicle theft section (**MV_PARTOFOTHERINC** and **MV_WHICHINCIDENT**).

If the respondent reported an incident at the catch-all question that was not part of any other incident reported, they will be asked if the incident included a motor vehicle theft, theft, attempted theft, break-in, vandalism, attack or threat, and unwanted sexual contact. This will bring the appropriate questions on path in the CIR.

In this incident, did someone steal a vehicle or try to steal a vehicle that belonged to you or anyone you live with?

1. Yes
2. No

CA_MVTHEFT

CA_MVTHEFT

CA_MVTHEFT is the first of a series of questions that are on path if the respondent answers “Yes” at **CA_OTHERCRIME** indicating that something else happened in the past 6 months that they think might have been a crime, AND the respondent reported that this was not part of any other incident by answering “No” at **CA_PARTOFOTHERINC**. This question asks if the catch-all incident is a motor vehicle theft or an attempted theft of a motor vehicle.

In this incident, did someone steal anything (else) that belonged to you?

1. Yes
2. No

CA_THEFT

CA_THEFT

CA_THEFT asks if the catch-all incident is a theft.

In this incident, did someone TRY to steal something that belonged to you?

1. Yes
2. No

CA_ATTEMPTTHEFT

CA_ATTEMPTTHEFT

CA_ATTEMPTTHEFT asks if the catch-all incident is an attempted theft.

In this incident, did someone break in, or try to break in, to your property?

1. Yes
2. No

CA_BREAKIN

CA_BREAKIN

CA_BREAKIN asks the respondent if someone broke into or tried to break into the respondent's property in the catch-all incident.

In this incident, did someone vandalize something that belonged to you?

1. Yes
2. No

CA_VANDALISM

CA_VANDALISM

The question **CA_VANDALISM** asks the respondent if someone vandalized something belonging to them in the catch-all incident.

In this incident, did someone attack you, try to attack you, or threaten to attack you?

1. Yes
2. No

CA_ATTACKTHREAT

CA_ATTACKTHREAT

CA_ATTACKTHREAT asks the respondent if someone attacked, tried to attack, or threatened to attack them in the catch-all incident.

In this incident, did someone have or try to have sexual contact with you that you did not agree to and did not want to happen?

1. Yes
2. No

CA_SEXUALCONTACT

CA_SEXUALCONTACT

CA_SEXUALCONTACT asks the respondent if someone had or tried to have unwanted sexual contact with them in the catch-all incident.

◆ Total incidents reported: 1

1. Enter 1 to continue

INC_REPORTS

INC_REPORTS

The **INC_REPORTS** screen marks the end of the screening items. This screen is on path regardless of whether the respondent reports an incident in the screeners. The instrument will automatically fill the number of incidents reported in the screener questions in the blue FR instruction text. Once you type 1 and press 'Enter' here, the instrument will lock you out of the screener questions for the respondent, so you will not be able to back up to the screener questions after you have gotten past this screen.

For respondents who reported an incident, after pressing 1 at this screen, the instrument continues with the **INC_INTRO** screen, which leads you into the incident report items.

For respondents who reported no incidents, after pressing 1 at this screen, the instrument continues with the **SOCIODEMO_INTRO** screen for the introduction to the socio-demographic questions.

Topic 5. Socio-Demographic Questions

Overview of the Socio-Demographic Questions

Most socio-demographic questions are asked of all eligible respondents regardless of whether they report a crime incident. The particular socio-demographic questions that come on path for any interview depend on several factors including the age of the respondent; the interview number; proxy interview status; and if the respondent has answered the question before. See each question for details.

The next set of questions ask about you. Remember all answers to this survey are confidential.

SOCIODEMO_INTRO

SOCIODEMO_INTRO

The instrument proceeds to a screen introducing the socio-demographic questions. Then proceeds to questions on disability.

Are you deaf or do you have serious difficulty hearing?

- 1 Yes
- 2 No

HEARING

Are you blind or do you have serious difficulty seeing even when wearing glasses?

- 1 Yes
- 2 No

VISION

Because of a physical, mental, or emotional condition, do you have serious difficulty:

Concentrating, remembering or making decisions?

- 1 Yes
- 2 No

LEARN_CONCENTRATE

Because of a physical, mental, or emotional condition, do you have serious difficulty:

Walking or climbing stairs?

- 1 Yes
- 2 No

PHYSICAL_LIMIT

Because of a physical, mental, or emotional condition, do you have serious difficulty:

Dressing or bathing?

- 1 Yes
- 2 No

DRESS_BATH

Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

- 1 Yes
- 2 No

LEAVING_HOME

DISABILITY

The disability questions include HEARING, VISION, LEARN_CONCENTRATE, PHYSICAL_LIMIT, DRESS_BATH, and LEAVING_HOME.

Who Gets the Item(s)?

The disability questions are asked of all persons 12 years of age or older except for **LEAVING_HOME**, which is asked of all persons 15 years of age or older.

When Is Item Asked?

The disability questions are asked at 1st, 3rd, 5th, and 7th interviews, or if never asked before.

If yes, select answer category (1). If no, select answer category (2).

Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or become a citizen of the U.S. through naturalization?

- 1 Yes, born in the United States
- 2 Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas
- 3 Yes, born abroad of U.S. citizen parent or parents
- 4 Yes, U.S. citizen by naturalization
- 5 No, not a U.S. citizen

◆ Probe if respondent only says 'Yes'.

CITIZENSHIP

CITIZENSHIP

The responses to this question are used to determine the U.S. citizen and non-U.S. citizen populations as well as to determine the native and foreign-born populations.

Who Gets the Item?

Asked of all persons 12 years of age or older.

When Is Item Asked?

Asked at 1st interview, if never asked before, if “Refused” or “Don’t Know” at prior interview, or if the respondent reported they were not a citizen at the prior interview.

Answer Category 1

Enter answer category (1), “Yes, born in the United States,” if born in one of the 50 states or the District of Columbia.

Answer Category 2

Enter answer category (2), for “Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas.” **People born in American Samoa, although not explicitly listed, are included in this response category.**

Answer Category 3

Enter answer category (3), for “Yes, born abroad of U.S. citizen parent or parents.” Born abroad means that the person was NOT born in one of the 50 states, the District of Columbia, Puerto Rico, Guam, U.S. Virgin Islands, Northern Marianas, or American Samoa.

Answer Category 4

Enter answer category (4), for “Yes, U.S. citizen by naturalization.” Naturalization is the legal act or process by which a non-citizen may acquire U.S. citizenship or nationality. It may be done by a statute without any effort on the part of the individual, or it may involve an application and approval by legal authorities.

Answer Category 5

Enter answer category (5), “No, not a U.S. citizen” if the respondent indicates that they are not a U.S. citizen at the time of the survey.

Which of the following best represents how you think of yourself?

♦ If further clarification is needed, read: By gay, we mean romantic or sexual attraction to persons of the same sex. Another term that may be used for gay is homosexual.

♦ If further clarification is needed, read: By straight, we mean romantic or sexual attraction to persons of the opposite sex. Another term that may be used for straight is heterosexual.

♦ If further clarification is needed, read: By bisexual, we mean romantic or sexual attraction to persons of both the same sex and opposite sex.

- 1 Gay
- 2 Straight, that is, not gay
- 3 Bisexual
- 4 Something else
- 5 I don't know the answer
- 6 Refused

ORIENTATION_MALE

Which of the following best represents how you think of yourself?

♦ If further clarification is needed, read: By lesbian or gay, we mean romantic or sexual attraction to persons of the same sex. Another term that may be used for lesbian or gay is homosexual.

♦ If further clarification is needed, read: By straight, we mean romantic or sexual attraction to persons of the opposite sex. Another term that may be used for straight is heterosexual.

♦ If further clarification is needed, read: By bisexual, we mean romantic or sexual attraction to persons of both the same sex and opposite sex.

- 1 Lesbian or gay
- 2 Straight, that is, not lesbian or gay
- 3 Bisexual
- 4 Something else
- 5 I don't know the answer
- 6 Refused

ORIENTATION_FEMALE

SEXUAL ORIENTATION

The NCVS includes questions on sexual orientation (ORIENTATION_MALE and ORIENTATION_FEMALE). Sexual orientation is the direction of one's romantic or sexual attraction to members of the same sex, opposite sex, or both sexes.

There are tremendous gaps in information about crime victimization as it relates to lesbian, gay, bisexual, and transgender (LGBT) persons. By collecting sexual orientation data, researchers, policy makers, health providers, and advocates will be able to identify and address crimes affecting the LGBT community. Research has shown that sexual orientation and gender identity are correlated with crime victimization. These questions are included in the NCVS to better understand the relationship between these characteristics and experiences with criminal victimization.

Respondents may ask what the question means by “lesbian,” “gay,” “straight,” or “bisexual.” If so, read the appropriate definition that appears on the question screen to the respondent. Do not try to define these terms yourself. Use the definitions on the question screen.

Who Gets the Item?

- Asked of persons 16 years of age or older.
- Persons defined as male in the household roster will be asked the ORIENTATION_MALE question.
- Persons defined as female in the household roster will be asked the ORIENTATION_FEMALE question.
- If SEX is answered “Don’t Know” or “Refused” in the household roster, the instrument will ask the ORIENTATION_FEMALE question.

When Is Item Asked?

Asked at 1st, 3rd, 5th, and 7th interviews, or if never asked before.

Proxy Respondents

Proxy respondents are NOT allowed. The sexual orientation questions will be off-path and unavailable for the proxy respondent to answer.

No Observation/No Probing

Do NOT mark this item either by observation or probing. Answers to this question must be obtained strictly through self-identification. You must ask the question for each respondent even when the answer seems obvious.

Answer Category (1), Gay/Lesbian or Gay

Refer to the answer category definition in gray text in the first FR instruction on the question screen if needed.

Answer Category (2), Straight, That Is, Not Gay/Straight, That Is, Not Lesbian or Gay

Refer to the answer category definition in gray text in the second FR instruction on the question screen if needed.

Answer Category (3), Bisexual

Refer to the answer category definition in gray text in the third FR instruction on the question screen if needed.

Answer Category (4), Something Else

If the respondent describes his or her sexual orientation as something other than answer categories 1, 2, or 3, select the “Something else” answer category. If the household member asks what “Something else” means, respond, “An answer other than what was provided in the answer categories.”

Answer Category (5), I Don’t Know the Answer

If the respondent states that he/she does not know the answer, select the “I don’t know the answer” answer category.

Answer Category (6), Refused

If the respondent refuses to answer the question, select this answer category.

Sexual Orientation ~~and Gender Identity~~ FAQs

A respondent may ask you why you are asking them this question. If so, reference the FAQs tab, and read the appropriate response.

Listed below are the verbatim responses that you should give to respondents if they ask you a question or the meaning of one of the terms related to sexual orientation ~~and/or gender identity~~.

You will find all the responses below by clicking on the FAQ tab.

Q: Why does the NCVS ask about sexual orientation ~~and gender identity~~?

A: Research has shown that sexual orientation ~~and gender identity~~ are correlated with crime victimization. These questions are included in the NCVS to better understand the relationship between these characteristics and experiences with criminal victimization. Additionally, discrimination against persons because of their sexual orientation ~~and gender identity~~ is prohibited by federal hate crime statutes and the 2013 reauthorized Violence Against Women Act (VAWA). Since the NCVS includes measures of hate crime and the provision of victim services, the inclusion of these items in the NCVS will allow researchers to better address policy-relevant questions about victimization and victim services.

Q: What is meant by “sexual orientation”?

A: The direction of one’s romantic or sexual attraction to members of the same sex, opposite sex, or both sexes.

~~Q: What is meant by “gender identity”?~~

~~A: A person’s internal sense of gender, that is, being male, female, or a blend of both.~~

Additionally, definitions relevant to the question wording can be found in gray text on the associated question screen.

Q: What is meant by “lesbian” or “gay”?

A: Romantic or sexual attraction to persons of the same sex. Another term that may be used for lesbian or gay is homosexual.

Q: What is meant by “straight”?

A: Romantic or sexual attraction to persons of the opposite sex. Another term that may be used for straight is heterosexual.

Q: What is meant by “bisexual”?

A: Romantic or sexual attraction to persons of both the same sex and opposite sex.

~~Q: What is meant by “transgender”?~~

~~A: A person whose internal sense of being male or female is different from the sex assigned to them at birth.~~

~~GENDER IDENTITY~~

~~The NCVS includes questions on gender identity (GENID_BIRTH, GENID_DESCRIBE, and GENID_CONFIRM). Gender identity is a person’s internal sense of gender, that is, being male, female, or a blend of both.~~

~~There are tremendous gaps in information about crime victimization as it relates to lesbian, gay, bisexual, and transgender (LGBT) persons. By collecting sexual orientation data, researchers, policymakers, health providers, and advocates will be able to identify and address crimes affecting the LGBT community. Research has shown that sexual orientation and gender identity are correlated with crime victimization. These questions are included in the NCVS to better understand the relationship between these characteristics and experiences with criminal victimization.~~

~~Respondents may ask what the question, GENID_DESCRIBE, means by “transgender.” If so, read the appropriate definition that appears on the question screen to the respondent. Do not try to define this term yourself. Use the definition on the question screen.~~

~~Who Gets the Items?~~

~~Asked of persons 16 years of age or older.~~

~~When Are Items Asked?~~

~~Asked at 1st, 3rd, 5th, and 7th interviews, or if never asked before.~~

~~Proxy Respondents~~

~~Proxy respondents are NOT allowed. The gender identity questions will be off-path and unavailable for the proxy respondent to answer.~~

~~No Observation/No Probing~~

~~Do NOT mark these items either by observation or probing. Answers to these questions must be obtained strictly through self-identification. You must ask the questions for each respondent even when the answer seems obvious.~~

~~What sex were you assigned at birth, on your original birth certificate?~~

- ~~1 Male~~
- ~~2 Female~~
- ~~3 Refused~~
- ~~4 Don't know~~

~~GENID_BIRTH~~

~~GENID_BIRTH~~

~~Answer Category (1), Male~~

~~If "Male," select Answer category (1).~~

~~Answer Category (2), Female~~

~~If "Female," select Answer category (2).~~

~~Answer Category (3), Refused~~

~~If the respondent refuses to answer the question, select this answer category.~~

~~Answer Category (4), Don't know~~

~~If the respondent states that he/she does not know the answer to the question, select this answer category.~~

~~Do you currently describe yourself as male, female, or transgender?~~

~~▲ If further clarification is needed, read: By transgender, we mean a person whose internal sense of being male or female is different from the sex assigned to them at birth.~~

- ~~1 Male~~
- ~~2 Female~~
- ~~3 Transgender~~
- ~~4 None of these~~

~~GENID_DESCRIBE~~

~~GENID_DESCRIBE~~

~~Answer Category (1), Male~~

~~If "Male," select Answer category (1).~~

~~Answer Category (2), Female~~

~~If "Female," select Answer category (2).~~

~~Answer Category (3), Transgender~~

~~Refer to the answer category definition in gray text in the FR instruction on the question if needed.~~

~~Answer Category (4), None of these~~

~~If the respondent cannot find a category that describes his/her gender identity, select the “None of these” answer category. If the household member asks what “None of these” means, respond, “An answer other than what was provided in the answer categories.”~~

~~Just to confirm, you were assigned {GENID_BIRTH fill} at birth and now {GENID_DESCRIBE fill}. Is that correct?~~

- ~~1 Yes~~
- ~~2 No~~
- ~~3 Refused~~
- ~~4 Don't know~~

~~GENID_CONFIRM~~

~~GENID_CONFIRM~~

~~When Is GENID_CONFIRM asked?~~

~~The GENID_CONFIRM question will only appear when GENID_BIRTH and GENID_DESCRIBE do not match (i.e., if GENID_DESCRIBE is answered Transgender, None of these, or is not consistent with a Male or Female answer for GENID_BIRTH).~~

~~If GENID_CONFIRM is answered “Yes” indicating that the responses recorded in the instrument for GENID_BIRTH and GENID_DESCRIBE are correct, then the instrument continues to the next question. If GENID_CONFIRM is answered “No” indicating that the responses recorded in the instrument for GENID_BIRTH and GENID_DESCRIBE are not correct, then the instrument takes you back to GENID_BIRTH and GENID_DESCRIBE to ask those questions again. The instrument will allow the interview to continue to the next question once the household member answers “Yes” to GENID_CONFIRM.~~

~~Answer Categories for GENID_CONFIRM~~

~~Answer category (1), Yes~~

~~If “Yes,” select answer category (1).~~

~~Answer category (2), No~~

~~If “No,” select answer category (2).~~

~~Answer category (3), Refused~~

~~If “Refused,” select answer category (3).~~

~~Answer category (4), Don't know~~

~~If "Don't know," select answer category (4).~~

~~Sexual Orientation and Gender Identity FAQs~~

~~A respondent may ask you why you are asking them this question. If so, reference the FAQ tab, and read the appropriate response. The FAQs available are also listed in detail in subtopic "Sexual Orientation and Gender Identity FAQs, in Part B, Chapter 3, Topic 5.~~

VETERAN STATUS

The NCVS collects data on the past and present military service of household members (ACTIVE_DUTY and ACTIVE_DUTYWHEN).

The veteran status questions are intended to accurately count men and women who are currently on active duty in the Armed Forces as well as those who have served on active duty in the past (even for a short time) and are now considered veterans.

A respondent serving in the U.S. Armed Force, Reserves, or National Guard is considered to be on active duty at the time of interview in the:

- U.S. Army,
- U.S. Navy,
- U.S. Air Force,
- U.S. Marine Corps,
- U.S. Coast Guard,
- Reserve branch of any of the above Armed Services and is currently on active duty status for several months,
- U.S. Public Health Service *as commissioned officers who are attached to any branch of the above Armed Services,*
- National Guard in Federal Service *(If his/her unit has become part of regular forces by Presidential Order), and*
- U.S. military academies as Cadets (for example, West Point, Naval Academy, Air Force Academy, and the Coast Guard Academy).

Each of the military services has a regular component and a reserve component. Members of the regular component of any branch of the Armed Forces are always considered to be on active duty, unless they are retired. Members of the reserve component of any branch of the Armed Forces are only considered to be on active duty when they have been called to active duty by military order and are currently on active duty for several months.

Who Gets the Item(s)?

- Asked of all persons 18 years of age or older.
- After the first interview, only asked of persons age 18 to 39 years of age who previously answered “Never served in the military,” “Don’t Know,” or “Refused.”

When Is Item Asked?

- Asked at 1st interview or if never asked before.
- Asked at subsequent interviews if “Never served in the military,” “Don’t Know,” or “Refused” at prior interview.

Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- 1 Never served in the military
- 2 Only on active duty for training in the Reserves or National Guard
- 3 Now on active duty
- 4 On active duty in the past, but not now

ACTIVE_DUTY

ACTIVE_DUTY

Answer Categories for ACTIVE_DUTY

If the respondent gives you a general answer of “Yes” to the ACTIVE_DUTY question, probe to find out if it was active duty for training in the Reserves or National Guard (answer category 2), if they are on active duty now (answer category 3), or were on active duty only in the past (answer category 4).

Answer Category (1), Never served in the military

Respondent never served in the U.S. Armed Forces, Reserves, or National Guard.

Answer Category (2), Only on active duty for training in the Reserves or National Guard

Respondent trained for active duty in the Reserves or National Guard, but was never called to service. Always consider members of the regular service as on active duty. Members of the Reserve service are considered to be on active duty if they are called to service by a military order, such as the Gulf War. **Do not** include weekend training for the Reserves or National Guard as being on active duty.

Answer Category (3), Now on active duty

Respondent is **NOW** on active duty in the U. S. Armed Forces, Reserves, or National Guard. Refer to the definition above.

Answer Category (4), On active duty in the past, but not now

Respondent served on active duty in the U.S. Armed Forces, Reserves, or National Guard in the past, but is not now serving.

When did you serve on active duty in the U.S. Armed Forces?

♦ Mark all that apply, even if just for part of the time period.

♦ If needed, probe: Any other time period?

- 11 September 2001 or later
- 12 August 1990 to August 2001 (including Persian Gulf War)
- 13 May 1975 to July 1990
- 14 Vietnam era (August 1964 to April 1975)
- 15 February 1955 to July 1964
- 16 Korean War (July 1950 to January 1955)
- 17 January 1947 to June 1950
- 18 World War II (December 1941 to December 1946)
- 19 November 1941 or earlier

ACTIVE_DUTYWHEN

ACTIVE_DUTYWHEN

If the respondent has served on active duty, ACTIVE_DUTYWHEN when is asked.

Answer Categories for ACTIVE_DUTYWHEN

When asking the ACTIVE_DUTYWHEN question, probing may be necessary to capture all periods of service from the household member.

It is common for a veteran to be discharged and re-enter military service in another period. For example, a veteran may have served during WWII, was discharged, and then re-entered military service during the Korean War.

Probe by asking, “Any other time period?” to ensure that you select each period the respondent was on active duty.

Select all that apply, i.e. mark a box for each period in which the person served, even if just for part of the period.

Is your spouse living with you?

- 1. Yes
- 2. No

LIVEWITHSPOUSE

Do you live with a boyfriend, girlfriend, or partner?

1. Yes
2. No

LIVEWITHPARTNER

LIVEWITHSPOUSE and LIVEWITHPARTNER

All respondents who are age 14 and older and who are not living alone are asked either LIVEWITHSPOUSE or LIVEWITHPARTNER. LIVEWITHSPOUSE is asked of married respondents, and LIVEWITHPARTNER is asked of unmarried respondents. Enter answer category (1) or answer category (2).

Topic 6. Employment Information

The employment questions are asked when the respondent reported being employed for at least part of the reference period. If employment information was not collected in the Workplace Violence section of the Crime Incident Report or during the last interview with the respondent, you will collect information about the respondent's job. If that information had been collected already you will confirm whether they still have the same job and if so, will skip over the rest of the employment questions. If they have changed jobs, then you will ask the rest of the employment questions to collect information about their new job. This information is used to assign industry and occupation codes that uniquely identify the respondent's job by type of industry and occupation. The process of assigning these codes is done by clerical coders after the current interview period has closed.

Earlier you said you did not have a job or work at a business last week. During the past 4 WEEKS, have you been ACTIVELY looking for work?

1. Yes
2. No

LOOKINGFORWORK

LOOKINGFORWORK

This question is only asked of respondents who answered earlier in the interview that they had not worked in the past seven days (JOBASTWEEK=2). It asks whether they have actively looked for work during the past four weeks. Enter (1) for Yes and (2) for No.

Earlier you said you had a job or worked at a business at some time in the past 6 months. Did that job or work last 2 consecutive weeks or more?

1. Yes
2. No

JOBAST2WEEKS

JOBAST2WEEKS

Respondents are asked the question JOBAST2WEEKS when they have indicated earlier in the interview that they have had a job sometime during the past six months (JOBAST6MONTHS=1). This question asks whether the job respondent held during the past six months lasted at least two consecutive weeks. Enter (1) for Yes and (2) for No.

Earlier you said that an incident happened while you were at work. Have you changed your job since then?

1. Yes
2. No

JOBCHANGE

JOBCHANGE

Respondents are asked JOBCHANGE only when they experienced a violent crime while at work, AND if they worked at least two weeks during the reference period—but did not work during the entire reference period. It asks whether the respondent has changed jobs since the incident took place. The phrase “changed your job” generally means working for a different employer or for the same employer in a new position with substantially different duties. Just changing locations for the same employer would not count as changing jobs. If in doubt, accept the respondent’s perception of whether they have changed jobs.

At a previous interview, it was reported that you were employed by a private company, business, or individual for wages. Are you still employed by a private company, business, or individual for wages?

1. Yes
2. No

CONFIRMEMPTYE

At a previous interview, it was reported that your occupation was Office and Administrative Support Occupation. Is this an accurate description of your current job?

1. Yes
2. No

CONFIRMOCC

CONFIRMEMPTYE and CONFIRMOCC

CONFIRMEMPTYE appears when the respondent reported employer information in a previous interview, has worked for at least two weeks during the current reference period, and did not report a workplace crime during the current interview. Enter 1 for Yes, and 2 for No. If the respondent answers Yes to CONFIRMEMPTYE, meaning that he or she has the same employer as in the most recent previous interview, the instrument proceeds to CONFIRMOCC, which asks whether the respondent has the same occupation as in the previous interview. Enter 1 for Yes and 2 for No.

Earlier you said you had a job or worked at a business last week. The next questions are about your current main job. Are you employed by...

1. A private company, business, or individual for wages,
2. The Federal government
3. A state, county, or local government,
4. Yourself (self-employed), in your own business, professional practice, or farm (self-employed),
5. A private, not-for-profit, tax-exempt, or charitable organization?

EMPLOYERTYPE

EMPLOYERTYPE

EMPLOYERTYPE appears when the respondent has worked at least two weeks during the current reference period, and there is no current information about the respondent's employer. This could be because he or she answered No to CONFIRMEMPTYTYPE, or because he or she reported a violent crime at work but have changed jobs since then, or he or she did not report a violent crime at work and there is no employer information from a previous interview.

Answer Category 1

Enter answer category 1 when a respondent worked for a PRIVATE employer for wages, salary, commission, tips, piece-rates, or pay in kind.

Answer Category 2

Enter answer category 2 when a respondent:

- ✓ Worked for any branch of the Federal government.
- ✓ Was elected to a paid Federal office.
- ✓ Was a member of the Armed Forces.
- ✓ Was employed by an international organization (for example, the United Nations) or a foreign government.

Answer Category 3

Enter answer category 3 when a respondent worked in any branch of a state, county, or local government. This also includes respondents who were elected to paid state, county, or local offices.

Answer Category 4

Enter answer category 4 when a respondent was **self-employed** for profit or fees in his/her OWN business, farm, shop, office, practice, and so on.

Answer Category 5

Enter answer category 5 for respondents who worked for pay for churches, unions, and other private nonprofit organizations.

What kind of business or industry is this? What do they do or make?

TYPEBUSINESS_SP

TYPEBUSINESS_SP

TYPEBUSINESS_SP follows EMPLOYERTYPE. It is used to determine the kind of business or industry that is transacted by the respondent's employer at the time of the incident. Be sure to enter a clear and specific description of the kind of business or industry:

- What is the purpose of the business?

OR

- What type of products are produced by the industry?

Be Specific

Avoid entering descriptions that are too general, such as:

- ✗ "It's a mining company."
- ✗ "The business provides a repair service."
- ✗ "It's a computer-related business."
- ✗ "It's a retail store."

Some examples of better descriptions:

- ✓ "Mines/transport coal/byproducts"
- ✓ "Repairs small home appliances"
- ✓ "Designs/sells computer software"
- ✓ "Operates two large hardware stores"

Enter descriptions that are specific. Avoid using unnecessary words that make descriptions too long. This item allows for 35 characters.

Which of these categories best describes the business or industry?

♦ Turn the laptop around and show the respondent the answer categories.

1. **Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction**
2. **Construction**
3. **Manufacturing**
4. **Transportation, Communications, and Public Utilities, Warehousing**
5. **Wholesale Trade**
6. **Retail Trade**
7. **Finance, Insurance, and Real Estate**
8. **Business and Repair Services**
9. **Personal Services**
10. **Entertainment and Recreation**
11. **Professional Services**
12. **Public Administration/Government**
13. **Armed Forces**
14. **Healthcare and Social Assistance**
15. **Public Safety**
16. **Something else**

BUSINESSECTOR

BUSINESSECTOR

BUSINESSECTOR follows TYPEBUSINESS_SP. Depending on whether this is an in-person or phone interview, FR instructions on the screen direct you either to turn the laptop around so that the respondent can read the answer categories, or read the answer categories aloud until the respondent says yes.

Answer Category 1, Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction

This category consists of businesses primarily engaged in growing crops, raising animals, harvesting timber, and harvesting fish and other animals from a farm, ranch, or their natural habitats, or of establishments that extract naturally occurring mineral solids, such as coal and ores; liquid minerals, such as crude petroleum; and gases, such as natural gas.

Answer Category 2, Construction

This category consists of businesses primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems).

Answer Category 3, Manufacturing

Manufacturing comprises businesses engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. Businesses in the manufacturing sector are often described as plants, factories, or mills and characteristically use power-driven machines and materials-handling equipment. However, establishments that transform materials or substances into new products by hand or in the worker's home and those engaged in selling to the general public

products made on the same premises from which they are sold, such as bakeries, candy stores, and custom tailors, may also be included in this sector.

Answer Category 4, Transportation, Communications, and Public Utilities, Warehousing

The Transportation and Warehousing sector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The modes of transportation are air, rail, water, road, and pipeline. The utilities sector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal.

Answer Category 5, Wholesale Trade

The wholesale trade sector comprises establishments engaged in wholesaling merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The merchandise described in this sector includes the outputs of agriculture, mining, manufacturing, and certain information industries, such as publishing.

Answer Category 6, Retail Trade

The Retail Trade sector comprises establishments engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The retailing process is the final step in the distribution of merchandise; retailers are, therefore, organized to sell merchandise in small quantities to the general public. This sector comprises two main types of retailers: store and nonstore retailers.

Answer Category 7, Finance, Insurance, and Real Estate

Finance and insurance include businesses primarily engaged in financial transactions (transactions involving the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions. Real estate includes businesses primarily engaged in renting, leasing, or otherwise allowing the use of tangible or intangible assets, and establishments providing related services. This area also includes establishments primarily engaged in managing real estate for others, selling, renting and/or buying real estate for others, and appraising real estate.

Answer Category 8, Business and Repair Services

Industries in the Repair Services category restore machinery, equipment, and other products to working order. These establishments also typically provide general or routine maintenance (i.e., servicing) on these products to ensure they work efficiently and to prevent breakdown and unnecessary repairs.

Answer Category 9, Personal Services

Industries in the personal services category include businesses that provide personal and laundry services to individuals, households, and businesses. Services performed include: personal care services; death care services; laundry and drycleaning services; and a wide range of other personal services, such as pet care (except veterinary) services, photofinishing services, temporary parking services, and dating services.

Answer Category 10, Entertainment and Recreation

Entertainment and Recreation includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons. This area comprises (1) businesses that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) businesses that preserve and exhibit objects and sites

of historical, cultural, or educational interest; and (3) businesses that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests.

Answer Category 11, Professional Services

The Professional Services sector includes establishments that specialize in performing professional, scientific, and technical services for others. Activities performed include: legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; and veterinary services. It also covers establishments performing routine support activities for the day-to-day operations of other organizations, including: office administration, hiring and placing of personnel, document preparation and similar clerical services; security and surveillance services; etc.

Answer Category 12, Public Administration/Government

The Public Administration sector consists of establishments of federal, state, and local government agencies that administer, oversee, and manage public programs and have executive, legislative, or judicial authority over other institutions within a given area. These agencies also set policy, create laws, adjudicate civil and criminal legal cases, and provide for public safety and for national defense. In general, government establishments in the Public Administration sector oversee governmental programs and activities that are not performed by private establishments.

Answer Category 13, Armed Forces

This category includes all service branches of the U.S. Military, including the U.S. Army, U.S. Navy, U.S. Air Force, U.S. Marine Corps, and U.S. Coast Guard, including the National Guard.

Answer Category 14, Healthcare and Social Assistance

The Health Care and Social Assistance category comprises establishments providing health care and social assistance for individuals. The category includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with those businesses providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance.

Answer Category 15, Public Safety

The Public Safety category comprises government establishments engaged in the administration of justice, public order, and safety programs.

Answer Category 16, Something else

Select this answer category for businesses and industries that do not fit any of the other categories.

What kind of work do you do, that is, what is your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician.

OCCUPATION_SP

OCCUPATION_SP

Item OCCUPATION_SP asks about the respondent's current work or occupation. Enter a complete and accurate description using 35 characters or fewer.

Job Title vs. Kind of Work

Be sure to clearly specify the type of work the respondent does on his/her job, which is not necessarily the respondent's job title. For some occupations, the common descriptions or general job titles that a respondent provides are not sufficient to understand what the respondent actually does at work.

Self-Employed Persons

When a respondent is self-employed, only enter "Manager" as his/her occupation if the person actually spends most of the workday managing his/her business. Otherwise, enter the kind of work the respondent spends the majority of his/her time doing, such as plumber, hair stylist, dentist, house painter, and so on. Describe the respondent's actual trade or craft, when that is the kind of work that the respondent spends most of his/her time doing for the business.

Avoid Entering Department or Work Place Titles

Avoid entering kind of work entries such as "Works in shipping department" or "Works in the warehouse." These entries do not adequately describe the kind of work done by the respondent. If the respondent inspects outgoing products for the shipping department, enter "Inspects outgoing products for shipping dept." If the respondent is a clerk who monitors inventory in a warehouse, enter "Clerk monitoring warehouse inventory."

Apprentice vs. Trainee

There is a difference between someone who is an apprentice and someone who is a trainee. An apprentice is under contract during his/her training period, but a trainee is not. If a respondent tells you that he/she is in an apprenticeship or trainee program, make sure to enter both the person's occupation or kind of work, along with the term "apprentice" or "trainee." For example, you may need to enter "Apprentice plumber" or "Buyer trainee."

Machinist vs. Machine Operator vs. Mechanic

Although all three titles sound similar, there are major differences in the kind of work done by a machinist, a machine operator, and a mechanic.

A machinist is a skilled craftsman who constructs metal parts, tools, and machines through the use of blueprints, machine and hand tools, and precise measuring instruments.

A machine operator runs a factory machine, such as a drill press operator.

A mechanic inspects, services, repairs, or overhauls machinery.

Secretary vs. Official Secretary

The title secretary applies to someone who does secretarial work in an office. The title official secretary applies to someone who is an elected or appointed officer of a business, union, or other organization.

Probing for Difficult-to-Code Occupations

Avoid describing an occupation using a single word. For situations where the respondent gives a one-word response, we provide the following table along with a suggested probe for each occupation. These probes

are written to encourage the respondent to provide a more specific description of the kind of work he/she does on the job.

Occupation	Suggested Probe
Assembler	What do you assemble? For example, do you assemble automobiles, electric motors, farm equipment, sheet metal, or something else?
Clerk	What type of clerk are you? For example, do you handle accounting, billing, filing, shipping, statistical data, sales, or something else?
Engineer	What kind of engineer are you? For example, are you a civil, electrical, mechanical, nuclear, chemical, train, stationary, building, or some other type of engineer?
Inspector	What type of things do you inspect? For example, do you inspect automobiles, restaurants, houses, buildings, meats, or something else?
Manager	What type of manager are you? For example, do you manage a bakery, garage, hotel, office, property, store, or something else?
Machinist	Do you set up AND operate machines?
Machine operator	How many machines do you operate? Also, what type of machine do you operate primarily?
Mechanic	What type of mechanic are you? For example, do you service and repair automobile bodies, engines, appliances, trucks, valves, or something else?
Nurse	What type of nurse are you? For example, are you registered, licensed, practical, vocational, a nursing aide, or some other type of nurse?
Researcher	What is your field of research?
Sales Worker	What do you sell? For example, do you sell advertising, cars, houses, insurance, shoes, tickets, or something else?
Supervisor	Who or what do you supervise? For example, do you supervise clerical workers, counselors, laborers, field representatives, or someone else?
Teacher	Do you teach at the preschool, elementary, high school, or college level? Also, which subjects do you teach?
Truck Driver	What type of truck do you operate? What type of cargo do you transport?

What kind of work do you do, that is, what is your occupation? Which of these categories best describes your occupation?

♦ Turn the laptop around and show the respondent the answer categories.

1. Management, Business, or Financial Operations Occupation
2. Computer, Mathematical, Architecture, Engineering, or Life/Physical/Social Science Occupation
3. Counselor, Social Worker, Other Community and Social Service Specialist, or Religious Worker
4. Legal Occupation (for example: judge/lawyer, legal support worker)
5. Educational Instruction or Library Occupation (for example: teacher, professor, librarian)
6. Arts, Design, Entertainment, Sports, or Media Occupation
7. Healthcare Practitioner or Health Technical Occupation (for example: physician or nurse)
8. Healthcare Support Occupation (for example: home health aide, nursing assistant)
9. Law Enforcement or Protective Service Occupation
10. Food Preparation or Serving Related Occupation (for example: cook, waiter/waitress, bartender)
11. Building and Grounds Cleaning and Maintenance Occupation
12. Personal Care or Service Occupation
13. Sales and Related Occupation (for example: cashier, retail salesperson)
14. Office and Administrative Support Occupation
15. Installation, Maintenance, or Repair Occupation
16. Transportation and Material Moving Occupation (for example: bus driver, taxi, or rideshare driver)
17. Military specific occupation
18. Any remaining occupations that do not fall into above categories

JOBDESCRIPTION

JOBDESCRIPTION

JOBDESCRIPTION follows OCCUPATION_SP. Depending on whether this is an in-person or phone interview, FR instructions on the screen direct you either to turn the laptop around so that the respondent can read the answer categories, or read the answer categories aloud until the respondent says yes. Select whichever of the occupational categories best fits the respondent's job.

Are you employed as a

1. Judge or lawyer
2. Legal support worker
3. Another legal occupation

JOB_LEGAL

JOB_LEGAL

JOB_LEGAL is asked of respondents who select answer category 4 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Preschool, elementary, middle, or high school teacher**
2. **College, university, or technical school professor or teacher**
3. **Special education teacher**
4. **Another educational instruction or library occupation**

JOB_EDUCATION

JOB_EDUCATION

JOB_EDUCATION is asked of respondents who select answer category 5 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Physician**
2. **Nurse**
3. **Health technologist or technician**
4. **Another healthcare practitioner or technical occupation**

JOB_HEALTHCARE

JOB_HEALTHCARE

JOB_HEALTHCARE is asked of respondents who select answer category 7 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Home health or personal care aide; nursing assistant, orderly, or psychiatric aide**
2. **Occupational therapy or physical therapist assistant or aide**
3. **Another healthcare support occupation**

JOB_HEALTHCARESUPPORT

JOB_HEALTHCARESUPPORT

JOB_HEALTHCARESUPPORT is asked of respondents who select answer category 8 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Police officer**
2. **Correctional officer or jailer**
3. **Security guard**
4. **Another law enforcement or protective service occupation**

JOB_LAWENFORCE

JOB_LAWENFORCE

JOB_LAWENFORCE is asked of respondents who select answer category 9 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Supervisor of food preparation and serving workers**
2. **Cook or food preparation worker**
3. **Waiter/waitress or food server**
4. **Bartender**
5. **Another food preparation or serving related occupation**

JOB_FOODSERVICES

JOB_FOODSERVICES

JOB_FOODSERVICES is asked of respondents who select answer category 10 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Retail sales worker, such as a cashier, counter or rental clerk, parts salesperson, retail salesperson**
2. **Another sales occupation**

JOB_RETAILSALES

JOB_RETAILSALES

JOB_RETAILSALES is asked of respondents who select answer category 13 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

Are you employed as a

1. **Bus driver**
2. **Taxi driver, rideshare driver, or chauffeur**
3. **Another transportation or material moving occupation**

JOB_TRANSPORT

JOB_TRANSPORT

JOB_TRANSPORT is asked of respondents who select answer category 16 for JOBDESCRIPTION. Select the best answer category to describe the respondent's job.

What are your usual activities or duties at this job? For example: instruct students and create lesson plans, drive a bus, mow lawns.

USUALDUTIES

USUALDUTIES

The question USUALDUTIES is asked of all respondents who answered the question JOBDESCRIPTION, and who were not also asked one of the following questions: JOB_LEGAL, JOB_EDUCATION, JOB_HEALTHCARE, JOB_HEALTHCARESUPPORT, JOB_LAWENFORCE, JOB_FOODSERVICES, JOB_RETAILSALES, JOB_TRANSPORT. This question allows the respondent to describe his or her job duties using up to 35 characters.

♦ Enter 1 to continue.

INTVDONE

INTVDONE

INTVDONE is the final screen after the series of questions that are asked of all eligible respondents. Enter 1 to continue to additional questions for the household respondent only.

Topic 7. Household Characteristics II

Thinking about all of the people who lived in your household in the past 12 months, was your TOTAL combined income less than \$40,000, or \$40,000 or more? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in this household who are 16 years of age or older.

1. Less than \$40,000
2. \$40,000 or more

HOUSEHOLDINCOME

Was the total combined income in your household...

1. Less than \$12,500
2. \$12,500 to \$19,999
3. \$20,000 to \$24,999
4. \$25,000 to \$29,999
5. \$30,000 to \$34,999
6. \$35,000 to \$39,999?

HHLINCOMELESS

◆ Read categories until respondent says yes.

Was the total combined income in your household...

1. \$40,000 to \$49,999
2. \$50,000 to \$74,999
3. \$75,000 to \$99,999
4. \$100,000 to \$149,999
5. \$150,000 to \$199,999
6. \$200,000 or more?

HHLINCOMEMORE

◆ Read categories until respondent says yes.

HOUSEHOLDINCOME, HHLINCOMELESS, HHLINCOMEMORE

The NCVS instrument brings up the household income questions only during the household respondent's interview and then only in the first, third, fifth, and seventh enumeration periods. The purpose of the household income questions is to determine the TOTAL household income during the past 12 months. We do not need the respondent to identify the actual total household income, just the income range.

Before pinpointing a specific income range in HHLDDINCOMELESS or HHLDDINCOMEMORE, the instrument asks HOUSEHOLDINCOME, which only asks the respondent to specify whether the household income is less than \$40,000, or \$40,000 or more. When a respondent selects answer category 1, Less than \$40,000, the instrument proceeds to HHLDDINCOMELESS. When a respondent selects answer category 2, \$40,000 or more, the instrument proceeds to HHLDDINCOMEMORE.

Answer HHLDDINCOMELESS or HHLDDINCOMEMORE by selecting the appropriate income range. If a household respondent reports no income, a loss, or that they "broke even," for HHLDDINCOMELESS, enter answer category 1, "Less than \$12,500." But before accepting the answer make sure that the household respondent understands what type of income we want included and from which persons in the household.

What to Include

Respondents may ask about what type of income to include in the combined household income referenced in these questions. Include the following types of income:

- ✓ Income received from jobs
- ✓ Net income from business, farm, or rent
- ✓ Pensions
- ✓ Dividends and interest
- ✓ Social security payments
- ✓ Alimony and child support
- ✓ Public assistance
- ✓ Any other money received by household members who are 16 years of age and older.

We are interested in the household's combined income during the 12 months immediately preceding the interview date—not the last calendar year—unless they happen to coincide. Do not specifically ask a household respondent to look for tax records; however, a respondent can use income tax records to help him/her to compare the last calendar year's income with the income in the 12-month period preceding the interview.

Make sure that the answer includes the money income received during the 12 months immediately preceding the interview and covers the reference person and each household member who is 16 years of age and older. Do not include income from nonhousehold persons who are listed in the household roster. If necessary, name each household member who is 16 years of age and older, so that the household respondent understands whose money income we want to include. Remember that you can access the household roster by pressing the "Shift" and "F1" keys simultaneously. You can also click the "HH Roster" tab at the top left of the screen.

What to Exclude

We do not want the household respondent to include:

- ✗ "In kind" income, such as room and board, free meals in a restaurant, value of crops produced by a farmer and consumed by his family, and so on.
- ✗ Insurance payments or lump-sum inheritances.
- ✗ Occasional gifts of money from persons not living in the household or any exchanges of money between relatives living in the same household.
- ✗ Money received from selling one's own home, car, or other personal property.

- ✖ Savings withdrawals from banks.
- ✖ Tax refunds.
- ✖ Income from nonhousehold persons who are listed in the household roster.

Special Situations for Reporting Household Income

In difficult cases, try to assist the household respondent by probing to find out:

- Which household members worked during the last 12 months.
- How much money each working household member (16 years of age and older) earned each week or pay period.
- Whether or not any household members (16 years of age and older) operated a business or a farm during the last 12 months.
- Whether or not any household members (16 years of age and older) received a pension, dividends, interest, etc.

Avoid "Don't know" or "Refused" answers if possible.

Reassuring Respondents

You may encounter an HHR who knows the household income but is reluctant to tell you because they do not think anyone needs to know or does not see why it would be necessary for the survey. If so, explain that information such as income, race, and sex are essential for providing statistics which reflect the crime experiences for various segments of the United States population. However, respondents have the right to refuse any question.

At any time during the past 12 months, did anyone who lives with you receive any kind of welfare or public assistance from a state or local welfare office – any food or housing benefits, welfare-to-work assistance, emergency help, or anything like that?

1. Yes
2. No

PUBLICASSISTANCE

PUBLICASSISTANCE

Once the income questions have been completed, the instrument proceeds to PUBLICASSISTANCE. Answer 1 if any of the household members have received welfare or public assistance during the past 12 months, or 2 if they have not.

How often do you worry that your total income, for everyone who lives there, will not be enough to meet your expenses and bills?

1. Almost all the time

2. Often
3. Once in a while
4. Hardly ever
5. Never

WORRYABOUTEXPENSES

WORRYABOUT EXPENSES

WORRYABOUTEXPENSES asks the degree to which respondents feel concerned about meeting their expenses and bills. Select the answer category that best describes the respondent's degree of concern:

1) Almost all the time, 2) Often, 3) Once in a while, 4) Hardly ever, or 5) Never.

Chapter 4 – Middle Section of the NCVS Instrument: Incident Report Items

Topic 1. Overview of the Crime Incident Report

This section of the NCVS instrument is designed to collect detailed information about each crime incident reported (CIR) by each household member. It is important to record accurate and complete information about each reported crime incident to give a clear picture of what happened during the incident.

In most cases, you will complete a separate CIR for each incident that a household member reports during the 6-month reference period. The only exception is a series of crimes, which we will discuss later in this chapter. When multiple incidents are reported that are not a series, the most serious incidents will be asked about first, such as incidents involving personal crimes (i.e., unwanted sexual contacts, attacks, attempted attacks or threats, or thefts of items taken directly from the respondent). For example, if a respondent reports one incident of a stolen bike and a separate incident of being attacked, you will complete the CIR for the attack first, then the CIR for the theft.

