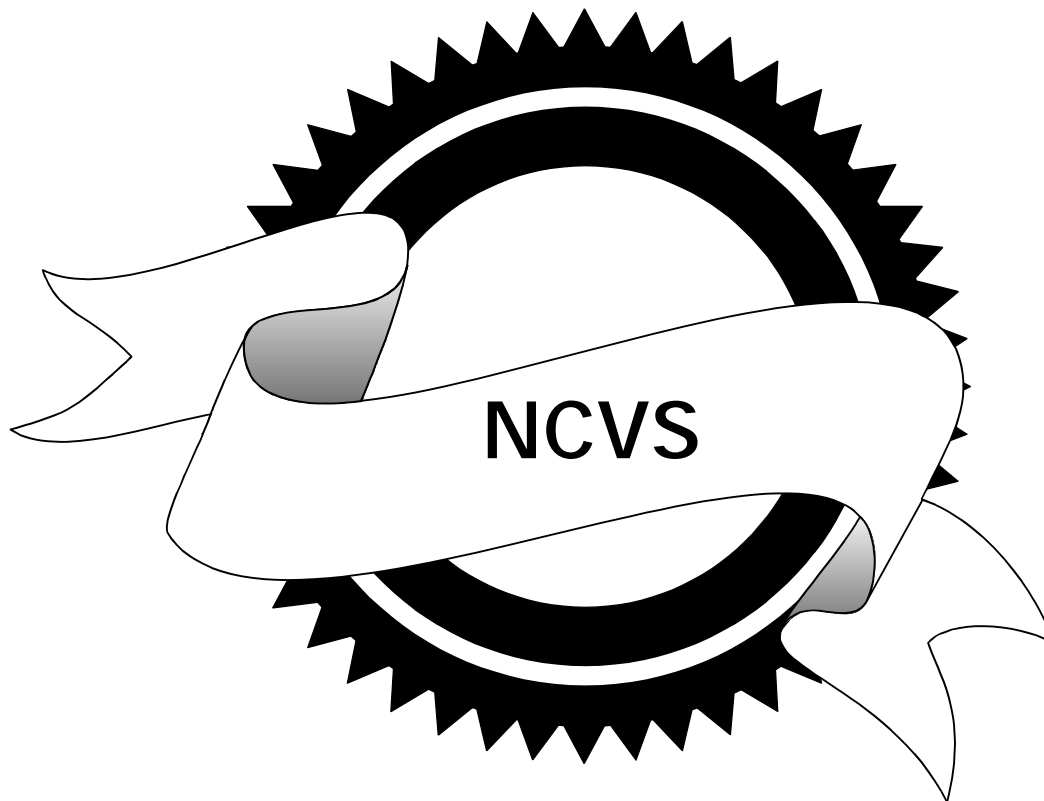


**NCVS-550
(2/2003)**

National Crime Victimization Survey



Interviewing Manual for Field Representatives



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Chapter 1

An Overview of the National Crime Victimization Survey

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Topic 1. Purpose and Sponsor

Primary Purpose

The primary purpose of the National Crime Victimization Survey (NCVS) is to obtain, 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.

Secondary Purpose

NCVS also serves as a vehicle for obtaining supplemental data on crime and the criminal justice system, including:

- Attitudes toward crime and police officers,
- Crime incidents in our schools, and
- Nonfatal workplace violence.

This supplemental information is collected periodically, along with the standard NCVS data.

Survey Sponsor

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 BJS.

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. 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.

BJS also supports and manages two clearinghouses which people can call toll-free to obtain information and publications. They are:

- The Bureau of Justice Statistics Clearinghouse at 1-800-732-3277 and
- The Drugs and Crime Data Center and Clearinghouse at 1-800-666-3332.

BJS also has statistics available on the Internet. Their web site address is www.ojp.usdoj.gov/bjs/.

To succeed in providing timely and reliable statistics on crime and its impact on society, BJS contracts with the 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 Bureau of the Census has both the personnel and the technical resources to conduct and supply reliable and detailed statistics on victims of crime. Your work as an NCVS field representative will allow us to succeed in providing BJS with the type of crime victimization data that police reports cannot.

Topic 2. Historical Overview

How the NCVS Began

Between January 1971 and July 1972, the Census Bureau conducted the first nationwide victimization survey as a supplement to the already established Quarterly Household Survey (QHS). During that period, only minor changes were made to the survey questions in an effort to improve data quality.

In July 1972, the National Crime Survey (NCS) became a separate national sample survey as a pioneering effort. The first sponsor of the NCS was the Law Enforcement Assistance Administration (LEAA). This survey began when the LEAA received a mandate set forth by Section 515b of Public Law 93-83 to collect, evaluate, publish, and disseminate information on the progress of law enforcement within the United States.

The NCS was intended to complement the crime information that the FBI reports annually to law enforcement agencies in the *Uniform Crime Reports*. The NCS is designed to provide a detailed picture of crime incidents, regardless of whether they were reported to the police. This survey also provides a picture of crime victims and crime trends as seen from the victim's perspective.

In December 1979, NCS was transferred to the Bureau of Justice Statistics, U.S. Department of Justice. During that same year, the first major attempt was made to improve the quality and utility of the NCS data.

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.

To achieve the redesign objectives, the following improvements were made between 1986 and 1993:

- Better "short cue" screening questions were added to stimulate respondent recall of incidents.
- More thorough descriptions of crime incidents were added as an effort to help all respondents interpret NCS concepts correctly.
- Computer-assisted telephone interviewing was introduced to improve data collection for selected sample segments.
- Specific questions about rape and sexual assaults were added to improve measures of these crimes.

- Screening questions were reworded and added to get a better measure of domestic violence.

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*.

Overview of Changes Between 1999 and 2003

In January 1999, a series of hate crime questions were added to the NCVS-1, Basic Screen Questionnaire, and the NCVS-2, Crime Incident Report. In the NCVS-1, we are trying to determine if there is any reason to suspect that an act of vandalism was a hate crime or a crime of prejudice or bigotry, while in the NCVS-2, we want to determine if there is any reason to suspect the reported incident was a hate crime or a crime of prejudice or bigotry.

In July 1999, a question asking whether the household's living quarters is located on an American Indian Reservation or on American Indian Lands was added to the household's Control Card, NCVS-500. A similar question was added to the Crime Incident Report, NCVS-2, asking if the incident took place on an American Indian Reservation or on American Indian Lands.

In July 2000, the lifestyle and home protection questions in the NCVS-1 were deleted and the hate crime questions on the NCVS-1 and NCVS -2 were revised. A new series of disability questions were asked of persons who reported an incident in the seventh enumeration period.

In January 2001, the new disability questions were asked in the NCVS-2 of all persons reporting an incident.

In July 2001, a new series of computer crime questions were added to the NCVS-1. Another change involved the expansion of answer categories for the following NCVS-2

items: 10, 70, 84, and 158, along with the addition of revised employment questions for the NCVS-2.

In January 2003, changes were made to the Control Card items which ask about educational attainment, ethnicity, and race.

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, approximately 54,000 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).

All counties, minor civil divisions (MCDs), and census county divisions (CCDs) are classified and grouped together based on similar characteristics. These characteristics include geographic region, population density, rate of growth, population, principal industry, and type of agriculture.

There are two main types of Primary Sampling Units (PSUs)--stratification PSUs and field assignment PSUs.

In most states, stratification PSUs consist of one or more adjoining counties and independent cities. In New England and Hawaii, they could consist of one or more MCDs or

CCDs. MCDs and CCDs are portions of a state similar to a county, but smaller in size.

In order for each FR to have a more manageable assignment area, stratification PSUs are divided into smaller field assignment PSUs. In most states, these field assignment PSUs consist of one county.

Sample Unit Selection

Each stratification PSU is made up of four different sampling frames--Unit, Permit, Group Quarters (GQ), and Area. The NCVS selects sample units from each of these sampling frames.

For the Unit and GQ frames, sample addresses come from the 1990 census files. For the Permit frame, sample addresses come from building permit data supplied to us from building permit offices. For the Area frame, FRs canvass sample blocks from the 1990 census files and create address lists for these blocks. Then, the address lists are used to select sample households to be interviewed for the NCVS.

Interviewing Pattern

All sample housing units selected for the NCVS are divided into six equal rotation groups. Each rotation group is further divided into six panels. Each month, one panel from each rotation group or one sixth of each rotation group is selected for interviewing. As a result, a different panel gets interviewed each month.

Here's an example: In December 2002, we used Samples J20 and J21 to select cases for NCVS interviewing. From Sample J20, cases will be assigned for interview from Panel 6 of rotation groups 4, 5, and 6. From Sample J21, cases will be assigned for interview from Panel 6 of rotation groups 1 through 4.

Sample⇒	J20	J21
December 2002⇒	64 65 66	61 62 63 64

In this example, the "64" stands for "Panel 6, Rotation 4," "65" stands for "Panel 6, Rotation 5," and so forth.

Over a 3-year period, sample housing units from each rotation group are interviewed once every 6 months. Over a 6-month period, a different panel of households gets interviewed each month. Every 6 months, a new rotation group enters the NCVS sample to replace an outgoing rotation group whose 3-year interview cycle is complete.

FRs and CATI interviewers conduct a majority of their NCVS interviews during the first 2 weeks of each month. The initial interview with a sample household is always conducted by personal visit and is used primarily to establish a timeframe to avoid duplication of crimes during subsequent interviews. Whenever possible, subsequent NCVS interviews are conducted by telephone.

CATI Eligible PSUs

NCVS utilizes Computer-Assisted Telephone Interviewing (CATI) for about 30 percent of the sample households. Segments of PSUs are identified to determine if they qualify for CATI interviewing. Our main goal is to have an optimal workload for our field representatives.

Topic 4. Data Products and Their Uses

Types of NCVS Data Products

All data that we collect for NCVS are tabulated in the form of statistical summaries. No individuals who participate in this survey can ever be identified from the statistical totals that are released to the public.

Once we turn over these statistical summaries to the Bureau of Justice Statistics, they have a special analysis group who analyze the data and produce several types of publications on an annual basis.

Some of the publications released from this survey include:

- ☞ *Criminal Victimization in the United States*
- ☞ *Changes in Criminal Victimization*
- ☞ *Female Victims of Violent Crime*

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.

BJS also makes selected crime victimization data available through the Internet.

In addition to BJS, the Census Bureau makes available full sets of data tabulations to a variety of data users. These

tabulations include many tables that never make it into the printed publications.

After the survey results have been modified to protect the confidentiality of our respondents, both the Census Bureau and the University of Michigan disseminate NCVS data tape files. The University of Michigan uses a grant awarded by BJS to release NCVS data in a format that makes them more accessible to the general public, criminal justice practitioners, and academic researchers.

Who Uses NCVS Data and Why

Users of 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 NCVS data to prepare reports, policy recommendations, scholarly publications, testimony before Congress, and documentation for use in courts.

NCVS data are used by researchers to explore the public policy implications of victimization data. From a policymaker's point of view, it is important to know the effect, if any, police behavior, and the legal and correctional systems have on crime levels.

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 that are relevant to projecting the costs of victim compensation programs. After reviewing specific NCVS facts, it was revealed that some of the eligibility restrictions for existing compensation programs are 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.

Here are some examples of crime victimization highlights that could be of interest to the print and broadcast media:

- The violent crime rate fell 10% between 2000 and 2001 due primarily to a significant decrease in the rate of simple assault.
- The overall property crime rate fell 6% between 2000 and 2001 because of decreases in theft and household burglary rates.
- Violent crimes were less likely to involve firearms in 2001 than in the period between 1993 and 1996.

Some other reasons why data users want the crime victimization information produced from the NCVS include:

- Planning for public education programs, police patrol strategies, and new communities and housing projects. This type of planning requires a 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 level of property recovery after burglaries and thefts.
- Understanding more about the nature and extent of biases in police data on known offenses. These studies require a knowledge of the levels of nonreporting to the police, together with information on the kinds of victimization that are disproportionately not reported to the police.

Chapter 2

Conducting the National Crime Victimization Survey Interview

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Topic 1. Introducing the Survey and Its Authorization

Introducing Yourself and the Survey

After making contact with a respondent, you must introduce yourself, verify that you contacted the correct address, and introduce the survey. Your introduction needs to include the following information:

- Who you are (*your full name*),
- Who you represent (*the U.S. Census Bureau*),
- Proof of your identification for personal visit interviews (*your official ID card*), and
- The purpose of your visit/telephone call (*conducting a survey to determine how often people are victims of crime*).

Also, ask whether the household received our introductory letter for personal visit interviews or provide the information required by the Privacy Act (*shown on page 2 of the Information Card Booklet, NCVS-554*).

Suggested Introductions

For a **personal visit interview**, you can say something similar to the following introduction:

"I'm (*your name*) from the United States Census Bureau. Here is my identification. (*Show ID card and verify address.*) The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crimes. Did you receive our letter?"

When you are not sure if the person who greets you at the door is at least 18 years of age, ask:

"I need to talk to someone who is at least 18 years of age and knowledgeable about this household? Would that be you?"

Here's an example of an introduction you can use when conducting a **telephone interview**:

"I'm (*your name*) from the United States Census Bureau. (*verify address*) The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crimes. We contacted your household for this survey several months ago. I would like to talk to someone in the household who is at least 18 years of age and knowledgeable about this household? Would that be you?"

Keep in mind that the first contact with a sample household must be a personal visit.

Why We Use Introductory Letters

The NCVS uses two different introductory letters 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.

One introductory letter, NCVS-572(L), is usually mailed to a household just before it comes into sample for the first enumeration period. The other introductory letter, NCVS-573(L), is usually mailed before each subsequent enumeration period.

In addition to complying with the Privacy Act of 1974, both letters prepare the household for your visit/telephone call and provide the household with your regional office address and telephone number.

How To Use Introductory Letters

Your regional office is responsible for mailing out introductory letters and indicating on the NCVS Control Card (NCVS-500) whether or not they mailed a letter. Your assignment materials will also include copies of both introductory letters in case you need to hand them out during personal visit interviews.

For each enumeration period, your regional office will mark Item 5 on the NCVS Control Card to let you know whether or not they mailed an introductory letter to the sample household. Always check Item 5 before starting an interview. Then, take the following actions:

If "No" is marked in Item 5 or Item 5 is left blank--

Personal Visit - Before you start introducing yourself to the respondent, hand the respondent a copy of the appropriate letter for the enumeration period. 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 the interview.

Telephone - When conducting an NCVS interview by telephone, it is not necessary to mention the introductory letter. However, you may find the following Privacy Act statement 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:

"The 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. All survey information will be used for statistical purposes only. This survey is authorized by Title 42, Section 3732 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 insure the completeness and accuracy of this much needed information."

If "Yes" is marked in Item 5 (for first enumeration period):

Since all first enumeration households are personal visit interviews, ask the respondent, at the end of your introduction, whether or not he/she received the NCVS introductory letter. If the 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) and allow time for reading it.

If "Yes" is marked in Item 5 (second through seventh enumeration period):

In most cases, you will conduct these interviews over the telephone and will not need to ask about the introductory letter for the second through the seventh enumeration period. There are a few instances when you would need to ask about the introductory letter or provide the Privacy Act information for second through seventh enumeration period households. These exceptions include households that were Type A noninterviews during the first enumeration period, and cases where you discover a replacement household.

NCVS Authorization

Currently, BJS is authorized to collect statistics on victimizations through Title 42, United States Code, Section 3732 of the Justice Systems Improvement Act of 1979. Although this law authorizes BJS to collect victimization information, it does not make respondent participation mandatory.

Title 42 also requires that all information collected from respondents be kept strictly 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.)*

Topic 2. Confidentiality

How We Define Confidentiality

By law, Titles 13 and 42 of the United States Code, the Census Bureau is required to guarantee that we will not release any information from which respondents can be identified. Only sworn Census Bureau employees are allowed to see names, addresses, and other personal information that we collect.

Confidentiality and Your Job

While working as an FR, you must avoid mentioning or providing anyone, other than sworn Census employees, with any survey materials that would link a specific household or person with a specific survey. When discussing your job, always be careful never to reveal any information collected during an interview to an unauthorized person or allow unauthorized persons to view completed questionnaires.

Always be careful to store completed questionnaires out of sight, so that unauthorized persons won't be tempted to look at them. Never leave completed questionnaires on table or dresser tops at home, in motel rooms, at restaurants, or any other public place. When traveling in your vehicle, always keep completed forms locked out of sight, especially when you leave your vehicle.

No One Home

When you find that no one is home at a sample address, you need to be very careful how you inquire about the best time to reach someone at the sample address. 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 you may want to say:

"Hello, I am (*your name*) from the United States 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 provide the proxy respondent with any information that was provided by household members in earlier interviews/ enumeration periods. This includes information on household composition, marital status, education, income, and any other responses provided on the Basic Screen Questionnaire (NCVS-1) and Crime Incident Reports (NCVS-2s).

To fully comply with our confidentiality rules, reask Control Card Items 13a and 14 of the nonhousehold respondent, and then only ask the NCVS-1 questions for the persons named by the nonhousehold respondent (*those already listed and newly added*).

Using an Interpreter

There may be instances when you need the assistance of an interpreter. Perhaps the respondent speaks a language that you can'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***

If nonhousehold members are present, either in a sample housing unit or a group quarters, ask the respondent if he/she wishes to be interviewed in private. If so, make the necessary arrangements to either interview the person elsewhere or at a different time. Some respondents may prefer not to be interviewed while other household members are present. Always respect the respondent's need for a private interview.

Here are a few examples:

You visit a sample housing unit and discover that there are relatives visiting from out of town.

Or

You visit a college dormitory to interview a student and find students from other dormitory rooms studying in the sample student's room.

Reassuring Respondents

Even though all NCVS data that we collect are tabulated in the form of statistical summaries, some respondents may still feel uneasy about providing the requested information. Here are some facts that you can relay to respondents who may be concerned about confidentiality:

- Before any NCVS data are released, all personal information is removed and only summary information or totals are released to data users.
- 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 the employee is found guilty of an unauthorized disclosure of individual information provided to the Census Bureau. Our agency has an unchallenged record when you examine how we protect a respondent's confidentiality.

Topic 3. Eligible Respondents

Types of NCVS Respondents

There are three types of respondents for the NCVS:

- ✓ Household respondents,
- ✓ Individual respondents, and
- ✓ Proxy respondents.

Certain NCVS forms and sets of questions require different respondents. There are specific questions on the Control Card (*NCVS-500*) and the Basic Screen Questionnaire (*NCVS-1*) which 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. 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 summary reports 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 **must** select and interview the household respondent **before** interviewing any other household members, regardless of whether you interview by personal visit or telephone.

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, 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 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.

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 Headquarters staff and then let you know how to handle the case.

Switching 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 the household when a more knowledgeable respondent is available.

However, you must interview the household respondent **BEFORE** interviewing any individual respondents. If you have to change household respondents, start the interview over again from the beginning.

Rules for Individual Respondents

After you are done interviewing the household respondent, then you can interview each of the remaining household members who are 12 years of age and older. 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.

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.

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 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 be the household 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 have a case where 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 forth, as well as any other information previously given by household member(s).

When updating the Control Card (*NCVS-500*), reask Items 13a and 14, and then only ask the screen questions for those household members named by the nonhousehold member proxy respondent. For other items that require updating for the enumeration period, reask these items without mentioning the previously recorded information.

Entries on the Basic Screen Questionnaire (NCVS-1) for Nonhousehold Member Proxy Interviews

Item 13 on the front page of the Basic Screen Questionnaire (*NCVS-1*) is intended for entering information about proxy interviews. When the proxy respondent is a nonhousehold member, you need to complete Item 13 as follows:

- ➔ In Item 13a, enter the line number from Item 19 on the Basic Screen Questionnaire (*NCVS-1*) for the household member who required a proxy interview.

- In Item 13b, print the name of the nonhousehold member proxy respondent in the "Name" column and print "Non HH" in the "Line No." column. NEVER enter a line number for a nonhousehold member on either the Basic Screen Questionnaire (*NCVS-1*) or the Crime Incident Report (*NCVS-2*), even if the nonhousehold member is listed in the household roster of the Control Card (*NCVS-500*) as a "usual residence elsewhere" (URE).
- In Item 13c, always enter Code 2 (*Physically/mentally unable to answer*), since that is the only acceptable reason for allowing a nonhousehold member to be a proxy respondent.

Completing an INTER-COMM for Nonhousehold Member Proxy Interviews

Whenever you accept a proxy interview from a nonhousehold member proxy respondent, you must complete an INTER-COMM (*Form 11-36*) explaining the situation. Your explanation needs to include who the nonhousehold member is (*nurse, daughter, neighbor, etc.*) and how much time the nonhousehold member caretaker spends with the household member(s).

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. Check page 4 of your Information Card Booklet (*NCVS-554*) if you need help determining household membership. If the absent person is still considered a household member, then 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, then 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. **Remember that you can never classify a household 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. (*See Part A, Chapter 6, for more details about noninterviews.*)

Procedures for Conducting Proxy Interviews

There are specific items on both the Basic Screen Questionnaire (NCVS-1) and the Crime Incident Report (NCVS-2) that require special procedures when conducting a proxy interview.

Whenever you conduct a proxy interview, follow these procedures:

- **On the Basic Screen Questionnaire (NCVS-1):**

Complete **Item 13** before leaving the household.

Make sure to mark either box 3 or 4 in **Item 18** to indicate that the household member's interview was taken by proxy either in person or by telephone.

- **On the Crime Incident Report (NCVS-2):**

Item 20b - The word "respondent" in the answer categories refers to the person for whom the proxy interview is taken, NOT to the proxy respondent.

Items 21 - 115 - Replace the word "you" in each of these questions with the name of the person for whom the proxy interview is being taken.

Items 116 - 134 - For these questions, we want the proxy respondent to answer for himself/herself, not for the person for whom the proxy interview is being taken.

Items 135 - 176 - Replace the word "you" in each of these questions with the name of the person for whom the proxy interview is being taken.

Justifying a Proxy Interview

When you take a proxy interview because the household member is physically and/or mentally unable to answer or the household member is temporarily absent and will not return before closeout, you must explain the situation in an INTER-COMM and attach it to the Basic Screen Questionnaire (*NCVS-1*).

You do not need to complete an INTER-COMM if you take a proxy interview for a 12- or 13-year-old child whose parent refused to let you interview the child.

Remember to 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, a neighbor of the respondent, an official interpreter or signer, or even you, if you speak the person's language or can sign well enough.

If you have difficulty finding a suitable interpreter or signer, contact your supervisor. NEVER accept a proxy respondent when you can't locate a suitable interpreter. However, you can use a proxy respondent for a deaf respondent, when a suitable signer is not available.

If you complete any NCVS-2s for a respondent who required the assistance of an interpreter or signer, note in the summary report that an interpreter or signer was used. Do not use Item 13 on the Basic Screen Questionnaire (*NCVS-1*) to note the use of an interpreter or signer. Item 13 is intended **ONLY** for noting proxy information.

Whenever you use an interpreter who is not a household member, you must complete a Form 1415, Contract for Interpreter Services. Details for completing this form are contained in the *Administrative Handbook*, Form 11-55.

Topic 4. Maintaining Respondent Rapport

Starting Off on the Right Foot

You do not always get a second chance to make a first impression. As soon as the respondent answers the door or the telephone, you need to 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 a lot of 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 can not 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 include the following points in your introduction:

- Your full name,
- Point out that you are representing the United States Census Bureau,
- Show your identification card,

- Explain the nature of the survey, and
- Ask whether the household received our introductory letter.

How Long Will This Take? - Give the respondent an honest answer as to the length of the NCVS interview. The NCVS interview takes about 25 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 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 - 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 - Be ready to show respondents the appropriate survey "fact sheet," brochures, or local newspaper/magazine articles that make use of 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 return at a different time if the respondent can not do the interview when you contact him/her. Try to get a telephone number and name, in case you need to change the appointment time. Also 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 any objectionable questions can be refused.

Leave the Door Open - Always maintain a pleasant and businesslike manner. No matter how hostile the respondent behaves towards you, always leave the respondent with a positive impression of the Census Bureau. This will facilitate any future contacts with the household.

Topic 5. Answering Respondents' Questions

Importance of Answering Respondent Questions

You need to 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 continue to receive high marks for gaining respondent cooperation. This is pretty impressive considering that in recent years the general public has become frustrated with all forms of 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

After you ask a question from any of the NCVS interviewing forms, 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 from a specific question.

This manual has the information you need to answer any item specific 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.

Use Part C, Survey Concepts, when you need to find the meanings of specific words or phrases as used in the NCVS questions. Chapters 1 through 5 of Part B, How to Complete and Edit NCVS Forms, will help you answer respondents' questions about why we ask certain questions and who uses the information from specific questions.

General Survey Questions

Most of the time, respondents will ask general survey questions at the very start of the interview. Although we can not 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 the four most commonly asked questions are shown:

- On the back side of both NCVS introductory letters, and
- On page 2 of your Information Card Booklet, NCVS-554.

In addition to being listed below, a shorter list of general survey questions and suggested answers is shown on the reverse side of your NCVS Job Aid, NCVS-550.1.

General Survey Questions and Answers

What is this survey all about?

The National Crime Victimization Survey 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 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 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, releases results periodically from the National Crime Victimization Survey, together with reports on specific topics. They only publish statistical summaries for the Nation as a whole and never release any information about you as an individual.

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, charts, and figures 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, charts, and figures 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. Using statistical methods, we selected approximately 54,000 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'm pretty busy. How long will this interview really take?

We expect the interview to take about 25 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 Branch
Bureau of Justice Statistics
Washington, DC 20531

I thought that your agency just takes a Census every 10 years. What else does your agency do?

In addition to the decennial census conducted every 10 years, the U.S. Census Bureau collects many different kinds of statistics. By law, we are required to conduct a variety of economic censuses on a regular basis, such as the census of business, manufactures, and state and local governments. We also collect monthly data on such activities as labor force participation, retail and wholesale trade, manufacturing activities, and trade statistics, along with yearly data on business, manufacturing, governments, family income, and education.

How many times will I be interviewed?

Over the 3-year period that your household is in sample for this survey, we will ask you to participate once every 6 months for a total of seven interviews.

Is this survey authorized by law?

Yes. We are conducting this survey under the authority of Title 13 of the United States Code, Section 8. Section 9 of this law requires us to keep all information about you and

your household strictly confidential. We may use this information only for statistical purposes. Also, Title 42, Section 3732, of the United States Code authorizes the Bureau of Justice Statistics of the U.S. Department of Justice to collect information using this survey. Title 42, Sections 3789g and 3735 of the United States Code also require us to keep all information about you and your household strictly confidential.

Do I have to participate?

Participation is voluntary and there are no penalties for not answering questions. 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; to determine the types of programs needed for elderly crime victims, and to measure the effects that police behavior and the criminal justice system have on crime levels.

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 25 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 member's easier.

When conducting interviews, always 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, you must avoid changing the words or omitting parts of questions. Even if the change seems insignificant to you, it could change the way the respondent interprets the question. We want each respondent to interpret the NCVS questions the same way, so the answers that we receive will be comparable throughout the entire sample.

Here is an example:

Item 34 from the NCVS-1--

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

Item 34 after an FR omits words--

Does anyone in this household operate a business?

By rewording this question, the FR may get a different response than an FR who reads the question as it is printed on the questionnaire. By leaving out "from this address," respondents could misinterpret the true intent of this question.

Words in Bold Type

When looking at item questions and answers on the NCVS questionnaires, any words shown in bold type are meant for you to read to the respondent.

Words in Regular Type

Words shown in regular type on the NCVS questionnaires are intended either as instructions for you to read to yourself or answer categories that you do **not** read to the respondent.

Phrases in Parentheses

Some of the NCVS-1 questions contain a phrase in parentheses, such as the questions in Items 44a and 46d.

Item 44a on the NCVS-1--

During the last 6 months, (other than any incidents already mentioned,) did you call the police to report something that happened to YOU which you thought was a crime?

Item 46d on the NCVS-1--

What was the total dollar amount of the damage caused by this/these act(s) of vandalism during the last 6 months? (Use repair costs if the property was repaired.)

(Exclude any damage done in incidents already mentioned.)

When you see a phrase in parentheses, you need to decide whether the text has to be read to the respondent because he/she had already reported a crime incident in an earlier screen question (*as shown in Item 44a*) or as a reminder (*as shown in Item 46d*).

Reading the Entire Question

Part (a) of most screen questions has at least three subcategories and could have as many as eight subcategories. This may prompt some respondents to give you an answer before you finish reading each subcategory. We would prefer that you finish reading each subcategory before the respondent gives an answer. Even if you get interrupted, you must read each and every subcategory in its entirety.

The following technique may help you get through all the subcategories of a screen question before getting a respondent's answer:

- 1 After reading each subcategory in part (a), **only** pause long enough to let the respondent know that you are about to start reading a new subcategory. If you pause too long, the respondent may feel that you are waiting for an answer.

- 2 After reading all subcategories in part (a), pause long enough to allow the respondent to reply. If the respondent doesn't give you an answer, then read the question in part (b), "Did any incidents of this type happen to you?"
- 3 If you get a "Yes" response in part (b), mark the answer box and ask the respondent "What happened?" Based on the answer you receive, enter a brief description of the crime incident in the space provided to the right of part (a). Then, ask the question in part (c), "How many times?"
- 4 If you get a "No" response in part (b), mark the answer box and continue with the next appropriate item number.

If this technique doesn't work and a respondent either interrupts you in the middle of reading a subcategory or before you finish reading all the subcategories for a question, follow these steps:

Respondent answers in the middle of reading a subcategory--

- 1 Stop and thank the respondent, but explain that there is more to the question which he/she needs to hear before giving an answer.
- 2 Reread the unfinished subcategory again from the beginning.

If the respondent gives you a "No" answer after you finish reading the entire subcategory, tell the respondent that you need to finish reading **all** the subcategories for the question.

If the respondent gives you a "Yes" answer before you have read all subcategories, then follow the instructions below.

Respondent answers "Yes" before you have read all subcategories--

- 1 Mark the "Yes" answer box in part (b) and ask "What happened?"
- 2 Enter a brief description of the crime incident in the space to the right of part (a).
- 3 Then, ask the question in part (c), "How many times?" and fill the "Number of times" space.
- 4 Next, start by saying, "Other than any incidents already reported..." and finish reading the remaining subcategories in part (a) for the item number.
- 5 If the respondent mentions any additional crime incidents, briefly describe them in the space next to part (a) **AND** correct the "Number of times" entry in part (c).

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 Crime Incident Report (NCVS-2) that are designed to get multiple answers. Here's an example:

Item 51 - How did they make the situation worse?

This item has six answer categories:

- Led to injury or greater injury to respondent
- Caused greater loss of property or damage to property
- Other people got hurt (worse)
- Offender got away
- Made offender angrier, more aggressive, etc.
- Other - Specify _____

To ensure that we get **all** answers that apply to this question, you must continue asking, "Any other way?" until the respondent answers, "No."

Inserting Names in Questions

Several questions on the Control Card are designed so that you get prompted to insert the appropriate household member's name. These prompts are indicated by a series of three dots.

Here is an example:

Control Card Item 24:

“Please choose one or more races that ... considers him/herself to be.”

Wherever you see this prompt (...) in a Control Card question, substitute the name of the household member about whom you are asking.

When you conduct a proxy interview, there are several questions on the crime incident report where you need to substitute the name of the person for whom the proxy interview is being taken, instead of reading the word "you." This substitution applies to Items 21 through 115 and Items 135 through 176, but **only** when you are talking to a proxy respondent.

Asking Questions in the Right Order

After completing or updating the appropriate Control Card items, always interview the household respondent **first**. Once you have completed the household respondent's interview, then interview the remaining 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 Control Card and questionnaires, so that you can get the best results from each interview. Because of this, keep the following points in mind:

- Never ask questions in a different sequence from the order in which they are shown on the questionnaire.
- Carefully follow all FR and skip instructions on the questionnaires.
- 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, you will still 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 on the questionnaire.

Do not assume that you know the answer without asking or verifying a question.

Here is an example:

In Item 10 of the NCVS-2, you ask the respondent where the incident happened. The respondent answers: "It happened on the street in front of my school." After marking Box (21) in Item 10, you skip to Item 18.

Item 18 instructs you to either "Ask or Verify" -- "**Did it happen outdoors, indoors, or both?**" In this situation, you can just verify that the incident happened outdoors by saying: "So this incident happened outdoors?"

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.
- ✓ Whenever a respondent mentions a crime incident, complete the screen item on the NCVS-1 and complete an NCVS-2, Crime Incident Report, even if the respondent makes light of the situation or says that it was not "serious."

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.

*Understanding the Intent
of 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.

Here is an example of what can happen when you do not understand a question's objective:

Item 10 on the NCVS-2:
Where did this incident happen?

Respondent Answers:
In the parking garage of a shopping mall.

Bad Probe:
Would that be a commercial or noncommercial parking garage?

Good Probe:
Were you charged a fee to park in the garage?

If you do not ask the right probing question, you will not get an accurate answer. By using a bad probe, the FR is either:

- Assuming that the respondent knows what we mean by the terms "commercial or noncommercial" or
- Failing to understand that we want to differentiate between parking lots/garages charging a fee and those allowing free parking.

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, you need to immediately 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 stimulate the respondent to talk further. This will also show that you are giving attention to the respondent's answer.

Here's an example:

Item 45a on the NCVS-1:

During the last 6 months, (other than any incidents already mentioned,) did anything which you thought was a crime happen to YOU, but you did NOT report 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.

Here is an example:

Item 87 on the NCVS-2:

Was this the only time any of these offenders committed a crime against you or your household or made threats against you or your household?

Respondent Answers:

No, one of the offenders was arrested 2 years ago for a bank robbery.

Repeating the Question:

Was this the only time any of these offenders committed a crime against you or your household or made threats against you or your household?

- ***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.

Here is an example:

Item 82 on the NCVS-2:

How well did you know the offender(s) - by sight only, casual acquaintance or well known?

Respondent Answers:

She's just one of the girls on the block.

Repeating Respondent's Answer:

She's just one of the girls on the block? So did you know the offender by sight only, casual acquaintance or well known?

Respondent Answers:

I don't even know her name. I just see her 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.

Here is an example:

Item 98 of the NCVS-2:

Had permission to use the (car/motor vehicle) ever been given to the offender(s)?

Respondent Answers:

Well, I said maybe he could use it when it wasn't so new.

Neutral Probe:

Did the offender have permission to use the car/motor vehicle?

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 to better understand the type of answers the particular question is attempting to get.

Staying Neutral

Whichever technique you choose, 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.

Here is an example of probing with a leading question:

Item 46e on the NCVS-1:

Was the damage under \$100 or \$100 or more?

Respondent answers:

I'm not really sure.

Leading Question Probe:

Do you think that it was probably less than \$100?

A More Appropriate Probe:

If you include the total amount of damage for all incidents of vandalism during the last 6 months, would you say the damage was under \$100 or \$100 or more?

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. The NCVS-1, Basic Screen Questionnaire, 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 U.S. 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 their efforts by eliminating questions or asking questions in a different sequence. Also, **NEVER** eliminate the screen interview by just asking whether any crimes occurred during the 6-month reference period or since the household's last interview.

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.

Handling Difficult Respondents

Some respondents may not want to go through the interview on the NCVS-1 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:

- "Some crime incidents are easily forgotten. By asking these screen questions, you may remember something that you've put out of your mind. 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."
- "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."
- *(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 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.

**General Guidelines for
Recording Answers**

After listening carefully to a respondent's answer, take great care to record the answer **accurately** and **legibly**. By recording answers accurately and legibly, you can help guarantee that the information you collect is understood clearly by editors and keyers who need to process your completed work.

For questions that require you to mark an (X) to record the answer, make sure that your (X) is easy to read and fills up the answer box without going outside the box. Making your (X) either too large, too small, or too light could cause confusion and/or mistakes during keying.

For questions that require you to write in an answer, make sure that you print the answer neatly so someone else can easily read your entry later.

Correcting Answers

If you need to change an answer, line through the old entry and mark (X) the correct answer box or print your new entry above the old entry. **Do not erase** an entry unless you are specifically instructed to do so in this manual.

Here are two examples of correcting answers by lining through old entries--

Example #1

- 0 None - *SKIP to 40a*
- 1 1
- 2 2
- 3 3
- 4 4 or more

Example #2

___ Months (1-11) - **SKIP** to 33b

OR

___ Years (Round to nearest whole year) -
Fill Check Item A

Here's an example of when you are allowed to erase an old entry--

Item 25b on the Control Card is used to enter the date of interview. After completing the NCVS-1, Basic Screen Questionnaire, and any NCVS-2s, Crime Incident Reports, for a second through seventh enumeration period household, you need to erase the interview date from the previous enumeration period and enter the new interview date for the current enumeration period.

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 will be paving the way for future contacts.

Let respondents know that we appreciate the time that they gave for the interview, and tell them that they may be contacted again for this survey. Always remain sensitive, concerned, and courteous throughout the entire interview.

By closing the interview properly, you are nurturing a positive image of our agency, and improving the chances for successful followup contacts during editing, reinterview, or other surveys.

Using "Thank You" Letters

We have prepared two different "Thank You" letters for you to use--the NCVS-593(L) and the NCVS-594(L). Each letter has a specific purpose, and we do not intend for you to hand or mail a "Thank You" letter after every NCVS interview. Both of these "Thank You" letters are printed in English and Spanish.

These letters not only thank the household for their cooperation, but also relay to them again how important this survey really 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**" from either Item 6a or 6c on the Control Card.

Regardless of whether or not you give the household a "Thank You" letter, always remember to thank them **yourself** at the end of the interview.

First Through Sixth Enumeration Period

For first through sixth enumeration period households, 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.

***Seventh Enumeration
Period***

At the end of the seventh enumeration period interview, always make sure to either hand or mail the respondent a NCVS-594(L), "Thank You" letter.

Noting the Control Card

Whenever you hand or mail a "Thank You" letter to a household, briefly note that fact, along with the date, in the "Notes" space below Item 30g on the Control Card.

Chapter 3

General National Crime Victimization Survey Procedures

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Topic 1. Basic Survey 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 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, then there are seven "enumeration periods" for each sample address.

When a sample address is assigned to you for interview, you need to check the enumeration period indicated by the regional office on the case's Control Card. Look at Item 5, Letter Sent, to see which enumeration period is the last one marked by the regional office. Some of the procedures you need to follow will vary depending on the enumeration period for the current interview.

Here are some examples:

Since the household roster on the Control Card is blank for a **first enumeration period**, you would ask the question for Item 13a on the Control Card.

<p style="text-align: center;">HOUSEHOLD ROSTER <i>Last name first</i></p> <p style="text-align: center;">What are the names of all persons living or staying here? Start with the name of the person or one of the persons who (owns/rents) this home.</p> <p style="text-align: center;"><i>List all persons who usually live here and all persons who are temporarily absent. Be sure to INCLUDE infants under 1 year of age.</i></p> <p style="text-align: center;">13a</p>

For the **second through seventh enumeration periods**, you would ask the question in Item 14 on the Control Card, instead of asking the question in Item 13a.

HOUSEHOLD ROSTER COVERAGE**14**

Ask each time household is interviewed.
(If "Yes," enter name in item 13a above.)

I have listed (*Read names in item 13a and verify 13c as appropriate.*)

Have I missed anyone else living or staying here such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?

Control Card Item 14, together with other selected items, are printed with shading. After the first enumeration period, each of these shaded Control Card items needs to be updated:

- During each subsequent enumeration period,
- OR
- When indicated, only during the 3rd, 5th, and 7th enumeration periods.

Identifying the current enumeration period accurately will enable you to ask the appropriate Control Card questions and update the appropriate Control Card items during each enumeration period.

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.

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.

Here is an example:

If a household respondent's first enumeration period interview is conducted on **January 3, 2003**, then the current reference period for the household respondent would be **July 1, 2002 through January 2, 2003**.

If the remaining household members were interviewed for the first enumeration period on **January 4, 2003**, then the current reference period for each of these household members would be **July 1, 2002 through January 3, 2003**.

For a first enumeration period household, all household members will have the same 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 3 years that they are in sample.

For second through seventh enumeration periods, you would normally use the date entered in **Item 25b on the Control Card** as the household member's start date for the reference period. However, if the following exceptions exist, do **not** use the date in Control Card Item 25b as the start date for the household member's reference period:

- **When no date is entered in Item 25b (*person was a noninterview last enumeration period*)** - The start date for the reference period would be the first day of the month 6 months prior to the current interview date.
- **When date entered in Item 25b is more than 6 months prior to the interview date** - The start date for the reference period would be the first day of the month 6 months prior to the interview date.
- **Household respondent is a different person than the last household respondent** - The reference period start date for the **current** household respondent would be the date entered in Item 25b for the household respondent from the previous enumeration period.
- **Cannot determine which household member was the last household respondent** - The reference period start date for the current household respondent would be the first day of the month 6 months prior to the interview date.

Your NCVS Field Representative's Information Card Booklet, NCVS-554, has a checklist on page 10 for determining reference periods for interviewing and examples of reference periods on page 11. Two-year calendars are also provided on pages 12 and 13 to help the respondent remember the reference period for the current interview and

also enable him/her to determine the exact month that an incident occurred.

Once you have determined the start date for the household member's reference period, enter this start date where indicated in the following questions on the Basic Screen Questionnaire, NCVS-1: Items 36a, 40a, and 46a for the household respondent and Items 36a and 40a for the remaining household members.

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 be having 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

Remember to only complete an incident report for incidents that occurred during the reference period for the current interview. If at any point during an interview, you discover that the incident is outside of the reference period, you need to discontinue taking information for the incident and follow the proper procedures for marking the incident "out-of-scope." (*See Part C, Chapter 1, for out-of-scope incidents.*)

Incidents Occurring on the Day of the Interview

Also, if a respondent reports an incident that occurred on the same day that you are interviewing him/her, you would not complete an NCVS-2 for this incident until the household's next enumeration period. In this situation, make a note on the Control Card reminding you to complete an NCVS-2 for the incident during the next enumeration period.

Interview Scheme

All households in the NCVS sample are divided into six groups, which are referred to as "rotation" groups. During the course of a 6-month period, one-sixth of the full sample or a "panel" from each rotation group is assigned for interview each month. 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.

Here are some examples:

Sample households in **panel 1** of rotation groups 1 through 6 are assigned for interview in the months of **January and July**.

Sample households in **panel 2** of rotation groups 1 through 6 are assigned for interview in the months of **February and August**.

By the time we get to **panel 6** of rotation groups 1 through 6, which are assigned for interview in the months of **June and December**, we will have assigned for interview all sample households from panels 1 through 6 of rotation groups 1 through 6.

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 will begin on the first day of the month. Ideally, we would like your assignment to be completed as quickly as possible once the interview period begins. Your supervisor will give you the interview closeout date for each interview month. This will be the "drop dead" date by which all NCVS cases assigned to you for the month must be completed.

The majority of the NCVS cases in each assignment will require telephone interviews. 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.

Some assignment areas (PSUs) have been selected for Computer-Assisted Telephone Interviewing (CATI). If you are assigned work in a CATI PSU, you will also receive Control Cards for the sample addresses scheduled for CATI interviewing. Do not attempt to interview any "CATI Hold" sample addresses, unless your supervisor tells you to do so. You will only need to interview a "CATI Hold" sample address when the CATI facility is unable to conduct the interview.

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 for an interview month, you will also receive:

- ✓ Your interviewing assignment for the month,
- ✓ Any listing work for the month, and
- ✓ 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.

Sorting Your Assignment

After checking your assignment, the next step is to make sure that your assigned cases are sorted as described below:

First Sort: Separate your cases into three stacks--

- Telephone interviews
- Personal visit interviews
- CATI hold cases - Only interview CATI hold cases when instructed to do so by your supervisor. This will happen when the CATI facility is unable to complete the interview and the case is recycled to the field staff for completion.

Second Sort: Separate your personal visit interviews so that cases in segments that are geographically close to one another are stacked together.

***Organizing Your Work
Schedule***

As you organize your assignment for the interview month, take into consideration the geographic distribution of your cases and the number of new segments in your assignment. Then, follow the steps listed below:

Step

- 1 Always conduct your telephone interviews FIRST.

- 2 Try to conduct your personal visit interviews in segments 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, if the remaining household members are not available at the time of your visit, it is acceptable to interview these household members by telephone once you have completed the household respondent's interview in person.

NOTE: Regardless of the enumeration period, the household respondent always must be the FIRST household member interviewed and he/she 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 page A2-11 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 to a segment.

***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. (*See Chapter 7 for more details on receipt and transmittal of work.*)

Topic 3. Daily Tasks

Planning Your Daily Schedule

It is important to carefully 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 your workday:

- ✓ Geographic location of assigned addresses,
- ✓ Any previously made appointments, and
- ✓ Best time to visit or call the household (*noted in Control Card Item 26e*).

Assembling Your Materials

Before you leave home to start your workday, it is very important to make sure that you have everything you might need to carry you through your entire interviewing schedule for the day. Make sure that you take current versions of the following items with you:

- ➔ NCVS-550, Interviewing Manual for Field Representatives
- ➔ NCVS-554, Field Representative's Information Card Booklet
- ➔ A sufficient supply of blank forms, such as the NCVS-500, NCVS-1 and -1A, NCVS-2, and the NCVS-7.
- ➔ Copies of both introductory letters, NCVS-572(L) and NCVS-573(L), and the Fact Sheet brochure, NCVS-110.
- ➔ The appropriate segment folders containing the Control Cards for each assigned case within the segment.