The order the CIRs will be collected, based on seriousness is:

- Unwanted sexual contact
- Attack
- Threatened Attack
- Break-in
- Motor vehicle theft
- Theft
- Attempted Theft
- Vandalism

You do not need to memorize the order of seriousness in which the CIRs will be collected. However, it is important to remember that the order of the CIRs may be different from the order the crimes were reported in the screener section.

The month and year of the incident, as well as the short incident description that was recorded in the screener section, will display at the top of each screen within the CIR, as seen below on the screen ALSO_MVTHEFT (January 2025 roommate stole wallet).

The screens displayed in this chapter **are not necessarily in sequential order, that is, they are for different scenarios that would not necessarily happen within the same CIR.**

Topic 2. Screen Layout and Instructions for Items INC_INTRO Through MOFFS_DRINKDRUG

The next questions are about the incident in January 2025 that involved: roommate stole wallet

1. Enter 1 to continue

INC_INTRO

INC_INTRO

INC_INTRO marks the beginning of the incident report section in the middle of the NCVS instrument. This section gathers a variety of information about each reported incidence of crime that occurred during the respondent's six-month reference period. It is important to record accurate and complete information so that we get a clear picture of what happened during the incident. This screen also identifies:

- ✓ The month and year of the incident that you entered in the screening section of the instrument.
- ✓ The brief description of the incident that you entered in the screening section of the instrument.

Once you are done reviewing this screen, enter answer category 1 to continue. If multiple incidents are reported, when you complete one crime report, you then return to this screen for each remaining incident.

January 2025 roommate stole wallet

Just to confirm, did someone steal or try to steal a vehicle as part of this incident in January 2025?

1. Yes
2. No

ALSO_MVTHEFT

January 2025 roommate stole wallet

Just to confirm, did someone steal something as part of this incident in January 2025?

1. Yes
2. No

ALSO_THEFT

January 2025 roommate stole wallet

Just to confirm, did someone try to steal something but not steal it as part of this incident in January 2025?

1. Yes
2. No

ALSO_ATTEMPTTHEFT

January 2025 roommate stole wallet

Just to confirm, did someone break in or try to break in to your property as part of this incident in January 2025?

1. Yes
2. No

ALSO_BREAKIN

January 2025 roommate stole wallet

Just to confirm, did someone vandalize something as part of this incident in January 2025?

1. Yes
2. No

ALSO_VANDALISM

January 2025 roommate stole wallet

Just to confirm, did someone attack or threaten to attack you as part of this incident in January 2025?

1. Yes
2. No

ALSO_ATTACKTHREAT

January 2025 roommate stole wallet

Just to confirm, did someone have or try to have sexual contact with you that you did not agree to and did not want to happen as part of this incident in January 2025?

1. Yes
2. No

ALSO_SEXUALCONTACT

ALSO_ Questions (ALSO_MVTHEFT through ALSO_SEXUALCONTACT)

Before getting into specific details about the incident reported, you will ask questions to clarify if any other type of crime (unwanted sexual contact, attack or threat, motor vehicle theft, break-in, theft, attempted theft, or vandalism) happened as part of the original incident reported, if that type of crime was not already reported. The instrument will bring up these questions based on the screener where this incident was reported, so not all the screens will appear for each CIR. For example, if a motor vehicle theft was reported, the respondent will not be asked if they also experienced a motor vehicle theft for that incident.

January 2025 roommate stole wallet

Some of the next questions will refer to the "offender," which means the person or people who did this to you.

1. Enter 1 to continue

OFF_INTRO

OFF_INTRO

OFF_INTRO is a screen in the instrument that appears after the ALSO_ questions. It informs the respondent that some of the questions will refer to the "offender", which means the person or people who did the incident to the respondent.

Series Crimes

As a reminder, the instrument will capture series of crimes when there are **six or more** separate incidents that:

- ALL occurred during the 6-month reference period,
 - Were ALL reported in the same type of crime question,
 - Are ALL very similar in nature,
- AND
- Cannot be described separately in enough detail so that you can complete most screens in the incident report section of the NCVS instrument.

March 2025 someone keeps stealing newspaper off the porch

Earlier, you said this type of thing happened to you more than once in the past 6 months.

Did all of these incidents happen in the same place, did some of them happen in the same place, or did they all happen in different places?

1. All in the same place
2. Some in the same place
3. All in different places

SERIESLOCATION

SERIESLOCATION

SERIESLOCATION is used to find out if the incidents in the series all happened in the same place, if only some happened in the same place, or if all happened in different places. Enter answer category 1 for "All in the same place," answer category 2 for "Some in the same place," and answer category 3 for "All in different places." Only enter one answer category in question **SERIESLOCATION**.

March 2025 someone keeps stealing newspaper off the porch

Were all of these incidents done by the same offender, were some of them done by the same offender, or were they all done by different offenders?

1. All by same offender
2. Some by same offender
3. All by different offenders
4. Don't know

SERIESOFFENDER

SERIESOFFENDER

SERIESOFFENDER is asked to find out if the offender(s) in all, some, or none of the incidents in the series were the same person(s). Enter answer category 1 if the offender(s) in all of the incidents were the same person(s). Enter answer category 2 if the offender(s) in some of the incidents were the same person(s). Enter answer category 3 if the offender in each of the incidents was a different person. Only enter one answer category in question **SERIESOFFENDER**. If the respondent is unable to answer this question, enter answer category 4.

March 2025 someone keeps stealing newspaper off the porch

The rest of the questions will now ask you to focus on the most recent time this happened in March 2025.

1. Enter 1 to continue

SERIES_INTRO

SERIES_INTRO

SERIES_INTRO informs the respondent that the rest of the questions will ask the respondent to focus on the most recent time the incident happened.

Detailed Type of Crime Questions

In the instrument, only questions relevant to the type of crime reported in the screener will be asked in the CIR. Depending on the type of crime, detailed questions include:

- Unwanted sexual contact
- Attack/Threat
- Motor vehicle theft
- Break-in
- Theft
- Vandalism

Unwanted Sexual Contact

This section is on path when an unwanted sexual contact was reported in the screener questions and determines whether the reported incident was a threatened, attempted, or completed unwanted sexual contact. The questions ask about the **behaviors** (specific type of sexual activity) and **tactics** (the means the offender used to engage in the behavior) used to determine if the incident involved a rape or sexual assault and if there was any injury. Although there is tailored language for respondents aged 12-15 in the unwanted sexual contact screeners, the language in this section is the same for all respondents.

Some of the language in these questions is explicit, so we alert respondents about the language in an introduction before the questions begin. **Behaviorally specific language is used so that respondents are clear about what we mean in the questions.** This helps improve the accuracy of reporting.

It is possible that respondents may become upset during this section of the survey as they recall details about unwanted sexual contact. Be sure you have reviewed the distress protocol and are observant of the respondent's emotional state. If the respondent begins exhibiting signs of distress (such as those mentioned in the distress protocol), pause the interview to check in that the respondent is okay, and offer to take a break if needed. The distress protocol can also be found in the Distress tab in the instrument.

Respondents may also react to the explicit nature of the questions (for example, become angry). If that occurs, calmly explain that the survey uses these words so that everyone has a clear understanding of the intent of the question.

It is important that you read these questions just like any of the other questions and remain neutral, non-threatening, and non-judgmental. Be aware of your body language, facial expressions, and the tone of your voice. If you stumble, repeat the questions, or ask the questions in an awkward way, the respondent will not only have difficulty understanding the words, but will be more likely to become upset. **Do not skip any questions.**

Remember, you are the conduit to collect accurate data and you are helping to give victims a voice.

Refer to Part C, Chapter 2, Topic 8 for more information about encountering respondents who are distressed about being a crime victim and using the Distress Protocol.

January 2025 ex-boyfriend tried to force himself in his dorm room

Earlier, you said someone had, tried to have, or threatened to have unwanted sexual contact with you during the incident in January 2025.

These questions are about what specific things you did not want to happen during the incident. It may seem like you've already answered these questions, but we want to understand clearly what happened. Some of the language is explicit; it's important that the questions be asked this way so that you understand what we mean.

1. Enter 1 to continue

UNWANTED_INTRO

UNWANTED_INTRO

UNWANTED_INTRO informs the respondent that completed, attempted, or threatened unwanted sexual contact was reported in the screener questions and that explicit language in this section is used to clearly understand what happened.

January 2025 ex-boyfriend tried to force himself in his dorm room

In this incident, did someone have unwanted sexual contact with you, such as touching, groping, or penetration, or make you do these things to them?

1. Yes
2. No

UNWANTEDCONTACT

UNWANTEDCONTACT

UNWANTEDCONTACT is asked to find out if someone had unwanted sexual contact with the respondent.

January 2025 ex-boyfriend tried to force himself in his dorm room

In this particular incident...

Did you have unwanted vaginal sex with a woman?

1. Yes
2. No

UNWANTEDSEX

January 2025 ex-boyfriend tried to force himself in his dorm room

In this particular incident...

Did you have unwanted oral or anal sex?

♦ **If needed, read:** Oral sex means that someone put their mouth or tongue on a vagina, anus, or penis.
Anal sex is a man or boy putting his penis in someone else's anus.

1. Yes
2. No

UNWANTEDORAL

January 2025 ex-boyfriend tried to force himself in his dorm room

In this particular incident...

Was there unwanted penetration of sexual body parts with a finger or object?

♦ **If needed, read:** Penetration means that someone put a finger or object inside a sexual body part.

1. Yes
2. No

UNWANTEDPENETRATION

January 2025 ex-boyfriend tried to force himself in his dorm room

In this particular incident...

Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way?

1. Yes
2. No

UNWANTEDTOUCH

UNWANTEDSEX, UNWANTEDORAL, UNWANTEDPENETRATION, UNWANTEDTOUCH

UNWANTEDSEX through **UNWANTEDTOUCH** are asked if the respondent reported that someone had unwanted sexual contact with the respondent in the **UNWANTEDCONTACT** question. These questions are asked independently of one another but share the same question stem.

On the **UNWANTEDSEX** question, the question stem appears in bold face text and reads, “**In this particular incident...**” followed by “**Did you have unwanted vaginal sex with a woman?**”

In questions **UNWANTEDORAL** through **UNWANTEDTOUCH**, the question stem is in grey text to signify that reading the question stem is optional. However, the specific question text appears in bold face text and must be read to the respondent. Repeat the question stem whenever appropriate or if asked by the respondent.

In the **UNWANTEDSEX** question, the instrument displays, “**Did you have unwanted vaginal sex with a woman?**” only if the respondent is male. Otherwise, the instrument displays, “**Did you have unwanted vaginal sex?**”

In the **UNWANTEDORAL** and **UNWANTEDPENETRATION** questions, read the optional text in grey if clarification is needed on what oral sex, anal sex, or penetration is.

January 2025 ex-boyfriend forced himself in his dorm room

Did the offender penetrate YOUR sexual body parts?

1. Yes
2. No

PENETRATERESP

PENETRATERESP

PENETRATERESP is used to determine if the offender penetrated the respondent.

January 2025 ex-boyfriend forced himself in his dorm room

Were YOU forced to penetrate the offender's sexual body parts?

1. Yes
2. No

PENETRATEOFF

PENETRATEOFF

PENETRATEOFF is used to determine if the respondent was forced to penetrate the offender.

January 2025 ex-boyfriend forced himself in his dorm room

During the incident...

Did the offender use physical force, such as holding, pinning, or blocking you, hitting or kicking you, or using a weapon?

1. Yes
2. No

PHYSICALFORCE

January 2025 ex-boyfriend forced himself in his dorm room

During the incident...

Did the offender threaten to physically hurt you or someone close to you?

1. Yes
2. No

PHYSICALTHREAT

January 2025 ex-boyfriend forced himself in his dorm room

During the incident...

Were you blacked out, unconscious, or asleep at any point?

1. Yes
2. No

UNCONSCIOUS

January 2025 ex-boyfriend forced himself in his dorm room

During the incident...

Were you unable to consent because you were too drunk or high?

1. Yes
2. No

UNABLECONSENT

PHYSICALFORCE, PHYSICALTHREAT, UNCONSCIOUS, UNABLECONSENT

PHYSICALFORCE, PHYSICALTHREAT, UNCONSCIOUS, and **UNABLECONSENT** are asked to identify if any tactics were used by the offender. These include physical force, threats of physical force to the respondent

or someone close to the respondent, and if the respondent was incapacitated, including being blacked out, unconscious, asleep, or unable to consent because of being too drunk or high.

These four questions are asked when the respondent reports any unwanted vaginal, oral or anal sex, unwanted penetration with a finger or object, or unwanted sexual touching as part of this incident. These questions are asked independently of one another but share the same question stem.

On the PHYSICALFORCE question, the question stem appears in bold face text and reads, “**During the incident...**” followed by “**Did the offender use physical force, such as holding, pinning, or blocking you, hitting or kicking you, or using a weapon?**”

In questions **PHYSICALTHREAT** through **UNABLECONSENT**, the question stem is in grey text to signify that reading the question stem is optional. However, the specific question text appears in bold face text and must be read to the respondent. Repeat the question stem whenever appropriate or if asked by the respondent.

January 2025 ex-boyfriend forced himself in his dorm room

During the incident, did the offender forcibly touch or kiss your sexual body parts, or forcibly touch, grab, fondle, or rub up against you in a sexual way?

1. Yes
2. No

FORCEDTOUCH

FORCEDTOUCH

FORCEDTOUCH is asked to determine if the offender forcibly touched or kissed the respondent’s sexual body parts, or forcibly touched, grabbed, fondled, or rubbed up against the respondent in a sexual way.

January 2025 ex-boyfriend forced himself in his dorm room

Did the offender use some other type of pressure, such as threatening to cause financial or other problems for you, threatening to break up with you, threatening to hurt your reputation, or promising rewards?

1. Yes
2. No

UNWANTEDPRESSURE

UNWANTEDPRESSURE

UNWANTEDPRESSURE is asked to determine if the offender used some other type of pressure, such as threatening to break up with the respondent, cause financial problems, or some other type of harm.

January 2025 ex-boyfriend tried to force himself in his dorm room

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Have vaginal sex with a woman?

1. Yes
2. No

ATTEMPTSEX

January 2025 ex-boyfriend tried to force himself in his dorm room

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Did the offender physically try to, or try to make you, have oral or anal sex?

♦ **If needed, read:** Oral sex means that someone put their mouth or tongue on a vagina, anus, or penis. Anal sex is a man or boy putting his penis in someone else's anus.

1. Yes
2. No

ATTEMPTORAL

January 2025 ex-boyfriend tried to force himself in his dorm room

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Did the offender physically try to sexually penetrate you with a finger or object or try to make you penetrate them with your finger or an object?

♦ **If needed, read:** Penetration means that someone put a finger or object inside a sexual body part.

1. Yes
2. No

ATTEMPTPENETRATE

January 2025 ex-boyfriend tried to force himself in his dorm room

Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?

Did the offender physically try to, or try to make you, touch, grab, fondle, or kiss sexual body parts?

1. Yes
2. No

ATTEMPTTOUCH

ATTEMPTSEX, ATTEMPTORAL, ATTEMPTPENETRATE, ATTEMPTTOUCH

ATTEMPTSEX through **ATTEMPTTOUCH** questions ask about ATTEMPTED contacts in which the offender tried to do something but did not actually do it. These questions are asked independently of one another but share the same question stem.

On the **ATTEMPTSEX** question, the question stem appears in bold face text and reads, “**Did the offender physically TRY to do, or try to make you do, any of the following, BUT NOT ACTUALLY DO IT?**” followed by “**Have vaginal sex with a woman?**”

In questions **ATTEMPTORAL** through **ATTEMPTTOUCH**, the question stem is in grey text to signify that reading the question stem is optional. However, the specific question text appears in bold face text and must be read to the respondent. Repeat the question stem whenever appropriate or if asked by the respondent.

In the **ATTEMPTSEX** question, the instrument displays, “**Have vaginal sex with a woman?**” only if the respondent is male. Otherwise, the instrument displays, “**Have vaginal sex?**”

In the **ATTEMPTORAL** and **ATTEMPTPENETRATION** questions, read the optional text in grey if clarification is needed on what oral sex, anal sex, or penetration is.

January 2025 ex-boyfriend tried to force himself in his dorm room

Did the offender verbally THREATEN to have vaginal, oral, or anal sex, or THREATEN sexual penetration with a finger or object when you did not want it to happen?

1. Yes
2. No

THREATSEXUALCONTACT

THREATSEXUALCONTACT

THREATSEXUALCONTACT is asked to determine if the offender verbally threatened the respondent to have vaginal, oral, or anal sex, or threatened sexual penetration with a finger or object when the respondent did not want it to happen.

January 2025 ex-boyfriend tried to force himself in his dorm room

Did the offender verbally threaten to, or threaten to make you, touch, grab, fondle, or kiss sexual body parts when you did not want it to happen?

1. Yes
2. No

THREATFORCEDTOUCH

THREATFORCEDTOUCH

THREATFORCEDTOUCH is asked to determine if the offender verbally threatened to, or threatened to make the respondent, touch, grab, fondle, or kiss sexual body parts when the respondent did not want it to happen.

January 2025 ex-boyfriend tried to force himself in his dorm room

You said that the offender tried to have unwanted sexual contact with you when you did not want it to happen.

Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon, in doing this?

1. Yes
2. No

ATTEMPTPHYSFORCE

January 2025 ex-boyfriend tried to force himself in his dorm room

You said that the offender tried to have unwanted sexual contact with you when you did not want it to happen.

Did the offender threaten to physically hurt you or someone close to you?

1. Yes
2. No

ATTEMPTPHYSTHREAT

January 2025 ex-boyfriend tried to force himself in his dorm room

You said that the offender tried to have unwanted sexual contact with you when you did not want it to happen.

Did the offender try to do it while you were blacked out, unconscious, or asleep?

1. Yes
2. No

ATTEMPTUNCONSCIOUS

January 2025 ex-boyfriend tried to force himself in his dorm room

You said that the offender tried to have unwanted sexual contact with you when you did not want it to happen.

Did the offender try to do it while you were unable to consent because you were too drunk or high?

1. Yes
2. No

ATTEMPTUNABLECONSENT

ATTEMPTPHYSFORCE, ATTEMPTPHYSTHREAT, ATTEMPTUNCONSCIOUS, ATTEMPTUNABLECONSENT

ATTEMPTPHYSFORCE, ATTEMPTPHYSTHREAT, ATTEMPTUNCONSCIOUS, and ATTEMPTUNABLECONSENT are asked to identify if any tactics were used by the offender. These include physical force, threats of physical force to the respondent or someone close to the respondent, and if the respondent was incapacitated, including being blacked out, unconscious, asleep, or unable to consent because of being too drunk or high. These questions are asked independently of one another but share the same question stem.

On the **ATTEMPTPHYSFORCE** question, the question stem appears in bold face text and reads, “**You said that the offender tried to have unwanted sexual contact with you when you did not want it to happen.**” Followed by “**Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon, in doing this?**”

In questions **ATTEMPTPHYSTHREAT** through **ATTEMPTUNABLECONSENT**, the question stem is in grey text to signify that reading the question stem is optional. However, the specific question text appears in bold face text and must be read to the respondent. Repeat the question stem whenever appropriate or if asked by the respondent.

The instrument displays the sentence in the question stem as, “**You said that the offender tried to have unwanted sexual contact with you when you did not want it to happen,**” if the respondent answered “Yes” to **ATTEMPTSEX**, **ATTEMPTORAL**, **ATTEMPTPENETRATE**, or **ATTEMPTTOUCH**. Otherwise, the instrument displays the sentence in the question stem as, “**You said that the offender threatened to have unwanted sexual contact with you when you did not want it to happen.**”

January 2025 ex-boyfriend tried to force himself in his dorm room

During the incident, did the offender attempt to forcibly touch or kiss your sexual body parts, or forcibly touch, grab, fondle, or rub up against you in a sexual way?

1. Yes
2. No

ATTEMPTFORCEDTOUCH

ATTEMPTFORCEDTOUCH

ATTEMPTFORCEDTOUCH asks the respondent if the offender attempted to or actually forcibly touched or kissed the respondent's sexual body parts.

January 2025 ex-boyfriend tried to force himself in his dorm room

Did you tell the offender "no," "stop," or that you did not want this to happen?

1. Yes
2. No

SAYNO

SAYNO

SAYNO is used to determine if the respondent told the offender "no," "stop," or that the respondent did not want this to happen.

January 2025 ex-boyfriend tried to force himself in his dorm room

When you said this, did the offender stop immediately, stop after you said it more than once, or not stop at all?

1. Stop immediately
2. Stop after said more than once
3. Not stop at all

OFFSTOP

OFFSTOP

OFFSTOP is asked of those respondents who say they told the offender "no," "stop," or that they didn't want this to happen at the question **SAYNO**. The question is meant to differentiate between offenders who eventually stopped and offenders who stopped right away when the respondent said something.

January 2025 offender threatened to sexual assault while at a bar

At the time, how likely did you think it was that the offender would actually act on their threat during the incident?

1. **Very likely**
2. **Somewhat likely**
3. **Somewhat unlikely**
4. **Very unlikely**

ACTONTHREAT

ACTONTHREAT

ACTONTHREAT is asked to determine how likely the respondent thought the offender would act on their threat. The answer categories for this question are in bold and should be read aloud.

January 2025 offender threatened sexual assault while at a bar

Were you threatened face to face, by phone or text, online (such as by email or social media), or in some other way?

♦ Mark all that apply

1. Face to face
2. By phone or text
3. Online (email or social media)
4. Some other way (specify)

SA_HOWTHREATENED

SA_HOWTHREATENED

SA_HOWTHREATENED is asked to determine if the threat was face to face, by phone, online or some other way. This question allows you to enter multiple answer categories.

Enter answer category 4, "Some other way," when the respondent mentions a threat that does not seem to fit into any of the answer categories 1 through 3. Always enter a description of the threat on the "Specify" screen, **SA_HOWTHREATENED_SP**, after entering answer category 4.

January 2025 offender threatened sexual assault while at a bar

What did the offender do that was unwanted?

UNWANTEDCONTACT_SP

UNWANTEDCONTACT_SP

UNWANTEDCONTACT_SP asks what the offender did that was unwanted. Type in the response verbatim, up to 35 characters.

January 2025 offender threatened sexual assault while at a bar

The next question asks whether a weapon was used during this incident.

1. Enter 1 to continue

WEAPON_INTRO

WEAPON_INTRO

WEAPON_INTRO informs the respondent that the next question asks whether a weapon was used during the incident.

Attack/Threat

This section determines whether the incident was a threat, attempted attack, or completed attack. Some questions within this section are also asked of those who reported an unwanted sexual contact. Respondents who experienced personal crimes are asked if the offender had a weapon, and if so, what kind, how it was used, and if there was any injury. Questions about weapons and injury are found in this section, as well as in the Presence section that will be discussed later in this chapter.

February 2025 punched by man at bar

Did someone actually attack you, try to attack you, or threaten to attack you during this incident?

◆ Probe if respondent only says 'Yes'.

1. Attacked/tried to attack
2. Threatened to attack

ATTACKATTEMPTTHREAT

ATTACKATTEMPTTHREAT

ATTACKATTEMPTTHREAT is asked to determine if the offender attacked/tried to attack or threatened the respondent. Be sure to check the answer choices carefully to ensure you have selected the category that corresponds to the respondent's answer. Probe the respondent if their answer does not correlate with an answer category.

Answer Category 1

Enter answer category 1, "Attacked/tried to attack," when both the offender and the respondent were present during the incident and when:

- ✓ There was some type of **physical contact** between the offender and the respondent (*for example, the offender hit, knocked down, or assaulted the respondent in some way*)
 - ✓ The offender made an attempt to attack the respondent (*for example, the offender tried to punch, hit, shoot, or stab the respondent and missed*)
- OR
- ✓ The respondent perceives that the offender could have caused physical injury to him/her (*for example, the offender was chasing the respondent with a gun in his/her hand, but was stopped before reaching the respondent*).

Answer Category 2

Enter answer category 2, "Threatened to attack," when the offender only threatened to physically harm the respondent but did not physically attack or attempt to physically attack the respondent.

February 2025 threatened by man at bar

Were you threatened face to face, by phone or text, online (such as by email or social media), or in some other way?

◆ Mark all that apply

1. Face to face
2. By phone or text
3. Online (email or social media)
4. Some other way (specify)

A_HOWTHREATENED

A_HOWTHREATENED

A_HOWTHREATENED is asked of respondents who reported being threatened to determine if the respondent was threatened face to face, by phone, online or some other way. This question allows you to enter multiple answer categories.

Enter answer category 4, "Some other way," when the respondent mentions a threat that does not seem to fit into any of the answer categories 1 through 3. Always enter a description of the threat on the "Specify" screen, **A_HOWTHREATENED_SP**, after entering answer category 4.

February 2025 punched by man at bar

Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

◆ The following are NEVER considered weapons:

- Animals
- Parts of the body
- Small empty cans
- Rings
- Casts

1. Yes
2. No
3. Don't know

A_WEAPONPRESENT

[A_WEAPONPRESENT](#)

A_WEAPONPRESENT is asked to determine whether the offender had a weapon or used an object as a weapon.

[Objects Used as Weapons](#)

Objects other than guns, rifles, and knives must have been used as weapons to be considered weapons. For example, if the offender used a screwdriver only to break into the respondent's home, the screwdriver is NOT a weapon for the incident. However, if the offender attacked or threatened to attack the respondent with the screwdriver, then the screwdriver is a weapon for the incident.

When a respondent mentions an object that may or may not be a weapon depending on how the offender used it, probe to verify that the object was used to either attack the respondent or threaten to attack the respondent. Make sure to explain in the summary report exactly how the object was used as a weapon during the incident.

[Motor Vehicles](#)

In the following situations, a motor vehicle (for example, a car, truck, van, SUV, motorcycle, and so on) can be considered a weapon:

- ✓ The respondent knows the offender and the offender **deliberately** used a motor vehicle to try to run into the respondent's vehicle or a vehicle in which the respondent was riding.

- ✓ The respondent believes that the offender **deliberately** struck or tried to hit him/her with a motor vehicle while the respondent was on foot, a bicycle, in a motor vehicle, and so on. The respondent's belief could be based on words spoken by the offender or facts known about the offender.

However, the offender's vehicle is NOT a weapon if the respondent does not know the offender and there was **NO verbal threat of physical harm to the respondent** when:

- ✗ The offender cut in front of a vehicle driven by the respondent.
- ✗ The offender cut in front of a vehicle in which the respondent was a passenger.
- ✗ The offender and the respondent were involved in some type of traffic accident or incidence of road rage.

Thrown Objects

Objects that are thrown at the respondent are **ONLY considered weapons if they hit the respondent**. If the object did NOT hit the respondent, **the incident should be considered an attempted attack with no weapon**.

Objects That Are Never Weapons

The following objects are NEVER considered weapons for the NCVS:

- ✗ Animals
- ✗ Parts of the body (for example, hands, feet, and so on)
- ✗ Small empty cans
- ✗ Rings
- ✗ Casts

Answer Category 1

Enter answer category 1, "Yes," if the offender had a weapon, such as a gun or knife, or used an object, such as a bottle or baseball bat, as a weapon.

Answer Category 2

Enter answer category 2, "No," if the respondent says that the offender did not have a weapon.

Answer Category 3

Enter answer category 3, "Don't know," if the respondent says that he/she does not know whether the offender had a weapon.

February 2025 punched by man at bar

What was the weapon?

◆ Mark all that apply

1. Firearm (gun, rifle, etc.)
2. Knife or other sharp object (razors, axes, scissors, broken glass, etc.)
3. Blunt object (baseball bat, butt of a firearm, clubs, rocks, bottles, etc.)
4. Motor vehicle
5. Poison
6. Explosives or a fire/incendiary device
7. Drugs, narcotics, or sleeping pills
8. BB guns, pellet guns, tasers, pepper spray, stun guns, etc.
9. Something else (specify)

A_WEAPON

[A_WEAPON](#)

A_WEAPON is asked to identify the type of weapon(s) the offender had during the incident. This question allows you to enter multiple answer categories.

[Answer Category 1](#)

Enter answer category 1 when the respondent mentions any type of firearm.

[Answer Category 2](#)

Enter answer category 2 when the respondent mentions any type of knife or an object with a thin sharp edge or a fine point (other than a knife) that is intended for cutting or piercing (for example, scissors, ice pick, axe, and so on). When you enter answer category 2 in question **A_WEAPON**, make sure to explain in the summary report whether the sharp object was used as a weapon. If the sharp object was used as a weapon, also explain how it was used as a weapon, such as whether the object was thrown at and hit the respondent, used to stab the respondent, or used to threaten the respondent.

[Answer Category 3](#)

Enter answer category 3 when the respondent mentions a blunt-edged object without sharp edges or points, such as a club, rock, blackjack, and so on. Also, enter answer category 3 when the offender used a BB gun or tear gas gun as a club. When you enter answer category 3 in question **A_WEAPON**, make sure to explain in the summary report if the blunt object was used as a weapon. If the blunt object was used as a weapon, also explain how it was used as a weapon, such as whether the object was thrown at and hit the respondent, used to beat the respondent, or used to threaten the respondent.

[Answer Category 4](#)

Enter answer category 4 when the respondent mentions motor vehicle. Refer to the **A_WEAPONPRESENT** question on page B4-20 for more information on situations in which a motor vehicle can be considered a weapon.

[Answer Category 5](#)

Enter answer category 5 when the respondent mentions poison.

Answer Category 6

Enter answer category 6 when the respondent mentions explosives or a fire/incendiary device.

Answer Category 7

Enter answer category 7 when the respondent mentions drugs, narcotics, or sleeping pills.

Answer Category 8

Enter answer category 8 when the respondent mentions BB guns, pellet guns, tasers, pepper spray, stun guns, etc.

Answer Category 9

Answer category 9 is intended for weapons that you are unsure how to classify or for weapons or objects that the respondent believes the offender had and could use as a weapon, even if the respondent does not know what the weapon or object was. If possible, try to obtain a description and enter it on the "Specify" screen, **A_WEAPON_SP**. Avoid entering answer category 9 if the weapon fits one of the other answer categories.

When you enter answer category 9 in question **A_WEAPON**, make sure to explain in the summary report if the object was used as a weapon. If the object was used as a weapon, also explain how it was used as a weapon and whether the object was thrown at the respondent, used to beat the respondent, or used to threaten the respondent.

February 2025 attack by man at bar

Was it a handgun or some other kind of gun, such as a rifle or shotgun?

1. Handgun, pistol, revolver
2. Some other kind of gun, rifle, shotgun

A_GUNTYPE

A_GUNTYPE

A_GUNTYPE is used to identify what type of gun the offender had during the incident.

Answer Category 1

Enter answer category 1 when the respondent mentions any type of handgun, other than a BB gun, tear gas gun, or stun gun. If a respondent mentions a BB gun, tear gas gun, or stun gun, return to question **A_WEAPON**, delete answer category 1, and enter answer category 8 if it is not already selected.

Answer Category 2

Enter answer category 2 when the respondent mentions a rifle, shotgun, or any gun that is NOT a handgun, other than a BB or tear gas gun.

February 2025 attack by man at bar

Did the offender...

1. **Shoot you**
2. **Shoot at you, but missed**
3. **Hit you with the gun**
4. **Show you a gun or point a gun at you?**

A_HOWGUNUSED

[A_HOWGUNUSED](#)

A_HOWGUNUSED is used to identify what the offender did with the gun. The answer categories for this question are in bold and should be read aloud.

[Answer Category 1](#)

Enter answer category 1 when the offender shot a gun or rifle at the respondent and the respondent was actually hit by the bullet.

[Answer Category 2](#)

Enter answer category 2 when the offender shot a gun or rifle intending to hit the respondent, but the respondent did not get hit by the bullet.

[Answer Category 3](#)

Enter answer category 3 when the offender used a gun or rifle to strike the respondent (*for example, using it to inflict blunt force injury, rather than shooting at the respondent*).

[Answer Category 4](#)

Enter answer category 4 when the offender showed the respondent a gun or pointed a gun at the respondent.

February 2025 attack by man at bar

You said the offender had a knife or other sharp object. Did the offender stab or cut you?

1. **Yes**
2. **No**

A_KNIFEWOUND

[A_KNIFEWOUND](#)

A_KNIFEWOUND is asked to determine if the offender stabbed or cut the respondent during the incident.

[Answer Category 1](#)

Enter answer category 1, "Yes," when the offender used a knife or other sharp object to cut the respondent causing a puncture wound.

Answer Category 2

Enter answer category 2, "No," when the offender did not stab or cut the respondent.

February 2025 attack by man at bar

Did the offender TRY to stab or cut you?

1. Yes
2. No

A_ATTEMPTKNIFEWOUND

[A_ATTEMPTKNIFEWOUND](#)

A_ATTEMPTKNIFEWOUND is asked to determine if the offender tried to stab or cut the respondent during the incident.

February 2025 attack by man at bar

Did the offender hit you, grab you, knock you down, or attack you in any other way?

1. Yes
2. No

ATTACK

[ATTACK](#)

ATTACK is asked to determine if the offender hit, grabbed, knocked down, or attacked the respondent in any other way during the incident.

February 2025 attacked by man at bar

Did the offender TRY to hit you, grab you, knock you down, or try to attack you in any way?

1. Yes
2. No

ATTEMPTATTACK

[ATTEMPTATTACK](#)

ATTEMPTATTACK is asked to determine if the offender tried to hit, grab, knock down the respondent, or tried to attack the respondent in any way during the incident.

February 2025 attacked by man at bar

Did the offender THREATEN to hit you, grab you, knock you down, or threaten to attack you in any way?

1. Yes
2. No

THREATATTACK

THREATATTACK

THREATATTACK is asked to determine if the offender made a face-to-face verbal threat to hit, grab, knock down the respondent, or threatened to attack the respondent in any way. Both the respondent and the offender must be present and the threat must be voiced by the offender directly to the respondent.

Do NOT include threats made by:

- ✗ Telephone
- ✗ Text message
- ✗ Letter or note
- ✗ Email
- ✗ Fax
- ✗ Social media (including virtual meetings and video calls)
- ✗ Someone other than the offender

February 2025 attacked by man at bar

What did the offender do?

◆ Probe if needed: **Anything else?**

◆ Mark all that apply

1. Took something without your permission
2. Tried to or threatened to take something
3. Harassed, argued with you, or used abusive language
4. Broke in or tried to break into your home
5. Broke in or tried to break into your vehicle
6. Damaged or destroyed your property
7. Something else (specify)

WHATHAPPEN

WHATHAPPEN

Ask **WHATHAPPEN** to identify what happened during the incident when the respondent answers "No" to **ATTACK**, **ATTEMPTATTACK**, and **THREATATTACK**. This question allows you to enter multiple answer categories, so continue asking, **"Anything else?"** until you get a "No" response.

After asking the question in **WHATHAPPEN**, you may discover that the offender did attack, tried to attack, or verbally threatened to physically harm the respondent. If so, do not enter any answer categories in question **WHATHAPPEN** and correct the answers entered in questions **ATTACK**, **ATTEMPTATTACK**, or **THREATATTACK** as necessary. (You may correct previous answers by pressing the "Up" arrow key and backing up to the appropriate screen to change responses.)

Answer Category 1

Enter answer category 1, " Took something without your permission," if the offender stole something belonging to the respondent or another household member.

Answer Category 2

Enter answer category 2, " Tried to or threatened to take something ," if the offender:

Tried to take something that belonged to the respondent or another household member

OR

Threatened to take something belonging to the respondent or another household member. A threatened theft can be verbal (*For example, "I'm taking your motorcycle."*) or nonverbal (*For example, the offender reaches for the respondent's purse, but doesn't get it.*)

Answer Category 3

Enter answer category 3, "Harassed, argued with you, or used abusive language," if the offender **verbally** bothered the respondent without threatening him/her (*for example, yelling, teasing, insulting, arguing, using obscenities, and so on*).

Answer Category 4

Enter answer category 4, "Broke in or tried to break into your home," if the offender broke in or tried to break into the respondent's home during the incident.

Answer Category 5

Enter answer category 5, "Broke in or tried to break into your vehicle," if the offender broke in or tried to break into any type of vehicle owned by the respondent or another household member.

Answer Category 6

Enter answer category 6, "Damaged or destroyed your property," if the offender damaged or destroyed property during the incident that belongs to the respondent or another household member.

Answer Category 7

Enter answer category 7, " Something else," when the incident does not fit one of the preceding categories for question **WHATHAPPEN** and enter a brief and concise explanation of what happened during the incident on the "Specify" screen, **WHATHAPPEN_SP**, which appears after entering answer category 7. Some examples of acceptable entries for answer category 7 are:

- ✓ Obscene gestures
- ✓ Trespassing on the respondent's property
- ✓ A "Peeping Tom."

February 2025 attacked by man at bar

How did the offender TRY or THREATEN to attack you?

◆ Mark all that apply

1. Saying they would attack or kill you
2. Threatening you with a weapon
3. Trying to attack you with a weapon other than gun, knife, or sharp object
4. Throwing something at you
5. Following you or surrounding you
6. Trying to choke you
7. Trying to hit, slap, knock down, grab, hold, trip, jump, or push you
8. Something else (specify)

HOWATTACKTHREATEN

HOWATTACKTHREATEN

HOWATTACKTHREATEN is asked to identify how the offender tried to attack or threatened to attack the respondent. This question allows you to enter multiple answer categories. Not all answer categories will display, only those relevant to answers the respondent has already provided will be shown.

Answer Category 1

Enter answer category 1, "Saying they would attack or kill you," if the offender was face-to-face with the respondent and **verbally** threatened to attack or kill the respondent.

Answer Category 2

The instrument displays answer category 2, "Threatening you with a weapon," if the respondent answered "Yes" to question **A_WEAPONPRESENT** indicating that the offender had a weapon or used an object as a weapon. Enter answer category 2 if the offender had a weapon or an object that he/she intended to use as a weapon and the respondent believed the offender would use the weapon to harm him/her.

Answer Category 3

The instrument displays answer category 3, "Trying to attack you with a weapon other than gun, knife, or sharp object," if the respondent answered any of the answer categories 3 through 9 in question **A_WEAPON**. Enter answer category 3 if the offender tried unsuccessfully to attack the respondent with a weapon other than a gun, knife, or other sharp weapon. This could include weapons such as clubs, blackjacks, rocks, etc.

Answer Category 4

Enter answer category 4, "Throwing something at you," if the offender threw an object at the respondent but did not hit him/her.

Answer Category 5

Enter answer category 5, "Following you or surrounding you," if the offender was following the respondent or blocking his/her way, and the offender's close proximity to the respondent caused the respondent to fear for his/her safety.

Answer Category 6

Enter answer category 6, "Trying to choke you," if the offender tried to choke the respondent.

Answer Category 7

Enter answer category 7, "Trying to hit, slap, knock down, grab, hold, trip, jump, or push you," if the offender tried unsuccessfully to hit, slap, knock down, grab, hold, trip, jump, or push the respondent.

Answer Category 8

Enter answer category 8, Something else, if the offender tried to attack or threatened to physically harm the respondent in a way that does not fit one of the preceding categories. Avoid using this category if at all possible since most threats or attempted attacks can be identified in the categories for answer categories 1 through 7. If you do need to enter answer category 8, make sure to enter how the offender tried to attack or threatened to physically harm the respondent in the "Specify" screen, **HOWATTACKTHREATEN_SP**, that appears after entering answer category 8.

February 2025 attacked by man at bar

Did the offender do any of the following?

Grab, hold, trip, jump, or push you?

1. Yes
2. No

GRABPUSHTRIP

February 2025 attacked by man at bar

Did the offender do any of the following?

Hit you, slap you, or knock you down?

1. Yes
2. No

HITSLAP

February 2025 attacked by man at bar

Did the offender do any of the following?

Throw something at you?

1. Yes
2. No

THROWOBJECT

February 2025 attacked by man at bar

Did the offender do any of the following?

Choke you?

1. Yes
2. No

CHOKE

February 2025 attacked by man at bar

Did the offender do any of the following?

Hit you with an object other than a gun?

1. Yes
2. No

HITWITHOBJECT

February 2025 attacked by man at bar

Did the offender do any of the following?

Do something else to attack you?

1. Yes
2. No

OTHERATTACK

GRABPUSHTRIP, HITSLAP, THROWOBJECT, CHOKE, HITWITHOBJECT, OTHERATTACK

GRABPUSHTRIP through **OTHERATTACK** are asked to determine what kind of attack may have happened during the incident. These questions are asked independently of one another but share the same question stem.

On the **GRABPUSHTRIP** question, the question stem appears in bold face text and reads, “**Did the offender do any of the following?**”

In questions **HITSLAP** through **OTHERATTACK**, the question stem is in grey text to signify that reading the question stem is optional. However, the specific question text appears in bold face text and must be read to the respondent. Repeat the question stem whenever appropriate or if asked by the respondent.

If the respondent answered “Yes” to the **OTHERATTACK** question, the instrument goes to **OTHERATTACK_SP**. The **OTHERATTACK_SP** question asks what else the offender did to attack the respondent. Type in the response verbatim, up to 35 characters.

February 2025 attacked by man at bar

Did the offender steal or try to steal something that belonged to you during the incident?

1. Yes, stole something
2. Yes, tried to steal something
3. No

A_THEFTATTEMPT

A_THEFTATTEMPT

A_THEFTATTEMPT is asked when the respondent reported an actual or threatened attack and did not report a separate theft. Only record an actual or attempted theft here if it was a part of the same incident.

Consequences I: Injury

The Consequences I: Injury questions are asked of respondents who reported a personal crime, excluding personal robbery. This section asks detailed questions about injuries the respondent may have received during the incident.

February 2025 attacked by man at bar

The next questions ask about any injuries you may have had during this incident.

During the incident, were you physically hurt or injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.

Please include the times when you were hurt, even if there were not physical marks.

1. Yes
2. No

INJURY

INJURY

INJURY is asked to determine if the respondent was injured during the incident.

The instrument displays the words, “**hurt or,**” in “**were you physically... injured**” if the respondent is less than 18 years of age or refused or did not know his/her age.

The instrument displays the sentence, “**Please include the times when you were hurt, even if there were not physical marks.**” at the end if the respondent is less than 18 years of age or refused or did not know his/her age.

◆ You reported an injury, but no attack was reported, please review entries to make sure everything was recorded correctly.

INJURY_CK (soft)

INJURY_CK is a soft edit check that will display when the respondent reported an injury but no attack. If you suppress this edit check, the instrument will go to the **HOWINJURED** question. Otherwise, you have the option to go back to the **INJURY** question.

February 2025 attacked by man at bar

How were you injured?

◆ Mark all that apply

11. Broken or cracked bones
12. Broken nose
13. Dislocated joints
14. A concussion
15. Knocked unconscious
16. Injury from sexual intercourse, such as to vagina or anus, including bleeding
17. Other internal injuries, such as internal bleeding or damage to internal organs
18. Bruising, swelling, welts, black eye
19. Bite mark or bite wound
20. Cuts or scratches
21. Sore muscles, sprains, strains, pulls
22. Burns
23. Nosebleed or bloody lip
24. Broken, chipped, or lost teeth
25. Other (specify)

HOWINJURED

HOWINJURED

HOWINJURED is asked to identify how the respondent was injured. This question allows you to enter multiple answer categories. Not all answer categories will display, only those relevant to answers the respondent has already provided will be shown.

Note that this question and its answer list will appear differently based on the answers to previous questions:

- The question will start with “Besides being...” and fill accordingly if the respondent already reported being shot and/or stabbed as part of the incident.
- The instrument displays answer category 16 if the respondent answered “Yes” to **UNWANTEDSEX**, **UNWANTEDORAL**, **UNWANTEDPENETRATION**, or **UNWANTEDTOUCH**. In

answer category 16, the instrument displays the words, “**including bleeding**,” if the respondent is less than 18 years of age.

- In answer category 17, the instrument displays the words, “**Other internal**,” if the respondent answered “Yes” to **UNWANTEDSEX**, **UNWANTEDORAL**, **UNWANTEDPENETRATION**, or **UNWANTEDTOUCH**. Otherwise, the instrument displays the word, “**Internal**.”

Enter answer category 25, “Other,” when the respondent mentions an injury that does not seem to fit into any of the injuries for answer categories 11 through 24. Always enter a description of the injury on the “Specify” screen, **HOWINJURED_SP**, after entering answer category 25 (*for example, having a heart attack, becoming pregnant, or having a miscarriage*). Avoid entering answer category 25 if the injury fits into one of the injury descriptions for answer categories 11 through 24.

February 2025 attacked by man at bar

Did you receive any care from a medical or dental professional as a result of the incident?

1. Yes
2. No

MEDICALCARE

MEDICALCARE

MEDICALCARE is asked to determine if the respondent received any care from a medical or dental professional as a result of the incident. Treatment by a mental health professional (*for example, psychiatrist, psychologist, psychiatric social worker, therapist, counselor*) would NOT be included in this question. Questions about mental health care services are asked in a later section of the instrument.

February 2025 attacked by man at bar

Did you receive this care at the location where the incident happened, somewhere else, or both?

1. Only where the incident happened
2. Only somewhere else
3. Both

RECCARESCENE

RECCARESCENE

RECCARESCENE is asked to determine where the respondent received treatment for his/her injuries.

Answer Category 1

Enter answer category 1, “Only where the incident happened,” if the respondent received any type of treatment at the scene of the incident (*for example, in the shopping mall where the respondent was stabbed*).

Answer Category 2

Enter answer category 2, “Only somewhere else,” if the respondent received any type of treatment at any place that was *not the scene of the incident*. For example, it could include any type of doctor’s or dentist’s office, or in some kind of a medical or health clinic that serves patients on either a routine or an emergency basis, a hospital emergency room or an emergency clinic, their home or the home of the respondent’s neighbor, friend, or relative, a health unit or first aid station at work or school, a sports arena or stadium, airport, a train or subway station, a museum, or some other type of emergency facility.

Answer Category 3

Enter answer category 3, “Both,” if the respondent received any type of treatment at the scene of the incident and at any place that was not the scene of the incident.

February 2025 attacked by man at bar

Where did you receive this care?

◆ Mark all that apply

1. At your home or the home of a relative, friend, or neighbor
2. At a hospital emergency room (ER) or an emergency clinic
3. At some other kind of medical or dental place
4. Somewhere else (specify)

RECCAREWHERE

RECCAREWHERE

RECCAREWHERE is asked to determine where the respondent received treatment. This question allows you to enter multiple answer categories.

Enter answer category 4, “Somewhere else,” when the respondent mentions a place that does not seem to fit into any of the answer categories 1 through 3. Always enter a description of the place where the respondent received treatment on the “Specify” screen, **RECCAREWHERE_SP**, after entering answer category 4.

February 2025 attacked by man at bar

Did you stay overnight in the hospital?

◆ A hospital can include any institution that provides medical and surgical treatment and nursing care for sick or injured people.

1. Yes
2. No

CAREOVERNIGHT

CAREOVERNIGHT

CAREOVERNIGHT is asked to determine if the respondent stayed in a hospital overnight to receive care for his/her injuries suffered during the incident.

February 2025 attacked by man at bar

Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?

1. Yes
2. No
3. Don't know

MEDICALINSURANCE

MEDICALINSURANCE

MEDICALINSURANCE is asked to determine if the respondent had any out-of-pocket expenses for the care that he/she does not expect to get paid back from insurance or some other source. "Out-of-pocket" expenses are those that have already been paid by the respondent or their immediate family, for which they do not expect to be reimbursed.

If the respondent (or immediate family) is waiting to find out whether any or some of what they have paid for medical or dental expenses will be reimbursed by insurance or some other source, select answer category 3, "Don't know."

February 2025 attacked by man at bar

How much were these out-of-pocket expenses?

1. Less than \$100
2. \$100 to less than \$500
3. \$500 to less than \$1,000
4. \$1,000 to less than \$5,000
5. \$5,000 or more

MEDICALEXPENSES

MEDICALEXPENSES

MEDICALEXPENSES is asked to determine how much the out-of-pocket expenses were that the respondent has paid. The out-of-pocket amount is what the respondent or their immediate family has paid to date minus any reimbursement from insurance or other source. If the reimbursement has not yet been made, probe for the respondent's best estimate of what their out-of-pocket expenses will end up being.

Motor Vehicle Theft

This section determines whether the incident was an attempted or completed motor vehicle theft and who the vehicle belonged to.

March 2025 stranger stole car while at a gas station

You said someone stole or tried to steal a motor vehicle or used it without permission during the incident in March 2025. Did the offender actually take the vehicle?

1. Yes
2. No

MVTHEFTATTEMPT

MVTHEFTATTEMPT

MVTHEFTATTEMPT is asked to determine if a motor vehicle was stolen in the incident.

March 2025 stranger stole car while at a gas station

These next questions ask for details about what the offender might have been trying to do during the incident in March 2025.

Do you think the offender was actually trying to steal the vehicle?

1. Yes
2. No
3. Don't know

INTENTATTMVTHEFT

INTENTATTMVTHEFT

INTENTATTMVTHEFT is asked to determine if the respondent thinks the offender was actually *trying* to steal the vehicle. When a person discovers evidence that someone may have attempted to steal their vehicle, the offender's intent may not be clear. **INTENTATTMVTHEFT** will be asked of all respondents who reported an attempted motor vehicle theft. We want to collect the *respondent's perception* of the offender's intent. Do not probe a "don't know" response.

March 2025 stranger stole car while at a gas station

Do you think the offender...

Was trying to steal something inside the vehicle?

1. Yes
2. No
3. Don't know

THEFTINSIDEMV

THEFTINSIDEMV

THEFTINSIDEMV is asked to determine if the offender was trying to steal something inside the vehicle. Do not probe a "don't know" response.

March 2025 stranger stole car while at a gas station

Do you think the offender...

Was trying to vandalize the vehicle?

1. Yes
2. No
3. Don't know

VANDALIZEMV

VANDALIZEMV

VANDALIZEMV is asked to determine if the offender was trying to vandalize the vehicle. Do not probe a "don't know" response.

March 2025 stranger stole car while at a gas station

Did the vehicle belong to you personally, to someone else in the household, or to both you and other household members?

1. Respondent
2. Someone the respondent lives with
3. Both the respondent and someone else the respondent lives with
4. Someone the respondent doesn't live with
5. Other (specify)

WHOOWNEDMV

WHOOWNEDMV

WHOOWNEDMV is asked to identify who owned the vehicle at the time of the incident. Enter only ONE answer category for this question. When we refer to "household member(s)" in the question, we mean household members at the time of the interview, NOT just at the time of the incident.

Answer Category 1

Enter answer category 1 if the vehicle belongs SOLELY to the respondent.

Answer Category 2

Enter answer category 2 if the vehicle belongs ONLY to someone the respondent lives with.

Answer Category 3

Enter answer category 3 if the vehicle belongs to both the respondent and someone else the respondent lives with.

Answer Category 4

Enter answer category 4 if the vehicle belongs to someone the respondent doesn't live with.

Answer Category 5

Enter answer category 5 if the vehicle belongs to someone not described in answer categories 1 through 4. For example, the vehicle belongs jointly to another household member and a nonhousehold member. After entering answer category 5, use the "Specify" screen, **WHOOWNEDMV_SP** to indicate who owns the vehicle (*for example, L3 and a nonhousehold member*).

March 2025 stranger stole car while at a gas station

Did anyone ever tell the offender they could use the vehicle?

1. Yes
2. No

PERMISSIONGIVEN

PERMISSIONGIVEN

PERMISSIONGIVEN is used to determine whether the owner of the stolen vehicle EVER gave the offender permission to use the vehicle.

Answer Category 1

Enter answer category 1, "Yes," if the offender was EVER given permission to use the vehicle. Also enter answer category 1 if permission can be assumed, such as in a family situation.

Answer Category 2

Enter answer category 2, "No," if the offender was NEVER given prior permission to use the car or other motor vehicle.

March 2025 stranger stole car while at a gas station

Did the offender actually steal something, or just try to steal something from inside the vehicle?

1. Actually stole something
2. Tried to steal something
3. Don't know

ACTUALTHEFTINMV

ACTUALTHEFTINMV

Respondents that answered "Yes" to **THEFTINSIDEMV** will be asked **ACTUALTHEFTINMV** to determine if the offender actually stole something or only tried to steal something from inside the vehicle. Do not probe a "don't know" response.

March 2025 stranger stole car while at a gas station

Did the offender return the vehicle?

1. Yes
2. No

RETURNMV

RETURNMV

RETURNMV is used to find out if the offender personally returned the motor vehicle that was taken during the incident of his/her own free will.

Answer Category 1

Enter answer category 1, "Yes," if the offender did return the motor vehicle in person of his/her own free will.

Answer Category 2

Enter answer category 2, "No," if:

- ✓ The police returned the motor vehicle.
- ✓ The motor vehicle was recovered in a way OTHER THAN by the offender or the police.
- ✓ The motor vehicle was never returned or recovered.

Break-In

This section determines whether the incident was an attempted or completed break-in, what was broken into, and if there was evidence of a forced entry.

April 2025 broke-into shed in backyard, stole tools and cash

You said someone broke in or tried to break in during the incident in April 2025. Did someone break in or try to break into any of the following during this incident?

♦ Read all categories and mark all that apply

1. **Your home or enclosed porch** (Include dorm room or room in a multi-unit building like a nursing home)
2. **A garage, shed, or other building on your property**
3. **A second home or vacation home**
4. **A hotel or motel room where you or someone you live with was staying**
5. **A car or motor vehicle**
6. **Some other place** (specify)

BREAKINWHERE

BREAKINWHERE

BREAKINWHERE is asked to determine where the offender broke into or tried to break into. The answer categories for this question are in bold and should be read aloud. This question allows you to enter multiple answer categories.

Enter answer category 6, "Some other place," when the respondent mentions a place that does not seem to fit into any of the answer categories 1 through 5. Always enter a description of the place where the offender broke in or tried to break in on the "Specify" screen, **BREAKINWHERE_SP**, after entering answer category 6.

April 2025 broke-into shed in backyard, stole tools and cash

Did the offender live there or have a right to be there, for instance, as a guest or a repair person?

1. Yes
2. No

OFFENDERLIVE

OFFENDERLIVE

Respondents who reported a break-in or attempted break-in of something other than a motor vehicle are asked the **OFFENDERLIVE** question to determine whether the offender had a legal right to be in the respondent's dwelling or other structure on the respondent's property.

Answer Category 1

Enter answer category 1, "Yes," when the offender:

- Was living or staying with the respondent when the incident happened.

- Had a legal right to be in the respondent's dwelling or a building on the respondent's property when the incident happened, such as a plumber, cleaning service, hotel/motel house cleaner, and so on.
- Had permission to enter the respondent's dwelling or a building on the respondent's property prior to the time the incident took place, such as a friend, relative, salesperson, or meter reader. However, if the offender entered fraudulently, do not enter answer category 1. For example, if the offender misrepresented his/her purpose for needing to enter the building/unit/dwelling as a repair person, police officer, maid, etc. to gain entrance; enter answer category 2, "No."

Answer Category 2

Enter answer category 2, "No," when the offender:

- Was not living or staying with the respondent and did not have a legal right or permission to be in the dwelling or building on the respondent's property at the time of the incident.
- Was let into the dwelling by a child and did not have a legal right to enter the dwelling because the parents would not have allowed access to the offender.
- Pushed his/her way into the dwelling when the respondent answered the door.
- Entered the dwelling by fraudulently misrepresenting himself/herself as a repairperson, police officer, maid, etc.

Don't Know

Enter Ctrl+ D, for "Don't know," when the respondent does not know who the offender was or whether the offender had a legal right to be in the dwelling or other building on the respondent's property. If you think that the respondent answered, "Don't know," because he/she is uncertain who the offender is, you may want to probe by asking the respondent if the person **suspected** of being the offender had a legal right to be in the respondent's dwelling.

April 2025 broke-into shed in backyard, stole tools and cash

Did the offender actually get inside?

1. Yes
2. No

OFFENDERINSIDE

OFFENDERINSIDE

Ask the question in **OFFENDERINSIDE** to determine if the offender actually entered the dwelling or other structure on the respondent's property.

For a Multi-Unit Structure

If the incident happened in a multi-unit structure, such as an apartment building or a hotel, we are only interested in the respondent's apartment unit or hotel room for the **OFFENDERINSIDE** question. Enter answer category 2, "No," if the offender got inside the building but did not actually get inside the respondent's apartment unit or hotel room.

Before entering a "Don't know" answer

If you feel that a respondent may know how the offender entered the dwelling or other building on the respondent's property even though he/she answered "Don't know," probe by repeating the respondent's answer or pausing a moment. However, some respondents really do not know if the offender actually got inside. For instance, enter Ctrl + D if a respondent:

- Did not find anything disturbed or stolen, even though the window in the back door was broken and the door was unlocked.
- Was told by a neighbor that an offender was seen leaving the respondent's house, but there was no evidence that the offender got inside.

April 2025 broke-into shed in backyard, stole tools and cash

Were there any signs that the offender got in or tried to get in by force? Signs of force include things like broken locks or windows or removal of a screen.

1. Yes
2. No

FORCEDENTRY

April 2025 broke-into shed in backyard, stole tools and cash

What were these signs?

♦ Probe if needed: **Anything else?**

♦ Mark all that apply

1. A window was damaged
2. A window screen was damaged or removed
3. A lock on a window was damaged or tampered with
4. A door was damaged
5. A screen door was damaged or removed
6. A lock or a door handle was damaged or tampered with
7. Something else (specify)

EVIDENCE

Evidence of Forcible Entry

Questions **FORCEDENTRY** and **EVIDENCE** are used to determine whether there was any physical, visible evidence of forcible entry or attempted forcible entry found after the incident took place.

FORCEDENTRY

FORCEDENTRY is asked to determine if there were any physical, visible evidence that the offender got in or tried to get in by force.

Answer Category 1

Enter answer category 1, "Yes," when there was physical, visible evidence following the incident that the offender entered or tried to enter the respondent's dwelling or lodging by force. Examples of visible evidence are shown in the answer categories for question **EVIDENCE**.

Answer Category 2

Enter answer category 2, "No," in question **FORCEDENTRY**, if there was no evidence of forcible entry or attempted forcible entry. Some examples of when answer category 2 should be entered are when the evidence is:

- A skeleton key or entry through an open window, door, etc.
- A ladder or trash placed next to a window, but there was no evidence that the window was tampered with in some way.
- An injury to the respondent as he/she opened the door and the offender pushed the respondent out of the way. Although this is evidence of an attack, it is not evidence of a break-in.
- An offender forces a respondent to let him/her enter the dwelling or lodging and there is no visible evidence of a break-in or attempted break-in to the dwelling or lodging after the incident.

EVIDENCE

After entering answer category 1 in question **FORCEDENTRY**, you ask the question in question **EVIDENCE** to identify the types of evidence found after the incident indicating that there was a forcible entry or an attempted forcible entry of the respondent's dwelling or lodging. Enter all answer categories that apply to the respondent's answer and continue to ask, "**Anything else?**" until you get a "No" response.

Since physical, visible evidence of force is evidence that can be seen, the following types of evidence are NOT considered signs of forcible entry or attempted forcible entry:

- ✗ An open or unlocked window
- ✗ An open or unlocked door.

Answer Category 1

Enter answer category 1 if the glass in the window was broken, cracked, or removed, or if there was evidence on the window frame that force was used to gain access or to try to gain access into the building, such as pry marks on the window frame.

Answer Category 2

Enter answer category 2 if the window screen was cut, ripped, or removed by the offender to gain access or to try to gain access.

Answer Category 3

Enter answer category 3 if the window lock was damaged, removed, or showed visible signs that the offender tampered with it to gain access or to try to gain access.

Answer Category 4

Enter answer category 4 if there were marks on the door or door frame, such as scratches, holes, or damaged glass in the door, or if the offender removed or knocked down the door to gain access or to try to gain access.

Answer Category 5

Enter answer category 5 if the offender damaged or removed a screen door.

Answer Category 6

Enter answer category 6 if a door lock or handle was damaged, tampered with, or removed.

Answer Category 7

Enter answer category 7 if the respondent mentions some type of damage not covered by answer categories 1 through 6, such as by cutting a hole in a wall. When the "Specify" screen, **EVIDENCE_SP**, appears after entering answer category 7, always note what type of evidence there was of forcible entry or attempted forcible entry. Avoid entering answer category 7 if the respondent's answer really fits one of the answer categories 1 through 6.

Theft

This section determines whether the incident was an attempted or completed theft, what was taken or attempted to be taken, who owned the property, and if the stolen item(s) were on the respondent at the time of the incident. Note that items belonging to a recognizable business do not count as personal thefts for the purposes of this survey.

April 2025 broke-into shed in backyard, stole tools and cash

You said someone stole or tried to steal something from you during the incident in April 2025. Did the offender actually steal something or did they only TRY to steal something?

1. The offender actually stole something
2. The offender only tried to steal something

THEFTATTEMPT

THEFTATTEMPT

Respondents who reported both a theft and an attempted theft will be asked **THEFTATTEMPT** to determine if a completed theft happened during this incident.

April 2025 broke-into shed in backyard, stole tools and cash

♦ The respondent reported multiple thefts or attempted thefts, with at least one of the incidents being a theft of something out of a motor vehicle. Is this the incident where something was stolen out of a motor vehicle?

1. Yes
2. No

THEFTFROMMV

THEFTFROMMV

THEFTFROMMV appears in the instrument when the respondent reported multiple thefts or attempted thefts, with at least one of the incidents being a theft out of a motor vehicle. **THEFTFROMMV** is used to find out if this is the incident where something was stolen out of a motor vehicle. The text on the screen is blue FR text and should not be read to the respondent.

April 2025 broke-into shed in backyard, stole tools and cash

What was stolen?

◆ Probe if needed: **Anything else?**

◆ Mark all that apply

11. Cash
12. Credit cards, checks, bank cards, or gift cards
13. Purse, keys, wallet, backpack, briefcase, or luggage
14. Jewelry, watch, clothing, furs, shoes, or sunglasses
15. Personal documents (license, social security card, passport, birth certificate, etc.)
16. Mail or (unspecified) package
17. Personal items (medication, makeup, etc.) or baby gear (car seats, stroller, etc.)
18. Handgun or other firearm
19. Cell phone
20. Tablets, laptops, or other portable electronics (including chargers or accessories)
21. TVs, gaming equipment, appliances, or other electronics
22. Indoor home décor (indoor home furnishings, potted plants, or rugs)
23. Outdoor furniture or accessories (lawn decorations, outdoor plants, outdoor lights, flags, signs, etc.)
24. Tools, machines (lawn mower, tractor, etc.), or office equipment
25. Food or beverages
26. Bicycle or bicycle parts
27. Toys or sports and recreation equipment (ATV, dirt bike, snowmobile, treadmill, etc.)
28. Vehicle parts (license plate, stereo, etc.), gas or propane (including tanks and cans)
29. Something else (specify)
30. Don't know
31. Nothing else was stolen

WHATWASTAKEN

WHATWASTAKEN

WHATWASTAKEN is used to identify the types of property/money that the offender(s) took without permission. Continue asking, "**Anything else?**" until you get a "No" response, enter all appropriate answer categories, then press "Enter" to go to the next screen.

Only include property/money that belonged to the respondent or other household members. If the respondent mentions that the stolen property was leased or rented by the respondent or another household member, consider the household member(s) as the owner(s) of the stolen property for this item.

Answer categories that are NOT self-explanatory are covered below.

Answer Category 11

Enter answer category 11, "Cash," when the offender(s) stole money (bills or coins). For coin collections, enter answer category 29, "Something else," and write "coin collection" on the "Specify" screen, **WHATWASTAKEN_SP**.

If the respondent mentions that a credit card, bank card, checks, or a coin collection were stolen, do NOT enter answer category 11. Instead, enter answer category 12 for credit cards, bank cards, and checks.

Answer Category 12

Enter answer category 12 when the offender(s) stole a credit card, bank card, checks, gift cards, and so on, which are of little value unless used fraudulently to obtain money and/or property. Also enter answer category 12 for stolen Savings Bonds, bank books, money orders, travelers checks, and phone cards.

Answer Category 14

Enter answer category 14 when the offender(s) stole any of the following types of personal items, regardless of their value: house or car keys, rings, necklaces, bracelets, money clips, cuff links, tie tacks, watches, etc., or when the offender(s) stole the following types of personal items that belong to a specific household member: clothing, furs, hats, gloves, coats, shoes, jackets, sunglasses etc.

Answer Category 18

Enter answer category 18 when the offender(s) stole any type of hand-held guns (*for example, pistols, revolvers, and so on*) or when the offender(s) stole any type of firearm (*for example, machine guns, rifles, shotguns, etc.*), regardless of their condition or intended use (*for example, hunting, display, target practice, and so on*).

Answer category 18 is NOT intended for pellet guns, BB guns, air pistols, flare guns, or tear gas guns. Instead, enter answer category 27 for pellet guns, BB guns, and air pistols, and enter answer category 17 for flare and tear gas guns.

Answer Category 24

Enter answer category 24 when the offender(s) stole power or hand tools, yard equipment (*for example, lawn mowers, leaf blowers, and so on*) and any type of office equipment stolen from an unrecognizable business (*for example, file cabinets, personal computers, printers, FAX machines, scanners, and so on*). However, if the stolen office equipment is electronic (*for example, computers, printers, FAX machines, scanners, and so on*) AND the electronic equipment is used primarily for the personal use of a household member, enter answer category 21.

Answer Category 25

Enter answer category 25 when the offender(s) stole any type of edible food, nonalcoholic beverage, or liquor, unless the stolen food is produce or fruit intended for sale. If stolen produce or fruit was intended for sale by the household, enter answer category 29.

Answer Category 26

Enter answer category 26 when the offender(s) stole any type of bicycle or bicycle parts that do not have a motor. Include motorized bicycles in answer category 27.

Answer Category 29

Enter answer category 29 when the offender(s) stole any items that do not fit the descriptions for any of the previous categories. After entering answer category 29, make sure to identify the item on the "Specify" screen, WHATWASTAKEN_SP. Examples of entries could include: cases of soda belonging to an unrecognizable business or an airplane owned by the respondent and intended for personal use only.

Answer Category 30

Enter answer category 30 when the respondent does not know or is unsure what the offender(s) took without permission. **It is acceptable to enter this answer category for some stolen items and still enter other answer categories** in question **WHATWASTAKEN** for items the respondent knows or feels sure were stolen during the incident.

- ◆ You recorded both something was stolen, and nothing was stolen.
- ◆ If something was stolen, remove 31 from WHATWASTAKEN. If nothing was stolen, remove any categories marked in 11-30 at WHATWASTAKEN.

NOTHINGTAKEN_CK (hard)

A hard edit check displays if you recorded both something was stolen and nothing was stolen. You must go back to the **WHATWASTAKEN** question and resolve the inconsistency by removing 31 from **WHATWASTAKEN** if something was stolen, or by removing any categories marked in 11-30 at **WHATWASTAKEN** if nothing was stolen.

- ◆ You reported a theft but recorded nothing was stolen. If this is correct, select Suppress.
- ◆ If something was stolen, select WHATWASTAKEN and select Goto.

WHATWASTAKEN_CK (soft)

A soft edit check appears if you recorded nothing was stolen in **WHATWASTAKEN**. Suppressing or closing this edit check will take you to **ATTEMPTTHEFTWHAT**. If something was stolen, select **WHATWASTAKEN** and select Goto to return to **WHATWASTAKEN** and record what was stolen.

April 2025 attempted to steal cash

What did someone TRY to steal?

◆ Probe if needed: **Anything else?**

◆ Mark all that apply

11. Cash
12. Credit cards, checks, bank cards, or gift cards
13. Purse, keys, wallet, backpack, briefcase, or luggage
14. Jewelry, watch, clothing, furs, shoes, or sunglasses
15. Personal documents (license, social security card, passport, birth certificate, etc.)
16. Mail or (unspecified) package
17. Personal items (medication, makeup, etc.) or baby gear (car seats, stroller, etc.)
18. Handgun or other firearm
19. Cell phone
20. Tablets, laptops, or other portable electronics (including chargers or accessories)
21. TVs, gaming equipment, appliances, or other electronics
22. Indoor home décor (indoor home furnishings, potted plants, or rugs)
23. Outdoor furniture or accessories (lawn decorations, outdoor plants, outdoor lights, flags, signs, etc.)
24. Tools, machines (lawn mower, tractor, etc.), or office equipment
25. Food or beverages
26. Bicycle or bicycle parts
27. Toys or sports and recreation equipment (ATV, dirt bike, snowmobile, treadmill, etc.)
28. Vehicle parts (license plate, stereo, etc.), gas or propane (including tanks and cans)
29. Something else (specify)
30. Don't know
31. Didn't try to steal anything else

ATTEMPTTHEFTWHAT

ATTEMPTTHEFTWHAT

ATTEMPTTHEFTWHAT is used to identify the type of item(s) that the respondent thinks the offender(s) attempted to steal or take without permission. After asking the initial question in **ATTEMPTTHEFTWHAT**, continue asking, "Anything else?" until you get a "No" response. Enter all appropriate answer categories based on the respondent's answer. After recording all of the respondent's answers, press "Enter" to move to the next item.

Refer to the **WHATWASTAKEN** question on page B4-46 for more information on what can be included in the answer categories.

Enter answer category 29 when the offender(s) tried to steal any items that do not fit the descriptions for answer categories 11-28. After entering answer category 29, make sure to identify the item on the

"Specify" screen, **ATTEMPTTHEFTWHAT_SP**. Examples of entries could include: cases of soda belonging to an unrecognizable business or an airplane owned by the respondent and intended for personal use only.

- ◆ You recorded that both something was attempted to be stolen, and nothing was attempted to be stolen.
- ◆ If something was attempted to be stolen, remove 31 from **ATTEMPTTHEFTWHAT**. If nothing was attempted to be stolen, remove any categories marked 11-30 in **ATTEMPTTHEFTWHAT**.

ATTEMPTNOTHINGTAKEN_CK (hard)

A hard edit check displays if you recorded both something was attempted to be stolen and nothing was attempted to be stolen. You must go back to the **ATTEMPTTHEFTWHAT** question and resolve the inconsistency by removing 31 from **ATTEMPTTHEFTWHAT** if something was attempted to be stolen, or by removing any categories marked in 11-30 at **ATTEMPTTHEFTWHAT** if nothing was attempted to be stolen.

- ◆ You reported an attempted theft but recorded that the offender didn't try to steal anything. If this is correct, select Suppress.
- ◆ If the offender(s) tried to steal something, select **ATTEMPTTHEFTWHAT** and select Goto.

ATTEMPTTHEFTWHAT_CK (soft)

A soft edit check appears if you recorded an attempted theft but that the offender did not try to steal anything. If the offender did not attempt to steal anything, you can select Suppress. If the offender(s) tried to steal something, select **ATTEMPTTHEFTWHAT** and select Goto to return to **ATTEMPTTHEFTWHAT** and record what was attempted to be stolen.

April 2025 broke-into shed in backyard, stole tools and cash

How much cash was taken?

1. **Less than \$10**
2. **\$10 or more, but less than \$20**
3. **\$20 or more, but less than \$30**
4. **\$30 or more, but less than \$50**
5. **\$50 or more**

CASHTAKENMINOR

CASHTAKENMINOR

CASHTAKENMINOR is asked of respondents who are less than 18 years of age and reported cash was stolen to determine how much cash was taken.

April 2025 broke-into shed in backyard, stole tools and cash

How much cash was taken?

1. **Less than \$10**
2. **\$10 or more, but less than \$50**
3. **\$50 or more, but less than \$200**
4. **\$200 or more, but less than \$500**
5. **\$500 or more, but less than \$1,000**
6. **\$1,000 or more**

CASHTAKENADULT

CASHTAKENADULT

CASHTAKENADULT is asked of respondents who are 18 years of age or older and reported cash was stolen to determine how much cash was taken. **CASHTAKENADULT** contains larger cash value answer categories compared to **CASHTAKENMINOR**.

April 2025 broke-into shed in backyard, stole tools and cash

Did the property or cash belong to you personally, to someone else in the household, or to both you and other household members?

1. Respondent
2. Someone the respondent lives with
3. Both the respondent and someone else the respondent lives with
4. Someone the respondent doesn't live with
5. Other (specify)

WHOOWNEDPROP

WHOOWNEDPROP

WHOOWNEDPROP is asked to identify the owner(s) of the property/money that the offender(s) stole or tried to steal during the incident. Enter only ONE answer category for this question. When we refer to "household member(s)" in the question, we mean household members at the time of the interview, NOT just at the time of the incident.

The instrument displays the words, "**or cash**," if the respondent answered that cash was stolen in **WHATWASTAKEN** or **ATTEMPTTHEFTWHAT**.

Answer Category 1

Enter answer category 1 if the property/money belongs SOLELY to the respondent.

Answer Category 2

Enter answer category 2 if the property/money belongs ONLY to someone the respondent lives with.

Answer Category 3

Enter answer category 3 if the property/money belongs to both the respondent and someone else the respondent lives with.

Answer Category 4

Enter answer category 4 if the property/money belongs to someone the respondent doesn't live with.

Answer Category 5

Enter answer category 5 if the property/money belongs to someone not described in answer categories 1 through 4. For example, the property/money belongs jointly to another household member and a nonhousehold member. After entering answer category 5, use the "Specify" screen, **WHOOWNEDPROP_SP** to indicate who owns the property/money.

April 2025 broke-into shed in backyard, stole tools and cash

Was the cash, purse, wallet, backpack, or cell phone on your person, such as in a pocket or being held?

1. Yes
2. No

CASHONPERSON

CASHONPERSON

CASHONPERSON is used to determine whether the cash, purse, wallet, backpack, or cell phone was taken directly from the respondent, such as from his/her hands, shoulder, pockets, backpack, etc. The answer to this question is important in classifying the crime accurately. For example, we are interested in whether the cash was stolen directly from the respondent (on their person) or whether it was stolen from a counter, car seat, or other places where the respondent may have left it.

The instrument displays the question differently depending on the answers to **WHATWASTAKEN** and **ATTEMPTHEFTWHAT**. Variations include:

- cash, purse, wallet, backpack, or cell phone
- cash, purse, wallet, or backpack
- cash or cell phone
- purse, wallet, backpack, or cell phone
- cash
- purse, wallet, or backpack
- cell phone

April 2025 broke-into shed in backyard, stole tools and cash

Was there anything the offender took directly from you, such as from your pocket or hands, or something that you were wearing?

1. Yes
2. No

OTHERONPERSON

OTHERONPERSON

OTHERONPERSON is used to determine whether anything OTHER THAN cash, a purse, a wallet, a backpack, or a cellphone were taken directly from the respondent, such as a bracelet from the respondent's wrist, a hat from the respondent's head, or a computer game from the respondent's pocket. Only include property stolen directly from the respondent or another household member.

The instrument displays the word, **"took,"** if a theft was reported. The instrument displays the words, **"tried to take,"** if an attempted theft was reported.

Vandalism

This section determines what was vandalized, who owned the vandalized property, if the damage was caused by the offender trying to break-in, and if the respondent thought there was intent to damage or destroy their property. These detailed questions are only asked if no other type of crime was reported.

May 2025 vandalized fence

You said someone damaged or destroyed your property during the incident in May 2025. What kind of property did the offender damage or destroy?

◆ Probe if needed: Anything else?

◆ Mark all that apply

11. A vehicle (including parts)
12. Something inside your home or apartment, such as personal possessions or furniture
13. Personal property such as a cell phone, clothing, or jewelry
14. A mailbox
15. Something on the exterior of your home or apartment, such as doors, windows, or walls
16. Fences, walls, gates, or items in a garden
17. A garage, shed, barn, or other structure on your property
18. Something else on your property, such as a tree, yard ornament, or hose
19. An animal such as a pet or livestock
20. Other (specify)
21. Nothing was damaged or destroyed

VANDALISM

VANDALISM

If a respondent reported vandalism of their property, they will be asked **VANDALISM** to determine all property that may have been vandalized. This question allows you to enter multiple answer categories. Continue asking, “**Anything else?**” until you get a “No” response. Not all answer categories will display, only those relevant to answers the respondent has already provided will be shown.

The instrument displays answer category 19 if the respondent reported in **V_INJUREKILLANIMAL** that an animal such as pet or livestock was deliberately injured or killed.

Enter answer category 20, “Other,” when the kind of property does not fit one of the preceding categories for **VANDALISM** and enter a description of what was vandalized during the incident on the “Specify” screen, **VANDALISM_SP**, which appears after entering answer category 20.

- ◆ You reported both something was vandalized, and nothing was vandalized.
- ◆ If something was vandalized, remove 21 from VANDALISM. If nothing was vandalized, remove any categories marked 11-20 at VANDALISM.

VANDALISM_CK (hard)

A hard edit check displays if you recorded both that something was vandalized and nothing was vandalized. You must go back to the **VANDALISM** question and resolve the inconsistency by removing 21 from **VANDALISM** if something was vandalized, or by removing any categories marked in 11-20 at **VANDALISM** if nothing was vandalized.

- ◆ You reported someone deliberately injured or killed an animal but recorded nothing was damaged or destroyed.
- ◆ If an animal was deliberately injured or killed, go to VANDALISM and select 19 - An animal such as a pet or livestock.

VANDALISMANIMAL_CK (soft)

A soft edit check appears if you recorded that an animal such as pet or livestock was deliberately injured or killed in **V_INJUREKILLANIMAL** and that nothing was vandalized in **VANDALISM**. If no animal was deliberately injured or killed, you can select Suppress. If the offender(s) deliberately injured or killed an animal, select **VANDALISM** and select Goto to return to **VANDALISM** and select answer category 19.

May 2025 vandalized fence

Who did the property or animal(s) belong to?

◆ Mark all that apply

1. Respondent or someone the respondent lives with
2. Someone the respondent doesn't live with
3. A business
4. Other (specify)

WHOOWNEDVANDALISM

WHOOWNEDVANDALISM

WHOOWNEDVANDALISM is asked to identify who owned the property that was damaged or destroyed. This question allows you to enter multiple answer categories.

Enter answer category 4, "Other," when the person who owned the property/animal does not fit one of the preceding categories for **WHOOWNEDVANDALISM** and enter a description of who owned the property/animal on the "Specify" screen, **WHOOWNEDVANDALISM_SP**, which appears after entering answer category 4.

May 2025 vandalized property

Did the offender take anything that was damaged or destroyed directly from you, such as from your pocket or hands, or something that you were wearing?

1. Yes
2. No

VANDALISMONPERSON

VANDALISMONPERSON

VANDALISMONPERSON is asked if the respondent reports that personal property such as a cell phone, clothing, or jewelry was vandalized to determine if the personal property was taken directly from the respondent.

May 2025 vandalized car

Was any of the damage a result of the offender trying to get into the vehicle?

1. Yes
2. No

DAMAGEBREAKINMV

DAMAGEBREAKINMV

DAMAGEBREAKINMV is asked if the respondent reports their car was vandalized to determine if the damage was a result of the offender trying to get into the vehicle.

May 2025 vandalized house

Was any of the damage to your house or apartment a result of the offender trying to get inside?

1. Yes
2. No

DAMAGEBREAKINHOME

DAMAGEBREAKINHOME

DAMAGEBREAKINHOME is asked if the respondent reports their mailbox or something on the exterior of their home or apartment, such as doors, windows, or walls, was vandalized to determine if the damage was a result of the offender trying to get inside the house or apartment.

May 2025 vandalized fence

Was any of the damage to your garage, shed, barn, or other structure on your property a result of the offender trying to get into the structure?

1. Yes
2. No

DAMAGEBREAKINOTHPROP

DAMAGEBREAKINOTHPROP

DAMAGEBREAKINOTHPROP is asked if the respondent reports that a garage, shed, barn, or other structure on their property was vandalized to determine if the damage was a result of the offender trying to get into the structure.

May 2025 vandalized fence

Did the offender attack or threaten anyone else who was living with you during the incident?

1. Yes
2. No

V_ATTACKTHREAT

V_ATTACKTHREAT

V_ATTACKTHREAT is asked to determine if the offender attacked or threatened anyone else who was living with the respondent during the incident.

May 2025 vandalized fence

Did the offender steal or try to steal something that belonged to anyone else who lived with you during the incident?

1. Yes
2. No

V_THEFTATTEMPT

V_THEFTATTEMPT

V_THEFTATTEMPT is asked to determine if the offender stole or attempted to steal from anyone else who was living with the respondent during the incident.

May 2025 vandalized fence

Do you think the offender caused this damage or injured or killed an animal intentionally, or was it an accident?

1. Intentionally
2. Accident
3. Don't know

INTENTVANDALISM

INTENTVANDALISM

INTENTVANDALISM asks if the respondent thinks the damage was done intentionally or if it was an accident. Do not probe a "don't know" response.

May 2025 vandalized car

Do you think the offender was actually trying to vandalize the vehicle, or were they trying to steal the vehicle or something inside the vehicle, was it an accident, or don't you know?

◆ Mark all that apply

1. Actually trying to vandalize
2. Trying to steal the vehicle
3. Trying to steal something inside the vehicle
4. Accident
5. Don't know

VANDALIZEORMVTHEFT

VANDALIZEORMVTHEFT

VANDALIZEORMVTHEFT is asked of respondents who reported intentional vandalism of their vehicle. It is used to determine if the respondent thinks that the offender was actually trying to vandalize the vehicle, steal the vehicle, or steal something inside of it. This question allows you to enter multiple answer categories. Do not probe a "don't know" response.

Detailed Crime Incident Questions

In addition to the detailed type of crime questions discussed above, you may ask the respondent more specific details about:

- The location of the crime.
- Whether the respondent or any household members saw, heard, or had contact with the offender.
- Victim-offender relationship and any offender characteristics.
- Any actions taken by the respondent or others who were present that may have impacted the situation.
- If the respondent thought the incident was a hate crime or crime of prejudice or bigotry.
- Any police involvement and actions.
- Whether the respondent told anyone about the incident and received any victim services.
- Social or emotional problems experienced.
- Economic consequences of the incident, such as, property damage, and lost work and wages.

Location

The location questions are driven by the type of crime reported and the respondent's answers to prior questions.

February 2025 someone stole snow shovels

What was the weapon? The next questions ask about when and where the incident in February 2025 took place.

About what time did the incident happen?

1. After 6am - 12 noon
2. After 12 noon - 3pm
3. After 3pm - 6pm
4. After 6pm - 9pm
5. After 9pm - midnight
6. After midnight - 6am
7. During the day, but don't know what time
8. During the night, but don't know what time
9. Don't know whether day or night

INCTIME

INCTIME

INCTIME is asked to determine what time of day or night the incident happened.

Specific Time Given

If a respondent answers with a specific time, such as 10pm, then enter the appropriate answer category for the time given (*For example, when the answer is 10pm, enter answer category 5, "After 9pm - midnight."*) Verify whether the specific time given is "am" or "pm."

Range of Hours Given

When a respondent answers with a range of hours:

1. See if the hours given fit into one answer category. For example, when a respondent answers with "Between 4 and 6pm," enter answer category 3, "After 3pm - 6pm."
2. If the range of hours does not fit into one answer category, see if the hours given are all "during the day" or all "during the night." For example, when a respondent answers with "Sometime between 12 noon and 4pm," enter answer category 7, "During the day, but don't know what time." If a respondent answers with "Between 10pm and 2am," enter answer category 8, "During the night, but don't know what time."
3. If the range of hours overlaps day and night answer categories, enter answer category 9, "Don't know whether day or night." For example, when a respondent answers with "Sometime between 5am and 10pm," enter answer category 9, "Don't know whether day or night."

Respondent Does Not Know What Time

When a respondent really does not know an exact hour or range of hours when the incident happened and he/she tells you that:

- It happened sometime during the day, enter answer category 7, "During the day, but don't know what time."

- It happened sometime during the night, enter answer category 8, "During the night, but don't know what time."
- He/she really does not know whether it happened during the day or during the night, enter answer category 9, "Don't know whether day or night."

February 2025 someone stole snow shovels

Did this incident happen while you were living at your current address, or before you moved to this address?

1. While living at current address
2. Before moving to this address

INCADDRESS

INCADDRESS

If the household member has lived at the sample address for 6 months or less, then the NCVS instrument brings up **INCADDRESS** in order to determine if the reported incident occurred while the household member:

- Lived at the sample address or
- Lived at a previous address.

January 2025 roommate stole car from driveway

Where was the vehicle when this happened?

1. **In your own garage**
2. **Somewhere else on your property, such as a driveway or carport**
3. **In your building's garage or parking lot**
4. **In some other garage or parking lot**
5. **On the street near where you live**
6. **At or near someone else's home**
7. **On the street but not near where you live**
8. **Somewhere else (specify)**

LOCATIONMV

LOCATIONMV

LOCATIONMV is asked to determine where the vehicle was when the incident happened. The answer categories for this question are in bold and should be read aloud.

Answer categories that are NOT self-explanatory are covered below.

Answer Category 3

Answer category 3, “**In your building’s garage or parking lot,**” refers to a garage or parking lot for residents of a multi-unit dwelling, such as an apartment building. If the vehicle was in a garage or parking lot associated with the vehicle owner’s workplace, for example, enter answer category 4, “**In some other garage or parking lot.**”

Answer Categories 5 and 7

In answer categories 5 and 7, the term, “**near where you live,**” means whatever the respondent takes it to mean.

Answer Category 8

Enter answer category 8, “**Somewhere else,**” when the respondent mentions a location that does not seem to fit into any of the answer categories 1 through 7. Always enter a description of the location where the incident happened on the “Specify” screen, **LOCATIONMV_SP**, after entering answer category 8.

February 2025 someone stole snow shovels from yard

Where did the incident happen?

1. Inside your home (Include dorm room or room in a multi-unit building like a nursing home.)
2. Inside another building on your property such as a garage or shed
3. In a common area where you live, such as a stairwell, hallway or storage area
4. On your porch, lawn, or other part of your property
5. Inside somewhere else where you were staying overnight or longer
6. At your place of work
7. At a primary or secondary school, on school property, or on a school bus
8. On a college or university campus
9. Somewhere else

LOCATION

LOCATION

LOCATION is asked to determine where the incident happened. Not all answer categories will display, only those relevant to answers the respondent has already provided will be shown.

The instrument will display answer category 6, “At your place of work,” if the respondent reported that they had a job sometime during the reference period.

The instrument will display the words, “a primary or secondary” in answer category 7 if the respondent is greater than 65 years of age or if the respondent is aged 18 to 65 and attends a college/university.

The instrument will display the words, “on school property, or on a school bus,” in answer category 7 if the respondent is less than 18 years of age or if the respondent is aged 18 to 65 and attends a regular school (i.e., elementary through high school).

Answer categories that are NOT self-explanatory are covered below.

Answer Category 1

For answer category 1, the term, “Inside your home,” includes the house, apartment, or room (in a nursing home, for example) where the respondent was living at the time of the incident. It also includes an enclosed porch. It does not include parts of an apartment building other than the respondent’s own apartment.

Answer Category 5

For answer category 5, the term, “Inside somewhere else where you were staying overnight or longer,” does not include somewhere outdoors, for example, a motel parking lot, which would be considered category 9, “Somewhere else.”

Answer Category 9

Enter answer category 9, “Somewhere else,” when the respondent mentions a location that does not seem to fit into any of the answer categories 1 through 8.

February 2025 someone stole snow shovels

Did this happen in the city, town, or village where you live now?

1. Yes
2. No

INCPLACE

INCPLACE

INCPLACE is asked to determine if the incident happened in the city, town, or village where the respondent lives.

February 2025 someone stole snow shovels

Did this happen in the U.S. or in another country?

1. In the U.S.
2. In another country

INCUSA

INCUSA

INCUSA is asked to respondents who reported the incident did not happen in the city, town, or village where the respondent lives to determine if the incident happened in the U.S. or in another country.

Answer Category 1

Enter answer category 1, “In the U.S.,” when the incident happened within the 50 states and the District of Columbia.

Answer Category 2

Enter answer category 2, "In another country," when the incident happened outside of the 50 states and the District of Columbia. For the purposes of the NCVS, consider Puerto Rico, the Virgin Islands, and the other U.S. territories as being outside of the United States.

February 2025 someone stole snow shovels

Did this happen on an American Indian Reservation or on American Indian Lands?

1. Yes
2. No

INCAIR

INCAIR

INCAIR is asked to respondents who reported the incident happened within the U.S. to determine whether the incident happened on an American Indian Reservation or on American Indian Lands. In most cases, a respondent will probably answer the question in **INCAIR** without hesitation. However, if a respondent is unsure of how to answer, included here are definitions of "American Indian Reservation" and "American Indian Lands" so you can help the respondent.

What is an American Indian Reservation?

American Indian Reservations are territories reserved as permanent tribal homelands with boundaries established by treaty, statute, or executive or court order. The Federal Government and some state governments have established reservations as territory over which American Indians have governmental jurisdiction. These are designated as colonies, communities, pueblos, rancherias, reservations, and reserves.

What are American Indian Lands?

American Indian Lands are comprised of tribal subdivisions and trust lands.

A **tribal subdivision** is an administrative subdivision of a reservation. Tribal subdivisions may extend beyond the boundary of their reservations, and are internal units of self-government or administration that serve social, cultural, or economic purposes for the American Indians living on and adjacent to the reservation.

The Federal Government holds **Trust Lands** in trust for either a tribe (tribal trust land) or an individual member of a tribe (individual trust land). Such land is always associated with a specific federally recognized reservation or tribe, but may be located on or off the reservation.

If you feel that probing is necessary AFTER asking the question in **INCAIR**, the following probe may help the respondent to give you an accurate answer:

"Did the incident happen in an American Indian colony, community, pueblo, rancheria, reservation, or reserve?"

January 2025 roommate stole car from driveway

Did this happen on a college or university campus?

1. Yes
2. No

INCCAMPUS

INCCAMPUS

INCCAMPUS is asked of respondents who reported attending a college or university to determine if the incident happened on a college or university campus.

January 2025 roommate stole car from driveway

Where did this happen?

1. **In or on the property of a residence hall or dorm**
2. **In or on the property of a fraternity or sorority house**
3. **In or on the property of other residential housing around the university**
4. **Somewhere else on campus**

LOCATION_CAMPUS

LOCATION_CAMPUS

LOCATION_CAMPUS is asked of respondents who reported attending a college or university and that the incident happened on a college or university campus. This question is asked to determine where on campus did the incident happen. The answer categories for this question are in bold and should be read aloud.

January 2025 roommate stole car from driveway

Did the incident occur when you were on the way to or from school?

1. Yes
2. No

LOCATION_TOFROMSCHOOL

LOCATION_TOFROMSCHOOL

LOCATION_TOFROMSCHOOL is asked of respondents who are aged 12 to 18 or are a student and reported this incident did not happen at school or on a college or university campus. This question is asked to determine if the incident happened while the respondent was on the way to or from school.

January 2025 roommate stole car from driveway

Was the vehicle on school property when the incident occurred?

1. Yes
2. No

LOCATIONMV_SCHOOL

[LOCATIONMV_SCHOOL](#)

LOCATIONMV_SCHOOL is asked to determine if the vehicle was on school property when the incident occurred.