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 segments that require telephone interviews until you have attempted to conduct all assigned telephone interviews.

Typically, interviews for second through seventh enumeration period households are conducted by telephone. Always check Control Card Item 26e to see when the household prefers to be contacted. (*See Part A, Chapter 5, for more details on telephone interviews.*)

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 us their telephone number,
- Tell us that a telephone interview is not acceptable, or
- Are replacement households.

Control Card Items 26a through 26d provide this information for second through seventh enumeration period households. (*See Part A, Chapter 5, for more details about personal visit interviews.*)

Transcribing Information

Both the Basic Screen Questionnaire (*NCVS-1*) and the Noninterview Record (*NCVS-7*) require you to transcribe information onto specific items from the Control Card (*NCVS-500*). Since it is very easy to make transcription errors, take your time and carefully transcribe the required information. (*See Part B, Chapters 2 and 4, for more details about transcribing information from the Control Card.*)

Whenever you fill a Crime Incident Report (*NCVS-2*) for a household member, you need to transcribe information from the *NCVS-2* onto Control Card Item 32. This transcription is done after you have ended your contact with

the household. The information that you transcribe onto Control Card Item 32 will help ensure that we do not duplicate incidents. We use the term "bounding" information to describe the information transcribed onto Control Card Item 32 during each enumeration period for each of the household's reported incidents. (*See Part C, Chapter 1, for more details about bounding information.*)

Before Editing Your Work

After you have completed all the required transcriptions, check to see if any of your notes need clarification and complete or clarify any INTER-COMMs that your interviews may require.

Editing Completed Forms

Once you are done with the transcriptions, notes, and INTER-COMMS, edit any forms that you have completed. Make sure that any listing sheets, Control Cards, and questionnaires that you completed or updated are filled properly, accurately, and legibly. (*See Part B, Chapter 5, for more details about editing your completed work.*)

Sending "Thank You" Letters

As needed, mail "Thank You" letters to respondents using the mailing address from Control Card Item 6a or 6c. (*See Part A, Chapter 2, for more details about sending "Thank You" letters.*)

Transmitting Completed Work

Transmit your completed work on a flow basis, preferably on a daily basis whenever possible. Frequent transmittals will enable work to flow easier through the various processing stages. (*See Part A, Chapter 7, for more details about transmitting completed work.*)

Topic 4. Specific Household Procedures

Starting With the Household Respondent

Once you have introduced yourself and verified that you have contacted the correct address, then you must ask to speak with:

- One of the persons who owns or rents the home,
- The previous household respondent, 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.

ALWAYS complete the household respondent's interview before interviewing any remaining eligible household members (*household members who are 12 years of age and older*). Without a completed interview from an eligible household respondent, the sample household will classify as a Type A noninterview. (*See Part A, Chapter 6, for more details about noninterviews.*)

After you have identified an eligible household respondent, follow these steps to interview him/her:

Step

- 1 Introduce yourself and the survey, showing your identification card for each personal visit interview.
- 2 Ask or update Control Card Items 6b through 25a and Item 25c for the sample household.
- 3 On the **NCVS-1, Basic Screen Questionnaire**, transcribe the sample, control number, and household number from the Control Card onto the top of the cover page. Then, fill Items 1 through 4 on the cover

page. You will complete most of the remaining items on the NCVS-1 cover page after the entire household has been interviewed (*follow the instructions on the NCVS-1 for the remaining items*).

- 4 On page 2 of the **NCVS-1**, complete Items 17 through 19 (*transcribe information onto Items 20 through 28 after leaving the household*). Then, enter the interview date in Item 29. Next, ask and complete the mobility questions in Item 33, and the questions about businesses operated from the sample address in Items 34 and 35.
- 5 On pages 3 through 10 of the **NCVS-1**, ask and complete the screen questions (*Items 36 through 46*) with the household respondent.
- 6 On page 10 of the **NCVS-1**, complete Check Item G.
- 7 Complete a separate **NCVS-2, Crime Incident Report**, for each crime incident reported by the household respondent in the screen questions. The only exception to this rule would be a series crime. (*See Part C, Chapter 3, for more details about series crimes.*)
- 8 After completing all required NCVS-2's for the household respondent, go back to page 11 on the **NCVS-1** and complete Check Item H through Check Item I.
- 9 Enter or update the interview date in Item 25b on the Control Card. Also, ask or update Items 26 through 28.
- 10 Review all the forms that you just completed with the household respondent (NCVS-500, NCVS-1, and, if required, any NCVS-2s).

Make sure that:

- ☞ You asked the household respondent all appropriate questions on each of these forms.
- ☞ You not only asked but also marked each screen question accurately on the NCVS-1.
- ☞ You completed an NCVS-2 for each incident reported by the household respondent.

- 11 Close the interview and thank the household respondent. If there are other household members present who are at least 12 years of age, ask to interview one of them next.

Interviewing Individual Respondents

You must complete the household respondent's interview **before** you can interview any other eligible household members. Once you are done interviewing the household respondent, then complete any remaining eligible household member's interviews one at a time.

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 interviewing the household respondent in person, any individual respondents in the household who are unavailable during your initial contact can be interviewed later by telephone. *(See Part A, Chapter 5, for more details about telephone interviews.)*

Once you have completed the household respondent's interview, follow these steps to interview each individual respondent:

Step

- 1 Start by introducing yourself and the survey.
- 2 Identify the respondent and type of interview by completing Items 17 through 19 on the **NCVS-1** (*transcribe information onto Items 20 through 28 after leaving the household*) and enter the interview date in Item 29. (*See pages 11, 16, and 21 on the NCVS-1.*)
- 3 Ask the mobility questions in Item 33 on the **NCVS-1**. (*See pages 12, 18, and 24 on the NCVS-1.*)
- 4 Ask the screen questions for the individual respondent (*Items 36 through 45*) on the **NCVS-1**.
- 5 Complete a separate **NCVS-2** for each incident reported in the individual respondent's screen questions.
- 6 After completing all required **NCVS-2s** for an individual respondent, enter or update the interview date in Item 25b on the **NCVS-500**.
- 7 Review all the forms that you just completed with the respondent (*NCVS-1 and, if required, any NCVS-2s*). This review is important because it can lessen the number of callbacks to the household for missing information.

As you review completed forms, make sure that you:

- ☞ Asked the respondent all appropriate questions on the **NCVS-1** and marked each screen question accurately.
- ☞ Completed a separate **NCVS-2** for each incident reported by the respondent.

- 8 Closed the interview and thanked the respondent. If there are other household members present who are at least 12 years of age, ask to interview one of them next. If the remaining eligible household members are unavailable, ask for the best time to callback and interview the rest of the household. Use Item 30g on the **NCVS-500** to enter notes about callbacks (*dates, times, etc.*).

Chapter 4

Your Job Duties and Performance Standards

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Topic 1. Basic Field Duties

Overview

As a field representative for the National Crime Victimization Survey, you will be assigned to work in one of the NCVS sample areas or Primary Sampling Units (PSUs). Most of your duties will be the same for each interview month. Your work will pretty much fall into two main categories--listing and interviewing.

Listing Assignments

During your first month on the job, you will not receive any listing assignments. You will begin learning the listing and coverage procedures during your second month on the job. This training will consist of a series of self-studies together with on-the-job training.

In very general terms, your listing work will consist of systematically documenting on listing sheets the existence of living quarters where people live or could live within an assigned segment. Detailed procedures for completing your listing assignments in each segment type are provided in the *Listing and Coverage Manual*, Form 11-8. Your listing assignments could be in all four segment types--Unit, Permit, Area, and Group Quarters.

Unit Segments

For single-unit addresses, no listing is necessary and you will not receive listing sheets for these addresses.

For multi-unit addresses, you will be verifying and updating the listing sheets for these assigned addresses when you are at the address to conduct interviews. There are separate procedures for small multi-unit addresses (2 - 9 units) and large multi-unit addresses (10 or more units). (*See Chapter 2 of the Listing and Coverage Manual for more details on listing unit segment addresses.*)

Permit Segments

When you make your first visit to an assigned address within a permit segment, you will list all units found at the address. There are separate procedures for listing a single-unit address and a multi-unit address. You could also be assigned a previously listed address to verify and, if

necessary, correct before you conduct interviews at the address. (*See Chapter 3 of the Listing and Coverage Manual for more details on listing permit segment addresses.*)

Area Segments

Before any units are selected for interview from an area segment address, there are a variety of tasks that need to be completed. These tasks include: precanvassing, canvassing and map entries, and listing units. You could also be asked to update and record changes to area segment listings. (*See Chapter 5 of the Listing and Coverage Manual for more details about listing area segment addresses.*)

Group Quarters Segments

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 group quarters-- institutional, noninstitutional, and military barracks. Only **noninstitutional** group quarters units are eligible for interview. By definition, a group quarters is not a housing unit.

A **group quarters segment** is made up of one or more group quarters that were identified in 1990 census blocks originally screened for unit segments. In addition to listing group quarters in group quarters segments, you could also find and list group quarters units in area and unit segments.

Your listing assignment tasks in a group quarters segment could include: identifying eligible units, choosing listing methods, and listing units in group quarters. You could also be asked to update a previously listed group quarters listing sheet. (*See Chapter 4 of the Listing and Coverage Manual for more details about listing group quarters.*)

Interviewing Assignments

Each interview month, your interviews will be a combination of personal visit and telephone interviews and could include addresses from any of the four segment types. Regardless of the interview method, always conduct your interviews with discretion and courtesy. These two traits are especially important in gaining a respondent's confidence and continued cooperation.

Your basic interviewing duties include:

- ✓ Filling or updating Control Cards (*NCVS-500*) for new, returning, replacement, and noninterview households.
- ✓ Filling the Basic Screen Questionnaire (*NCVS-1*) for the household respondent and each remaining household member who is at least 12 years of age. For households with more than four members, you will also fill an *NCVS-1A* for each additional household member.
- ✓ Filling a Crime Incident Report (*NCVS-2*) for each incident reported in the Basic Screen Questionnaire.
- ✓ Completing a Noninterview Record (*NCVS-7*) for each sample address that you are not able to interview during the interview period, such as refusals, vacant units, demolished units, and so forth. (*See Part A, Chapter 6, for more details about noninterviews.*)

Topic 2. Additional Duties

Be Flexible

Due to the nature of interviewing work, you need to be ready to work both day and evening hours to reach sample households. Some of your respondents may be hard to reach, so you will need to contact sample households at various times of day and on various days of the week. If you are not flexible with your work schedule, you will find it very difficult to complete all of your assigned interviews.

Keep Up to Date

It is important to read carefully and try to absorb all memos, self-studies, or other instructional materials concerning your NCVS work. From time-to-time, our sponsor may decide to add survey questions or reword existing questions. Other times, you may receive instructions on how to perform a specific task using new procedures.

In order for you to understand the intent and usage of these changes, you must read and understand all instructions that you receive. When you receive any NCVS instructions or self-studies, keep in mind that they are intended to help you do your job better and more efficiently.

Do Not Procrastinate

Arrange your work schedule for each interview month so that you can complete the majority of your cases as soon as possible after your assignment begins. If you delay most of your interviewing until later in the interview period, you run the risk of not completing your assignment by your closeout date. Remember that most sample households will require more than one contact to complete interviews for all eligible household members.

Make Several Transmittals

It is very important that you return your completed NCVS work on a flow basis to your regional office. Whenever possible, send your completed work every workday. By sending frequent shipments of completed work, you will enable your supervisor to correct problems quickly and allow all other related processes to run more smoothly.

Keep Accurate Records

Accurate administrative records are important for both you and your supervisor. Make sure that each workday you record:

- The amount of time you spent on NCVS work,
- The current status of your assignment, and
- The number of miles you traveled for NCVS interviewing.

Meet Expected Standards

Your main goal for your work on the NCVS is to strive for the highest possible degree of accuracy and efficiency. To aid you in meeting and maintaining 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.*)

Additional Reading

If you are interested in reading additional general information about your interviewing job, refer to Chapter 1 of the *Administrative Handbook for Intermittent and Part-Time Schedule A Employees*, Form 11-55.

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. This survey operates on a fixed budget and the only way we can conduct the NCVS on schedule and within budget is with your cooperation. We depend on you to complete your work accurately and efficiently.

Performance Ratings

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 do expect you to do your best and to improve as you gain more interviewing 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 will keep monthly records on your level of performance.

Twice a year, your supervisor will rate your response and accuracy rates into one of two categories: Pass or Fail.

Production Standards

The importance of completing your assignment within the specified interview period is not only important from a cost standpoint, but is also essential for meeting our processing deadlines. With the exception of holidays, always begin your assignment on the first working day of the month. Try to complete as quickly as possible all interviews assigned for an interview month. Schedule your work so that your assignment is completed **before** the closeout date for the interview month.

Planning Your Travel Route

Plan your travel route so you can accomplish your NCVS work and move from one segment to another using the least amount of time and mileage.

Keeping Callbacks to a Minimum

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.

Always remember to make the least number of trips to a sample area as possible to complete your assignment. If you need to make personal visit callbacks in a sample area where you still have some initial visits, try to complete these interviews in one trip. Also, if no one is at home at the time of your visit, attempt to find out the best time to contact the household before you leave the sample area. You can inquire of neighbors, apartment managers, janitors, and the like, but you cannot mention the survey name to these people.

Conducting Efficient Interviews

Here are some pointers for saving time without sacrificing accuracy:

- ✓ Become thoroughly familiar with the sequence of items on the Control Card and NCVS questionnaires.
- ✓ Make sure you understand how to enter answers on each NCVS form.
- ✓ Familiarize yourself with the possible answer categories on each NCVS form.
- ✓ Be prepared to answer respondents' questions briefly and clearly, regardless of the type of question. To help you prepare for respondent questions, you can read the introductory letters, your job aid, **NCVS At a Glance** (NCVS-500.1), the **NCVS Fact Sheet** (NCVS-110), and this manual (NCVS-550).

Quality Interviews

Your supervisor considers the quality of your work to be just as important as your productivity. It will be of no value to this survey if you transmit your entire assignment early in

the interview period, but most of the returned forms are either incomplete or inaccurate.

The instructions provided in this manual provide all the information you will need to conduct NCVS interviews efficiently and accurately. If you experience special situations or problems that are not covered in this manual, either call your supervisor or document the situation or problem on an Interviewer Communication (INTER-COMM), Form 11-36.

Accuracy Rate

Your supervisor will periodically provide you with a report showing interviewing errors that were detected as your completed work was reviewed. Besides documenting your errors, this report will also give you advice on how you can avoid or eliminate similar errors in the future.

Strive to become thoroughly familiar with all NCVS procedures and to conduct your interviews in a uniform and consistent manner. If you achieve these goals, you will eliminate most interviewing errors.

Response Rate

For each interview month, your supervisor will calculate the response rate for your NCVS interviewing assignment. Your response rate takes into consideration how many interviews you were able to complete from all **eligible** sample addresses assigned to you (*excluding Type B and C noninterviews*). By reviewing your response rate, you and your supervisor can track how effective you are at obtaining interviews.

Maintaining a high response rate is essential to ensuring that our NCVS sample 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.

You need to keep to a minimum all Type A noninterview households and Type Z noninterview persons.

When you are assigned a sample household that is eligible for interview and you are unable to interview ANY household members (*including the household respondent*), the case is classified as a Type A noninterview. Some Type A noninterview reasons include:

- No one home,
- Temporarily absent through the entire interview period, and
- Refused.

An eligible household member is classified as a Type Z noninterview when the household member cannot be interviewed during the current interview period. **Never classify a household respondent for a sample address as a Type Z noninterview.** When you are not able to complete an interview with a household respondent, you must classify the sample address as a Type A noninterview.

Some of the Type Z noninterview reasons include:

- Person is never available,
- Person refused,
- Person is physically and/or mentally unable to answer and no proxy respondent is available, and
- Person is temporarily absent and no proxy respondent is available.

The best strategy for minimizing Type A and Type Z noninterviews is to:

- ☛ Work on improving your salesmanship skills so you are better equipped to gain cooperation from all types of respondents and
- ☛ Contact respondents when you are most likely to reach them at home.

(See Part A, Chapter 6, for techniques on reducing noninterviews.)

Topic 4. Field Evaluations--Observations and Reinterview

Observations

In addition to the review of your work in the regional office, your supervisor or his/her representative will periodically observe you actually performing your listing and interviewing work.

The first two on-the-job or induction observations are for the purpose of providing post-classroom training during actual work situations on interviewing techniques and NCVS concepts. Both of these observations are usually done within your first 6 months on the job.

All other observations are aimed at evaluating and improving your on-the-job performance. Normally, you will be observed at least once a year and you will probably be with the observer for a minimum of 6 hours. This is the average length of time required for reviewing your general performance and rectifying specific performance problems.

Keep in mind that observations are the best opportunities for you to receive individual assistance with any problems you are experiencing. Observations are designed to help you improve all measures of performance.

Prior to your observation, the observer will contact you to make the final arrangements and give 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 will probably 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 will allow the observer to work with you on these cases and help you improve your techniques for gaining the cooperation of sample households.

For a Low Accuracy Rate

If one of the purposes for the observation is to help you improve a low accuracy rate, you will probably be instructed to carefully edit and retain your previous day's work. This will allow the observer to show you ways to reduce the number of interviewing errors.

For a High Number of Minutes per Case

If one of the purposes for the observation is to help you spend less time on each case, you will probably want to be prepared to discuss how you:

- ✓ Plan your itinerary,
- ✓ Use the county and segment maps to locate assigned addresses,
- ✓ Use the telephone, and
- ✓ Decide when to contact assigned households.

Reinterview

Reinterview is a method we use to independently evaluate your on-the-job performance. At least once a year and possibly up to four times a year, your supervisor or his/her representative will redo a portion of your assignment for the interview month. You will not be notified beforehand as to which month's assignment is targeted for reinterview.

The reinterviewer will recontact some of the same households that you have already contacted. The reinterview answers will be compared against the original answers that you recorded, differences will be identified, and reasons for the differences will be determined.

The reinterviewer will verify that:

- The correct sample units were interviewed,

- The listing sheets were completed or updated properly,
- The Control Cards were completed or updated properly,
- All screen questions on the NCVS-1 were asked and all answers recorded,
- The appropriate number of NCVS-2s were completed for each reported incident, and
- Any noninterviews were classified accurately.

Once the reinterview is completed, the reinterviewer will contact you so both of you can review the results together. During this review, errors will be discussed and the appropriate concepts and procedures will be reviewed. In some cases the extent and type of errors will require a "special needs" observation and/or retraining.

Chapter 5

Personal Visit vs. Telephone Interviews

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Topic 1. Identifying the Method of Interview

Checking Control Cards

Each interview month, some of your interviews will be designated as personal visit interviews and some will be designated as telephone interviews. Your regional office will separate the Control Cards for your assignment and place a card on top of each stack to identify which ones require personal visit interviews and which ones require telephone interviews. Keep these two stacks separate until you have completed all cases in the telephone interviews stack.

Depending on your assignment area (PSU), you could receive a third stack of Control Cards with a card on top identifying the stack as "CATI Hold" sample addresses. You will only interview a sample address from this stack if your supervisor asks you to do so, because the CATI facility was unable to get a completed interview.

Your regional office will also indicate on your assignment control sheet (Form 11-35) which sample addresses in your assignment are designated for:

- Personal visit interviews,
- Telephone interviews, and
- "CATI Hold" sample addresses.

Notify your supervisor immediately if you have any questions about whether or not the sample addresses in a particular segment need to 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.

First Enumeration Period Households

For the first enumeration period, a sample household will always be 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.

Only the household respondent's interview must be done in person for a personal visit interview. Any other eligible household members who are not available during your initial visit, can be interviewed by telephone.

Checking the Control Card

By reviewing the Control Card 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 Control Card items will be blank. Items 1

through 6a will always have entries shown and Item 5 (*letter sent*) will only have the first enumeration box marked.

Household Not Interviewed in Previous Enumeration Periods

Regardless of the enumeration period, your 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:

- Complete a new Control Card (*NCVS-500*) for the replacement household,
- Staple the new Control Card for the replacement household to the original Control Card, and
- 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 can be done by telephone.

Checking the Control Card

If you look at Item 30f on the Control Card, you can see whether or not the sample household was a noninterview in the previous enumeration period. You can also discover why the household was a noninterview by checking the noninterview reason listed for the code entered in Item 30f. If a sample household has been a noninterview in **all** of the previous enumeration periods, then you will need to use the personal visit method for the current interview period.

Personal Visit vs. Telephone Interviews

No Telephone Available

If you should find that a sample household in your telephone interview stack does not have a telephone, you need to conduct the interview in person. To conduct a telephone interview, the sample household must have a telephone at home or elsewhere on which **all** eligible household members can be contacted.

Checking the Control Card

Look at Control Card Items 26a, 26b, and 26c to verify that the household has a telephone on which all eligible household members can be interviewed and that at least one telephone number is listed.

Telephone Interview Not Acceptable

If you should find that a sample household in your telephone interview stack does not want to be interviewed by telephone, then you must conduct personal visit interviews for the household.

Checking the Control Card

Look at Control Card Item 26d to verify that the "Yes" answer box is marked. If the "No" answer box is marked in Item 26d, then you must conduct interviews for this household in person.

Special Situations Requiring Personal Visit Interviews

Some special situations can require cases that would normally be interviewed by telephone to require personal visit interviews. These situations include:

Entire Sample Household Refuses a Telephone Interview

- In some cases, you could 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 on the questionnaire.

An EXTRA Unit Is Found

- When an EXTRA unit is discovered during a telephone interview, interview the household at the EXTRA unit in person and explain the reason for the personal visit on the questionnaire.

(Chapter 7 of the Listing and Coverage Manual, Form 11-8, provides details about EXTRA units.)

Incorrect Telephone Number

- If you discover that the telephone number listed on the Control Card is incorrect, verify whether or not you have reached the sample address. If you have not reached the sample address, try to get the correct telephone number from directory assistance, the operator, and so forth. If you cannot get a good telephone number for the sample address, then you will need to make a personal visit and explain the reason for the personal visit on the questionnaire.

No One Answers

- If you have tried several times to reach a sample household by telephone and were 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 in Item 33 on the Control Card. 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, you will need to make a personal visit to the sample address and explain briefly the reason for the personal visit at the top of page 2 on the NCVS-1 (*above the Household Respondent's Personal Characteristics banner*).

You Get a Recorded Message

- If you get a recorded message saying that the telephone number has been changed, you need to call the new telephone number (*if given*) and make sure that you

have reached the sample address before starting the interview(s). Make sure to enter the new telephone number in Control Card Item 26c and line through the incorrect number.

If the recorded message says that the telephone 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, you will need to visit the sample address and explain briefly the reason for the personal visit at the top of page 2 on the NCVS-1 (*above the Household Respondent's Personal Characteristics banner*).

CATI Recycled Cases

- If you receive any "CATI Hold" Control Cards in your assignment, your supervisor may instruct you to interview one or more of these "CATI Hold" cases during the interview period. We refer to these sample addresses as "recycled" cases, because the CATI facility was unable to interview them. When your supervisor instructs you to interview a recycled case, interview the sample address by personal visit.

Topic 3. Qualifications for Using the Telephone Method

Overview

You will be conducting 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:

- ⇒ The sample household was assigned for a personal visit interview in a previous enumeration period **and** at least the household respondent was interviewed in person in a previous enumeration period. Refer to Control Card Items 25b and 30 for this information.
- ⇒ The sample household must have a telephone on which all eligible household members can be interviewed. Refer to Control Card Items 26a, 26b, and 26c for this information.
- ⇒ The sample household must be willing to be interviewed by telephone. Refer to Control Card Item 26d for this information.

Once a sample household is assigned for a telephone interview **and** there is no special situation requiring a personal visit, then you would interview **all** eligible household members by telephone for the current and all future enumeration periods.

Household's First Time in Sample

As covered in Topic 2 of this chapter, only the household respondent's interview must be completed in person when a household first enters the NCVS sample (*regardless of the enumeration period*). Once the household respondent's interview is completed in person, any callbacks for other household members can be conducted by telephone. This will help us lower our interviewing costs.

Type Z Noninterviews

If a sample household is designated for a telephone interview and an eligible respondent, **other than the household 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 either the household respondent or 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

Always start your assignment with the cases in your telephone interview stack, and get started as soon as possible once the interview month begins. It is possible that you will discover cases in the telephone interview stack that require you to make a personal visit to an assigned segment (*as covered in Topic 2 of this chapter*). By working through your telephone interview work first, you can keep to a minimum the number of trips to a segment 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 a segment within 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. Strive to make the least number of trips as possible into a segment area to complete your assignment.

Whenever you discover that a case scheduled for telephone interviewing needs to be interviewed in person, explain briefly the reason for the personal visit at the top of page 2 on the NCVS-1 (*above the Household Respondent's Personal Characteristics banner*).

Starting the Interview

When you are ready to start a telephone interview, look at Control Card Items 26a through 26f. By reviewing these items, you will be prepared for situations where:

- ✓ The telephone number provided in Item 26c will ring somewhere other than the sample household's residence. Item 26b will give you this information.
- ✓ You are unable to contact the household on the first telephone number listed in Item 26c, but a second telephone number is also entered in Item 26c.

- ✓ The sample household does not want to be interviewed by telephone. Item 26d will give you this information.
- ✓ The sample household indicated the best time to call or visit them and/or when they do not wish to be contacted. Item 26e will give you this information.
- ✓ The sample household indicated that they do not want to be contacted on a Sunday. Item 26f will give you this information.

By reviewing these Control Card 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.

***Ask for Previous
Household Respondent***

After dialing the telephone number listed in Control Card Item 26c and someone answers, start by identifying yourself and asking to speak to the household respondent from the previous enumeration period. If that person is not available, then make sure that you have reached the correct sample address.

Once you know that you have reached the correct sample address and are speaking to a household member, you can continue with your introduction. You don't want to describe the NCVS to someone who is not a sample household member.

Then ask to speak with a household member who is at least 18 years of age and knowledgeable about the household, preferably one of the owners or renters of the home. This person will be your household respondent for current interview.

A Typical Introduction

The following introduction will give you an idea of what you need to say when you introduce yourself and the NCVS:

"Hello, I'm (your name) from the United States Census Bureau." (After reaching a sample household member,

continue with...) "The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crimes. We last contacted this address six months ago."

When conducting a telephone interview, it isn't necessary for you to ask if the household received our introductory letter.

Explaining the Purpose of the NCVS

Some respondents may want to ask some questions about the NCVS before agreeing to answer the survey questions. You need to be prepared to answer their questions briefly and accurately.

The following sources provide answers to some of the more commonly asked questions from respondents:

- Page 2 of the Information Card Booklet, NCVS-554,
- The job aid, NCVS At a Glance, NCVS-550.1, and
- Part A, Chapter 2, Topic 5, of this manual, NCVS-550.

Mentioning the Introductory Letter

It is not necessary for you to mention or ask about the introductory letter during a telephone interview.

However, you should have one with you in case a respondent has a question about it. If you were conducting the interview in person, you would ask if the respondent received a copy of the introductory letter and hand him/her a copy if it was not received in the mail.

Identifying Yourself

Unlike a personal visit interview, you are not able to 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 seriously 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 prior interview that a telephone interview is acceptable.

**Verifying the Accuracy of
Your Contact**

Keep in mind that for the NCVS we are following the sample address and not a specific household. In other words, if a household moves out of a sample address between enumeration periods, you would no longer interview that household. You would interview the current residents at the sample address.

If you call the telephone number on the Control Card 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 is still living at the address listed in Control Card Item 6a. If you are given an address that doesn't identify an exact unit or is slightly different from the address listed on the Control Card, ask the respondent if the household has moved since their last interview.

If the household has moved out of the sample address and continues to use the same telephone number, thank the respondent for their cooperation and explain that you do not need to interview his/her household, since they no longer live at the sample address for this survey.

Anytime you discover that a new or replacement household is currently living at the sample address, you are required to complete a new Control Card and conduct the interviews

with the replacement household by personal visit for the current enumeration period.

Selecting a Household Respondent

Once you are sure that you have reached the sample address and the same household from the previous enumeration period, you need to speak to the household member who will be the "household respondent." Because of the type of information this person needs to provide both for the Control Card (*NCVS-500*) and the Basic Screen Questionnaire (*NCVS-1*), 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:

First Ask for the household respondent from the previous enumeration period.

Second Ask for one of the persons who owns or rents the home.

Third Ask for a household member who is at least 18 years of age and knowledgeable about the household.

Using the Information Card Booklet

Control Card Items 23, 24, and 28 instruct you to show a flashcard to the respondent for personal visit interviews. When several answer categories are listed for an item, it is much easier for a respondent to read the flashcard and select the correct answer. Obviously, these items must be handled differently during a telephone interview.

Spanish Origin, Item 23

Since your telephone interview cases will be sample addresses that have been interviewed in a previous enumeration period, you will only ask item 23 for any NEW household members that you add for the current enumeration period.

If the respondent hesitates to answer once you have asked the question in Item 23, then turn to page 6 in your Information Card Booklet and ask the respondent if the added person's ethnic origin is one of the following origins...*(then read the origins listed on page 6)*.

Race, Item 24

For your telephone interviews, only ask the race question for any NEW household members for the current enumeration period. If the respondent does not give you the NEW household member's race(s) after you ask the question for Item 24, then read the race categories listed with the race codes in the top, right corner of the Control Card.

***Household Income,
Item 28***

If you are conducting a telephone interview for a third, fifth, or seventh enumeration period household, you will need to update Item 28 with the household respondent. Follow these steps:

Step 1 - Rephrase the question in Item 28 so that you ask, *"What was the total combined income of all members of this household during the past 12 months?"*

Step 2 - If necessary, explain to the respondent that you need to identify the broad income range that best fits the total combined income during the past 12 months for all household members who are 14 years of age or older.

Exclude the income of any household member who left the household and is not a household member at the time of the interview. If the respondent seems confused about which household member's income to include, then read the list of current household members who are over 14 years of age by looking at Control Card Items 13a and 17.

Step 3 - If the respondent gives too broad of an income range, then probe by reading the answer

categories from the Control Card that are within the broad range.

Step 4 - If the respondent has trouble giving you an amount or a income range, then probe by reading the answer category marked on the Control Card, along with the answer categories just above and below it.

Marking the Type of Interview (Item 18 on the NCVS-1)

As you complete the Basic Screen Questionnaire, NCVS-1, for each eligible household member, mark the correct answer category for Item 18 to show whether the interview was conducted in person or by telephone, as well as showing whether the interview was a self-response interview or a proxy interview.

If you are unable to interview an eligible household member (*other than the household respondent*), you would mark Box 5, "Noninterview (Type Z)" in Item 18 to show that the person is a Type Z noninterview. A Type Z noninterview also requires you to complete Item 14 on the cover page of the NCVS-1 either during or after the interview.

Topic 5. Telephone Interviewing Skills

Overview

Every interviewing situation is unique and should be treated as such. Do not allow a difficult interview or a sharp refusal to shake your confidence or affect subsequent interviews. It is important that you begin each interview as if it were your first interview of the workday. Try to 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, you want to sound 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--no mints, gum, and so forth. Always 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 ensure that you are holding the mouthpiece between your nose and your lower lip. This will improve the quality of the transmission and allow you to speak in your normal tone of voice.

Enunciation

Pronounce your words carefully and never mumble. This is so important because the English language is full of similar sounds, such as the letters "T" and "D," and "P," "B," and "V." Careful enunciation will not only save you from repeating what you just said, but will also help you avoid misunderstandings.

Courtesy

Courtesy is tremendously important during a telephone interview. Whenever a respondent tries your patience, try to

remain calm and do not allow him/her to hear any impatience or frustration in your voice. The best way to achieve this goal is to 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 write down pertinent facts about an incident. Remember that 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. Keep in mind that 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. Keep them 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. You can 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 our respondents to relax and take their time, so they can remember all the pertinent facts about an incident.

If respondents feel as though 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 tends to give 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 attempt 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. Keep in mind that telephone interviews may require more probing than personal visit interviews.
- ☞ Make an effort not to interrupt a respondent before he/she is finished replying. A long pause does not always indicate that the respondent is done answering your question. Never rush a respondent when he/she needs more time to recall specific facts.
- ☞ Life is full of distractions, but you have to learn to shut them out 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" will reassure 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 actually finish explaining the incident. Be patient and let the respondent finish his/her thought. You do not want to lead the respondent and possibly bias the interview.

Telephone Techniques

Every interviewing situation is unique and should be treated as such. It is important that you adapt to each new respondent. You can not let your reactions to one interview carryover and affect the next interview.

Here are some basic techniques you can follow to aid you in conducting your telephone interviews:

- ⇒ **Select a good working space**
Select a "quiet" place where you can conduct your telephone interviews without distractions and in privacy. Also, make sure that you have adequate space and light for your work.
- ⇒ **Be prepared**
Before you begin a telephone interview, make sure that you have all the materials you may need within your arms 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, disconnect the "call waiting" feature **before** you start any telephone interviews.

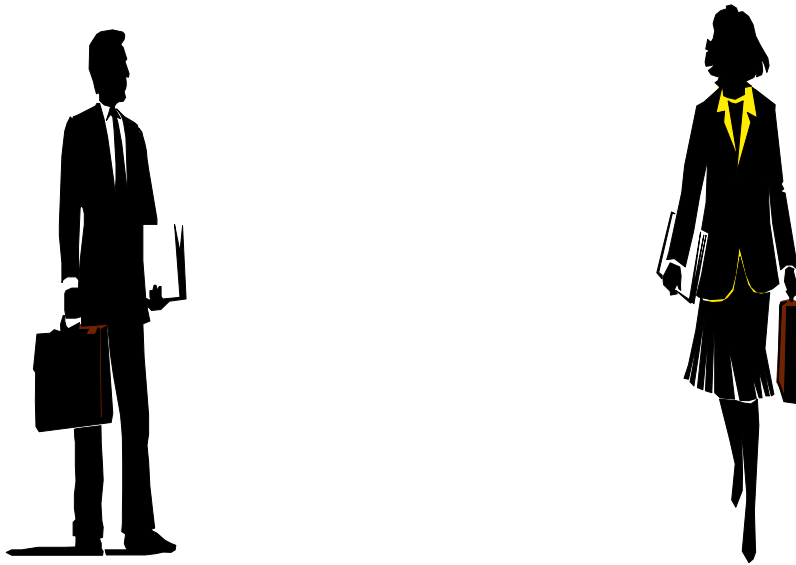
⇒ **Learn from your mistakes**

Whenever possible, try to evaluate your performance for each interview. See if you can improve your technique in any area of the interview process. In other words, try to improve your technique with each new interview and do not continue making the same mistakes over and over.

⇒ **Learn from your success**

When you feel that an interview went especially well, try to evaluate why it went so well. Perhaps your telephone manner made the difference because you were able to maintain your confidence and project a pleasant and businesslike attitude. Concentrate on the positive aspects of the successful interview and continue to improve your technique.

Always represent the Census Bureau with pride!



Chapter 6 Noninterviews

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Topic 1. Overview of Noninterview Types and Procedures

Noninterview Cases

When you are assigned an NCVS case and cannot get a completed interview, you will need to classify the case into one of three noninterview categories. These categories are identified as Type A, Type B, and Type C.

A sample address will be classified as a noninterview if:

- The living quarters is occupied but you are not able 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

Each of the three noninterview categories, Type A, B, and C, has its own set of reasons why assigned cases cannot be interviewed.

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. The Type A noninterview reasons for the NCVS are:

- ✓ 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 a Type B noninterview. The 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 a sample address to be permanently removed from the NCVS sample. These cases will classify as a Type C noninterview. The 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
- ✓ Built after April 1, 1990
- ✓ Permit abandoned
- ✓ Other (*Only use this Type C reason when none of the other reasons are appropriate for the situation.*)

Noninterviews

Documenting Noninterviews

Each time that you classify a sample household as a noninterview you need to document the noninterview on the:

- ☛ Control Card (*NCVS-500*)
- ☛ Noninterview Record (*NCVS-7*)
- ☛ INTER-COMM (*Form 11-36*)

Control Card

See Topic 5 of this chapter for detailed instructions on which entries need to be made on the Control Card for each sample address that you classify as a noninterview.

Noninterview Record

When you classify an NCVS case as a noninterview, you need to complete a Noninterview Record, NCVS-7, to provide details about the case and why it cannot be interviewed. Do not complete a Basic Screen Questionnaire, NCVS-1, for any sample address that you classify as a noninterview.

Since the NCVS-7 is a single-page form, make sure to staple the completed NCVS-7 to the Control Card for the sample address before mailing it back to the regional office.

Completing the NCVS-7:

- Start by transcribing the case identification information from the Control Card onto the appropriate blocks at the top, left corner of the form. This information includes the sample number, control number (*PSU, segment, check digit, and serial number*), and household number. If the noninterview is for an EXTRA unit discovered during the current interview period, you need to enter some type of unit identification in place of the serial number. You could enter the reference person's name or some type of physical description of the EXTRA unit.

- **Item 1** Enter your FR code and name.

- **Item 2** If the noninterview is classified as a Type A or B, transcribe the information from Control Card Item 9 onto Item 2 of the NCVS-7.
- **Item 3** If the noninterview is classified as a Type A or B, transcribe the information from Control Card Item 10 onto Item 3 of the NCVS-7.
- **Item 4** If the noninterview is classified as a Type A or B, transcribe the information from Control Card Item 11c or 11d onto Item 4 of the NCVS-7. Make sure to also transcribe any descriptions that are shown on the Control Card for answer Boxes 7 or 12.
- **Item 5** Enter in Item 5 the last date on which you contacted or attempted to contact someone about the case. Enter the date using 2-digits for the month and day, and 4-digits for the year (*e.g.*, 01/02/2003).
- **Item 6** **Type A Reasons:**
Use Boxes 1 through 4 to indicate the reason for the Type A noninterview. These reasons are described in detail in Topic 2 of this chapter.

If you mark Box 2, Temporarily absent, make sure to enter the date that the household is expected to return to the sample address. If you mark Box 4, Other occupied, make sure to enter an accurate and acceptable reason for classifying the sample address as a Type A noninterview on the "Specify" line below Box 4. Only use Box 4 if you are sure that the reason does not fit into one of the other three Type A reasons.

After marking the Type A reason, continue with Item 7.

Type B Reasons:

Use answer Boxes 10 through 18 of Item 6 to indicate the reason for the Type B noninterview. These reasons are described in detail in Topic 3 of this chapter.

Only mark Box 18, Other, when the reason does not fit any of the other Type B reasons. Also make sure that you enter an accurate and acceptable reason for classifying the sample address as a Type B noninterview on the "Specify" line below Box 18.

Type C Reasons:

Use Boxes 20 through 29 of Item 6 to indicate the reason for the Type C noninterview. These reasons are described in detail in Topic 4 of this chapter.

Only mark Box 29, Other, when the reason does not fit any of the other Type C reasons. Also make sure that you enter an accurate and acceptable reason for classifying the sample address as a Type C noninterview.

- **Items 7, ONLY COMPLETE THESE FOUR
8, 9, ITEMS FOR TYPE A
and 10 NONINTERVIEWS.**

When filling **Item 7 (Race)** for a household that was interviewed in a previous enumeration period, use the household respondent's race(s) from Control Card Item 24. If the household respondent chose more than one race, mark all that apply. Mark Box 3, Other, for any races marked other than White and Black, such as American Indian, Asian, Native Hawaiian, or Other.

If Control Card Item 24 is blank, then leave Item 7 blank, too. **While you must always try to obtain each household member's race, you cannot fill race by observation, probing, or asking a neighbor. NEVER** mark Item 7 for a Type B or C noninterview.

When filling **Item 8 (Public Housing)**, use the answer marked in Control Card Item 8c.

When filling **Item 9 (Manager Verification of Public Housing)**, use the answer marked in Control Card Item 8d.

When filling **Item 10 (American Indian Reservation or American Indian Lands)**, use the answer marked in Control Card Item 8e.

INTER-COMMs

In addition to completing the NCVS-7 for each noninterview case, you also need to fill out an INTER-COMM explaining the situation to your supervisor. Attach the completed INTER-COMM to the completed NCVS-7 and return these forms along with the case's Control Card.

Topic 2. Type A Noninterview Categories

Overview

Since Type A noninterviews mean the loss of valuable information, it is essential to 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. Some of these ways 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:

- ✓ 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 and interview the household in person. Also make sure that you call your regional office **before** sending in a Type A noninterview.

Procedures for "No One Home"

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, do **not** use the "No one home" reason.

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?"

Listed below are the procedures to follow 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 Control Card Item 30g to enter the callback date and time for your return visit.

Noninterviews

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.

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 then make a return visit at that time.
- ⇒ If all of these efforts fail, then classify the case as a Type A noninterview, No one home, as described in Topic 1 of this chapter.

**Procedures for
"Temporarily Absent"**

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 noninterview, Temporarily Absent, **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.

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- ✓ 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 Noninterview, Temporarily Absent, take the following actions:

- Using Control Card Item 30g, enter the date when the sample household is expected to return to the sample address.
- Using Control Card Item 33, enter the name, address, and telephone number of 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.
- If there is any possibility that the household will return before the **office** closeout date, follow the “Telephone Hold” procedures covered later in Topic 2 of this chapter. Do not use the “Telephone Hold” procedures when the household is expected to return before **your** closeout date.
- When you know that the household definitely will not return before either closeout dates, complete a Noninterview Record (NCVS-7) according to the instructions in Topic 1 of this chapter. Make sure that you enter the “Return date” when filling Item 6 on the NCVS-7.

Procedures for "Refused"

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.

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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 Control Card items and to complete the NCVS-1 interviews with a household respondent and all remaining eligible household members.

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 a Noninterview Record (*NCVS-7*) as described in Topic 1 of this chapter.
- ✓ After completing an *NCVS-7*, complete an *INTER-COMM (Form 11-36)* explaining the situation and what actions were taken to gain the household's cooperation.

As soon as your 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.

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If your 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, you will just 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, you would:

- Enter the month and year of your visit (*e.g.*, 8/03) in Item 30b on the Control Card.
- Enter the noninterview type and reason code A-03 in Control Card Item 30f. The noninterview types, along with their reason codes, are listed on the Control Card following Item 33.
- In the "Notes" space on the Control Card, enter "Confirmed refusal household - Do not attempt to interview household."
- Complete a Noninterview Record (*NCVS-7*) as described in Topic 1 of this chapter.

If you discover that a new household has moved into the sample unit, you would visit and interview the new or "replacement" household.

Group Quarters Refusals

Some of your NCVS assignments could include sample units within group quarters, such as hotels, boarding houses, and so forth. If either the manager or owner of a group quarters refuses to allow you to interview persons residing in sample units within the group quarters, notify your supervisor immediately. Based on the situation, your supervisor will provide you with specific instructions.

Procedures for "Other Occupied"

Most of your Type A noninterviews will fall under one of the three reasons already mentioned--No one home, Temporarily absent, and Refused. However, you could

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encounter other situations that will 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.

- More than two of the household respondent's screen questions are left unanswered because the household

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respondent refused to answer them and you are unable to interview another eligible household member as the household respondent.

Telephone Hold Procedures

Each regional office may use slightly different procedures for telephone hold cases. In this manual, we will provide you with the general procedures. Your program supervisor will provide you with specific instructions.

Telephone hold procedures were initiated to allow you to meet your closeout date for each month, and still give you some additional time to complete "hard-to-interview" cases that could result in Type A noninterviews.

Listed below are the general steps to follow for a telephone hold case:

Step

- 1 Prepare a duplicate or "dummy" Control Card for the telephone hold case including all the information that you will need to transcribe onto the NCVS-1 for the case. Write the word "HOLD" in the "Notes" space on the "dummy" Control Card. Keep the "dummy" Control Card in the event you are able to interview the sample household before the "telephone hold" closeout date.
- 2 Prepare the cover page of an NCVS-1 questionnaire with the following information:
 - ◇ Enter the sample, control number, and household number.
 - ◇ Fill Items 1 and 2.
 - ◇ Write the word "HOLD" at the top of the page.
 - ◇ Keep this NCVS-1 in case you are able to conduct the interview before the "telephone hold" closeout date.

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Step

- 3 Prepare an NCVS-7 as described in Topic 1 of this chapter and attach a note to it identifying the case as a "telephone hold." Make sure that you return these forms no later than the last shipment before your "original" closeout date. Make sure to place the NCVS-7 and the current Control Card for the case on top of the shipment.

- 4 Continue your attempts to get interviews for your telephone hold cases. If you can complete a telephone hold case, call in the information to your office for the NCVS-1, the Control Card, and any NCVS-2s. If your office doesn't hear from you, they will assume that the case needs to be classified as a Type A noninterview. Do not attempt to get interviews for telephone hold cases after this closeout date.

- 5 By the 25th day of the interview month, destroy any "dummy" Control Cards or questionnaires you are holding for telephone hold cases. Make sure to tear these "dummy" forms before disposing of them so that you do not violate a respondent's confidentiality.

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.

The following reasons can cause a sample unit to be classified as a Type B noninterview:

- ✓ 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 Type B

Procedures for "Vacant, Regular"

The majority of the unoccupied units that you discover will probably classify as "Vacant, regular." If you discover that a sample address is **unoccupied** and the following conditions

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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 group quarters unit that may be vacant in transient quarters, boarding houses, or rooming houses.

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 noninterviews, 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 noninterview, Vacant, regular.

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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"

Only use this Type B noninterview reason 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, you would use the "Vacant, regular" Type B noninterview reason.

Procedures for "Temporarily Occupied by Persons With a URE"

If an entire household is staying at a sample unit temporarily (*e.g., on vacation*) and the household has a usual residence elsewhere, they are not eligible household members and you must not interview them. If you discover this situation, classify the unit as a Type B noninterview, Temporarily occupied by persons with a URE.

Procedures for "Unfit or to be Demolished"

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 unit will probably need to be classified as "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 this Type B noninterview reason 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 the building that houses the sample unit.

Procedures for "Under Construction, Not Ready"

This Type B noninterview reason 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 a Type B noninterview, Vacant, regular.

Procedures for "Converted to Temporary Business or Storage"

Use this Type B noninterview reason 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 the sample unit needs to be classified as a Type C noninterview, not a Type B noninterview.

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.

Remember that 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"**

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. (*See page 7-4 in the Listing and Coverage Manual, Form 11-8.*) 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 a Type B noninterview, Unoccupied site for a mobile home, trailer, or tent.

**Procedures for "Permit
Granted, Construction Not
Started"**

There may be instances when you are assigned a sample unit in a permit segment and discover that the construction permit has been issued, but construction has not yet started. When this occurs, classify the sample unit as a Type B noninterview, Permit granted, construction not started.

**Procedures for "Type B,
Other"**

Most of your Type B noninterviews will fall under one of the reasons already mentioned. If you discover a rare situation that is not covered in any of the Type B noninterview reasons, use the Type B, Other, reason.

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
- ✓ Built after April 1, 1990
- ✓ Permit abandoned
- ✓ Type C, Other

Procedures for "Unused Line of Listing Sheet"

When working with listing sheets in Unit, Permit, and Group Quarters Segments, you may discover as you list units or verify listings that a multi-unit structure has fewer units than expected. If you are assigned a sample unit for interview and find out that the assigned case is actually an unused line on the listing sheet, classify the case as a Type C noninterview, Unused line of listing sheet. (*See the appropriate chapters in your Listing and Coverage manual, Form 11-8, for more details about the use of listing sheets.*)

**Procedures for
"Demolished"**

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 a Type C noninterview, Demolished.

Do not classify an unoccupied unit as a Type C noninterview, Demolished, when the unit is scheduled to be demolished, but demolition work has not yet begun. Classify the unit as a Type B noninterview, Unfit or to be demolished, when demolition work has not yet begun.

**Procedures for "House or
Trailer Moved"**

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, then classify the unit as a Type C noninterview, House or trailer moved.

**Procedures for "Outside
Segment"**

Use this Type C noninterview reason 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"**

Use this Type C noninterview reason 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 forth.

Procedures for "Merged"

Merged units occur when two or more apartment units or two single family homes combine to form one new unit. Instructions for when to classify a sample unit as a Type C noninterview, Merged, can vary depending on the situation and segment type. Detailed instructions for merged units are provided starting on page 7-23 of the Listing and Coverage Manual, Form 11-8.

**Procedures for
"Condemned"**

Before you can use this Type C noninterview reason, 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 the Condemned reason for a Type C noninterview 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 a Type B noninterview, 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 "Built After April 1, 1990"

When you are working in an Area Segment, your office will mark Item 7a on the Control Card so that you know whether or not to ask about the year the sample unit was built. If the "Ask first month" box is marked in Item 7a, you will ask the household respondent during the first enumeration period interview whether the original structure was built before or after April 1, 1990.

If the household respondent tells you that the sample unit was built "After 4-1-90," you will:

- Mark the "After 4-1-90" answer box in Item 7a,
- If the Box (3) is marked for Item 7b, ask the question for Box (3) to determine whether or not there is any other building (*occupied or vacant*) on the property that is or could be used as a living quarters. A "Yes" answer will also require you to complete Table X on

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the reverse side of the Control Card. After following the instructions in Table X, end the interview and classify the sample unit as a Type C noninterview, Built after April 1, 1990.

- If you are not required to complete Item 7b, end the interview and classify the sample unit as a Type C noninterview, Built after April 1, 1990.

Procedures for "Permit Abandoned"

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 a Type C noninterview, Permit abandoned.

Procedures for "Type C, Other"

Most of your Type C noninterviews will fall under one of the reasons already mentioned. If you discover a rare situation that is not covered in any of the Type C noninterview reasons already mentioned, use the Type C, Other, reason.

Topic 5. Control Card Entries for Noninterviews

Entries for All Noninterview Cases

Any time you classify an assigned case as a noninterview, regardless of whether it's a Type A, B, or C, you need to make the following Control Card entries:

Item

- 6a Make sure that the address for the sample unit is entered correctly.
- 30b Enter the interview month and year (*e.g.*, 10/03).
- 30d &
30e Enter tally marks in Item 30d to indicate the number of personal visits you made before classifying the case as a noninterview. If your visits were before 5 p.m., enter your tally marks in Column (B). If your visits were after 5 p.m., enter your tally marks in Column (A). Since you cannot classify a case as a noninterview without making at least one personal visit, you should have at least one tally mark in Item 30d.
- Enter tally marks in the appropriate column (B and/or A) of Item 30e to indicate the number of telephone calls that you made before and/or after 5 p.m.
- 30f Enter the appropriate noninterview type and reason code (*e.g.*, B-17). All noninterview types, reason codes, and descriptions are shown on the Control Card following Item 33.
- 30h If the case is a CATI recycle, mark the "Yes" box and enter the CATI code provided by your regional office next to the "Yes" box.

- 33 When appropriate, enter the name, address, and telephone number for the contact person with whom you spoke to verify information about the noninterview case.

Entries for Type A Noninterviews

In addition to the Control Card entries required for **all** noninterview types, you also need to make the following entries for a Type A noninterview:

Item

- 7a If the case is in an Area Segment and the "Ask 1st mo." box is marked in Item 7a, check to see if an answer box is marked. If not, ask the question in Item 7a and mark the appropriate answer box. If necessary, ask a neighbor, apartment manager, janitor, etc.
- 7b Normally, this item would be asked during the first enumeration period for specific types of units. If a Type A noninterview happens during the first enumeration period in an Area Segment and Box (1), (2), and/or (3) is marked, then you need to ask the marked questions the **next** time you are able to interview the household. If you find that the unit is vacant in a subsequent enumeration period, ask the marked questions of a knowledgeable person at that time.
- 8e Normally, this item would be asked during the first enumeration period. If a Type A noninterview happens during the first enumeration period, mark Item 8e by observation or ask a knowledgeable person when unsure.
- 9 If your office has not already filled Item 9, mark the appropriate answer box and follow the instructions printed after each answer.
- 10 Normally, Item 10 is asked during the first enumeration period for specific types of units. If a

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Type A noninterview happens during the first enumeration period in a rural area and the Control Card instructions tell you to ask Item 10 (farm sales), ask this question the first time you are able to get an interview. If you find that the unit is vacant in a subsequent enumeration period, ask the question in Item 10 of a knowledgeable person at that time.

- 11 Fill if not already marked.
- 24 Fill only if provided by the household respondent. Otherwise, leave the race information blank until you are able to interview the household. Do not fill race by observation, probing, or by asking a neighbor.

Entries for Type B Noninterviews

In addition to the entries required for **all** noninterview types, you need to complete Item 7a and Items 9 through 11 following the same instructions provided above for Type A noninterviews.

Vacant Units

If you discover a vacant sample unit in an area segment during the first enumeration period and one or more of the questions are marked in **Item 7b**, ask the marked questions of a knowledgeable person in the area.

Temporarily Occupied by Persons With a URE

Some sample areas, such as beach resorts, will have units that are **occupied** by URE households and turnover in these areas will be unusually high. We do not want you to prepare a new Control Card in these areas each time an entire URE household is replaced by another URE household in the sample unit.

To save time in these situations, report new occupants at these sample units on the Control Card as instructed below:

Item

- 3 Do not change the household number.

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Item

- 13 For all persons in the previous URE household, cross out each person's entries in Items 13a, 13b, and 13c.

Using the first available line in Item 13a, only enter the reference person's name for the **new** URE household. Also, enter the new reference person's relationship code (*11*) in Item 13b and mark the "No" answer box in Item 13c. It is not necessary to list any other URE household members on the Control Card.

- 25a For the previous URE household members, enter the reason code (*25*) and the month and year (*e.g.*, *6/03*) that you discovered the household composition change.

For the new URE household, enter the total number of household members and the month and year (*e.g.*, *6/03*) that you discovered the new URE household in the sample unit. Make sure that the line number used in Item 25a for the new URE household matches the line number used in Item 13a for the new URE reference person.

**Entries for Type C
Noninterviews**

In addition to the Control Card entries required for **all** noninterview types, you also need to make the following entry for Type C noninterviews:

Item

- 7b If the sample unit is in an Area Segment and you classify the unit as a Type C noninterview in the first enumeration period, check to see if Box (3) is marked. If it is, ask this question of a neighbor or other knowledgeable person and then circle the appropriate answer.

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Topic 6. Type Z Noninterview Persons

What Is a Type Z Noninterview?

You will classify an eligible household member as a Type Z noninterview when you are unable to interview an eligible household member **and** the household member is **not** the household respondent.

Unlike Type A, B, and C noninterviews, a Type Z noninterview relates to an eligible household member (*other than the household respondent*) and does **not** relate to the entire sample household. Another difference is that a personal visit is not required prior to classifying a person as a Type Z noninterview.

However, if you are unable to interview the household respondent, the entire sample household will classify as a Type A noninterview because:

- ✗ You must interview the household respondent **before** interviewing anyone else in the household

AND

- ✗ You cannot classify a household respondent as a Type Z noninterview person.

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 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 (Code 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 classify an individual respondent as a Type Z noninterview:

- ✓ 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, you would try to get a proxy interview following the proxy interview procedures provided in Part C, Chapter 1, of this manual.
- ✓ You have a completed interview with the household respondent.

Refused (Code 2)

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, classify the person as a Type Z noninterview.

Also use Code 2, 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.

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- 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
(Code 3)***

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 enter Code 3.

***Temporarily Absent and
No Proxy Available
(Code 4)***

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 enter Code 4.

***Other Type Z Situations
(Code 5)***

Use Code 5 when you are unable to interview an eligible respondent (*other than the household respondent*) and the situation does not fit Codes 1 through 4. 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. Do not take a proxy interview.

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

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respondent is available, classify the child as a Type Z noninterview and use Code 5.

Blank screen questions for a household member (other than the household respondent)--

Be careful not to leave Screen Questions 36c, 40c, 41c, 42c, 43c, 44b, and 45b unanswered on the NCVS-1 questionnaire. This situation could cause an individual respondent to be classified as a Type Z noninterview.

Insufficient number of NCVS-2s completed--

Make sure that you complete an NCVS-2, Crime Incident Report, for each incident reported by a respondent. Be sure to complete the correct number of NCVS-2s for an individual respondent. If any NCVS-2s are missing and we are unable to obtain the missing Crime Incident Reports, NCVS-2s, the individual respondent will be classified as a Type Z noninterview.

Entries on the Control Card

Item 25b on the Control Card is intended to show the most current interview date for each eligible household member. However, if the person is a Type Z noninterview, leave the "date of interview" space blank. If a previous interview date is shown in Item 25b, erase it.

Item 25c on the Control Card is intended to show how long each eligible household member has lived at the sample address. This question needs to be updated each enumeration period, even if the person is a Type Z noninterview. You will ask the household respondent this question for each eligible household member.

Entries on the NCVS-1, Basic Screen Questionnaire

When it becomes necessary to classify an individual respondent as a Type Z noninterview, there are certain items on the Basic Screen Questionnaire, NCVS-1, to which you need to pay particular attention. These items include **14a, 14b, and 17 through 28.**

Items 14a and 14b

Use Items 14a and 14b on the cover page of the NCVS-1 to:

- Identify by line number the household member who you are unable to interview (*Item 14a*).
- Enter the appropriate reason code to explain why the person is a Type Z noninterview. The codes and descriptions are listed to the right of Item 14b.

Items 17 Through 28

Even though you are unable to complete an interview with a Type Z person, you are still required to complete:

Item

- 17 With the individual respondent's first and last name.
- 18 By marking Box (5) to indicate that the person is a Type Z noninterview.
- 19 With the person's line number from Control Card Item 13a.
- 20 - 28 With the person's personal characteristics from the Control Card.

Completing an INTER-COMM (Form 11-36)

Each time you classify an individual respondent as a Type Z noninterview, you must complete an INTER-COMM explaining the circumstances so that your supervisor has a clear picture of the situation. Attach the completed INTER-COMM to the NCVS-1 before returning the case to the office.

Do Not Complete an NCVS-7

When you classify a person as a Type Z noninterview, do **not** complete a Noninterview Record, NCVS-7. The Noninterview Record is only required for Type A, B, and C noninterview cases.

Chapter 7

Interviewing Materials - Descriptions and Receipt/Transmittal Instructions

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Topic 1. Description of Materials

Titles and Form Numbers

Listed below are the titles and form numbers of the forms and questionnaires that you will use specifically for your NCVS work:

- Control Card, **NCVS-500**
- Basic Screen Questionnaire, **NCVS-1**
- Personal Characteristics, **NCVS-1A**
- Crime Incident Report, **NCVS-2**
- Noninterview Record, **NCVS-7**
- Field Representative's Information Card Booklet, **NCVS-554**
- NCVS At a Glance, **NCVS-550.1**
- NCVS Fact Sheet, **NCVS-110**
- NCVS Introductory Letters, **NCVS-572(L)** and **NCVS-573(L)**
- NCVS Thank You Letters, **NCVS-593(L)** and **NCVS-594(L)**

There will be other materials that you will use in the course of your work, but those materials are generic to most surveys, such as appointment slips, INTER-COMMs, and transmittal forms.

Control Card, NCVS-500

The Control Card is used as the basic record of each sample unit. It contains the sample unit's control number and address, as well as basic information about each household member (*e.g., names of each person living in the household, age, race(s), sex, marital status, education, and so forth*).

Also shown is information about the entire household, such as total household income, a record of crime incidents, contacts with the household, and noninterviews.

Each interview month, your regional office will send you Control Cards for all of your assigned cases. The items that you will fill or update on each Control Card will vary depending on the enumeration period for the sample unit. Detailed instructions for completing the Control Card are covered in Part B, Chapter 1, of this manual.

**Basic Screen Questionnaire,
NCVS-1**

The information that is collected for all sample households on the Basic Screen Questionnaire, NCVS-1, and the Crime Incident Report, NCVS-2, is tabulated and later used as the basis for the annual criminal victimization reports.

You will complete an NCVS-1 for each sample unit that you interview. This questionnaire consists of four parts which you will either fill with the respondent during the interview or transcribe information onto after the interview.

***NCVS-1 Cover Page
(Items 1 Through 16)***

You will complete most of the information on the NCVS-1 cover page after completing the interview. Most of the cover page items require you to transcribe information from Control Card items. Instruction banners on the cover page will tell you when to fill each group of items.

The NCVS-1 cover page consists of identification information for the sample unit, together with information on type of living quarters, use of telephone, household income, whether the sample unit is located on an American Indian Reservation or American Indian Lands, possible proxy interviews, Type Z noninterviews, number of eligible and ineligible household members, number of crime incident reports filled, and changes in household composition.

***NCVS-1 Personal
Characteristics (Items 17
Through 28)***

Items 17 through 28 make up what we refer to as the NCVS-1 personal characteristics. For the household respondent, these items appear on page 2. Since the NCVS-1 can be used for the household respondent and three additional respondents, Items 17 through 28 are also repeated on pages 12, 18, and 24. If a sample household has more than four eligible household members, you will use an NCVS-1A as the screen questionnaire for each additional household member who does not fit on the household's NCVS-1.

Items 17 through 28 are mostly information that you will transcribe from the Control Card. You need to complete these items for each household member who is at least 12 years of age, even if the person is a Type Z noninterview.

NCVS-1 Interview Date and Questions on Mobility and Business Operated from Sample Address (Items 29 Through 35)

Use Item 29 to enter the month, day, and year of the household member's interview. Use Item 33 to collect information about the length of time the household member has lived at the current address and the number of moves made in the 5 years prior to the interview (*if resided less than 5 years at current address*). Items 34 and 35 are asked only of the household respondent to determine whether a household member operates a recognizable or unrecognizable business from the sample address.

NCVS-1 Screen Questions (Items 36 Through 46 for the Household Respondent and Items 36 and 40 Through 45 for Individual Respondents)

Pages 3 through 10 of the NCVS-1 contain the screen questions for the household respondent. In addition to the screen questions asked of all eligible household members, you will ask the household respondent a few additional screen questions dealing with household crimes. The household respondent's screen questions start with Item 36 and end with Item 46. The additional screen items for household crimes are Items 37 through 39 and 46.

All other eligible household members will be asked the screen questions in Items 36 and 40 through 45. These screen questions are repeated in the NCVS-1, so that you can interview three individual respondents after completing the household respondent's interview. Use NCVS-1A questionnaires for households that have more than four eligible household members.

Detailed instructions for completing the NCVS-1 questionnaire are provided in Part B, Chapter 2, of this manual.

Personal Characteristics, NCVS-1A

Any sample household that has more than four eligible household members will require you to complete an NCVS-1A questionnaire for each additional household member. The NCVS-1A contains the same personal characteristics and screen questions as shown for individual respondents in the NCVS-1 questionnaire.

Since the NCVS-1A has only five pages and can become separated very easily from the household's NCVS-1, always

remember to carefully transcribe the sample, control number, and household number onto the top of the NCVS-1A cover page **before** you begin filling out the rest of the NCVS-1A. This identification information is vital to showing the relationship between the questionnaire and the sample unit.

Before you transmit completed forms for an assigned case to your regional office, make sure to insert any NCVS-1As that you completed inside the NCVS-1 questionnaire. If the sample household requires only one NCVS-1A, staple the completed NCVS-1A to the last page of the household's NCVS-1.

**Crime Incident Report,
NCVS-2**

For each crime incident reported by an eligible household member, you need to complete a separate Crime Incident Report, NCVS-2. Use this questionnaire to gather detailed information about each reported incidence of crime.

Always transcribe the identification information for the sample case onto the top of the NCVS-2 cover page **before** completing the Crime Incident Report. By entering the case's sample, control number, and household number on the NCVS-2, you are ensuring that any NCVS-2s completed for a sample address can be linked together with the other completed forms for the sample address.

Detailed instructions for completing the Crime Incident Report, NCVS-2, are covered in Part B, Chapter 3, of this manual.

**Noninterview Record,
NCVS-7**

Any time you need to classify a sample unit as a Type A, B, or C noninterview, you also need to complete an NCVS-7, Noninterview Record. Complete the necessary items on the Noninterview Record **after** you complete the required items on the Control Card.

Do **NOT** complete:

- ✘ An NCVS-7, Noninterview Record, when you classify a household member as a Type Z noninterview.
- ✘ An NCVS-1 or any NCVS-2s when you complete an NCVS-7, Noninterview Record.

Be sure to transcribe the sample, control number, and household number onto the top of the NCVS-7 and attach the completed NCVS-7 to the case's Control Card **before** mailing the case back to your office.

Detailed instructions for completing the Noninterview Record, NCVS-7, are provided in Part B, Chapter 4, of this manual.

**Field Representative's
Information Card Booklet,
NCVS-554**

Your Information Card Booklet contains two types of cards. Some of the cards in this booklet are designed for you to show respondents as you conduct certain parts of the NCVS interview in person. By using these cards during a personal visit interview, you can:

- Avoid reading long lists of answer categories and
- Allow respondents to read all the categories before selecting the appropriate answer.

The remaining cards in this booklet are designed to aid you with specific parts of your NCVS job.

Here is how your Information Card Booklet is arranged:

Page

- 2 Shows an explanation of the NCVS which satisfies the Privacy Act requirements, together with commonly asked questions and suggested answers.

- 3 Displays the suggested introductions for both personal visit and telephone interviews, along with listing reminders.
- 4 Provides a summary table to help you determine who to include as a household member. This table is designed to help you with Control Card Item 13c.
- 5 Once you have a household member's date of birth in Control Card Item 16, then the age verification chart on page 5 will help you to determine the household member's age as of the last day of the month preceding the interview month. After determining the household member's age, verify it with the household member before entering it in Control Card Item 17.
- 6 Provides the Spanish Origin flashcard that you will show to a household respondent when asking Control Card Item 23 in person.
- 7 Provides the Race flashcard that you will show to a household respondent when asking Control Card Item 24 in person.
- 8 Provides the Education Codes flashcard that you will show to a household respondent when asking Control Card Item 21 in person during the first, third, fifth, and seventh enumeration periods.
- 9 Provides the Employment flashcard to show a household member who is at least 16 years of age when asking Item 48a on the NCVS-1.
- 10 Provides a checklist to help you determine the correct reference period starting date for each eligible household member. For a first enumeration period household, the reference period for all household members will be the first day of the month 6 months prior to the interview month. For subsequent enumeration periods, the reference period starting date

can vary based on the interview date from the previous interview, but the ending date for each reference period is **always** the day prior to the current interview date.

- 11 Gives examples of correct reference period starting and ending dates for a variety of household situations.
- 12 & 13 Provide a 2-year calendar, along with a list of holidays for each year. When necessary, allow the respondent to view these calendars during a personal visit interview to help him/her remember the months covered by the reference period and the exact month in which an incident occurred.
- 14 Provides a table showing which Control Card items need to be filled for each enumeration period (*1 through 7*). Also identified are the Control Card items that you must either verify or fill for every enumeration period.
- 15 Provides the Household Income flashcard that you will show to the household respondent when asking Control Card Item 28 in person.
- 16 Provides a quick reference to help you decide which items to either include or exclude when recording answers to Items 88 and 89 on the NCVS-2. These items relate to incidents of theft and attempted theft. When the offender is a police officer, page 16 also provides guidance on preparing the summary report for Check Item W on the NCVS-2.
- 17 Explains the various interviewing or listing situations that require you to prepare an INTER-COMM, Form 11-36.
- 18 Provides a table listing which items to complete on each NCVS form by type of noninterview (*Type A, B, C, and Z*).

- 19 Gives you the NCVS definition for the term "rape."
- 20 Provides an edit checklist to aid you in editing the NCVS-500 for interviewed households.
- 21 Provides an edit checklist to aid you in editing the NCVS-1 and NCVS-1A for interviewed households.
- 22 Provides an edit checklist to aid you in editing the NCVS-2 for interviewed households.
- 23 Provides an edit checklist to aid you in editing the NCVS-500 and the NCVS-7 for noninterviewed households.

**NCVS At a Glance,
NCVS-550.1**

This job aid consists of four legal-size pages. The first two pages provide information about the survey's purpose, its sponsor, data users and uses, length of interview, and participation requirements, along with answers to seven frequently asked questions. The last two pages contain reference information to help you with NCVS key concepts and definitions. Information on the first two pages are worded so that you can read the information directly to a respondent as needed. The last two pages are written for you to read to yourself as needed.

**NCVS Fact Sheet,
NCVS-110**

This brochure provides summarized results from the most recent NCVS findings. The results are presented in text, graphs, and charts. Prior to interviewing a sample household for the first enumeration period, your office will mail the household an NCVS Fact Sheet, NCVS-110, and an introductory letter, NCVS-572(L). For subsequent enumeration periods, you can hand the respondent an NCVS Fact Sheet when:

- The respondent requests the type of information provided in this brochure.
- You discover a replacement household at a sample unit.

- You feel that the brochure may encourage a respondent to cooperate.

**NCVS Introductory Letters,
NCVS-572(L) and
NCVS-573(L)**

Before you visit a sample household, the regional office will mail the household an introductory letter which briefly describes the NCVS and lets them know to expect your visit or telephone call. The NCVS-572(L) letter is sent to each first enumeration period household and the NCVS-573(L) letter is sent to each second through seventh enumeration period household.

Always look at Item 5 on the Control Card to see if your regional office sent an introductory letter to the sample household. If the "No" box is marked for the current enumeration period, make sure to hand the respondent a copy of the appropriate letter and a copy of the NCVS Fact Sheet (*NCVS-110*) when conducting the interview in person.

Both of these introductory letters are also available in Spanish, Chinese, Korean, and Vietnamese.

**NCVS Thank You Letters,
NCVS-593(L) and
NCVS-594(L)**

There are two different preprinted "Thank You" letters for you to use as 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.

The NCVS-594(L) letter is written as a "Thank You" letter for you to mail to sample households who have completed their interviews for the seventh enumeration period.

Both of these "Thank You" letters are also available in Spanish, Chinese, Korean, and Vietnamese.

Questionnaires, Forms, and Instructions in Spanish, Chinese, Korean, and Vietnamese

You are supplied automatically with "Introductory" and "Thank You" letters, questionnaires, forms, and instructions printed in English. If you know that your assignment area includes households that may speak Spanish, Chinese, Korean, or Vietnamese, make sure that you request letters, questionnaires, forms, and instructions in the required languages (*Spanish, Chinese, Korean, or Vietnamese*).

Topic 2. Materials Kept Month to Month

Materials Needed Each Interview Month

Your regional office will provide you with the following supplies that you need to keep on hand to use every interview month:

- ✓ A black portfolio to hold your identification card and all of your assignment materials
- ✓ Copies of both "Introductory" letters, NCVS-572(L) and NCVS-573(L)
- ✓ Copies of both "Thank You" letters, NCVS-593(L) and NCVS-594(L)
- ✓ Copies of "Request for Appointment" slips, Forms 11-38 and 11-38A
- ✓ Copies of blank Control Cards, NCVS-500
- ✓ Copies of blank Basic Screen Questionnaires, NCVS-1
- ✓ Copies of blank Personal Characteristics, NCVS-1A
- ✓ Copies of blank Crime Incident Reports, NCVS-2
- ✓ Copies of blank Noninterview Records, NCVS-7
- ✓ Copies of blank Interviewer Communications (INTER-COMMs), Form 11-36
- ✓ A Field Representative's Information Card Booklet, NCVS-554
- ✓ Copies of the NCVS Fact Sheet, NCVS-110
- ✓ Payroll forms
- ✓ Pre-addressed envelopes for you to mail completed work back to the office

- ✓ Mechanical pencils

Notify your regional office whenever you start to run low on any of these supplies or need a particular item replaced.

Topic 3. Materials Supplied Monthly

Assignment Materials for an Interview Month

Before the start of each interview month, your regional office will send you:

- A detailed memorandum which provides any special topics of which you need to be aware, as well as reminders and regular monthly topics,
- Control cards for each of the current sample cases assigned to you,
- CATI Hold Control Cards (*in some assignment areas*) for your use if the sample case recycles from the CATI facility to you for completion, and
- Segment folders containing the listing sheets, maps, and any other related materials and instructions you may need for your listing and interviewing work. Call your supervisor immediately if any of the instructions are unclear to you.

Importance of the Monthly FR Memorandum

Read all NCVS monthly memorandums very carefully so that you can conduct your NCVS work accurately for each interview month. Every month your memorandum will cover current monthly topics, as well as any special reminders. Ongoing regular monthly topics are covered as attachments to the memorandum. Contact your regional office if any part of the memorandum is unclear to you.

Topic 4. Checking and Acknowledging Receipt of Materials

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. When you review your transmittal form, you will see a list of segment numbers for your assigned cases, along with a list of serial numbers for each assigned case within the segment.

Check to make sure that you received a segment folder for each segment number listed on the transmittal form. Also check to ensure that you received a Control Card for each case/serial number listed on the transmittal form. If you find that anything listed on the transmittal is missing from your package, **call your supervisor immediately.**

Requesting Materials Kept Month to Month

If you know that you are running low on your regular supplies or need to replace an item used each month for the NCVS interviewing, place your order by either:

- Calling your regional office or
- Using the supply request form provided by your regional office.

Topic 2 of this chapter provides a list of the materials that your regional office sends and expects you to keep on hand for use during each interview month.

Topic 5. Mailing Completed Work

When to Return Completed Work and Related Materials

Whenever possible, try to send your completed work back to the regional office on a daily basis. If you can't return completed work daily, make sure to send it back on a flow basis as frequently as possible.

Once you have completed all assigned cases within a segment, you can return the segment folder to your regional office. Return completed segment folders on a flow basis and do **not** hold them until the final shipment.

Return the following divider cards with your final shipment:

- ✓ NCVS-601, Use Personal Procedure Cover Card,
- ✓ NCVS-602, Use Telephone Procedure Cover Card, and
- ✓ NCVS-604, CATI Hold Cover Card.

Make sure that your final shipment for an interview month is mailed back to the regional office no later than the closeout date provided by your supervisor.

Preparing Your Completed Work and Materials for Mailing

Before placing your completed work in the preaddressed envelope for mailing, you need to stack these materials in a specific order.

Noninterview Cases (Type A, B, or C)

You should have a completed Noninterview Record, NCVS-7, for each of your noninterview cases (*Type A, B, or C*). Staple each completed NCVS-7 to the appropriate Control Card for the sample household. When organizing your shipment to the regional office, place at the **top** of the stack of completed work any NCVS-7s that have been stapled to their Control Cards. Any segment folders that you are returning to the regional office need to be at the **bottom** of the stack.

Completed Cases

For each completed case, insert the Control Card and any completed NCVS-2s and NCVS-1As inside the completed

NCVS-1 for the case. Do **not** insert these completed questionnaires into the segment folder.

Stack all completed NCVS-1s with the cover page facing up and the appropriate forms inside each NCVS-1. Place the stack of completed NCVS-1s directly under the NCVS-7s in the stake of completed work.

Segment Folders

Once you are done interviewing all assigned cases in a segment, including any recycled CATI cases that your supervisor asks you to complete, place the segment folder below the completed NCVS-1s in the stack of completed work.

Mailing Your Completed Work

Your regional office will provide you with pre-addressed envelopes to use for mailing back your completed work and materials and your supervisor will tell you whether to mail your work back by first class, priority, and so forth.

Once you have all the completed NCVS work and materials stacked in the proper order, place them in the pre-addressed envelope and seal the envelope securely. Mail the envelope using the method recommended by your supervisor.

Chapter 1

Completing the NCVS-500, Control Card

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Topic 1. General Instructions

Definition

The NCVS-500, Control Card, is the "basic record" for each sample unit throughout each enumeration period (*first through seventh*). Your NCVS assignment materials will always include a Control Card for each case assigned to you, and it is your responsibility to collect and/or update most of the information stored on this form.

When completed, an NCVS Control Card contains the sample unit's control number and address, as well as basic information about the sample household (*for example, names of each person living in the household and each person's age, ethnicity, race, sex, marital status, education, and so forth*). The Control Card also provides information about the housing unit, the household's total income, crime incidents reported by the household, contacts with the household, and noninterviews.

The items that you will fill and/or update on each Control Card will vary depending on the enumeration period for the sample unit. Since Control Cards are used to document a wide variety of information about the sample address and its household members throughout each enumeration period, you need to be extremely careful to complete and/or update each item accurately, completely, and legibly.

First Enumeration Period

Before you receive your NCVS assignment materials and visit a sample address for the first enumeration period, your regional office is responsible for pre-filling the following Control Card items:

- **Item 1**
Sample number (*for example, J20, J21, J22*)
- **Item 2**
Control number (PSU (*5 digits*), Segment (*4 digits*), Check digit (*1 digit*), and Serial number (*2 digits*)). Here is an example, J20-19183-1355-2-03).

- **Item 3**
Household number
- **Item 4a**
Segment type
- **Item 4b**
CATI segment eligibility
- **Item 5**
Mailing of an introductory letter to the sample address
- **Item 6a**
Sample address
- **Item 6d**
Group quarters name, code, and sample number (*when applicable*)
- **Items 7a and 7b**
Year built and coverage questions (*when sample unit is located in an area segment*)
- **Item 9**
Land use

During the first enumeration period, you are responsible for completing the remaining Control Card items following the instructions in this chapter and on the Control Card.

Updating Control Card Items

Several Control Card items are shaded. After your first interview with a sample household, you are responsible for updating the information for **each shaded item** during each remaining enumeration period. However, you only need to update **unshaded items** on the Control Card if you happen to discover a change.

Control Cards for "CATI Hold" Cases

Depending on your assignment area (*PSU*), your assignment materials could include a stack of Control Cards that are marked as "CATI Hold" cases. Since all first enumeration

period interviews must be done in person and are not eligible for CATI, any "CATI Hold" Control Cards that you receive will always be for a second through seventh enumeration period case.

Only interview a "CATI Hold" case when your supervisor instructs you to do so. If a "CATI Hold" case is successfully interviewed at the CATI facility to which it was assigned initially, then you will not interview the sample household or make any entries on the "CATI Hold" Control Card.

However, when the CATI facility is not successful in completing the interview, the NCVS case will "recycle" to you for interview. If this happens, your supervisor will notify you to pull the "CATI Hold" Control Card and to interview the sample household by telephone or, if necessary, by personal visit. At that point, you will make the appropriate updates to the case's Control Card, based on the enumeration period for the sample household.

Identifying a Case's Panel and Rotation Group

The NCVS sample is divided into panels and rotation groups. Occasionally, you may need to identify from your assignment a case's panel and rotation group before conducting interviews for a supplement or special study related to the NCVS. To identify a case's panel and rotation group, look at Item 2 on the Control Card. The case's control number in Item 2 starts with a 5-digit PSU number and is followed by a 4-digit segment number. You can determine a case's panel and rotation group by looking at the first two digits of the segment number.

The first digit of the segment number tells you the case's panel number (*1 through 6*) and the second digit of the segment number identifies the case's rotation group (*1 through 6*). Since an NCVS case is assigned for interview once every 6 months while in sample, here is a list of panel numbers and interview months:

PANEL	ROTATION
1	Assigned for interview in January and July.
2	Assigned for interview in February and August.
3	Assigned for interview in March and September.
4	Assigned for interview in April and October.
5	Assigned for interview in May and November.
6	Assigned for interview in June and December.

Within each sample (*J20, J21, J22*), cases are grouped into six rotation groups and each rotation group consists of six panels.

(See Part A, Chapter 1, Topic 3, for more information about the NCVS sample design.)

Topic 2. Completing Items 1 Through 11 (Unit Identification)

Control Card Label

In most cases, your regional office will affix a computer-generated label in the top, left corner of the original Control Card for a sample address. In addition to a barcode, the Control Card label shows the information for Items 1 (*Sample*), 2 (*Control Number*), and 6a (*Address*).

1 SAMPLE	2 PSU	SEGMENT	CK	SERIAL
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Item 1 (*Sample*)

If the Control Card is completed in the field for a replacement household or an EXTRA unit, the sample designation will be handwritten in Control Card Item 1. For the 1990 sample design, the available sample designations for NCVS are **J18 through J24**.

Item 2 (*Control Number*)

The sample designation in Control Card Item 1, together with the control number in Item 2, uniquely identify the sample address. For each case assigned to you for interview, the control number will either appear on the computer-generated label or will be handwritten in Item 2.

Each NCVS case has a unique control number that consists of:

- A 5-digit Primary Sampling Unit (*PSU*) number of which the first two-digits identify the Federal Information Processing Standards (*FIPS*) state code and the next three digits identify the FIPS county code (*for example, PSU 19183 identifies Iowa State and Washington County*).
- A 4-digit segment number of which the first digit identifies the panel number, the second digit identifies the rotation group, and the last 2 digits identify the type of segment (*area, unit, permit, or group quarters*).

- A 1-digit check-digit number follows the segment number.
- The last 2 digits of the control number are the case's serial number, which is unique within segment number and sample designation. Serial numbers can range between 01 and 15.

Item 3 (*Household Number*)

3 HOUSEHOLD NUMBER

Prior to the first enumeration period interview, your regional office should pre-fill Item 3 with the number one (1). If it is blank for a first enumeration period interview, enter the number one (1). Each time a household moves out of a sample address and a new household replaces the previous household, Control Card Item 3 needs to increase by "1." If the household/family that you interviewed for the first enumeration period continues to occupy the sample address throughout all seven enumeration periods, then you will never change the household number in Item 3.

As BJS compares data from one enumeration period to the next, they need to be aware of any household changes, so they can account for these household changes in their data analysis.

Completing a New Control Card and Changing the Household Number

Under the following conditions, you will complete a "new" Control Card for a sample address and enter a "new" household number in Item 3:

- ✓ During a second through seventh enumeration period, the household who occupied the sample address during the previous enumeration period has moved out **and** a different household has moved into the sample address. This new household is referred to as a "replacement" household, even if the original household was a Type A noninterview in the previous enumeration period and the new household is a Type A noninterview in the current enumeration period.

Complete a new Control Card for the replacement household and increase the household number in Item 3 by "1." For example, if the Control Card for the previous enumeration period showed the household number as "1," then the Control Card for the replacement household needs to show the household number as "2."

Do **not** change the household number on the Control Card if the household was a Type A noninterview in the previous enumeration period and the same household resides at the address for the current enumeration period.

- ✓ In previous enumeration periods, the sample address was occupied, interviewed, and then the address was classified as a Type B noninterview (*for example, vacant or under construction, not ready*). In the current enumeration period, another household is residing at the sample address. In this situation, the current household is considered a replacement household and you would increase the household number in Item 3 by "1." While the sample address is unoccupied and classified as a Type B noninterview, do not change the household number. Wait until another household occupies the unit.

Do not change the household number if the sample address was classified as a Type B noninterview starting with the first enumeration period and, at a later enumeration period, a household occupies the sample address. In this case, this household is considered the first sample household.

Filling Item 3 for Extra Units

If you discover an EXTRA unit while interviewing, you need to complete a separate Control Card for this "new" housing unit. As you complete a new Control Card for an EXTRA unit, always enter household number "1" in Item 3.

<p>4A SEGMENT <input type="checkbox"/> Area <input type="checkbox"/> GQ <input type="checkbox"/> Unit <input type="checkbox"/> Permit</p>	<p>4B CATI SEGMENT ELIGIBLE <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Items 4a and 4b (Segment and CATI Eligibility)

Your regional office should pre-fill both of these items before the first enumeration period. If either one of these items is left blank, call your regional office. In Item 4a, your regional office should mark one of four answer boxes to indicate the type of segment in which the sample address is located. The four segment types for the 1990 sample design are Area, Group Quarters, Unit, and Permit.

(Detailed instructions for each segment type can be found in the Listing and Coverage Manual for Field Representatives, Form 11-8.)

Your regional office should also pre-fill Item 4b to indicate whether or not the sample address is eligible for interview at a CATI facility after the first personal visit interview with the sample household.

5 LETTER						
1st	2nd	3rd	4th	5th	6th	7th
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

Item 5 (Letter Sent)

If your regional office instructs you to mail introductory letters for your assigned cases (*NCVS-572(L) for initial interviews and NCVS-573(L) for subsequent interviews*), then it is your responsibility to complete Item 5 indicating whether or not you mailed a letter to the sample address. Otherwise, your regional office will complete Item 5 to let you know whether the office mailed a letter to the sample household prior to your visit or call.

Before conducting a personal visit interview, always check Item 5 to see whether an introductory letter has been sent to the household.

First Interviews

The Privacy Act requires that we provide the information contained in these letters to our respondents. As you deliver your introduction for the initial personal visit interview to a first enumeration period household or to a replacement household, you will either:

- Verify that the household received the NCVS-572(L) letter (*when "Yes" marked in Item 5*). If you discover that the household did not receive the letter, hand a copy of the NCVS-572(L) letter to the respondent and allow time for the respondent to read it.

Or

- Hand the respondent a copy of the NCVS-572(L) letter (*when "No" is marked in Item 5*) and allow the respondent time to read it.

Subsequent Interviews

After your initial interview, most remaining interviews for a returning household will be conducted by telephone. Do not ask about receipt of the NCVS-573(L) letter when you are conducting an NCVS interview by telephone, regardless of whether "Yes" or "No" is marked in Item 5.

When "No" is marked in Item 5 for a returning household, do not interview the household in person just so you can give them a letter. However, if there is another reason for interviewing the returning household in person and "No" is marked in Item 5, then you can hand the NCVS-573(L) letter to the respondent.

If there is a reason to interview a returning household in person and the "Yes" answer is marked in Item 5, there is no need to ask about receipt of the introductory letter. In this situation, keep the NCVS-573(L) letter handy in case the respondent asks for a copy or asks for information covered in this letter.

6a ADDRESS (Sheet __, line __)		
PLACE	STATE	ZIP CODE
6b What is your exact address? <input type="checkbox"/> Same <i>(Make corrections to address above.)</i>		
6c Is this your mailing address? <input type="checkbox"/> Yes <input type="checkbox"/> No - Specify below include ZIP Code ↓ _____ _____		
6d GQ name	Type code	Sample No.

Item 6a (Address)

If a Control Card Label is used, the sample address for Item 6a will be shown below the barcode on the label. Otherwise, the sample address will be handwritten in Item 6a, along with the segment listing sheet number and line number. Use this address to find the location of the sample address when you need to make a personal visit interview. Materials in the segment folder, such as listing sheets and census maps, are also provided to help you locate a sample address. Use the sheet and line numbers entered in Item 6a to help you locate the sample address on the segment listing sheet.

(Detailed instructions for using listing sheets and census maps and locating sample addresses are covered in the Listing and Coverage Manual for Field Representatives, Form 11-8.)

When to Make Address Corrections

You are responsible for making corrections to the address entered in Item 6a when:

- ✓ Errors are found between the address shown on the listing sheet and the address printed on the Control Card label or handwritten in Control Card Item 6a.
- ✓ The respondent gives you an address correction after you ask the question in Item 6b, "***What is your exact address?***" However, if you are working in an area segment and the respondent gives you a mailing address and Item 6a shows a location description (*for example, white house with black shutters on Rt. 40 about 1/4 mile east of Rt. 40/209 intersection*), do **not** line through and change the location description in Item 6a. In most cases, the respondent is providing the mailing address (*see Item 6c below*).

How to Make Address Corrections

Line through any incorrect parts of the address shown in Item 6a; **do not erase incorrect parts of the address.** Add any corrections or additions as legibly as possible, and make sure to include any unit designations and ZIP Codes.

Any corrections or additions that you make to the address shown in Item 6a, also need to be made to the address shown on the segment listing sheet.

Instructions for correcting segment listing sheets are included in the **Listing and Coverage Manual for Field Representatives, Form 11-8.**

Also prepare an INTER-COMM, Form 11-36, explaining why you needed to correct or add information to the sample address in Item 6a.

Item 6b (Address Verification)

Once you have delivered your introduction, begin completing or updating the Control Card by either asking the question in Item 6b for incoming households or verifying the address in Item 6a for returning households.

First Interview (Incoming Households)

Always ask the question in Item 6b exactly as worded on the Control Card the **first time** you conduct an interview

at a sample address. Never verify the address shown in Item 6a for an incoming household (*first enumeration period, noninterview in previous enumeration periods, and newly discovered units*) instead of asking the question in Item 6b. You must ask the question in Item 6b to avoid "leading" the respondent and thus biasing his/her response.

If the respondent gives you an address that is identical to the address shown in Item 6a, mark the "Same" box in Item 6b.

Do **not** mark the "Same" box in Item 6b if:

- ✘ You make any changes to the address in Item 6a or
- ✘ Item 6a shows a location description and the respondent gives you a mailing address.

Subsequent Interviews (Returning Households)

After the first interview at a sample address, you can verify the address in Item 6a, instead of asking the question in Item 6b. In other words, you can verify the address in Item 6a, without asking the question in Item 6b, if:

- The household is a returning household in the second through seventh enumeration period or
- A replacement household moves into the sample address in the second through seventh enumeration period.

Identifying EXTRA Units

During your interview, you may discover an EXTRA unit. Once you have verified that the unit is truly a separate housing unit from the original sample unit, you will need to complete a separate Control Card for the EXTRA unit. As you enter the address for the EXTRA unit in Item 6a, make sure to enter an accurate unit description so the unit can be distinguished easily from the original (*or parent*) unit.

Item 6c (Mailing Address)

Whenever you are required to ask the question in Item 6a, you are also required to ask the question in Item 6c, "*Is this your mailing address?*". If the guidelines outlined on page B1-13 allow you to verify the sample address in Item 6a, then it is also acceptable to verify the mailing address in Item 6c.

If the mailing address for the case is exactly the same as the address shown in Item 6a, then mark the "Yes" box in Item 6c. When the household uses a different address for mailing purposes, mark the "No" box and enter the mailing address in Item 6c.

Since the mailing address is used to send "Introductory" and "Thank you" letters to sample households, make sure to enter a complete and accurate address in Item 6c. For example, a complete mailing address in an **urban area** normally includes a house number, street name, unit designation (*if any*), city providing postal service, state, and ZIP Code. Some addresses may also include a house number suffix (*for example, 1358A*), a street name direction (*for example, South Jaggard St.*), or a 4-digit ZIP Code extension (*for example, 20603-4102*). For **rural areas**, a complete mailing address normally includes a route number, a box number (*if any*), city providing postal service, state, and ZIP Code.

Item 6d (GQ)

Whenever a sample address is part of a group quarters (GQ), your regional office will pre-fill Item 6d with the GQ name, GQ type code (*for example, 75-N, the GQ code for non-institutional group homes for abused women*), and the sample number (*for example, J20, J21, or J22*). Detailed procedures for working with GQs are covered in the **Listing and Coverage Manual for Field Representatives, Form 11-8**.