January 2025 roommate stole car

You said this happened at school. Did this happen inside a school building or somewhere else on school property such as a school parking area, play area, school bus, etc.?

1. Inside a school building
2. On school property outside the school building (school parking area, play area, school bus, etc.)
3. Other (specify)

LOCATION_SCHOOL

[LOCATION_SCHOOL](#)

LOCATION_SCHOOL is asked of respondents who reported this incident happened at school, on school property, or on a school bus and are not college students. This question is asked to determine if the incident happened inside a school building, on school property, or somewhere else at school. A school bus is considered school property regardless of where it happens to be at the time.

Enter answer category 3, "Other," when the respondent mentions a location that does not seem to fit into answer categories 1 and 2. Always enter a description of the location where the incident happened on the "Specify" screen, **LOCATION_SCHOOL_SP**, after entering answer category 3.

February 2025 roommate stole car

Was it your school at the time of the incident?

1. Yes
2. No

RESPSCHOOL

RESPSCHOOL

RESPSCHOOL is asked to determine whether the incident happened at the school the respondent attended at the time of the incident.

January 2025 roommate stole car

Which of the following BEST describes where this happened...

♦ **Note: Public buildings are free to enter.**

♦ **Examples of businesses include gyms, stadiums, theme parks, doctor's offices.**

1. **At, in or near someone else's home**
2. **At a business, such as a store, restaurant, bar, or office building**
3. **At a public building, such as a hospital or library**
4. **In a parking lot or garage**
5. **On the street**
6. **In an open area, or on public transportation**
7. **Or somewhere else? (specify)**

LOCATION_PUBLIC

LOCATION_PUBLIC

LOCATION_PUBLIC is asked of respondents who reported the incident did not happen at or near the respondent's home or school to determine where the incident took place. The answer categories for this question are in bold and should be read aloud.

For this question, public buildings, which are included in answer category 3, include all buildings that are free to enter.

Enter answer category 7, "**Or somewhere else,**" when the respondent mentions a location that does not seem to fit into any of the answer categories 1 through 6. Always enter a description of the location where the incident happened on the "Specify" screen, **LOCATION_PUBLIC_SP**, after entering answer category 7.

January 2025 roommate stole car

At what type of a business did the incident happen?

1. A restaurant, bar, nightclub
2. A bank
3. A gas station
4. A store or shopping mall
5. An office
6. A factory or warehouse
7. Other (specify)

LOCATION_COMMERCE

LOCATION_COMMERCE

LOCATION_COMMERCE is asked of respondents who reported the incident happened at a business to determine what type of business it was.

Answer Category 1

Enter answer category 1, "A restaurant, bar, nightclub," when the incident happened at any type of eating and/or drinking establishment, such as a restaurant, bar and grill, cafe, tavern, cafeteria, bar, and so on.

Answer Category 2

Enter answer category 2, "A bank," when the incident happened in a bank, credit union, or some other type of financial institution.

Answer Category 3

Enter answer category 3, "A gas station," when the incident happened anywhere on the property of a gas station.

Answer Category 4

Enter answer category 4, "A store or shopping mall," when the incident happened INSIDE a business establishment where cash/credit is exchanged for purchased products by the general public, OTHER THAN AT A BANK OR GAS STATION. For example, in a department store, factory outlet store, hotel gift shop, and so on.

Answer category 4 is NOT intended for incidents that happened in a:

- ✗ Restaurant, bar, or nightclub; instead, enter answer category 1, "A restaurant, bar, nightclub."
- ✗ Parking lot or garage; instead, return to **LOCATION_PUBLIC** and enter answer category 4, "In a parking lot or garage."
- ✗ Airport, bus or train station, or on a bus, train, plane, or some other type of public transportation; instead, return to **LOCATION_PUBLIC** and enter answer category 6, "In an open area, or on public transportation".

Answer Category 5

Enter answer category 5, “An office,” when the incident happened INSIDE a building used for office work, including incidents that occurred in post office buildings.

Answer Category 6

Enter answer category 6, “A factory or warehouse,” when the incident happened INSIDE a commercial building used for factory work or warehouse storage purposes.

Answer Category 7

Enter answer category 7, “Other,” when the respondent mentions a type of business that does not seem to fit into any of the answer categories 1 through 6. Always enter a description of the type of business where the incident happened on the “Specify” screen, **LOCATION_COMMERCE_SP**, after entering answer category 7.

January 2025 roommate stole car

How far from your home was it...

1. **A mile or less**
2. **More than a mile up to 5 miles**
3. **More than 5 miles up to 50 miles**
4. **More than 50 miles?**

FARFROMHOME

FARFROMHOME

FARFROMHOME is asked of respondents who reported the incident occurred outside of their home and not on a college or university campus. This question is asked to determine how far from the respondent’s home the incident happened. The answer categories for this question are in bold and should be read aloud.

Enter the first answer category from answer categories 1 through 4 that best describes the distance between where the incident happened and where the respondent was residing at the time of the incident. For example, enter answer category 2 when the respondent is unsure if the distance is less than 5 miles, but is positive that the distance is at least two miles.

Presence

The presence questions are driven by the type of crime reported and the respondent's answers to prior questions. This section asks if the respondent saw, heard, or had contact with the offender, if there was a weapon, and if there was any injury to the respondent. This section will not be asked of respondents who reported an eligible incident that involved an attempted or completed unwanted sexual contact, an attempted or completed attack, threat, or something being taken directly from them.

January 2025 roommate stole car from driveway

The next questions ask about who was there when the incident in January 2025 took place.

1. Enter 1 to continue

PRESENCE_INTRO

PRESENCE_INTRO

The instrument brings up **PRESENCE_INTRO** when it is not clear from the type of crime if the respondent saw, heard, or had any contact with the offender. This item informs the respondent that the next questions ask about who was there when the incident took place.

January 2025 roommate stole car from driveway

Did you or someone you live with see, hear, or have any contact with the offender as the incident was happening? Do not include seeing the offender on a security camera.

1. Yes
2. No

HHMPRESENT

HHMPRESENT

Respondents who reported an eligible incident that involved an attempted or completed unwanted sexual contact, an attempted or completed attack, threat, or something being taken directly from them will not be asked the **HHMPRESENT** question. This question is only asked if it is not clear from the type of crime if the respondent saw, heard, or had any contact with the offender. This question is asked to determine if the respondent or anyone the respondent lives with saw, heard, or had any contact with the offender(s) as the incident was happening. Do NOT include the respondent only seeing the offender(s) on a security camera, doorbell camera, or other electronic device.

You should record the answer the respondent provides based on how they interpret this question.

The instrument displays the words, “**or someone you live with,**” if there is more than one person in the household.

January 2025 roommate stole car from driveway

Who saw, heard, or had contact with the offender as the incident was happening?

♦ Mark all that apply

1. Respondent
2. Someone the respondent lives with
3. Someone the respondent does not live with

WHICHMEMBER

WHICHMEMBER

WHICHMEMBER is asked of respondents who do not live alone and reported they or anyone they live with saw, heard, or had any contact with the offender as the incident was happening. This question allows you to enter multiple answer categories.

January 2025 roommate stole car from driveway

Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

♦ The following are NEVER considered weapons:

- Animals
- Parts of the body
- Small empty cans
- Rings
- Casts

1. Yes
2. No
3. Don't know

P_WEAPONPRESENT

P_WEAPONPRESENT

P_WEAPONPRESENT is asked to determine whether the offender had a weapon or used an object as a weapon.

Refer to the **A_WEAPONPRESENT** question on page B4-20 for more information on what objects are considered weapons and what are not considered weapons.

January 2025 roommate stole car from driveway

What was the weapon?

♦ Mark all that apply

1. Firearm (gun, rifle, etc.)
2. Knife or other sharp object (razors, axes, scissors, broken glass, etc.)
3. Blunt object (baseball bat, butt of a firearm, clubs, rocks, bottles, etc.)
4. Motor vehicle
5. Poison
6. Explosives or a fire/incendiary device
7. Drugs, narcotics, or sleeping pills
8. BB guns, pellet guns, tasers, pepper spray, stun guns, etc.
9. Something else (specify)

P_WEAPON

[P_WEAPON](#)

P_WEAPON is asked to identify the type of weapon(s) the offender had during the incident. This question allows you to enter multiple answer categories.

[Answer Categories 1 through 8](#)

Refer to the **A_WEAPON** question on page B4-22 for more information on answer categories 1 through 8.

[Answer Category 9](#)

Enter answer category 9, "Something else," and enter a complete description of the weapon on the "Specify" screen, **P_WEAPON_SP**. Answer category 9 is intended for weapons that you are unsure how to classify or for weapons or objects that the respondent believes the offender had and could use as a weapon, even if the respondent does not know what the weapon or object was. If possible, try to obtain a description and enter it on the "Specify" screen. Avoid entering answer category 9 if the weapon fits one of the other answer categories.

When you enter answer category 9 in question **P_WEAPON**, make sure to explain in the summary report if the object was used as a weapon. If the object was used as a weapon, also explain how it was used as a weapon and whether the object was thrown at the respondent, used to beat the respondent, or used to threaten the respondent.

January 2025 roommate stole car from driveway

Was it a handgun or some other kind of gun, such as a rifle or shotgun?

1. Handgun, pistol, revolver
2. Some other kind of gun, rifle, shotgun

P_GUNTYPE

P_GUNTYPE

P_GUNTYPE is used to identify what type of gun the offender had during the incident.

Answer Category 1

Enter answer category 1 when the respondent mentions any type of handgun, other than a BB gun, tear gas gun, or stun gun. If a respondent mentions a BB gun, tear gas gun, or stun gun, return to question **P_WEAPON**, delete answer category 1, and enter answer category 8 if it is not already selected.

Answer Category 2

Enter answer category 2 when the respondent mentions a rifle, shotgun, or any gun that is NOT a handgun, other than a BB or tear gas gun.

Enter answer category 2 when the respondent mentions a rifle, shotgun, or any gun that is NOT a handgun, other than a BB or tear gas gun.

January 2025 roommate stole car from driveway

Did the offender...

1. **Shoot you**
2. **Shoot at you, but miss**
3. **Hit you with the gun, or**
4. **Show you a gun or point a gun at you?**

P_HOWGUNUSED

P_HOWGUNUSED

P_HOWGUNUSED is used to identify what the offender did with the gun. The answer categories for this question are in bold and should be read aloud.

Refer to the **A_HOWGUNUSED** question on page B4-24 for more information on answer categories 1 through 4.

January 2025 roommate stole car from driveway

You said the offender had a knife or other sharp object. Did the offender stab or cut you?

1. Yes
2. No

P_KNIFEWOUND

P_KNIFEWOUND

P_KNIFEWOUND is asked to determine if the offender stabbed or cut the respondent during the incident. Refer to the **A_KNIFEWOUND** question on page B4-24 for more information on answer categories 1 and 2.

January 2025 roommate stole car from driveway

Did the offender TRY to stab or cut you?

1. Yes
2. No

P_ATTKNIFEWOUND

P_ATTKNIFEWOUND

P_ATTKNIFEWOUND is asked to determine if the offender tried to stab or cut the respondent during the incident.

January 2025 roommate stole car from driveway

During the incident, were you physically hurt or injured in any way? Injuries include things such as bruises, black eyes, cuts, broken bones, or more serious injuries.

Please include the times when you were hurt, even if there were not physical marks.

1. Yes
2. No

P_INJURY

P_INJURY

P_INJURY is asked to determine if the respondent was injured during the incident.

The instrument displays the words, “**hurt or**,” if the respondent is less than 18 years of age or refused or did not know his/her age.

The instrument displays the sentence, “**Please include the times when you were hurt, even if there were not physical marks.**” if the respondent is less than 18 years of age or refused or did not know his/her age.

January 2025 roommate stole car from driveway

How were you injured?

◆ Mark all that apply

11. Broken or cracked bones
12. Broken nose
13. Dislocated joints
14. A concussion
15. Knocked unconscious
17. Internal injuries, such as internal bleeding or damage to internal organs
18. Bruising, swelling, welts, black eye
19. Bite mark or bite wound
20. Cuts or scratches
21. Sore muscles, sprains, strains, pulls
22. Burns
23. Nosebleed or bloody lip
24. Broken, chipped, or lost teeth
25. Other (specify)

P_HOWINJURED

P_HOWINJURED

P_HOWINJURED is asked to identify how the respondent was injured. This question allows you to enter multiple answer categories. Not all answer categories will display, only those relevant to answers the respondent has already provided will be shown.

Enter answer category 25, "Other," when the respondent mentions an injury that does not seem to fit into any of the injuries for answer categories 11 through 24. Always enter a description of the injury on the "Specify" screen, **P_HOWINJURED_SP**, after entering answer category 25 (*for example, having a heart attack or having a miscarriage*). Avoid entering answer category 25 if the injury fits into one of the injury descriptions for answer categories 11 through 24.

January 2025 roommate stole car from driveway

Did you receive any care from a medical or dental professional as a result of the incident?

1. Yes
2. No

P_MEDICALCARE

P_MEDICALCARE

P_MEDICALCARE is asked to determine if the respondent received any care from a medical or dental professional as a result of the incident. Treatment by a mental health professional (for example,

psychiatrist, psychologist, psychiatric social worker, therapist, counselor) would NOT be included in this question. Questions about mental health care services are asked in a later section of the instrument.

January 2025 roommate stole car from driveway

Did you receive this care at the location where the incident happened, somewhere else, or both?

1. Only where the incident happened
2. Only somewhere else
3. Both

P_RECCARESCENE

P_RECCARESCENE

P_RECCARESCENE is asked to determine where the respondent received treatment for his/her injuries. Refer to the **RECCARESCENE** question on page B4-34 for more information on answer categories 1 through 3.

January 2025 roommate stole car from driveway

Where did you receive this care?

◆ Mark all that apply

1. At your home or the home of a relative, friend or neighbor
2. At a hospital emergency room (ER) or an emergency clinic
3. At some other kind of medical or dental place
4. Somewhere else (specify)

P_RECCAREWHERE

P_RECCAREWHERE

P_RECCAREWHERE is asked to determine where the respondent received treatment. This question allows you to enter multiple answer categories.

Enter answer category 4, "Somewhere else," when the respondent mentions a place that does not seem to fit into any of the answer categories 1 through 3. Always enter a description of the place where the respondent received treatment on the "Specify" screen, **P_RECCAREWHERE_SP**, after entering answer category 4.

January 2025 roommate stole car from driveway

Did you stay overnight in the hospital?

1. Yes
2. No

P_CAREOVERNIGHT

P_CAREOVERNIGHT

CAREOVERNIGHT is asked to determine if the respondent stayed in a hospital overnight to receive care for his/her injuries suffered during the incident. A hospital can include any institution that provides medical and surgical treatment and nursing care for sick or injured people.

January 2025 roommate stole car from driveway

Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?

1. Yes
2. No
3. Don't know

P_MEDICALINSURANCE

P_MEDICALINSURANCE

P_MEDICALINSURANCE is asked to determine if the respondent had any out-of-pocket expenses for the care that he/she does not expect to get paid back from insurance or some other source. "Out-of-pocket" expenses are those that have already been paid by the respondent or their immediate family, for which they do not expect to be reimbursed.

If the respondent (or immediate family) is waiting to find out whether any or some of what they have paid for medical or dental expenses will be reimbursed by insurance or some other source, select answer category 3, "Don't know."

January 2025 roommate stole car from driveway

How much were these out-of-pocket expenses?

1. Less than \$100
2. \$100 to less than \$500
3. \$500 to less than \$1,000
4. \$1,000 to less than \$5,000
5. \$5,000 or more

P_MEDICALEXPENSES

[P_MEDICALEXPENSES](#)

P_MEDICALEXPENSES is asked to determine how much the out-of-pocket expenses were that the respondent has paid. The out-of-pocket amount is what the respondent or their immediate family has paid to date minus any reimbursement from insurance or other source. If the reimbursement has not yet been made, probe for the respondent's best estimate of what their out-of-pocket expenses will end up being.

Victim-Offender Relationship

This section collects information about the offender(s) in the incident and any relationship they had to the respondent. The questions on path for a respondent will be determined based on previous answers.

January 2025 roommate stole car from driveway

This section asks what you know about the offender.

Was the incident committed by only one or by more than one offender?

1. One
2. More than one
3. Don't know

ONEORMOREOFFENDERS

[ONEORMOREOFFENDERS](#)

ONEORMOREOFFENDERS is asked to find out if the incident was committed by one offender or multiple offenders.

January 2025 roommate stole car from driveway

How many offenders were there?

1. Two
2. Three
3. Four or more
4. Don't know number of offenders

HOWMANYOFFENDERS

HOWMANYOFFENDERS

HOWMANYOFFENDERS appears when the respondent indicated in **ONEORMOREOFFENDERS** that there was more than one offender. This question is asked to determine how many offenders there were.

January 2025 roommate stole car from driveway

Do you know who the offender was?

1. Yes
2. No

KNOWOFFENDERS

KNOWOFFENDERS

KNOWOFFENDERS is asked to determine if the respondent knew who the offender was.

The instrument displays the words, "**the offender was,**" if the respondent reported that there was one offender in **ONEORMOREOFFENDERS**. Otherwise, the instrument displays the words, "**the offenders were.**"

January 2025 roommate stole car from driveway

Do you know anything about the offender, such as whether they were young or old, male or female, etc.?

1. Yes
2. No

KNOWLEARNOFFENDERS

KNOWLEARNOFFENDERS

KNOWLEARNOFFENDERS is asked of respondents who reported that they don't know who the offender(s) was in **KNOWOFFENDERS**. **KNOWLEARNOFFENDERS** is used to find out if the respondent knows anything or has learned anything about the offender(s), such as whether the offender was young or old, or male or

female. It does not matter from which source the respondent received this information; for instance, it may have come from the police, neighbors, or other circumstances of the incident.

The instrument displays the words, “**the offender**,” if the respondent reported that there was one offender in **ONEORMOREOFFENDERS**. Otherwise, the instrument displays the words, “**any of the offenders**.”

January 2025 roommate stole car from driveway

How did you find out who the offender was?

♦ Mark all that apply

11. The respondent saw or heard the offender(s)
12. Someone the respondent lives with saw or heard the offender(s)
13. Someone else saw or heard the offender(s)
14. The respondent figured it out themself
15. The police told the respondent
16. The offender(s) admitted it
17. The offender(s) had threatened to do it, or had done it before
18. Someone else (not an eyewitness)
19. Surveillance or doorbell camera
20. The stolen item(s) were found in offender(s) possession or at the offender(s) home
21. Other (specify)

LEARNOFFENDERS

LEARNOFFENDERS

LEARNOFFENDERS is asked to determine how the respondent found out any information about the offender(s). This question allows you to enter multiple answer categories. Not all answer categories will display, only those relevant to answers the respondent has already provided will be shown.

The instrument displays the words, “**the offender was**,” if the respondent reported that there was one offender in **ONEORMOREOFFENDERS**. Otherwise, the instrument displays the words, “**the offenders were**.”

The instrument displays answer category 20 if the respondent reported a theft of property or a motor vehicle.

Answer Category 11

Enter answer category 11 if the respondent saw or heard the offender(s).

Answer Category 12

Enter answer category 12 if the respondent found out about the offender(s) from someone the respondent lives with who saw or heard the offender(s).

Answer Category 13

Enter answer category 13 if the respondent found out about the offender(s) from someone the respondent does not live with, such as a neighbor who actually saw the offender(s) commit the crime.

Answer Category 14

Enter answer category 14 if the respondent suspects a particular person to be the offender because that person had a motive or opportunity to commit the crime.

Answer Category 15

Enter answer category 15 if the respondent found out about the offender(s) from the police department.

Answer Category 16

Enter answer category 16 if the offender(s) admitted his/her offense to the respondent, another household member, or to someone who is not a household member AFTER the incident happened.

Answer Category 17

Enter answer category 17 if the offender(s) threatened to commit this type of crime against the respondent or someone else PRIOR to the incident, or if the respondent suspects a particular person to be the offender because the person had committed similar crimes in the past.

Answer Category 18

Enter answer category 18 if the respondent found out about the offender from someone who is not a household member, but this person did not see the offender commit the crime.

Answer Category 19

Enter answer category 19 if the offender was seen on a surveillance or doorbell camera.

Answer Category 20

Enter answer category 20 if the respondent or someone else found property that was stolen during the incident on the offender's property or in the offender's possession. This category will only be displayed when a theft or motor vehicle theft was reported.

Answer Category 21

Enter answer category 21 if the respondent's answer does not fit the descriptions in answer categories 11 through 20. After entering answer category 21, explain how the respondent found out information about the offender(s) on the "Specify" screen, **LEARNOFFENDERS_SP**.

January 2025 roommate stole car from driveway

Was the offender someone you knew, even slightly, or a complete stranger?

1. Someone the respondent knew
2. Complete stranger

OFF_KNEW

OFF_KNEW

OFF_KNEW is asked of respondents who reported there was one offender and the respondent knew the offender or knew something about the offender. This question is asked to determine if the offender was someone the respondent knew or a complete stranger.

January 2025 roommate stole car from driveway

Would you be able to recognize the offender if you saw them?

1. Yes
2. Not sure (possibly)
3. No

OFF_RECOG

OFF_RECOG

OFF_RECOG is asked of respondents who reported in **OFF_KNEW** that the offender was a complete stranger. This question is used to find out how certain the respondent is that he/she could identify the offender if the respondent saw the offender again.

Answer Category 1

Enter answer category 1 when the respondent is fairly sure that he/she would recognize the offender if the respondent saw the offender again.

Answer Category 2

Enter answer category 2 when the respondent thinks he/she might recognize the offender if the respondent saw the person again but is not certain.

Answer Category 3

Enter answer category 3 when the respondent knows that he/she could not recognize the offender if the respondent saw the offender again.

January 2025 roommate stole car from driveway

Was the offender...

1. Someone you knew well
2. Someone you knew, but not well, or
3. Someone you knew by sight only?

OFF_HOWWELL

OFF_HOWWELL

OFF_HOWWELL is asked of respondents who reported in **OFF_KNEW** that the offender was someone they knew. This question is asked to find out how well the respondent knew the offender. The answer categories for this question are in bold and should be read aloud.

Answer Category 1

Enter answer category 1 if the respondent feels that he/she knew the offender very well. Let the respondent make this decision.

Answer Category 2

Enter answer category 2 if the respondent knew the offender somewhat and felt comfortable saying "Hello," but did not necessarily know his/her name.

Answer Category 3

Enter answer category 3 if the respondent only remembers seeing the offender previously.

January 2025 roommate stole car from driveway

Did you know how the offender might be found, for instance, where they lived, worked, went to school, or spent time?

1. Yes
2. No

OFF_SIGHT

OFF_SIGHT

OFF_SIGHT is asked to determine if the respondent knows how the offender might be found.

January 2025 roommate stole car from driveway

At the time of the incident, how did you know the offender? For example, was the offender a friend, cousin, etc.?

11. A husband or wife
12. An ex-husband or ex-wife
13. A live-in partner
14. A fiancé(e)
15. A boyfriend, girlfriend, or dating partner
16. An ex-boyfriend, ex-girlfriend, or former fiancé(e)
17. Someone you were casually seeing
18. Someone you were no longer dating or seeing
19. A parent or step-parent
20. A child or step-child
21. A brother, sister, step-brother, or step-sister
22. Some other relative
23. A friend or ex-friend
24. An acquaintance or a friend of a friend
25. A roommate or boarder
26. A schoolmate
27. A neighbor
28. A customer or client
29. A patient
30. A supervisor or former supervisor
31. An employee or co-worker or former employee or co-worker
32. A teacher or school staff
33. A student
34. Some other non-relative (specify)

OFF_RELATION

OFF_RELATION

OFF_RELATION is asked of respondents who indicated in **OFF_HOWWELL** that the offender was someone the respondent knew, but not well, or someone they knew well. This question is used to identify the relationship between the respondent and the offender at the time of the incident. Not all answer categories will display, only those relevant to the respondent will be shown.

The offender may not fit into just one answer category; for example, the offender could have been a co-worker whom the respondent was casually dating. Select the lowest-numbered category that applies.

The answer categories are ordered in groups:

- 11-18 cover romantic/sexual/dating relationships
- 19-22 cover relatives other than a spouse or partner
- 23-34 cover nonrelatives

The instrument displays answer categories 28, 29, 30, and 31 if the respondent is greater than or equal to 16 years of age or refused or did not know his/her age.

Enter answer category 34, "Some other non-relative," when the respondent mentions a relationship that does not seem to fit into any of the answer categories 1 through 33. Always enter a description of the relationship on the "Specify" screen, **OFF_RELATION_SP**, after entering answer category 34.

January 2025 someone stole car from driveway

What was your connection, if any, to this person?

1. A friend of a friend
2. A schoolmate
3. A neighbor
4. A customer or client
5. A patient
6. Someone who worked at the same place as you
7. A teacher or school staff
8. Other (specify)
9. A stranger or someone of whom you have no knowledge

OFF_CONNECTION

OFF_CONNECTION

OFF_CONNECTION is asked of respondents who reported the offender was a stranger in **OFF_KNEW** or that the offender was someone they only knew by sight in **OFF_HOWWELL**. This question is asked to determine if any connection existed between the respondent and the offender. Not all answer categories will display, only those relevant to the respondent will be shown.

If the offender does not fit into just one answer category, select the lowest-numbered category that applies.

The instrument displays answer categories 4, 5, and 6 if the respondent is greater than or equal to 16 years of age or refused or did not know his/her age.

Enter answer category 8, "Other," when the respondent mentions a relationship that does not seem to fit into any of the answer categories 1 through 7. Always enter a description of the relationship on the "Specify" screen, **OFF_CONNECTION_SP**, after entering answer category 8.

January 2025 someone stole car from driveway

Had you ever lived with this person?

1. Yes
2. No

OFF_LIVED

OFF_LIVED

OFF_LIVED is asked of respondents who reported in **OFF_RELATION** that the offender was not a live-in partner, roommate or boarder. This question is asked to determine if the respondent ever lived with the offender.

January 2025 someone stole car from driveway

Were you living with this person at the time of the incident in January 2025?

1. Yes
2. No

OFF_LIVINGWITH

OFF_LIVINGWITH

OFF_LIVINGWITH is asked if a respondent reported in **OFF_LIVED** that he/she lived with the offender at some point. This question is asked to determine if the respondent was living with the offender at the time of the incident.

January 2025 roommates stole car from driveway

Were any of the offenders someone you knew, even slightly, or were all of them complete strangers?

1. At least one was someone the respondent knew
2. All were complete strangers

MOFF_KNEW

MOFFS_KNEW

MOFFS_KNEW is asked of respondents who reported there was more than one offender, and the respondent knew any of the offenders or knew something about any of the offenders. This question is asked to determine if any of the offenders were anyone the respondent knew, even slightly.

January 2025 roommates stole car from driveway

Would you be able to recognize any of them if you saw them?

1. Yes
2. Not sure (possibly)
3. No

MOFFS_RECOG

MOFFS_RECOG

MOFFS_RECOG is asked of respondents who reported all the offenders were complete strangers. This question is used to find out how certain the respondent is that he/she could identify the offenders if the respondent saw the offenders again.

Answer Category 1

Enter answer category 1 when the respondent is fairly sure that he/she would recognize any of the offenders if the respondent saw the offenders again.

Answer Category 2

Enter answer category 2 when the respondent thinks he/she might recognize any of the offenders if the respondent saw them again but is not certain.

Answer Category 3

Enter answer category 3 when the respondent knows that he/she could not recognize any of the offenders if the respondent saw the offenders again.

January 2025 roommates stole car from driveway

How well did you know the offenders - well, not very well, or by sight only?

♦ **Mark all that apply**

1. Knew well
2. Knew, but not very well
3. Knew by sight only

MOFFS_HOWWELL

MOFFS_HOWWELL

MOFFS_HOWWELL is asked of respondents who reported they knew at least one of the offenders to determine how well they knew the offenders. This question allows you to enter multiple answer categories.

Refer to the **OFF_HOWWELL** question on page B4-82 for more information on answer categories 1 through 3.

January 2025 roommates stole car from driveway

Did you know how any of the offenders might be found, for instance, where they lived, worked, went to school, or spent time?

1. Yes
2. No

MOFFS_SIGHT

MOFFS_SIGHT

MOFFS_SIGHT is asked to determine if the respondent knows how any of the offenders might be found.

January 2025 roommates stole car from driveway

At the time of the incident, how did you know the offenders? For example, were any of the offenders a friend, cousin, etc.?

♦ [Mark all that apply](#)

11. A husband or wife
12. An ex-husband or ex-wife
13. A live-in partner
14. A fiancé(e)
15. A boyfriend, girlfriend, or dating partner
16. An ex-boyfriend, ex-girlfriend, or former fiancé(e)
17. Someone you were casually seeing
18. Someone you were no longer dating or seeing
19. A parent or step-parent
20. A child or step-child
21. A brother, sister, step-brother, or step-sister
22. Some other relative
23. A friend or ex-friend
24. An acquaintance or a friend of a friend
25. A roommate or boarder
26. A schoolmate
27. A neighbor
28. A customer or client
29. A patient
30. A supervisor or former supervisor
31. An employee or co-worker or former employee or co-worker
32. A teacher or school staff
33. A student
34. Some other non-relative (specify)

MOFFS_RELATION

MOFFS_RELATION

MOFFS_RELATION is asked of respondents who indicated in **MOFFS_HOWWELL** that they knew at least one of the offenders but not well, or the respondent knew at least one of the offenders well. This question is used to identify the relationship between the respondent and the offenders at the time of the incident. This question allows you to enter multiple answer categories. Not all answer categories will display, only those relevant to the respondent will be shown.

The answer categories are ordered in groups:

- 11-18 cover romantic/sexual/dating relationships
- 19-22 cover relatives other than a spouse or partner
- 23-34 cover nonrelatives

The instrument displays answer categories 28, 29, 30, and 31 if the respondent is greater than or equal to 16 years of age or refused or did not know his/her age.

Enter answer category 34, “Some other non-relative,” when the respondent mentions a relationship that does not seem to fit into any of the answer categories 1 through 33. Always enter a description of the relationship on the “Specify” screen, **MOFFS_RELATION_SP**, after entering answer category 34.

January 2025 some people stole car from driveway

What was your connection, if any, to the offenders?

♦ [Mark all that apply](#)

1. A friend of a friend
2. A schoolmate
3. A neighbor
4. A customer or client
5. A patient
6. Someone who worked at the same place as you
7. A teacher or school staff
8. Other (specify)
9. A stranger or someone of whom you have no knowledge

MOFFS_CONNECTION

MOFFS_CONNECTION

MOFFS_CONNECTION is asked of respondents who reported that all of the offenders were complete strangers or they knew at least one of the offenders by sight only. This question is asked to determine if any connection existed between the respondent and the offenders. This question allows you to enter multiple answer categories. Not all answer categories will display, only those relevant to the respondent will be shown.

The instrument displays answer categories 4, 5, and 6 if the respondent is greater than or equal to 16 years of age or refused or did not know his/her age.

Enter answer category 8, "Other," when the respondent mentions a relationship that does not seem to fit into any of the answer categories 1 through 7. Always enter a description of the relationship on the "Specify" screen, **MOFFS_CONNECTION_SP**, after entering answer category 8.

January 2025 some people stole car from driveway

Have you ever lived with any of them?

1. Yes
2. No

MOFFS_LIVED

MOFFS_LIVED

MOFFS_LIVED is asked of respondents who reported in **MOFFS_RELATION** that none of the offenders was a live-in partner, roommate or boarder. This question is asked to determine if the respondent ever lived with any of the offenders.

January 2025 some people stole car from driveway

Were you living with any of them at the time of this incident in January 2025?

1. Yes
2. No

MOFFS_LIVINGWITH

MOFFS_LIVINGWITH

MOFFS_LIVINGWITH is asked if a respondent reported in **MOFFS_LIVED** that he/she lived with at least one of the offenders at some point. This question is asked to determine if the respondent was living with any of the offenders at the time of the incident.

Offender Characteristics

This section asks about detailed characteristics of the offender(s) if the respondent reported knowing the offender(s) or anything about them. **OFF_SEX** through **OFF_DRINKDRUG** are asked if the respondent reported there was one offender. **MOFFS_SEX** through **MOFFS_DRINKDRUG** are asked if the respondent reported there was more than one offender.

January 2025 roommate stole car from driveway

This section asks for details about the offender.

Was the offender male or female?

1. Male
2. Female
3. Don't know

OFF_SEX

OFF_SEX

OFF_SEX is asked to identify whether the offender was male or female, based on the respondent's perception.

January 2025 roommate stole car from driveway

How old would you say the offender was at the time of the incident?

♦ Probe using answer categories as needed.

1. Under 18
2. 18 to 24
3. 25 to 34
4. 35 to 54
5. 55 or older
6. Don't know

OFF_AGE

OFF_AGE

OFF_AGE is used to identify the approximate age of the offender based on the respondent's perception. If the respondent seems unsure, ask the respondent to give you his/her best estimate. If the respondent is unable to give you even an estimated age for the offender, enter answer category 6 for "Don't know."

January 2025 roommate stole car from driveway

To the best of your knowledge, would you say the offender was...

1. **Under 12**
2. **12 to 14**
3. **15 to 17?**
4. Don't know

OFF_AGEMINOR

OFF_AGEMINOR

The **OFF_AGEMINOR** question is a follow-up question to **OFF_AGE** when answer category 1, "Under 18," is selected. This question is asked to determine the age range of the offender if the offender is under 18 years of age. Answer categories 1 through 3 for this question are in bold and should be read aloud. Do not read answer category 4, "Don't know."

January 2025 roommate stole car from driveway

Was the offender Hispanic or Latino?

1. Yes
2. No
3. Don't know

OFF_ETHNICITY

OFF_ETHNICITY

OFF_ETHNICITY asks whether the offender was Hispanic or Latino, based on the respondent's perception.

January 2025 roommate stole car from driveway

What race or races was the offender? You may select more than one. Was the offender...

♦ [Mark all that apply](#)

1. **White**
2. **Black or African American**
3. **American Indian or Alaska Native**
4. **Asian**
5. **Native Hawaiian or Other Pacific Islander?**
6. Don't know

OFF_RACE

OFF_RACE

OFF_RACE is used to record the offender's race as perceived by the respondent. Read the answer categories to the respondent as part of the question. Do not read answer category 6, "Don't know." This question allows you to enter multiple answer categories.

January 2025 roommate stole car from driveway

Was the offender part of a street gang, or don't you know?

1. Yes
2. No
3. Don't know

OFF_GANG

OFF_GANG

OFF_GANG is used to determine whether the offender is a member of a street gang based on the respondent's perception. Consider a street gang as a group of people who associate regularly with one another, generally have a leader or group of leaders who issue orders and reap the rewards of the gang's activities, and often engage in anti-social or deviant behavior.

Some ways to identify gang members are their "colors," clothing, tattoos, brands, or imprints of the gang's name, logo, or other identifying marks on their bodies.

January 2025 roommate stole car from driveway

Was the offender drinking or on drugs at the time of the incident, or don't you know?

1. Yes
2. No
3. Don't know

OFF_DRINKDRUG

OFF_DRINKDRUG

OFF_DRINKDRUG is used to find out if the offender was drinking alcoholic beverages or under the influence of drugs during the incident. Enter the appropriate answer category based on what the respondent believes or knows.

January 2025 roommates stole car from driveway

This section asks for more details about the offenders.

Were the offenders male or female?

1. All were male
2. All were female
3. They were both male and female
4. Don't know

MOFFS_SEX

MOFFS_SEX

MOFFS_SEX asks whether the offenders are male, female, or a combination, based on the respondent's perception.

January 2025 roommates stole car from driveway

Were most of the offenders male or were most of them female?

1. Most were male
2. Most were female
3. They were evenly divided
4. Don't know

MOFFS_MOSTSEX

MOFFS_MOSTSEX

MOFFS_MOSTSEX appears when the respondent reported that the offenders were both male and female and indicated that there were more than two offenders or didn't know the number of offenders. This question is asked to determine if most of the offenders were male, most were female, or if they were evenly divided. Enter the answer category based on the respondent's perception.

January 2025 roommates stole car from driveway

How old would you say the youngest was?

♦ Probe using answer categories as needed.

1. Under 18
2. 18 to 24
3. 25 to 34
4. 35 to 54
5. 55 or older
6. Don't know

MOFFS_YOUNG

MOFFS_YOUNG

In **MOFFS_YOUNG**, enter the answer category for the age of the youngest offender, according to the perception of the respondent.

January 2025 roommates stole car from driveway

Would you say the youngest offender was...

1. **Under 12**
2. **12 to 14**
3. **15 to 17?**
4. Don't know

MOFFS_YOUNGMINOR

MOFFS_YOUNGMINOR

The **MOFFS_YOUNGMINOR** question is a follow-up question to **MOFFS_YOUNG** when answer category 1, "Under 18," is selected. This question is asked to determine the age range of the offender if the youngest offender is under 18 years of age. Answer categories 1 through 3 for this question are in bold and should be read aloud. Do not read answer category 4, "Don't know."

January 2025 roommates stole car from driveway

How old would you say the oldest was?

♦ Probe using answer categories as needed.

1. Under 18
2. 18 to 24
3. 25 to 34
4. 35 to 54
5. 55 or older
6. Don't know

MOFFS_OLD

MOFFS_OLD

In **MOFFS_OLD**, enter the answer category for the age of the oldest offender, according to the perception of the respondent.

January 2025 roommates stole car from driveway

Would you say the oldest offender was...

1. **Under 12**
2. **12 to 14**
3. **15 to 17?**
4. Don't know

MOFFS_OLDMINOR

MOFFS_OLDMINOR

The **MOFFS_OLDMINOR** question is a follow-up question to **MOFFS_OLD** when answer category 1, "Under 18," is selected. This question is asked to determine the age range of the offender if the oldest offender is under 18 years of age. Answer categories 1 through 3 for this question are in bold and should be read aloud. Do not read answer category 4, "Don't know."

January 2025 roommates stole car from driveway

Were any of the offenders Hispanic or Latino?

1. Yes
2. No
3. Don't know

MOFFS_ETHNICITY

MOFFS_ETHNICITY

MOFFS_ETHNICITY asks whether *any* of the offenders were Hispanic or Latino.

January 2025 roommates stole car from driveway

Were all of the offenders Hispanic, most of the offenders Hispanic, non-Hispanic, or were roughly an equal number Hispanic and non-Hispanic?

1. All of the offenders were Hispanic
2. Most of the offenders were Hispanic
3. Most of the offenders were non-Hispanic
4. A roughly equal number were Hispanic and non-Hispanic
5. Don't know

MOFFS_MOSTETHNICITY

MOFFS_MOSTETHNICITY

MOFFS_MOSTETHNICITY appears when at least one of the offenders was Hispanic or Latino. This question asks whether all of the offenders were Hispanic, most were Hispanic, most were non-Hispanic, or whether there was roughly an equal number of Hispanic and non-Hispanic.

January 2025 roommates stole car from driveway

What race or races were the offenders? Were they...

♦ [Mark all that apply](#)

1. **White**
2. **Black or African American**
3. **American Indian or Alaska Native**
4. **Asian**
5. **Native Hawaiian or Other Pacific Islander?**
6. Don't know

MOFFS_RACE

MOFFS_RACE

MOFFS_RACE is used to record the offenders' race(s) as perceived by the respondent. Read the answer categories to the respondent as part of the question. Do not read answer category 6, "Don't know." Enter all that apply.

January 2025 roommates stole car from driveway

What race were most of the offenders?

1. Most were White
2. Most were Black or African American
3. Most were American Indian or Alaska Native
4. Most were Asian
5. Most were Native Hawaiian or Other Pacific Islander
6. Roughly equal numbers of two or more races
7. Don't know

MOFFS_RACEMOST

MOFFS_RACEMOST

MOFFS_RACEMOST is asked when the respondent indicates that the offenders were of more than one race in **MOFFS_RACE**. Enter the appropriate answer category for the race of the majority of the offenders, based on the respondent's perception. Not all answer categories will display, only those relevant to answers reported in **MOFFS_RACE**.

January 2025 roommates stole car from driveway

Were any of the offenders part of a street gang, or don't you know?

1. Yes
2. No
3. Don't know

MOFFS_GANG

MOFFS_GANG

MOFFS_GANG is used to determine whether any of the offenders is a member of a street gang based on the respondent's perception. Consider a street gang as a group of people who associate regularly with one another, generally have a leader or group of leaders who issue orders and reap the rewards of the gang's activities, and often engage in anti-social or deviant behavior.

Some ways to identify gang members are their "colors," clothing, tattoos, brands, or imprints of the gang's name, logo, or other identifying marks on their bodies.

January 2025 roommates stole car from driveway

Were any of the offenders drinking or on drugs at the time of the incident, or don't you know?

1. Yes
2. No
3. Don't know

MOFFS_DRINKDRUG

MOFFS_DRINKDRUG

MOFFS_DRINKDRUG is used to find out if any of the offenders were drinking alcoholic beverages or under the influence of drugs during the incident. Enter the appropriate answer category based on what the respondent believes or knows.

Topic 3. Screen Layout and Instructions for SELFPROTECT_INTRO Through SUMMARY_SP

Self-Protection

This section is asked of those respondents who report a personal crime, including incidents where something was taken from the respondent's person. These questions are designed to determine what actions, if any, were taken by the respondent or others who were present during the incident, at what point those actions were taken, and what affect they had on the situation. Questions are also asked to determine if any of the others who were harmed or threatened live with the respondent, and if so, how many. Answer categories classifying the respondent's or others' actions have been modified. Only the questions that have been added or updated are shown below.

January 2025 roommate stole L1's wallet

These next questions are about what you did when this incident in January 2025 occurred .

People may react differently to certain situations and there's not a right or wrong way to react. Everyone is different and every situation is different.

1. Enter 1 to continue

SELFPROTECT_INTRO

SELFPROTECT_INTRO

This screen introduces this section to the respondent. You will always read the statement “**These next questions are about what you did when this incident in January 2025 occurred.**” However, when you are in the first Crime Incident Report for a respondent the instrument will display the text “**People may react differently to certain situations and there's not a right or wrong way to react. Everyone is different and every situation is different.**” for you to read to the respondent. If this is not the first Crime Incident Report for this respondent that text will be displayed in grey text meaning you can read it to the respondent if needed.

January 2025 roommate stole L1's wallet

Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?

1. Yes
2. No

PROTECTSELF

PROTECTSELF

PROTECTSELF is used to determine if the respondent did anything in an attempt to protect himself/herself or his/her property during the incident.

If the respondent tried to protect themselves or their property, the instrument will collect information about what the respondent did. Otherwise, you will ask whether the respondent did or tried to do anything during the incident.

January 2025 roommate stole L1's wallet

Was there anything you did or tried to do about the incident while it was going on?

1. Yes
2. No

DURINGINCIDENT

DURINGINCIDENT

DURINGINCIDENT is used to find out if the respondent did anything while the incident was taking place, even if the respondent's actions were not intended to protect himself/herself or his/her property.

January 2025 roommate stole L1's wallet

Did you do nothing, freeze, do what the offender told you to do, or do something else while the incident was going on?

◆ Mark all that apply

1. Did nothing
2. Froze
3. Did what offender said to do
4. Did something else

DIDNOTHINGDURINGINC

DIDNOTHINGDURINGINC

When the respondent did not do or try to do anything while the incident was going on, question **DIDNOTHINGDURINGINC** is asked to find out more about the respondent's actions were during the incident.

Answer Category 1

Select "Did nothing" if the respondent said they did not do anything.

Answer Category 2

Select "Froze" when the respondent stopped what they were doing.

Answer Category 3

Select “Did what the offender said to do” when the respondent followed what the offender said to do.

Answer Category 4

Select “Did something else” when the respondent did something that doesn’t fall under categories (1) - (3). This does not have to be an action the respondent took to protect themselves or their property. For example, it might have been to protect someone else.

January 2025 roommate stole L1's wallet

Did you do nothing, freeze, do what the offender told you to do, or do something else while the incident was going on?

◆ Probe if needed: **Anything else?**

◆ Mark all that apply

USED OR THREATENED PHYSICAL FORCE TOWARD OFFENDER

- 11. Attacked the offender(s) with a gun or fired a gun
- 12. Attacked the offender(s) with another weapon
- 13. Hit, kicked, or attacked the offender(s) in some other way
- 14. Threatened the offender(s) with a gun
- 15. Threatened the offender(s) with another weapon
- 16. Threatened the offender(s) in some other way

TRIED TO PREVENT INCIDENT OR CHASED OFFENDER

- 17. Tried to prevent attack or theft (e.g., struggled, ducked, blocked blows)
- 18. Held onto or hid belongings
- 19. Chased, tried to catch, or hold offender(s)

VERBALLY RESISTED

- 20. Argued, reasoned, pleaded, bargained
- 21. Stalled or distracted offender(s)
- 22. Said no

SCARED OR WARNED OFF OFFENDER(S)

- 23. Yelled at or told offender(s) to leave
- 24. Threatened to call the police

DID NOT RESIST

- 25. Did what offender asked
- 26. Froze

ESCAPED OR GOT AWAY

- 27. Ran or drove away, or tried; locked door

GOT HELP OR GAVE ALARM

- 28. Called the police or a guard
- 29. Tried to get someone else's attention
- 30. Screamed or yelled
- 31. Cried from pain or fear

OTHER

- 32. Other (specify)

ACTIONS DURING INCIDENT

ACTIONS DURING INCIDENT

ACTIONS DURING INCIDENT is used to identify the types of actions taken by the respondent during the incident. Since the respondent may have taken more than one action, continue asking, **"Anything else?"** until you get a "No" response. Based on the respondent's answer, enter ALL answers that apply.