If you discover at the time of interview that a sample housing unit is actually a GQ unit, it is your responsibility to enter the GQ name, type code, and sample number in Item 6d. A complete list of GQ type codes is included in

Chapter 4 of the **Listing and Coverage Manual for Field Representatives, Form 11-8.**

ASK FOR AREA SEGMENTS ONLY
7a YEAR BUILT <input type="checkbox"/> Ask 1st mo. <input type="checkbox"/> Do NOT ask
When was this structure originally built? <input type="checkbox"/> Before 4-1-90 -- Continue interview <input type="checkbox"/> After 4-1-90 -- Complete 7b(3), when required; END INTERVIEW

Item 7a (Year Built)

Whenever an assigned case is in an area segment (*Box 1 is marked in Item 4a*), your regional office will pre-fill either the "Ask 1st mo." or "Do NOT ask" box in Item 7a. If the "Ask 1st mo." box is marked, ask, "When was this structure originally built?". Only ask this question during the first enumeration period and ask it regardless of whether the sample address is occupied or vacant.

If you are unable to ask the question in Item 7a because the case is a potential Type A or Type B noninterview, ask this question of a knowledgeable person such as a long-term neighbor or an apartment manager. Whenever you ask this question of a nonhousehold member, never mention the survey by name.

Understanding "Year Built"

When you ask the question in Item 7a, "***When was this structure originally built?***", our intent is to get the date that the original structure was completed. We are not interested in the completion date for later remodeling, additions, or conversions. Consider the structure to be completed when all exterior windows and doors have been installed and the final usable floors are finished. At this point, the unit is considered ready for occupancy. In the case of a multi-unit structure, all units in the structure would use the same "year built" date.

If the structure containing the sample unit was built **before** April 1, 1990:

- Mark the "Before 4-1-90" box in Item 7a and
- Continue completing the Control Card.

If the structure containing the sample unit was built **after** April 1, 1990 **and** Box 3 in Item 7b was marked by your regional office:

- Mark the "After 4-1-90" box in Item 7a and
- Ask Question 3 in Item 7b to determine if there are any EXTRA units in another structure on the property that were built **before** April 1, 1990. (*See Item 7b later in this chapter.*)

If the structure containing the sample unit was built **after** April 1, 1990 and Box 3 is **not** marked in Item 7b:

- Mark the "After 4-1-90" box in Item 7a and
- End the interview with the sample address.

Uncertainty About Year Built

If there is uncertainty about whether the structure was built either before or after April 1, 1990:

- Mark the "Before 4-1-90" box,
- Note in Item 7a that you estimated the year built, and
- Continue the interview.

(See the Listing and Coverage Manual for Field Representatives, Form 11-8, for detailed instructions on determining year built.)

No Entries on the Area Segment Listing Sheet

When you are instructed in Item 7a to determine "year built" at the time of interview, do **not** make any entries on

the Area Segment Listing Sheet in column 7g, Year built, and do **not** line through any units that you determine are built after April 1, 1990.

EXTRA Units

You must complete a new Control Card for each EXTRA unit that you discover during an interview. When your regional office marked the "Ask 1st mo." box in Item 7a for the **original unit**, you need to take the following actions for the new Control Card:

- ✓ Mark the "Ask 1st mo." box in Item 7a **and**
- ✓ Ask the question in Item 7a for the EXTRA unit.

Attempt to interview an EXTRA unit during the same visit at which you discover the unit. If you ask the "year built" question in Item 7a and the EXTRA unit was built before April 1, 1990, continue the interview. However, if the EXTRA unit was built after April 1, 1990, end the interview and report the EXTRA unit as a Type C noninterview, Built After 4/1/90 (*Code 27*).

Replacement Households

When you discover a replacement household at a sample address, you need to complete a new Control Card. For a replacement household in an area segment, do **not** ask the question in Item 7a when the "Ask 1st mo." box is marked on the **original** Control Card. Since this question was already asked of the original household, just transcribe the entries from the original Control Card to Item 7a on the new Control Card for the replacement household.

Sample Address Built After April 1, 1990

If a sample address is in an area segment and you determine in Item 7a that the structure was originally built after April 1, 1990, you will end the interview because the unit does not qualify to be in the 1990 sample. Take the following actions to remove the sample address from sample:

- Complete a Noninterview Record, NCVS-7, for the sample address. When you get to Item 6 on the

NCVS-7, mark Box 27 to identify the case as a Type C noninterview, Built after April 1, 1990.

- In Control Card Item 30b, enter the month and year of your visit to the sample address (*for example, 8/2003*).
- In Control Card Item 30f, enter the noninterview type and reason code "C27." The block to the right of Control Card Item 33 lists all noninterview types and reason codes.

7b COVERAGE QUESTIONS ASK during the 1st enumeration period and ask the MARKED questions only.	
1 <input type="checkbox"/> Are there any occupied or vacant living quarters besides your own in this building?	Y <input type="checkbox"/> N <input type="checkbox"/> Fill Table X
2 <input type="checkbox"/> Are there any occupied or vacant living quarters besides your own on this floor?	Y <input type="checkbox"/> N <input type="checkbox"/> Fill Table X
3 <input type="checkbox"/> Is there any other building on this property for people to live in - either occupied or vacant?	Y <input type="checkbox"/> N <input type="checkbox"/> Fill Table X
4 <input type="checkbox"/> None	

Item 7b (Coverage Questions)

The coverage questions shown in Control Card Item 7b are intended to discover any EXTRA housing units that have not been listed prior to your interview. For each assigned case from an Area Segment, your regional office will mark:

- The appropriate coverage questions that you need to ask the household respondent or
- The "None" box to indicate when it is not necessary for you to ask any coverage questions in Item 7b and can continue with Item 8a.

If the case is in an area segment and no boxes are marked in Item 7b, explain the situation on an INTER-COMM, Form 11-36. Before the next enumeration period, your office will indicate in Item 7b which question(s) you need to ask.

When Questions Are Marked

Only ask the marked questions in Item 7b during the first enumeration period. If you get a "No" answer, circle the "N" and continue with Item 8a. If you get a "Yes" answer, circle the "Y" and complete Table X on the reverse side of the Control Card. Table X is designed to determine if additional living quarters qualify as EXTRA housing units. Once you are done filling Table X, finish interviewing the original sample unit **before** interviewing any EXTRA units that you may find.

Type B and C Noninterviews

When you need to ask a coverage question in Item 7b and the sample unit is a Type B noninterview:

- Ask the marked coverage question of a neighbor or other knowledgeable person and
- Modify the question's wording so that it refers to the noninterview unit (*for example, "Are there any occupied or vacant living quarters besides the vacant unit next door to you on this floor?"*). Never mention the survey's name when asking this question of a nonhousehold member, just identify yourself and let the person know that you are doing survey work for the United States Census Bureau.

If you have a unit that classifies as a Type C noninterview and you need to ask coverage question 3 in Item 7b, make sure to ask question 3 of someone who is pretty knowledgeable about the area.

EXTRA Units

When interviewing an EXTRA unit, do not ask any questions or circle any answers in Item 7b.

Replacement Households

When preparing a "new" Control Card for a replacement household, do not ask the coverage question(s) in Item 7b for the replacement household. You do need to transcribe the marked box from Item 7b on the original Control Card to Item 7b on the new Control Card for the replacement household.

8a TENURE - Ask during 1st, 3rd, 5th, and 7th Enumeration Period				
Are your living quarters -	1st	3rd	5th	7th
Owned or being bought by you or someone in your household?	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Rented for cash?	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
Occupied without payment of cash rent?	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>

Item 8a (Tenure)

Ask the tenure question in Item 8a for each sample household you are able to interview during the first, third, fifth, and seventh enumeration periods. However, there may be situations when you are not able to interview a sample household during the first, third, fifth, and seventh enumeration periods, because the sample household:

- Was a noninterview,
- Was a newly discovered EXTRA unit, or
- Was a replacement household.

If you experience this situation and are able to interview a sample household during the second, fourth, or sixth enumeration period, ask the question in Item 8a and mark the respondent's answer in the column for the preceding enumeration period (*for example, if you are interviewing for the sixth enumeration period, mark the fifth enumeration period*).

How To Ask Item 8a

Start Item 8a by reading the lead-in statement, "***Are your living quarters--.***" Then ask each part of the question, wait for an answer, and continue this process until you get a "Yes" answer from the respondent. Be careful to mark the appropriate box in the correct row (*for the question*) and in the correct column (*for the enumeration period*).

***Owned or Being Bought
by You or Someone in
Your Household***

Before you mark **Box 1 in Item 8a** to indicate that the living quarters is owned or being bought someone in sample household, make sure that:

- ✓ The owner or co-owner of the sample unit is a household member.
- ✓ The owner or co-owner actually lives in the sample unit when it is a cooperative apartment or a condominium unit.
- ✓ The owner or co-owner has paid completely for the housing unit or is paying on a mortgage for the housing unit.

Rented for Cash

Before you mark **Box 2 in Item 8a** to indicate that the living quarters is rented for cash, 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 Cash Rent***

Before you mark **Box 3 in Item 8a** to indicate that the living quarters is occupied without payment of cash rent, make sure that:

- ✓ The sample household does not own or have to pay a mortgage payment.
- ✓ The sample household 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 could 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.

It is also acceptable to mark Box 3 if the sample household is only required to pay for the utilities they use and no rent is required.

Special Situations

Situation	Action
Sample address is a Type A, B, or C noninterview.	Leave Item 8a blank.
Sample address is in a multi-unit structure.	Mark Item 8a based only on the status of the unit in sample.
Sample address is in a rooming house or dormitory and requires the payment of rent.	Mark Item 8a to show that the room is "Rented for cash."
Sample address is a mobile home or trailer.	Mark Item 8a 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 Item 8a to show that the housing unit is "Rented for cash."
A sample household owns a piece of property and rents an adjacent property and both are used as a single place.	Mark Item 8a to show the tenure status for the property on which the sample address is located.

8b COLLEGE OR UNIVERSITY

If apparent, mark without asking. Otherwise, ask.

- *Verify each enumeration.*

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

- 1 Yes
2 No

Item 8b (College or University)

If it is obvious whether or not the household's living quarters are used as student housing by a college or university, you can mark the appropriate answer box without asking the question. Make sure to verify the answer to this question during each enumeration period.

8c PUBLIC HOUSING -

If box 1 is marked in item 8a, SKIP to item 8e.

If box 2 or box 3 is marked in item 8a, ask:

Is this building owned by a public housing authority?

- 1 Yes, public housing -
Ask 8d
2 No, not public housing - *SKIP to item 8e*

Item 8c (Public Housing)

During the first enumeration period, you will ask the question in Item 8c after you discover in Item 8a that the sample unit is occupied by a household who:

- Pays cash rent (*Box 2 is marked in Item 8a*) or
- Occupies the unit without payment of cash rent (*Box 3 is marked in Item 8a*).

Do not ask the question in Item 8c if the household respondent tells you in Item 8a that they own or are buying the sample unit. When Box 1 is marked in Item 8a, skip to Item 8e.

If you ask, "*Is this building owned by a public housing authority?*", and you get a "Yes" answer, make sure that the unit is in a **federally funded** project. If the building is funded by a state or local government, mark Box 2 "No." Also mark Box 2 "No" if the building is part of a federal assisted housing program, such as VA (*veteran*), FHA, voucher, or certificate assisted housing. After marking Box 1 "Yes," you are instructed to verify this fact with the building manager in Item 8d. If you mark Box 2 "No" in Item 8c, you are instructed to skip to Item 8e.

8d MANAGER VERIFICATION OF PUBLIC HOUSING -	
<i>Verify 8c with manager of building, if possible.</i>	
<i>Update 5th enumeration if box 3 or 4 is marked.</i>	
Able to verify	Unable to verify
1 <input type="checkbox"/> Public housing	3 <input type="checkbox"/> CATI/Telephone
2 <input type="checkbox"/> Not public housing	4 <input type="checkbox"/> Other - <i>Specify</i> _____

Item 8d (Manager Verification)

If you determine in Item 8c that the sample unit is in a building that is owned by a public housing authority, you are instructed in Item 8d to:

- ✓ Locate the building manager and
- ✓ Verify that this fact is true.

This verification should be done during the first enumeration period and, if possible, again during the fifth enumeration period.

If you are unable to verify the respondent's "Yes" answer in Item 8c, mark the appropriate box in Item 8d to indicate why verification was not possible. There are two reason boxes available under the heading "Unable to verify"-- CATI/Telephone and Other-Specify. If you mark the

"Other-Specify" box, make sure to enter the reason on the "Specify" line.

8e AMERICAN INDIAN RESERVATION OR
AMERICAN INDIAN LANDS

Mark without asking--if unsure, ask.

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

1 Yes 2 No

**Item 8e (American Indian
Reservation or American
Indian Lands)**

Complete Item 8e during the first interview with a sample household. It is acceptable to mark the answer for Item 8e without asking the question if you are familiar with the area in which a 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. Whenever there is any doubt about which answer to mark in Item 8e, ask the household respondent the question in Item 8e before marking an answer box. If you notice that Item 8e is unanswered during a subsequent enumeration period, either mark the answer without asking when it is obvious or ask the household respondent and mark his/her answer.

***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 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.

LAND USE
<p>9 1 <input type="checkbox"/> URBAN - <i>SKIP to item 11a</i> 2 <input type="checkbox"/> RURAL - <i>Look at 6d</i></p> <ul style="list-style-type: none"> • Blank (regular units) in item 6d - <i>Ask item 10.</i> • GQ units coded 92-N or 93-N in item 6d - <i>Ask item 10.</i> • GQ units not coded 92-N or 93-N in item 6d - <i>Mark "No" in item 10 without asking, then go to item 11a.</i>
FARM SALES
<p>10 <i>Ask during first enumeration period.</i> During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$1,000 or more? 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

Item 9 (Land Use)

Your regional office will pre-fill Item 9 to indicate whether the sample unit is located in an urban or rural area. If the "Urban" box is marked, you are instructed to skip to Item 11a. However, when the "Rural" box is marked, your instructions will vary depending on the information pre-filled by your regional office in Item 6d.

When the following conditions exist, you will ask the question in Item 10 only during the first enumeration period:

- ✓ The "Rural" box is marked in Item 9 AND Item 6d is blank (*because the unit is a housing unit, not a GQ unit*).

- ✓ The "Rural" box is marked in Item 9 AND Item 6d shows a GQ type code of 92-N or 93-N (*GQ facilities for housing workers*).

If the "Rural" box is marked in Item 9 AND Item 6d shows a GQ type code other than 92-N or 93-N, mark the "No" box in Item 10 without asking the question and continue with Item 11a.

EXTRA Units and Replacement Households

When you discover an EXTRA unit or a replacement household, you will need to complete a new Control Card. As you complete the new Control Card, make sure to mark the same box in Item 9 as the box pre-filled by your regional office for the parent unit or the original sample household.

Item 10 (*Farm Sales*)

Based on the instruction in Item 9, you may need to ask the household respondent the following question in Item 10:

"During the past 12 months did sales of crops, livestock, and other farm products from this place amount to \$1,000 or more?"

What We Mean by "Place"

For this question, the term "place" encompasses one or more tracts of land which the respondent considers to be on the same property, farm, ranch, or estate. These tracts may be adjoining or separated by a road, creek, or other pieces of land. In most cases, a "place" can be clearly defined. For example, in a built-up area, a "place" is likely to consist of a house and a lot. However, in a more rural setting, a "place" could consist of a whole tract of land or a combination of two or three pieces of land (*for example, a sample address on one piece of land and another piece of land used to grow crops for sale*).

What We Mean by "Sales of Crops, Livestock, and other Farm Products"

The household respondent should report the gross amount of money received for the sale of crops, vegetables, fruits, nuts, livestock and livestock products (*milk, wool, and so forth*), poultry and eggs, and nursery and forest products

that are produced at this place and sold at any time during the past 12 months.

Exclude the value of any products consumed at the place. The household respondent does not need to provide an exact amount. He/she only needs to identify whether or not these sales totaled \$1,000 or more during the past 12 months.

Sample household owns or is buying the property:

In this case, farm sales should include sales from the **entire** acreage or property that the sample household owns or is buying, even if a portion of the property is rented to someone else.

Sample household is paying cash rent for the property:

In this case, farm sales should include only the amount of sales generated from the property they are renting.

Sample household lives on property without paying cash rent:

In this case, if the sample address for both the owner and the non-cash renter are in the sample, include the amount of farm sales from the entire acreage of the owner. Do **not** limit the amount of sales to only the property occupied without payment of cash rent.

Sample household lives on property subsidized by the Federal Government not to grow certain crops:

Only include the amount of the subsidy if the respondent would have normally grown and sold the crops that he/she is paid not to grow.

Sample household moved to the property during the past 6 months:

Explain to the current household that this question refers to farm sales from the property during the past 12 months, regardless of who resided on the property during those 12 months. If the current respondent is unable to answer this question, print "NA" in the answer space.

Sample household is a Type A or B noninterview:

Attempt to complete Item 10 by asking a neighbor. If you cannot get an answer for Item 10, print "NA" in the answer space.

Sample household is Unable or Unwilling to Answer:

If a respondent is unable or unwilling to answer Item 10, print "NA" in the answer space and use the "Notes" space on the Control Card to explain why you entered "NA" in Item 10.

<p>11a (Refer to item 6d)</p> <p>1 <input type="checkbox"/> Unit is in a GQ - Refer to the GQ Table in Topic 3 of Chapter 4 of the Listing and Coverage Manual for field representatives (Form 11-8)</p> <p>2 <input type="checkbox"/> Unit is not in a GQ</p>	<p>11b ACCESS</p> <p>1 <input type="checkbox"/> Direct</p> <p>2 <input type="checkbox"/> Through another unit-Not a separate HU; combine with unit through which access is gained. <i>Apply "merged unit" procedures if appropriate.</i></p>	<p>11c HOUSING UNIT</p> <p>1 <input type="checkbox"/> House, apartment, flat</p> <p>2 <input type="checkbox"/> HU in nontransient hotel, motel, etc.</p> <p>3 <input type="checkbox"/> HU permanent in transient hotel, motel, etc.</p> <p>4 <input type="checkbox"/> HU in rooming house</p> <p>5 <input type="checkbox"/> Mobile home or trailer with no permanent room added</p> <p>6 <input type="checkbox"/> Mobile home or trailer with one or more permanent rooms added</p> <p>7 <input type="checkbox"/> HU not specified above - <i>Describe</i> _____</p>
---	---	---

<p>11d OTHER UNIT</p> <p>8 <input type="checkbox"/> Quarters not HU in rooming or boarding house</p> <p>9 <input type="checkbox"/> Unit not permanent in transient hotel, motel, etc.</p> <p>10 <input type="checkbox"/> Unoccupied site for mobile home, trailer, or tent</p> <p>11 <input type="checkbox"/> Student quarters in college dormitory</p> <p>12 <input type="checkbox"/> OTHER unit not specified above - <i>Describe</i> ✎</p> <p>_____</p> <p>_____</p>
--

Item 11a (Unit in GQ/Not in GQ)

Mark Item 11a during the first enumeration period, regardless of whether or not the sample household is interviewed. Also mark Item 11a each time you complete a new Control Card for a replacement household or an EXTRA unit.

Item 11a is a check item designed to help you determine whether or not the sample address is part of a group quarters.

Entry in Item 6d

Refer to Item 6d to see if a GQ name and type code are entered. If a GQ name and type code are listed in Item 6d, then verify the accuracy of the GQ type code against the GQ Table provided in the Listing and Coverage Manual for Field Representatives (Form 11-8), Chapter 4, Topic 3.

GQ Code Found in GQ Table:

Mark Box 1 in Item 11a and then mark the appropriate box in Item 11d based on the description found in the GQ Table of the Listing and Coverage Manual (Form 11-8). Leave Items 11b and 11c blank when you mark Box 1 in Item 11a.

GQ Code Not Found in GQ Table:

Mark Box 1 in Item 11a and make your best determination for marking Item 11d based on the descriptions shown in the GQ Table. If you encounter problems classifying a GQ unit, contact your regional office and note the problem on an INTER-COMM.

No Entry in Item 6d

When no entry is shown in Item 6d, you will:

- Mark Box 2 in Item 11a,
- Mark the correct box in Item 11b (*direct access*), and
- Mark the correct box in Item 11c (*type of housing unit*).

Item 11b (Access)

Item 11b is designed to indicate whether or not a 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 Item 11b by your observations when you are sure that the sample unit has direct access. If you are not sure, ask the household respondent before marking Item 11b.

If you mark Box 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. (See Appendix B of this manual for more information on mergers.)

Item 11c (Housing Unit)

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 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, then mark the appropriate box in Item 11c to indicate the type (*not condition*) of housing unit. For example, you should mark Box 1, House, apartment, flat, for a vacant or occupied housing unit that appears to be dilapidated, but still meets the housing unit definition.

***Box 1, House,
Apartment, Flat***

Mark Box 1 for Item 11c 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, and
- Housing units in structures like converted barns or sheds.

***Box 2, HU in
Nontransient Hotel,
Motel, etc.***

Mark Box 2 in Item 11c when the housing unit is in a **nontransient** hotel, motel, motor court, or YMCA. A hotel or motel is classified as nontransient if **75 percent or more** of the rooms or suites are occupied or intended for occupancy by permanent guests. Permanent guests usually stay a month or more at reduced monthly or weekly rates.

***Box 3, HU Permanent
in Transient Hotel,
Motel, etc.***

Mark Box 3 in Item 11c when the housing unit is occupied or intended for occupancy by **permanent** guests or **resident** employees. A hotel or motel is classified as **transient** if **more than 25 percent** of the rooms or suites are occupied or intended for occupancy by transient guests. Transient guests usually stay less than a month and pay daily rates.

***Box 4, HU in Rooming
House***

Mark Box 4 in Item 11c when the housing unit is located in a rooming house or a combination rooming and boarding house. Both rooming houses and boarding houses are group quarters that have **five or more** units for rent. However, 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 its boarders entitles

them to their room and regular meals. The proprietor may or may not eat with the boarders at a boarding house.

Box 5, Mobile Home or Trailer With No Permanent Room Added

Mark Box 5 in Item 11c when the housing unit is a mobile home or trailer (*regardless of the type of foundation*) and no permanent rooms have been added to the mobile home or trailer. Open or unheated porches or sheds built onto trailers are **not** considered rooms.

Box 6, Mobile Home or Trailer With One or More Permanent Rooms Added

Mark Box 6 in Item 11c when the housing unit is a mobile home or trailer (*regardless of the type of foundation*) and one or more permanent rooms have been added. Sheds and open or unheated porches built onto trailers are **not** considered rooms.

Box 7, HU Not Specified Above

Mark Box 7 in Item 11c 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. Whenever you mark Box 7, make sure to describe the type of structure accurately on the line provided.

Item 11d (Other Unit)

Once you have marked Box 1 in Item 11a and checked the GQ Table in the Listing and Coverage Manual (Form 11-8), mark the box in Item 11d which best describes the GQ unit.

Box 8, Quarters Not HU in Rooming or Boarding House

Mark Box 8 in Item 11d if the GQ unit is located in a rooming or boarding house or a combination rooming and boarding house. The sample unit must not meet the housing unit definition. (*Also see page 4-36 in the Listing and Coverage Manual, Form 11-8.*)

Box 9, Unit Not Permanent in Transient Hotel, Motel, etc.

Mark Box 9 in Item 11d if the GQ unit is located in a transient hotel, motel, motor court, etc. and is occupied or intended for occupancy by transient guests. The sample unit must not meet the housing unit definition. (*Also see page 4-38 in the Listing and Coverage Manual, Form 11-8.*)

Box 10, Unoccupied Site for Mobile Home, Trailer, or Tent

Mark Box 10 in Item 11d if the sample address identifies an **unoccupied site** for a mobile home, trailer, or tent within a group quarters. The site must not be intended for a mobile home, trailer, or tent that meets the housing unit definition.

Box 11, Student Quarters in College Dormitory

Mark Box 11 in Item 11d if the GQ unit is occupied by a college student in a dormitory. The sample unit must not meet the housing unit definition.

Box 12, OTHER Unit Not Specified Above

Mark Box 12 in Item 11d if the GQ unit is not described in the categories already mentioned. For example, mark Box 12 for dormitories used by nurses and interns in general and military hospitals (*GQ Code 86-N*). Make sure to enter the description of the GQ type as shown in the GQ Table in the Listing and Coverage Manual, Form 11-8, starting on page 4-9.

Identifying Changes in Type of Living Quarters

If you should discover a change in the type of living quarters or an error in classification, correct the entries on the Control Card and note the circumstances and the date you discovered the change or error in the “Notes” space.

**Topic 3. Completing Items 12 Through 15 (Household Roster/
Housing Unit Coverage)**

12	<p>HOUSEHOLD ROSTER <i>Last name first</i> What are the names of all persons living or staying here? Start with the name of the person or one of the persons who (owns/rents) this home. <i>List all persons who usually live here and all persons who are temporarily absent. Be sure to INCLUDE infants under 1 year of age.</i></p> <p style="text-align: center;">13a</p>	<p>RELATIONSHIP TO REFERENCE PERSON What is ...'s relationship to (Reference person)? <i>Enter code.</i></p> <p style="text-align: center;">13b</p>		<p>HOUSEHOLD MEMBER Does ... usually live here? <i>If "No," probe for URE.</i></p> <p style="text-align: center;">13c</p>	
		Relation-ship	Code	Yes	No
1				1 <input type="checkbox"/>	2 <input type="checkbox"/>
2				1 <input type="checkbox"/>	2 <input type="checkbox"/>
3				1 <input type="checkbox"/>	2 <input type="checkbox"/>
4				1 <input type="checkbox"/>	2 <input type="checkbox"/>
5				1 <input type="checkbox"/>	2 <input type="checkbox"/>
6				1 <input type="checkbox"/>	2 <input type="checkbox"/>
7				1 <input type="checkbox"/>	2 <input type="checkbox"/>

Item 12 (Line Number)

As you list each person in the household roster (*Item 13a*), the person is assigned a unique line number that is preprinted in Item 12. This preprinted line number distinguishes the various individuals from each other on the Basic Screen Questionnaire (*NCVS-1*) and the Crime Incident Report (*NCVS-2*). The Control Card also asks you to identify by line number in Item 30c the household respondent for each enumeration period, and to identify by line number in Item 32e the household member who reported the incident described in Item 32e.

In addition to identifying the household respondent in Item 30c, you also must identify the household respondent by circling the household respondent's line number in

Item 12. If another household member is the household respondent in a subsequent enumeration period, circle that person's line number in Item 12, too. You will only line through a circled line number in Item 12 when the person has died (*using a wavy line across Items 12 - 24*) or permanently left the household (*using a diagonal line across Item 12*).

***More Than Seven
Persons in a Household***

You will need to renumber the line numbers printed in Item 12 when you complete more than one Control Card for a sample household because:

- ✓ The household has more than seven persons or
- ✓ Enough people have moved in and out of the household so that you run out of lines in Item 13a (*household roster*).

On the second Control Card for a household, change the line numbers to 8, 9, 10, 11, 12, 13, and 14, so that each person listed in Item 13a for a household has a unique line number. Follow this same procedure for a third or fourth Control Card for a household, if necessary, making sure that each person has a unique line number.

***Person Dies or
Permanently Leaves a
Household***

When you discover that a person has died, draw a wavy line across the person's line starting with Item 12 and continuing through Item 24. When a person has permanently left the household for other reasons, just draw a diagonal line through the person's line number in Item 12.

***Item 13a (Household
Roster)***

Complete the household roster in Item 13a during the first interview with a sample household. Once you ask the question in bold type, "***What are the names of all persons living or staying here?***", the next statement you read will vary depending on the answer recorded in Item 8a.

If the living quarters is either **owned or being bought by someone in the household**, then read the statement as

follows: *"Start with the name of the person or one of the persons who owns this home."*

If the living quarters is **rented for cash**, then read the statement as follows: *"Start with the name of the person or one of the persons who rents this home."*

If the living quarters is **occupied without payment of cash rent**, then read the statement as follows: *"Start with any adult household member."*

Completing the Household Roster

Normally, you list the reference person on line number 1 of the household roster. Starting with line number 1 and printing one letter in each space:

- ✓ Enter the person's last name,
- ✓ Leave a blank space between the person's last name and first name, and
- ✓ Enter the person's first name.

Try to complete Items 13b (*relationship to reference person*) and 13c (*household member*) for one line number before entering the next person in Item 13a. However, if the household respondent gives you a list of names all at once, enter each name in Item 13a and then complete Items 13b and 13c for each line number.

Do **not** skip any lines when entering names in Item 13a and do **not** use a comma to separate the last and first names (*just leave a blank space*).

For each person with the same last name as the preceding person in Item 13a:

- ✓ Enter a long dash across the spaces for the last name, instead of repeating the same last name,
- ✓ Leave a blank space, and

- ✓ Enter the person's first name.

As you complete the household roster in Item 13a, 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.

Who to List in Item 13a

List the names (*last names first*) 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.
- Households consisting entirely of persons who are not household members and have a usual residence elsewhere. However, once you complete Items 13a through 13c for the entire household and determine that the entire household has a usual residence elsewhere, you will classify the household as a Type B noninterview, Temporarily occupied by

persons with URE. (Also see Part A, Chapter 6, Topic 3, Type B Noninterview Categories.)

Preferred Order for Listing Names

Listed below is the "preferred" order for listing names in Item 13a by relationship to the reference person:

- Reference person (*See page B1-41 for a definition.*)
- Husband or wife of the 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 (*if these other relatives are related to each other list them together*)
- Lodgers 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 necessary to change entries in Item 13a so that they match the "preferred" order.

Verifying Living Arrangements (EXTRA Units)

As you complete Item 13a, you may discover that a family group, nonrelatives, and so forth actually have separate living quarters that qualify as an EXTRA housing unit. Each EXTRA unit that meets the housing unit definition requires a separate Control Card. However, if the living quarters does not qualify as an EXTRA housing unit, list these persons with the original household in Item 13a. (*Also see Item 15b in Topic 3 and Table X in Topic 7 of this chapter.*)

***Household Requires
More Than One Control
Card***

Since each Control Card has space to list seven persons, some households may require more than one Control Card because:

- The household has more than seven persons or
- Several persons have left or entered the household between enumeration periods.

When it is necessary to start a second or third Control Card for a household, make sure to:

- Renumber the line numbers in Item 12 on the second or third Control Card, so that each person listed in Item 13a has a unique line number.
- As you complete Item 13a on a second or third Control Card for a household, always enter the last name for the first person listed, even if it is the same last name entered on the first or second Control Card for the household.
- Just above Item 1 on each Control Card for a household, note how many Control Cards there are for the household (*for example, 1 of 3, 2 of 3, 3 of 3*).
- Staple together all Control Cards for a household.

***Item 13b (Relationship to
Reference Person)***

Use Item 13b to identify the reference person and the relationship of each remaining person listed in Item 13a to the reference person.

Item 13b is designed with two columns, so you can:

- ✓ Designate one person as the reference person (*normally line number 1*) and enter the relationship of all remaining persons to the reference person under the "Relationship" column (*reference person, husband, wife, son, daughter, and so forth*) and

- ✓ Enter the appropriate two-digit relationship code in the "Code" column. A list of relationship descriptions and codes is printed in a box at the top, right corner of the Control Card.

Reference Person

The reference person is usually the **first person mentioned** when you ask the question in Item 13a for the household roster. Since we want a responsible adult household member who is less likely to permanently leave the household, we prefer designating 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.**

(Also see Part C, Chapter 1, Topic 4, for more information about reference persons.)

Relationship of Other Persons to the Reference Person

Once you have identified which person will be the reference person, you must determine the precise relationship of all other persons listed in Item 13a to the reference person.

Relatives of the reference person:

Enter the word(s) describing the family connection between the reference person and each person listed in Item 13a who is related to the reference person by blood, marriage, or adoption. If there is any kinship between the reference person and another person in the household roster, use the word(s) that show the actual family relationship between the two persons, rather than general descriptions. For example, if the reference person's cousin or nephew is visiting for the summer, enter "cousin" or "nephew," rather than "visitor" or "other relative."

Here are some examples of acceptable relationship descriptions in Item 13b for relatives of the reference person: husband, wife, son, daughter, stepson, stepdaughter, father, mother, stepfather, stepmother, niece, nephew, cousin, grandmother, grandfather, grandson,

granddaughter, father-in-law, mother-in-law, sister-in-law, brother-in-law, son-in-law, and daughter-in-law. If necessary, abbreviate the relationship in Item 13b.

After entering the relationship in the left column of Item 13b, enter the appropriate two-digit relationship code in the right column of Item 13b. A list of relationship codes is printed in a box at the top, right corner of the Control Card. If you don't see a relationship code for a specific type of relative, such as nephew or cousin, use relationship code 09 for "Other relative."

Note: A "foster" son or daughter who has not been legally adopted (*unless the child is related to the reference person in some other way*), is considered a "nonrelative," code 10.

Nonrelatives of the reference person:

Any person who is living or staying at the sample address and is not related in any way to the reference person is considered a "nonrelative." For example, a live-in maid, a friend visiting from out-of-town, or a foster child who has not been legally adopted are considered "nonrelatives." Enter the specific relationship to the reference person in the "relationship" column and enter code 10 for "nonrelative" in the "code" column of Item 13b.

Changing the Reference Person (Person Left Household Permanently)

After the first enumeration period, it is possible that the person designated as the reference person has left the sample household permanently, because he/she relocated permanently, died, and so forth. If this happens,

- ✓ Delete the person who has permanently left the household by:
 - Drawing a diagonal line through the deleted person's line number in Item 12.
 - In Item 25a, entering the reason code and the interview month and year in which you

discovered that the person left the household permanently. A list of reasons and codes for changes to household composition appears in a box at the top, right corner of the Control Card.

- **Do not erase any information for a person who has permanently left the household.**
- ✓ Delete the person who has died by:
 - Drawing a wavy line through the deceased person's entire line from Item 12 through Item 24.
 - In Item 25a, enter reason code 21 and the interview month and year in which you discovered that the person died.
 - **Do not erase any information for a deceased household member.**
- ✓ Determine who should be the new reference person by asking, "*What is the name of the person or one of the persons who (owns/rents) this home?*".
- ✓ Correct the relationship description and code in Item 13b to identify the new reference person.
- ✓ If necessary, correct the relationship descriptions and codes in Item 13b for the remaining persons in the household roster to show their relationship to the new reference person.

Item 13c (Household Member)

Item 13c is designed to help you determine whether or not each person listed in the household roster is considered a household member. Once you have identified a person's relationship to the reference person in Item 13b, ask the following question in Item 13c, "*Does...usually live here?*". If the answer is "No," try to determine whether

the person has a usual place of residence held elsewhere for him/her. Ordinarily, a person's usual place of residence is the place where the person eats and sleeps the majority of the time.

As a general rule, a person is considered a household member if:

- The sample address is the person's usual place of residence or
- The person is staying at the sample address at the time of interview and does not have a usual place of residence elsewhere.

(Also see Part C, Chapter 1, Topic 3, of this manual and page 4 of your Information Card Booklet (NCVS-554) for help in determining household membership.)

Person Is a Household Member

If you determine that the person meets the household member criteria:

- ✓ Mark Box 1 (Yes) in Item 13c and
- ✓ Continue with the next person listed in the household roster.

Person Is Not a Household Member

If you determine that the person does not meet the household member criteria:

- ✓ Mark Box 2 (No) in Item 13c and
- ✓ Enter the reason the person is not a household member across Items 16 through 22 for the person. Here are some examples of acceptable entries across Items 16 through 22:
 - Visitor - Usual residence elsewhere
 - Patient - Mental institution
 - Student - Usual residence elsewhere

- Traveling for work - Usual residence elsewhere
- Armed Forces Member - Stationed elsewhere

If the entire household has a usual residence elsewhere, follow the procedures for classifying the case as a Type B Noninterview. Also, erase any entries that may have been made in Items 8a through 8e if the entire household has a usual residence elsewhere.

(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 and
- ✓ On page 4 of your Information Card Booklet (NCVS-554).

If you are still unsure whether to include a person on the household roster as a household member, mark Box 1, "Yes," in Item 13c, continue to interview the person, and explain the situation in the "Notes" space on the Control Card and on an INTER-COMM.

Changing the Reference Person (Person Is Not a Household Member)

If you determine that the person identified in Item 13b as the reference person is not a household member, you must identify another household member as the reference person. If you encounter this situation, you must:

- Determine who should be the new reference person by asking, "***What is the name of the person or one of the persons who (owns/rents) this home?***".
- Correct the relationship description and code in Item 13b to identify the new reference person.
- If necessary, correct the relationship descriptions and codes in Item 13b for the remaining persons in the household roster, including the original reference

person, to show their relationship to the new reference person.

HOUSEHOLD ROSTER COVERAGE			
<p>14 Ask each time household is interviewed. (If "Yes," enter name in item 13a above.)</p> <p>I have listed (Read names in item 13a and verify 13c as appropriate).</p> <p>Have I missed anyone else living or staying here such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?</p>			
1st	2nd	3rd	4th
1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N
5th	6th	7th	
1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N	1 <input type="checkbox"/> Y 2 <input type="checkbox"/> N	

Item 14 (Household Roster Coverage)

After completing Item 13c for each person listed in the household roster, ask the question in Item 14 next. Item 14 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 in Item 13a is complete. Many household respondents forget to mention babies, lodgers, and visitors when you ask about persons staying at their home.

Asking Item 14 for the First Enumeration Period

When interviewing a sample household for the first time, start Item 14 by reading, "***I have listed...***," and then read each name entered in Item 13a (*household roster*). Continue Item 14 by asking, "***Have I missed anyone else living or staying here such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?***"

If the household respondent answers "Yes" to the question in Item 14:

- ✓ Mark Box 1 "Yes" under the "1st" enumeration period,
- ✓ Add the person's name to the household roster in Item 13a, and
- ✓ Complete Items 13b and 13c for the added person.
- ✓ Continue asking if you missed anyone else living or staying at the address until the household respondent answers, "No."

Asking Item 14 for the Second Through Seventh Enumeration Period

After completing the first interview with a sample household, it is not necessary to ask the question in Item 13a for subsequent interviews. Instead of asking the question in Item 13a:

- ✓ Read the statement in Item 14, "***I have listed...***," and read each name already listed in Item 13a.
- ✓ Ask the question in Item 14, "***Have I missed anyone else living or staying here such as any babies, any lodgers, or anyone who is away at present traveling or in the hospital?***".
- ✓ Using the appropriate enumeration period in Item 14, mark Box 1 "Yes" or Box 2 "No."
- ✓ If you mark Box 1 in Item 14 and need to add one or more persons to the household roster, add each person's name in Item 13a and complete Items 13b, 13c, and 25a to identify each person's relationship to the reference person, whether the person is a household member, and, if the person is a household member, the reason the person entered the household.

- ✓ If you mark Box 2 in Item 14, verify that each household member listed in a previous enumeration period is still a household member by asking the household respondent the question in Item 13c again. If you still get a "Yes" answer in Item 13c, then ask the question in Item 13c for each nonhousehold member listed in a previous enumeration period to see if the person's status has changed. If you still get a "No" answer, then proceed with Item 15a to collect information for housing unit coverage.

***Documenting
Household Composition
Changes on the Control
Card***

If you discover any changes in household composition between enumeration periods, make the appropriate entries and/or changes to the Control Card based on the examples described below. Also enter in Item 25a the appropriate two-digit code to indicate why the person either entered or left the household, along with the date (*month and year*) in which you discovered the household change. A list of codes for Item 25a is printed in the top, right corner of the Control Card.

Person Leaves Permanently:

If a person leaves the household permanently (*for a reason other than death*), draw a diagonal line through the person's line number in Item 12. In Item 25a, enter the appropriate code to indicate why the person left the household permanently and the month and year that you discovered the change. Codes 22 through 25 are reasons (*other than death*) for a person leaving a household permanently.

Person Died:

If a person listed in Item 13a has died, draw a wavy line through his/her entire line from Item 12 through Item 24. In Item 25a, enter code 21 and the month and year that you discovered this household change.

Adding a New Household Member:

After adding the person's name in Item 13a, filling Item 13b, and marking Box 1 "Yes" in Item 13c, complete

Items 16 through 22 for the added household member, as appropriate. If you add a new household member after the initial interview with a household, enter the code that best describes the reason for this person becoming a household member and the month and year that you discover the change in Item 25a. Codes 11 through 15 are reasons for a person entering a household.

Adding a New Nonhousehold Member:

After adding the person's name in Item 13a, filling Item 13b, and marking Box 2 "No" in Item 13c, write the reason that the person is not a household member across Items 16 through 22 for the person. Here are some examples of acceptable reasons to enter across Items 16 through 22:

- Visitor - Usual residence elsewhere
- Patient - Mental institution
- Student - Usual residence elsewhere
- Traveling for work - Usual residence elsewhere
- Armed Forces Member - Stationed elsewhere

A Nonhousehold Member Becomes a Household Member:

When you determine in Item 13c that a nonhousehold member in a previous enumeration period is now a household member:

- Draw a diagonal line through Box 2 "No" in Item 13c.
- Mark Box 1 "Yes" in Item 13c.
- Erase as completely as possible the reason entered across Items 16 through 22.
- Complete Items 16 through 22, as appropriate, for the newly added household member.
- In Item 25a, enter the code that best describes the reason for this person becoming a household member and the month and year that you discovered the change.

A Household Member Becomes a Nonhousehold**Member:**

When you determine in Item 13c that a household member in a previous enumeration period is now a nonhousehold member:

- Draw a diagonal line through Box 1 "Yes" in Item 13c.
- Mark Box 2 "No" in Item 13c.
- Enter the reason for the person no longer being a household member across Items 16 through 22. Here are some examples of acceptable reasons to enter across Items 16 through 22:
 - Visitor - Usual residence elsewhere
 - Patient - mental institution
 - Student - Usual residence elsewhere
 - Traveling for work - Usual residence elsewhere
 - Armed Forces Member - Stationed elsewhere

HOUSING UNIT COVERAGE	
15a	Unit is-- 1 <input type="checkbox"/> In a GQ - <i>SKIP to 16 above</i> 2 <input type="checkbox"/> Not in a GQ - <i>Go to 15b</i>
15b	ASK IF NOT APPARENT Do all persons in this household live or eat together? 1 <input type="checkbox"/> Yes - Go to 15c 2 <input type="checkbox"/> No, neither live or eat together - <i>Fill Table X for the person or group of persons not living or eating with the Reference Person.</i>
15c	ASK IF NOT APPARENT Does any other household on the property live or eat with this household? 1 <input type="checkbox"/> Yes - <i>Redefine the unit to include space occupied by all persons who live or eat together. Apply merged unit procedures if appropriate. - Ask 16 above.</i> 2 <input type="checkbox"/> No - <i>Ask 16 above.</i>

Item 15a (GQ vs. Housing Unit)

Item 15a is a check item designed to help you in determining whether or not to complete Items 15b and

15c. You will only complete Items 15b and 15c when the sample address identifies a housing unit.

GQ Unit

Mark Box 1 "In a GQ" when GQ information is entered in Item 6d. After marking Box 1 in Item 15a, skip to Item 16.

Housing Unit

Mark Box 2 "Not in a GQ" when Item 6d is left blank and the sample address identifies a housing unit. After marking Box 2 in Item 15a, complete Item 15b.

Item 15b (All Persons Live or Eat Together)

Item 15b is designed to ensure that all household members listed in Item 13a actually live or eat together as one household. You can mark the appropriate box in Item 15b without asking the question when you are sure of the answer. However, if the answer is not apparent, ask the question in Item 15b.

Here are some examples of households in which you would not need to ask the question in Item 15b before marking the answer:

- A one-person household.
- A two-person household consisting of a reference person and spouse.
- A household consisting of a reference person, spouse, and their unmarried children under 18 years of age.

For most other household situations, it is safer to ask the question in Item 15b before marking the answer.

Only Include Household Members

When you ask, "***Do all persons in this household live or eat together?***", "all persons" really means all household members listed in Item 13a. If Box 1 "Yes" is marked in Item 13c, then the person is a household member.

Box 1 "Yes"

Mark Box 1 "Yes" in Item 15b if:

- ✓ All household members live together OR
- ✓ All household members eat together OR
- ✓ All household members live AND eat together.

After marking Box 1 "Yes," continue with Item 15c.

Box 2 "No"

Mark Box 2 "No" in Item 15b if there is one household member or a group of household members who neither live NOR eat with the reference person.

After marking Box 2 "No," go to Table X on the reverse side of the Control Card and complete Table X for each household member or group of household members who do not live or eat with the reference person. Table X is used to identify EXTRA housing units during an interview.

(Also see Topic 7 of this chapter for more information about Table X.)

Item 15c (Other Households Who Live or Eat With the Sample Household)

Item 15c is designed to ensure that we do not miss any merged housing units or other changes to the structure of the sample housing unit, as well as garages, mobile homes, and so forth, on the property that are used as overflow sleeping quarters. The question in Item 15c asks, "**Does any other household on the property live or eat with this household?**".

The term "on the property" in Item 15c includes:

- The entire structure (*or other type of living quarters such as a mobile home or trailer*) which contains the sample unit,
- The land on which the structure stands,

- Any additional structures (*or other types of living quarters*) on the same plot of land **owned** by the same person(s) who own the structure containing the sample unit, and
- Any adjacent land and structures (*or other type of living quarters*) which are owned by the same person(s) who own the structure containing the sample unit.
- **For cooperative and condominium units:**
"Property" includes only the structure (*or other type of living quarters*) in which the sample unit is located and the ground on which it stands.

Box 1 "Yes"

Always ask the question in Item 15c before marking Box 1 "Yes." If one or more other households on the property live AND/OR eat with the sample household, mark Box 1 "Yes" and redefine the sample address to include the space occupied by all persons on the property who live and/or eat together. Once you are done redefining the sample address, continue with Item 16. Procedures for handling merged units are included in Appendix B of this manual.