The types of actions listed in **ACTIONS****DURING****INC** are divided into eight groups and each group has a heading which is in large blue type. Scan these titles to speed up your search for the correct answer categories to enter for a respondent's answer.

Categories (11) through (16) fall under the heading, **“USED OR THREATENED PHYSICAL FORCE TOWARD OFFENDER,”** and cover any aggressive actions taken by the respondent against the offender, such as attacking the offender either with or without a weapon or threatening to physically harm the offender with or without a weapon.

Categories (17) through (19) fall under the heading, **“TRIED TO PREVENT INCIDENT OR CHASED OFFENDER,”** and cover a respondent's actions taken in an attempt to catch the offender or resist the offender (*for example, the respondent struggled, ducked, blocked blows, held onto property*) without actually attacking or threatening to physically harm the offender.

Categories (20) through (22) fall under the heading, **“VERBALLY RESISTED,”** and cover a respondent verbally resisting the offender (*for example, arguing with, stalling, or saying no*) in an attempt to stop the offender/the incident from happening.

Categories (23) and (24) fall under the heading **“SCARED OR WARNED OFF OFFENDER(S),”** and cover a respondent's actions taken in an attempt to scare or warn off the offender by yelling at, threatening to call the police, and so on.

Categories (25) and (26) fall under the heading, **“DID NOT RESIST,”** and covers when a respondent did what the offender asked or froze.

Categories (27) through (31) fall under the heading, **“GOT HELP OR GAVE ALARM,”** and cover the respondent calling the police or a guard, the respondent trying to attract attention (*for example, crying out for help or sounding a car horn*), or respondent screaming or making noise in reaction to pain or fear.

Category (32) falls under the heading, **“OTHER,”** and covers any action(s) taken by the respondent that do not fit into one of the previous categories. Before entering category (32), make sure that the answer does not fit answer categories (11) through (31). However, if you do enter category (32), always enter a description of the respondent's action(s) at the "Specify" screen, **ACTIONS****DURING****INC**_SP.

Continue with **INJACTION** if the respondent was injured in the incident (*categories (12) - (21) entered in INJURY*). Otherwise, continue with **INJACTIONHELP**.

January 2025 roommate stole L1's wallet

Did you react this way before you were injured, after you were injured, or at the same time you were injured?

◆ Mark all that apply

1. Before the respondent was injured
2. After the respondent was injured
3. At the same time the respondent was injured

INJACTION

INJACTION

When a respondent reported they were injured, **INJACTION** is used to determine whether the respondent took the actions identified in **ACTIONS DURING INCIDENT BEFORE, AFTER, OR AT THE SAME TIME THAT THE OFFENDER INJURED THE RESPONDENT**. Enter all answer categories that apply; separate with commas.

After completing **INJACTION**, continue with collecting information about whether other people were present and their actions during the incident.

January 2025 roommate stole L1's wallet

Besides you and the offender(s), was anyone ELSE, age 12 or older, present during the incident?

1. Yes
2. No

ANYONEPRESENT

ANYONEPRESENT

ANYONEPRESENT is used to find out if anyone other than the offender and the respondent was present during the incident, EXCLUDING children under 12 years of age. Other persons present could include other crime victims, bystanders, or other household members.

When deciding whether a person is "present" during an incident, follow the instructions in this chapter for completing **HHMEMBERPRESENT**, as well as the detailed information about presence during an incident in Part C, Chapter 3, Topic 6.

When persons, other than the respondent, the offender, and children under the age of 12 were present during the incident you will enter answer category (1), "Yes,". After entering category (1) for a "Yes" answer, you will collect information about actions others may have taken during the incident. Otherwise, you will continue with questions about whether the incident was the result of prejudice or bigotry.

January 2025 roommate stole L1's wallet

Did anyone else, age 12 or older, do or try to do anything to help you while the incident was going on?

1. Yes
2. No

OTHERSACTIONS

OTHERSACTIONS

If anyone else was present at the time of the incident, including other victims, bystanders, or other household members, the respondent will be asked **OTHERSACTIONS**. This question is asked to determine whether the actions taken by any of these persons may have helped the situation in any way.

January 2025 roommate stole L1's wallet

Who took these actions?

◆ Mark all that apply

1. Someone you were with
2. Someone who was with the offender(s)
3. Someone else

WHOTOOKACTION

WHOTOOKACTION

WHOTOOKACTION is asked to determine who help or tried to help the respondent during the incident.

Answer Category 1

Select "Someone you were with" when the person who helped or tried to help was someone the respondent was with.

Answer Category 2

Select "Someone who was with the offender(s)" when the person who helped or tried to help was someone with the offender(s), but was not one of the offenders.

Answer Category 3

Select "Someone else" when the person who helped or tried to help was someone who was not with the respondent or the offender(s), such as a bystander. You may select more than one answer category for this question.

January 2025 roommate stole L1's wallet

What did the person or people try to do to help you?

◆ Mark all that apply

1. They attacked or threatened the offender(s)
2. They defended you or your property without physically attacking the offender(s)
3. They chased or warned off the offender(s)
4. They argued, reasoned, pleaded, or bargained with the offender(s)
5. They tried to get help; called police or a guard
6. They did something else (specify)

HOWOTHERSHELP

HOWOTHERSHELP

HOWOTHERSHELP is used to identify how the actions of other persons present during the incident helped the situation. Based on the respondent's answer, enter all answer categories that apply.

If the respondent mentions a way that the other person's actions helped the situation which does not fit the descriptions in answer categories (1) through (5), enter category (6), "Other," and enter the description on the "Specify" screen, **HOWOTHERSHELP_SP**. Avoid entering category (6), if the answer matches one of the other descriptions in answer categories (1) through (5).

January 2025 roommate stole L1's wallet

Overall, did the actions of this person or people help the situation, make it worse, or have NO impact?

1. Helped the situation
2. Made the situation worse
3. Had no impact on the situation

IMPACTOTHERSACTIONS

IMPACTOTHERSACTIONS

The question **IMPACTOTHERSACTIONS** is asked to determine whether the actions identified in **HOWOTHERSHELP** impacted the incident.

January 2025 roommate stole L1's wallet

Not counting yourself or the offender(s), were any other people harmed, threatened with harm, or have any belongings taken or damaged in the incident? Do not include children under 12 years of age.

1. Yes
2. No

PERSONSHARMED

PERSONSHARMED

PERSONSHARMED is used to determine whether or not other persons who were present during the incident were physically harmed, threatened with physical harm, or robbed by force or threat of harm. As you ask the question, make sure that the respondent understands NOT to include:

- ✗ Himself/herself,
- ✗ The offender(s), and
- ✗ Any children who were younger than 12 years of age at the time of the incident.

Answer Category 1

Select if others were harmed, threatened with harm, or had belongings taken or damaged during the incident and you will continue with **PERSONSHARMED_NUM**.

Answer Category 2

Select for a "No" answer or when the respondent indicates that:

- ✓ The respondent was the only person harmed or threatened with harm.
- ✓ The only other person who was harmed or threatened with harm was someone under 12 years of age.
- ✓ The other person(s) did NOT experience any physical harm or threat of physical harm (*for example, they had their pockets picked or property was stolen from their cars while they were in a bank*).

January 2025 roommate stole L1's wallet

How many people?

PERSONSHARMED_NUM

PERSONSHARMED_NUM

PERSONSHARMED_NUM is used to identify the total number of persons over the age of 12 who were harmed, threatened with harm, or had belongings taken or damaged during the incident, EXCLUDING the respondent and the offender(s). Enter the number of persons provided by the respondent.

If the respondent's answer is not a number (*for example, the respondent says "several," "just a few," "many," or similar*), probe to get an estimate of the number of other persons who were present and personally victimized during the incident.

If the respondent reports that only one other person was harmed, the instrument will continue with **OFFLIVINGWITH** otherwise you will continue to the **HHMEMHARMED** question to determine whether any of the person(s) harmed currently lives with the respondent.

January 2025 roommate stole L1's wallet

Does this person live with you now?

1. Yes
2. No

OFFLIVINGWITH

OFFLIVINGWITH

When you enter that only one person was harmed, threatened with harm, or had belongings taken or damaged during the incident the question **OFFLIVINGWITH** is asked to determine if that person is living with the respondent now.

January 2025 roommate stole L1's wallet

Do any of the people who were harmed or threatened or had property taken or damaged live with you now?

1. Yes
2. No

HHMEMHARMED

HHMEMHARMED

The question **HHMEMHARMED** is used to determine whether any of the persons included in the count in the question **PERSONSHARMED_NUM** are household members at the time of interview.

Identify the number of persons included in the count in Item **PERSONSHARMED_NUM** who are household members at the time of interview.

If the respondent answers "Yes" to **HHMEMHARMED** you will continue with **HHMEMHARMED_NUM**.

January 2025 roommate stole L1's wallet

How many people?

HHMEMHARMED_NUM

HHMEMHARMED_NUM

If any of the people were reported as living with the respondent at **HHMEMHARMED**, **HHMEMHARMED_NUM** will collect the number of those living with the respondent at the time of the interview.

Hate Crimes

This section is designed to determine if the victimization was the result of prejudice or bigotry. For the incident to be considered a hate crime, the victim would have been targeted because of some real or perceived personal characteristic such as race, ethnic background or national origin, religion, a disability, sexual orientation, ~~gendersex~~, or gender identity.

The respondent also could have been a victim because someone they spend time with was targeted. Questions in this section ask whether the victim considers the incident to be a hate crime by their own judgement and what happened during the incident.

Explaining "Hate Crimes or Crimes of Prejudice or Bigotry"

If a respondent asks what you mean by the phrase "hate crimes or crimes of prejudice or bigotry," you can tell the respondent that it is a crime in which an offender targets one or more persons out of hatred towards certain characteristics associated with a group. For example, because an offender hates all persons of the Jewish faith, he spray painted a swastika on the garage door of each household on the street whose name on the mailbox sounded Jewish to the offender.

However, if a respondent claims that a classmate keeps picking fights with her because she is jealous of the respondent, this type of incident is NOT considered a "hate crime" or a "crime of prejudice or bigotry."

The **HATE_RACE** through **HATE_OTHERS** screens are used to identify the type of prejudice that the respondent suspects motivated the offender to commit the crime. There are six separate questions on race, religion, ethnic background/national origin, disability, **gendersex**, **gender identity** and sexual orientation.

January 2025 roommate stole L1's wallet

The next questions are about why the offender may have targeted you or someone you live with.

The reason may have been prejudice or bigotry toward those with your characteristics or religious beliefs, even if the offender mistakenly thought you had those characteristics or beliefs. This kind of reason is different from just being angry or wanting to get something from you.

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward your race, ethnic background, or national origin?

1. Yes
2. No

HATE_RACE

HATE_RACE

HATE_RACE is the first question in this series of questions and includes an introduction and definition to help the respondent understand what is meant by "prejudice or bigotry". If the current respondent reported more than one incident, the definition text would be displayed as optional text since it is read to the respondent in their first incident report. Only read the optional text if the respondent doesn't remember what we mean by "prejudice or bigotry".

It is very important to read the lead-in statement, definition, and ask the question exactly as it is worded on the screen. This wording has been tested and analyzed thoroughly and changing the wording during an interview could jeopardize the results.

Below are examples of how the question would be read for the first incident reported by a respondent and then how you would ask it for the second and any subsequent incident reports. Remember to always read the lead-in statement and then ask the first question:

Understanding "Race"

When we use the term "race," we mean whether the person is White, Black/African American, American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander. "Spanish, Hispanic or Latino" relates to a person's ethnic background or national origin, NOT to his/her race.

After asking this question, pause to let the respondent answer. Enter answer category (1) for a "Yes" answer, and category (2) for a "No" answer. Unless you get interrupted, you do not need to ask the entire

question for the remaining questions. For example, in the next screen you would just ask ***"Prejudice or bigotry toward your religion?"***

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward your religion?

1. Yes
2. No

HATE_RELIGION

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward a disability you may have?

1. Yes
2. No

HATE_DISABILITY

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?

1. Yes
2. No

HATE_ORIENTATION

HATE_ORIENTATION

Most respondents will probably understand what we mean by "sexual orientation," but, if someone seems unsure, you can read the definition provided in the FAQs: *"The direction of one's romantic or sexual attraction to members of the same sex, opposite sex, or both sexes"*. This definition is found on the FAQ tab, by entering category 12 on the main FAQ screen and reading from the second instruction "What is meant by "sexual orientation".

After reading this statement, a respondent may tell you that he/she meant something different. If this happens, correct your entry for question **HATE_ORIENTATION**.

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward your gender identity, including being transgender, intersex, or gender non-conforming?

◆ If further clarification is needed, read: By intersex, we mean people who have a difference of sex development (DSD) or were born with genitals, reproductive organs, or chromosomal patterns that do not correspond to a single sex.

◆ If further clarification is needed, read: By gender non-conforming, we mean people whose gender expression, presentation, or behaviors do not conform to society's traditional gender norms.

1. Yes
2. No

HATE_GENID

HATE_GENID

Most respondents will probably understand what we mean by "gender identity," but, if someone seems unsure, you can read the definition provided in the FAQs: "A person's internal sense of gender, that is, being male, female, or a blend of both". This definition is found on the FAQ tab, by entering category 12 on the main FAQ screen and reading from the third instruction "What is meant by "gender identity".

Definitions are provided if the respondent needs clarification about the meaning of "intersex" or "gender non-conforming," which are terms used in the question **HATE_GENID**.

After reading this statement, a respondent may tell you that he/she meant something different. If this happens, correct your entry for question **HATE_GENID**.

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward your sex, including being male or female?

1. Yes
2. No

HATE_SEX

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Prejudice or bigotry toward other characteristics I have not already mentioned?

1. Yes
2. No

HATE_OTHER

January 2025 roommate stole L1's wallet

Do you think the offender was targeting you or someone you live with because of...

Which of the following do you believe was the offender's PRIMARY or main motivation for targeting you?

1. Prejudice or bigotry toward your race, ethnic background, or national origin?}
2. Prejudice or bigotry toward your religion?
3. Prejudice or bigotry toward a disability you may have?
4. Prejudice or bigotry toward your sexual orientation, including being lesbian, gay, bisexual, or straight?
5. Prejudice or bigotry toward your gender identity, including being intersex, transgender, or gender non-conforming?
6. Prejudice or bigotry toward your sex, including being male or female?
7. Prejudice or bigotry toward other characteristics I have not already mentioned?

HATEPRIMARYREASON

HATEPRIMARYREASON

If the respondent reports multiple reasons for being targeted, **HATEPRIMARYREASON** will be asked to determine what the respondent believes was the offender's main motivation. The answer categories will only display those reasons that the respondent reported for being targeted.

January 2025 roommate stole L1's wallet

DURING THE INCIDENT OR LEADING UP TO IT, did the offender use offensive or prejudiced language to describe your characteristics or religious beliefs?

1. Yes
2. No

HATEOFFENSIVELANG

HATEOFFENSIVELANG

The questions **HATEOFFENSIVELANG** through **INCHATECRIME** are asked when a respondent reported the offender(s) had some type of prejudice towards them.

HATEOFFENSIVELANG is asked to determine if the offender used offensive or prejudice language towards the respondent. If they did, the instrument will continue to **TYPEOFFENSIVELANG**.

January 2025 roommate stole L1's wallet

I'm going to read you two choices. Please tell me which one better describes how the offensive or prejudiced language was used... was it used to scare or intimidate you? Or, was it used to express dislike or prejudice toward people with your characteristics or religious beliefs? Or don't you know?

1. To scare, intimidate, or express anger toward you or the situation
2. To express dislike or prejudice toward people with the respondent's characteristics or religious beliefs
3. Don't know

TYPEOFFENSIVELANG

TYPEOFFENSIVELANG

TYPEOFFENSIVELANG is asked to collect how the offender used the offensive or prejudice language or the intent the offender had in using this language.

HATESYMBOLS through **HATESOMETHINGELSE** ask about specific evidence that a crime was a hate crime.

January 2025 roommate stole L1's wallet

Did any of the following things happen?

Did the offender leave something at the scene referring to your characteristics or religion, such as graffiti with hurtful words, symbols or images, or a burning cross?

1. Yes
2. No

HATESYMBOLS

January 2025 roommate stole L1's wallet

Did any of the following things happen?

Did the police find that the offender had something against people with your characteristics or religious beliefs?

1. Yes
2. No

HATECHAR

January 2025 roommate stole L1's wallet

Did any of the following things happen?

Did you know or learn that the offender(s) had committed similar crimes against people with your characteristics or religious beliefs in the past?

1. Yes
2. No

HATESIMILARCRIMES

January 2025 roommate stole L1's wallet

Did any of the following things happen?

Did the incident happen around a holiday, event, or place commonly associated with a specific group, which made you think it was motivated by prejudice or bigotry?

1. Yes
2. No

HATEHOLIDAY

January 2025 roommate stole L1's wallet

Did any of the following things happen?

Are you aware of other crimes against people with your characteristics or religious beliefs in your local area or neighborhood the mentioned?

1. Yes
2. No

HATENEIGHBORHOOD

January 2025 roommate stole L1's wallet

Did any of the following things happen?

Did something else happen that would suggest the offender had something against people with your characteristics or religious beliefs?

1. Yes
2. No

HATESOMETHINGELSE

January 2025 roommate stole L1's wallet

A hate crime is a crime of prejudice or bigotry that occurs when an offender targets someone because of one or more of their characteristics. Based on this description, do you believe the incident was a hate crime?

1. Yes
2. No

INCHATECRIME

INCHATECRIME

Item **INCHATECRIME** is used to determine whether the respondent has any reason to suspect that the incident was a hate crime or crime of prejudice or bigotry.

January 2025 roommate stole L1's wallet

In your own words, what did the offender do or say that made you feel you were targeted based on your characteristics or religious beliefs?

HATECRIME_SP

HATECRIME_SP

Type in what the respondent says the offender did or said that made the respondent feel they were targeted based on their characteristics or religious beliefs. Keep the answer brief since this answer field only allows up to 35 characters.

Police Involvement

This section asks about involvement of the police during or after the incident. Questions in this section address when and if the police were notified, what actions they took at the time of notification, and how they followed up. If the police were not notified, it collects information on why they were not told about the incident.

For the NCVS, consider the police to include:

- All regular police officers at the city, county, state, or federal government level,
- Officers who work for sheriff's departments,
- Officers working for specialized police forces who are authorized to make arrests in a special area or jurisdiction (for example, campus police, park police, transit police, harbor police, and airport police),
- School Resource Officers (SRO), and
- Fish and game wardens.

For the NCVS, exclude:

- Any security forces,
- Building guards,
- Prison guards,
- Fire marshals, and
- All others **who do not have the authority to make police arrests.**

When the victim or the offender is a police officer and you are asking if the police found out about the incident, probe to find out if the respondent or another person filed an *official report* or *officially notified a police department* about the incident. Do not assume that an incident was reported to the police just because the victim or offender is a police officer. For example, if the respondent who is a police officer was threatened with physical harm by a crime suspect and they only mentioned it to their partner at the station, but never filed a report or officially notified the department, this does not count as informing the police of the incident.

January 2025 roommate stole L1's wallet

The next questions ask about whether the police got involved in this incident in January.

Were the police informed or did they find out about this incident in any way?

◆ Do not consider contacts with 911 dispatchers, Emergency Medical Technicians (EMTs), fire chiefs, or private security guards to be police contacts.

1. Yes
2. No

POLICEINFORMED

POLICEINFORMED

Item **POLICEINFORMED** is used to determine whether the police are aware that this incident took place, regardless of how they found out about it.

Victim Is a Police Officer

When the victim/respondent is a police officer and answers "Yes" to the question in Item **POLICEINFORMED**, probe to find out if the respondent or another person filed an **official report or officially notified a police department** about the incident. Do not assume that an incident was reported to the police just because the victim/respondent is a police officer. For example, if the respondent who is a police officer was threatened with physical harm by a crime suspect and he/she only mentioned it to his/her partner at the station, but never filed a report or officially notified the department, you would enter answer category (2), "No."

Offender Is a Police Officer

When the victim/respondent answers "Yes" to the question in Item **POLICEINFORMED** and the offender is a police officer, probe to find out if anyone filed an **official report or officially notified a police department** about the incident. Again, do not assume because a police officer was involved in the incident that the police were officially notified. Enter answer category (2), "No," if no one actually notified the police.

(Also see Part C, Chapter 3, Topic 21, for more information about incidents involving police officers.)

January 2025 roommate stole L1's wallet

Why did you decide not to contact the police?

◆Probe: Can you tell me a little more? Any other reason?

◆Mark all that apply

11. You didn't think it was important enough to report
12. You didn't think the police would do anything about it
13. You weren't sure who did it
14. It was too personal or embarrassing to report
15. You told a parent or other adult relative
16. You took care of it yourself
17. You reported it to an official other than the police such as a teacher or administrator
18. You didn't think the police would believe you
19. You didn't want to get into trouble with the police
20. You didn't want the offender to get in trouble or face harsh consequences
21. You were worried the offender might get back at you
22. You weren't sure it was a crime
23. You didn't trust the police
24. You didn't find out until it was too late to report
25. It would have been too much trouble to report it
26. You thought someone else would contact the police
27. Some other reason (specify)

NOTREPORTEDPOLICE

NOTREPORTEDPOLICE

NOTREPORTEDPOLICE is used to find out why no one reported the incident to the police. This item consists of 17 answer categories, some are discussed in more detail below.

Answer Category 15

The category "You told a parent or other adult relative" will be displayed when the respondent is between 12-17 years old or the respondent's age is not known. So, the full list of answer categories will not always appear.

Answer Category 16

Select "You took care of it yourself" when the respondent tells you that: "It was a family matter," "He/she wanted to catch the thief," "He/she called the person who did it," "He/she thought it was his/her wife/husband," "The person was a friend," and so on.

Answer Category 17

The category "You reported it to an official other than the police such as a teacher or administrator": will be displayed depending on the respondent reporting the incident. The text "such as a teacher or administrator" will only be included when the respondent is between 12-17 years old or the respondent's age is not known or they are older than 17 and are attending a regular school.

Answer Category 27

Select category "Other," when the respondent's reason does not fit into one of the reasons in categories (11) through (26). After entering category (27), enter the reason on the "Specify" screen, **NOTREPORTEDPOLICE_SP**.

January 2025 roommate stole L1's wallet

Why did you decide not to contact the police?

◆Mark all that apply

1. You didn't think it was important enough to report
2. You didn't think the police would do anything about it
3. You weren't sure who did it
4. It was too personal or embarrassing to report
5. You told a parent or other adult relative
6. You took care of it yourself
7. You reported it to an official other than the police such as a teacher or administrator
8. You didn't think the police would believe you
9. You didn't want to get into trouble with the police
10. You didn't want the offender to get in trouble or face harsh consequences
11. You were worried the offender might get back at you
12. You weren't sure it was a crime
13. You didn't trust the police
14. You didn't find out until it was too late to report
15. It would have been too much trouble to report it
16. You thought someone else would contact the police
17. Some other reason (specify)
18. No one reason is most important

NOTREPORTIMPORTANT

NOTREPORTIMPORTANT

NOTREPORTIMPORTANT is asked when more than one answer category was selected in **NOTREPORTEDPOLICE** and is used to pinpoint which of the reasons the respondent feels is the most important reason for not reporting the incident to the police. This screen will only display answer categories based on which categories were selected in **NOTREPORTEDPOLICE**. If necessary, read the reasons listed for **NOTREPORTIMPORTANT**.

Based on the respondent's answer, enter the appropriate category. If the respondent seems to have difficulty making up his/her mind, ask the following probe question: *"If you could only give one reason, which one would it be?"*

Select answer category (29), “No one reason more important,” if the respondent tells you that each reason selected in **NOTREPORTEDPOLICE** was equally important as to why the incident was not reported to the police.

January 2025 roommate stole L1’s wallet

Who informed the police? If more than one person, choose the first response that applies.

1. **You informed the police yourself**
2. **Someone you live with**
3. **A school employee or School Resource Officer**
4. **Someone such as a security guard or a building manager**
5. **The police were at scene**
6. **Someone else who saw the crime, like a friend or a neighbor**
7. **Someone else told the police (specify)**

POLICEFINDOUT

POLICEFINDOUT

POLICEFINDOUT is used to identify how the police found out about the incident. Enter the first category that applies. For example, if the respondent tells you that he/she called the police and a security guard also called the police, enter answer category (1), “You informed the police yourself.”

Answer Category 1

Select “you informed the police yourself” if the police found out about the incident from the respondent.

Answer Category 2

Select “Someone you live with” if the police found out about the incident from a household member **OTHER THAN** the respondent.

Answer Category 2

Select “A school employee or School Resource” if the police found out about the incident from a school employee or School Resource Officer. For example, a school principal called the police about the incident, a store manager, and so on. Answer category (3) will only display when the respondent attends an elementary, middle, or high school.

Answer Category 4

Select “Someone such as a security guard or a building manager” if the police found out about the incident from some type of official, such as a security guard, an apartment manager, a store manager, and so on.

Answer Category 5

Select “The police were at the scene” if the police found out about the incident because they happened to be on the scene at the time of the incident or came by while the incident was taking place.

Answer Category 6

Select “Someone else who saw the crime, like a friend or a neighbor” if the police found out about the incident because a witness, such as a friend or neighbor, saw the crime and notified the police.

Answer Category 7

Select "Someone else told the police (specify)" if the police found out about the incident in a way other than those described in categories (1) through (6). After entering category (7), explain how the police were informed on the "Specify" screen, **POLICEFINDOUT_SP**.

January 2025 roommate stole L1's wallet

Did you tell the police that you believe the incident was a hate crime?

1. Yes
2. No

TELLPOLICEHATECRIME

TELLPOLICEHATECRIME

TELLPOLICEHATECRIME is asked when the incident was reported to the police and the respondent believes it was a hate crime as identified in the Hate Crimes section. This question is asked to determine if the respondent told the police that he/she believed the incident was motivated by the offender's hatred, prejudice, or bigotry.

January 2025 roommate stole L1's wallet

You said someone else informed the police. How did you first/ they notify the police?

1. Called the police
2. Approached an officer or police car
3. Went to the police station
4. Used the Internet or a social media app
5. Some other way (specify)
6. Don't know

POLICECONTACTED

POLICECONTACTED

POLICECONTACTED is asked to find out how the police were first contacted. If category (5) is selected, you will continue to **POLICECONTACTED_SP** to enter a description of how the police were first notified.

January 2025 roommate stole L1's wallet

Which of the following BEST describes when the police were first contacted?

1. While the incident was happening
2. Within 10 minutes after the incident occurred
3. Within an hour after the incident occurred
4. Within 24 hours of the incident
5. Longer than a day after the incident occurred

POLICEFIRSTCONTACTED

POLICEFIRSTCONTACTED

If the respondent reports that the police were first notified by the respondent calling the police, approaching an officer or police car, or going to the police station, the respondent will be asked **POLICEFIRSTCONTACTED**.

January 2025 roommate stole L1's wallet

Did the police come when they found out about the incident?

1. Yes
2. No

POLICEARRIVE

POLICEARRIVE

POLICEARRIVE is the first of several questions intended to find out what the police did after they were notified about the incident. **POLICEARRIVE** is used to determine whether the police actually came to talk in person with the victimized person.

Answer Category 1

Select "Yes," if the police came to see and speak to the victimized person either at the scene of the incident or somewhere else. If the police only spoke to the victimized person on the telephone, enter category (2), "No."

Answer Category 2

Select "No," if the police were contacted and never came to speak in person with the victimized person and only communicated by telephone, mail, and so on.

January 2025 roommate stole L1's wallet

When the police found out, did they do any of the following?

♦Mark all that apply

1. **Tell you to go to a police station**
2. **Take a report over the phone**
3. **Deal with it through the main**
4. **Deal with it through the Internet or a social media app**
5. **Something else** (specify)
6. The police did nothing

POLICEHANDLE

POLICEHANDLE

For **POLICEHANDLE**, be sure to read to the respondent all answer categories in bold and mark each answer category applicable to the action(s) the police took or enter category (6) if the police did nothing. Remember since category 6 is not in bolded text you do not read it to the respondent.

If category (5) is selected, you will continue to **POLICEHANDLE_SP** to type in other things the police did that are not covered in categories (1) – (5).

January 2025 roommate stole L1's wallet

How satisfied were you with how the phone report was taken?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**
6. **Or do you not have an opinion?**

POLICEPHONERPTSAT

POLICEPHONERPTSAT

When a respondent reports that one of the actions the police took was collecting a report over the phone (**POLICEHANDLE=2**), you will ask the respondent if they were satisfied with how the report was taken over the phone.

Respondent's Opinions About the Police Response

Several questions in this section ask for the respondents' perceptions or opinions; there are no right or wrong answers. Each opinion question offers five response options. Read all the response options in each scale, even if the respondent interrupts with an answer.

Do not offer clarifications or explanation of terms, except to reread the question and response categories. If the respondent asks, for example, “What do you mean by...?” say “Whatever it means to you.”

Your job is to get the respondent to select one of the specific response options offered. If they say “I don’t know” probe for a response in the scale. For “don’t know” response, just pausing silently can be an effective probe. Alternatively, you can say, “We’re just interested in your opinion,” or “Based on what you know, what would you say?” After probing once, accept a “don’t know” response and continue with the interview. If the respondent offers a response not in the scale, re-read all or part of the scale, as shown in the example below.

FR: **How respectfully did the police treat you?**

**Very respectfully,
Somewhat respectfully,
Neither respectfully nor disrespectfully,
Somewhat disrespectfully, or
Very disrespectfully?**

Respondent: She was very professional.

FR: **Would you say she treated you very respectfully, somewhat respectfully...**

Respondent: Oh, she was very respectful.

Some of these opinion questions contain answer category 6 – “Or do you not have an opinion?”, this answer category will only display when the respondent was NOT the person who informed the police.

January 2025 roommate stole L1’s wallet

Do you think the police should have come to you when they were contacted?

1. Yes
2. No

POLICENOARRIVE

POLICENOARRIVE

When the police didn’t actually come to talk in person with the victimized person when the incident was reported to the police **POLICENOARRIVE** is asked to determine if the respondent thinks the police should have come.

January 2025 roommate stole L1's wallet

How satisfied were you with the time it took the police to get to you after they were contacted?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**
6. **Or do you not have an opinion?**

POLICEARRIVESAT

POLICEARRIVESAT

When the police came to talk in person with the victimized person, **POLICEARRIVESAT** is asked to determine if the respondent was satisfied with the how long it took the police to arrive after they were contacted. See the section above on "Respondent's Opinions About the Police Response" for more information about asking opinion based questions in this section.

If successive questions use the same response scale, always read each of the response options the first time the scale appears. For subsequent questions you can read the response scale if the respondent needs reminding.

January 2025 roommate stole L1's wallet

Had the police told you how long it would take them to get there?

1. Yes
2. No
3. Don't know

POLICEARRIVALTIME

POLICEARRIVALTIME

POLICEARRIVALTIME is asked to determine if the police gave the respondent or person who reported the incident an estimate of how long it would take them to arrive.

January 2025 roommate stole L1's wallet

What did the police do while they were there?

◆Probe if needed: **Anything else?**

◆Mark all that apply

1. They took a report or asked the respondent questions about what happened
2. They questioned other witnesses or suspects
3. They looked around
4. They took evidence, such as fingerprints or pictures
5. They made a list of what was taken
6. Promised surveillance
7. They promised to investigate
8. They made one or more arrests
9. They did not do any of these things

POLICEACTION

POLICEACTION

POLICEACTION is used to determine what actions the police took while they were with the victimized person during their initial visit. Exclude any police actions taken after the police left or during any subsequent visits with the victimized person.

Since you need to enter all answer categories that apply to the respondent's answer, continue asking, **"Anything else?"** until you get a "No" answer.

Answer Category 1

Select "Took report or asked the respondent questions about what happened" if the police spoke to the victimized person to find out what happened during the incident.

Answer Category 2

Select "Questioned witnesses or suspects," if the police questioned any witnesses and suspects, as well as potential witnesses and suspects (*for example, neighbors, co-workers, friends, and so on*).

Answer Category 3

Select "They looked around," if the police searched the area of the incident for the offender(s), for evidence, for any of the stolen property, and so on.

Answer Category 4

Select "Took evidence, such as fingerprints or pictures " if the police took any type of evidence that the offender(s) may have left at the scene of the crime, such as fingerprints, a weapon, scraps of clothing, a hair or blood sample, and so on.

Answer Category 6

Select "Promised surveillance," if the police told the victimized person that they will patrol the crime scene or keep a lookout in the area where the victimized person lives or works.

Answer Category 7

Select "They promised to investigate," if the police told the victimized person that they would do any of the following things: question suspects, witnesses, or others, pursue the offender(s), try to recover stolen property, etc.

Answer Category 8

Select "They made one or more arrests," if the respondent learned that the police arrested a suspect(s) during the initial visit from the police.

Answer Category 9

Select "They did not do any of these things," if the police took any actions during their initial visit with the victimized person which are not described in categories (1) through (7) or took no actions during their initial visit with the victimized person.

After completing Item **POLICEACTION**, continue with Item **POLICECONTACT**. After asking about actions the police took when they arrived in the question **POLICEACTION**, you will now ask about other actions the police may have taken (**POLICEACTIONOTHER**).

January 2025 roommate stole L1's wallet

Did the police do any of the following other things while they were there?

♦Mark all that apply

1. **Calmed people down**
2. **Resolved the conflict**
3. **Gave advice about insurance**
4. **Gave information about your rights as a victim**
5. **Gave information about services that could help you as a victim**
6. **Contacted victim services on your behalf**
7. **Contacted emergency medical services**
8. **Did something else to help** (specify)
9. They did not do any of these things

POLICEACTIONOTHER

POLICEACTIONOTHER

When police came when they found out about the incident, respondents are asked about additional actions the police may have taken in **POLICEACTIONOTHER**. The answer categories are actions that might have been helpful to the respondent and are outside of what might be thought of as typical actions taken during police investigations; those more typical actions are asked about in **POLICEACTION**. If the respondent reports something not covered in categories 1 through 8, you will collect a description of that action in **POLICEACTIONOTHER_SP**.

February 2025 pushed at school

Did anyone report the incident to a school official, such as a teacher, counselor, or principal, or School Resource Officer (SRO) or did they find out about the incident in any way?

1. Yes
2. No

RPTSCHOOLOFFICIAL

RPTSCHOOLOFFICIAL

If the incident happened at school, **RPTSCHOOLOFFICIAL** will be asked to determine if any school official or School Resource Officer (SRO) was told about the incident.

January 2025 roommate stole L1's wallet

Did you or someone you live with have any later contact with the police about the incident?

1. Yes
2. No

POLICECONTACT

POLICECONTACT

POLICECONTACT is the first of four questions asking about any subsequent contacts with the police about the incident. **POLICECONTACT** is used to determine whether the respondent or any other household member had any later official contacts with the police about the incident. For example, the police may have called the victimized person or made another personal visit, or perhaps a household member mailed a letter to the police inquiring about the case.

Exclude any unofficial contacts with the police, such as a casual conversation with a police officer who is a friend or acquaintance.

Select category (1), "Yes," when:

- ✓ There was any contact between the household and the police following the initial visit by the police, regardless of who initiated the contact.
- ✓ The police did NOT make a personal visit when they were originally contacted about the incident, but the police did call or send a letter to the household after they were contacted.
- ✓ The police did NOT make a personal visit when they were originally contacted about the incident, but someone in the household called or sent a letter to the police after they initially notified the police.

Select category (2), "No," when:

- ✓ There was no later contact between the household and the police AFTER the initial visit by the police.

- ✓ There was no contact at all between the household and the police after the police found out about the incident.

January 2025 roommate stole L1's wallet

Thinking about these later contacts, did the police get in touch with you or did you get in touch with them?

1. Police contacted the respondent (or someone else the respondent lives with)
2. The respondent (or someone the respondent lives with) contacted the police
3. Both

POLICEINTOUCH

POLICEINTOUCH

POLICEINTOUCH is used to determine who initiated the later contact between the household and the police about the incident. Enter the appropriate answer category based on the respondent's answer.

Only enter category (3), "Both," if there was more than one later contact and some were initiated by the police and others were initiated by someone in the household.

January 2025 roommate stole L1's wallet

What did the police do to follow up on this incident?

◆Probe if needed: Anything else?

◆Mark all that apply

1. Took, reviewed, or added to a report
2. They questioned other witnesses or suspects
3. Did or promised surveillance/investigation
4. They got some or all of your property back
5. They made one or more arrests
6. They stayed in touch
7. They contacted victim services on your behalf
8. They did something else (specify)
9. They did not do anything to your knowledge

POLICEFOLLOWUP

POLICEFOLLOWUP

POLICEFOLLOWUP is used to determine what actions the police took to follow up on the incident, EXCLUDING actions that were already identified earlier in **POLICEACTION** or **POLICEACTIONOTHER** and were only taken during the initial contact.

Since you need to enter all categories that apply to the respondent's answer, continue asking, "**Anything else?**" until you get a "No" response.

Answer Category 1

Select "Took, reviewed, or added to a report," if the police filled out a second report or spoke to the victimized person again since their first contact after the incident.

Answer Category 2

Select "They questioned other witnesses or suspects," if, after the initial contact, the police questioned any witnesses and suspects, as well as potential witnesses and suspects (*for example, neighbors, co-workers, friends, and so on*).

Answer Category 3

Select "Did or promised surveillance/ investigation," if, after initial contact, police investigated the incident or told the respondent that they would investigate, such as questioning suspects, witnesses, or others, pursuing the offender(s), or trying to recover stolen property.

Answer Category 4

Select "They got some or all of your property back," if the police were able to recover stolen property. This answer category will only appear when a theft or attempted theft was reported.

Answer Category 5

Select "They made one or more arrests," if the respondent learned that the police arrested a suspect(s) after their initial visit to the household.

Answer Category 6

Select "They stayed in touch," if the police stayed in contact with someone in the household by any means, such as by phone, mail, etc.

Answer Category 7

Select "They contacted victim services on your behalf," if the police contacted any kind of victim services, such as mental health providers, legal assistance, or agencies that help with victim compensation or housing, etc.

Answer Category 8

Select "They did something else (specify)," if the police took a later action that does not fit the descriptions for categories (1) through (7). After entering category (7), make sure to identify the action(s) the police took at the "Specify" screen, **POLICEFOLLOWUP_SP**.

Answer Category 9

Select "They did not do anything to your knowledge," if the respondent thinks that no actions were taken by the police following the initial visit by the police.

The next four questions ask about the respondent's opinion about the police response, when the police were contacted about this incident. For more information about asking these questions using a scaled answer list see (Respondent's Opinions About the Police Response) in Part B, Chapter 3, Topic 3.

January 2025 roommate stole L1's wallet

Next are some questions about how you feel the police handled the incident. If more than one officer was involved, please think about how you would rate them as a group.

How respectfully did the police treat you?

1. **Very respectfully**
2. **Somewhat respectfully**
3. **Neither respectfully nor disrespectfully**
4. **Somewhat disrespectfully**
5. **Very disrespectfully**
6. **Or do you not have an opinion?**

POLICERESPECT

POLICERESPECT

POLICERESPECT is asked to determine how respectfully the respondent felt the police treated them. Answer category (6) will only be displayed when the respondent was not the person who contacted the police, and the police were not at the scene when the incident started.

January 2025 roommate stole L1's wallet

How satisfied were you with the amount of time the police gave you to tell your story?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**
6. **Or do you not have an opinion?**

POLICETIMESAT

POLICETIMESAT

POLICETIMESAT is asked to determine how satisfied the respondent was with the time they were given to tell their story to the police. Answer category (6) will only be displayed when the respondent was not the person who contacted the police, and the police were not at the scene when the incident started.

January 2025 roommate stole L1's wallet

How satisfied were you that the police did everything they could?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**
6. **Or do you not have an opinion?**

POLICEACTIONSAT

POLICEACTIONSAT

At **POLICEACTIONSAT** respondents are asked how satisfied they were that police did everything they could about the incident. Answer category (6) will only be displayed when the respondent was not the person who contacted the police, and the police were not at the scene when the incident started.

Since this is the second successive question that uses the 'satisfied'/'dissatisfied' response scale, you can read the response scale if the respondent needs to be reminded what the categories are.

January 2025 roommate stole L1's wallet

Taking the whole experience into account, how effectively did the police handle the incident?

1. **Very effectively**
2. **Somewhat effectively**
3. **Neither effectively nor ineffectively**
4. **Somewhat ineffectively**
5. **Very ineffectively**

POLICEEFFECTIVE

POLICEEFFECTIVE

POLICEEFFECTIVE asks respondents how effectively they think the police handled the incident. Since this answer list uses a different response scale than the prior two questions you will read the answer categories after reading the question.

The next two questions ask the respondent if they considered the incident to be a crime at the time of the incident and whether they consider it to be a crime now.

January 2025 roommate stole L1's wallet

At the time, did you consider this incident to be a crime?

1. Yes
2. No

ATTIMETHINKCRIME

January 2025 roommate stole L1's wallet

Now, looking back, do you consider this incident to be a crime?

1. Yes
2. No

NOWTHINKCRIME

Victim Services

This section asks whom respondents told about the incident, what kind of services they received, and if they were satisfied with those services. Respondents who reported not receiving any services are asked if they wanted services, and if so, why they did not get the services they needed.

All respondents who reported an eligible incident will receive the questions **TOLDFAMILYFRIENDS** and **TOLDOTHER**.

January 2025 roommate stole L1's wallet

The next questions ask about any help you might have gotten after the incident in January 2025 took place.

Have you told any family, friends, co-workers, or neighbors about the incident?

1. Yes
2. No

TOLDFRIENDSFAMILY

TOLDFAMILYFRIENDS

TOLDFAMILYFRIENDS is asked to determine if the respondent told others about the incident, such as family, friends, neighbors, or classmates (when then the respondent is attending a school or university). The question may display differently than above, depending on the circumstances. For example, if the respondent is between 12-17 years of age and didn't report the incident to the police because they

reported it to a parent or other adult relative, the question be worded as “**Besides the parent or other adult relative you mentioned, have you told any family, friends, co-workers, classmates, or neighbors about the incident?**”

January 2025 roommate stole L1’s wallet

Other than the police or School Resource Officer or family or friends, have you told anyone in the following positions about the incident who you thought might be able to help you?

◆Mark all that apply

1. **Teacher, school counselor, or school administrator**
2. **Employer, supervisor, or human resources personnel**
3. **Medical or mental health professional**
4. **Representative of a religious or community organization**
5. **Security guard or personnel, other than the police**
6. **Other person in a leadership or professional position** (specify)
7. No, have not told anyone in any of these positions

TOLDOTHER

TOLDOTHER

TOLDOTHER is asked to determine if the respondent told other people in certain positions who they thought might have been able to help out about the incident, such as medical or mental health professional, security guard, teacher or school counselor, or human resources personnel. The question may display differently than above, depending on the circumstances. Not all answer categories will display in this screen, only those relevant to answers the respondent has already provided will be shown. Also answer category (7) is not in bold text, so it should not be read to the respondent.

The remainder of the questions in this section will only be asked of those respondents who reported an eligible personal crime, motor vehicle theft, or completed break-in.

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Hotline, helpline, or crisis line intervention?

1. Yes
2. No

VS_HOTLINE

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Counseling, therapy, support groups, or help from a mental health provider?

1. Yes
2. No

VS_MENTALHEALTH

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?

1. Yes
2. No

VS_EXAM

[VS_EXAM](#)

VS_EXAM is only asked when the incident involved an attack, unwanted sexual contact, or injury.

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Sexual assault exam by a doctor, nurse, or other medical professional?

1. Yes
2. No

VS_SAEAM

[VS_SAEAM](#)

VS_SAEAM is only asked when the incident involved an attack, unwanted sexual contact, or injury.

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?

1. Yes
2. No

VS_LEGAL

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Help filing for a restraining, protection, or no-contact order?

1. Yes
2. No

VS_HELPFILE

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Help applying for victim compensation?

1. Yes
2. No

VS_VICTIMCOMP

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Short term or emergency financial assistance?

1. Yes
2. No

VS_FINANCIALHELP

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Housing, shelter, or safehouse services?

1. Yes
2. No

VS_HOUSING

March 2025 ex-boyfriend sexually assaulted L1 at his home

Have you received the following kinds of services because of the incident...

Any other help or services because of the incident?

1. Yes
2. No

VS_OTHER

VS_OTHER

If the respondent answers 'Yes' at **VS_OTHER**, you will collect the other help or services received in **VS_OTHER_SP**. If the respondent reported receiving any kind of assistance, they will receive the corresponding questions asking how satisfied they were with the service received. The series of questions about the respondent's satisfaction with services received are below.

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Hotline, helpline, or crisis line intervention?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_HOTLINE

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Counseling, therapy, support groups, or help from a mental health provider?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_MENTALHEALTH

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_EXAM

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Sexual assault exam by a doctor, nurse, or other medical professional?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_SAEXAM

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Legal help or assistance, such as free or low-cost legal services, help with the legal process, preparing for court, or enforcement of your rights?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_LEGAL

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Help filing for a restraining, protection, or no-contact order?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_HELPFILE

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Help applying for victim compensation?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_VICTIMCOMP

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Short term or emergency financial assistance?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_FINANCIALHELP

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Housing, shelter, or safehouse services?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_HOUSING

March 2025 ex-boyfriend sexually assaulted L1 at his home

How satisfied were you with...

Any other help or services because of the incident?

1. **Completely satisfied**
2. **Mostly satisfied**
3. **Equally satisfied and dissatisfied**
4. **Mostly dissatisfied**
5. **Completely dissatisfied**

SAT_OTHER

March 2025 ex-boyfriend sexually assaulted L1 at his home

You said you didn't get any services. Did you want any services?

1. Yes
2. No

WANTSERVICES

WANTSERVICES

WANTSERVICES asks if the respondent wanted services, when they reported not receiving any services. Respondents who reported wanting services will be asked the remaining questions in this section to determine the possible reasons why they did not receive any services.

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not know what help or services were available?

1. Yes
2. No

NOVS_UNAWARE

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not think you were eligible for services, or you were told you were not eligible?

1. Yes
2. No

NOVS_INELIGIBLE

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not have transportation or childcare?

1. Yes
2. No

NOVS_TRANSPORT

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You could not take time off work or school?

1. Yes
2. No

NOVS_NOTIME

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You didn't want to get the offender in trouble or face harsh consequences?

1. Yes
2. No

NOVS_NOTROUBLE

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You were worried about the consequences for yourself or your family?

1. Yes
2. No

NOVS_WORRIED

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You did not feel services were appropriate to meet your needs?

1. Yes
2. No

NOVS_NOTAPPROP

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

You could not apply for or could not receive services because of a physical, mental, or emotional condition?

1. Yes
2. No

NOVS_CONDITION

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

The services were not available in your language?

1. Yes
2. No

NOVS_LANGUAGEPROB

March 2025 ex-boyfriend sexually assaulted L1 at his home

Please indicate whether or not each of the following were reasons why you did not get any services.

Some other reason?

1. Yes
2. No

NOVS_OTHER

Workplace Violence

If the incident was a personal crime and happened while the respondent was working or on the way to or from work, they will be asked about the job they held at the time of the incident. The questions about the respondent's employer and position are used to classify the respondent's type of work.

If the respondent changed jobs since the incident, they should answer about the job they were doing at the time of the incident, not their current employment. We are interested in knowing if those who work in certain jobs or industries are more likely to be victimized. It is important that the information collected here is specific and accurate because these questions are used to assign codes for the industry of the employer and occupation of the respondent.

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Did the incident occur while you were working or on duty?

1. Yes
2. No

INCIDENTHAPPENATWORK

INCIDENTHAPPENATWORK

INCIDENTHAPPENATWORK is asked to determine if the respondent was working or on duty when the incident happened.

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Did the incident happen when you were on your way to or from work?

1. Yes
2. No

TOFROMWORK

TOFROMWORK

When the person crime incident did not happen while the respondent was working you will ask **TOFROMWORK** to determine if the respondent was on their way to or from work when the incident happened.

Once employment questions have been answered, you will not have to reenter the employment data if the respondent's job has not changed. Employment data may have been collected in a previous interview or in this Workplace Violence section from another incident reported by this respondent during the current interview. The next two questions will confirm if the respondent has changed jobs or not.

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At a previous interview, it was reported that you were employed by a private company, business, or individual for wages.

Were you employed by a private company, business, or individual for wages at the time of this incident?

1. Yes
2. No

WV_CONFIRMEMPTYTYPE

WV_CONFIRMEMPTYTYPE

WV_CONFIRMEMPTYTYPE will display the type of employer that was previously reported. Therefore, the question will display the text that is underlined below:

- A private company, business, or individual for wages - private employer for wages, salary, commission, tips, piece-rates, or pay in kind.
- The Federal government - any branch of the Federal government, was elected to a paid Federal office, was a member of the Armed Forces, or was employed by an international organization (for example, the United Nations) or a foreign government.
- A state, county, or local government - any branch of a state, county, or local government. This also includes respondents who were elected to paid state, county, or local offices.
- Yourself (self-employed) in your own business, professional practice, or farm - self-employed for profit or fees in their own business, farm, shop, office, or practice.
- A private not-for-profit, tax-exempt, or charitable organization - worked for pay at a church, union, or some other type of nonprofit organization.

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At a previous interview, it was reported that your occupation was Healthcare Practitioner or Health Technician Occupation (for example: physician, nurse). Is this an accurate description of your current job at the time of this incident?

1. Yes
2. No

MV_CONFIRMOCC

WV_CONFIRMOCC

Again, when the employment information has already been collected in a previous interview, **WV_CONFIRMOCC** will fill the occupation previously reported to confirm it was still their occupation at the time of the incident. If the respondent confirms that this was still their job at the time of the

incident, the instrument will move forward to the next section. Otherwise, you will collect information about the job they had at the time of the incident.

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The next questions are about the job you had at the time of the incident. Were you employed by...

1. **A private company, business, or individual for wages**
2. **The Federal government**
3. **A state, county, or local government**
4. **Yourself (self-employed) in your own business, professional practice, or farm, or,**
5. **A private non-profit, tax-exempt, or charitable organization?**

WV_EMPLOYERTPE

WV_EMPLOYERTYPE

When we do not have employment information or the respondent said their prior employment information is not the same as the job they had at the time of the incident, the following questions will be asked.

Notice that there is an introductory statement printed above the question in **WV_EMPLOYERTYPE**. Make sure that you read this sentence to the respondent BEFORE asking the question in Item **WV_EMPLOYERTYPE**. This statement lets the respondent know that the following questions relate to the *job at which they were working during the time of the incident*.

Each of the answer categories in **WV_EMPLOYERTYPE** signifies a different “Class of Worker” type.

Ask the respondent about each category as a separate question. For example: ***“Were you employed by a private company, business, or individual for wages?”*** After asking this question, wait for the respondent’s answer. If you get a “Yes” answer, enter answer category (1) and you will continue with the next question. If you get a “No” answer, ask the second question, ***“Were you employed by the Federal government?”*** Follow this procedure until you get a “Yes” answer.

Answer Category 1

Select “A private company, business, or individual for wages” when a respondent worked for a PRIVATE employer for wages, salary, commission, tips, piece-rates, or pay in kind.

Answer Category 2

Select “The Federal government” when a respondent:

- ✓ Worked for any branch of the Federal government.
- ✓ Was elected to a paid Federal office.
- ✓ Was a member of the Armed Forces.
- ✓ Was employed by an international organization (*for example, the United Nations*) or a foreign government.

Answer Category 3

Select “A state, county, or local government” when a respondent worked in any branch of a state, county, or local government. This also includes respondents who were elected to paid state, county, or local offices.

Answer Category 4

Select “Yourself (self-employed) in your own business, professional practice, or farm” when a respondent was SELF-EMPLOYED for profit or fees in his/her OWN business, farm, shop, office, practice, etc.

Answer Category 5

Select “A private not-for-profit, tax-exempt, or charitable organization” when a respondent was employed for PAY at the time of the incident by a church, union, or some other type of private nonprofit organization. After entering any of the answer categories (1) – (5), continue with **WV_TYPEBUSINESS_SP**.

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What kind of business or industry is this? What do they make or do where you were working at the time of the incident?

WV_TYPEBUSINESS_SP

WV_TYPEBUSINESS_SP

The goal of **WV_TYPEBUSINESS_SP** is to get enough detail about the employer so that coders can classify the business, organization, or industry. To ensure that our coders can assign an accurate industry code, enter a clear and specific description of the kind of business or industry:

- What is the purpose of the business?

OR

- What type of products are produced by the industry?

Here are examples that are too general:

- ✗ “It’s a mining company.”
- ✗ “The business provides a repair service.”
- ✗ “It’s a computer-related business.”
- ✗ “It’s a retail store.”

Try probing such as, “What kind of a...,” like, “What kind of a mining company?” or “What kind of a retail store?”

Here are examples of better descriptions:

- ✓ “Mines/transport coal/byproducts”
- ✓ “Repairs home appliances”
- ✓ “Designs/sells computer software”
- ✓ “Hardware retail store”

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Which of these categories best describes the business or industry?

♦Read categories until respondent says yes

1. **Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction**
2. **Construction**
3. **Manufacturing**
4. **Transportation, Communications, and Public Utilities, Warehousing**
5. **Wholesale Trade**
6. **Retail Trade**
7. **Finance, Insurance, and Real Estate**
8. **Business and Repair Services**
9. **Personal Services**
10. **Entertainment and Recreation**
11. **Professional Services**
12. **Public Administration/Government**
13. **Armed Forces**
14. **Healthcare and Social Assistance**
15. **Public Safety**
16. **Something else**

WV_BUSINESSECTOR

[WV_BUSINESSECTOR](#)

For **WV_BUSINESSECTOR**, the FR instruction will display different text depending on whether this is a personal visit or telephone interview. So you will show the respondent the answer categories after reading the question for in-person interviews, so when conducting an in-person interview the instruction will read, “Turn the laptop around and show the respondent the answer categories.” For a telephone interview, you will see the text displayed above and read the answer categories to the respondent.

[Answer Category 1, Agriculture, Forestry, Fishing, and Mining, Oil and Gas Extraction](#)

This category consists of businesses primarily engaged in growing crops, raising animals, harvesting timber, and harvesting fish and other animals from a farm, ranch, or their natural habitats, or of establishments that extract naturally occurring mineral solids, such as coal and ores; liquid minerals, such as crude petroleum; and gases, such as natural gas.

[Answer Category 2, Construction](#)

This category consists of businesses primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems).

Answer Category 3, Manufacturing

Manufacturing comprises businesses engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. Businesses in the manufacturing sector are often described as plants, factories, or mills and characteristically use power-driven machines and materials-handling equipment. However, establishments that transform materials or substances into new products by hand or in the worker's home and those engaged in selling to the general public products made on the same premises from which they are sold, such as bakeries, candy stores, and custom tailors, may also be included in this sector.

Answer Category 4, Transportation, Communications, and Public Utilities, Warehousing

The Transportation and Warehousing sector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The modes of transportation are air, rail, water, road, and pipeline. The utilities sector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal.

Answer Category 5, Wholesale Trade

The wholesale trade sector comprises establishments engaged in wholesaling merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The merchandise described in this sector includes the outputs of agriculture, mining, manufacturing, and certain information industries, such as publishing.

Answer Category 6, Retail Trade

The Retail Trade sector comprises establishments engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The retailing process is the final step in the distribution of merchandise; retailers are, therefore, organized to sell merchandise in small quantities to the general public. This sector comprises two main types of retailers: store and nonstore retailers.

Answer Category 7, Finance, Insurance, and Real Estate

Finance and insurance include businesses primarily engaged in financial transactions (transactions involving the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions. Real estate includes businesses primarily engaged in renting, leasing, or otherwise allowing the use of tangible or intangible assets, and establishments providing related services. This area also includes establishments primarily engaged in managing real estate for others, selling, renting and/or buying real estate for others, and appraising real estate.

Answer Category 8, Business and Repair Services

Industries in the Repair Services category restore machinery, equipment, and other products to working order. These establishments also typically provide general or routine maintenance (i.e., servicing) on these products to ensure they work efficiently and to prevent breakdown and unnecessary repairs.

Answer Category 9, Personal Services

Industries in the personal services category include businesses that provide personal and laundry services to individuals, households, and businesses. Services performed include: personal care services; death care services; laundry and drycleaning services; and a wide range of other personal services, such as pet care (except veterinary) services, photofinishing services, temporary parking services, and dating services.

Answer Category 10, Entertainment and Recreation

Entertainment and Recreation includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons. This area comprises (1) businesses that are involved in producing, promoting, or participating in live performances, events, or exhibits intended for public viewing; (2) businesses that preserve and exhibit objects and sites of historical, cultural, or educational interest; and (3) businesses that operate facilities or provide services that enable patrons to participate in recreational activities or pursue amusement, hobby, and leisure-time interests.

Answer Category 11, Professional Services

The Professional Services sector includes establishments that specialize in performing professional, scientific, and technical services for others. Activities performed include: legal advice and representation; accounting, bookkeeping, and payroll services; architectural, engineering, and specialized design services; computer services; consulting services; research services; advertising services; photographic services; translation and interpretation services; and veterinary services. It also covers establishments performing routine support activities for the day-to-day operations of other organizations, including: office administration, hiring and placing of personnel, document preparation and similar clerical services; security and surveillance services; etc.

Answer Category 12, Public Administration/Government

The Public Administration sector consists of establishments of federal, state, and local government agencies that administer, oversee, and manage public programs and have executive, legislative, or judicial authority over other institutions within a given area. These agencies also set policy, create laws, adjudicate civil and criminal legal cases, and provide for public safety and for national defense. In general, government establishments in the Public Administration sector oversee governmental programs and activities that are not performed by private establishments.

Answer Category 13, Armed Forces

This category includes all service branches of the U.S. Military, including the U.S. Army, U.S. Navy, U.S. Air Force, U.S. Marine Corps, and U.S. Coast Guard, including the National Guard.

Answer Category 14, Healthcare and Social Assistance

The Health Care and Social Assistance category comprises establishments providing health care and social assistance for individuals. The category includes both health care and social assistance because it is sometimes difficult to distinguish between the boundaries of these two activities. The industries in this sector are arranged on a continuum starting with those businesses providing medical care exclusively, continuing with those providing health care and social assistance, and finally finishing with those providing only social assistance.

Answer Category 15, Public Safety

The Public Safety category comprises government establishments engaged in the administration of justice, public order, and safety programs.

Answer Category 16, Something else

Select this answer category for businesses and industries that do not fit any of the other categories.

When To Probe

Some firms are engaged in more than one type of business or activity. When you encounter this situation, do some additional probing to determine the most appropriate category to enter in Item

WV_BUSINESSSECTOR.

If you discover that the respondent's employer conducts business at more than one location (*for example, making copy machines at one location and making chemicals used by the copy machines at another location*), collect data for the location at which the respondent works.

If you discover that the respondent's employer conducts a variety of activities at the same location (*for example, a gasoline station that also sells groceries*), probe to determine which activity or product the respondent is most directly involved with in his/her job. For example, if the respondent primarily sells groceries at the gasoline station, enter category (6), "Retail trade." However, if the respondent primarily works as a mechanic servicing motor vehicles at the gasoline station, enter answer category (8), "Business and Repair Services."

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What kind of work were you doing at this job at the time of the incident, that is, what was your occupation? For example: 4th grade teacher, plumber, cashier, lawn care technician.

WV_OCCUPATION_SP

WV_OCCUPATION_SP

WV_OCCUPATION_SP asks about the *kind of work* or *occupation* the respondent had at the time of the incident. In addition to assigning an industry code for the respondent's employer, the coders also assign an occupation code for the respondent's job based on:

- The kind of work described in Item **WV_OCCUPATION_SP** and
- The respondent's most important activities or duties described in Item **WV_USUALJOBDUTIES**.

Answers to **WV_OCCUPATION_SP** and **WV_USUALJOBDUTIES** (displayed at the end of this section) should provide a clear picture of what the respondent does, or did, at work. The examples shown in this question have an appropriate level of detail, whereas "nurse," "manager," "supervisor" would not have been specific enough. For general responses like these, probe, "What kind of a... [nurse, manager, supervisor]?"

Enter complete and accurate descriptions for these items, so coders can assign the correct occupation code.

Job Title vs. Kind of Work

The "kind of work" descriptions that our coders need must clearly specify the type of work the respondent does on his/her job, and this is not necessarily the respondent's job title. For some occupations, the common descriptions or general job titles that a respondent provides are not sufficient for coders to assign the correct occupation code.

Self-Employed Persons

When a respondent is self-employed, only enter "Manager" as his/her occupation if the person actually spends most of the workday managing his/her business. Otherwise, enter the kind of work the respondent spends the majority of his/her time doing, such as plumber, hair stylist, dentist, house painter, and so on. Describe the respondent's actual trade or craft, when that is the kind of work that the respondent spends most of his/her time doing for the business.

Avoid Entering Department or Workplace Titles

Avoid entering kind of work entries such as “Works in shipping department” or “Works in the warehouse.” These entries do not adequately describe the kind of work done by the respondent. If the respondent inspects outgoing products for the shipping department, enter “Inspects outgoing products for shipping dept.” If the respondent is a clerk who monitors inventory in a warehouse, enter “Clerk monitoring warehouse inventory.”

Apprentice vs. Trainee

There is a difference between someone who is an apprentice and someone who is a trainee. An apprentice is under contract during his/her training period, but a trainee is not. If a respondent tells you that he/she is in an apprenticeship or trainee program, make sure to enter both the person’s occupation or kind of work, along with the term “apprentice” or “trainee.” For example, you may need to enter “Apprentice plumber” or “Buyer trainee.”

Machinist vs. Machine Operator vs. Mechanic

Although all three titles sound similar, there are major differences in the kind of work done by a machinist, a machine operator, and a mechanic.

- A *machinist* is a skilled craftsman who constructs metal parts, tools, and machines through the use of blueprints, machine and hand tools, and precise measuring instruments.
- A *machine operator* runs a factory machine, such as a drill press operator.
- A *mechanic* inspects, services, repairs, or overhauls machinery.

Secretary vs. “Official Secretary”

The title *secretary* applies to someone who does secretarial work in an office. The title *official secretary* applies to someone who is an elected or appointed officer of a business, union, or other organization.

Probing for Difficult to Code Occupations

Avoid describing an occupation using a single word. For situations where the respondent gives a one-word response, we provide the following table along with a suggested probe for each occupation. These probes are written to encourage the respondent to provide a more specific description of the kind of work he/she does on the job.

Occupation	Suggested Probe
Assembler	What do you assemble? For example, do you assemble automobiles, electric motors, farm equipment, sheet metal, or something else?
Clerk	What type of clerk are you? For example, do you handle accounting, billing, filing, shipping, statistical data, sales, or something else?
Engineer	What kind of engineer are you? For example, are you a civil, electrical, mechanical, nuclear, chemical, train, stationary, building, or some other type of engineer?
Inspector	What type of things do you inspect? For example, do you inspect automobiles, restaurants, houses, buildings, meats, or something else?
Manager	What type of manager are you? For example, do you manage a bakery, garage, hotel, office, property, store, or something else?
Machinist	Do you set up AND operate machines?

Machine operator	How many machines do you operate? Also, what type of machine do you operate primarily?
Mechanic	What type of mechanic are you? For example, do you service and repair automobile bodies, engines, appliances, trucks, valves, or something else?
Nurse	What type of nurse are you? For example, are you registered, licensed, practical, vocational, a nursing aide, or some other type of nurse?
Researcher	What is your field of research?
Sales Worker	What do you sell? For example, do you sell advertising, cars, houses, insurance, shoes, tickets, or something else?
Supervisor	Who or what do you supervise? For example, do you supervise clerical workers, counselors, laborers, field representatives, or someone else?
Teacher	Do you teach at the preschool, elementary, high school, or college level? Also, which subjects do you teach?
Truck Driver	What type of truck do you operate? What type of cargo do you transport?

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What kind of work did you do, that is, what was your occupation at the time of the incident? Which of these categories best describes your occupation?

♦Read categories until respondent says yes

1. **Management, Business, and Financial Operations Occupation**
2. **Computer, Mathematical, Architecture, Engineering, Life/Physical/Social Science Occupation**
3. **Counselor, Social Worker, Other Community and Social Service Specialist, or Religious Worker**
4. **Legal Occupation (for example: judge/lawyer, legal support worker)**
5. **Educational Instruction or Library Occupation (for example: teacher, professor, librarian)**
6. **Arts, Design, Entertainment, Sports, or Media Occupation**
7. **Healthcare Practitioner or Health Technician Occupation (for example: physician, nurse)**
8. **Healthcare Support Occupation (for example: home health aide, nursing assistant)**
9. **Law Enforcement or Protective Service Occupation**
10. **Food Preparation or Food Serving Related Occupation (for example: cook, waiter/waitress, bartender)**
11. **Building and Grounds Cleaning Maintenance Occupation**
12. **Personal Care or Service Occupation**
13. **Sales or Retail Occupation (for example: cashier, retail salesperson)**
14. **Office and Administrative Support Occupation**
15. **Installation, Maintenance, or Repair Occupation**
16. **Transportation and Material Moving Occupation (for example: bus driver, taxi, or rideshare driver)**
17. **Military specific occupation**
18. **Any remaining occupations that do not fall into above categories**

WV_JOBDESCRIPTION

WV_JOBDESCRIPTION

For this screen, the FR instruction will display different text depending on whether this is a personal visit or telephone interview. For personal visit interviews you will show the respondent the answer categories after reading the question, so the instruction will read, "Turn the laptop around and show the respondent the answer categories." For a telephone interview, you will see the text displayed above.

If the respondent worked at more than one type of job during the past six months, enter the answer for the category at which the respondent was working *at the time of the incident*.

Once you identify the general job category from one of the seventeen category headings in Item **WV_JOBDESCRIPTION**, then one of the following screens appears to further identify the respondent's job.

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Were you employed as a...?

1. **Judge or lawyer**
2. **Legal support worker**
3. **Another legal occupation**

WV_JOB_LEGAL

[*WV_JOB_LEGAL*](#)

WV_JOB_LEGAL is asked of respondents who select answer category 4 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Preschool, elementary, middle, or high school teacher**
2. **College, university, or technical school professor or teacher**
3. **Special education teacher**
4. **Another educational instruction or library occupation**

WV_JOB_EDUCATION

[*WV_JOB_EDUCATION*](#)

WV_JOB_EDUCATION is asked of respondents who select answer category 5 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Physician**
2. **Nurse**
3. **Health technologist or technician**
4. **Another healthcare practitioner or technical occupation**

WV_JOB_HEALTHCARE

[*WV_JOB_HEALTHCARE*](#)

WV_JOB_HEALTHCARE is asked of respondents who select answer category 7 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Home health or personal care aide; nursing assistant, orderly, or psychiatric aide**
2. **Occupational therapy or physical therapist assistant or aide**
3. **Another healthcare support occupation**

WV_JOB_HEALTHSUPPORT

[WV_JOB_HEALTHCARESUPPORT](#)

WV_JOB_HEALTHCARESUPPORT is asked of respondents who select answer category 8 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Police officer**
2. **Correctional officer or jailer**
3. **Security guard**
4. **Another law enforcement or protective service occupation**

WV_JOB_LAWENFORCE

[WV_JOB_LAWENFORCE](#)

WV_JOB_LAWENFORCE is asked of respondents who select answer category 9 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Supervisor of food preparation and serving workers**
2. **Cook or food preparation worker**
3. **Waiter/waitress or food server**
4. **Bartender**
5. **Another food preparation or serving related occupation**

WV_JOB_FOODSERVICES

[WV_JOB_FOODSERVICES](#)

WV_JOB_FOODSERVICES is asked of respondents who select answer category 10 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Retail sales worker, such as a cashier, counter or rental clerk, parts salesperson, retail salesperson**
2. **Another sales occupation**

WV_JOB_RETAILSALES

[*WV_JOB_RETAILSALES*](#)

WV_JOB_RETAILSALES is asked of respondents who select answer category 13 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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Were you employed as a...?

1. **Bus driver**
2. **Taxi driver, rideshare driver, or chauffeur**
3. **Another transportation or material moving occupation**

WV_JOB_TRANSPORT

[*WV_JOB_TRANSPORT*](#)

WV_JOB_TRANSPORT is asked of respondents who select answer category 16 for **WV_JOBDESCRIPTION**. Select the best answer category to describe the respondent's job.

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What were your usual activities or duties at this job? For example: instruct students and create lesson plans, drive a bus, mow lawns.

WV_USUALJOBDUTIES

[*WV_USUALJOBDUTIES*](#)

WV_USUALJOBDUTIES is used to describe the usual activities or duties a respondent performs at his/her job. This is the another key piece of information that our coders use to assign an occupation code. What you enter in **WV_USUALJOBDUTIES** is especially useful when a simple job title does not provide enough information to code the occupation. This question allows the respondent to describe his or her job duties using up to 35 characters.

Some examples of entries you may need to enter in Item **WV_USUALJOBDUTIES**:

- Keeping account books
- Selling new and used motor vehicles
- Laying bricks and stone
- Typing and filing letters, reports, memos, etc.

If a respondent tells you that his/her job duties are classified, do NOT probe. If this happens, enter "Information is classified."

Consequences II: Socio-emotional Problems

This section asks about the social and emotional impacts the incident has had on the respondent. It includes questions about the effect on work, schoolwork, and relationships with family, friends, and peers.

This section also includes questions to determine what emotions the respondent experienced in response to the incident and any out-of-pocket costs they may have incurred for mental health related treatment. The questions related to emotions the respondent experienced capture if the respondent has felt a particular way and if so, whether it was for less than a month or for a month or more. There are eight questions asking about different emotions the respondent may have felt.

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Being a victim of crime affects people in different ways. The next questions are about how this incident may have affected you.

1. Enter 1 to continue

EMOTOLL_INTRO

EMOTOLL_INTRO

EMOTOLL_INTRO informs the respondent that we are changing the focus of the next set of questions to talk about how being a victim of a crime has affected them.

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Did this incident lead you to have serious problems with your job, or trouble with people at work?

1. Yes
2. No

IMPACT_JOB

IMPACT_JOB

This question specifically asks the respondent whether being a victim of this crime has led the respondent to have significant problems with their job or schooling, or trouble with their boss, coworkers, or peers. The question text will be worded based on whether the respondent has a job, attends school, or both.

Answer Category 1

Select “No,” when the respondent reports that they have experienced significant problems with their job or schoolwork, or people they frequently interact with in their daily lives.

Answer Category 2

Select “Yes,” when the respondent reports that they have not experienced any significant problems with their job or schoolwork, or people they frequently interact with in their daily lives.

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Did this incident lead you to have serious problems with family members or friends, such as having more arguments with them, losing trust in them, or feeling more distant from them?

1. Yes
2. No

IMPACT_FAMILY

IMPACT_FAMILY

IMPACT_FAMILY is asked to find out whether being the victim of a crime caused the respondent to have significant problems with his/her family and/or friends.

Answer Category 1

Select “Yes,” when the respondent reports that being a victim of this crime led to significant problems with family members or friends.

Answer Category 2

Select “No,” when the respondent reports that being a victim of this crime did not lead to any significant problems with family members of friends.

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Overall, how upsetting has this incident been to you?

1. **Not at all upsetting**
2. **Mildly upsetting**
3. **Moderately upsetting**
4. **Severely upsetting**

FEEL_DISTRESSING

FEEL_DISTRESSING

HOW_DISTRESSING is asked to find out what level or magnitude of distress the respondent felt after having been the victim of a crime.

Answer Category 1

Select “Not at all upsetting” when the respondent states that being a victim of this crime was not at all distressing.

Answer Category 2

Select “Mildly upsetting” when the respondent states that being a victim of this crime was mildly distressing.

Answer Category 3

Select “Moderately upsetting” when the respondent states that being a victim of this crime was moderately distressing to them.

Answer Category 4

Select “Severely upsetting” when the respondent states that being a victim of this crime was severely distressing to them.

If answer category (3) or (4) is selected or **IMPACT_JOB** or **IMPACT_FAMILY** are marked “Yes,” then the instrument goes to the **FEEL_ANGRY** screen. Otherwise, the instrument continues at the **ECONOMIC_INTRO** screen.

This next series of eight questions is asked when the respondent reports that they were moderately or severely distressed or they have experienced significant problems at work or school or with family members or friends as a result of being a victim of this crime. These questions are asked independently of one another but share the same question stem.

Items **FEEL_ANGRY** through **FEEL_ANNOYED** ask about the feelings and perceptions of distress the respondent may have had after experiencing a crime incident.

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Angry

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_ANGRY

FEEL_ANGRY

On the **FEEL_ANGRY** screen the question stem appears in **bold face text** and reads, “I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?” followed by “**Angry**” and then read the answer list out loud to the respondent.

In the screens **FEEL_SHOCKED** through **FEEL_ANNOYED** the question stem is in gray text to signify that reading the question stem is optional, however, the specific question text appears in **bold face text** and must be read to the respondent. Repeat the question stem whenever appropriate or if asked by the respondent.

Select answer category (1) when the respondent did not feel this emotion from being a victim of this crime. Select answer category (2) if they did feel this emotion for less than one month. That could be because the incident happened within the last month or because they only experienced that emotion for less than a month. Select answer category (3) when the respondent felt that emotion for a month or longer.

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Shocked

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_SHOCKED

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Fearful

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_FEARFUL

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Depressed

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_DEPRESSED

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Anxious or panicked

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_WORRIED

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Less confident

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_LESSCONFIDENT

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Sad

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_SAD

April 2023 pushed by a coworker at the office

I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer?

Annoyed

1. Didn't feel this way
2. Yes, for less than 1 month
3. Yes, for 1 month or more

FEEL_ANNNOYED

The next questions ask about difficulty sleeping and seeking mental health care because of the incident.

April 2023 pushed by a coworker at the office

Did you have difficulty sleeping because of the incident?

1. No
2. Yes, for less than 1 month
3. Yes, for 1 month or more

TRBL_SLEEPING

TRBL_SLEEPING

When asking this question, read the answer categories out loud to help the respondent know how to respond.

April 2023 pushed by a coworker at the office

Have you talked to a psychologist, psychiatrist, counselor, or other mental health professional about this incident?

1. Yes
2. No

MENTALHEALTH

MENTALHEALTH

After asking about emotions the respondent may have experienced, you will ask if they talked to any mental health professionals about the incident.

April 2023 pushed by a coworker at the office

Did you have any out-of-pocket expenses for your mental health care, that is, expenses that you do not expect to get paid back from insurance or some other source?

1. Yes
2. No
3. Don't know

MH_MEDICALINSURANCE

MH_MEDICALINSURANCE

When a respondent answers "Yes" to **MENTALHEALTH**, they will be asked about any out-of-pocket expenses for mental health care they received.

April 2023 pushed by a coworker at the office

How much were these out-of-pocket expenses?

◆Probe using answer categories as needed.

1. Less than \$100
2. \$100 to less than \$500
3. \$500 to less than \$1,000
4. \$1,000 to less than \$5,000
5. \$5,000 or more

MH_MEDICALEXPENSES

MH_MEDICALEXPENSES

When a respondent answers “Yes” to **MH_MEDICALINSURANCE**, the instrument asks how much of those expenses they do not expect to get paid back from insurance or some other source.

Consequences III: Economic Consequences

This section asks for the value of the stolen items, if any stolen items were recovered, if there was any damage to stolen vehicles that were recovered, and the estimated value of the property or cash that was recovered. These questions, along with the questions in the next two sections, help determine the cost of the crime to the respondent.

January 2023 roommate stole L1’s car from driveway

Thank you. The next set of questions ask about how the incident impacted you financially.

1. Enter 1 to continue

ECONOMIC_INTRO

ECONOMIC_INTRO

ECONOMIC_INTRO informs the respondent that we are changing the focus of the next set of questions to talk about who they were financially impacted by the crime.

January 2023 roommate stole L1’s car from driveway

What would you estimate was the value of the vehicle that was stolen or taken without permission?

♦ Probe using answer categories as needed.

1. Less than \$1,000
2. \$1,000 to less than \$5,000
3. \$5,000 to less than \$10,000
4. \$10,000 to less than \$20,000
5. \$20,000 to less than \$30,000
6. \$30,000 or more

VEHICLE_VALUE

VEHICLE_VALUE

The questions **VEHICLE_VALUE** and **GETVEHICLEBACK** will only be on path for respondents who reported a motor vehicle theft.

January 2025 roommate stole L1's car from driveway

Did you get the vehicle back?

1. Yes
2. No

GETVEHICLEBACK

[GETVEHICLEBACK](#)

GETVEHICLEBACK is asking whether the respondent got the stolen vehicle back, NOT whether it was replaced from any source (*for example, an insurance company or the offender*). Also include a recovered stolen vehicle that is being held as evidence in a court case, even though the property has not yet been returned to the owner.

[Answer Category 1](#)

Enter answer category (1) when the vehicle was recovered. In other words, the vehicle that was stolen during the incident was or will be returned to the owner.

[Answer Category 2](#)

Enter answer category (2) when the stolen vehicle was NOT recovered.

January 2023 roommate stole L1's car from driveway

Did the vehicle have no damage, some damage, or damage beyond repair?

1. No damage
2. Some damage
3. Damaged beyond repair

VEHICLE_DAMAGED

[VEHICLE_DAMAGED](#)

If the respondent got their vehicle back, they will be asked **VEHICLE_DAMAGED** to determine the vehicle's condition when the respondent got the vehicle back.

January 2023 roommate stole L1's car from driveway

Earlier you said some items were stolen along with the vehicle. What was the value of these other items, including the value of anything you got back?

◆ Probe using answer categories as needed.

1. Less than \$25
2. \$25 to less than \$50
3. \$50 to less than \$100
4. \$100 to less than \$500
5. \$500 to less than \$1,000
6. \$1,000 or more

VEHICLE_VALOTHITEMS

VEHICLE_VALOTHITEMS

VEHICLE_VALOTHITEMS will only be asked when the respondent reported a motor vehicle theft in addition to theft of other items. For the questions asking for dollar values, probe using the answer categories to help the respondent provide an answer, when necessary.

April 2023 LN2 bike stolen from yard

What would you estimate was the total value of the stolen items, including the value of anything you got back? Exclude any stolen cash. If jointly owned with a nonhousehold member(s), include only the share owned by household members.

◆ Probe using answer categories as needed.

1. Less than \$25
2. \$25 to less than \$50
3. \$50 to less than \$100
4. \$100 to less than \$500
5. \$500 to less than \$1,000
6. \$1,000 or more

PROPERTYVALUE

PROPERTYVALUE

PROPERTYVALUE will only be asked when there was no motor vehicle theft, but theft of other items.

The **PROPERTYVALUE** screen is used to identify the dollar amount for the value of property stolen during the incident, regardless of whether or not it was recovered. If only cash, checks, or credit cards were stolen, you do not ask **PROPERTYVALUE**.

For the questions asking for dollar values, probe using the answer categories to help the respondent provide an answer, when necessary.

To help the respondent decide the value of the stolen property, you may remind the respondent of the articles stolen. If the respondent gives you separate amounts for each item, total the amounts and enter the category the sum of the amounts falls within.

April 2023 LN2 bike stolen from yard

Did you get any of the stolen cash or items back?

1. Yes, you got all of it back
2. Yes, you got some of it back
3. No, you got none of it back

ALLPARTRECOVERED

ALLPARTRECOVERED

ALLPARTRECOVERED is used to find out whether any or all of the stolen money and/or property was recovered.

For **stolen money**, only include money returned by the offender. Also include the actual stolen money that someone other than the offender found or discovered and returned to the owner. Do NOT include the reimbursement of money from an insurance company, a relative, friend, or anyone OTHER THAN the offender.

For **stolen property**, only include the return of the original property that was stolen, NOT any replacement property from any source (*for example, an insurance company or the offender*). Also include recovered stolen property that is being held as evidence in a court case, even though the property has not yet been returned to the owner.

Answer Category 1

Select this category when ALL the money and ALL the property stolen during the incident was recovered. In other words, everything that was stolen during the incident was or will be returned to the owner.

Answer Category 2

Select this category when only a portion of the stolen money and/or property was recovered and was or will be returned to the owner.

Answer Category 3

Select this category when NONE of the stolen money and/or property was recovered.

April 2023 LN2 bike stolen from yard

What would you estimate was the total value of the items you got back?

♦ Probe using answer categories as needed.

1. Less than \$25
2. \$25 to less than \$50
3. \$50 to less than \$100
4. \$100 to less than \$500
5. \$500 to less than \$1,000
6. \$1,000 or more

RECOVEREDVALUE

RECOVEREDVALUE

If the respondent reports that some of the stolen cash or items were recovered, they will be asked **RECOVEREDVALUE**.

Property Damage

This section asks about any damage that may have occurred. If the respondent reports any damage, they will be asked what was damaged, the type of damage, the value of the damage, and if the damage was an attempt to gain access to a vehicle or structure.

April 2023 LN2 bike stolen from yard

Other than any stolen property, was anything that belonged to you or someone you live with damaged or destroyed in this incident?

1. Yes
2. No

DAMAGED

DAMAGED

DAMAGED is used to find out if any other item was damaged during the incident, excluding any stolen property. This could be property owned by the respondent or any other household member. If property was reported as stolen, the instrument inserts the phrase, "Other than any stolen property" at the beginning of the question.

Answer Category 1

Select "Yes," if:

- ✓ Items were damaged during the incident, but they were not stolen.
- ✓ These damaged items belonged to a household member at the time of the incident or to an unrecognizable business operated from the sample address.

- ✓ Any items damaged, but not stolen, during an act of vandalism which occurred during the same incident as the theft.

After entering answer category (1), you'll collect more information about the damaged item(s).

Answer Category 2

Select "No," if:

- ✓ The only items damaged during the incident were the stolen items.
- ✓ The damaged items belonged to someone who was not a household member at the time of the incident.
- ✓ The damaged items belonged to a recognizable business operated from the sample address.

The damaged items are commercial property, such as a damaged apartment door to an apartment rented by the respondent, even if the respondent paid for the repair or replacement cost. In this example, the apartment door does not belong to the respondent.

April 2023 LN2 bike stolen from yard

What was damaged or destroyed other than any stolen property?

◆ Probe if needed: Anything else?

◆ Mark all that apply

1. A vehicle (including parts)
2. Something inside your home or apartment
3. A mailbox
4. Part of your home or apartment, such as doors, windows, or walls
5. Fences, walls, gates, or items in a garden
6. A garage, shed, greenhouse, or other structure on your property
7. A cell phone or something you were wearing or carrying, such as clothing
8. Other (specify)

WHATDAMAGED

WHATDAMAGED

WHATDAMAGED is used to find out what item or property was damaged during the incident. Since more than one item may have been damaged during the incident, continue asking, **"Anything else?"** until you get a "No" response. Based on the respondent's answer, enter ALL answers that apply. After entering category (8), make sure to identify other item(s) that were damaged at the "Specify" screen, **WHATDAMAGED_SP**.

April 2023 LN2 bike stolen from yard

What kind of damage did the offender do?

♦ Mark all that apply

1. Broke glass, such as a window or mirror
2. Defaced something, such as painting, graffiti, or keyed a car
3. Broke or destroyed something else
4. Cut something
5. Knocked something down
6. Other damage, such as dents, holes, scratches, burns
7. Other (specify)

TYPEOFDAMAGE

TYPEOFDAMAGE

TYPEOFDAMAGE is used to find out what kind of damage the offender did during the incident. Based on the respondent's answer, enter ALL answers that apply. After entering category (7), make sure to identify other kinds of other damage at the "Specify" screen, **TYPEOFDAMAGE_SP**.

Depending on what the respondent reports was damaged in **WHATDAMAGED**, they may be asked **DAMAGEDVEHICLE**, **DAMAGEDHOUSE**, and/or **DAMAGEDOTHPROP**. These questions are asked if the damage was done while the offender was trying to get into a vehicle, house, or other building on the respondent's property, respectively.

April 2023 LN2 bike stolen from yard

Was any of the damage a result of the offender trying to get into the vehicle?

1. Yes
2. No

DAMAGEDVEHICLE

April 2023 LN2 bike stolen from yard

Was any of the damage to your house or apartment a result of the offender trying to get inside?

1. Yes
2. No

DAMAGEDHOUSE

April 2023 LN2 bike stolen from yard

Was any of the damage to your garage, shed, barn, or other structure on your property a result of the offender trying to get into the structure?

1. Yes
2. No

DAMAGEDOTHPROP

April 2023 LN2 bike stolen from yard

What was the total value of the damage done? If you don't know the exact amount, please give your best estimate.

◆ Probe using answer categories as needed.

1. Less than \$100
2. \$100 to less than \$500
3. \$500 to less than \$1,000
4. \$1,000 to less than \$5,000
5. \$5,000 or more

DAMAGEDCOST

DAMAGEDCOST

DAMAGEDCOST is used to identify what the total value of the damage. If the respondent has difficulty giving you an exact amount, probe using the ranges of the answer categories to help the respondent give their best estimate.

If the respondent does not know what the cost would be to repair and/or replace the damaged items, enter Control + D to indicate "Don't know." Avoid "Don't know" answers when possible.

April 2023 LN2 bike stolen from yard

Did you need to stay somewhere else or move to a new home as a result of the incident?

1. Yes
2. No

STAYELSEWHERE

STAYELSEWHERE

STAYELSEWHERE is used to determine if the respondent had to temporarily stay somewhere other than their home or had to move because of this incident.

Lost Work and Wages

This section asks if the respondent had to take time off from work or school, if they lost wages for missing work as a direct result of the incident, and if the respondent lost or changed their job because of the incident.

Only the answer categories relevant to the respondent will display for **LOSTWORKTIME**. The answer categories that display will be based on the answers the respondent provided to other questions asked at the beginning of the interview.

April 2023 coworker punched me at the office

Have you taken any time off from work or school because of the incident for such things as cooperating with a police investigation, testifying in court, or repairing or replacing damaged or stolen property?

1. Yes, time off from work
2. Yes, time off from school
3. Yes, time off from both work and school
4. No

LOSTWORKTIME

LOSTWORKTIME

LOSTWORKTIME is asked to determine if the respondent had to take time off or work or school due to this incident. Lost time could be due to talking to the police, testifying in court, repairing damaged property, or replacing stolen property. Pay close attention to the answer list, as it will be based on whether they are employed and/or going to school which were collected earlier in the interview. For example, if the respondent has a job, but is not in school only answer categories 1 and 4 will be displayed. Categories 2 and 3 would not be valid answers in this example. If the respondent reported having to take any time off work or school, they will be asked **AMOUNTTIMELOST** and **LOSTPAY**. Otherwise, the instrument will go to **LOSTJOB**.

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How much time did you take off work or school?

1. Less than 1 day
2. 1 day
3. 2-4 days
4. 5-10 days
5. 11-20 days
6. 21-30 days
7. 31+ days

AMOUNTTIMELOST

AMOUNTTIMELOST

AMOUNTTIMELOST is used to identify how much time the respondent lost from work or school because of the incident. Include time lost from work up to the day of the interview.

If the respondent answers in hours, always determine whether the hours were missed all in one day or more than one day. For example, if the respondent lost a few hours on one day for physical therapy and a few hours on another day to visit the doctor, enter (3) "2-4 days", even though the respondent was at work a portion of each day.

April 2023 coworker punched me at the office

Did you lose any pay for the time you took off?

1. Yes
2. No

LOSTPAY

LOSTPAY

LOSTPAY is used to discover whether the respondent lost any pay because the time lost from work was not covered by unemployment insurance, sick leave, or some other source.

Defining Terms

Unemployment insurance - Includes any money received from State unemployment insurance funds or railroad unemployment benefits.

Sick leave - Includes continued payment of wages by the respondent's employer while the respondent is unable to work due to illness or injury.

Some other source - Includes any money received from private insurance plans, worker's compensation, and so on. Worker's compensation is periodic money payments made to workers who are injured on the job and in some states to workers with non-occupational temporary disability or illness. Compensation

checks could come from the state, private insurance companies, or from private businesses that insure their own workers.

Answer Category 1

Select "Yes," if the respondent lost pay and was NOT compensated monetarily for the time away from his/her job. Also enter answer category (1) for a self-employed respondent who was paid for the time lost from work, but was obligated to hire someone to take his/her place. After entering answer category (1), continue with Item **AMOUNTLOSTPAY**.

Answer Category 2

Select "No," if the respondent was compensated monetarily for the time lost from work. After entering answer category (2), continue with Item **LOSTJOB**.

April 2023 coworker punched me at the office

About how much pay did you lose?

◆ Probe using answer categories as needed.

1. Less than \$100
2. \$100 to less than \$500
3. \$500 to less than \$1,000
4. \$1,000 or more

AMOUNTLOSTPAY

AMOUNTLOSTPAY

AMOUNTLOSTPAY is used to determine how much pay the respondent lost because he/she was unable to work because of the incident. Also, if a self-employed respondent was compensated monetarily for his/her pay, but was required to hire someone to take his/her place, record the amount paid to the replacement as lost pay.

If the respondent has difficulty giving you a dollar amount, probe using the ranges of the answer categories to help the respondent give their best estimate. Only enter "Ctrl + D" for "Don't know" as a last resort.

April 2023 coworker punched me at the office

Did you lose your job or have to give up work or withdraw from school as a result of the incident?

1. Yes
2. No

LOSTJOB

LOSTJOB

The question text for **LOSTJOB** will display based on whether the respondent was working or attending school. If the respondent did not lose their job or withdraw from school, the respondent will be asked if they changed their job or school because of the incident.

April 2023 coworker punched me at the office

Did you have to change your job or school as a result of the incident?

1. Yes
2. No

CHANGEJOB

CHANGEJOB

The question **CHANGEJOB** asks whether the respondent had to change their job or school because of the incident. The question text will display based on whether the respondent was working or attending school.

Summary of the Crime Incident

Next you will enter a summary of the crime incident. You will ask the respondent to give a full description of the incident. This is the respondent's opportunity to describe what happened in their own words and allows the respondent to continue to be engaged in the interview.

You will write each summary so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized. This field allows a maximum of 300 characters. Key information to include in the narrative of the incident includes:

- ✓ Who did it.
- ✓ Where it occurred.
- ✓ What was taken.
- ✓ How they were attacked or threatened.
- ✓ Whether they were injured.

In addition to capturing the incident description the respondent gives, you should also include any details that you feel are not evident from the answers in the CIR or any other details you feel are important to understanding what happened. This is very important because editors who review each CIR you collect often need more specific details than they can get from just the answers to the CIR questions. When this happens, they must rely on what is written in your summary report.

If a respondent refuses to provide a narrative of the incident, you must still write a summary.

Also, when writing the summary, it is very important that you refer to respondents by their line number, such as L1, L2, L3 and so forth and not by their name. Since the survey sponsor periodically request to review the summary reports, we want to ensure that no identifying information about the respondent or the household such as names, address, telephone numbers, are included in the summary.

April 2023 coworker punched me at the office

Thank you for telling me about the incident in April 2023. Would you mind describing the incident for me in your own words?

SUMMARY_SP

SUMMARY_SP

The **SUMMARY_SP** screen is designed for you to summarize all of the pertinent facts surrounding a reported crime incident. Write each summary report so that anyone reading it can get a clear, well-defined picture of how the respondent was victimized.