(Also see Topic 4, Chapter 7, of the Listing and Coverage Manual for Field Representatives, Form 11-8, for more information about merged units.)

Box 2 "No"

If it is apparent that no other household on the property lives or eats with the sample household, mark Box 2 "No" without asking the question in Item 15c. If you are not sure, ask the question before marking the answer. After marking Box 2, continue with Item 16.

Topic 4. Completing Items 16 Through 22 (Personal Characteristics)

**General Information for
Items 16 Through 22**

Items 16 through 22 are used to obtain personal characteristics (*date of birth, age, marital status, and so forth*) for each household member listed in Item 13a. Complete Items 16 through 22, as applicable, for one household member before completing these items for the next household member listed in Item 13a.

Do not complete Items 16 through 22 for any nonhousehold members listed in Item 13a. For each nonhousehold person listed in Item 13a, write the reason that the person is not a household member across Items 16 through 22. Here are some examples of acceptable reasons to enter across Items 16 through 22:

- Visitor - Usual residence elsewhere
- Patient - Mental institution
- Student - Usual residence elsewhere
- Traveling for work - Usual residence elsewhere
- Armed Forces Member - Stationed elsewhere

<p>What is ...'s date of birth?</p> <p><i>Enter in numerals.</i></p> <p>16</p>					
Month	Day	Year			

Item 16 (Date of Birth)

Item 16 is used to record each household member's exact date of birth. Once you have entered a household member's date of birth in Item 16 during the first interview, you do not need to verify the person's date of birth in subsequent enumeration periods, unless the respondent tells you that the date is incorrect or you see that the date is incomplete. If you are unable to get an exact date of birth for a household member, enter an approximate date (*for example, if the respondent only knows the month and year (October 1964), enter 10/NA/1964*). Use "NA" for the part of the date that is not known.

Entering the Date of Birth

Use numerals for the entire date of birth, entering 2 digits in the month column, 2 digits in the day column, and 4 digits in the year column (*for example, 04/02/2000 for April 2, 2000*).

When a household respondent is unsure of the exact date of birth, you can:

- ✓ Ask the individual respondent for his/her date of birth when you conduct the person's NCVS interview and then complete Item 16.
- ✓ Ask the household respondent to find out the person's date of birth so you can enter it in Item 16 during the next enumeration period.

Date of Birth is Refused

If the household respondent refuses to give you another household member's date of birth, try to get the date of birth directly from the household member when you interview him/her. If the household member refuses to give you his/her date of birth, write "REF" across Item 16 and enter an estimate of the person's age in Item 17.

age). When estimating a person's age, do not enter an age range, instead enter a specific 2-digit number from "00" through "96."

Entering a Household Member's Age

Fill one digit in each space under the appropriate enumeration period column, even if the age has not changed from the last enumeration period.

For Babies Under 1 Year:

Enter "00" in Item 17 for household members who are under 1 year of age.

For Children 1 to 9 Years:

Enter a zero "0" for the first digit and the child's age as the second digit.

For Adults Over Age 96:

Enter "96" in Item 17 for an adult whose age is 97 or older.

MARITAL STATUS Is ... now - 1-Married 2-Widowed 3-Divorced 4-Separated OR 5-Never married 18
Code

Item 18 (Marital Status)

After looking at the name in Item 13a, the relationship entries in Item 13b, and the age entered in Item 17, you can often determine a household member's marital status without asking the question in Item 18. However, if there is any doubt, ask the question in Item 18 as worded for all household members who are 14 years of age and older. For household members who are under 14 years of age, enter Code 5, Never married, without asking the question.

If an unrelated man and woman are living together and it is not evident whether or not they consider themselves as married to each other (*either legally or by common law*), ask the question in Item 18 as worded or determine the marital status without asking, if possible.

After the first interview, you do not need to update Item 18, unless you happen to discover a change in marital status. When you do discover a change in marital status:

- ✓ Line through the original code,
- ✓ Enter the current code above it, and
- ✓ Footnote the situation in Item 30g (Notes) giving the date when you discovered the change (*for example, Item 18 - L1 now Code 4 (9/2003)*).

Code 1 (Married)

Enter Code 1 (*Married*) in Item 18 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 husband and wife, such as a common-law marriage.

If the person is separated from his/her spouse due to marital discord, enter Code 4 (*Separated*).

Code 2 (Widowed)

Enter Code 2 (*Widowed*) in Item 18 when the household member's spouse has died and the person has not remarried. If not sure, ask the question in Item 18 as worded and accept the household respondent's answer.

Code 3 (Divorced)

Enter Code 3 (*Divorced*) when the person's divorce is final. If you suspect that the person's divorce is not final, ask the question in Item 18 as worded and accept the household respondent's answer.

Code 4 (Separated)

Enter Code 4 (*Separated*) when:

- ✓ The person is married, but has a legal separation.
- ✓ The person is married, but 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 Code 1 (*Married*).

Code 5 (Never Married)

Enter Code 5 (*Never married*) when the person has never been married or the person's only marriage was annulled. Also enter Code 5, without asking, for children in the household who are under 14 years of age.

SEX <i>Ask if not apparent.</i> Is ... <i>Enter</i> 1-Male or 2-Female 19	
M	F
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>

Item 19 (Sex)

For each household member, mark Box 1 "Male" or Box 2 "Female," as appropriate. You can usually determine the household member's sex from the name in Item 13a or the relationship entries in Item 13b. However, if there is any doubt, ask the question in Item 19 and record the appropriate code for the household respondent's answer.

Ask all HHL D members 18-65. Is ... now in the Armed Forces? 20	
Yes	No
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	2 <input type="checkbox"/>

Item 20 (Armed Forces)

For each household member (*male or female*) ages 18 through 65, ask the question in Item 20. Leave Item 20 blank when the household member is under 18 years of age or over 65 years of age.

A household member is considered as "in the Armed Forces" when the person is at least 18 years of age and not over 65 years of age and is serving on active duty at the time of interview in the:

- U.S. Army
- U.S. Navy
- U.S. Air Force
- U.S. Marine Corps
- 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*)
- United States 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.

***First Enumeration
Period***

Mark Box 1 (Yes) if the household member is currently in the Armed Forces on active duty.

Mark Box 2 (No) if the household member is not currently on active duty in the Armed Forces. Also mark Box 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 you are still unsure which box to mark in Item 20, mark Box 1 (Yes) and explain the situation using an INTER-COMM form.

***Subsequent
Enumeration Periods***

When you see Box 1 marked in Item 20 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, line through Box 1 and mark Box 2. Using the "Notes" space on the Control Card, note the change and the date that you discovered the change (*for example, Item 20 - L2 separated from AF (6/2003)*).

If a household member has turned 18 years of age since the last interview, ask the question in Item 20 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, line through Box 2 and mark Box 1 in Item 20. Using the "Notes" space on the Control Card, note the change and the date that you discovered the change (*for example, Item 20 - L3 joined the AF (2/2003)*).

Ask for all HH 12+ 1st, 3rd, 5th, and 7th enumeration.							
What is the highest level of school ... completed or the highest degree ... received?							
00- Never attended, preschool, kindergarten		42 - Bachelor's degree (ex: BA, AB, BS)					
01-08 - Elementary		43 - Master's degree (ex: MA, MS, Meng, MSW, MBA)					
09-11 - High school		44 - Professional School degree (ex: MD, DDS, DVM, LLB, JD)					
27 - 12th grade (NO DIPLOMA)		45 - Doctorate degree (ex: PhD, EdD)					
28 - High school graduate (DIPLOMA or equivalent)							
40 - Some college (NO DEGREE)							
41 - Associate's degree							
21							
1st		3rd		5th		7th	

Item 21 (Educational Attainment)

Item 21 is designed to provide up-to-date information on the educational attainment of each household member who is 12 years of age or older. Using the appropriate enumeration period column, enter the two-digit code to indicate the highest level of school completed or the highest degree received by the household member.

When to Ask Item 21

During the first, third, fifth, and seventh enumeration periods, ask Item 21 for one eligible household member before asking Item 21 for the next eligible household member. Leave Item 21 blank for any household members who are under 12 years of age during the reference period.

Under the following situations, also ask Item 21 during an enumeration period other than the first, third, fifth, and seventh 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 celebrated his/her 12th birthday since the previous enumeration period.

If you suspect that a household member's educational attainment level may have changed between the first/second, third/fourth, or fifth/sixth enumeration periods, verify this information with the household respondent. Whenever you verify that a change has occurred, line through the entry in Item 21 for the previous enumeration period and enter the appropriate 2-digit code at the time of your interview above the lined-through entry.

For example, Pat Clark has Code 09 entered in Item 21 for the first enumeration period in May 2003. During the second enumeration period in November 2003, you verify that she is now attending tenth grade. If this is true, then line through Code 09 in the first enumeration period column and enter Code 10 above it in the same column.

Education Codes for Item 21

A "Table of Education Codes" appears on page 8 of your Information Card Booklet (NCVS-554). Shown below are the available codes for Item 21, along with descriptions for these educational attainment codes.

CODE	DESCRIPTION OF GRADE/YEAR/DEGREE
00	Use this code for children who have never attended school and for children attending kindergarten, preschool, or only day care.
01 - 08	Use one of these 2-digit codes, as appropriate, for elementary school grades 1 through 8.
09 - 11	Use one of these 2-digit codes, as appropriate, for high school grades 9 through 11.

27	Enter code (27) if the respondent completed 12th grade, but did not receive a high school diploma.
28	Enter code (28) if the respondent completed 12th grade and received a high school diploma or the equivalent of a high school diploma.
40	Enter code (40) if the respondent completed some college without receiving a college degree.
41	Enter code (41) if the respondent has an Associate's degree, which is normally awarded after completing two years of college.
42	Enter code (42) if the respondent has a Bachelor's degree (BA, AB, or BS), which is normally awarded after completing four years of college.
43	Enter code (43) if the respondent has a Master's degree (MA, MS, Meng, MSW, or MBA), which is normally awarded after completing six years of college.
44	Enter code (44) if the respondent has a Professional School degree (MD, DDS, DVM, LLB, or JD) earned in fields such as medicine, dentistry, chiropractic medicine, optometry, osteopathic medicine, pharmacy, podiatry, veterinary medicine, law, or theology.
45	Enter code (45) if the respondent has a Doctorate degree (PhD or EdD).

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.

*Special Situations for
Item 21*

Here are some examples for handling a response other than the highest grade or year completed:

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 and enter the appropriate code in Item 21.

High school equivalency tests:

Enter code 28 in Item 21 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 code 28 in Item 21 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.

<p>ATTENDING SCHOOL <i>Ask for all HH members 12+ all enumerations.</i> Is ... 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?</p> <p>0 - Regular school 1 - College/University 2 - Trade school 3 - Vocational school OR 4 - None of the above schools</p> <p style="text-align: center;">22</p>
Code

Item 22 (Attending School)

Item 22 is designed to determine whether or not each household member who is 12 years of age or older is currently attending or enrolled in regular school (*elementary or high school*) or enrolled full-time or part-time in a college or university, trade, or vocational school. Ask the question in Item 22 in ALL enumeration periods.

When asking Item 22 for a high school graduate, omit the phrase, "*such as elementary or high school.*" In other words, omit this phrase when you enter code 28 or a higher educational attainment code in Item 21 for the person.

Code 0, 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 Code 0 for the person. However, if the person's school is entirely for special education classes, use Code 4, None of the above schools.

***Code 1, College/
University***

Use Code 1, 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.

Code 2, Trade School

Use Code 2, 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.

***Code 3, Vocational
School***

Use Code 3, 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.

***Code 4, None of the
Above Schools***

Use Code 4, 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.

**Topic 5. Completing Items 23 Through 25 (Hispanic Origin/Race/
Household Composition Changes)**

ASK ONCE FOR ENTIRE HHLD		
Is anyone living here Spanish, Hispanic, or Latino? <i>If "Yes" ask who. Show flashcard.</i> 23		Please choose one or more races that ... considers him/herself to be. <i>Show flashcard. DO NOT PROBE.</i> 24
Yes	No	Code(s)
1 <input type="checkbox"/>	2 <input type="checkbox"/>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	
1 <input type="checkbox"/>	2 <input type="checkbox"/>	

Item 23 (Hispanic or Spanish Origin)

Always complete Items 16 through 22 for all household members, as applicable, before asking Item 23. Only ask Item 23 once to record whether or not each household member is Spanish, Hispanic, or Latino by his/her national, cultural, or language group. Always ask Item 23 during the first interview or when adding a household member during a subsequent enumeration period, regardless of the household member's race.

For a personal visit interview, open the Information Card Booklet (NCVS-554) to page 6 and show the Spanish Origin flashcard to the household respondent before asking Item 23. For a telephone interview, ask the

Spanish origin question from page 6 of the Information Card Book including the Spanish Origin examples.

Purpose of Item 23

If a respondent wants to know why we ask whether anyone is Spanish, Hispanic or Latino, explain that this information will enable us to tabulate crime victimization data for this group of people, since they comprise the second largest minority group in this country.

Completing Item 23

After getting a "Yes" answer to Item 23, ***"Is anyone living here Spanish, Hispanic, or Latino?"***, ask which household members and mark Box 1 for each person identified by the household respondent. Then, mark Box 2 for any remaining household members.

If a person has multiple origins and one origin is Spanish, Hispanic, or Latino, mark Box 1 "Yes."

If you get a "No" answer, mark Box 2 for each household member.

If you get a "Don't know" answer, probe by asking if any of the household members have a parent or grandparent who is Spanish, Hispanic or Latino. The following list may also help to determine whether or not 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
Balaoric Islands	Chile	La Raza	(<i>Spanish speaking</i>)
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	Hispanic	Puerto Rican	
(<i>Spanish speaking</i>)	Honduras		

When a household respondent is still unable to answer Item 23 for a person, leave Item 23 blank for the person and enter a footnote in the "Notes" space of the Control Card (*for example, Item 23-DK for LN ...*). If a household respondent refuses to answer Item 23, leave it blank and enter a footnote in the "Notes" space of the Control Card (*for example, Item 24-REF.*).

Race (Item 24)

Ask Item 24 once for each household member to record up to four 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 24 for these added persons at that time.

Before asking Item 24 for a personal visit interview, open the Information Card Booklet (NCVS-554) to page 7 and show the Race flashcard to the household respondent.

If you add a household member during a telephone interview, ask Item 24 and, if necessary, read the race categories from the list in the top, right corner of the Control Card.

Do NOT mark 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.

Race Codes for Item 24

A list of 1-digit race codes is printed in the top, right corner of the Control Card.

RACE CODES FOR ITEM 24			
1	White	4	Asian
2	Black or African American	5	Native Hawaiian or Other Pacific Islander
3	American Indian, or Alaska Native	6	Other

Once the household respondent has identified the household member's race, enter the appropriate 1-digit race code on that person's line in Item 24. Only enter Code 6, "Other," as a last resort. If you enter Code 6, then you also must enter the race description in the "Notes" space below Control Card Item 30g as follows, "**Item 24 - Code 6 (race description).**"

Response is an ethnic origin:

If the answer is an ethnic origin (*Italian, Irish, French, Hispanic, German, and so forth*), ask the household respondent to identify the racial group(s) each household member belongs based on the categories shown on the race flashcard. A person's ethnic origin or ancestry does not automatically identify his/her race.

Refusal:

If the household respondent refuses to give you any race information for the household, leave Item 24 blank until you interview each household member. Then ask Item 24 of each household member. If race is still refused, enter "REF" in the answer space for Item 24.

CHANGES IN HHL D COMPOSITION		
DATE ENTERED OR LEFT		
See codes above. Enter code and date discovered change for each line number.		
Line No.	25a	
	Code	Date discovered
1		
2		
3		
4		
5		
6		
7		

Item 25a (Changes in Household Composition)

Item 25a does not have a question for you to ask the household respondent. Use Item 25a to document household composition changes as you discover that a household member has entered or left the household since the first interview. Try to determine the reason for the change without antagonizing the household respondent with questions that may be too personal or specific.

Once you determine the reason for a household member entering or leaving a household, find the appropriate 2-digit reason code in the list printed in the top, right corner of the Control Card. Enter the appropriate code, the reason given, and the month and year that you discover the change in Item 25a. If the reason will not fit in Item 25a, use the "Notes" space on the Control Card.

HH COMPOSITION CODES FOR ITEM 25a	
Entered this period	Left this period
11 Person turned 12	21 Person died
12 Returned from school or college	22 Left for school or college
13 Returned from institution	23 Entered institution
14 Entered because of marriage/separation/divorce	24 Left because of marriage/separation/divorce
15 Person entered HH for reasons other than above	25 Person left HH for reasons other than above

Adding a Household Member

When a new person enters a household, you need to:

- ✓ Add the person's name to the household roster using the next unused line in Item 13a.
- ✓ Complete Item 13b to determine the new person's relationship to the reference person.
- ✓ Complete Item 13c to determine if the new person qualifies as a household member.
- ✓ If you get a "Yes" answer in Item 13c, complete Items 16 through 22 for the new household member, as applicable. In Item 25a, enter the appropriate code (11 - 15), the reason given, and the month and year you discover the household change. For example, "Code 14/Married L1/7-2003" or "Code 13/Released from prison/9-2003."
- ✓ If you get a "No" answer in Item 13c, enter the reason the person is not a household member across Items 16 through 22.
- ✓ If a household member has been deleted from a household roster and then returns while the

household is still in sample, erase the diagonal line in Item 12 and use the same line number to complete the other applicable items that may need to be updated. In Item 25a, enter the appropriate code, the reason that the person entered the household, and the month and year that you discovered this change.

Deleting a Household Member

Person dies:

If a person in a household dies, draw a wavy line through the person's entire line from Item 12 through Item 24. In Item 25a, enter Code (21), "Person died," and the month and year you discovered this change.

Person leaves household:

If a person leaves a household and is not just temporarily absent, draw a diagonal line through the person's line number in Item 12. In Item 25a, enter the appropriate code, the reason that the person left, and the month and year you discover this change. For example, "Code 22/Attending College/10-2003" or "Code 25/Active military duty overseas/7-2003."

NOTE: Once a person has left a household, make sure that you do not read the person's name at subsequent interviews when checking the household roster at Control Card Item 14.

Person's Household Membership Changes

If you discover that a person, who was listed as a URE (*usual residence elsewhere*) in a previous enumeration period, is now a household member, line through Box 2 in Item 13c and mark Box 1. Also complete Items 16 through 24, as applicable. In Item 25a, enter the appropriate code, the reason for the person entering the household, and the month and year you discovered the change. For example, "Code 15/Returned from active military duty overseas/8-2003."

<i>Update for all enumerations for each interviewed household member.</i>									
Date of interview 25b							How long have you lived at this address? 25c		
Month		Day		Year			Yrs.	Mos.	

Item 25b (Date of Interview)

First enumeration period:

Once you complete a household member's entire NCVS interview (*the NCVS-1 and NCVS-2s for all reported incidents*), transcribe the month, day, and year from the person's Item 29 on the NCVS-1 to Control Card Item 25b.

Subsequent enumeration periods 2 - 7:

Once you complete a household member's entire NCVS interview (*the NCVS-1 and NCVS-2s for all reported incidents*), erase the date entered for the previous interview, and transcribe the month, day, and year from the person's Item 29 on the NCVS-1 to Control Card Item 25b.

Type Z Noninterview Persons

When you classify a household member (*other than the household respondent*) as a Type Z noninterview because you cannot complete the person's interview, erase the interview date from the previous enumeration period and leave Item 25b blank for the Type Z noninterview person. Remember that a household respondent can never be a Type Z noninterview.

Type A Noninterview Case

Whenever you are unable to complete at least the household respondent's NCVS interview, you will classify the case as a Type A noninterview. Leave all lines in Item 25b blank when the household is a Type A noninterview for the current enumeration period.

Importance of Item 25b

The date that you enter in Item 25b is used as the starting date for the household member's next reference period, so it is very important that this date be accurate.

Item 25c (Length of Time Living at the Address)

Item 25c is used to determine the length of **continuous time** in years and months that each household member has lived at a sample address. Unlike Item 25b, complete/update Item 25c for each household member even if the person is a Type Z noninterview for the current enumeration period.

First enumeration period:

Before starting the NCVS-1 interview with a household respondent, ask the question in Item 25c of the household respondent and for each household member at the sample address. Accept the answer given by the household respondent without probing.

However, if the household respondent hesitates or is not sure how to answer this question, explain that we are interested in the **continuous length of time** a person has been a household member at the sample address. For example, John leaves his parents' home to live and work as a chef in Seattle a month after the second interview.

Unfortunately, the restaurant closes and John moves back with his parents 5 months before the household's sixth interview. For the sixth enumeration period, John's length of time living at the sample address is 5 months (*the last continuous length of time since he returned to the sample address*).

Subsequent enumeration periods:

After the first interview with a sample household, you can update each household member's entry in Item 25c without

asking the question. Just add 6 months to the entry from the previous interview, erase the old entry, and enter the updated length of time for the current enumeration period.

However, if you add a new household member, ask the question in Item 25c for each new person added to the household roster. Also, if the household was a Type A noninterview in the previous enumeration period, ask the question in Item 25c for all household members, including any Type Z noninterview persons.

***Recording Answers in
Item 25c***

Record separately for each household member the length of time he/she has lived continuously at the sample address in "years" and "months." Do NOT round up or down for the number of years. For example, do not round up to 7 years an answer of 6 years and 10 months. Enter both the years and months in the appropriate columns of Item 25c.

Answer is less than 1 year:

Leave the "years" column blank in Item 25c and enter the number of months the person has lived continuously at the sample address in the "months" column.

Answer is less than one month:

If the answer is less than one month, always enter "1" month in the "months" column. This is the only time that rounding up is acceptable for Item 25c.

Answer is given in weeks:

If the household respondent answers in weeks, convert the weeks to months. For example, if you are given an answer of 10 weeks, convert the "10 weeks" to 3 months and enter "3" in the "months" column of Item 25c.

Answer is "all of his/her life":

When a household respondent tells you that the household member has lived at the sample address all of his/her life, in the "years" column of Item 25c, enter the person's age

from Control Card Item 17. In this case, it is not necessary to enter anything in the "months" column.

Answer is vague or in ranges:

When a household respondent's answer is vague or in ranges, probe to get a more precise response. Here are some examples:

<i>Respondent answers:</i>	<i>Suggested probe:</i>
"Years and years"	"Would you say it is more than 5 years or less than 5 years?"
"I'd say more like 5 to 10 years, I guess."	"Do you think that it is more than 7 years or less than 7 years?"
"He has probably lived here 6 and a half years."	Enter "6" years and "6" months in Item 25c.

If the household respondent can only give you an estimated length of time, enter the estimated length of time in the appropriate columns and print "EST" beside the entry in Item 25c.

If the household respondent really doesn't know how long a household member has lived at a sample address and cannot give you a good estimate, enter "DK" in Item 25c.

**Topic 6. Completing Items 26 Through 29 (Use of Telephone/
Building Characteristics/Household Income**

USE OF TELEPHONE - Ask first enumeration - Verify each subsequent enumeration	
<p>26a Is there a telephone in this house/ apartment?</p> <p>1 <input type="checkbox"/> Yes -- SKIP to 26c 2 <input type="checkbox"/> No</p>	<p>26d Is a telephone interview acceptable? Mark "No" if phone number is refused in 26c.</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
<p>26b Is there a telephone elsewhere on which people in this household can be contacted?</p> <p>Yes -- Where? ↘</p> <p>2 <input type="checkbox"/> Phone in common area</p> <p>3 <input type="checkbox"/> Phone in another unit</p> <p>4 <input type="checkbox"/> Work/office phone</p> <p>5 <input type="checkbox"/> No phone --SKIP to 26e</p>	<p>26e When is the best time to call or visit? Mark (X) ONLY one box.</p> <p>5 <input type="checkbox"/> 6-9 p.m./evenings</p> <p>6 <input type="checkbox"/> 9 a.m.-9 p.m./any time</p> <p>7 <input type="checkbox"/> 7-9 p.m./night</p> <p>8 <input type="checkbox"/> 9 a.m.-4 p.m./daytime</p> <p>9 <input type="checkbox"/> 5-9 p.m./after 5 p.m.</p> <p>10 <input type="checkbox"/> 4-7 p.m./dinner time 11 <input type="checkbox"/> 9-11 p.m./late evening</p> <p>12 <input type="checkbox"/> 7-9 a.m./early morning</p> <p>13 <input type="checkbox"/> 9-11 a.m./late morning</p> <p>14 <input type="checkbox"/> 11 a.m.-1 p.m./lunch</p> <p>15 <input type="checkbox"/> Noon-4 p.m./afternoon</p> <p>16 <input type="checkbox"/> 4-7 p.m./dinner time</p> <hr/> <p>Notes -- When to call/when not to call</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>26c What is the telephone number?</p> <p>() _____</p> <p>2nd telephone number, if given</p> <p>() _____</p> <p><input type="checkbox"/> Refused number - SKIP to 26e</p>	<p>26f Is a Sunday interview acceptable? 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>

**Use of Telephone
(Items 26a - 26f)**

At the end of your first interview with a sample household, ask the questions in Items 26a through 26f of the household respondent. As a lead-in to these questions, explain that the household will be interviewed a total of seven times at 6-month intervals. Also, explain that we try to:

- Limit survey costs by conducting future interviews by telephone and
- Ensure that we contact each household at an acceptable time of day.

You can also tell a household respondent that we may need a household's telephone number to:

- ✓ Make appointments to visit other household members, when a personal visit is necessary.
- ✓ Obtain any missing information that a respondent may be unable to supply during an interview.
- ✓ Clarify facts or answers provided during an interview.

Verifying Use of Telephone

During the second through seventh enumeration periods, verify any telephone numbers entered in Item 26c and correct Items 26a through 26f, as needed. For example, you might discover that a household now has a telephone in their home and no longer uses their mother's telephone. In this case, you would correct Items 26a through 26c. Also, ask the question in Item 26d again.

Item 26a (Telephone in House/Apartment)

Before asking for a telephone number, you need to determine whether there is a telephone in the house/apartment by asking the question in Item 26a.

Box 1 (Yes)

If there is a telephone in the sample house/apartment, mark Box 1 and skip to Item 26c to record the telephone number.

Box 2 (No)

If the household does not have a telephone in their house/apartment, mark Box 2 and then ask the question in Item 26b to determine if there might be a telephone elsewhere on which some or all of the household members can be reached. Since we prefer that you conduct all interviews by telephone following the initial interview, it is important to obtain a telephone number to reach most, if not all, household members.

Item 26b (Telephone Elsewhere)

Households that do not have their own telephone sometimes have access to a neighbor's telephone or a hall telephone where they can receive calls. Ask the initial

question in Item 26b, *"Is there a telephone elsewhere on which people in this household can be contacted?"*.

For a "Yes" Answer

If the answer is "Yes," ask where the telephone is located and mark:

- ✓ **Box 2** if there is a telephone available in a common area, such as a hall or lobby.
- ✓ **Box 3** if there is a telephone available in another housing unit, such as a neighbor's or relative's home.
- ✓ **Box 4** when an office or work telephone is the only telephone on which you can reach most of the household members.

For a "No" Answer

If you get a "No" answer to the initial question in Item 26b, mark Box 5 "No phone" and skip to Item 26e to determine the best time to conduct personal visit interviews in the future.

Item 26c (Telephone Number)

Ask the question in Item 26c to record up to two telephone numbers when:

- Box 1 is marked in Item 26a or
- Box 2, 3, or 4 is marked in Item 26b.

Telephone Number(s) Provided

Use a separate line in Item 26c for each phone number given and make sure to enter the area code in the parentheses. If a second phone number is an office or work number, note that fact after the number.

Respondent Is Hesitant or Refuses

If the household respondent is hesitant or uneasy about providing you with a phone number, assure him/her that we will keep the number strictly confidential. Sometimes the respondent will allow telephone calls to set appointments or to collect missing information, but not to be interviewed. If this happens, enter the telephone number, mark Box 2 "No" in Item 26d, and note in

Item 26d that the telephone number is to be used **only** for setting appointments or adding missing information.

When you cannot persuade a household respondent to give you the phone number, mark the "Refused number" box in Item 26c and skip to Item 26e where you will record the best time of day to visit the household in the future.

Item 26d (Telephone Interview Acceptable)

Whenever you record a telephone number in Item 26c, ask the question in Item 26d to make sure that a telephone interview is acceptable.

Box 1 (Yes)

If the household respondent answers "Yes," mark Box 1 "Yes" and remind the respondent that conversations could be overheard if the household has a "party" line.

Box 2 (No)

Mark Box 2 "No" when:

- ✓ The household respondent refuses to provide a telephone number. In this case, mark the answer without asking the question in Item 26d.
- ✓ The household respondent does not want to be interviewed by telephone. If a reason is given, note the reason in Item 26d, but do not probe for a reason.
- ✓ A telephone number is provided in Item 26c, but only for setting appointments or collecting missing information. Make sure to note this fact in Item 26d.

Item 26e (Best Time)

Mark only one box to indicate the time of day that is best to reach an adult household member, since you must interview the household respondent first during each enumeration period. Word the question in Item 26e based on whether or not a telephone interview is acceptable. Make sure to verify the information in Items 26a and 26e each enumeration period and make corrections, as needed.

In addition to marking the appropriate box for the best time of day to contact the household, you can use the "Notes" space in Item 26e to:

- Enter a specific day of the week that the household respondent prefers, in addition to marking a box for the time of day.
- Enter days or times of day that the household respondent does not want to be bothered. However, if the person tells you not to contact them on a Sunday, just mark Box 2 "No" in Item 26f.

Item 26f (Sunday Interview)

Always ask the question in Item 26f to find out whether or not a Sunday interview is acceptable. Mark Box 1 if a Sunday interview is acceptable and Box 2 if a Sunday interview is not acceptable.

Using the Information From Items 26a Through 26f

Always review these items before starting an assignment, so that you are:

- ✓ More likely to reach respondents at home,
- ✓ Less likely to upset respondents by contacting them when they have asked not to be contacted, and
- ✓ More likely to plan your work days more efficiently.

BUILDING CHARACTERISTICS - <i>Observe or ask</i>
<p>27a How many housing units are in this structure?</p> <p>1 <input type="checkbox"/> 1 - <i>SKIP to 28</i></p> <p>2 <input type="checkbox"/> 2</p> <p>3 <input type="checkbox"/> 3</p> <p>4 <input type="checkbox"/> 4</p> <p>5 <input type="checkbox"/> 5-9</p> <p>6 <input type="checkbox"/> 10+</p> <p>7 <input type="checkbox"/> Mobile home/trailer - <i>SKIP to 28</i></p> <p>8 <input type="checkbox"/> Only OTHER units</p>
<p>27b Does the unit have an outside entrance, patio doors, or windows, etc., on the ground level - or outside stairs leading directly to this unit?</p> <p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>

Item 27a (Units in Structure)

Complete Item 27a once you have completed Item 26f. If you are sure how to mark Item 27a by your observations, mark the appropriate box without asking the question. However, if there is any doubt in your mind, ask the question of the household respondent and mark the appropriate box to indicate the number of housing units in the structure.

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.

What Is a Housing Unit?

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 persons who share the living quarters.

(See page 7-4 of the Listing and Coverage Manual for Field Representatives (Form 11-8) for more information about separate living quarters and direct access.)

Single-Unit Structures

If you mark Box 1 or Box 7 because there is only one housing unit in the structure, do not complete Item 27b and skip to Item 28.

Multi-Unit Structures

If you mark Box 2, 3, 4, 5, or 6 because there are two or more housing units in the structure, complete Item 27b to inquire about direct access from outside the structure.

Group Quarters Units

If the sample address identifies a group quarters (GQ) unit, mark Box 8 "Only OTHER units."

Item 27b (Direct Access From Outside)

When you are sure how to mark Item 27b by your observations, mark the appropriate box without asking the question. However, if there is any doubt in your mind, ask the question of the household respondent and mark the appropriate box.

Box 1 (Yes)

Mark Box 1 "Yes" if there is some means of entering the sample unit **directly from the outside**, such as a door, patio doors, or windows at ground level (*even if there are locks and/or bars to prevent entrance*) and outside stairs

(such as porch, deck, or fire escape stairs) that lead

directly to an outside entrance for the sample unit.

Box 2 (No)

Mark Box 2 "No" when there is no direct access into the sample unit from outside of the structure and the only entrance to the sample unit is through a common hall from within the structure, such as a common hall into a second floor apartment.

28 TOTAL HOUSEHOLD INCOME IN PAST 12 MONTHS - Ask during 1st, 3rd, 5th, and 7th enumeration periods. (Show Flashcard) Which category on this card represents the TOTAL combined income of all members of this HOUSEHOLD during the past 12 months? 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 members of this HOUSEHOLD who are 14 years of age or older?									
	1st	3rd	5th	7th		1st	3rd	5th	7th
Less than \$5,000	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	20,000 to 24,999	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
5,000 to 7,499	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	25,000 to 29,999	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
7,500 to 9,999	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	30,000 to 34,999	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
10,000 to 12,499	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	35,000 to 39,999	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
12,500 to 14,999	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	40,000 to 49,999	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
15,000 to 17,499	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	50,000 to 74,999	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
17,500 to 19,999	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	\$75,000 +	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>

Item 28 (Household Income)

During the first interview with a household, show the household respondent the flashcard on page 15 in your Information Card Booklet (NCVS-554) and then ask the question in Item 28 to determine the household's total combined income. You also need to update Item 28 during the third, fifth, and seventh enumeration periods. Ask or verify Item 28 with the household respondent once you have completed Items 27a and 27b, as required.

For Personal Visit Interviews

Just before reading the question in Item 28, show the household respondent the Household Income Flashcard on page 15 in your Information Card Booklet. After reading the question, allow the respondent time to read the categories, make an estimate, and respond. When necessary, help the respondent by adding each household members income and/or the income from all sources to get the total combined income.

For Telephone

After the first personal visit interview, in most cases, your

Interviews

remaining interviews at the sample address will be conducted by telephone. During the third, fifth, and seventh enumeration periods, read the question slightly different since you are unable to show a flashcard to the respondent. Instead of reading, "***Which category on this card...***", say, "***Which category represents...***" and continue reading the rest of the question and each income category from Control Card Item 28 until the respondent identifies the appropriate income category.

If necessary, explain that we do not need the respondent to identify the actual amount of the total household income, just the income range that it falls within. If the respondent is unable to give you an income range or an amount, read the answer category that was marked previously, along with the category just below it and just above it.

What to Include

A respondent may ask you what type of income to include in his/her total. Here are the types of income that a respondent should include in the combined household 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 14 years of age or older.

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. Do not specifically ask a 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 respondent's 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 14 years of age and older. Do not include income from persons who are listed in the household roster, but are not household members. If necessary, name each household member who is 14 years of age and older so that the household respondent understands whose money income we want to include.

What to Exclude

We do not want the 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 forth.
- ✘ 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.

*Special Situations for
Item 28*

If a household respondent reports no income, a loss, or that they "broke even," mark Box 1 "Less than \$5,000." Make sure that the respondent understands what type of income

we want included and from which persons in the household, before accepting an answer of "No income."

In difficult cases, try to assist the respondent by probing to find out:

- ✓ Which household members worked during the last 12 months.
- ✓ How much money each working household member (14 years of age and older) earned each week or pay period.
- ✓ Whether or not any household members operated a business or a farm during the last 12 months.
- ✓ Whether or not any household members received a pension, dividends, interest, and so forth.

Avoid "Don't know" or "Refused" answers if at all possible.

Reassuring Respondents

You may encounter a respondent who knows the household income, but is reluctant to tell you because he/she does not think we need 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.**

<p>29a CONTROL NUMBER OF ORIGINAL SAMPLE UNIT</p>	<p>29b In area segment, enter for FIRST unit listed on property. Listing Sheet: Sheet ____, Line ____</p>
--	---

Item 29a (Control Number)

You only need to complete Item 29a if you are completing a Control Card for an EXTRA unit discovered during an interview. An EXTRA unit is any unlisted separate living quarters that is:

- ✓ Discovered by chance during an interview or when asking the household coverage questions,
- ✓ Associated with the sample unit, and
- ✓ Not likely to have had a chance of being selected for a sample.

(See Appendix B of this manual for more information about EXTRA units.)

If you discover an EXTRA unit during an interview, enter the original or parent unit's control number in Item 29a. This would be the PSU, segment, check digit, and serial number from Item 2 on the original Control Card.

Item 29b (Listing Sheet Identification)

You only need to complete Item 29b if you discover an EXTRA unit during an area segment interview. If you should discover an EXTRA unit during an area segment interview, locate the line number for the first unit listed at the basic address on the area segment listing sheet. Then enter the listing sheet number and the line number for the first unit on the appropriate lines for Item 29b. Keep in mind that the first unit at the address may or may not be the original or parent unit for the EXTRA unit.

Topic 7. Completing Items 30 Through Table X (Record of Visits and Telephone Calls/Noninterview Reason/Notes/Bounding Information/Noninterview Contact Person/Determining EXTRA Units

30 RECORD OF VISITS AND TELEPHONE CALLS							
(a)	Month and year (e.g., 1/2000) (b)	Line No. of HH Resp. (c)	(B) Before (A) After 5 p.m.				Noninter- view reason <i>Enter code from box beside 33</i> (f)
			Tally of personal visits (d)		Tally of phone calls (e)		
			B	A	B	A	
1							
2							
3							
4							
5							
6							
7							

Item 30a (Enumeration Period)

Each enumeration period, you will record information about any visits and/or telephone calls that you make to the sample address in Item 30. To help you record this information, Item 30a assigns an enumeration period to each row for Item 30.

Items 30b and 30c (Interview Month/Year and Line Number of Household Respondent)

Complete Items 30b and 30c once you have completed the household respondent's interview. In Item 30b, use the appropriate line for the current enumeration period and enter the month and year of interview (*for example, 1/2003*). In Item 30c, use the appropriate line for the current enumeration period and enter the circled line number from Item 12 to identify the household respondent for the current interview.

Items 30d and 30e (Tally of Personal Visits and Telephone Calls)

Item 30d is divided into two columns--B and A--for recording **personal visits** to the sample address. Using the appropriate line for the enumeration period, enter a tally mark (/) in **column B** for each **personal visit** that you make to the sample address **before 5 p.m.** Enter a tally mark (/) in **column A** for each **personal visit** that you make to the sample address **after 5 p.m.**

Do not make a tally mark in Item 30d when you travel by the sample address, but you do not stop at the address or attempt to speak to someone at the address.

Item 30e is divided into two columns--B and A--for recording **telephone calls** to the sample address. Using the appropriate line for the enumeration period, enter a tally mark (/) in **column B** for each **telephone call** that you make to the sample address **before 5 p.m.** Enter a tally mark (/) in **column A** for each **telephone call** that you make to the sample address **after 5 p.m.**

Make a tally mark in the appropriate column of Item 30e for every phone call that you make to the sample address, regardless of the reason (*for example, setting appointments, getting missing information, and so forth*). Also count phone calls when you are not successful in reaching someone.

Item 30f (Noninterview Reason)

Whenever you are unable to interview a sample household, use the appropriate line for the enumeration period and enter in Item 30f the correct letter (*A, B, or C*) to identify the type of noninterview for the sample address and the correct two-digit reason code (*for example, A03 for Type A, Refused*). A list of noninterview reason codes grouped together by noninterview type is printed next to Control Card Item 33 and is also provided on the next page.

**REASON FOR NONINTERVIEW FOR
ITEM 30f****TYPE A**

- 01 No one home
- 02 Temporarily absent
- 03 Refused
- 04 Other occupied

TYPE B

- 10 Vacant - regular
- 11 Vacant - storage of HH furniture
- 12 Temporarily occupied by persons with URE
- 13 Unfit or to be demolished
- 14 Under construction, not ready
- 15 Converted to temporary business or storage
- 16 Unoccupied site for mobile home, trailer, or tent
- 17 Permit granted, construction not started
- 18 Other

TYPE C

- 20 Unused line of listing sheet
- 21 Demolished
- 22 House or trailer moved
- 23 Outside segment
- 24 Converted to permanent business or storage
- 25 Merged
- 26 Condemned
- 27 Built after April 1, 1990
- 28 Permit abandoned
- 29 Other

(Also see Part A, Chapter 6, for more details about noninterviews.)

30g Notes (Callbacks, CATI, Field Representative's ID)		30h CATI Recycle	31 SUPERVISOR'S USE R - Reinterview O - Observed
1			
2		<input type="checkbox"/> Yes	
3		<input type="checkbox"/> Yes	
4		<input type="checkbox"/> Yes	
5		<input type="checkbox"/> Yes	
6		<input type="checkbox"/> Yes	
7		<input type="checkbox"/> Yes	

Items 30g and 30h (Notes and CATI Recycle)

In Item 30g, use the appropriate line for the enumeration period and enter the date and time for any callback appointments that you set up. Also, enter your Field Representative Code, along with any notes that you enter in Item 30g.

In Item 30h, for enumeration periods two through seven, use the appropriate line and mark the "Yes" box if your regional office has instructed you to interview a "CATI Hold" case, because it was not completed during the CATI interviewing period. A "Yes" box does not appear for the first enumeration period, because all first enumeration period interviews must be conducted in person.

Item 31 (Supervisor's Use)

Leave Item 31 blank, because this item is for the sole use of your supervisor. Ignore any entries that you may see in Item 31.

Filling Item 32b

In Item 32b, enter either a "Y" or an "N" to indicate whether or not the incident is a "series incident." When Box 2 is marked in Check Item D on the NCVS-2 for the incident, then the reported incident is a "series incident" and you would enter a "Y" in Item 32b.

Enter an "N" in Control Card Item 32b when the NCVS-2 shows that:

- Box 1 is marked in Check Item B,
- Box 2 is marked in Check Item C, or
- Box 1 is marked in Check Item D.

(See Part C, Chapter 3, Topic 2, for more information about series incidents.)

Filling Item 32c

Use Item 32c to indicate when the incident happened.

Incident is not a series incident:

When the incident is **not** a series incident, transcribe the month and year from Item 3 of the NCVS-2 onto Control Card Item 32c (*for example, 11/2003*).

Incident is a series incident:

When the incident is a series incident, transcribe the most recent quarter and year entered in Item 155 of the NCVS-2 onto Control Card Item 32c (*for example, Qtr. 2/2002*).

Filling Item 32d

In Item 32d, enter an incident description that will enable anyone to identify it easily at a later date. Make sure that your incident description is complete and clear enough so you or anyone else can determine what took place during the incident without difficulty.

Try to confine your incident description to one line and print one letter in each space. Here are a few examples of incident descriptions for Item 32d:

- *Home broken into/family away/radio, TV, jewelry taken*
- *L2 raped in car/off. had weapon/L2 injured/off. arrested*

Filling Item 32e

In Item 32e, transcribe the respondent's line number from Item 1a of the NCVS-2 onto Control Card Item 32e.

33 PERSON TO CONTACT FOR NONINTERVIEW HOUSEHOLD INFORMATION--Fill when appropriate	
Name and description (neighbor, apt. manager, etc.)	
Address	
City	
State	ZIP Code
Telephone number ()	

Item 33 (Noninterview Contact Person)

When you are unable to conduct an NCVS interview for anyone in a sample household, you still need to obtain some information about the sample household that you will enter on the NCVS-7, Noninterview Record. Normally, you will contact a neighbor, apartment manager, or some knowledgeable person in the area to get this information. In Control Card Item 33, you will enter the following information about the contact person:

- ✓ His/her name

- ✓ A description of the person you contacted (*neighbor, mail carrier, apartment manager, and so forth*)
- ✓ His/her address
- ✓ His/her telephone number.

(Also see Part A, Chapter 6, Topic 1, for an overview of noninterviews and noninterview procedures.)