Include in the summary report any details that you feel are not evident from the answers in the incident report items. This is very important, because before sending a case for processing, editors often need more specific details than they can get from other entries for the incident report items. When this happens, they must rely on what is written in your summary report.

As you write your summary report, be careful not to use misleading words, phrases, or vague terms that may raise more questions about the incident, instead of clarifying what really happened.

For example:

When the respondent tells you that her husband was harassing her and using abusive language. However, in the summary report, you use the phrase "verbally threatened her." Be careful that the words and phrases you use in summary reports help explain the situation, instead of adding confusion.

Key Points to Cover

Use these key words when writing a summary report--***who, what, where, when, and how.***

Who - Using the person's **line number** (*L1, L2, and so on*) from the household roster, identify all household members who were involved in the incident, even if the member was a noninterview. Also include any nonhousehold members who were involved in the incident. In the summary report, identify that they are nonhousehold members and use specific descriptions, such as "friend," "neighbor," or "co-worker" to show their relationship to the respondent. Avoid using pronouns to describe persons involved in an incident.

Reminder:

If other current household members who are at least 12 years old were also victims of a personal crime with contact, you need to complete a separate incident report for each of these persons who you are able to interview.

What - Explain the type of crime and any pertinent details related to the crime incident--purse stolen & offender threatened to stab L1 while she was washing her hands.

Where - Explain where the crime took place--in a restaurant restroom.

When - Explain when the incident took place--At 8:30 p.m. on December 21.

How - Explain how the crime was executed--offender yanked purse from L1's shoulder & ran/no injury to L1/reported to police/property no recovery.

Verifying Summary Reports

Once you have completed the summary report, ALWAYS read it back to the respondent. This gives the respondent a final opportunity to either change or add any facts that may provide a clearer picture of the crime incident.

Lengthy Summary Reports

The **SUMMARY_SP** screen allows for a summary description of up to 300 characters. If you need more space, you may add information about an incident in the Case Level Notes. The Case Level Notes can be accessed at the **SUMMARY_SP** screen, as well as throughout the instrument by pressing the "Ctrl" + "F7" keys.

(Refer to Part C, Chapter 3, Topic 22 for more information about completing the summary of the crime incident)

Chapter 5 – Middle Section of the NCVS Instrument: Unduplication and Help Screens

Topic 1. Your Responsibility to Be Thorough When Collecting Crime Incident Reports

Importance of Completing Incident Report Items

The incident report items are designed to gather detailed information about each time an incident or victimization occurred during the reference period.

It is your responsibility to:

- Collect accurate information as you screen respondents making sure to enter the "how many times" count correctly for reported incidents, and
- Complete a separate set of incident report items for each time that an incident or victimization happened during the reference period, regardless of how minor the incident may seem. **NOTE:** An exception is there are six or more incidents that qualify as a series of incidents. In this case you will collect the details of only the most recent incident. In addition, if there are more than six incidents of the same type that do NOT qualify as a series of incidents (because the respondent is able to distinguish the incidents), you will collect detailed information only about the most recent six incidents.

Ideally, once all interviews are completed for a sample household, the case should show the identical number of:

- Incidents reported in the screening section of the instrument and
- Sets of incident report items for the household.

No Incident Is Too Minor

Your main task is to gather as much information as possible about each crime incident that occurred during the reference period by asking all appropriate questions from the NCVS instrument. It is not your responsibility to determine whether or not a reported incident is important enough to require completion of the Crime Incident Report questions. Leave that responsibility to the survey's data processing staff. They take all of the detailed information you collect and use it to determine which reported incidents classify as crimes.

Cutting corners to save time or appease a reluctant respondent can jeopardize the value of the data that you collect. Do not delete crime incidents for the wrong reasons.

Your main task is to gather as much information as possible about each crime incident that occurred during the reference period by asking all appropriate questions from the NCVS instrument. It is not your responsibility to determine whether or not a reported incident is important enough to require completion of the Incident Report questions. Leave that responsibility to the survey's data processing staff. They take all of the detailed information you collect and use it to determine which reported incidents classify as crimes.

Cutting corners to save time or appease a reluctant respondent can jeopardize the value of the data that you collect. Do not delete crime incidents for the wrong reasons.

Here are a few examples of what NOT to do:

Example 1:

When an interviewer asked a respondent the question for Item T_CARRY (theft of something that the respondent carries), the respondent replied that some of his money was stolen from his bowling bag on two different nights while he was bowling with his bowling league. Since the two reported incidents sounded basically the same, the interviewer only completed one set of incident report items. **WRONG!**

Even though the circumstances seem to be the same, the respondent reported two distinct incidents and the interviewer must complete two separate sets of incident report items.

Example 2:

After an interviewer asked the question at Item SA_UNWANTEDCONTACT (someone touched, grabbed or kissed the respondent's sexual body parts against their will – or tried to), the respondent answered "Yes." However, she told the interviewer that she really did not want to discuss any details about what happened to her. The interviewer entered a "No" reply to this screen question, because the interviewer didn't think he could persuade the respondent to complete the incident report items. **WRONG!**

The interviewer must record the "Yes" answer given by the respondent, and make every effort to persuade the respondent to answer the incident report questions, using the Distress Protocol as appropriate. If he can't persuade the respondent to complete the incident report items for an incident, then the interviewer must classify the respondent as a refusal and the respondent's interview is considered incomplete.

Topic 2. Screen Layout and Instructions for the Unduplication Items

This section of the instrument compares incidents reported by **different** household members in the current interview period.

Since there are questions in the screener section that are designed to avoid duplication, incidents reported by the same respondent in the same interview period will not be compared. Additionally, the instrument will not compare incidents reported in the current interview period to incidents reported in the previous interview period.

Please give me a moment to review the crime incidents(s) collected .

INTRO_UNDUP

INTRO_UNDUP

Read the statement at INTRO_UNDUP to let the respondent know what you are doing for the next few minutes of the interview. After reading this statement to the respondent, enter 1 to move to the next screen and begin the unduplication process.

♦ Compare the incident data reported this interview period. Do not discuss incidents with the respondent.

♦ Is the incident on the left the same incident that is displayed on the right?

LN 2 Jane Voe Inc # 1

LN 1 Jack Voe Inc # 1

Month: February 2023

Month: February 2023

Incident note: broke into shed and stole tools in Feb

Incident note: tools stolen in Feb from shed

Summary: stranger caught on camera breaking into shed in backyard in Feb

Summary: Feb, someone broke into shed and stole \$100 worth of tools. Caught on camera, police caught offender

UNDUP_CURINC

UNDUP_CURINC

The goal of this step of the NCVS interview is to ensure that each reported incident is not a duplicate of another incident already reported, so that the same crime incident is not counted more than once in the final data.

The UNDUP_CURINC screen provides you with pertinent facts about the current incident that you use to compare this incident against other reported incidents, including: the enumeration period in which the

incident was reported, respondent's line number, month incident occurred, as well as the summary and incident notes describing the circumstances of the crime. Remember that “duplicate” does not mean “similar.” Determine if the incident on the left is the same incident that is displayed on the right side of the

In the example above, two household members reported the same break-in to the household’s shed. You would select answer category 1, Yes, to indicate that these are duplicate incidents. Note that, when selecting Yes at UNDUP_CURINC, you are not deleting either of the incidents from the record. You are simply flagging the duplicate incidents for further review in processing.

Bear in mind that, if two household members report victimization involving the same personal crime with contact, these would only be considered duplicate incidents if one of the household members erroneously reported the personal crime with contact on behalf of the other household member. If **each** household member was a victim of the same personal crime with contact, these are considered two distinct incidents – not duplicates of the same incident. For example, if UNDUP_CURINC showed that Jane Voe and Jack Voe were each threatened with harm while out walking their dog, you would select answer category 2, No, since both Jane Voe and Jack Voe were the victims of a personal crime with contact.

Remember, DO NOT discuss the incidents you are comparing with the respondent, even to verify that they are the same or different incidents.

Depending on the number of incidents reported by household members, the screen UNDUP_CURINC may appear multiple times.

Topic 3. Help Screens and Abbreviations

Introduction

As part of the NCVS instrument, several screens link to “Help” screens which provide concept definitions and other information relevant to the specific screen. If a “Help” screen is available for a particular screen, a question mark icon appears in the upper left corner of the info pane.

The NCVS instrument also has an abbreviation pop-up help screen, which you can access at any time by pressing Shift + F11. In an effort to promote uniformity, you may use these abbreviations to help save time and space and make it easier for you to fit the summary report and any notes about the case in the allotted space. However, avoid using abbreviations unless it is necessary.

Listed below are the “Help” screens available for specific NCVS items within the instrument:

Help Screens

H_GETLETTER

Dear Resident,

Your address has been selected to participate in the National Crime Victimization Survey (NCVS).

What is the NCVS?

The NCVS asks people about crimes they may have experienced in the past 6 months. We are interested in hearing about crimes, even those that were not reported to the police. Even if you have not experienced any crimes, we would like to speak with you.

The Bureau of Justice Statistics sponsors the survey, and the U.S. Census Bureau conducts the interviews. Since 1973, the NCVS has been used to show crime trends and patterns in the United States. To learn more, visit <https://bjs.ojp.gov/ncvs-participant>.

What should I expect?

A Census Bureau interviewer will call or visit your home to invite you to participate.

- The interviewer will ask you or another person in the household a few questions about you and the people who live here.
- All household members who are 12 years or older will be invited to complete the survey.

Are my answers confidential?

Everything you say during the interview will stay completely private and confidential, as required by federal law. Your responses will be combined with those from other people who respond to the survey to produce statistical data summaries. The data will not include any information that could be used to identify you, your household, or other residents.

Why should I participate?

By participating, you will represent hundreds of households like yours. You can also help:

- **Your community.** Communities across the nation can use NCVS data to support people affected by crime.
- **Schools.** The U.S. Department of Education uses these data to measure crime, violence, and safety in schools.
- **Employers.** The U.S. Department of Health and Human Services uses NCVS data to understand violence in the workplace.
- **Law enforcement.** Law enforcement agencies can use NCVS data to strengthen awareness of crimes that aren't reported to police and to develop prevention programs.
- **Many others.** News organizations, students, and researchers use NCVS data to examine various issues related to crime and safety.

Your address cannot be replaced. To make sure the NCVS results are accurate and reliable, we need your help.

Thank you for participating in this important survey.

Sincerely,

Rachel E. Morgan, Ph.D.

Chief, Victimization Statistics Unit

Bureau of Justice Statistics

U.S. Department of Justice

Frequently Asked Questions

How was I chosen for this survey?

The U.S. Census Bureau used a scientific process to randomly select certain addresses, including yours, from all addresses in the United States. This process ensures that selected addresses represent all households in the United States. We cannot swap one address for another. If we did, the survey results would not accurately reflect crime in the country.

Why not get this information from the police?

NCVS data show that over half of all crimes go unreported to the police. This survey is the only way to find out about these crimes across the nation. It also provides more detailed information than we get from the police.

I have not been a victim of a crime. Why should I participate in a crime survey?

Whether you experienced a crime or not, you are helping the nation understand crime and safety issues—your experience matters. We need a clearer picture of who's impacted by crime and how these impacts vary for different people and households. Your participation is key to this understanding.

How often will I be contacted for this survey? How long will an interview take?

Census Bureau representatives contact household members at selected addresses every 6 months for a total of seven interviews. If you move away during that time, we will interview the residents who move in. We expect each interview to take about 25 minutes, but you may need less time or more.

I thought the Census Bureau counts people every 10 years. Why are you doing this survey now?

Besides the decennial census conducted every 10 years, the Census Bureau collects a variety of information through other censuses and surveys, such as the NCVS. These surveys provide current information on topics such as housing, crime, unemployment, business, and education. This survey is collected for the Bureau of Justice Statistics.

How will my information be protected?

The Census Bureau and the Bureau of Justice Statistics are required by law to protect your information. The Census Bureau and the Bureau of Justice Statistics are not permitted to publicly release your responses in a way that could identify you or your household. The Census Bureau is conducting this survey for the Bureau of Justice Statistics of the U.S. Department of Justice under the authority of law (Title 13, United States Code (U.S.C.), Section 8). The Bureau of Justice Statistics is authorized to collect this survey information by law (Title 34, U.S.C., Section 10132). Federal law protects your privacy and keeps your answers confidential (Title 13, U.S.C., Section 9 and Title 34, U.S.C., Sections 10231 and 10134). Per the Federal Cybersecurity Enhancement Act of 2015, your data are protected from cybersecurity risks through screening of the systems that transmit your data. This collection has been approved by the Office of Management and Budget (OMB Number: 1121-0111). If this number were not displayed, we could not conduct this survey. Your voluntary participation in this survey is important, however, you may decline to answer any or all questions.

How are the data used?

NCVS data provide information on many topics, including crime in schools, trends in violent crime, costs associated with crime, and law enforcement responses to reports of criminal victimization. Examples of NCVS data products can be found on the Bureau of Justice Statistics' website at <https://bjs.ojp.gov/programs/ncvs>.

How do I ask questions about this survey?

You can ask the Census Bureau interviewer any questions you have. You can also contact the Bureau of Justice Statistics with questions or feedback at askBJS@usdoj.gov; by phone at 202-307-0765; or by mail: Chief, Victimization Statistics Unit, Bureau of Justice Statistics, 999 N. Capitol Street, NE, Washington, DC, 20531. To ensure that the person contacting you about the survey is a Census Bureau employee or for more information, visit www.census.gov/ncvs.

H_HHMEMBER

Household membership status includes:

- Any person who usually lives or sleeps here OR
- Persons who are here temporarily and have NO other usual place of residence.

Examples of household members:

- Persons in the Armed Forces stationed in this locality and usually sleep here
- Students living here while attending school or here on summer break
- Persons temporarily absent (i.e., away for travel, work, seaman, etc.), who usually lives here
- Persons with two concurrent residences and regularly sleeps more than half the week here
- Citizens of foreign countries temporarily living and studying/working in the United States who have NO other usual place of residence

Do NOT include persons here temporarily who HAVE other living quarters. Examples of persons who are NOT household members:

- Persons in the Armed Forces here on leave, who are stationed elsewhere
- Students here on a short break, who usually live at school
- Inmates of specified institutions
- Persons with two concurrent residences who regularly sleep less than half the week here
- Citizens of foreign countries temporarily here and living on the premises of an Embassy, Ministry, Legation, Chancellery, or Consulate
- Citizens of foreign countries temporarily here visiting/traveling

H_MVP_PARTS

Other examples include...

- Catalytic converter
- Door handles

- Gas caps
- Manufacturer's insignias
- Mufflers
- Steering wheels
- Transmissions
- Wheels

H_ORIGIN

Spanish, Hispanic, or Latino includes people of the following origins:

Mexican
Mexican-American
Chicano
Puerto Rican
Cuban
Cuban-American
Central or South American (Spanish Countries)
Other Spanish origin

H_PUBLICPRIVATE_ENG

Public Schools - Public schools are defined as elementary or secondary schools that are supported by public funds and provide free education for children living in the community or school district.

Private Schools - Private schools are defined as elementary or secondary schools that are run and supported by private individuals, religious organizations, or corporations, rather than by a government or public agency.

H_RACE

Please choose one or more races that you consider yourself to be.

- 1 White
- 2 Black or African American
- 3 American Indian or Alaska Native
- 4 Asian (Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, or other Asian)
- 5 Native Hawaiian or other Pacific Islander

H_TIMEATADDRESS

We are interested in the most recent CONTINUOUS length of time the respondent has lived as a usual resident at the sample address.

Abbreviations

Listed below are the abbreviations found on the help screen that can be accessed by pressing Shift + F11. In addition to using these abbreviations when preparing your summary report for an incident, you can also use them when entering any other written entries or notes in the NCVS instrument.

Additional, **ADL**

Address, **ADR**
Agendum, **AG**
Again, **AGN**
Answering Machine or Morning, **AM**
Answering Machine Message Left, **AMML**
Answering Machine No Message Left, **AMNML**
Answer, **ANS**
Appointment, **APPT**
Apartment, **APT**
Association, **ASSN**
Assessor, **ASSR**
Assistant, Assist, **ASST**
Avenue, **AVE**
Available, **AVL**
Building, **BLDG**
Block, **BLK**
Boulevard, **BLVD**
Broken, **BRKN**
Best Time, **BT**
Battery, **BTRY**
Callback, **CB**
Could Not, **CDNT**
Central Daylight Time, **CDT**
Circle, **CIR**
Called, **CLD**
Closed, **CLSD**
Completed Interview, **CMPINT**
Count, **CNT**
Contact, **CNTC**
County, **CNTY**
Company, **CO**
Complete, **COMP**
Continue, **CONT**
Cooperate, **COOP**
Contact Person, **CP**
Court, **CT**
Central Standard Time, **CST**
Directory Assistance, **DA**
Daughter, **DAU**
Disconnected, **DISC**
Drive, **DR**
Descriptive Address, **DSC ADR**
Duplicate, **DUP**
East, **E**
Eastern Daylight Time, **EDT**
Exact Match, **EM**
Eastern Standard Time, **EST**

Female, **F**
Fast Data, **FD**
Find/Found, **FND**
Field Representative, **FR**
Front, **FRNT**
Friday, **FRI**
Foot/Feet (Distance), **FT**
Follow-up, **FU**
Forward, **FWD**
~~Gender Identity, **GI**~~
Guess Call Back, **GCB**
Group, Group Home, **GRP**
Hard Call Back, **HCB**
Hang Up, **HGUP**
Household, **HH**
Household Member, **HHM**
History, **HIST**
Hawaiian Standard Time, **HST**
Housing Unit, **HU**
Highway, **HWY**
Identification, **ID**
Immediate, **IMMD**
Include, **INCL**
Income, **INCM**
Internet, **INTRNT**
Information, **INFO**
Inside, **INSD**
Interview/Interviewer, **INT**
Line Number, **LN**
Language Problem, **LNG PRB**
Laptop Computer, **LPTP**
Large, **LRG**
Listing Sheet, **LS**
Left, **LT**
Letter, **LTR**
Leave, **LV**
Male, **M**
Member, **MBR**
Mountain Daylight Time, **MDT**
Manager, **MGR**
Mobile Home Park, **MHP**
Mile(s), **MI**
Message Left, **ML**
Month, **MO**
Monday, **MON**
Missed Appointment, **MSD APPT**
Message, **MSG**

Mountain Standard Time, **MST**
Multiple Units, **MU**
Move, Moved, **MV(D)**
North, **N**
Not Available/Not Applicable, **NA**
Northeast, **NE**
Not in Service, **NIS**
No Message Left, **NML**
No One Home, **NOH**
Noninterview, **NO INT**
Nearby, **NRBY**
Number, **#**
Northwest, **NW**
Organization, **ORG**
Original Sample Person, **OSP**
Other, **OTH**
Outside, **OTSD**
Pacific Daylight Time, **PDT**
Person, **PER**
Phone, Phone Number, **PH**
Park, **PRK**
Parkway, **PKY**
Place, **PL**
Afternoon/Evening, **PM**
Property Manager, **PMGR**
Place of Business, **POB**
P.O. Box, **PO BX**
Place of Employment, **POE**
Possible, **POS**
Previous, **PREV**
Property, **PROP**
Partial Interview, **PRT INT**
Provide, **PRVD**
Pacific Standard Time, **PST**
Public Library, **PUB LIB**
Personal Visit, **PV**
Proxy, **PXY**
Question, **QST**
Questionnaire, **QSTNR**
Road/Rural Delivery, **RD**
Received, **RECD**
Refused, **REF**
Reference Person, **REF PER**
Request, **REQ**
Rooming House, **RH**
Reluctant, **RLCT**
Roommate, **RM**

Ring No Answer, **RNA**
Rural Route, **RR**
Rural Route Delivery, **RRD**
Respondent, **RESP**
Right, **RT**
Route, **RTE**
South, **S**
Sample Address, **SA**
Sample Person, **SP**
Sample Unit, **SU**
Saturday, **SAT**
Sexual Orientation, **SO**
Soft Call Back, **SCB**
Screen (computer), **SCRN**
Said, **SD**
Southeast, **SE**
Senior Field Representative, **SFR**
Signal, **SGNL**
Sheet#, Line#, **S_L_**
Small, **SM**
Spoke With, **SP/W**
Spanish Speaking, **SS**
Spanish Speaking Household, **SSHH**
Social Security Number, **SSN**
Street, **ST**
Status, **STAT**
Sunday, **SUN**
Supervisor, **SUP**
Southwest, **SW**
Temporarily Absent, **TA**
Terrace, **TER**
Thursday, **THUR**
Talk(ed), **TLK(D)**
Tomorrow, **TOMO**
Turnpike, **TPK**
Trail, **TR**
Trailer, **TRLR**
Trailer Park, **TRLR PRK**
Transmission/Transmitted, **TRNSM**
Transfer, **TRSF**
Tuesday, **TUE**
Tax Assessor, **TX AS**
Unable to Locate, **UTL**
Vacant, **VAC**
Visited, **VST(D)**
West, **W**
Wednesday, **WED**

Within, **W/IN**

Week, **WK**

Without, **W/OUT**

Wrong, **WRG**

World Wide Web/Internet, **WWW**

Time, Two Times, Three Times, etc., **X, 2X, 3X, etc.**

Extra, **XTR**

Year(s), **YR(S)**

Chapter 6 – Ending the Interview and Back Section of the NCVS Instrument

Topic 1. Ending an Interview with a Respondent

Interview Info

This section of the instrument includes the process of ending an interview with a respondent, collecting information about the interview, and transitioning to another respondent. This section asks about the interview itself, that is, in what language it was conducted, where the interview took place, and if anyone else was present during the interview.

◆ What language was the respondent's interview conducted in?

1. English
2. Spanish
3. Chinese
4. Vietnamese
5. Arabic
6. Russian
7. Portuguese
8. Armenian
9. Korean
10. French
11. Creole
12. Polish
13. Italian
14. Urdu
15. Japanese
16. Tagalog
17. Other – Specify
18. Don't Know

RESPONDENTINTERVIEWLANG

RESPONDENTINTERVIEWLANG

RESPONDENTINTERVIEWLANG is asked to find out what language the respondent's interview was conducted in.

Select the answer category for the appropriate language. If the language is not on this list, select answer category 17, "Other – Specify," and the instrument takes you to the **LANG_SPEC** screen, where you specify the appropriate language.

The remaining questions in this section will not be asked of proxies. These questions are being asked to better understand how interviews may be impacted by certain situations.

♦ Was this a telephone interview or an in-person interview?

1. Telephone
2. In person

INTERVIEWTYPE

INTERVIEWTYPE

The screen **INTERVIEWTYPE** is used to determine whether the interview was done by telephone or in person.

Thank you for completing the National Crime Victimization Survey. I also have a few questions about where you were while you were completing the survey.

Were you at home or away from home when completing the survey?

♦ Mark all that apply

1. At home
2. Away from home

INTERVIEWPLACE

INTERVIEWPLACE

INTERVIEWPLACE asks if the survey was completed at home or away from home. The question text on this screen is automatically filled based on whether it was a telephone or personal visit interview. The example of the screen here displays the question text if the interview was done by telephone. If the interview was done in person, you will see the following question text and blue instruction text:

Please give me a moment to fill in a few pieces of information about today's interview.

♦ Answer without asking respondent. Was the respondent home or away from home when completing the survey?

Notice **INTERVIEWPLACE** has a 'Mark all that apply' answer list since a respondent could have been in one place when the interview started and another place when the interview finished.

Was anyone else in the room at any point while you were completing the survey?

1. Yes
2. No

INTERVIEWANYONEELSE

INTERVIEWANYONEELSE

The screen **INTERVIEWANYONEELSE** comes on path if the interview was completed at the respondent's home. It asks if there was anyone else in the room with the respondent while completing the survey.

Who else was in the room while you were completing the survey?

◆ Mark all that apply

1. Your spouse or partner
2. Your parent(s)
3. Some other adult
4. A child/children
5. Don't know if someone else was present

INTERVIEWWHOELSE

INTERVIEWWHOELSE

INTERVIEWWHOELSE asks the respondent who else was in the room while they completed the survey.

As a reminder, I need to interview all other household members age 12 and older and will be asking them the same questions I asked you about theft, physical attacks, and unwanted sexual contact. Certain questions, such as those about sexual contact, use age-appropriate language for household members age 12 through 15.

1. Enter 1 to continue

INFORM_HHR

INFORM_HHR

This screen informs the household respondent that minors will be asked similar questions, and that those who are under the age of 16 will have age-appropriate language in their questions. This screen is only on path when there are household members between the ages of 12-17.

During the months when a supplement is being conducted, this screen contains additional text to read to the HHR regarding asking the supplement questions of household members under the age of 18. (For

example, when the school crime supplement is conducted, the instrument also displays: “Additionally, I will be asking household members age 12 through 18 some questions on school-related crime.)

Topic 2. Back Section of the NCVS Instrument

Overview of the Back Section

This section of the instrument is designed to guide you through screens for:

- Recording the incomplete status (i.e., refusal or breakoff, callback, or some other reason) of a respondent's interview.
- Setting appointments to call back a sample household or persons within the household.
- Entering callback notes about an appointment.
- Thanking the respondent for completing the interview.

The information you enter in the back of the instrument is fed into Mobile Case Management (MCM) and appears there after you exit the case.

Topic 3. Screen Layout and Instructions for the Back Section

◆ Why did this interview end?

1. Refusal or breakoff
2. Callback (set appointment)
3. Other

REFCBBREAK

REFCBBREAK

When you terminate an interview by pressing the F10 key or clicking on the F10 tab, the instrument goes to **REFCBBREAK**.

This item asks you if the interview ended because of a refusal or breakoff, a callback is needed to complete the interview, or some other reason.

Please note answer category 2, “Callback (set appointment)” will not display if there is not at least one valid household member on the roster. If you indicate that you need to call the respondent back to complete the interview, the instrument goes through the **APPTDATE**, **APPTTIME**, and **APPT_NOTES** screens to record the appointment information.

I would like to schedule a date to complete the interview. What date would be best to call back?

◆ Today is: {Date}

◆ Press Enter if you are not scheduling an appointment.

APPTDATE

APPTDATE

The **APPTDATE** screen is the first screen that you access to set a future appointment with a respondent who still needs to be interviewed. Clicking on the drop-down arrow next to the data entry field opens the calendar for you to select the appointment date. You can also type a date in the date field. You must enter the date in m/d/yyyy or mm/dd/yyyy format, for example “9/1/2025” or “11/25/2025.” The date entered at this screen will display in the appointment box on the Case Details Household Roster page in case management. It may also be helpful to enter the household respondent appointment information in the case level notes.

What time would be best to call back on {date}?

- ◆ Enter the time followed by AM or PM.
- ◆ Press Enter if you are not scheduling an appointment.

APPTTIME

APPTTIME

The **APPTTIME** screen allows you to set the time of a future appointment with a respondent. You must enter the time followed by AM or PM, for example “11:00AM” or “6:00PM.” The entry at this screen will display in the appointment box on the Case Details Household Roster page in case management.

If there is no valid phone number for the respondent, the instrument will proceed to the **CONTACTINFO** screen to collect a phone number.

- ◆ Enter callback notes about the appointment or press Enter if there are none.

APPT_NOTES

APPT_NOTES

The **APPT_NOTES** screen allows you to enter callback notes about the appointment with a respondent. This item is a text field that is limited to 25 characters. The entry at **APPT_NOTES** will display in the callback notes on the Case Details Household Roster page in case management.

Thank you for your time.

I will contact you at the time suggested.

THANKCB

THANKCB

The **THANKCB** screen is on path if an interview ends with a refusal or breakoff, or if you have set an appointment to make a callback to complete the interview. If the interview ends due to a refusal or breakoff, thank the respondent for their time. If you scheduled an appointment, thank the respondent, and inform them that you will contact them at the time suggested.

Thank you for participating in this survey. Six months from now we may be contacting you again. You've been very helpful.

♦ **Read if necessary:** Sometimes when people have participated in a survey like this, they realize that they are interested in following up on some of the issues that they have been asked about in the survey with someone who is professionally trained to deal with these kinds of issues.

♦ **Read or show the Resources tab or Factsheet as needed.**

♦ **Note:** Inform the respondent that a supervisor may call them to conduct reinterview. Explain reinterview as needed.

THANKYOU

THANKYOU

The **THANKYOU** screen is on path for all completed interviews.

For all cases, except those on their final interview, you will thank respondents for participating and tell them that they may be contacted again in six months.

For cases that have completed their final interview, you will thank respondents and inform them that this is the last interview for their household.

If you sense a respondent may need additional resources (i.e., the respondent exhibited signs of emotional distress during an interview), read the note on the screen, then provide the respondent with the information in the Resources tab or give the respondent a copy of the NCVS-110 Factsheet.

Additionally, you will inform the respondent that a supervisor may call them to conduct reinterview. You may have to explain to respondents that reinterview is a quality control check on interviewing. In reinterview, a sample of interviewed households are contacted shortly after the original interview is completed and asked a subset of interview questions to ensure the accuracy of the data collected and to verify the FR followed proper procedures during the interview.

In the future, how would you prefer to be contacted?

♦ **Mark all that apply**

1. **Personal visit**
2. **Phone Call**
3. **Text**
4. **Email**

PERCONTACT

PERCONTACT

This question allows you to record each respondent's preferred method of contact for future NCVS interviews. You are allowed to select more than one method of preferred contact for each respondent. By recording the preferred methods of contact, it may be easier to make the first contact with a respondent to set up their interview. After collecting the respondent's preference, the instrument will continue to the **NEXTPERSON** screen if there are other respondents to be interviewed.

◆ Review the contact information listed below.

◆ Do you need to make any changes?

HHR	LN	NAME	SEX	AGE	PHONE #1	PHONE #2	EMAIL
		Household Level			(991) 325-1751		
	1	Jack	Nombre	M	45	(991) 555-8590	jackn@email.com
X	2	Mary	Nombre	F	43	(991) 555-5175	
	3	Max	Nombre	M	20	(991) 555-5123	
	4	Debra	Nombre	F	25	(993) 325-1974	debn@email.com

1. Yes, need to make changes to contact information
2. No changes needed to contact information

VERIFY

VERIFY

VERIFY displays the household contact information that has been collected to date. Before exiting the case, please verify that the contact information is correct. You will be directed to the Contact tab if you need to make changes to contact information.

Chapter 1 – NCVS Case Management

Topic 1. Navigating Case Management

Introduction

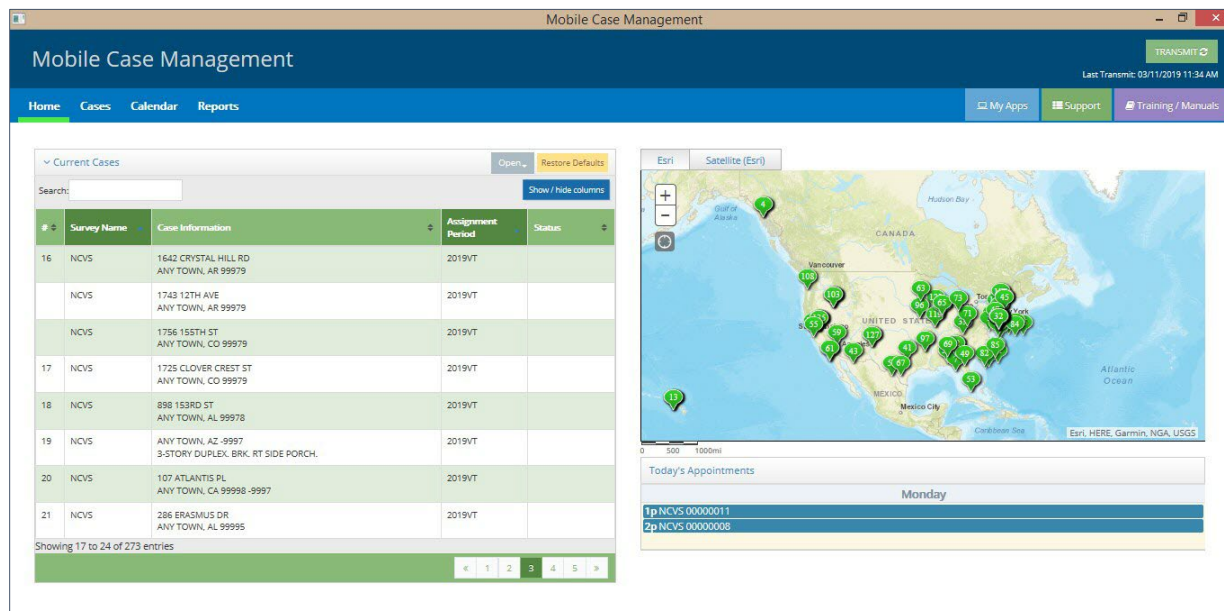
This document outlines procedures for the NCVS CAPI Case Management System used by field staff to manage the NCVS assignments in the field.

Case Management helps you organize and manage your assignments and is an important part of interview planning. Case Management provides a list of all sample units in your assignment, along with additional information such as respondent names, telephone numbers, scheduled appointments, etc.

Accessing Case Management

Using the touchscreen, double tap the Mobile Case Management icon to access Case Management.

- At the gray warning screen, click OK.
- A pop-up may appear and suggest you transmit. If you have a good connection, and want to transmit, click the “Yes, Transmit Now” button. If not, click the “No, I Will Transmit Later” button.
- This brings you to the Case Management **Home** page.



Case Management Pages

There are seven main pages in Mobile Case Management. They are:

- Home
- Cases
- Calendar
- Reports
- My Apps
- Support
- Training/Manuals

To navigate to or from different pages, click on its name. A green line underneath the page name indicates that page is selected.

Home

Case Management opens to the **Home** page by default.

A list of all assigned cases displays under the heading “Current Cases.” If you work on multiple surveys, cases for all available surveys, not just your NCVS assignments, will be listed here. To the right of the case list is a corresponding map. Finally, below the map is a list of any appointments for the current day.

There are five columns shown by default in the case list on the **Home** page:

1. **#** – Represents a map spot number on the map.
2. **Survey Name** – Indicates which survey the assignment is associated with.
3. **Case Information** – Displays key information needed to identify the case.
4. **Assignment Period** – Displays the year and month the case was received for field interview.
5. **Status** – Indicates the status of the case, such as “O” for Opened.

You can customize the columns on the Case Management Home page case list to fit your needs:

- Reorganize columns by clicking on a column and dragging it to where you want it. Information displayed in a column can also be sorted by ascending or descending order by clicking on the up or down arrows next to the column name.
- Customize what columns are shown in the case list by clicking the “Show/hide columns” button. Once you add a column, it will remain there until you remove it.
- The number of columns you can select on the **Home** page is limited based on the size of the columns and available screen space. You can select as many columns as you like on the **Cases** page.

The default view of the case list displays all OPEN cases on your laptop. However, you can filter the cases on this page to view ALL or only CLOSED cases by clicking on the gray filter button in the upper right above the case list.

There is a “Search” box located in the upper left side of the page directly above the case list. The search field allows you to enter keywords, numbers, and/or any other characters you specify. For example, if you work on multiple surveys and only want to see your NCVS assignments, type “NCVS” into the search box. The more detailed you are about a search, the more your case list will be filtered. The search box will search everything in the case list, even if columns are hidden. To delete the information in the “Search” box, click on the “X” inside the box or use the Backspace key. Entries in the search box on the **Home** page will also apply to the **Cases** page.

Select the “Restore Defaults” button to restore your case list back to its default display.

Cases

The **Cases** page displays an expanded view of your case list without the map. This allows you to view more columns of information for each case than you can on the **Home** page. It contains all of the current cases assigned to you for ALL surveys that you work on, if you work on more than just NCVS.

Like the **Home** page, you can also customize the **Cases** page to better fit your needs by reorganizing the columns, sorting, filtering, and using the search box.

There are five columns shown by default in the case list on the **Cases** page:

1. **Survey Name** – Indicates which survey the assignment is associated with.
2. **Case Information** – Displays the address of the sample unit, or a description if an address is not available.
3. **Assignment Period** – Displays the year and month the case was received for field interview.
4. **Status** – Indicates the status of the case:
 - Blank – Case has not been started
 - O - Opened
 - P - Partial interview completed
 - I - Completed interview
 - A - Type A noninterview
 - B - Type B noninterview
 - C - Type C noninterview
 - X - Bad case, missing data
 - R - Reassigned to another FR
 - T - Transmitted
 - TR - Transmitted and Received by HQ
5. **To Do** – Used to write short notes to yourself to help organize and plan your work or route. This field allows a maximum of 50 characters and is intended for your use only. The To Do column does not replace the Case Notes. Any information entered in this column will not be sent with the case when it is transmitted.

You can view additional columns by clicking the “Show/hide columns” button and placing a checkmark next to the column(s) that will be most helpful in conducting your work.

The additional available columns that can be displayed on the **Cases** page are:

Appointment – Displays the date and time of the next upcoming appointment with any member of the household. Appointments are set in the NCVS instrument or on the Household Roster page in Case Details in Case Management.

Assignment Type – This column is not used for NCVS.

Callback Notes – Displays any callback notes that were entered when the appointment was made with the respondent.

Case Id – Displays the unique case identification number.

Control Number – Displays the case control number.

Due Date – This column is not used for NCVS.

Interview Number – Displays the time-in-sample interview number for the case (01-07).

Outcome Code – Displays the 3-digit CAPI outcome code. A list of outcome codes can be found in Part B, Chapter 1, Topic 7 of this manual.

Phone 1 – Displays the household phone number (if available).

Priority – This column is not used for NCVS.

Respondent Name – Displays the household respondent name (if available).

You have the ability to display more columns on the **Cases** page than you did on the **Home** page. However, your selections may still be limited based on the size of the columns and the available screen space.

Once you add a column it will remain there until you remove it. You can also click the “Restore Defaults” button to return to the original view.

Calendar

The **Calendar** page displays appointments for all OPEN cases. Any existing appointments after a case is closed will not display on the calendar. The **Calendar** page defaults to the monthly view, but you have the option to view the calendar in either a weekly or daily format by clicking on the buttons in the upper right corner. Appointments are displayed as Time, Survey Name, and Case ID.

When you click on an appointment within the calendar, a pop-up box appears showing the survey name, case ID, and address of the sample unit. There is also a “Case Details” button, which will take you to the **Case Details** page for that case.

Reports

The **Reports** page provides you with detailed information about the transmissions and results of each case. The information on this page is case-specific, so you can see when information for each case was last transmitted and if there were any errors. You can use the calendar in the upper right section of the page to filter transmissions that occurred within a specified timeframe. The “Search” box can also be used to narrow the list of cases on the report.

My Apps

The **My Apps** page (short for My Applications) is a gateway to other programs/software that you will often use.

The Web Apps included on the **My Apps** page are:

- WebFred – used to document your hours worked
- Internet Explorer – used to access the internet
- Outlook Web App – used to access your email
- Census Human Resource Information System (CHRIS) – used to check your personnel and payroll information.

The other applications displayed on the **My Apps** page will vary depending on which surveys you work.

Support

The **Support** page provides links that help you solve common computer issues. You will generally only need these links when requested to use them by the Help Desk.

Training/Manuals

The **Training/Manuals** page provides you with links and software to help you perform and learn about your job. You will use this screen to access Manual(s), The Commerce Learning Center (CLC), and Computer-based training files.

This page also allows you to reset your Training cases.

There are two drop down boxes in the “Reset Training Cases” section on the Training/Manuals page. To reset your NCVS training cases:

1. From the “Select the Survey Type” drop down, select “NCVS.”
2. From the “Select the Training Module” drop down, select the latest package. For example, “NCVS 202501CT Package.”
3. Click the “Reset Training” training button.

A box appears with the message that your cases have been reset. Click OK.

Using the Long Press Feature and Context Menu

The Long Press is a touchscreen interface feature. Long Press on a case from either the **Home** page or the **Cases** page until you see a small box. Release your finger, and the Context Menu appears. The Context Menu options are:

- Work
- Details
- CHI
- Notes
- Map

Work

This option launches the NCVS interviewing instrument. Click on “Work” to begin an interview for the case currently selected in your case list. Once you launch a case, you are no longer in Case Management.

Details

Opens the **Case Details** page for the selected case.

CHI

Opens the Person-Level Contact History Instrument (pCHI) for the selected case.

Notes

Launches the Case-Level Notes Editor and allows you to view and enter case-level notes.

Map

Launches the Listing and Mapping Application (LiMA)-Time of Interview (TOI) map to help locate the case.

Case Details

The **Case Details** page is accessed by either long-pressing on a case and selecting “Details” from the Context Menu; double-clicking on a case in the list; or by right-clicking on a case and selecting “Details” from the Context Menu.

The screenshot displays the 'Mobile Case Management' application interface. At the top, there's a navigation bar with 'Home', 'Cases', 'Calendar', and 'Reports'. Below this is a left-hand menu with options like 'Assignment Overview', 'Address and Geography', 'Additional Information', 'Household Roster', 'Notes', 'Contact History', 'Returning Contact History', 'Letter Management', 'Building Management', 'History', 'Interview Time Preference', and 'Troubleshooting'. The main content area is titled 'Case Details < Return to List' and features a 'Header Box' with 'NCVS' and 'Status: New Case Not Yet Started'. To the right of the status is the 'Address: 1502 165TH ST, ANY TOWN, AZ 99980 -9997'. Below the header box is a table with fields for 'Control Number', 'Case ID', 'Assignment Period', 'Outcome Code', 'Reassigned?', 'FR Responsible', 'Confirmed Refusal?', 'Panel', 'Rotation', 'Personal Visit or Telephone', 'Interview Number', and 'Frame'. A 'Function Buttons' bar at the top right of the main content area includes 'Edit Notes', 'CHI', 'Map', 'Work', 'Edit', and 'Other'.

Control Number	Case ID	Assignment Period
0288009UJ18004302	00000043	2019ST
Outcome Code	Reassigned?	FR Responsible
200 - New Case Not Yet Started	No	Yes
Confirmed Refusal?	Panel	Rotation
No	2	5
Personal Visit or Telephone	Interview Number	Frame

There is a header box at the top of the **Case Details** page that will always be displayed even as you scroll down the page. The header box identifies the survey, status, and address of the selected case. In the upper right corner of the header box, you will find the Case Details function buttons: *Edit Notes*, *CHI*, *Map*, *Work*, *Edit*, *Other* (drop down menu). The green “Edit” button makes some of the fields editable on the **Case Details** page. Any editable fields will appear as white text boxes after you click on the “Edit” button. Some of the buttons on this page are also accessible in the Context Menu by using the Long Press feature.

If you filtered the case list on the **Home** page or **Cases** page, the cases displayed in **Case Details** are filtered by the same criteria. You will be able to tell this by looking at the “Filtered by...” information displayed under the green arrows above the header box. You can move through your cases by using the green left and right arrows.

Case Details Buttons

On the left-hand side of the **Case Details** page there are several buttons that you can click on to access more specific information about the case. The buttons are:

- Assignment Overview
- Address and Geography
- Additional Information
- Household Roster
- Notes
- Contact History
- Returning Contact History
- Letter Management
- Building Management
- History
- Interview Time Preference
- Troubleshooting

When you click on a button, it will be highlighted in blue and show a blue arrow next to its name.

Assignment Overview

The Assignment Overview button shows detailed information about a case, including:

- Control Number
- Case ID
- Assignment Period
- Outcome Code
- Reassigned status
- FR Responsible status
- Confirmed Refusal status
- Panel
- Rotation
- Personal Visit or Telephone interview required
- Interview Number

- Frame
- GQ Flag
- Respondent Information (Name, Email, Phone Number 1, Phone Number 2)
- Appointment Information
- Contact 1 & Contact 2 Information

The Appointment Information displayed in the Assignment Overview is for the next upcoming appointment with any member of the household. The appointment field here is not editable. You can only add or edit appointment information in Case Management in the Household Roster. However, if the case has no roster, you can update the Callback Notes in Assignment Overview to indicate a callback/appointment date and time.

The Contact 1 and Contact 2 information contains the names, addresses, and telephone numbers of contact people who are persons other than members of the household. However, for the NCVS, contact information is only collected for one contact person. Sometimes you get information about the status of a unit from someone other than the occupant. This happens when a unit is vacant and you talk to a neighbor or a real estate agent, or when a unit does not exist and you are able to verify it with a reliable source, such as a post office. When you enter the contact person information in the instrument, you can see the information here in the Assignment Overview.

Address and Geography

The Address and Geography button displays detailed address information for the case, including:

- Dangerous address status
- Sample address
- Mailing address
- MAFID
- County and State Codes
- Sample Design
- Tract
- Block
- Latitude/Longitude
- American Indian/Alaskan Native/Hawaiian Homeland
- Cluster

Additional Information

The Additional Information button provides Group Quarters (GQ) and GQ Contact information, including:

- GQ Name
- Facility Name
- GQ Type
- GQ Website/Email
- GQ Number of Units
- Military/Institutional status
- GQ Line Number
- GQ Register Information
- GQ Contact Name/Address/Phone

Household Roster

The Household Roster button shows the names of all household members from the last interview. It is updated by the instrument if any changes are made during the current interview period. The information listed here is useful for callbacks to households with missing data.

Each roster record can be expanded to show additional information such as Person/Eligible Status, Phone #, Email, Appointment, and Callback Notes, by clicking the green plus (+) symbol.

Some of the information on the household roster can be edited in Case Management by clicking on the green “Edit” button. Any editable fields will appear as white text boxes. After you complete your edits, click the “Save” button.