1990 TABLE X - Determining if an Additional Living Quarters Qualifies as an EXTRA Unit					
START HERE	AREA SEGMENTS		PERMIT SEGMENTS	UNIT SEGMENTS	
(1)	(2)	(3)	(4)	Single Unit (5)	Multi-Unit (6)
<p>Check the listing sheet.</p> <p>Is the address of the additional living quarter already listed?</p> <p><input type="checkbox"/> Yes - Stop Table X</p> <p><input type="checkbox"/> No - Go to column (2), (4), (5) or (6) depending on segment type</p>	<p>Are the additional living quarters within the area segment boundaries?</p> <p><input type="checkbox"/> Yes - Go to column (3)</p> <p><input type="checkbox"/> No - Stop Table X; do not interview</p>	<p>Are the additional living quarters in a group quarters?</p> <p><input type="checkbox"/> Yes - Stop Table X; do not interview</p> <p><input type="checkbox"/> No - Go to column (7)</p>	<p>Are the additional living quarters within the same structure and within the same space (see footnote¹) occupied by the original sample unit?</p> <p><input type="checkbox"/> Yes - Go to column (7)</p> <p><input type="checkbox"/> No - Stop Table X; do not interview</p>	<p>Are the additional living quarters within the basic address (house number and street name) of the original sample unit?</p> <p><input type="checkbox"/> Yes - Go to column (7)</p> <p><input type="checkbox"/> No - Stop Table X; do not interview</p>	<p>Are the additional living quarters within the same space (see footnote¹) occupied by the original sample unit?</p> <p>and</p> <p>Are the additional living quarters the result of a split apartment?</p> <p><input type="checkbox"/> Yes to both questions - Go to column (7)</p> <p><input type="checkbox"/> No to either question - Stop Table X; do not interview</p>
<p>¹ Occupation of the "same space" occurs if a housing unit has been split into two or more separate housing units.</p>					

1990 TABLE X - Determining if an Additional Living Quarters Qualifies as an EXTRA Unit		
SEPARATENESS		NUMBER OF EXTRA UNITS
<p align="center">(7)</p> <p>Do the occupants or intended occupants of the additional living quarters live and eat separately from all other persons on the property?</p> <p><input type="checkbox"/> Yes - Go to column (8)</p> <p><input type="checkbox"/> No, not a separate unit - Stop Table X. Include additional living quarters with the original unit and continue interview.</p>	<p align="center">(8)</p> <p>Do the occupants or intended occupants of the additional living quarters have direct access from the outside or through a common hall?</p> <p><input type="checkbox"/> Yes, an EXTRA unit - Go to column (9)</p> <p><input type="checkbox"/> No, not a separate unit - Stop Table X. Include additional living quarters with the original unit and continue interview.</p>	<p align="center">(9)</p> <p>Have you found more than 3 EXTRA units?</p> <p><input type="checkbox"/> Yes - Call your RO for instructions on which units to interview. Then, enter the basic address and unit designation (if any) of the EXTRA units onto the listing sheet and fill out new Control Cards and questionnaires for these units. (See footnote ²)</p> <p><input type="checkbox"/> No - Enter the basic address and unit designation (if any) of the EXTRA units onto the listing sheet and fill out new Control Cards and questionnaires for these units. (See footnote ²)</p>
<p>² If you determine that you have found an EXTRA unit at a single unit address in a UNIT segment (yes in column 5), you must prepare an INTER-COMM and fill out a BLANK listing sheet listing each unit at the address.</p>		

1990 Table X

As you complete the coverage questions in Control Card Items 7 and 15, you could be instructed to fill Table X to determine whether the sample address has more than one separate living quarters. Run through the appropriate steps in Table X based on the segment type and skip instructions for each living quarters suspected of qualifying as an EXTRA unit.

Definition of Separate Living Quarters

A separate living quarters is one in which the occupants 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*).

Filling Column (1)

When filling Table X, you must start with column (1), regardless of the segment type. Before you can mark the correct box in column (1):

- ✓ Check the listing sheet to see if the address of the additional living quarters is already listed. If the original sample unit is a single-unit address in a unit segment, you will not have a listing sheet.

- ✓ **Mark the "Yes" box in Column (1):**
When the additional living quarters is already listed on the listing sheet for the assigned segment and could have a chance of selection for a sample, mark the "Yes" box in Column (1). Stop filling Table X because this additional living quarters is not an EXTRA unit just discovered during your interview.

After marking the "Yes" box, continue the interview with the original sample unit and do not include household members from the additional living quarters with the household members from the original sample unit.

- ✓ **Mark the "No" box in Column (1):**
When the additional living quarters is not listed on the listing sheet for the assigned segment or there is no listing sheet, because the original sample unit is a single-unit address in a unit segment, mark the "No" box in Column (1).

After marking the "No" box, continue with:

- **Column (2)** for area segments,
- **Column (4)** for permit segments,
- **Column (5)** for unit segments when the original sample address is a single-unit, or

- **Column (6)** for unit segments when the original sample address is in a multi-unit structure (*such as an apartment building*).

Filling Column (2) for Area Segments

You will only fill column (2) if:

- The original sample address is located in an area segment, and
- You mark the "No" box in column (1) because the additional living quarters is not already listed on the Area Segment Listing Sheet, Form 11-5.

Refer to the assigned area segment map and determine whether or not the additional living quarters is located within the same area segment boundaries as the original sample unit.

- ✓ **Mark the "Yes" box in Column (2):**
If the additional living quarters is within the same area segment boundaries as the original sample unit, mark the "Yes" box and continue filling Table X by going to column (3).
- ✓ **Mark the "No" box in Column (2):**
If the additional living quarters is not located within the same area segment as the original sample address, mark the "No" box and stop filling Table X. Do not interview anyone residing at the additional living quarters and continue the interview with the original sample address.

Filling Column (3) for Area Segments

You will only fill column (3) if:

- The additional living quarters is located in the same area segment as the original sample unit and
- You marked the "Yes" box in column (2).

- ✓ **Mark the "Yes" box in Column (3):**
If the additional living quarters is located in a group quarters, mark the "Yes" box, stop filling Table X, and do not interview anyone residing at the additional living quarters.
- ✓ **Mark the "No" box in Column (3):**
If the additional living quarters is not located in a group quarters, mark the "No" box in column (3) and continue filling Table X by skipping to column (7).

***Filling Column (4) for
Permit Segments***

You will only fill column (4) if:

- The original sample address is located in a permit segment, and
- You marked the "No" box in column (1) because the additional living quarters is not already listed on the Unit/Permit Listing Sheet, Form 11-3.

- ✓ **Mark the "Yes" box in Column (4):**
Before marking the "Yes" box in column (4), make sure that the additional living quarters is within the same structure AND within the same space occupied by the original sample unit (*for example, a structure that was used as a single-family house and now contains two rental units*). After marking the "Yes" box in column (4), continue filling Table X by skipping to column (7).

- ✓ **Mark the "No" box in Column (4):**
If the additional living quarters is outside of the structure AND space occupied by the original sample unit, mark the "No" box in column (4), stop filling Table X, and do not interview anyone residing at the additional living quarters.

***Filling Column (5) for
Single-Units in Unit
Segments***

Since you will not receive a listing sheet when the original sample unit is a single unit in a unit segment, you will

mark the "No" box in column (1) automatically and continue Table X by skipping to column (5).

- ✓ **Mark the "Yes" box in Column (5):**
If the additional living quarters uses the same basic address (*house number and street name*) as the original sample unit, mark the "Yes" box in column (5) and continue filling Table X by skipping to column (7).

- ✓ **Mark the "No" box in Column (5):**
If the additional living quarters uses a different basic address from the original sample unit, mark the "No" box in column (5), stop filling Table X, and do not interview anyone residing in the additional living quarters.

***Filling Column (6) for
Multi-Units in Unit
Segments***

You will only fill column (6) if:

- The original sample unit is located in a multi-unit structure in a unit segment., and

- You marked the "No" box in column (1) because the additional living quarters is not already listed on the Unit/Permit Listing Sheet, Form 11-3.

- ✓ **Mark the "Yes" box in Column (6):**
Before marking the "Yes" box in column (6), both of the following conditions must be met:
 - The additional living quarters must be within the same space as the original sample unit, **AND**

 - The additional living quarters must be the result of a split apartment.

If both conditions are met, mark the "Yes" box in column (6) and continue completing Table X by going to column (7).

- ✓ **Mark the "No" box in Column (6):**
If the additional living quarters does not meet **both** of the conditions listed above, mark the "No" box in column (6), stop filling Table X, and do not interview anyone residing at the additional listing quarters.

Filling Column (7)

Before an additional living quarters can be considered an EXTRA housing unit, it must meet the criteria for "separateness." The question in column (7) is designed to determine whether the occupants or intended occupants of the additional living quarters **live and eat separately** from all other persons on the property.

- ✓ **Mark the "Yes" box in column (7):**
If you determine that the occupants or intended occupants of the additional living quarters live and eat separately from all other persons on the property, mark the "Yes" box in column (7) and continue filling Table X by going to column (8).
- ✓ **Mark the "No" box in column (7):**
If you find that the occupants or intended occupants of the additional living quarters do **not** live and eat separately from all other persons on the property, mark the "No" box in column (7) because the additional living quarters does not qualify as a separate housing unit. Stop filling Table X, include the occupants as part of the original unit, and continue the interview for the original sample unit.

Filling Column (8)

Another component of "separateness" involves "direct access." Once you determine in column (7) that the occupants of the additional living quarters live and eat separately from all other persons on the property, then you need to determine whether the occupants or the intended occupants have direct access from the outside of the additional living quarters or through a common hall.

- ✓ **Mark the "Yes" box in column (8):**
Once you determine that the occupants or the intended occupants of the additional living quarters have direct access, mark the "Yes" box in column (8). At this point, you have completed the process of determining that the additional living quarters does qualify as an EXTRA housing unit. After marking the "Yes" box in column (8), go to column (9).

- ✓ **Mark the "No" box in column (8):**
If the additional living quarters does not have direct access from the outside or through a common hall, mark the "No" box in column (8). Since the additional living quarters does not qualify as an EXTRA housing unit, stop filling Table X, include the occupants of the additional living quarters with the original sample unit, and continue the interview for the original sample unit.

Filling Column (9)

It is possible that you could discover more than one EXTRA unit while interviewing at a sample address. Column (9) is designed to provide you with instructions on how to proceed when you discover more than 3 EXTRA units at a sample address or less than 3 EXTRA units at a sample address.

- ✓ **Mark the "Yes" box in column (9):**
If you discover **more than 3 EXTRA units** at the sample address:
 - Mark the "Yes" box in column (9).

 - Call your regional office for instructions on which EXTRA units to interview.

 - Using the appropriate listing sheet, enter the basic address and unit designations (*if any*) for the EXTRA units discovered. Make sure that each unit is uniquely described so that another

field representative will be able to distinguish them from one another.

- Complete a Control Card and the appropriate questionnaires for each EXTRA unit that your regional office instructs you to interview.

✓ **Mark the "No" box in column (9):**

If you discovered between 1 and 3 EXTRA units at the sample address:

- Mark the "No" box in column (9).
- Enter the basic address and unit designation (*if any*) of each EXTRA unit on the appropriate listing sheet. Make sure that each unit is uniquely described so that another field representative will be able to distinguish them from one another.
- Complete a Control Card and the appropriate questionnaires for each EXTRA unit that you discovered.

Chapter 2

Completing the NCVS-1, Basic Screen Questionnaire

Table of Topics

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2 Completing Items 1 Through 16 (Cover Page)	B2-6
3 Completing Items 17 Through 28 (Personal Characteristics)	B2-22
4 Completing Items 29 Through Check Item E (Mobility/Businesses/Theft/Break-ins/Motor Vehicles/Specific Locations/Use of Weapons/Known Offenders/ Unwanted Sexual Acts/Catch-all Questions/Computer Crime/Proxy Help)	B2-27
5 Completing Items 46 Through Check Item I (Vandalism/Crimes During Vandalism/Hate Crimes/Transcribing Number of Incidents/Employment Questions)	B2-66

Topic 1. General Instructions

Definition

The NCVS-1, Basic Screen Questionnaire, is used to determine whether each eligible household member (*12 years of age or older*) at the sample address was victimized by crime during the member's 6-month reference period. The NCVS-1 consists of four parts and you will complete an NCVS-1 for each sample household that you interview. For some of the NCVS-1 items, you will transcribe information from the household's Control Card. You will complete the remaining NCVS-1 items with a respondent as you conduct the interview.

The NCVS-1 is designed so that you can collect information for up to four eligible household members, including the household respondent. When a sample household has more than four eligible household members, you will complete a separate NCVS-1A, Personal Characteristics form, for each eligible household member who will not fit in the NCVS-1 questionnaire.

Since the content of the NCVS-1 and NCVS-1A forms changes periodically, it is important that you use the current form by checking the print date shown below the form number on the front cover of each form. Your monthly memorandums will tell you when to start interviewing with a modified form and will identify the new print date and ink/paper color.

Overview of the NCVS-1

Once you are done entering the length of time each eligible household member has lived at the sample address in Control Card Item 25c, stop completing the Control Card and start completing the NCVS-1 for the household. The only time you do not need to complete an NCVS-1 for a household is when the entire household is a noninterview (*Type A, B, or C*). For noninterview households, you must complete an NCVS-7, Noninterview Record, instead of an NCVS-1, Basic Screen Questionnaire.

(Also see Part B, Chapter 4, for instructions on completing the NCVS-7, Noninterview Record.)

If you are unable to complete an NCVS-1 interview for an eligible household member (*other than the household respondent*), you still need to complete the following items on the NCVS-1:

- Items 14a and 14b on the cover page and
- Items 17 through 28 on the appropriate page for the Type Z noninterview person (*page 12, 18, or 24*). This also applies to Items 17 through 28 on any NCVS-1A forms that you complete for a Type Z noninterview person.

The first entries that you make on an NCVS-1 must be the sample, control number, and household number in the top, left corner of the front cover. Transcribe each of these identification items from the household's Control Card.

- See Control Card Item 1 for the **Sample**.
- See Control Card Item 2 for the **Control number (PSU, segment, check digit (CK), and serial number)**.
- See Control Card Item 3 for the **Household number (HH No.)**.

The sample, control number, and household number on the NCVS-1 is used to link the Basic Screen Questionnaire to the appropriate Control Card for a household, and is the main source for identifying the sample address. **Make sure that you transcribe these items ACCURATELY and LEGIBLY.**

*Serial Number Entries
for EXTRA Units*

Since EXTRA units are discovered as you conduct interviews, any EXTRA units that you find will not have assigned serial numbers. For each NCVS form that you

complete for an EXTRA unit, print the reference person's last name in place of the serial number.

Sequence for Completing the NCVS-1

Here is the sequence for completing the remainder of the NCVS-1:

- ✓ Complete Items 1 through 4 on the front cover.
- ✓ On page 2, complete Items 17 through 19 for the household respondent.
- ✓ Starting with Item 29, enter the interview date and complete the mobility, business operated from sample address, and the screen questions with the household respondent. After completing Check Item G for the household respondent, either complete an NCVS-2, Crime Incident Report, for each reported crime incident or continue with Check Item H.
- ✓ Complete or update Control Card Items 26a through 28 and Items 30b and 30c with the household respondent BEFORE ending the household respondent's interview.
- ✓ Starting on page 12, complete Items 17 through 19 for the next eligible household member.
- ✓ Starting with Item 29, enter the interview date and complete mobility and screen questions with the next household member. After completing Check Item G for the household member, either complete an NCVS-2, Crime Incident Report, for each reported crime incident or continue with Check Item H.
- ✓ Repeat this process for each eligible household member on the NCVS-1. If the household has more than four members, complete a separate NCVS-1A for each household member who does not fit on the household's NCVS-1.

- ✓ After leaving the household or ending the phone interview, transcribe the appropriate information from the household's Control Card to Items 5 through 12e on the front cover, and complete Items 13 through 16, as needed. Also transcribe the correct information from the Control Card onto Items 20 through 28 for each eligible household member.

***Wording Questions for
Proxy Interviews***

When you take a proxy interview for an eligible respondent, remember that the screen questions refer to the person for whom the proxy interview is being taken (*proxy person*), NOT to the person answering the questions (*proxy respondent*). Starting with Item 33a on the NCVS-1, substitute the name of the person for whom the proxy interview is being taken in place of the word "you" when asking questions.

Here is an example:

Item 33a - "How long has Joan Tyler lived at this address?"

In this example, Joan Tyler is the "proxy person"; in other words, she is the person for whom the proxy interview is being taken.

Topic 2. Completing Items 1 Through 16 (Cover Page)

Filling Items 1 Through 4 on the NCVS-1

ITEMS FILLED AT START OF INTERVIEW	
1. Field representative identification	Code Name
2. Unit status	1 <input type="checkbox"/> Unit in sample the previous enumeration period - <i>Fill 3</i> 2 <input type="checkbox"/> Unit in sample first time this period - <i>SKIP to 4</i>
3. Household status - Mark first box that applies.	1 <input type="checkbox"/> Same household <u>interviewed</u> the previous enumeration 2 <input type="checkbox"/> Replacement household since the previous enumeration 3 <input type="checkbox"/> Noninterview the previous enumeration 4 <input type="checkbox"/> Other - <i>Specify</i> _____
4. Line number of household respondent	_____ <i>Go to page 2</i>

Once you have entered the sample, control number, and household number on the front cover of the NCVS-1, the next step is to complete Items 1 through 4 on the cover page.

Item 1 (Field representative identification)

In Item 1, enter your field representative code (*for example, B23*) and your full name (*for example, David Waterman*).

Item 2 (Unit status)

In Item 2, you will indicate whether this is the first enumeration period for the sample address or whether the assigned address was in sample in a previous enumeration period.

Box 1:

Mark Box 1 if you are scheduled to interview the sample household for the second through seventh enumeration period, even if the household was a noninterview in the first enumeration period. After marking Box 1, fill Item 3.

Box 2:

Mark Box 2 if you are:

- Attempting to interview a sample household for the first enumeration period,
- Interviewing EXTRA units discovered during an interview, or
- Interviewing additional units discovered during listing/listing verification in unit and permit segments.

(See Chapter 7, Topic 6, of the Listing and Coverage Manual for Field Representatives, Form 11-8, for more instructions concerning additional units.)

- After marking Box 2, skip to Item 4.

Item 3 (Household status)

Use Item 3 to indicate the interview status of the household from the previous enumeration period. Mark the first box in Item 3 that applies for the sample household.

Box 1:

Mark Box 1 if one or more household members from the current interview were also household members during the previous enumeration period AND the sample household was interviewed during the previous enumeration period.

Box 2:

Mark Box 2 when all household members at the sample address are new for the current interview and the former household no longer lives at the sample address. In this case, you would have increased the household number in Control Card Item 3 to the next higher number. For example, if the original household number is "1," then the replacement household becomes household "2." Mark Box 2 for a replacement household, even if the former household was a noninterview in the previous enumeration period.

Box 3:

Mark Box 3 if the sample address was a Type A or B noninterview in the previous enumeration period AND the same household still resides at the sample address.

Box 4:

Only mark Box 4 if you are interviewing at the sample address for the second through seventh enumeration period AND Boxes 1 through 3 do not describe the household status for the previous enumeration period. After marking Box 4, write a brief description of the household status for the previous enumeration period on the "Specify" line.

Here is an example of when you would mark Box 4:

"You are interviewing at the correct sample address for the current enumeration period, but the wrong unit was interviewed for the previous enumeration period. In this case, you would mark Box 4 and write "Wrong unit interviewed previous enumeration period" on the "Specify" line.

Item 4 (Line number of household respondent)

In Item 4, enter the line number to identify the household respondent for the current enumeration period. You can find this line number circled in Control Card Item 12 or entered in Control Card Item 30c. After entering the household respondent's line number in Item 4, turn to page 2 of the NCVS-1 and continue with Item 17 for the household respondent.

Filling Items 5 Through 12e on the NCVS-1

After you are finished interviewing a sample household, fill Items 5 through 12e on the NCVS-1 by transcribing the appropriate information from the household's Control Card.

AFTER INTERVIEW - TRANSCRIBE FROM CONTROL CARD		
5. Special place/GQ type code (cc item 6d) _____		
6. Tenure (cc item 8a) 1 <input type="checkbox"/> Owned or being bought 2 <input type="checkbox"/> Rented for cash 3 <input type="checkbox"/> No cash rent		
7. Land use (cc item 9) 1 <input type="checkbox"/> Urban 2 <input type="checkbox"/> Rural		
8. Farm sales (cc item 10) x <input type="checkbox"/> Item blank 1 <input type="checkbox"/> \$1,000 or more 2 <input type="checkbox"/> Less than \$1,000		

Item 5 (Special place/GQ code)

Check Control Card Item 6d. If Item 6d is blank, leave Item 5 on the NCVS-1 blank. If the sample address is a group quarters (GQ) unit, then transcribe the GQ type code (for example, 87-N) from Control Card Item 6d onto Item 5 on the NCVS-1.

Item 6 (Tenure)

Transcribe the answer from Control Card Item 8a for the most current enumeration period onto Item 6 on the NCVS-1. If the tenure status is unknown, print "NA" in Item 6. If the tenure status is refused, print "Ref." in Item 6.


Item 7 (Land use)

Transcribe the answer marked in Control Card Item 9 onto Item 7 on the NCVS-1. Your regional office fills Control Card Item 9 before you receive the Control Card.


Item 8 (Farm sales)

Check Control Card Item 10. If Item 10 is blank, mark the "Item blank" box in Item 8 on the NCVS-1. Otherwise, transcribe the answer from Control Card Item 10 to Item 8 on the NCVS-1. For example, if Box 1 (Yes) is marked in Control Card Item 10, then mark Box 1 (\$1,000 or more) in Item 8 on the NCVS-1.

9. Type of living quarters (cc items 11c and 11d)**Housing unit**

- 1 House, apartment, flat
 - 2 HU in nontransient hotel, motel, etc.
 - 3 HU permanent in transient hotel, motel, etc.
 - 4 HU in rooming house
 - 5 Mobile home or trailer with no permanent room added
 - 6 Mobile home or trailer with one or more permanent rooms added
 - 7 HU not specified above - *Describe* 
-

OTHER unit

- 8 Quarters not HU in rooming or boarding house
 - 9 Unit not permanent in transient hotel, motel, etc.
 - 10 Unoccupied site for mobile home, trailer, or tent
 - 11 Student quarters in college dormitory
 - 12 OTHER unit not specified above - *Describe* 
-

Item 9 (Type of living quarters)

If the sample address identifies a housing unit, transcribe the entry in Control Card Item 11c onto the appropriate housing unit box (1 - 7) in Item 9 on the NCVS-1. If the sample address identifies a group quarters unit, transcribe the entry in Control Card Item 11d onto the appropriate "OTHER unit" box (8 - 12) in Item 9 on the NCVS-1. When you mark Box 7 or 12 in Item 9, make sure to transcribe the handwritten description to the appropriate line.

<p>Use of telephone (cc item 26a and b)</p> <p>10a. Location of phone - Mark first box that applies.</p> <p>1 <input type="checkbox"/> Phone in unit.....</p> <p>2 <input type="checkbox"/> Phone in common area (hallway, etc.).....</p> <p>3 <input type="checkbox"/> Phone in another unit (neighbor, friend, etc.).. <i>Fill 10b</i></p> <p>4 <input type="checkbox"/> Work/office phone.....</p> <p>5 <input type="checkbox"/> No phone -- <i>SKIP to 11a</i></p>	
<p>10b. Is phone interview acceptable? (cc item 26d)</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Refused to give number</p>	
<p>11a. Number of housing units in structure (cc item 27a)</p> <p>1 <input type="checkbox"/> 1 -- <i>SKIP to 12 a</i> 4 <input type="checkbox"/> 4 7 <input type="checkbox"/> Mobile home or trailer -- <i>SKIP to 12a</i></p> <p>2 <input type="checkbox"/> 2 5 <input type="checkbox"/> 5 - 9</p> <p>3 <input type="checkbox"/> 3 6 <input type="checkbox"/> 10+ 8 <input type="checkbox"/> Only OTHER units</p>	
<p>11b. Direct outside access (cc item 27b)</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> DK x <input type="checkbox"/> Item blank</p>	

Item 10a (Location of phone)

Mark the appropriate box in Item 10a based on the box marked in Control Card Item 26a or 26b.

Box Marked on Control Card	Mark This Box in Item 10a on NCVS-1
Box 1 in Item 26a	Box 1
Box 2 in Item 26b	Box 2
Box 3 in Item 26b	Box 3
Box 4 in Item 26b	Box 4
Box 5 in Item 26b	Box 5 and SKIP to Item 11a

Examples of **common areas** where a phone could be located and accessible to the household are:

- Apartment halls,
- Rooming house lobbies,
- Pay phones inside of buildings in which households reside, and so forth.

Examples of **other units** where a phone could be located and accessible to the household are:

- Houses,
- Private rooms,
- Apartment units, or
- Dwelling units belonging to someone other than the sample household, such as a neighbor, friend, and so forth.

Item 10b (Phone interview acceptable)

Mark the appropriate box in Item 10b based on the box(es) marked in Control Card Items 26c and/or 26d.

Box Marked on Control Card	Mark This Box in Item 10b on NCVS-1
Box 1 in Item 26d	Box 1
Box 2 in Item 26d AND a phone number is entered in Item 26c	Box 2
Box 2 in Item 26d AND the Refused number box is marked in Item 26c	Box 3

Item 11a (Number of housing units in structure)

Refer to Control Card Item 27a and transcribe the marked answer to the appropriate box in Item 11a. If you mark Box 1 or 7 in Item 11a, skip to Item 12a.

Item 11b (Direct outside access)

Refer to Control Card Item 27b and transcribe the marked answer to the appropriate box in Item 11b. If Control Card Item 27b is unanswered, mark Box x (Item blank) in Item 11b.

12a. Household Income (cc item 28)		
1 <input type="checkbox"/> Less than \$5,000	6 <input type="checkbox"/> 15,000 - 17,499	11 <input type="checkbox"/> 35,000 - 39,999
2 <input type="checkbox"/> \$5,000 - 7,499	7 <input type="checkbox"/> 17,500 - 19,999	12 <input type="checkbox"/> 40,000 - 49,999
3 <input type="checkbox"/> 7,500 - 9,999	8 <input type="checkbox"/> 20,000 - 24,999	13 <input type="checkbox"/> 50,000 - 74,999
4 <input type="checkbox"/> 10,000 - 12,499	9 <input type="checkbox"/> 25,000 - 29,999	14 <input type="checkbox"/> 75,000 and over
5 <input type="checkbox"/> 12,500 - 14,999	10 <input type="checkbox"/> 30,000 - 34,999	
<hr/>		
12b. College/University (cc item 8b)		
1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	
<hr/>		
12c. Public Housing (cc item 8c)		
x <input type="checkbox"/> Item blank	1 <input type="checkbox"/> Yes (public housing)	2 <input type="checkbox"/> No (not public housing)
<hr/>		
12d. Manager Verification of Public Housing (cc item 8d)		
x <input type="checkbox"/> Item blank		
Able to verify		Unable to verify
1 <input type="checkbox"/> Public housing	3 <input type="checkbox"/> CATI/Telephone	
2 <input type="checkbox"/> Not public housing	4 <input type="checkbox"/> Other - <i>Specify</i> _____	
<hr/>		
12e. American Indian Reservation or American Indian Lands (cc item 8e)		
1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	

Item 12a (Household Income)

Refer to Control Card Item 28 and transcribe the marked answer for the most recent enumeration period to Item 12a. If you do not see a marked answer in Control Card Item 28 because this question is not applicable or the respondent refused to give an answer, then enter "NA" for "Not applicable" or "REF" for "Refused" in Item 12a.

Item 12b (College/University)

Refer to Control Card Item 8b and transcribe the marked answer to Item 12b to indicate whether the living quarters is presently used as student housing by a college or university.

Item 12c (Public Housing)

Refer to Control Card Item 8c and transcribe the answer marked to Item 12c. If Control Card Item 8c is left blank, then mark Box x "Item blank" in Item 12c.

Item 12d (Manager Verification of Public Housing)

Refer to Control Card Item 8d and transcribe the answer marked to Item 12d. If Control Card Item 8d is left blank, then mark Box x "Item blank" in Item 12d. If you mark Box 4 under "Unable to verify" in Item 12d, make sure to transcribe the "Other" reason from Control Card Item 8d.

Item 12e (American Indian Reservation or American Indian Lands)

Refer to Control Card Item 8e and transcribe the answer marked to Item 12e on the NCVS-1. Control Card Item 8e should never be left blank.

ITEMS FILLED DURING AND/OR AFTER INTERVIEW		
13. Proxy information -- Fill for all proxy interviews		
a. Proxy interview obtained for Line No.	b. Proxy respondent Name Line No.	c. Reason (Enter code)
Codes for item 13c 1 - 12-13 years old and parent refused permission for self interview 2 - Physically/mentally unable to answer FILL INTER-COMM 3 - TA and won't return before closeout		

Items 13a Through 13c (Proxy Information)

Items 13a through 13c are used to identify:

- The proxy person,
- The proxy respondent, and
- The reason you were unable to interview the household member by self-response.

Whenever you take a proxy interview, complete these items either before you leave the household or before you end the phone call with the household.

Item 13a (Line Number for Proxy Person)

Make sure to enter the correct line number for the household member who is unable to answer for himself/herself (*the proxy person*).

Item 13b (Proxy Respondent)

In Item 13b, print the full name and line number for the household member who is answering the questions for the proxy person identified in Item 13a. We refer to this person as the proxy respondent.

In a small number of special situations, the proxy respondent can be a caregiver who is not a household member. If you are unsure whether it is acceptable to take a proxy interview from a nonhousehold member, check with your regional office before taking the proxy interview.

When the proxy respondent is NOT a household member, print the proxy respondent's full name in the "name" column and "non HH" in the "Line No." column of Item 13b. Also explain in the "Notes" space of the Control Card why the proxy respondent is a nonhousehold member.

(Also see Part A, Chapter 2, Topic 3, for detailed requirements for accepting a nonhousehold member as a proxy respondent.)

Item 13c (Reason Code)

Listed below are the acceptable reason codes to indicate why a proxy interview was taken. These codes are also printed below Items 13a - 13c on the NCVS-1. If none of the reasons apply to the situation, you should NOT take a proxy interview.

(Also see Part C, Chapter 1, Topic 6, for detailed information on proxy interviews and acceptable reasons.)

Code 1:

Enter Code 1 when the household member is 12 or 13 years of age and the child's parent(s) refuses to allow you to interview the 12 or 13 year old child by self-response.

Code 2:

Enter Code 2 when the household member has a physical and/or mental illness that prevents the person from responding directly to you. After entering Code 2 in Item 13c, ALWAYS complete an INTER-COMM explaining the situation in detail and attach the completed INTER-COMM to the NCVS-1.

Code 3:

Enter Code 3 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 during the entire interview period.

After entering Code 3 in Item 13c, ALWAYS complete an INTER-COMM explaining the situation in detail and attach the completed INTER-COMM to the NCVS-1.

(Also see Part C, Chapter 1, Topic 3, of this manual and page 4 of your Information Card Booklet (NCVS-554) for help in determining household membership.)

14. Type Z noninterview		
a. Interview not obtained for Line No.	b. Reason (Enter code)	Codes for item 14b
		1 - Never available
		2 - Refused.....
		3 - Physically/mentally unable to answer--no proxy available
		4 - TA and no proxy available.....
		5 - Other.....
		6 - Office use only
FILL INTER-COMM		
> Complete 17 - 28 for each Line No. in 14a		

Items 14a and 14b (Type Z Noninterview)

Complete Items 14a and 14b to identify each eligible household member, other than the household respondent, who cannot be interviewed during the interview period AND for whom a proxy interview is either not allowed or not possible. You can complete Items 14a and 14b either during or after interviewing the household. You must complete the household respondent's interview before any remaining eligible household members can be classified as Type Z noninterviews. Try to keep Type Z noninterviews to a minimum.

You must complete an INTER-COMM explaining the circumstances for each eligible household member that you classify as a Type Z noninterview person and attach the completed INTER-COMM to the NCVS-1.

Occasionally, you may interview a large household with more than four Type Z noninterviews. If this happens, make sure to complete the Personal Characteristic Items 17 through 28 on each person's NCVS-1A and use the "Notes" space on the cover page of the NCVS-1A to explain why the household member was a Type Z noninterview.

Item 14a (Line Number)

For each Type Z noninterview person, use Item 14a to identify the household member's line number.

Item 14b (Reason Code)

A list of reason codes for Type Z noninterviews is shown to the right of Item 14b. Starting at the top of the list, enter the FIRST reason code that applies in Item 14b for the situation.

Code 1:

Enter Code 1 if the eligible household member is never available when you contact the household to get his/her interview. Do not use Code 1 if the person is "temporarily absent" and not expected to return during the interview period.

Code 2:

Enter Code 2 any time you cannot interview an eligible respondent (*other than the household respondent*), because the eligible respondent, a proxy respondent, or someone else refuses to allow the interview. Here are some examples:

- ✓ An eligible respondent refuses to cooperate with the interview **AND** is not the household respondent.
- ✓ A household member refuses to allow you to interview another eligible respondent in the

household, such as an elderly parent or a 14-year-old child.

- ✓ An acceptable proxy respondent refuses to give you a proxy interview.

Code 3:

Enter Code 3 if:

- ✓ It is acceptable to take a proxy interview for an eligible respondent who is unable to respond for himself/herself due to a physical and/or mental illness, **BUT**
- ✓ No acceptable proxy respondent is available.

Code 4:

Enter Code 4 if:

- ✓ It is acceptable to take a proxy interview because the household member is temporarily absent from the household and will not return during the interview period, **BUT**
- ✓ No acceptable proxy respondent is available.

Code 5:

Enter Code 5 when Codes 1 through 4 do not apply to the situation that is preventing you from interviewing an eligible household member. Here are a few examples:

- An eligible household member cannot speak English and no acceptable translator is available.
- A 12- or 13-year-old household member is not allowed to answer for himself/herself and no acceptable proxy respondent is available.

Do not use **Code 6** in Item 14b. Code 6 is only used by your regional office staff.

Once you leave the household or end the phone call with the household, make sure to transcribe the appropriate information from the Control Card to the NCVS-1 Items 17 through 28 for each Type Z noninterview person. When you classify a person as a Type Z noninterview, do not fill Items 29 through Check Item I on the NCVS-1 and do not complete any NCVS-2, Crime Incident Reports, for the Type Z noninterview person.

If you have already completed an NCVS-2 for a household member (*other than the household respondent*) and the person refuses to complete any remaining NCVS-2s for reported incidents, you must classify the household member as a Type Z noninterview and out-of-scope the completed NCVS-2.

(Also see Part C, Chapter 1, Topic 8, for detailed instructions on out-of-scope incidents.)

<p>15a. Household members 12 years of age and OVER _____ Total number _____</p> <p>15b. Household members UNDER 12 years of age _____ Total number 0 <input type="checkbox"/> None _____</p> <p>15c. Crime Incident Reports filled _____ Total number of NCVS-2s filled 0 <input type="checkbox"/> None</p>

**Items 15a Through 15c
(Total Counts)**

Items 15a, 15b, and 15c are used to identify total counts of:

- Household members 12 years of age and over (*Item 15a*)
- Household members under 12 years of age (*Item 15b*)
- Crime Incident Reports filled (*Item 15c*).

Complete these three items once you have left the household or ended the phone call.

Item 15a (Household Members 12 Years of Age and Over)

Refer to Control Card Items 12, 13c, and 17 to determine the number to enter in Item 15a.

First, in Item 12, count only the household members who do NOT have a diagonal line drawn through their line numbers, since a diagonal line indicates that a person has left the household.

Of the persons counted in Item 12 as instructed above, next count those household members who have Box 1 "Yes" marked in Item 13c. A "No" answer indicates that the person has a usual residence elsewhere, is not a household member, and would not be included in the count that you enter in Item 15a on the NCVS-1.

The last step is to check Item 17 for those household members and only count the members whose age for the current enumeration period is 12 years of age or older.

Once you have determined the total number of household members who are 12 years of age and over, enter that number in Item 15a on the NCVS-1.

Item 15b (Household Members Under 12 Years of Age)

Refer to Control Card Items 12, 13c, and 17 to determine the number to enter in Item 15b.

First, in Item 12, count only the household members who do NOT have a diagonal line drawn through their line numbers, since a diagonal line indicates that a person has left the household.

Of the persons counted in Item 12 as instructed above, next count those household members who have Box 1 "Yes" marked in Item 13c. A "No" answer indicates that the person has a usual residence elsewhere, is not a household member, and would not be included in the count that you enter in Item 15b on the NCVS-1.

The last step is to check Item 17 for those household members and only count the members whose age for the current enumeration period is under 12 years.

Once you have determined the total number of household members who are under 12 years of age, enter that number in Item 15b on the NCVS-1. If none of the household members are under 12 years of age, mark Box 0 "None" in Item 15b.

Item 15c (Crime Incident Reports Filled)

In Item 15c, enter the total number of NCVS-2, Crime Incident Reports, filled for all eligible household members in the sample household. If you marked any NCVS-2s as "out-of-scope," do not include those Crime Incident Reports in your tally. If you did not complete any NCVS-2s for a household, mark Box 0 "None" in Item 15c.

16. Changes in Household Composition (cc item 25a)		
a. Line No.	b. Reason (Enter code)	
		<i>Only transcribe changes discovered during the current enumeration</i>

Item 16 (Changes in Household Composition)

Refer to Control Card Item 25a and see if any household composition changes are noted for the current enumeration period. If so, transcribe the household member's line number and the reason code for the change from Control Card Item 25a to Item 16 on the NCVS-1.

After completing Item 16, return to the Control Card and complete Control Card Items 32a through 32e for each NCVS-2 that you completed for the household. The information that you enter in Items 32a through 32e is referred to as "bounding" information and is used to avoid collecting duplicate incidents in subsequent interviews with the household.

Topic 3. Completing Items 17 Through 28 (Personal Characteristics)

HOUSEHOLD RESPONDENT'S PERSONAL CHARACTERISTICS									
17. NAME (of household respondent)					18. Type of interview			19. Line No.	
Last					1 <input type="checkbox"/> Per. - Self-respondent 2 <input type="checkbox"/> Tel. - Self-respondent 3 <input type="checkbox"/> Per. - Proxy <i>Fill 13 on cover page</i> 4 <input type="checkbox"/> Tel. - Proxy			_____ Line No.	
First									
AFTER INTERVIEW - TRANSCRIBE FROM CONTROL CARD									
20. (cc 13b) Relationship to reference person	21. (cc 17) Age last birthday	22a. (cc18) Marital status THIS survey period	22b. (From enumeration) Marital status LAST survey period	23. (cc 19) Sex	24. (cc 20) Armed Forces member	25. (cc21) Educational attainment	26. (cc 22) Attending school	27. (cc 23) Hispanic origin	28. (cc 24) Race <i>Mark (X) all that apply.</i>
01 <input type="checkbox"/> Husband 02 <input type="checkbox"/> Wife 03 <input type="checkbox"/> Son 04 <input type="checkbox"/> Daughter 05 <input type="checkbox"/> Father 06 <input type="checkbox"/> Mother 07 <input type="checkbox"/> Brother 08 <input type="checkbox"/> Sister 09 <input type="checkbox"/> Other relative 10 <input type="checkbox"/> Nonrelative 11 <input type="checkbox"/> Ref. person	_____ Age	1 <input type="checkbox"/> Married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5 <input type="checkbox"/> Never married	1 <input type="checkbox"/> Married 2 <input type="checkbox"/> Widowed 3 <input type="checkbox"/> Divorced 4 <input type="checkbox"/> Separated 5 <input type="checkbox"/> Never married 6 <input type="checkbox"/> Not interviewed last survey period	1 <input type="checkbox"/> M 2 <input type="checkbox"/> F	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	_____ Highest level completed	0 <input type="checkbox"/> Regular school 1 <input type="checkbox"/> College/University 2 <input type="checkbox"/> Trade school 3 <input type="checkbox"/> Vocational school 4 <input type="checkbox"/> None of the above schools	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No	1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black/African American 3 <input type="checkbox"/> American Indian/Alaskan Native 4 <input type="checkbox"/> Asian 5 <input type="checkbox"/> Native Hawaiian/Other Pacific Islander 6 <input type="checkbox"/> Other - <i>Specify</i> _____

Items 17 Through 28 (Personal Characteristics)

After completing Item 4 on the cover page of the NCVS-1, turn to page 2 and complete Items 17 through 19 for the household respondent. Complete the remaining Personal Characteristics, Items 20 through 28, after you leave the household or end the phone call with the household.

You need to complete the Personal Characteristics, Items 17 through 28, for every eligible household member (12 years of age or older), including Type Z noninterview persons.

Always complete Items 17 through 19 **before** you continue with the NCVS-1 screen interview.

Item 17 (Respondent's Name)

Start the screen interview for each eligible household member by entering his/her full name in Item 17. Control Card Item 13a shows the name of each household member. Always enter the household respondent's name in Item 17 on page 2 of the NCVS-1. For the remaining eligible respondents, use Item 17 on pages 12, 18, and 24. If the household has more than four eligible respondents, use a separate NCVS-1A to record information for respondent five, six, and so forth.

Item 18 (Type of Interview)

After entering the household member's name in Item 17, mark the type of interview in Item 18. Since the household respondent cannot be a Type Z noninterview person, only four answer boxes appear in Item 18 for the household respondent. All remaining household members have a fifth answer box for Type Z noninterviews.

Box 1:

Mark Box 1 when you are interviewing a household member in person by self-response. The first contact with a sample household must be a personal visit interview for at least the household respondent. It is acceptable to interview the remaining household members by telephone during the first contact.

Box 2:

Mark Box 2 if the household member is interviewed by telephone and the household member answers the questions for himself/herself.

Box 3:

Mark Box 3 if the household member cannot answer for himself/herself, meets the requirements for a proxy interview, and the proxy interview is conducted in person with the proxy respondent. After marking Box 3, turn back to the cover page and complete the proxy information in Item 13 before conducting the proxy interview.

Box 4:

Mark Box 4 if the household member cannot answer for himself/herself, meets the requirements for a proxy interview, and the proxy interview is conducted by telephone with the proxy respondent. After marking Box 4, turn back to the cover page and complete the proxy information in Item 13 before conducting the proxy interview.

Box 5:

Mark Box 5 when an eligible household member, **other than the household respondent**, is a Type Z noninterview person. Item 18 on page 2 does not have a Box 5 for the household respondent. After marking Box 5, you are reminded to complete Items 19 through 28 for the Type Z noninterview person and to complete the Type Z noninterview information in Item 14 on the cover page.

Item 19 (Line Number)

Refer to Control Card Item 12 to find the household member's line number at the same time that you check Control Card Item 13a for the person's name. Enter the household member's line number in Item 19 before you start the person's screen interview. Make sure to enter the correct line number for the respondent, since the line number is the link between the household member's personal characteristics and any Crime Incident Reports (NCVS-2s) you may complete for the household member.

***Items 20 Through 28
(Personal
Characteristics)***

After you leave the household or end the phone call with the household, complete Items 20 through 28 by transcribing the appropriate information from the Control Card to these items for each eligible household member. You need to complete Items 20 through 28 for interviewed persons AND Type Z noninterview persons.

***Item 20 (Relationship to
Reference Person)***

For Item 20, mark the household member's relationship to the reference person based on the relationship entered in Control Card Item 13b.

(Also see Part B, Chapter 1, Topic 3, for more information about Relationship to Reference Person.)

Item 21 (Age Last Birthday)

For Item 21, using the current enumeration period, enter the household member's age from Control Card Item 17.

Item 22a (Marital Status This Survey Period)

For Item 22a, enter the household member's current marital status based on the marital status code entered in Control Card Item 18. If you changed the person's marital status code for the current interview, make sure to use the current code and not the lined through code.

Item 22b (Marital Status Last Survey Period)

For Item 22b, enter the household member's marital status from the previous enumeration period based upon the marital status code entered in Control Card Item 18. If a marital status code was entered in Control Card Item 18 when you received the Control Card and you did not change the person's marital status, use that code to mark the marital status in Item 22b. However, if you lined through the previous marital status code and entered a new code, use the lined through code to mark the marital status in Item 22b. If Control Card Item 18 was blank when you received the Control Card, mark Box 6 in Item 22b.

Item 23 (Sex)

Mark Box 23 based upon the sex marked for the household member in Control Card Item 19.

Item 24 (Armed Forces Member)

If the household member is male or female and 18 through 65 years of age, use the answer marked in Control Card Item 20 to mark Item 24 on the NCVS-1. If the household member is under 18 years of age or over 65 years of age, leave Item 24 blank.

Item 25 (Educational Attainment)

Mark Item 25 based upon the most current 2-digit education code entered in Control Card Item 21. Since Control Card Item 21 only gets updated during selected enumeration periods (*1st, 3rd, 5th, and 7th*), the most current code for the highest level completed will sometimes be the one entered for the previous enumeration period. For example, if you are interviewing for the fourth

enumeration period, use the code entered for the third enumeration period in Control Card Item 21.

Item 26 (Attending School)

Mark Item 26 based upon the code entered in Control Card Item 22.

Item 27 (Hispanic Origin)

Mark Item 27 based upon the answer marked in Control Card Item 23.

Item 28 (Race)

Mark Item 28 based upon the race code(s) entered in Control Card Item 24. Since each person can identify up to four races, make sure to mark all appropriate boxes. If Code 6, "Other," is entered in Control Card Item 24, you also must transcribe the "Other" race description entered in the "Notes" space below Control Card Item 30g to the "Specify" lines for Box 6 of Item 28 on the NCVS-1.

**Topic 4. Completing Items 29 Through Check Item E (Mobility/
Businesses/Theft/Break-ins/Motor Vehicles/Specific Locations/ Use of
Weapons/Known Offenders/Unwanted Sexual Acts/Catch-all
Questions/Computer Crime/Proxy Help)**

29. Date of interview ----->	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Month Day Year
------------------------------	--

Item 29 (Date of Interview)

In Item 29, enter the date on which you start the household member's interview using 2 digits for the month, 2 digits for the day, and 4 digits for the year (*for example, 02-03-2003*).

MOBILITY QUESTIONS	
<p>Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur.</p> <p><i>If unsure, ASK OR VERIFY--</i></p> <p>33a. How long have you lived at this address? <i>(Enter number of months OR years.)</i></p>	<p>_____ Months (1-11) - SKIP to 33b</p> <p style="text-align: center;">OR</p> <p>_____ Years (Round to nearest whole-year) <i>Fill Check Item A</i></p>
<p>CHECK ITEM A How many years are entered in 33a?</p>	<p><input type="checkbox"/> 5 years or more - SKIP to 34</p> <p><input type="checkbox"/> Less than 5 years - <i>Ask 33b</i></p>
<p>33b. Altogether, how many times have you moved in the last 5 years, that is, since _____, 19__?</p>	<p>_____ Number of times</p>

Items 33a Through 33b (Mobility Questions)

You will complete the mobility questions for each eligible household member. Item 33a is used to determine the length of **continuous time** the respondent has lived at the sample address and, if the respondent has lived at the sample address less than 5 years, Item 33b is used to determine how many times the respondent has moved in the last 5 years.

Item 33a (Length of Time at Address)

After reading the lead-in statement for Item 33a, you have the option of:

- Asking the question in Item 33a if you are unsure of the answer or
- Verifying the entry in Control Card Item 25c with the respondent before marking the answer.

NOTE: The lead-in statement shown on the previous page is from the household respondent's section of the NCVS-1. For the remaining eligible household members, the lead-in statement will read "*Before we get to the crime questions, I have one or two questions...*", since the crime questions for the remaining household members follow Item 33b.

Accept the answer given by the respondent without probing. However, if a respondent seems unsure about how to answer this question, you can tell him/her that we are interested in the most recent **continuous length of time** the respondent has been a household member at the sample 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 your interview and has stayed there continuously during the past 3 months.

For this example, you would enter 3 months in Item 33a.

Answer is less than 1 year:

If the answer is less than 1 year, enter the number of months the respondent has lived continuously at the sample

address on the "Months" line and skip to Item 33b. Here are some examples of what to enter in Item 33a based upon the respondent's answer:

RESPONDENT SAYS:	YOU SHOULD ENTER:
4 1/2 months	5 months
6 months and 1 week	6 months
2 weeks	1 month
11 months and 3 weeks	1 year
11 months and 1 week	11 months
8 weeks	2 months
Half a year	6 months
11 1/2 months	1 year
All my life	Age entered in CC Item 17

Answer is vague or respondent is unsure:

Probe to get a more precise answer. Here are some examples:

Respondent's answer: Years and years
Probe: Would you say more than 5 years or less than 5 years?

Respondent's answer: 5 to 10 years
Probe: Would you say more than 7 years or less than 7 years?

Less than a year
Probe: Would you say more than 6 months or less than 6 months?

It's been so long, I can't really say.
Probe: Can you give me your best estimate? (*If you enter an estimate in Item 33a, print "EST" beside it.*)

I really can't say, but it is well over 20 years.

If probing does not work, print "DK - more than 5 years." *(Always try to determine whether it has been "5 years or more" or "less than 5 years.")*

Check Item A

Read the question in Check Item A to yourself. Based upon the answer that you marked in Item 33a, you will either:

- Mark the "5 years or more" box in Check Item A and skip to Item 34 (*for a household respondent*) or Item 36a (*for an individual respondent*), or
- Mark the "Less than 5 years" box in Check Item A and ask the question in Item 33b.

Item 33b (Number of Times Moved)

In Item 33b, you are inquiring about how many times the respondent has moved in the last 5 years.

Follow these steps for completing Item 33b:

- Before reading the question to the respondent, enter the **month of interview** and the **year 5 years ago** on the lines following the word "since." The respondent will use this date to determine his/her answer. Here is an example: If you are interviewing on March 2, 2003, then you would enter "March 1998" for the question in Item 33b.
- Read the question in Item 33b and enter the number provided by the respondent. Count all moves whether inside or outside of the United States, including the move into the sample unit. Each time a respondent changes his/her usual place of residence is considered one move. It is acceptable to enter an estimate and print "EST" next to it. However, only enter "DK" as a last resort, and do not enter a range of numbers, such as "2 - 4."

- For respondents who are students, you may need to explain what we consider to be a move. Although some students may consider their usual place of residence to be their parent's home, we consider their usual place of residence to be the place where they usually live and sleep. During the school year that could be a college dormitory or apartment. Each time a student changes the place where he/she usually lives and sleeps is considered a move, even if it is just moving from one dormitory room to another one.

BUSINESS OPERATED FROM SAMPLE ADDRESS	
<p>34. Does anyone in this household operate a business from this address?</p>	<p>1 <input type="checkbox"/> Yes - <i>Go to 35</i> 2 <input type="checkbox"/> No - <i>Skip to 36a</i></p>
<p>PERSONAL - <i>Fill by observation.</i> TELEPHONE - <i>Ask.</i></p> <p>35. Is there a sign on the premises or some other indication to the general public that a business is operated from this address?</p>	<p>1 <input type="checkbox"/> Yes (Recognizable business) 2 <input type="checkbox"/> No (Unrecognizable business)</p>

Items 34 and 35
(Recognizable and Unrecognizable Businesses)

Items 34 and 35 are asked only of the household respondent to determine if:

- ✓ A sample household member operates a business from the sample address (*Item 34*).
- ✓ The business operated from the sample address is considered recognizable or unrecognizable (*Item 35*).

Item 34 (Operating a Business)

Read the question in Item 34 to the household respondent and mark the appropriate answer box. If you get a "Yes" answer, mark Box 1 and ask the question in Item 35 next. If you get a "No" answer, mark Box 2 and skip to Item 36a.

Item 35 (Sign on the Premises)

For a **personal visit interview**, you can complete Item 35 by using your observations of the housing unit's exterior to determine whether the business is recognizable or unrecognizable.

Before marking Box 1 to indicate that the business is **recognizable**, make sure that:

- A sign announcing the business is visible to the public from OUTSIDE the housing unit and
- The sign announcing the business must be located on the sample household's property, such as a sign on a front door, window, garage door, mail box, or a free standing sign in the front yard.

Do NOT use the following indicators as 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 and the vehicle carries the business logo on it.

Before marking Box 2 to indicate that the business is **unrecognizable**, make sure that NO sign is visible on the outside of the housing unit indicating that the business exists. Any reported incidents of theft from an unrecognizable business operated by a household member from the sample unit must be included in the NCVS.

For a **telephone interview**, ask the question in Item 35 of the household respondent and mark the appropriate answer box. If you get a "Yes" answer, mark Box 1 indicating that the business is recognizable from outside the housing unit. If you get a "No" answer, mark Box 2 indicating that the business is unrecognizable from outside the housing unit.

Here is the reason why we need to differentiate between a recognizable or 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 from the sample address:

- ✓ **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 a household member.**
- ✓ Someone **illegally entered, broke into or attempted to break into** the sample unit.

(Refer to Part C, Chapter 2, Topic 5, of this manual for detailed definitions and examples of special situations for recognizable and unrecognizable businesses.)

Items 36 Through 46 *(Screen Questions)*

The screen questions 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 screen questions ensure that we collect ALL incidents of crime in a sample household that occurred during each respondent's 6-month reference period.

(Refer to Part C, Chapter 1, Topic 2, for a detailed definition and examples for the NCVS reference period.)

The household respondent's interview has a few additional screen questions to elicit crime incidents involving the

entire household, in addition to crime incidents involving just the household respondent. These additional screen questions are asked in Items 36 through 39 and 46 to determine whether any crime incidents involving the entire household happened, such as:

- **In Item 36** - Things stolen from outside the home (*for example, lawn furniture or a garden hose*), and things stolen from a household member under 12 years of age (*for example, a 10-year-old's bicycle stolen from the home's driveway*),
- **In Item 37** - Break-ins, attempted break-ins, or illegal entries at the sample address (*for example, the house, garage, shed, or a storage room*), or at a hotel, motel, or vacation home where the respondent was staying,
- **In Item 38** - The total number of motor vehicles owned by the entire household during the 6 months prior to the interview,
- **In Item 39** - Thefts or attempted thefts of motor vehicles owned by the household during the 6 months prior to the interview, including gasoline and parts (*for example, tires, wheels, battery, cassette player, CD player, and so forth*).
- **In Item 46** - Attacks, threats of physical harm, thefts, and attempted thefts related to reported acts of vandalism.

***Do Not Leave Screen
Questions Unanswered***

It is important to ask each screen question for an eligible respondent. Unanswered screen questions for a household respondent can cause the case to be classified as a Type A noninterview and unanswered screen questions for an individual respondent can cause the respondent to be classified as a Type Z noninterview person.

***"Don't Know" or "DK"
Entries Are Not
Acceptable***

If a respondent answers with "Don't know," probe carefully to get a definite "Yes" or "No" answer. If the respondent is still unable to answer the screen question, mark the "No" answer box.

***Respondent Refuses to
Answer a Screen
Question***

If a respondent refuses to answer a particular screen question, print "REF" in the question's answer space and explain in the "Notes" space why you feel the respondent refused to answer the question.

***Recording Incidents on
the NCVS-1***

In most cases, record incidents as a respondent reports them, regardless of whether the screen item relates to the type of incident reported. Reports of vandalism are an exception to this rule. If a household respondent reports an act of vandalism (*for example, spray painting graffiti on a garage door*) AND no NCVS crime is reported, record the vandalism in Items 46a through 46f. These vandalism items are asked only of the household respondent.

(Also see Part C, Chapter 2, Topic 2, for detailed information about crimes measured by the NCVS.)

***How to Ask Screen
Questions***

Part (a) of most screen items has at least three subcategories and could have as many as eight subcategories (*for example, Item 36a*). This may prompt some respondents to give you an answer before you finish reading each subcategory. We would prefer that you finish reading each subcategory before the respondent gives an answer. Even if you get interrupted, you must read each and every subcategory in its entirety, so that we do not miss any crime incidents.

The following technique may help you get through all the subcategories of a screen question before getting a respondent's answer:

- 1 After reading each subcategory in part (a), **only** pause long enough to let the respondent know that you are about to start reading a new subcategory. If you pause

too long, the respondent may feel that you are waiting for an answer.

- 2 After reading all subcategories in part (a), pause long enough to allow the respondent to reply. If the respondent doesn't give you an answer, then read the question in part (b), "Did any incidents of this type happen to you?"
- 3 If you get a "Yes" response in part (b), mark Box 1 and ask the respondent "What happened?" Based upon the answer you receive, enter a brief description of the crime incident in the space provided to the right of part (a). Then, ask the question in part (c), "How many times?" and fill the "Number of times" space.
- 4 If you get a "No" response in part (b), mark Box 2 and follow the skip instruction to the next screen item.

If this technique doesn't work and a respondent either interrupts you in the middle of reading a subcategory or before you finish reading all the subcategories for a question, follow these steps:

Respondent answers in the middle of reading a subcategory--

- 1 Stop and thank the respondent, but explain that there is more to the question which he/she needs to hear before giving an answer.
- 2 Reread the **unfinished subcategory** again from the beginning.

If the respondent gives you a "No" answer after you finish reading the entire subcategory, tell the respondent that you need to finish reading **all** the subcategories for the question.

If the respondent gives you a "Yes" answer before you have read all subcategories, then follow the instructions below.

Respondent answers "Yes" before you have read ALL subcategories--

- 1 Mark the "Yes" answer box in part (b) and ask "What happened?"
- 2 Enter a brief description of the crime incident in the space to the right of part (a).
- 3 Then, ask the question in part (c), "How many times?" and fill the "Number of times" space.
- 4 Next, start by saying, "Other than any incidents already reported..." and finish reading the remaining subcategories in part (a) of the same screen question.
- 5 If the respondent mentions any additional crime incidents, briefly describe them in the space next to part (a) **AND** correct the "Number of times" entry in part (c), as necessary. If the respondent reports more than one incident in one screen item, enter a brief description for each incident in part (a) and number each one separately (*for example, #1 - L1 threatened with a knife by coworker, #2 - L1's purse snatched while boarding a bus*).

By using these techniques, there is less chance of missing any crime incidents which occurred during a respondent's reference period.

(Also see Part A, Chapter 2, Topic 6, for general interviewing techniques to use for the NCVS.)

already mentioned.) as you read the question in Item 37a. This will help avoid duplicate incidents.

***Moved Into Sample
Address During
Reference Period***

A household respondent may have lived in more than one housing unit during his/her 6-month reference period. If you encounter this situation, include all reported incidents that happened during the household respondent's reference period AND involved property owned or rented by the current household respondent.

***Incident Happened at
Sample Address
Before Owned/
Rented by Household
Respondent***

When the following conditions exist, do not accept the reported incident:

- The household respondent reports an incident that happened at the sample address during the household respondent's 6-month reference period, **BUT**
- The current household respondent was not the owner or renter at the sample address at the time of the incident. For example, the sample unit may still have been owned or rented by the previous owner/renter or may have been vacant while it was available for sale or rent.

However, you should accept the incident if the current household respondent was the owner/renter, but had not yet moved into the sample unit when the incident occurred.

Only accept incidents involving property owned or rented by the current household during the 6 months prior to the interview.

***Household
Respondent Owns/
Rents a Recreation
Vehicle or Vacation
Home***

Accept the incident if the recreation vehicle or vacation home was owned or rented by the household respondent 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,
- ✗ The vacation or second home was rented to a nonhousehold member at the time of the incident, **OR**
- ✗ The vacation or second home was not occupied by the sample household as a housing unit at the time of the incident.

Instructions for "How to Ask Screen Questions" are covered on pages B2-35 through B2-37.

<p>38. What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 6 months? Include those you no longer own.</p>	<p>0 <input type="checkbox"/> None - SKIP TO 40a 1 <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 or more</p>
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**Items 38 Through 39c
(Motor Vehicles)**

Items 38 through 39c are asked only of the household respondent to find out:

- The total number of motor vehicles currently or previously owned by the sample household during the last 6 months, **AND**
- Whether any of these motor vehicles were stolen or used without permission, including parts and gasoline, **AND**
- Whether any attempts were made to steal or use them without permission, including parts and gasoline.

Items 38 through 39c are not included in the screen interview for individual respondents.

- ✓ 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 AND the leased vehicles are the responsibility of the household member if stolen.

***What to Exclude in
Item 38***

If a household respondent questions what to exclude from the total number of motor vehicles for Item 38, here are some guidelines for what 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 that is operated by a household member AND the vehicles are ONLY used for business purposes.

- ✘ Exclude vehicles that are loaned to a household member for private use by a business AND 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 away from the sample address while attending school.

Respondent Refuses to Answer Item 38

If a household respondent refuses to answer or feels uneasy about answering the question in Item 38, explain the reasons for asking about motor vehicles owned by the household which are:

- ✓ To determine whether or not we need to ask about any thefts of motor vehicles owned by the sample household, AND
- ✓ To help respondents recall all motor vehicles owned during the 6 months prior to the interview, before asking about any thefts involving the vehicles.

When you are unable to convince a household respondent to provide an answer for Item 38, write "REF" in the question's answer space and explain in the "Notes" space why you feel the respondent refused to answer this question.

You still need to ask the question in Item 39a when a household respondent refuses to answer Item 38. Just reword the question slightly as follows:

"During the last 6 months, were any of the vehicles that MAY HAVE BEEN owned by you or any other member of this household..."

Completing Items 39a Through 39c

The question in Item 39a refers to the motor vehicles mentioned in Item 38. If the household respondent has

already reported an incident during this interview, make sure to read the parenthetical phrase, "other than any incidents already mentioned."

As you read the question in Item 39a, use the phrase:

- **"Was the vehicle"** when the household respondent reports only one motor vehicle in Item 38.
- **"Were any of the vehicles"** when the household respondent reports two or more motor vehicles in Item 38.
- **"Were any of the vehicles that may have been owned by you or any other member of this household"** when the household respondent refuses to answer Item 38.

Additional instructions for "How to Ask Screen Questions" are covered on pages B2-35 through B2-37.

Distinguishing Between Vandalism and Attempted Thefts

Accept reported attempts to steal motor vehicles or motor vehicle parts owned by the household, because attempted thefts are just as important as actual thefts. However, it may not always be clear to a respondent that an attempt was made to steal his/her vehicle or parts (*for example, a broken window on a car*). If it is not clear whether the incident was an attempted theft or an act of vandalism:

- Probe by asking, ***"Do you think the offender was trying to break into or steal your vehicle or do you think it was an act of vandalism?"***
- Rely on the respondent's perception. If the respondent feels the incident was an attempted theft or is still unsure, enter the incident in Item 39. However, if the respondent feels the incident was an act of vandalism AND no NCVS crime was committed (*for example, a broken antenna, mirror or slashed tires*), enter the incident in Item 46. If you

situations. The question in Item 40a also asks about things stolen from the respondent or attempts to steal anything from the respondent.

Before asking the question in Item 40a, make sure to enter the date for the first day of the respondent's reference period in the question. In most cases, this will be the month, day, and year entered in Control Card Item 25b. If Item 25b is blank or the date entered is more than 6 months before the current interview, refer to pages 10 and 11 in your Information Card Booklet, NCVS-554, for help in determining the date to enter in Item 40a.

If the respondent reported an incident in an earlier item, make sure to read the phrase (**Other than any incidents already mentioned,**), as you read the question in Item 40a. Then follow the instructions under "How to Ask Screen Questions" on pages B2-35 through B2-37.

*Acceptable and
Unacceptable Threats*

The following conditions must exist for a threat to be acceptable for the NCVS:

- ✓ The threat must be delivered directly by the offender to the respondent verbally and in person AND
- ✓ The threat must involve the potential for physical harm to the respondent.

Do not accept threats that an offender makes over the telephone, in a letter, FAX, or electronic message. Also unacceptable are threats or warnings delivered by another person for the offender, as well as a respondent saying that he/she felt threatened.

Only accept verbal threats delivered by the offender in person to physically harm the respondent. Also read "Acceptable and Unacceptable Threats" on page B2-47.

With the exception of cases involving police officers, accept any incidents in which the offender had a weapon present during the incident, even if the offender did not use it. Also, accept incidents in which the offender threw something or shot at the respondent, even though the object thrown may not qualify as a weapon for the NCVS.

(Also see Part C, Chapter 3, Topic 7, for more information about weapons, and Topic 21, for more details about incidents involving police officers.)

<p>42a. People often don't think of incidents committed by someone they know. (Other than any incidents already mentioned,) did you have something stolen from you OR were you attacked or threatened by (Exclude telephone threats) -</p> <p>(a) Someone at work or school- (b) A neighbor or friend- (c) A relative or family member- (d) Any other person you've met or known?</p>	<p>Briefly describe incident(s)↘</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>MARK OR ASK -</i></p> <p>42b. Did any incidents of this type happen to you?</p>	<p>1 <input type="checkbox"/> Yes - What happened? <i>Describe above</i></p> <p>2 <input type="checkbox"/> No - SKIP to 43a</p>
<p>42c. How many times?</p>	<p>_____</p> <p>Number of times (42c)</p>

Items 42a Through 42c (Offender is Known by the Respondent)

Items 42a through 42c are asked of all eligible household members and are designed to remind each respondent of incidents in which the offender was someone he/she knows (for example, co-worker, friend, neighbor, relative, or family member) and the incident involved an attack, threat, or theft.

If the respondent reported an incident in an earlier item, make sure to read the phrase, (***Other than any incidents already mentioned,***), as you ask the question in Item 42a. However, the phrase (*Exclude telephone threats*) is included only as a reminder to you and should not be read to the respondent. Remember that threats made over the telephone are never acceptable for the NCVS. Then follow the instructions under "How to Ask Screen Questions" on pages B2-35 through B2-37.

Only accept verbal threats delivered by the offender in person to physically harm the respondent. Also read "Acceptable and Unacceptable Threats" on page B2-47.

<p>43a. Incidents involving forced or unwanted sexual acts are often difficult to talk about. (<i>Other than any incidents already mentioned,</i>) have you been forced or coerced to engage in unwanted sexual activity by -</p> <p>(a) Someone you didn't know before- (b) A casual acquaintance- OR (c) Someone you know well?</p>	<p>Briefly describe incident(s)↖</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><i>MARK OR ASK -</i> 43b. Did any incidents of this type happen to you?</p>	<p>1 <input type="checkbox"/> Yes - What happened? <i>Describe above</i> 2 <input type="checkbox"/> No - SKIP to 44a</p>
<p>43c. How many times?</p>	<p>_____</p> <p>Number of times (43c)</p>

***Items 43a Through 43c
 (Forced or Unwanted
 Sexual Acts)***

Items 43a through 43c are asked of all eligible household members and are designed to remind each respondent of incidents in which he/she was forced or coerced to engage in unwanted sexual activity, regardless of whether the respondent did or did not know the offender. Make sure to read the lead-in statement before asking the question in Item 43a.

If the respondent reported an incident in an earlier item, make sure to read the phrase, (*Other than any incidents already mentioned,*), as you ask the question in Item 43a. Then follow the instructions under "How to Ask Screen Questions" on pages B2-35 through B2-37.

<p>44a. During the last 6 months, (other than any incidents already mentioned) did you call the police to report something that happened to YOU which you thought was a crime?</p>	<p>Briefly describe incident(s)↘</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>1 <input type="checkbox"/> Yes - What happened? Describe above</p> <p>2 <input type="checkbox"/> No - SKIP to 45a</p>
<p>CHECK ITEM B Look at 44a. If unsure, ASK, otherwise, mark without asking. Were you (was the respondent) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (the respondent) or another household member?</p>	<p>1 <input type="checkbox"/> Yes - ASK 44b</p> <p>2 <input type="checkbox"/> No - SKIP to 45a</p>
<p>44b. How many times?</p>	<p>_____</p> <p>Number of times (44b)</p>

Item 44a, Check Item B, and Item 44b (Reported Incident to Police)

Item 44a, Check Item B, and Item 44b are asked of all eligible household members and are designed to remind each respondent of incidents that the respondent reported to the police because something happened to the respondent that he/she thought was a crime. Item 44a has a general question designed to bring out crimes that the respondent may have overlooked earlier or perhaps we did not ask about specifically in earlier items (*For example, incidents in which the offender was a child, or no loss or injury resulted.*).

If the respondent reported an incident in an earlier item, make sure to read the phrase, (*Other than any incidents already mentioned,*), as you read the question in Item 44a.

***"Yes" Answer in
Item 44a***

Mark Box 1 and ask "*What happened?*" when you get a "Yes" answer in Item 44a. Then enter a brief description of each reported incident in the space above Box 1 and continue with Check Item B. If the respondent reports **more than one incident** in Item 44a, enter a brief description for each incident and number each one separately (*For example, #1 - L2 threatened with physical harm by coworker, #2 - L2's purse snatched while boarding a bus.*).

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 was reported to the police,
- It directly affected the respondent or another household member, AND
- The respondent believes it to be a crime.

After stressing these points, accept the respondent's answer and mark the appropriate box in Item 44a.

***"No" Answer in
Item 44a***

When you get a "No" answer in Item 44a, mark Box 2 in Item 44a and skip to Item 45a.

Check Item B

If you can determine the answer for Check Item B from the incident description provided by the respondent in Item 44a, you can mark the "Yes" or "No" box in Check Item B **without asking the question**. However, if you are unsure whether the respondent was attacked or threatened, or something was stolen or an attempt was made to steal something that belonged to the respondent or another

household member, ask the question in Check Item B **before marking the answer.**

When multiple incidents are reported in Item 44a AND **at least one of the incidents** involves the respondent being attacked or threatened, or something was stolen or an attempt was made to steal something that belonged to the respondent or another household member, then mark Box 1 "Yes" in Check Item B.

Box 1 "Yes":

After marking Box 1 to indicate that the incident is an NCVS crime, ask Item 44b next to find out how many incidents happened. Although Check Item B does not mention break-ins or illegal entries, mark Box 1 if the respondent reports a break-in or illegal entry. Also mark Box 1 in Check Item B for household crimes not reported in an earlier item (*For example, a 10-year-old household member's bicycle was stolen from the home's backyard.*).

After marking Box 1 "Yes" in Check Item B, you are instructed to ask Item 44b next.

Box 2 "No":

After marking Box 2 to indicate that the incident is not an NCVS crime, skip to Item 45a. If the incident involves **ONLY** acts of vandalism (*for example, graffiti painted on a shed or tires slashed on a motor vehicle*), mark Box 2 and remind the household respondent of the vandalism when asking the vandalism questions in Items 46a through 46f. If the respondent mentions **ONLY** threatening letters or telephone threats and no personal confrontation occurred, mark Box 2 because we only accept threats of physical harm delivered in person and verbally directly by the offender to the respondent. When an eligible household member, **other than the respondent**, was attacked or threatened with physical harm, mark Box 2 in Check Item B. **Remind the victimized household member to report this incident if he/she does not report it when interviewed. If that person has already been**

interviewed, re-contact him/her and try to obtain the incident.

After marking Box 2 "No" in Check Item B, you are instructed to skip to Item 45a.

Item 44b

After marking Box 1 "Yes" in Check Item B, ask the question in Item 44b to determine how many times each reported incident happened during the last 6 months. Enter the TOTAL number on the "Number of times" line in Item 44b.

When multiple incidents are reported in Item 44a AND Box 1 "Yes" is marked in Check Item B, ask the question "**How many times?**" for each incident in which the respondent was attacked or threatened, or something was stolen or an attempt was made to steal something that belonged to the respondent or another household member. Then enter the TOTAL number in Item 44b.

Once you have completed the respondent's NCVS-1 interview, make sure to complete a separate NCVS-2, Crime Incident Report, for each "Number of times" entered in Item 44b.

<p>45a. During the last 6 months, (other than any incidents already mentioned) did anything which you thought was a crime happen to YOU, but you did NOT report to the police?</p>	<p>Briefly describe incident(s)↘</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				
	<p>1 <input type="checkbox"/> Yes - What happened? <i>Describe above</i></p> <p>2 <input type="checkbox"/> No - SKIP to INTRO at top of page 7</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px;"></td> <td style="width: 25%; height: 20px; text-align: center;">OFFICE USE ONLY</td> </tr> </table>					OFFICE USE ONLY
			OFFICE USE ONLY		

<p>CHECK ITEM C Look at 45a. If unsure, ASK, otherwise, mark without asking. Were you (was the respondent) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (the respondent) or another household member?</p>	<p>1 <input type="checkbox"/> Yes - ASK 45b 2 <input type="checkbox"/> No - SKIP to INTRO at top of page 7</p>
<p>45b. How many times?</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Number of times (45b)</p>

Item 45a, Check Item C, and Item 45b (Incident Not Reported to Police)

Item 45a, Check Item C, and Item 45b are asked of all eligible household members and are designed to remind each respondent of incidents that the respondent did NOT report to the police, even though he/she thought they were crimes. Item 45a has a general question designed to elicit crimes that the respondent may have overlooked earlier or perhaps we did not ask about specifically in earlier items (for example, incidents in which the offender was a child, or no loss or injury resulted).

If the respondent reported an incident in an earlier item, make sure to read the phrase, "**(Other than any incidents already mentioned,)**", as you read the question in Item 45a.

"Yes" Answer in Item 45a

Mark Box 1 and ask "**What happened?**" when you get a "Yes" answer in Item 45a. Then enter a brief description of each reported incident in the space above Box 1 and continue with Check Item C. If the respondent reports **more than one incident** in Item 45a, enter a brief description for each incident and number each one separately (for example, #1 - L1 threatened with a knife by coworker, #2 - L1's purse snatched while boarding a bus).

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.

After emphasizing these points, accept the respondent's answer and mark the appropriate box in Item 45a.

***"No" Answer in
Item 45a***

When you get a "No" answer in Item 45a, mark Box 2 in Item 45a and skip to the INTRO at the top of page 7.

Check Item C

If you can determine the answer for Check Item C from the incident description provided by the respondent in Item 45a, you can mark the "Yes" or "No" box in Check Item C **without asking the question**. However, if you are not sure whether the respondent was attacked or threatened, or something was stolen or an attempt was made to steal something that belonged to the respondent or another household member, ask the question in Check Item C **before marking the answer**.

When multiple incidents are reported in Item 45a AND **at least one of the incidents** involves the respondent being attacked or threatened, or something was stolen or an attempt was made to steal something that belonged to the respondent or another household member, then mark Box 1 "Yes" in Check Item C.

Box 1 "Yes":

After marking Box 1 to indicate that the incident is an NCVS crime, ask Item 45b next to find out how many incidents happened. Although Check Item C does not mention break-ins or illegal entries, mark Box 1 if the respondent reports a break-in or illegal entry. Also mark Box 1 in Check Item C for household crimes not reported in an earlier item (*For example, a 10-year-old household member's bicycle was stolen from the home's backyard.*).

After marking Box 1 "Yes" in Check Item C, you are instructed to ask Item 45b next.

Box 2 "No":

After marking Box 2 to indicate that the incident is not an NCVS crime, skip to the INTRO at the top of page 7. If the incident involves ONLY acts of vandalism (*For example, graffiti painted on a shed or tires slashed on a motor vehicle.*), mark Box 2 and remind the household respondent of the vandalism when asking the vandalism questions in Items 46a through 46f. If the respondent mentions ONLY threatening letters or telephone threats and no personal confrontation occurred, mark Box 2 because we only accept threats of physical harm delivered in person and verbally directly by the offender to the respondent. When an eligible household member, **other than the respondent**, was attacked or threatened with physical harm, mark Box 2 in Check Item C. **Remind the victimized household member to report this incident if he/she does not report it when interviewed. If that person has already been interviewed, re-contact him/her and try to obtain the incident.**

After marking Box 2 "No" in Check Item C, you are instructed to skip to the INTRO at the top of page 7.

Item 45b

After marking Box 1 "Yes" in Check Item C, ask the question in Item 45b to determine how many times each reported incident happened during the last 6 months. Enter the TOTAL number on the "Number of times" line in Item 45b.

When multiple incidents are reported in Item 45a AND Box 1 "Yes" is marked in Check Item C, ask the question "**How many times?**" for each incident in which the respondent was attacked or threatened, something was stolen, or an attempt was made to steal something that belonged to the respondent or another household member. Then enter the TOTAL number in Item 45b.

Once you have completed the respondent's NCVS-1 interview, make sure to complete a separate NCVS-2, Crime Incident Report, for each time entered in Item 45b.

HOUSEHOLD RESPONDENT'S COMPUTER CRIME SCREEN QUESTIONS	
FIELD REPRESENTATIVE - <i>Read introduction.</i>	
INTRO:	The next series of questions are about YOUR use of a computer. Please include ALL computers, laptops, or access to WebTV used at home, work, or school for PERSONAL USE <i>or</i> for operating a home business.

INTRO

By reading this introductory statement, you are preparing the respondent for the type of information covered in the next series of screen questions. The respondent needs to understand that we are interested in ALL types of computers that he or she operates for PERSONAL USE either at home, work, school, or any other location, as well as any type of computer the respondent operates for a home business.

These computer crime screen questions are asked of the household respondent and each eligible household member during his/her screen interview.

If you are conducting a proxy interview, remember to substitute the proxy person's name in place of the words "Your" or "You," as you ask questions of the proxy respondent. Follow this procedure where necessary for each of the new computer crime screen questions.

<p>45c. During the last 6 months, have YOU used a computer, laptop, or WebTV for the following purposes (Read answer categories 1-4) -</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> For personal use at home? 2 <input type="checkbox"/> For personal use at work? 3 <input type="checkbox"/> For personal use at school, libraries, etc.? 4 <input type="checkbox"/> To operate a home business? 5 <input type="checkbox"/> None of the above - SKIP to Check Item D</p>
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Item 45c

Notice that the reference period for the computer crime screen questions covers the 6 months prior to the interview, just like the reference period for the rest of screen interview. As you read the question in Item 45c, make sure to emphasize the word "YOU" and to read each answer category from Boxes 1 through 4 as a separate question.

For example, start by asking, "During the last 6 months, have YOU used a computer, laptop, or WebTV for the

following purposes—For personal use at home?” Wait for the respondent’s answer. If you get a “Yes” answer, mark Box 1 and then ask, “For personal use at work?”. If you get a “No” answer for the first question, leave Box 1 unmarked and continue by asking, “For personal use at work?”. Follow this method for each of the four questions for Boxes 1 through 4 and mark **ALL** boxes that apply.

Notice that Box 5 is not printed in bold type. Do NOT read this statement to the respondent. If the respondent answers “No” to all four questions in Item 45c, mark Box 5, “None of the above,” and skip to Check Item D. Also mark Box 5 if the respondent says that he/she only uses a computer for work and does not have a home business. In other words, the respondent has not used a computer for personal use or for a home business.

Take your time asking and completing this item and avoid rushing through it. If you mark Box 5 incorrectly, you will skip over the remaining computer crime screen questions and could miss information about a computer crime.

If you mark any box in Item 45c, other than Box 5, you will continue with Item 45d.

<p>45d. How many computers do you have access to for personal use or for operating a home business?</p>	<p>0 <input type="checkbox"/> None 1 <input type="checkbox"/> 1 2 <input type="checkbox"/> 2 3 <input type="checkbox"/> 3 4 <input type="checkbox"/> 4 or more</p>
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Item 45d

Once you have determined in Item 45c that a respondent has used any type of computer in the past 6 months for personal use or for operating a home business, then you will determine in Item 45d how many computers the respondent accessed during the reference period for personal use or for operating a home business.

Notice that one of the answer categories is Box 0, “None.” If a respondent should answer “None,” you need to probe to make sure that the respondent understood the question

and to verify whether the answer you were given in Item 45c is correct.

After completing Item 45d, continue with Item 45e.

<p>45e. Do YOU use the Internet for personal use or for operating a home business?</p>	<p>1 <input type="checkbox"/> Personal use 2 <input type="checkbox"/> Operating a home business 3 <input type="checkbox"/> Both 4 <input type="checkbox"/> None of the above</p>
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Item 45e

Notice that the word “YOU” is printed in capital letters in the question for Item 45e. As you ask this question, emphasize the word “YOU” so that the respondent concentrates only on his/her use of the Internet for personal reasons or for operating a home business. For a proxy interview, emphasize the proxy person’s name so that the proxy respondent concentrates on the proxy person’s Internet usage.

Boxes 1, 2, and 3 are self-explanatory. Only mark Box 4, “None of the above,” when the respondent has not used the Internet at all during the 6 months before the interview for personal use or for operating a home business.

<p>45f. Have you experienced any of the following COMPUTER-RELATED incidents in the last 6 months (Read answer categories 1-6) -</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Fraud in purchasing something over the Internet? 2 <input type="checkbox"/> Computer virus attack? 3 <input type="checkbox"/> Threats of harm or physical attack made while online or through E-mail? 4 <input type="checkbox"/> Unrequested lewd or obscene messages, communications, or images while online or through E-mail? 5 <input type="checkbox"/> <i>(Only ask if box 4 is marked in Item 45c)</i> Software copyright violation in connection with a home business? 6 <input type="checkbox"/> Something else that you consider a computer-related crime? - Specify _____ 7 <input type="checkbox"/> No computer-related incidents - <i>SKIP to Check Item D</i></p>
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Item 45f

Item 45f is used to identify any computer-related crime incidents that the respondent may have experienced in the 6 months before the interview. Make sure to emphasize “COMPUTER-RELATED” and ask each answer category from Boxes 1 through 6 as a separate question.

For example, start by asking, “Have you experienced any of the following COMPUTER-RELATED incidents in the last 6 months-Fraud in purchasing something over the Internet? Wait for the respondent to answer and, if you get a “Yes” answer, mark Box 1. If you get a “No” answer, leave Box 1 unmarked and continue by asking, “Computer virus attack?”

When you get to Box 5, only ask about this type of incident if the respondent told you in Item 45c that he/she uses a computer for the operation of a home business. **If Box 4 is NOT marked in Item 45c, skip the question for Box 5 and continue by asking the question for Box 6.**

If you get all “No” answers in Item 45f, mark Box 7, “No computer-related incidents,” and skip to Check Item D. Notice that Box 7 is not printed in bold type. Do NOT read this statement to the respondent. If you mark at least one of the boxes for answer categories 1 through 6, continue with Item 45g.

At this time, computer-related incidents are not considered NCVS crimes, just as acts of vandalism are not considered NCVS crimes, unless the incident also involves an attack or a threat of attack, or a theft or attempted theft. Therefore, do not complete an NCVS-2, Crime Incident Report, if a respondent ONLY reports a computer-related incident and no NCVS crime occurred, such as an attack, a threat, a theft or an attempted theft.

45g. Did you suffer any monetary loss as a result of the incident(s) you just mentioned?	<input type="checkbox"/> Yes <input type="checkbox"/> No - <i>SKIP to 45i</i>
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Item 45g

You will ask the question in Item 45g to find out if the respondent lost any money as a result of the computer-related incident(s) identified in Item 45f. If the respondent reported more than one incident in Item 45f, then ask the question in Item 45g using the word “incidents.” If you get a “Yes” answer, you will continue with Item 45h. If you get a “No” answer, you will skip to Item 45i.

<p>45h. How much money did you lose as a result of the incident(s)?</p>	<p>\$ _____ .00 Amount of loss x <input type="checkbox"/> Don't know</p>
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Item 45h

When a respondent indicates in Item 45g that he/she lost money due to a computer-related incident reported in Item 45f, you will identify how much money the respondent lost in Item 45h. Once the respondent gives you an amount, use the "Amount of loss" line and enter the respondent's answer in whole dollars rounding up or down to the nearest dollar figure.

If the respondent hesitates or has trouble arriving at a dollar figure, ask the respondent to give you his/her best estimate. Enter the estimated dollar amount on the "Amount of loss" line. Only mark Box x, "Don't know," when you are unable to get an exact amount or at least an estimate from the respondent.

After completing Item 45h, continue with the last computer crime screen question, Item 45i.

<p>45i. Did you report the incident(s) you just mentioned to (Read answer categories 1-5) - Mark (X) all that apply.</p>	<p>1 <input type="checkbox"/> A law enforcement agency? 2 <input type="checkbox"/> An Internet Service provider? 3 <input type="checkbox"/> A Website administrator? 4 <input type="checkbox"/> A Systems Administrator? 5 <input type="checkbox"/> Someone else? - Specify _____ _____</p> <p>6 <input type="checkbox"/> None of the above</p>
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Item 45i

Item 45i is used to find out to whom the respondent may have reported the computer-related incident(s). Ask each answer category in Boxes 1 through 5 as a separate question, as you were instructed for Items 45c and 45f, marking all answers that apply.

Marking Box 1

Mark Box 1 if the respondent reported the computer-related incident to any city, county, state, or Federal police agency, a housing or transit police agency, or any other

type of law enforcement agency, with the exception of private security agencies.

Marking Box 2

Mark Box 2 if the respondent reported the computer-related incident to a company that provides access to the Internet for a fee and provides the user with a software package, username, password, and access phone number.

Marking Box 3

Mark Box 3 if the respondent reported the computer-related incident to an individual who manages a Website. Depending on the size of the site, the Website Administrator might be responsible for any or all of the following tasks:

- Making sure that the Web server hardware and software are running properly;
- Designing the Website;
- Creating and updating Web pages;
- Replying to user feedback; or
- Monitoring traffic through the site.

Marking Box 4

Mark Box 4 if the respondent reported the computer-related incident to an individual who is responsible for maintaining a multi-user computer system, including a local-area network (LAN).

Marking Box 5

Mark Box 5 if the respondent answers “Yes” to Box 5, “Someone else?”, and then make sure to find out to whom the respondent reported the incident. Always enter the agency’s name or the person’s title on the “Specify” lines.

Marking Box 6

Mark Box 6 when you have not marked any boxes that correspond to answer categories 1 through 5, because the respondent did not notify anyone.

After completing the last computer crime screen question, continue with Check Item D.

<p>CHECK ITEM D Who besides the respondent was present when the screen questions were asked? (<i>If telephone interview, mark box 1 only.</i>)</p>	<p>1 <input type="checkbox"/> Telephone interview - SKIP to 46a Personal interview - Mark all that apply. 2 <input type="checkbox"/> No one besides respondent present 3 <input type="checkbox"/> Respondent's spouse 4 <input type="checkbox"/> HHL member(s) 12+, not spouse 5 <input type="checkbox"/> HHL member(s) under 12 6 <input type="checkbox"/> Nonhousehold member(s) 7 <input type="checkbox"/> Someone was present - Can't say who 8 <input type="checkbox"/> Don't know if someone else present</p>
<p>CHECK ITEM E <i>If self-response interview, SKIP to 46a.</i> Did the person for whom this interview was taken help the proxy respondent answer any screen questions?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Person for whom interview taken not present</p>

Check Item D

Mark Check Item D based upon your observations to show whether anyone besides you and the respondent was present or could overhear all or part of the respondent's NCVS-1 interview. Mark all boxes that apply to the respondent's screen interview.

Do **not** count the following persons:

- ✗ Yourself
- ✗ The respondent (*self or proxy*)
- ✗ For a proxy interview - the proxy person who is unable to answer for himself/herself
- ✗ A Census Bureau observer

Mark Box 1

Mark Box 1 in Check Item D for all telephone interviews, even if you know someone could have overheard the respondent's answers.

Mark Box 2

Mark Box 2 in Check Item D when no one else was present during a personal visit interview.

Mark Boxes 3 Through 7

Mark Boxes 3 through 7 to identify the type of person when one or more persons were present during a personal visit interview and there was a possibility that they overheard the respondent's answers.

Proxy Interviews

If someone is present during a personal visit proxy interview, mark the box in Check Item D which identifies

the person's relationship to the person for whom the proxy interview was conducted.

***Relationship
Unknown***

If someone is present during a personal visit interview and you do not know the person's relationship to the respondent, either mark the box for the most likely relationship or mark Box 7 if you cannot decide.

Mark Box 8

Mark Box 8 when you really do not know whether anyone was present or could overhear the respondent's answers to the screen questions.

Check Item E

Check Item E only applies to proxy interviews. If you are conducting a self-response interview with a respondent, skip Check Item E and continue with Item 46a (*for the household respondent*) or Check Item G (*for an individual respondent*).

When taking a proxy interview, mark the appropriate box (1, 2, or 3) to indicate whether the proxy person for whom the interview is being taken provided any information, answered a screen question, or confirmed anything that the proxy respondent told you. Mark Box 1 for "Yes," Box 2 for "No," and Box 3 for "Person for whom interview taken not present."

It is acceptable to mark Box 1 "Yes" even if the proxy person provided inaccurate information. For example, if a mentally disabled proxy person claims that neighbors shoot at him/her each time he/she goes outside the house, you would mark Box 1 "Yes" in Check Item E.

**Topic 5. Completing Items 46 Through Check Item I
(Vandalism/Crimes During Vandalism/Hate Crimes/
Transcribing Number of Incidents/Employment Questions)**

HOUSEHOLD RESPONDENT'S VANDALISM SCREEN QUESTIONS	
<p>46a. Now I'd like to ask about ALL acts of vandalism that may have been committed during the last 6 months against YOUR household. Vandalism is the deliberate, intentional damage to or destruction of household property. Examples are breaking windows, slashing tires, and painting graffiti on walls.</p> <p>Since _____, 20___, has anyone intentionally damaged or destroyed property owned by you or someone else in your household?</p> <p>(EXCLUDE any damage done in conjunction with incidents already mentioned.)</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No - <i>SKIP to Check Item G on page 10</i></p>
<p>46b. What kind of property was damaged or destroyed in this/these act(s) of vandalism? Anything else?</p> <p><i>Continue asking "Anything else?" until you get a "No" response.</i></p> <p><i>Mark (X) all property that was damaged or destroyed by vandalism during reference period.</i></p>	<p>1 <input type="checkbox"/> Motor vehicle (including parts) 2 <input type="checkbox"/> Bicycle (including parts) 3 <input type="checkbox"/> Mailbox 4 <input type="checkbox"/> House window/screen/door 5 <input type="checkbox"/> Yard or garden (trees, shrubs, fence, etc.) 6 <input type="checkbox"/> Furniture, other household goods 7 <input type="checkbox"/> Clothing 8 <input type="checkbox"/> Animal (pet, livestock, etc.) 9 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
<p>46c. What kind of damage was done in this/these act(s) of vandalism? Anything else?</p> <p><i>Continue asking "Anything else?" until you get a "No" response.</i></p> <p><i>Mark (X) all kinds of damage by vandals that occurred during reference period.</i></p>	<p>1 <input type="checkbox"/> Broken glass: window, windshield, glass in door, mirror 2 <input type="checkbox"/> Defaced: marred, graffiti, dirtied 3 <input type="checkbox"/> Burned: use of fire, heat or explosives 4 <input type="checkbox"/> Drove into or ran over with vehicle 5 <input type="checkbox"/> Other breaking or tearing 6 <input type="checkbox"/> Injured or killed animals 7 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
<p>46d. What was the total dollar amount of the damage caused by this/these act(s) of vandalism during the last 6 months? (Use repair costs if the property was repaired.)</p> <p>(EXCLUDE any damage done in incidents already mentioned.)</p>	<p>\$ _____ .00 - <i>SKIP to Check Item F1</i></p> <p>x <input type="checkbox"/> Don't know 0 <input type="checkbox"/> No cost - <i>SKIP to Check Item F1</i></p>
<p>46e. Was the damage under \$100 or \$100 or more?</p> <p>(INCLUDE total amount for all incidents of vandalism during the last 6 months.)</p>	<p>1 <input type="checkbox"/> Under \$100 2 <input type="checkbox"/> \$100 or more 3 <input type="checkbox"/> Don't know</p>

<p>CHECK ITEM F1 Look at 46a. If unsure, ASK, otherwise, mark without asking. In the vandalism just mentioned, were you (was the respondent) attacked or threatened, or was something stolen or an attempt made to steal something that belonged to you (the respondent) or another household member? (other than any incident(s) already mentioned)</p>	<p>Briefly describe incident(s)↘</p> <hr/> <hr/> <hr/> <p>1 <input type="checkbox"/> Yes - What happened? <i>Describe above</i></p> <p>2 <input type="checkbox"/> No - SKIP to 46g</p>
<p>46f. How many times?</p>	<hr style="width: 50%; margin: 0 auto;"/> <p>Number of times (46f)</p>

Items 46a Through 46f (Vandalism Screen Questions)

Items 46a through 46f are asked only of the household respondent and are designed to:

- Measure the kinds and amount of vandalism that may have occurred during the 6 months prior to the interview, AND
- Determine whether the household respondent was attacked or threatened during the act of vandalism, OR
- Something was stolen or an attempt was made to steal something that belonged to the household respondent or another household member during the act of vandalism.