The screenshot displays the NCVS Case Management interface. On the left is a sidebar with navigation links: Contact History, Returning Contact History, Letter Management, Building Management, History, Interview Time Preference, and Troubleshooting. The main area shows the 'NCVS' case details, including 'Status: New Case Not Yet Started' and 'Address: 176 STUART ST, ANY TOWN, AR 99996'. Below this is a table with columns: Line #, Per Stat, Appointment, Last Name, First Name, M.I., Age, Birth Date, Sex, and Resp. Two rows are visible: Line 01 (MOE, TED, 0, 78, 04/14/1939, M, No) and Line 02 (F, Yes). A red box highlights the 'Appointment' field for Line 02, which is currently empty. A red arrow points to the 'Appointment Field' label below the table. A pop-up form is overlaid on the table, showing a calendar for January 2019, a time selection of 12:00, and a 'Save' button. Below the calendar is a 'Phone Type' dropdown and a 'Phone Ext.' field. To the right of the pop-up is a 'Callback Notes' text area. At the bottom of the form are fields for 'Z Code', 'Sup A', and 'Other Z/A Specify'.

Line #	Per Stat	Appointment	Last Name	First Name	M.I.	Age	Birth Date	Sex	Resp
01			MOE	TED		0		M	No
02						78	04/14/1939	F	Yes

Person Level Appointments

Person-level appointments are displayed in the Household Roster. This field will be populated if you make an appointment in the instrument with an individual respondent. You can also make person-level appointments here in Case Management without accessing the instrument by clicking the green “Edit” button above the roster and clicking in the Appointment field. A pop-up box appears with a calendar and time selection. You also have the ability to enter any callback notes about the appointment. Be sure to click the green “Save” button after the appointment is set to save your edits. This appointment will also populate on the **Calendar** page. If the appointment is made for the same day, it will be listed under “Today’s Appointments” on the **Home** page as well.

Remember, if there is no roster, you can update the callback notes in the Assignment Overview to document a callback/appointment date and time.

Notes

The Notes button displays any NCVS CAPI instrument notes for the case (i.e., the notes entered in the NCVS instrument by using the **Ctrl+F7** instrument function key). You can edit these notes by clicking “Edit Notes” in the header box on the page or by using the Long-Press on a case on either the **Cases** page or **Home** page.

Contact History and Returning Contact History

The Contact History and Returning Contact History buttons contain the history of previous visits/interviews for a case. They also keep a record of the strategies used and respondent behavior for the case. Contact History contains contact history for the current interview period, and the information comes from pCHI. Returning Contact History contains history for the previous interview period. You can add to pCHI by clicking on the CHI button in the header box. Each contact record can be expanded to show additional contact history information by clicking the green plus (+) symbol.

Letter Management

This Letter Management button allows you to request letters to be sent to the sample unit. It also shows the history of the letters that have been sent from the regional office to the household, by type and date. Advance letters will not be shown here. Only those letters that an FR requested for the case will be displayed.

You can create a new letter request by clicking the blue “Create” button under the Letter Requests header. Select the Letter Type you are requesting from the drop-down, and the Type of Address you wish to send it to, then click Save. You can only edit or delete letter requests until the next time you transmit.

Building Management

The Building Management button displays building manager contact information for large multi-unit buildings from the Building Management Contact (BMC) database. You can edit the building information, building mailing information, or building contacts by clicking the green “Edit” button in the header box at the top of the page.

History

The History button provides additional historical information about the case including:

Previous Interview History – displays information from previous interviews with the household, such as outcome code, previously-assigned FRs, and whether the case was a replacement household.

Instrument Access History – displays the date/time, outcome code, and action code for each time an FR enters into the NCVS instrument for a case during the current interview period.

Address History – displays the details of any address changes made to the case.

Interview Time Preference

The Interview Time Preference button allows you to enter and view the best and worst times to contact a case. The information displayed here does not come from any previous interviews for the household, only the current interview period. To edit or enter good or bad times to contact, click the green “Edit” button in the header box at the top of the page.

Troubleshooting

The Troubleshooting button contains Information the Help Desk may require to provide technical assistance.

Launching the CAPI Instrument

There are a few different ways you can launch the CAPI instrument for a case to begin interviewing. You can:

- Long Press on a case and select “Work” from the Context Menu;
- Right click on a case and select “Work” from the Context Menu; or
- Click the “Work” button in the header box on the **Case Details** page.

Topic 2. Transmissions

General Information

You will need to make a transmission every day that you work. Making transmissions is very simple on your Field Representative laptop. Before completing a transmission, you must be connected to the internet and VPN. Once you have internet and VPN connections, follow the instructions below.

Transmitting

Access MCM by selecting the Mobile Case Management icon on the desktop screen of your laptop.

- If there are any software updates, the MCM Update Manager will appear and start to update the application. Click Update. This update shouldn't take more than a few minutes.
- When you are connected to the VPN, a dialog box will prompt you to transmit each time you enter MCM.
- Click the green **Yes, Transmit** Now button.
- If the dialog box does not appear when you enter Case Management, you can initiate the transmission by clicking the green **Transmit** button in the upper right corner of the Case Management Home screen.
- If you are not connected to the VPN, a pop up message will appear notifying you that a VPN connection is required to complete a transmission, shown below. Click OK.
- If you lose your VPN connection during the transmission, an error message will appear. Click OK. You will need to complete the steps again to establish a VPN connection and transmit again.

After the transmission is complete, you will see a message appear saying you have successfully transmitted MCM assignments.

Transmission Reports

You can view additional details about transmissions on the Case Management **Reports** page.

The **Reports** page provides you with detailed information about the transmissions and results of each case. The information on this page is case-specific, so you can see when information for each case was last transmitted and if there were any errors.

You can use the calendar in the upper right section of the page to filter transmissions that occurred within a specified timeframe. The "Search" box can also be used to narrow the list of cases on the report.

Chapter 2 – Person Level Contact History Instrument (pCHI)

Topic 1. Overview of the Person Level Contact History Instrument (pCHI)

What are CHI and pCHI?

The Contact History Instrument (CHI)

The CHI was developed to capture details of ALL contact attempts made to a household. This means each time you ATTEMPT to make contact or MAKE contact with a household you enter information into the CHI. By completing the questions asked in the CHI, you provide valuable information for yourself or other FRs who may need to contact the household, as well as to your regional office (RO), headquarters staff, and our survey sponsors. The CHI data are sent back each month, allowing the current FR to see how easy or difficult it was to conduct the interview in previous interview periods.

The Person Level Contact History Instrument (pCHI)

The pCHI (pronounced “pee-ki”) has been developed to record contact history for individual respondents on person-level surveys like the NCVS, because:

- There may be varying degrees of availability and willingness to be interviewed among different members of the same sample household; and
- Different strategies may be used for each respondent.

The pCHI allows you to record contact information for individual household members.

Regional office managers use reports generated from the pCHI data. These reports provide a way for your supervisor to give feedback on your contact attempts and make suggestions for future contacts. Headquarters staff, along with the survey sponsor, analyzes pCHI data to help formulate better strategies for non-contact and refusal cases.

pCHI Screen Layout

The pCHI screen is formatted into the “Information” or “Info” Pane and the “Form” Pane, the same as the NCVS instrument. For the pCHI, the “Info” Pane displays the instructions for what to enter on that screen as well as the answer list. The “Form” pane contains the area where the data is entered.

There are two tabs displayed at the top left of the pCHI instrument screen:

- “pCHI” tab - contains the main screens to enter the contact attempt information.
- “Roster Information” tab - displays the household roster; can be used to reference the household roster composition before entering the main pCHI screens.

Entering the pCHI instrument

If you get into the NCVS instrument during a contact attempt, pCHI appears automatically after exiting the case.

To access the pCHI from Case Management, you can:

- Long Press on a case and select “CHI” from the Context Menu;
- Right click on a case and select “CHI” from the Context Menu; or
- Click the blue “CHI” button in the header box on the **Case Details** page.

Topic 2. The pCHI and Case Management

Contact History

In Case Management, you can access Contact History from the left-hand menu on the **Case Details** page. The Contact History shows all *current month* contact attempt information for whatever case you are viewing the details of. Note: If you have not accessed the case or the pCHI, there will be no information displayed in Contact History yet.

The following information is displayed in the table:

1. Type – indicates whether the record displayed is for household level (denoted by HH) or person level (denoted by L1, L2, etc.).
2. Date recorded by system – displays the date the contact was recorded by the instrument.
3. Date indicated by user – displays the date the contact attempt was made, if indicated as different than when recording pCHI.
4. Description – displays the entries made at the Contact Type or Not Attempting Contact pCHI screens.
5. Strategy – displays the strategies recorded in pCHI, such as leaving an advance letter, scheduling an appointment, checking with a neighbor, etc.
6. Reluctance – displays the concerns or reluctance reasons recorded in pCHI such as too busy, privacy concerns, too many interviews, etc. If contact was not made during that visit, “N/A” for “not applicable” is displayed in the Reluctance column.

Each contact record can be expanded to show additional contact history information (such as User ID, How Contacted, and Status) by clicking the green plus (+) symbol.

Returning Contact History

In Case Management, you can access Returning Contact History from the left-hand menu on the **Case Details** page. The Returning Contact History tab includes the same information as the Contact History, with an extra column displaying Interview Number. You can use this information to view the pCHI records for the case from previous interview periods.

You may use this returning contact history information to plan your assignments. For example, you may determine the best days and times to make contact and work cases that required extra effort in previous interview periods early in your current assignment.

Each contact record can be expanded to show additional contact history information (such as User ID, How Contacted, and Status) by clicking the green plus (+) symbol.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• CONTACT HISTORY INSTRUMENT

• Describe this contact attempt.

☐ 1. Personal visit
☐ 2. Telephone (outgoing)
☐ 3. Telephone (incoming)
☐ 4. Not attempting contact

Continue CHI / Exit

Immediate Attempt

Date

Time

00000001 CTATEMPT 6-28-2017 4:09:00 PM

CTATEMPT

CTATEMPT is the “Contact Attempt” screen. (The screen name is located in the bottom left corner of the pCHI instrument window, just as it is in the NCVS instrument.) Choose “Personal visit” to record the details of a personal visit attempt. Choose “Telephone (outgoing)” when you attempt a telephone contact. Choose “Telephone (incoming)” when a respondent contacts you on the telephone. Choose “Not attempting contact” when you do not attempt contact or want to exit the pCHI.

Contact History Instrument CHI/pCHI/NOI v14.16 - 12/21/2016

Forms Answer Navigate Help

pCHI Roster Information

• **NOT ATTEMPTING CONTACT**

• What were you doing?

• Enter all that apply, separate with commas.

☐ 1. Reviewing or changing case information

☐ 2. Ready case for transmission

☐ 3. Locating activities (canvassing, management or government office, FastData, LiMA, etc.)

☐ 4. Verification of Type B/C

☐ 5. Opened case / CHI by mistake

☐ 99. Other - specify

Not Attempting Contact

Other Activities

00000005 NOATTEMPT 6/30/2017 9:46:17 AM

NOATTEMPT

NOATTEMPT appears when you select “Not attempting contact” in **CTATEMPT**. Enter the code for the appropriate category.

Contact History Instrument CHI/pCHI/NOI v14.16 - 12/21/2016

Forms Answer Navigate Help

pCHI Roster Information

• **OTHER NOT ATTEMPTING CONTACT**

• Specify other activities you were doing.

Not Attempting Contact 99

Other Activities

00000005 SPECHOATTEMPT 6/30/2017 9:51:18 AM

SPECNOATTEMPT

SPECNOATTEMPT appears when Precode (99), “Other – specify” is marked in **NOATTEMPT**. Enter the specific “other” activity you were doing at this screen.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• **TIME OF CONTACT**

• Are you entering the Contact History Instrument at the time of a contact attempt?

☐ 1. Yes
☐ 2. No

Continue CHI / Exit	2	TelephoneO
Immediate Attempt	1	
Date		
Time		

00000001 TIMEOFCT 6-28-2017 4:11:41 PM

TIMEOFCT

TIMEOFCT is the “Time of Contact” item, and appears if you entered Precode (1), “Contact attempt”, Precode (2), “Telephone (outgoing)”, or Precode (3), “Telephone (incoming)” in Item **CTATEMPT**. This item asks if you are entering the pCHI at the exact time that the contact attempt was made. If you are, click “Yes,” or enter “1.” You may also enter contact information later. This provides you flexibility to enter the contact attempt information when it is convenient for you. (For accuracy, entering the pCHI contact information at the time of the contact is preferred.)

For example, if it is more convenient for you to record several contact attempts later that night after you have returned home, you may. Although you are recording your contact attempt later in the day, the instrument still records the “real” time of the contact attempt so that pCHI records are accurate.

If you enter “1,” “Yes,” and a roster exists, the instrument goes to **pCASECONTACT**; if no roster exists, the instrument goes to **CASECONTACT**. If you enter “2,” “No,” the instrument goes to **FR_DATE** to allow you to enter the date and time of the contact attempt manually.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• **DATE OF CONTACT**
• Enter the date of the contact attempt in MM/DD/YYYY format.

Continue CHI / Exit	2	TelephoneO
Immediate Attempt	2	No
Date	6/28/2017	
Time		

00000001 FR_DATE 6-28-2017 4:14:33 PM

FR_DATE

FR_DATE appears when you select “2,” “No,” at item **TIMEOFCT**. Enter the date of the contact attempt in this item. The contact attempt date is pre-filled. If you are entering the pCHI on the same day that the contact attempt was made, press enter. If not, enter the date in MM/DD/YYYY format. For example, if the contact attempt is made on November 20, 2017, enter 11/20/2017.

The instrument then goes to **FR_TIME**.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• **TIME OF CONTACT**
• Enter the time of the contact attempt in HH:MM am/pm format.

Continue CHI / Exit	2	TelephoneO
Immediate Attempt	2	No
Date	6/28/2017	
Time		

00000001 FR_TIME 6-28-2017 4:15:26 PM

FR_TIME

FR_TIME is the “Time of Contact” screen, where you enter the time of day that the contact attempt was made. It appears if an entry was made in **FR_DATE**. Enter the time that the contact attempt was made, not the current time when you are making the entry.

When entering the time of the contact attempt, enter the hours and minutes of the contact and AM or PM. Do not use colons when entering the hours and minutes; the instrument does that for you. For example, if you made contact at 11:00AM, type 1100A.

If a roster exists, the instrument goes to **pCASECONTACT**; if no roster exists, the instrument goes to **CASECONTACT**.

Topic 3. The pCHI and Households Without a Roster

Household Contact History

When an NCVS household does not yet have a roster, the CHI questions are about the household and the screens will not have a small ‘p’ preceding the screen names.

Forms Answer Navigate Help
pCHI Roster Information

• CONTACT OR NONCONTACT

• Select the category that best describes this attempt.

No Roster Present - Household CHI

☐ 1. Contact with sample unit member
☐ 2. Contact with NON-SAMPLE unit member
☐ 3. Noncontact

Contact or Noncontact

00000001 CASECONTACT 6-28-2017 4:17:14 PM

CASECONTACT

CASECONTACT is the pCHI “Contact Status” screen. Notice the message “No Roster Present – Household CHI.” Since there is no roster present, regular household CHI questions are asked. At this item, select whether the attempt is a contact or noncontact.

All contact attempts will fall into one of three categories:

- “Contact with SAMPLE unit member;”
- “Contact with NON-SAMPLE unit member”; OR
- “Noncontact.”

For pCHI, select “Contact with SAMPLE unit member” for household members and persons you believe to be household members. Select “Contact with NON-SAMPLE member” for non-household members, such as building managers, babysitters, neighbors, and the like. “Contact with NON-SAMPLE member” is considered a noncontact for the pCHI.

If this item is answered with “1 - Contact with SAMPLE unit member,” the instrument goes to **CTTYPE**. A response of “2 - Contact with NON-SAMPLE unit member” or “3 – Noncontact” takes the instrument to **NCTPER** for personal visits or to **NCTTEL** for telephone call attempts.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• **CONTACT**

• Select the category that best describes this contact attempt.

☐ 1. Completed case - ready to transmit

☐ 2. Partial interview - follow-up required

☐ 3. Unable to conduct interview

Contact

00000001 CTYPE 6-28-2017 4:18:22 PM

CTTYPE

CTTYPE is the “Contact Type” screen, and appears when **CASECONTACT** is answered “1 – Contact with SAMPLE unit member.”

- Notice Precode (1), “Completed case – ready to transmit.” Since this screen appears for cases that do not have a household roster, Precode (1) does not apply for the NCVS.

If you have completed an interview with a household member a roster exists, so the instrument takes a different path. If you have a case with no roster and it is a Type A, B, or C noninterview, select Precode (3), “Unable to conduct interview,” not Precode (1).

- Select Precode (2) – “Partial interview - follow-up required” only if you have started an interview with a household respondent, but the interview broke off before the household roster was completed. (If a household roster was completed during the interview, the instrument proceeds as discussed in Topic 3, “The pCHI and Households With a Roster.”) The instrument continues with **NONINTER**.
- If you spoke with another household member but were not able to conduct an interview with anyone, select Precode (3), “Unable to conduct interview,” to record the noninterview information for that respondent. The instrument goes to **NONINTER**.

NONINTER

Item **NONINTER** appears when **CTTYPE** is answered with “2 - Partial interview - follow-up required,” or “3 - Unable to conduct interview.” Select the categories that best describe why you were not able to conduct or complete the interview with the respondent during THIS contact attempt.

Select Precode (4), “Language problem - specify,” if there is a language barrier between you and the sample unit member. The instrument goes to **cLANGUAGE**.

Select Precode (99), “Other – specify,” to record a situation not covered by Precodes (1) – (6). The instrument skips to **CTOTHER**.

Precodes (1)-(3), and (5), all continue with **RSPNDENT**. Precode (6) is not used in the NCVS.

Forms Answer Navigate Help
pCHI Roster Information

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

• CONCERN / BEHAVIOR / RELUCTANCE

• Select the categories that describe respondent concerns, behaviors, or reluctance during this contact attempt.
• Enter all that apply, separate with commas.

☐ 1. Not interested
☐ 2. Too busy
☐ 3. Interview takes too much time
☐ 4. Scheduling difficulties
☐ 5. Survey is voluntary
☐ 6. Privacy concerns
☐ 7. Local / State / Federal government concerns
☐ 8. Asks questions about the survey
☐ 9. Hang-up / slams door on FR
☐ 10. Hostile or threatens FR
☐ 11. Family issues (death, illness, block participation in survey)
☐ 12. Gave that information last time
☐ 13. Asked too many personal questions last time
☐ 14. Too many interviews
☐ 15. Intends to quit survey
☐ 98. No concerns
☐ 99. Other - specify

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			3	3	1	99	...					
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pRSPNDENT 6-28-2017 5:29:53 PM

RSPNDENT

RSPNDENT asks about respondent concerns, behaviors, and/or reluctance. The purpose of this item is to describe possible reluctance by the respondent. Even if this contact attempt results in a completed case, it will be helpful for future interview attempts with this case to know the household's concerns.

This item has check boxes; mark all that apply. You can click the box or enter the number you would like to select. If you are entering more than one number, separate them using commas.

Forms Answer Navigate Help

pCHI Roster Information

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

• **OTHER CONCERNS/BEHAVIORS/RELUCTANCE**

• Specify other concerns/behaviors/reluctance during this contact attempt.

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			3	3	1	99	...		99			
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pRSPNDOTH 6-28-2017 5:31:26 PM

RSPNDOTH

Item **RSPNDOTH** appears when “99 - Other – specify” was selected in RSPNDENT.

Enter the respondent’s “other” concerns that do not fit into any of the categories in **RSPNDENT** here. The instrument goes to **STRATEGES**.

Forms Answer Navigate Help
pCHI Roster Information

CONTACT HISTORY INSTRUMENT CHI/pCHI/NOI v14.12 - 01/08/2014

• CONTACT STRATEGIES ATTEMPTED

• Select the categories that describe the strategies used on this contact attempt.
• Enter all that apply, separate with commas.

☐ 1. Advance letter given	☐ 9. Contacted other family members
☐ 2. Scheduled appointment	☐ 10. Contacted property manager / doorman
☐ 3. Left note / appointment card	☐ 11. Offered incentive
☐ 4. Left promotional packet / informational brochure	☐ 12. CED double placement
☐ 5. Called household	☐ 98. No Strategies
☐ 6. Left message on answering machine	☐ 99. Other - specify
☐ 7. Waited for respondent	
☐ 8. Checked with neighbors	

Strategies attempted

00000001 STRATEGS 6-28-2017 4:24:31 PM

STRATEGS

Item **STRATEGS** asks about “Contact Strategies Attempted.” It appears for all contact attempts.

Precode (11) – “Offered incentive” is only used in surveys that offer monetary incentives. Do not select Precode (11), “Offered incentive,” for the NCVS; currently, the NCVS does not offer any monetary incentives.

Precode (12) – “CED double placement” is only used in the Consumer Expenditures survey. Do not mark this precode for the NCVS.

Precode (98) – “No Strategies” refers to THIS particular contact attempt, not all previous attempts. Mark this precode if you did not use any specific technique for this contact attempt.

STRATEGS is to help you keep track of all of the strategies you have used to make contact for each contact attempt. When you exit pCHI, a Case Management pop-up window appears, telling you that the database has been successfully updated.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• **OTHER STRATEGY**

• Specify the strategy used on this contact attempt.

Other Strategy Attempt Category

00000001 STRATOTH 6-28-2017 4:25:35 PM

STRATOTH

STRATOTH appears when Precode (99), “Other – specify” was marked in **STRATEGES**. Enter the “other” strategy; the instrument returns to the Case Management screen.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• **LANGUAGE**

• Select the categories that describe this language situation.
• Enter all that apply, separate with commas.

☐ 1. Specify language or dialect.
☐ 2. No household member able to translate
☐ 3. Contact RO about language problem
☐ 4. Unable to find translator
☐ 5. No time left to find translator

Language

00000001 dLANGUAGE 6-28-2017 4:33:41 PM

cLANGUAGE

In **cLANGUAGE**, select the categories that describe the language situation.

Marking Precode (1), “Specify language or dialect,” takes you to **LANGLIST**. Otherwise, the instrument goes to **RSPNDENT**.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• **LANGLIST**

• Specify language or dialect.

☐ 11. Spanish
☐ 12. Arabic
☐ 13. Chinese
☐ 14. French
☐ 15. German
☐ 16. Greek
☐ 17. Italian
☐ 18. Japanese
☐ 19. Korean
☐ 20. Polish

☐ 21. Portuguese
☐ 22. Russian
☐ 23. Tagalog
☐ 24. Urdu
☐ 25. Vietnamese
☐ 97. Other problem - hard of hearing
☐ 98. Unknown language
☐ 99. Other - Specify

Language List

00000001 LANGLIST 6-28-2017 4:35:11 PM

LANGLIST

Item **LANGLIST** asks you to specify the language or dialect; it appears if Precode (1), “Specify language or dialect,” is marked in **cLANGUAGE**. Enter the appropriate precode for the respondent’s language or dialect here. The instrument then goes to **RSPNDENT**.

Contact History Instrument CHI/pCHI/NOI v14.16 - 12/21/2016

Forms Answer Navigate Help

pCHI Roster Information

• SPECIFY LANGUAGE OR DIALECT.

Specify Language / Dialect

Unable to conduct

00000004 SPECLANG 6-30-2017 10:02:32 AM

SPECLANG

SPECLANG asks you to specify the language or dialect; it appears if Precode (99), “Other – specify” is marked in **LANGLIST**. Specify the respondent’s language or dialect here. The instrument goes to **RSPNDENT**.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• OTHER SPECIFY - PARTIAL INTERVIEW OR UNABLE TO CONDUCT INTERVIEW

• Specify the reason for not completing the interview during this contact attempt.

Specify Language / Dialect

Unable to conduct

00000024 CTOTHER 7-3-2017 10:56:32 AM

CTOTHER

CTOTHER appears when you mark Precode (99), “Other-specify,” in **NONINTER**. Specify the reason for not completing or not conducting the interview in this contact attempt. The instrument then goes to **RSPNDENT**.

Forms Answer Navigate Help
pCHI Roster Information

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

• **CONTACT-NONCONTACT / PERSONAL VISIT**

• Select the categories that describe this personal visit contact/noncontact.
• Enter all that apply, separate with commas.

☐ 1. No one home / No eligible person home	☐ 7. On vacation, away from home / at second home
☐ 2. No one home -- previous note / letter taken	☐ 8. Spoke with neighbor
☐ 3. Household does not answer door -- evidence someone is home	☐ 9. Building management / doorman contact
☐ 4. Observed HH from vehicle	☐ 10. Completed case (Type B/C or Vacant interview)
☐ 5. Unable to reach / locked gate / buzzer entry	
☐ 6. Address does not exist / unable to locate	☐ 99. Other - specify

Noncontact Personal Visit

00000005 NCTPER 6-28-2017 5:00:27 PM

NCTPER

NCTPER is the “Noncontact/Personal Visit” item. This item appears when Precode (1), “Personal” is marked in item **CTATEMPT** and Precode (2), “Contact with NON-SAMPLE unit member,” or Precode (3), “Noncontact,” is marked in item **CASECONTACT** or **pCASECONTACT**. Select all the categories that describe why you were not able to make contact.

For Precode (10) – “Completed case (Type B or C),” select this category for all Type B and Type C cases.

For most answers to **NCTPER** the instrument goes to **STRATEGS**, except:• Precode (99), “Other – specify” goes to **NCTPEROT**.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

- **OTHER Noncontact Personal Visit Category**
- Specify the details about this personal visit noncontact.

Other Noncontact

00000005 NCTPEROT 6-28-2017 5:01:27 PM

NCTPEROT

NCTPEROT appears when **NCTPER** was answered with Precode (99), "Other-specify." This item allows 80 characters. Enter the details of this personal visit noncontact. The instrument then proceeds to **STRATEGS**.

Contact History Instrument CHI/pCHI/NOI v14.16 - 12/21/2016

Forms Answer Navigate Help

pCHI Roster Information

- **CONTACT-NONCONTACT / TELEPHONE**
- Select the categories that describe this telephone contact/noncontact.
- Enter all that apply, separate with commas.

☐ 1. Got answering machine / voicemail

☐ 2. Ring, no answer

☐ 3. Busy signal

☐ 4. Disconnected

☐ 5. Wrong number

☐ 6. Spoke with ineligible person

☐ 7. Respondent left message (voicemail, text message, etc.)

☐ 99. Other - specify

Noncontact Telephone attempt

00000002 NCTTEL 6-30-2017 10:19:00 AM

NCTTEL

NCTTEL is the “Noncontact/Telephone” item, and appears when you select Precode (2) “Telephone (outgoing)” as the type of contact attempt made in **CTATEMPT** and you have selected Precode (2), “Contact with NON-SAMPLE unit member,” or Precode (3), “Noncontact,” at item **CASECONTACT** or **pCASECONTACT**. Select all categories that describe why contact could not be made.

The instrument then proceeds to **STRATEGS**, unless you enter Precode (99), “Other - specify.” In that case, the instrument goes to **NCTTELOT**.

The screenshot shows the NCTTELOT form within the Contact History Instrument (CHI) software. The title bar reads "Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014". The menu bar includes "Forms", "Answer", "Navigate", and "Help". Below the menu bar, there are tabs for "pCHI" and "Rooster Information". The main content area has a yellow header with the following text:

- **OTHER Noncontact Telephone Attempt Category**
- Specify the details about this telephone noncontact.

Below the header, there is a section labeled "Other Noncontact" with a text input field. The bottom status bar displays the following information: "00000005", "NCTTELOT", "6-28-2017", and "5:03:45 PM".

NCTTELOT

NCTTELOT appears when **NCTTEL** was answered with Precode (99), “Other - specify.” Enter the details of this telephone noncontact. The instrument then proceeds to **STRATEGS**.

Topic 4. The pCHI and Households With a Roster

Features of the person section

When a roster exists for the household, the instrument goes through Items **CTATEMPT**, **TIMEOFCT**, **FR_DATE**, and **FR_TIME**. The person section of the pCHI appears next.

This section of the pCHI allows you to enter contact information for individual respondents within the sample household.

The pCHI receives roster information from the NCVS instrument and cycles through each NCVS eligible person. Update the contact history for each NCVS eligible household member. When you have updated for each eligible member, the pCHI sends you back to the Case Management screen.

After you complete a household member’s NCVS interview, no further entries in pCHI are required for the household member during that interview period.

Household roster access

You may view the roster and corresponding line numbers for each household member at any time by clicking the “Roster Information” tab at the top left of the screen.

Exit the roster by clicking on the “pCHI” tab or entering 1 to continue.

Forms Answer Navigate Help
pCHI Roster Information

• **CHI - CONTACT**

• Select the category that best describes this attempt.

LNO	STATUS	NAME	AGE	BIRTHDATE	SEX
1		Joel Boe	49	03/22/1968	M
2		Brian Public	32	02/20/1985	M
3		Michael Goe	36	05/30/1981	M
4		Will Loe	55	01/22/1962	M
End of Roster					
(C)omplete or (I)inactive HH Member					

☐ 1. Made contact with **one or more** eligible person(s)
☐ 2. Made contact with only non-eligible persons
☒ 3. Noncontact

pContact

00000005 pCASECONTACT 6-28-2017 5:05:46 PM

pCASECONTACT

pCASECONTACT is the pCHI screen that shows the entire household roster. It shows six columns:

- LNO – person’s line number and interview status:
 - (C) denotes a completed interview – person has completed their NCVS interview during a previous contact,
 - (I) denotes an ineligible person/ non-household member – persons who are no longer eligible household members or are not eligible for the NCVS
 - If neither (C) nor (I) is displayed, it means that this line number is eligible for pCHI: they are NCVS eligible and did not complete their NCVS interview during a previous contact.
- STATUS – person’s status
- NAME – person’s name
- AGE – person’s age
- BIRTHDATE – person’s birthdate
- SEX – person’s sex

Enter Precode (1), “Made contact with one or more eligible person(s),” if you made contact with one or more eligible persons. Select Precode (1) when you made contact with eligible persons, whether you completed their interview or only spoke with them. The instrument then goes to **PCONTACTPER**.

Enter Precode (2), “Made contact with only non-eligible persons,” if the only people you made contact with were ineligible persons on the roster or those whose interview is already complete.

Enter Precode (3), “Noncontact,” if you were unable to make a contact.

For Precodes (2) and (3), the instrument goes to **NCTPER** for a personal visit contact. It goes to **NCTTEL** for a telephone contact.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• PERSON CONTACT

• Did you make contact with John Doe or a knowledgeable proxy for John Doe ?
(C)omplete (I)nactive HH Member

☐ 1. Made contact with John Doe
☐ 2. Made contact with proxy
☐ 3. Noncontact

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
John Doe	[1]												
Jane Doe	[2]												

00000024 PCONTACTPER 7-3-2017 11:02:24 AM

PCONTACTPER

PCONTACTPER is the first “person level” question in the pCHI. This and subsequent items are formatted to show the NCVS roster. The pCHI collects contact information for each line number until you have entered information for each eligible household member.

PCONTACTPER asks about each eligible individual on the roster, “Did you make contact with (NAME) or a knowledgeable proxy for (NAME)?”

- Enter Precode (1), “Made contact with (NAME),” if you made contact with the named household member during this contact attempt. The instrument goes to **pCTTYPE**.
- Enter Precode (2), “Made contact with proxy” if you made contact with a knowledgeable proxy for the named household member. The instrument goes to **pCTTYPE**.
- Enter Precode (3), “Noncontact,” if you did not make contact with the named household member. The instrument goes to **pNOCONTACT**.

Forms Answer Navigate Help
pCHI Roster Information

• NONCONTACT

• Select the categories that describes this non-contact.

• Enter all that apply, separate with commas.

☐ 1. Person not home
☐ 2. Person home but inconvenient time
☐ 3. Person home but avoided contact
☐ 4. Person on vacation or temporarily away
☐ 5. Person moved
☐ 99. Other - specify

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 3												
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pNOCONTACT 6-28-2017 5:12:05 PM

pNOCONTACT

pNOCONTACT appears when Precode (3), "Noncontact," is marked in **PCONTACTPER**. Mark the appropriate precode(s) to explain the reason(s) for the noncontact. Precodes (1) – (5) go to **pSTRATEGES**.

Precode (3), "Person home but avoided contact," is a category added to record situations in which the respondent is at home, but not answering the door.

Precode (99), "Other – specify," continues to **pNONCONOTH** to collect the "other" reason for personal visit noncontact.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• **OTHER NON-CONTACT**

• Specify the details about this noncontact.

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 3	99											
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pNONCONOTH 6-28-2017 5:13:29 PM

pNONCONOTH

pNONCONOTH appears when Precode (99), “Other – specify” was marked in pNOCONTACT. Enter the “other” reason for the noncontact. This item allows for 80 characters.

The instrument proceeds to **pSTRATEGS**.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• CONTACT TYPE

• Select the category that best describes this contact attempt.

☒ 1. Completed interview
☐ 2. Partial interview
☐ 3. Unable to conduct interview

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			[1]	99								
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pCTTYPE 6-28-2017 5:15:57 PM

pCTTYPE

If you make contact with a household member or eligible proxy, **pCTTYPE** asks whether the contact resulted in a completed interview, partial interview, or no interview.

Enter Precode (1), "Completed interview," for a fully completed interview for the respondent. The instrument goes to **pRSPNDENT**.

Enter Precode (2), "Partial interview" for a partial interview for the respondent. A partial interview occurs when you start an interview with a respondent or a proxy respondent, but were unable to complete the interview. Also, select this precode when you have completed a respondent's NCVS interview but were not able to complete their supplement interview during this contact. (This is necessary so you can document subsequent contact attempts to complete the supplement interview.) The instrument goes to **pNONINTER**.

Enter Precode (3), "Unable to conduct interview," if no interview was conducted for that respondent. The instrument goes to **pNONINTER**.

Forms Answer Navigate Help
pCHI Roster Information

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

• PARTIAL INTERVIEW OR UNABLE TO CONDUCT INTERVIEW

• Select the categories that describe why you were not able to conduct or complete the interview during this contact attempt.
• Enter all that apply, separate with commas.

☐ 1. Inconvenient time
☐ 2. Respondent is reluctant
☐ 3. Language problem - specify
☐ 4. Health problem
☐ 5. Potential Type-Z
☒ 99. Other - specify

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Stra
Joel Boe	[1] 1			3	99								
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pNONINTER 6-28-2017 5:17:37 PM

pNONINTER

pNONINTER asks the reasons for the noninterview for the household member.

Notice Precode (5), "Potential Type-Z." This category was added in order to record respondents who you believe may become Type Z noninterviews or have been coded as a Type Z noninterview in the NCVS instrument.

If you select:

- Precode (1), "Inconvenient time," the instrument goes to **pRSPNDENT**.
- Precode (2), "Respondent is reluctant," the instrument goes to **pRSPNDENT**.
- Precode (3), "Language problem – specify," the instrument goes to **pLANGUAGE**.
- Precode (4), "Health problem," the instrument goes to **pRSPNDENT**.
- Precode (5), "Potential Type Z," the instrument goes to **pRSPNDENT**.
- Precode (99), "Other – specify," the instrument goes to **pCTOTHER**.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• **OTHER Contact Category**

• Specify the reason for not completing the interview during this contact attempt.

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			3	99								
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pCTOTHER 6-28-2017 5:19:33 PM

pCTOTHER

pCTOTHER appears when Precode (99), “Other – specify” is selected at **pNONINTER**. Enter the “other” reason in the space provided. This field allows for up to 80 characters.

The instrument then goes to **pRSPNDENT**.

Forms Answer Navigate Help
pCHI Roster Information

• **LANGUAGE**

- Select the categories that describe this language situation.
- Enter all that apply, separate with commas.

☐ 1. Specify language or dialect.
☐ 2. No household member able to translate
☐ 3. Contact RO about language problem
☐ 4. Unable to find translator
☐ 5. No time left to find translator

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Stra Atte
Joel Boe	[1] 1			3	3								
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pLANGUAGE 6-28-2017 5:21:15 PM

pLANGUAGE

pLANGUAGE appears if Precode (3), “Language problem – specify” is selected at **pNONINTER**.

Record the language situation that led to the noninterview during this contact attempt. Mark the appropriate precode.

Marking Precode (1), “Specify language or dialect,” takes you to **LANGLIST**. All other responses go to **RSPNDENT**.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• **LANGUAGE LIST**

• Specify language or dialect.

☐ 11. Spanish
☐ 12. Arabic
☐ 13. Chinese
☐ 14. French
☐ 15. German
☐ 16. Greek
☐ 17. Italian
☐ 18. Japanese
☐ 19. Korean
☐ 20. Polish
☐ 21. Portuguese

☐ 22. Russian
☐ 23. Tagalog
☐ 24. Urdu
☐ 25. Vietnamese
☐ 97. Other problem - hard of hearing
☐ 98. Unknown language
☐ 99. Other - Specify

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			3	3	1							
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pLangLIST 6-28-2017 5:25:04 PM

pLangLIST

pLangLIST appears when Precode (1), "Specify language or dialect," is selected in **pLANGUAGE**. Mark the appropriate precode for the language or other problem.

For Precodes (11) - (25) and (97) - (98), the instrument goes to **pRSPNDENT**. For Precode (99), the instrument goes to **pSPECLANG**.

Forms Answer Navigate Help

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

pCHI Roster Information

• SPECIFY LANGUAGE OR DIALECT.

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			3	3	1	99						
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

00000005 pSPECLANG 6-28-2017 5:27:26 PM

pSPECLANG

pSPECLANG appears when Precode (99), "Other-specify" was marked in **pLangLIST**. Specify the language or dialect. This item allows 80 characters.

The instrument then goes to **pRSPNDENT**.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• CONCERN / BEHAVIOR / RELUCTANCE

• Select the categories that describe respondent concerns, behaviors, or reluctance during this contact attempt.
• Enter all that apply, separate with commas.

☐ 1. Not interested	☐ 10. Hostile or threatens FR
☐ 2. Too busy	☐ 11. Family issues (death, illness, block participation in survey)
☐ 3. Interview takes too much time	☐ 12. Gave that information last time
☐ 4. Scheduling difficulties	☐ 13. Asked too many personal questions last time
☐ 5. Survey is voluntary	☐ 14. Too many interviews
☐ 6. Privacy concerns	☐ 15. Intends to quit survey
☐ 7. Local / State / Federal government concerns	☐ 98. No concerns
☐ 8. Asks questions about the survey	☐ 99. Other - specify
☐ 9. Hang-up / slams door on FR	

Concern/Behavior/Reluctance

00000001 RSPNDENT 6-28-2017 4:22:07 PM

pRSPNDENT

In **pRSPNDENT**, mark the respondent's concerns, behaviors, or reluctance during this contact attempt. Enter all that apply; separate with commas.

Select the categories in this question in the order the respondent mentions them. For example, a respondent may be reluctant to complete the interview because of privacy concerns, then say they are too busy to complete it. In this scenario, select Precode (6) "Privacy concerns," then Precode (2), "Too busy."

When selecting multiple categories in **pRSPNDENT**, you cannot select Precode (98), "No concerns," in combination with any other category. If it is selected with other categories, error message **CONCERNSBEHAVIORRELUCT** appears.

After making all selections, if you selected Precode (99), "Other – specify" the instrument continues with **pRSPNDOTH**. Otherwise, the instrument goes to **pSTRATEGS**.

pRSPNDOTH

pRSPNDOTH appears if Precode (99), “Other – specify,” was marked in **pRSPNDENT**. Enter the “other” category. This item allows 80 characters.

After this item, the instrument goes to **pSTRATEGS**.

- If the respondent has **NO concerns**, select answer category 98.
- If there are **other concerns, behaviors, or reluctance** during this contact attempt, then enter all that apply, separate with commas. Do NOT select answer category 98.

Close

Goto

CONCERNSBEHAVIORRELUCT

CONCERNSBEHAVIORRELUCT is a hard error check item. It appears if Precode (98), “No concerns,” was selected in addition to any other precode in **pRSPNDENT**. Click on “Goto” to return to **pRSPNDENT** and correct the error to dismiss the check item and continue.

Forms Answer Navigate Help
pCHI Roster Information

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

• CONTACT STRATEGIES ATTEMPTED

• Select the categories that describe the strategies used on this contact attempt.
• Enter all that apply, separate with commas.

☐ 1. Advance letter given ☐ 12. CED double placement
☐ 2. Scheduled appointment ☐ 98. No Strategies
☐ 3. Left note / appointment card ☐ 99. Other - specify
☐ 4. Left promotional packet / informational brochure
☐ 5. Called household
☐ 6. Left message on answering machine
☐ 7. Waited for respondent
☐ 8. Checked with neighbors
☐ 9. Contacted other family members
☐ 10. Contacted property manager / doorman
☐ 11. Offered incentive

	Contact	Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategies Attempted
Joel Boe	[1] 1			3	3	1	99	...		99	...		
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

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pSTRATEGS

pSTRATEGS asks about contact strategies attempted for the respondent. It appears for all contact attempts. **pSTRATEGS** is designed to help you keep track of all the strategies you have used to make contact for each household member.

Notice Precode (11), “Offered incentive.” This refers to monetary incentives that some surveys offer. Do not select this precode for the NCVS. Currently, the NCVS does not offer any monetary incentives.

Precode (12) – “CED double placement” is only used in the Consumer Expenditures survey. Do not mark this category for the NCVS.

Precode (98) – “No Strategies” refers to THIS particular contact attempt, not all previous attempts. Mark this category if you did not use any specific technique for this contact attempt.

When selecting multiple precodes in this item, you cannot select Precode (98), “No Strategies” in combination with any other precode. If you do, check item **CONTACTSTRATATTEMPTED** appears. Return to **pSTRATEGS** and correct your error to dismiss the check item and continue.

When Precode (99), “Other-specify” is selected, the instrument continues with **pSTRATOTH**. Otherwise, it goes to **pCONTACTPER** for the next eligible respondent.

Contact History Instrument CHI/pCHI/NOI v14.12 - 01/08/2014

Forms Answer Navigate Help

pCHI Roster Information

• **OTHER STRATEGY**

• Specify the strategy used on this contact attempt.

		Non-Contact	Other Non-Contact Attempt	Contact Attempt	Partial /Unable to Conduct	Language Issue	Language List	Specify Language /Dialect	Other Contact Category	Concern /Behavior /Reluctance	Other Reluctant Respondent	Strategies Attempted	Other Strategy Attempt
Joel Boe	[1]			3	3	1	99	...		99	...	99	
Brian Public	[2]												
Michael Goe	[3]												
Will Loe	[4]												

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pSTRATOTH

pSTRATOTH appears if Precode (99), “Other – specify” was marked in **pSTRATEGES**. Enter the “other” strategy. This field allows 80 characters.

After you complete this item, the instrument goes to **pCONTACTPER** for the next eligible respondent so you can enter their contact information. When you are finished entering the contact information for each eligible household member, you exit pCHI.

- If **NO contact** strategies were used, select answer category 98.
- If there are other contact strategies attempted during this contact attempt, then enter all that apply, separate with commas. Do NOT select answer category 98.

Close

Goto

CONTACTSTRATATTEMPTED

CONTACTSTRATATTEMPTED is a hard error check item, which appears when Precode (98), “No Strategies,” is selected in addition to any other precode in **pSTRATEGES**. Click on “Goto” to return to **pSTRATEGES** and correct the error to dismiss the check item and continue.

Remember...

Enter pCHI after EACH contact attempt. This is a great way for you to keep track of your efforts with each respondent. It's also a quick way for you to see what days and times you have attempted to make contact, so you can come up with strategies to contact that respondent and get the interview.

Topic 5. How to Code the pCHI in Specific Situations

When the Only Person Contacted During A Contact Attempt Has Already Completed Their Interview

You may encounter situations in which the only person contacted has already completed their interview.

For example: You are contacting a household to follow up on a respondent who has not yet completed their interview. When you call the respondent (Line 2) they are not at home, but you speak with another respondent (Line 1) who has already completed their NCVS interview. In this situation, code that you did not make contact with an eligible household member and code Line 2 as a noncontact.

At **pCASECONTACT**, select Precode (2), “Made contact with only non-eligible persons” to record the fact that you made contact with someone, but that person was not eligible as they had already completed their interview. Code the noncontact with Line 2 and record the applicable contact information in the remaining pCHI items for Line 2.

When Someone Has Moved Out of the Household and the Case is Not a Replacement Household

When someone has moved out of the household, but other household members from the last enumeration still live at the sample address, that person is considered a non-household member. If this change is discovered while updating the household roster, the person who has moved out is ineligible for the NCVS and therefore not eligible in pCHI. Do not collect contact information for that person.

However, if the change in household membership is discovered after the roster has been verified, that person is still displayed as eligible in pCHI because they are on the household roster in the NCVS instrument. (This can occur when a college student is away at college, but the household respondent considers them a household member because they return home for holidays and summer vacation. In this situation, document that this person has moved out of the household in pCHI.)

For this person, code **PCONTACTPER** as “Noncontact,” Precode (3). At **pNOCONTACT** select Precode (5), “Person moved” to note that the person moved away from the sample address.

Coding a Respondent As a Type Z Noninterview

In pCHI you can mark someone as a potential Type Z noninterview to show that a person is reluctant OR as an actual Type Z noninterview once a respondent has been coded as a Type Z in the NCVS instrument.

To code a respondent as a Type Z or potential Type Z code that contact was made with the respondent, as the noncontact path in pCHI does not contain a category for Type Z noninterviews. To code a Type Z or potential Type Z enter Precode (1), “Made contact with (NAME)” in Item **PCONTACTPER** and select Precode (3), “Unable to conduct interview” at **pCTTYPE**. At **pNONINTER** select Precode (5), “Potential Type Z” to document the noninterview or potential noninterview situation. Record the applicable contact attempt information in the remaining pCHI screens.

Note that selecting Precode (5), “Potential Type Z” at Item **pNONINTER** does not make that respondent a Type Z noninterview in the NCVS instrument. Selecting Precode (5), “Potential Type Z” at **pNONINTER** only documents the situation, and does not code a respondent as a noninterview. All Type Z noninterviews must be coded in the NCVS instrument.