Acts of vandalism alone are not considered NCVS crimes.

Item 46a

Always read the introductory statement before asking the question in Item 46a. This statement lets the household respondent know that we will be asking about acts of vandalism committed against his/her household during the 6 months prior to the interview and tells the household respondent what to consider as an act of vandalism.

Exclude any damage done in conjunction with incidents already mentioned in an earlier screen question. For example, if a household respondent reported in Item 39 that her van was broken into, the side mirror was broken

during the break in, and the CD player was stolen, you would not include the broken side mirror for the vandalism screen questions because it was already reported with an incident in Item 39.

After marking Box 1 "Yes" in Item 46a, ask Item 46b next. After marking Box 2 "No," skip to Check Item G on page 10.

Item 46b

Ask Item 46b to identify the types of property damaged or destroyed in the vandalism reported in Item 46a. After asking the question in Item 46b and marking the appropriate answer boxes (1 - 9), continue asking "**Anything else?**" until the household respondent says "No." Mark all answer boxes that apply to the act(s) of vandalism reported in Item 46a.

There may be rare instances when the respondent's answer is not identified in Boxes 1 through 8. If you are sure the answer does not relate to any of the property identified in Boxes 1 through 8, mark Box 9 "Other" and enter the property description on the "Specify" line.

Item 46c

Ask Item 46c to identify what type of damage was done to the vandalized property reported in Items 46a and 46b. After asking the question in Item 46c and marking the appropriate answer boxes (1 - 7), continue asking "**Anything else?**" until the household respondent says "No." Mark all answer boxes that apply to the act(s) of vandalism reported in Items 46a and 46b.

There may be rare instances when the respondent's answer is not identified in Boxes 1 through 6. If you are sure the answer does not relate to any of the kinds of damage identified in Boxes 1 through 6, mark Box 7 "Other" and describe the type of damage on the "Specify" line.

Item 46d

Ask Item 46d to get an estimate of the total dollar value for the vandalism damage reported in Items 46a through 46c. Exclude the dollar value for any damage done during

incidents reported in earlier screen items. If the damaged property was repaired, you can use the repair cost.

Enter the estimated value of the damaged property in **whole dollars** on the answer line in Item 46d, rounding up or down as necessary and then skip to Check Item F1. Here are a few examples for rounding up or down:

- Enter \$1, if the estimate is less than \$1.
- Enter \$80, if the estimate is \$80.49.
- Enter \$81, if the estimate is \$80.50.

Mark Box x "Don't know" when a respondent is unable to give an estimate and really does not know. After marking Box x, ask the question in Item 46e next. Mark Box 0 "No cost" when applicable and then skip to Check Item F1.

Item 46e

Whenever you mark Box x "Don't know" in Item 46d, you will ask the question in Item 46e to determine whether the damage was valued "under \$100" or "\$100 or more." Include the total dollar amount for all acts of vandalism during the 6 months prior to the interview. If the respondent still gives you a "Don't know" reply, mark Box 3 "Don't know." After completing Item 46e, complete Check Item F1 next.

Check Item F1

Check Item F1 is asked to determine whether any NCVS crimes were committed during the act(s) of vandalism reported in Items 46a through 46e. If you are sure of the answer for Check Item F1, mark Box 1 "Yes" or 2 "No" without asking the question. If unsure of the answer, make sure to ask the question in Check Item F1 **before** marking Box 1 or 2.

Mark Box 1 "Yes" if:

- The household respondent was attacked or threatened during the act(s) of vandalism, **OR**

- Something was stolen or an attempt was made to steal something that belonged to the household respondent or another household member during the act(s) of vandalism.

After marking Box 1, ask the household respondent "**What happened?**" and enter a brief description of the NCVS crime on the lines above Box 1. Exclude NCVS crimes reported in an earlier screen item. After marking Box 1 "Yes," ask the question in Item 46f next.

Mark Box 2 "No" if the household respondent was **not** attacked or threatened during the act(s) of vandalism and **nothing** was stolen and **no** attempt was made to steal something from the household respondent or any other household member during the act(s) of vandalism. After marking Box 2 "No," skip to Item 46g next.

Item 46f

After determining in Check Item F1 that an NCVS crime was committed during the act(s) of vandalism, ask the question in Item 46f to determine the number of times the NCVS crime occurred. Enter the household respondent's answer on the "Number of times" line in Item 46f.

Once you complete Check Item G, you must fill a separate NCVS-2, Crime Incident Report, for each incident marked in Item 46f. However, do not complete any NCVS-2s for act(s) of vandalism with no associated NCVS crimes.

After completing Item 46f, continue with Item 46g, which is the first household respondent's hate crime screen question.

HOUSEHOLD RESPONDENT'S HATE CRIME SCREEN QUESTIONS	
<p>46g. Hate crimes or crimes of prejudice or bigotry occur when (an offender/offenders) target(s) people because of one or more of their characteristics or religious beliefs.</p> <p>Do you have any reason to suspect the vandalism just discussed was a hate crime or crime of prejudice or bigotry?</p>	<p>1 <input type="checkbox"/> Yes - Ask 46h 2 <input type="checkbox"/> No..... 3 <input type="checkbox"/> Don't know....</p> <p style="text-align: right;">SKIP to Check Item G</p>
<p>46h. An offender/Offenders can target people for a variety of reasons, but we are only going to ask you about a few today. Do you suspect the offender(s) targeted you because of...</p> <p>(a) Your race?.....</p> <p>(b) Your religion?</p> <p>(c) Your ethnic background or national origin (for example, people of Hispanic origin)?</p> <p>(d) Any disability (by this I mean physical, mental, or developmental disabilities) you may have?.....</p> <p>(e) Your gender?</p> <p>(f) Your sexual orientation?</p> <p style="font-size: small;">If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
<p>46i. Some offenders target people because they associate with certain people or the (offender perceives/offenders perceive) them as having certain characteristics or religious beliefs.</p> <p>Do you suspect you were targeted because of...</p> <p>(a) Your association with people who have certain characteristics or religious beliefs (for example, a multiracial couple)?</p> <p>(b) The offender(s)'s perception of your characteristics or religious beliefs (for example, the offender(s) thought you were Jewish because you went into a synagogue)?</p>	<p>1 <input type="checkbox"/> Yes-Specify ✎ 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>_____</p> <p>_____</p> <p>1 <input type="checkbox"/> Yes-Specify ✎ 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>_____</p> <p>_____</p>
<p>CHECK ITEM F2 Are one or more boxes marked "Yes" in 46h OR 46i?</p>	<p>1 <input type="checkbox"/> Yes - Ask 46j 2 <input type="checkbox"/> No - SKIP to Check Item G</p>

<p>46j. Do you have any evidence that this vandalism was a hate crime or crime of prejudice or bigotry?</p> <p><i>If "No" or "Don't know," ASK -</i></p> <p>Did the offender(s) say something, write anything, or leave anything behind at the crime scene that would suggest you were targeted because of your characteristics or religious beliefs?</p>	<p>1 <input type="checkbox"/> Yes - ASK 46k 2 <input type="checkbox"/> No..... <i>SKIP to Check Item G</i> 3 <input type="checkbox"/> Don't know...</p>
<p>46k. The next questions ask about the evidence you have that makes you suspect this vandalism was a hate crime or a crime of prejudice or bigotry. As I read the following questions, please tell me if any of the following happened:</p> <p>(a) Did the offender(s) make fun of you, make negative comments, use slang, hurtful words, or abusive language?.....</p> <p>(b) Were any hate symbols present at the crime scene to indicate the offender(s) targeted you for a particular reason (for example, a swastika, graffiti on the walls of a temple, a burning cross, or written words)?</p> <p>(c) Did a police investigation confirm the offender targeted you (for example, did the offender(s) confess a motive, did the police find books, journals, or pictures that indicated the offender(s) (was/were) prejudiced against people with certain characteristics or religious beliefs)?</p> <p>(d) Do you know the offender(s) (has/have) committed similar hate crimes or crimes of prejudice or bigotry in the past?</p> <p>(e) Did the vandalism occur on or near a holiday, event, location, gathering place, or building commonly associated with a specific group (for example, at the Gay Pride March or at a synagogue, Korean church, or gay bar)?</p> <p>(f) Have other hate crimes or crimes of prejudice or bigotry happened to you or in your area/ neighborhood where people have been targeted?....</p> <p>(g) Do your feelings, instincts, or perception lead you to suspect this vandalism was a hate crime or crime of prejudice or bigotry, but you do not have enough evidence to know for sure?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>

**Items 46g Through 46k
(Household Respondent's
Hate Crime Screen
Questions)**

Items 46g through 46k are asked only of the household respondent when an act of vandalism is reported in Item 46a. These items are designed to determine if the reported vandalism was motivated by prejudice or bigotry towards a specific group. Similar questions are included in the NCVS-2 for each reported NCVS crime incident, but Items 46g through 46k refer only to reported act(s) of vandalism. These questions are commonly known as the "Hate Crime" questions.

For the NCVS, we consider an act of vandalism to be hate-related when the offender targets a sample household member or the sample address because of the offender's prejudice or bigotry against the household member's characteristics or religious beliefs. The offender's motivation must be at least partially related to his/her dislike of or prejudice against a specific group of people because of their:

- Race,
- Religion,
- Ethnicity/national origin,
- Disability,
- Gender, or
- Sexual orientation.

This type of offense is still considered a hate crime regardless of whether the offender has an incorrect perception of the victim's membership in or association with a specific group.

Item 46g

Ask Item 46g of the household respondent to find out if any of the vandalism reported in Item 46a was motivated at least partially by the offenders prejudice or bigotry towards a specific group (*for example, Jews, Catholics, Hispanics, persons in wheelchairs, homosexuals, and so forth*).

Always read the lead-in statement before asking the question in Item 46g. If the incident involved only one offender, read the lead-in statement this way:

"Hate crimes or crimes of prejudice or bigotry occur when an offender targets people because of one or more of their characteristics or religious beliefs."

If there were two or more offenders, read the lead-in statement this way:

"Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs."

After reading the lead-in statement, ask the question in Item 46g and mark the appropriate box based on the household respondent's answer.

***Marking Box 1
"Yes"***

Mark Box 1 "Yes" when the household respondent suspects that the vandalism reported in Item 46a was motivated by the offender's prejudice or hatred of specific groups of people because of their characteristics or religious beliefs. After marking Box 1 "Yes," you are instructed to ask Item 46h next.

***Marking Box 2
"No"***

Mark Box 2 "No" when the household respondent does NOT suspect that the vandalism reported in Item 46a was motivated by the offender's prejudice or hatred of specific groups of people because of their characteristics or religious beliefs. After marking Box 2 "No," you are instructed to skip to Check Item G.

***Marking Box 3
"Don't know"***

Mark Box 3 "Don't know" when the household respondent is not really sure whether the vandalism reported in Item 46a was motivated by the offender's prejudice or hatred of specific groups of people because of their characteristics or religious beliefs. After marking Box 3 "Don't know," you are instructed to skip to Check Item G.

Item 46h

If the household respondent has one or more reasons to suspect that the vandalism reported in Item 46a was a hate crime or a crime of prejudice or bigotry, you will read the lead-in statement and ask the series of questions in

Item 46h to identify the reasons for suspecting a hate crime.

After reading the lead-in statement:

- Ask the first question, "*Do you suspect the offender(s) targeted you because of your race?*",
- Wait for the respondent's answer,
- Record the answer by marking the appropriate box (1 for "Yes," 2 for "No," or 3 for "Don't know").

Repeat this procedure for each question in Item 46h. Unless you are interrupted as you ask questions (b) through (f) in Item 46h, it is not necessary to repeat "*Do you suspect the offender(s) targeted you because of...*" as you ask questions (b) through (f).

Keep the following points in mind as you ask each question in Item 46h:

- ✓ In question (a), "race" refers to White, Black or African American, American Indian or Alaska Native, Asian, or Native Hawaiian or Other Pacific Islander. Keep in mind that "Spanish, Hispanic, or Latino" relates to ethnic background or national origin, **not** race.
- ✓ Questions (c) and (d) both contain parenthetical phrases to further explain "ethnic background or national origin" in (c) and "disabilities" in (d). Make sure that you **always** read these parenthetical phrases as part of the question.
- ✓ In question (e), if the household respondent doesn't seem to understand what the term "gender" means, you can add "by this I mean male or female."

- ✓ Unlike questions (c) and (d), only read the additional phrase, "*by this we mean gay, lesbian, bisexual or heterosexual*" **AFTER** the household respondent answers "Yes" to question (f), "*Do you suspect the offender(s) targeted you because of your sexual orientation?*"

After reading the additional phrase, the household respondent may tell you that he/she meant something different. In that case, line through the "Yes" answer in Box 1 and mark the "No" answer in Box 2 for question (f). Do not read this additional phrase if the household respondent answers "No" to question (f).

- ✓ If the household respondent says that the vandalism was motivated by the offender's dislike for homosexuals or transvestites, mark Box 1 "Yes" in question (f).

Item 46i

Once you complete Item 46h, you will ask the two questions in Item 46i to determine whether the household respondent suspects that he/she was targeted because of:

- His/her association with people who have certain characteristics or religious beliefs about which the offender is prejudiced (*for example, the household respondent's friends are gay or a multiracial couple*), AND/OR
- The offender's perception of the household respondent's characteristics or religious beliefs (*for example, an offender thinks the household respondent is Jewish because he/she visited a synagogue or an offender thinks the household respondent is gay because his/her friend is gay*).

Ask the first question in Item 46i, wait for the household respondent's answer, and mark the appropriate box. If you mark Box 1 "Yes," explain briefly why the household

respondent suspects that he/she was targeted because of his/her association with certain people.

Repeat this procedure for the second question in Item 46i. Again, if you mark Box 1 "Yes," explain briefly why the household respondent suspects that he/she was targeted because of the offender's perception of the household respondent's characteristics or religious beliefs.

Once you have finished Item 46i, complete Check Item F2.

Check Item F2

Use Check Item F2 to decide whether you should:

- Continue with Item 46j or
- Skip to Check Item G.

If you marked Box 1 "Yes" for one or more questions in Items 46h or 46i, mark the "Yes" box in Check Item F2 and ask the question in Item 46j next. However, if Box 2 "No" or Box 3 "Don't know" is marked for ALL the questions in Items 46h and 46i, skip to Check Item G on page 10.

Item 46j

Ask the question in Item 46j to determine if the household respondent has any evidence that the vandalism reported in Item 46a was motivated by prejudice or bigotry.

If you get a "Yes" answer, mark Box 1 and ask the questions in Item 46k next.

If you get a "No" or "Don't know" answer, ask the probing question in Item 46j to ensure that there was no evidence causing the household respondent to suspect a hate crime. After asking the probe question, accept the household respondent's answer and mark the appropriate box. If the answer is still "No" or "Don't know," skip to Check Item G.

Item 46k

After marking Box 1 "Yes" in Item 46j, you will continue with the lead-in statement and the seven questions in Item 46k to identify the type of evidence causing the household respondent to suspect a hate crime or a crime of prejudice or bigotry.

After reading the lead-in statement:

- Ask the first question, *"As I read the following questions, please tell me if any of the following happened: Did the offender(s) make fun of you, make negative comments, use slang, hurtful words, or abusive language?"*,
- Wait for the respondent's answer,
- Record the answer by marking the appropriate box (1 for "Yes," 2 for "No," or 3 for "Don't know").

Repeat this procedure for each question in Item 46k. Unless you are interrupted as you ask questions (b) through (g) in Item 46k, it is not necessary to repeat *"As I read the following questions, please tell me if any of the following happened: "* as you ask questions (b) through (g). Once you complete Item 46k, complete Check Item G.

HOUSEHOLD RESPONDENT'S CHECK ITEM G	
<p>CHECK ITEM G</p> <p>Transcribe "number of times" entry for each of the following:</p> <p>(a) Screen Question, Item 36c, page 3</p> <p>(b) Screen Question, Item 37c, page 3</p> <p>(c) Screen Question, Item 39c, page 4</p> <p>(d) Screen Question, Item 40c, page 4</p> <p>(e) Screen Question, Item 41c, page 5</p> <p>(f) Screen Question, Item 42c, page 5</p> <p>(g) Screen Question, Item 43c, page 5</p> <p>(h) Screen Question, Item 44b, page 6</p> <p>(i) Screen Question, Item 45b, page 6</p> <p>(j) Vandalism Screen Question, Item 46f, page 8</p>	<p><input type="checkbox"/> No entries transcribed below - Go to Check Item H</p> <p>_____ Number of times (36c)</p> <p>_____ Number of times (37c)</p> <p>_____ Number of times (39c)</p> <p>_____ Number of times (40c)</p> <p>_____ Number of times (41c)</p> <p>_____ Number of times (42c)</p> <p>_____ Number of times (43c)</p> <p>_____ Number of times (44b)</p> <p>_____ Number of times (45b)</p> <p>_____ Number of times (46f)</p>

FIELD REPRESENTATIVE - After completing Check Item G fill a separate crime incident report for each screen question that has an entry of 1 or more. Do this **before** marking Check Item H.

Check Item G

Use Check Item G to summarize by item number the "Number of times" entries from the respondent's screen interview. Page back through the respondent's screen interview and transcribe each "Number of times" entry made for a screen item to the appropriate line in Check Item G. To help you locate entries quickly, scan each page of the respondent's screen interview looking for the "tick marks" printed to the right of each "Number of times" entry.

No Reported Incidents

If the respondent did not report any crime incidents during the screen interview (*all "Number of times" entries are blank*), mark the box at the top of Check Item G, "No entries transcribed below," and go to Check Item H next.

One or More Reported Incidents

After transcribing each "Number of times" entry to Check Item G, stop completing the NCVS-1 screen interview and complete a separate NCVS-2, Crime Incident Report, for each screen question that has an entry of "1" or more in Check Item G.

Field Representative Note

This note is a reminder for you to:

- ✓ Stop completing the NCVS-1 at this point if the respondent reported one or more crime incidents, AND
- ✓ Complete a separate NCVS-2, Crime Incident Report, for each time an incident was reported for a screen question, as noted in Check Item G.
- ✓ Always complete any required Crime Incident Reports **BEFORE** completing Check Item H.

HOUSEHOLD RESPONDENT'S EMPLOYMENT QUESTIONS	
CHECK ITEM H Is the respondent 16 years or older?	1 <input type="checkbox"/> Yes - Ask 47a 2 <input type="checkbox"/> No - SKIP to Check Item I
47a. Did you have a job or work at a business LAST WEEK? (Do not include volunteer work or work around the house.) (If farm or business operator in household, ask about unpaid work.)	1 <input type="checkbox"/> Yes - SKIP to 48a 2 <input type="checkbox"/> No - Ask 47b
ASK OR VERIFY - 47b. Did you have a job or work at a business DURING THE LAST 6 MONTHS?	1 <input type="checkbox"/> Yes - Ask 47c _____ 2 <input type="checkbox"/> No - SKIP to Check Item I
47c. Did that (job/work) last 2 consecutive weeks or more?	1 <input type="checkbox"/> Yes - Ask 48a 2 <input type="checkbox"/> No - SKIP to Check Item I

Check Item H

You will complete Check Item H **AFTER** you:

- Mark the "No entries transcribed below" box in Check Item G, **OR**
- Complete the last NCVS-2, Crime Incident Report, for the respondent.

Check Item H is used to determine whether the respondent is old enough to qualify for the employment questions. If the respondent is 16 years of age or older, you will mark Box 1 "Yes" and start the employment questions with Item 47a. If the respondent is under 16 years of age, mark Box 2 "No" and skip to Check Item I.

Item 47a

After marking Box 1 "Yes" in Check Item H, you will ask the question in Item 47a to determine if the respondent had a job **AT ALL** during the week before the interview. This could be a full-time or part-time job for salary or wages working for a business, government agency, or self-employed. Do **NOT** include volunteer work for which the respondent was not paid.

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. 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.

Marking Box 1 "Yes"

Mark Box 1 "Yes" if the respondent had a job or worked at a business at any time during the week prior to the interview, even if the respondent was on vacation or temporarily absent due to sickness or some other reason. After marking Box 1 "Yes," you are instructed to skip to Item 48a.

Marking Box 2 "No"

Mark Box 2 "No" if the respondent did not have a job or work at a business during the week prior to the interview. Also, mark Box 2 "No" if a respondent receives scholarship money while attending school (*even if it is in excess of the cost of tuition, textbooks, lab fees, and so forth*) AND does not have a job. After marking Box 2 "No," you are instructed to ask or verify the answer for Item 47b.

Item 47b

Item 47b is asked to determine whether the respondent had a job or worked at a business **at any time** during the 6 months prior to the interview. You will only ask or verify Item 47b when the respondent did not have a job or work at a business during the week before the interview.

Marking Box 1 "Yes"

Mark Box 1 "Yes" if the respondent had a job or worked at a business **at any time** during the 6 months prior to the interview, even if the respondent was away from work during some of that time for a vacation or illness. After marking Box 1 "Yes," you are instructed to ask the question in Item 47c next. A large arrow points from the "Yes" answer in Item 47b to Item 47c. This arrow is used as an added reminder for you to ask the question in Item 47c when you mark the "Yes" answer in Item 47b.

Marking Box 2 "No"

Mark Box 2 "No" if the respondent did not have a job or work at a business **at any time** during the 6 months prior

to the interview. After marking Box 2 "No," you are instructed to skip to Check Item I next.

Item 47c

Once the respondent tells you in Item 47b that he/she had a job or worked at a business during the 6 months before the interview, then you will ask the question in Item 47c to determine whether that job or work lasted for 2 or more consecutive weeks.

Marking Box 1 "Yes"

Mark Box 1 "Yes" when the respondent has worked at least 2 consecutive weeks at the job or business mentioned in Item 47b. After marking Box 1 "Yes," you are instructed to ask the question in Item 48a next.

Marking Box 2 "No"

Mark Box 2 "No" when the job or work mentioned in Item 47b did NOT last for at least 2 consecutive weeks. After marking Box 2 "No," you are instructed to skip to Check Item I.

<p><i>ASK OR VERIFY -</i> 48a. Which of the following best describes your job?</p> <p>PERSONAL INTERVIEW (<i>Show flashcard</i>)</p> <p>TELEPHONE INTERVIEW - Were you employed in the (<i>Read main headings until you get a yes. Then read answer categories</i>) -</p> <p><i>Mark (X) only one category.</i></p>	<p>Medical Profession - As a - <input type="checkbox"/> Physician <input type="checkbox"/> Nurse <input type="checkbox"/> Technician <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>Mental Health Services Field - Are your duties - <input type="checkbox"/> Professional (Social worker/psychiatrist) <input type="checkbox"/> Custodial care <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>Teaching Profession - Were you employed in a - <input type="checkbox"/> Preschool <input type="checkbox"/> Elementary <input type="checkbox"/> Junior high or middle school <input type="checkbox"/> High school <input type="checkbox"/> College or university <input type="checkbox"/> Technical or industrial school <input type="checkbox"/> Special education facility <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>Law Enforcement or Security Field - Were you employed as a - <input type="checkbox"/> Law enforcement officer <input type="checkbox"/> Prison or jail guard <input type="checkbox"/> Security guard <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>Retail Sales - Were you employed as a - <input type="checkbox"/> Convenience or liquor store clerk <input type="checkbox"/> Gas station attendant <input type="checkbox"/> Bartender <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>Transportation Field - Were you employed as a - <input type="checkbox"/> Bus driver <input type="checkbox"/> Taxi cab driver <input type="checkbox"/> Other - <i>Specify</i> _____ OR <input type="checkbox"/> Something else - <i>Specify</i> _____</p>
<p><i>ASK OR VERIFY -</i> 48b. Is your job with (<i>Read answer categories</i>) -</p>	<p><input type="checkbox"/> A private company, business, or individual for wages? <input type="checkbox"/> The Federal government? <input type="checkbox"/> A State, county, or local government? <input type="checkbox"/> Yourself (Self-employed) in your own business, professional practice, or farm?</p>
<p><i>If box 12 is marked in 48a, mark without asking.</i> 48c. Are you employed by a college or university?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>48d. While working at your job, do you work mostly in (<i>Read answer categories</i>) -</p>	<p><input type="checkbox"/> A city? <input type="checkbox"/> Suburban area? <input type="checkbox"/> Rural area? <input type="checkbox"/> Combination of any of these?</p>

Item 48a

Item 48a is used to identify whether the respondent's job is in one of the job classifications which may increase or decrease his/her likelihood of becoming a victim of crime.

Item 48a allows you to verify a known answer without asking the question first.

Make sure to only mark ONE answer box. If the respondent worked at more than one type of job during the past 6 months, mark the box for the category at which the respondent worked the MOST hours. If the respondent worked at more than one type of job during the past 6 months AND spent the same amount of time at each job, mark the box for the first category mentioned.

Personal Visit Interviews

If you are conducting a personal visit interview:

- Open your Information Card Booklet to page 9 and show the "Employment" flashcard to the respondent.
- Ask the question in Item 48a and then ask the respondent to identify on the flashcard the job category that best describes his/her job. Not all job categories will be identified on the flashcard or in Item 48a. If the respondent cannot find a job category that describes his/her job, mark Box 27 "Something else" and enter the respondent's job title on the "Specify" line.

Telephone Interviews

If you are conducting a telephone interview:

- Ask the question in Item 48a followed by, "***Were you employed in the...***"
- Then read each of the main headings until the respondent answers "Yes." By main headings, we mean the bolded text above each group of job categories; for example, "**Medical Profession,**" "**Mental Health Services Field,**" and so forth.
- Once you get a "Yes" answer, then read the appropriate lead-in statement and each job category until you get another "Yes" answer. For example, if you get a "Yes" answer after reading "Mental Health

Services Field," then read: "*Are your duties professional (social worker/psychiatrist), custodial care, or other?*" Any time you mark an "Other" job category or Box 27 "Something else," make sure to enter an accurate job title on the "Specify" line.

Item 48b

Item 48b is used to determine whether the respondent's job or work is with:

- ✓ A private company, business, or individual for wages
- ✓ The Federal government
- ✓ A State, county, or local government
- ✓ The respondent's own business, professional practice, or farm (self-employed).

Item 48b allows you to verify a known answer with the respondent without asking the question.

Marking Box 1

Mark Box 1 when a respondent worked for a PRIVATE employer for wages, salary, commission, tips, piece-rates, or pay in kind. Also mark Box 1 for respondents who worked for pay for churches, unions, and other private nonprofit organizations.

Marking Box 2

Mark Box 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.

<i>Marking Box 3</i>	Mark Box 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.
<i>Marking Box 4</i>	Mark Box 4 when a respondent was self-employed for profit or fees in his/her OWN business, farm, shop, office, practice, and so forth.
Item 48c	Item 48c is used to determine whether a respondent is employed by a college or university.
<i>Mark Without Asking</i>	If you marked Box 12 "College or university" in Item 48a indicating that the respondent was a teacher at a college or university, mark Box 1 "Yes" in Item 48c without asking the question.
<i>Ask the Question</i>	If you marked a box in Item 48a other than Box 12, always ask the question in Item 48c BEFORE marking the answer.
Item 48d	<p>Item 48d is asked to find out if a respondent works in a city, suburban area, rural area, or a combination of any of these areas. If the respondent has been a victim of crime while on the job, we can use these data to determine if specific areas are more prone to crime.</p> <p>Read the lead-in statement and each answer category as part of the question. Most respondents will know the correct response, so let the respondent decide which type of area. When a respondent worked for more than one employer, mark the box for the area in which he/she worked the greater number of hours. If a respondent works off shore such as on an aircraft carrier, the answer to Item 48d should be based on the ship's home harbor. Avoid marking Box 4 "Combination of any of these?" unless a respondent insists that the area he/she worked MOST of the time was a combination of city, suburban, and rural.</p>

<p>CHECK ITEM I Is this the last household member to be interviewed?</p>	<p><input type="checkbox"/> Yes - Ask or verify Control Card items. Then END interview.</p> <p><input type="checkbox"/> No - Ask or verify Control Card items. See note below before interviewing next household member.</p>
<p><i>FIELD REPRESENTATIVE - If the next household member to be interviewed is under 18, tell the household respondent that you will be asking the same questions you just asked him/her.</i></p>	

Check Item I

Check Item I is designed to help you decide what actions need to be taken if:

- ✓ You are interviewing the last household member OR
- ✓ You have more eligible household members left to interview.

Marking the "Yes" Box

Mark the "Yes" box if you are interviewing the LAST eligible household member to be interviewed. If you mark the "Yes" box and the interview is for the household respondent, you will see an additional instruction to ask or verify Control Card items. You will not see this instruction when you mark the "Yes" box in Check Item I for an individual respondent (*any eligible respondent who is not the household respondent*). Make sure that you have completed or updated Control Card Items 25b through 28 and Items 30b and 30c for the current enumeration period. After you have updated the Control Card items, end the interview.

Marking the "No" Box

Mark the "No" box if one or more eligible household members still need to be interviewed and ask to speak to the next available household member who is 12 years of age or older. Make sure to follow the instruction in the Field Representative note below Check Item I which reads, ***"If the next household member to be interviewed is under 18, tell the household respondent/current respondent that you will be asking the same questions you just asked him/her."*** If necessary, arrange callback appointments for any respondents who are not available at that time.

Chapter 3

Completing the NCVS-2, Crime Incident Report

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Topic 1. General Instructions

Definition

The NCVS-2, Crime Incident Report, is a detailed questionnaire used to gather a variety of information about each reported incidence of crime that occurred during the respondent's 6-month reference period. It is important to record accurate and complete information on each Crime Incident Report so that we have a clear picture of what happened during the incident. Always make sure that you are using the latest version of the NCVS-2 by checking the paper color and the print date shown below the form number on the cover page.

When to Complete (NCVS-2)

You will complete one or more NCVS-2's for a respondent based on the "Number of times" entries that you make for each screen question in Check Item G on the NCVS-1. Complete a separate NCVS-2 for each "time" an incident was reported during the screen interview. Also complete a separate NCVS-2 for any incidents that might be discovered while completing a Crime Incident Report, even if they were not reported in the screen questions.

Always complete all required NCVS-2s for a respondent as soon as you finish completing Check Item G on the NCVS-1 for a respondent and **BEFORE** you:

- Continue with Check Item H on the NCVS-1 or
- Conduct screen interviews for any remaining eligible household members.

Once you start to complete a Crime Incident Report, you must finish it, with the exception of incidents that happened outside of the respondent's reference period. For all other situations, it is important to finish the NCVS-2 once you begin. This is important because you may discover that an additional NCVS crime has occurred in conjunction with the original crime.

How Many to Complete (NCVS-2)

Complete a separate NCVS-2 for each time a crime incident is reported in a screen question on the NCVS-1. Also complete an NCVS-2 for any additional incidents that the respondent mentions as you complete the NCVS-2 with him/her.

Example:

During the screen interview, a respondent reports that her home was broken into on two separate occasions, and on another occasion a co-worker threatened to beat her up if she did not stop seeing the co-worker's former boyfriend. While completing the first NCVS-2 for the break in, the respondent mentions that on another occasion within the last 6 months she had money and jewelry stolen during a house party. Because these incidents happened during the respondent's reference period, you would complete four separate Crime Incident Reports (NCVS-2s) for this respondent.

If a respondent remembers an incident that occurred during his/her reference period **AFTER** completing the respondent's screen interview, you must correct the NCVS-1 by:

- Adding the incident to the appropriate screen question for the respondent (*describing the incident and correcting the number of times entry*).
- Correcting the appropriate entries in Check Item G for the respondent.

When more than one household member was "personally victimized" during the same incident, complete a separate NCVS-2 with each eligible household member who was personally victimized during his/her reference period. By personally victimized, we mean there was some type of physical contact between the offender and the household member, a threat of physical harm made in person between

the offender and the respondent, or an attempt to physically harm a household member.

Example:

During a screen interview, a respondent reported that he and his wife were robbed at gun point while walking in a shopping center parking lot. During the robbery, the offender forced both household members to walk to a wooded area where he robbed them and tied them to a tree. Even though this is one incident, you will complete two NCVS-2s since both eligible household members were personally victimized during the incident. Fill one NCVS-2 with the husband and another NCVS-2 with his wife. If his wife does not mention that she was personally victimized during her interview, you need to remind her about the incident.

When you are done interviewing an NCVS household, the number of completed NCVS-2s should match the total of all "Number of times" entries in Check Item G for all interviewed household members on the NCVS-1.

Special Situations

Under certain circumstances, the number of completed NCVS-2s will not match the number of times entries **originally** reported in Check Item G. This can happen when the procedures allow you to:

- Stop completing an NCVS-2 OR
- Complete an NCVS-2 and then out-of-scope the incident.

Here are some examples:

- ✓ **Series of crimes** - A respondent reports a series of crimes requiring you to complete only one NCVS-2 for the most recent incident in the series. To be considered a series of crimes, there must be at least SIX occurrences or incidents that are very similar in

detail AND the respondent must NOT be able to recall individual details about each occurrence or incident. Items on the NCVS-2 cover page will help you verify the existence of a series of crimes. Do not record details for all incidents in the series on the NCVS-2. Instead, record only the details for the **most recent incident**.

(Also see Part C, Chapter 3, Topic 2, for more details about a series of crimes.)

- ✓ **Incident happened outside of reference period** - A respondent reports an incident that happened outside of his/her 6-month reference period. Item 3 on the NCVS-2 cover page will help you verify this fact.

(Also see Part C, Chapter 1, for more details about the NCVS reference period.)

- ✓ **Household crime reported by more than one household member** - A respondent reported an incident involving a household crime (*for example, burglary or motor vehicle theft*) or a personal theft without contact that another household member has already reported. Incidents that do NOT involve any physical contact, face-to-face threat of physical harm, or an attempt to physically harm a household member only need to be reported once during the interview period. If you discover this situation after starting the NCVS-2, finish completing it and then out-of-scope the incident, AFTER verifying that the two incidents are identical.

(Also see Part C, Chapter 1, for more information about out-of-scope incidents.)

- ✓ **Identical crime incidents reported in more than one screen question** - A respondent reports the same crime incident in more than one screen question. If you discover this situation after starting the NCVS-2,

finish completing it and then out-of-scope the incident.

(Also see Part C, Chapter 1, for more information about out-of-scope incidents.)

If you discover any of these situations **AFTER completing a respondent's screen interview**, make sure to correct the "Number of times" entries in the screen question and in Check Item G on the NCVS-1, so that the total number of times matches the number of NCVS-2s completed and does NOT include out-of-scope incidents for the respondent. If necessary, also correct the "Yes/No" entries for the screen question. Make sure that you correct these NCVS-1 entries for each incident that you out of scope. Do not erase incorrect entries you may make, instead line through them and then make the correct entries.

General Instructions for Completing an NCVS-2

Always transcribe accurately and legibly the case's identification information onto the top of the NCVS-2 cover page BEFORE completing the Crime Incident Report. By entering correctly and legibly the case's sample, control number, and household number on the NCVS-2, you are ensuring that any NCVS-2s completed for a sample address can be linked together with the other completed forms for the sample address.

Sample	Control number				HH No.
J _____	PSU	Segment	CK	Serial	

To ensure that you fill ALL required NCVS-2s for a respondent:

- Start with incidents reported in the lowest item number screen question and work your way to the highest item number screen question.
- If more than one incident is reported for a screen question, start with the earliest or first incident that

occurred during the person's reference period and work your way to the most recent incident in order of occurrence within the reference period.

Make sure to follow all skip patterns and Field Representative instructions accurately to ensure a smooth flowing and complete interview.

When assembling completed questionnaires for a household, follow these steps:

Step

- 1 The first questionnaire at the top of the stack should be the completed NCVS-1. If you complete any NCVS-1As, staple them to the NCVS-1. If you completed any questionnaires for NCVS supplements, such as School Crime and Police Public Contact, insert them into the NCVS-1.
- 2 Below the NCVS-1, place any NCVS-2s completed for the household.
- 3 Rubber band all completed questionnaires for the household together in one bundle.

By organizing your work this way, you can help prevent forms from getting lost.

Topic 2. Completing Items 1 Through 23 (Cover Page/Location of Incident/Illegal Entry/Use of Weapon)

1a. LINE NUMBER OF RESPONDENT	→	<input type="checkbox"/> <input type="checkbox"/> Line number (<i>ex.</i> , 01)
1b. SCREEN QUESTION NUMBER	→	<input type="checkbox"/> <input type="checkbox"/> Screen question number (<i>ex.</i> , 39)
1c. INCIDENT NUMBER	→	<input type="checkbox"/> <input type="checkbox"/> Incident number (<i>ex.</i> , 01)

Filling Items 1a Through 1c

Once you have transcribed the case's sample, control number, and household number in the appropriate space at the top right of the NCVS-2 cover page, you are ready to complete Items 1a, 1b, and 1c.

Item 1a (Line Number of Respondent)

Fill Item 1a with the 2-digit line number to identify the household member who reported the incident in his/her screen interview. Item 19 of the household member's screen interview (NCVS-1) shows the person's line number as assigned on the household's Control Card.

For a proxy interview, make sure to enter the 2-digit line number for the household member who is unable to answer for himself/herself (*proxy person*), NOT the line number for the proxy respondent who is answering for the proxy person.

Item 1b (Screen Question Number)

Fill Item 1b with the 2-digit item number to identify the screen question where the household member reported the incident. Refer to the household member's screen interview to locate the item number for the incident. It is not necessary to enter a letter suffix (*a, b, or c*) when identifying the screen question item number in Item 1b.

Example:

Line number 1 reports in Items 41a through 41c that someone grabbed and punched him during an argument. When you complete Item 1b on the NCVS-2 for this incident, you will enter only the 2-digit item number, "41."

Item 1c (Incident Number)

When you complete an NCVS-2 for an incident and it is the only incident reported for the screen question identified in Item 1b, enter "01" in Item 1c. However, if the household member reported two or more incidents in one screen question, then you need to assign a unique number to each incident starting with "01" for the earliest or the first incident that happened during the respondent's reference period, "02" for the second earliest incident that happened during the reference period, and so forth.

Example:

During the screen interview, line number 1 reported two incidents in Item 42. On one occasion in June, a neighbor threatened to slap her if she did not stop yelling at his child. On another occasion in August, the same neighbor threatened to hit her with a baseball bat if she did not stop yelling at his child. When completing Item 1c on the NCVS-2, the incident in June would be incident number "01" and the incident in August would be incident number "02."

However, if you recorded two incidents in one screen question and one incident in another screen question, the one incident in the other screen question would be entered in Item 1c as "01," NOT "03."

<p>CHECK ITEM A Has the respondent lived at this address for more than 6 months? (If not sure, refer to 33a on the NCVS-1 or ASK.)</p>	<p><input type="checkbox"/> Yes (more than 6 months) - <i>SKIP to 3</i> <input type="checkbox"/> No (6 months or less) - <i>ASK 2</i></p>
---	---

Check Item A (More Than 6 Months at Current Address)

Check Item A will help you determine whether or not to ask the question in Item 2. If you are unsure about which box to mark in Check Item A:

- Look at the answer marked in Item 33a on the NCVS-1 or

- Ask the respondent whether he/she has lived at the sample address more than 6 months.

If you mark the "Yes" box because the household member has lived at the sample address more than 6 months, you will skip to Item 3.

If you mark the "No" box because the household member has lived at the sample address 6 months or less, then you will continue with Item 2.

Also mark the "No" box in Check Item A when you are unable to determine whether the household member has lived at the sample address more than 6 months or less than 6 months.

If you are conducting a proxy interview, the word "respondent" in Check Item A refers to the person who is unable to answer for himself/herself, not the proxy respondent who is answering the questions.

<p>2. You said that during the last 6 months - <i>(Refer to appropriate screen question for description of crime.)</i> Did (this/the first) incident happen while you were living here or before you moved to this address?</p>	<p><input type="checkbox"/> While living at this address <input type="checkbox"/> Before moving to this address</p>
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Item 2 (While Living at Current Address)

If the household member has lived at the sample address for 6 months or less, then you will ask the question in Item 2 to determine if the reported incident occurred while the household member:

- Lived at the sample address or
- Lived at a previous address.

Follow these steps when asking the question in Item 2:

- ✓ Use the incident description that you entered in the NCVS-1 screen question to decide how to word the

lead-in statement and how many times the incident happened during the reference period.

Example 1:

During the screen interview, the respondent reported in Item 39 that someone stole the battery from her car one time. Read the lead-in statement this way: *"You said that during the last 6 months someone stole the battery from your car."* For a proxy interview, read: *"You said that during the last 6 months someone stole the battery from Jennifer Bailey's (proxy person's) car."*

Example 2:

During the screen interview, the respondent reported in Item 41 that a neighbor threatened to hit her with a frying pan if she walked her dog in the neighbor's yard. The neighbor made this threat two times during the reference period. Read the lead-in statement this way: *"You said that during the last 6 months your neighbor threatened to hit you with a frying pan twice."* For a proxy interview, read: *"You said that during the last 6 months your neighbor threatened to hit Jennifer Bailey (proxy person) with a frying pan twice."*

- ✓ When the incident reported in a screen question happened ONLY ONE TIME during the reference period, ask the question in Item 2 this way:

"Did this incident happen while you were living here or before you moved to this address?"

For a proxy interview, ask Item 2 this way:

"Did this incident happen while Jennifer Bailey (proxy person) was living here or before she moved to this address?"

- ✓ When the incident reported in a screen question happened MORE THAN ONE TIME, you must complete a separate NCVS-2 for each time it happened during the reference period. Start with the earliest incident in the reference period and work towards the most recent. Read the question in Item 2 based on the incident number entered in Item 1c.

Example:

The first threat to hit the respondent with a frying pan was made in March and the second threat was made in April. The March incident will be incident "01" when you complete Item 1c and the April incident will be incident "02." For incident "01," read the question in Item 2 this way: *"Did the first incident happen while you were living here or before you moved to this address?"* When you complete the NCVS-2 for incident "02," read the question in Item 2 this way: *"Did the second incident happen while you were living here or before you moved to this address?"*

Mark Box 1 "While living at this address" or Box 2 "Before moving to this address" based on the respondent's answer.

<p>3. (You said that during the last 6 months - (Refer to appropriate screen question for description of crime.)) In what month did (this/the first) incident happen? (Show calendar if necessary. Encourage respondent to give exact month.)</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/><input type="checkbox"/> Month </div> <div style="text-align: center;"> <input type="checkbox"/><input type="checkbox"/><input type="checkbox"/><input type="checkbox"/> Year </div> </div>
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Item 3 (Month Incident Happened)

Item 3 is used to determine the month and year in which the incident occurred. Encourage respondents to give an exact month and, when necessary during a personal visit interview, show them the calendars on pages 12 and 13 in the Field Representative's Flashcard Booklet, NCVS-554. As you show a respondent the calendars, point out the months covering the respondent's reference period. For telephone interviews, probe with holidays or other special

events to help the respondent identify an exact month of occurrence.

Follow these steps when asking Item 3:

- ✓ Use the incident description that you entered in the NCVS-1 screen question to decide how to word the lead-in statement and how many times the incident happened during the reference period.

Example 1:

During the screen interview, the respondent reported in Item 39 that someone stole gasoline from his car one time. Read the lead-in statement this way:

"You said that during the last 6 months someone stole gasoline from your car." For a proxy interview, read: "You said that during the last 6 months someone stole gasoline from Jennifer Bailey's (proxy person's) car."

Example 2:

During the screen interview, the respondent reported in Item 41 that she was raped two times during the reference period. Read the lead-in statement this way: *"You said that during the last 6 months you were raped twice."*

For a proxy interview, read: *"You said that during the last 6 months Jennifer Bailey (proxy person) was raped twice."*

- ✓ When the incident reported in a screen question happened ONLY ONE TIME during the reference period, ask the question in Item 3 this way:

"In what month did this incident happen?"

- ✓ When the incident reported in a screen question happened MORE THAN ONE TIME, you must complete a separate NCVS-2 for each time it happened during the reference period. Ask the

question in Item 3 based on the incident number entered in Item 1c.

If you are completing the NCVS-2 for the first incident reported for a screen question, enter "01" in Item 1c and read the question in Item 3 this way:

"In what month did the first incident happen?"

If you are completing the NCVS-2 for the second or third incident reported for a screen question, enter "02" or "03" in Item 1c and read the question in Item 3 this way when completing each NCVS-2:

" In what month did the second incident happen?"

"In what month did the third incident happen?"

Enter the respondent's answer for Item 3 using 2-digits for the month and 4-digits for the year (*For example, enter March 2003 as "03" and "2003."*).

***Date Is Outside of
Reference Period***

If the respondent's answer to Item 3 is a date outside of his/her reference period, remind the respondent of the starting and ending dates for his/her reference period.

When the respondent still gives you a date outside of his/her reference period and the incident happened only one time, stop completing the NCVS-2 and out-of-scope the incident. Instructions for how to out-of-scope an incident are shown in Part C, Chapter 1, Topic 8, Out-of-Scope Incidents.

If the incident happened more than once, only complete NCVS-2s for those incidents that happened within the respondent's reference period.

Example:

A respondent reported that she had been raped twice during the last 6 months. When you get to Item 3, you discover that the first rape occurred **before** the start of her reference period, but the second rape did happen during her reference period. Leave the "01" in Item 1c, but enter the date for the second rape in Item 3, since it is the first incident that happened within the reference period. Out-of-scope the first rape by making the appropriate entries on the NCVS-1.

(See Part C, Chapter 1, Topic 8, for detailed instructions on how to mark forms for out-of-scope incidents.)

<p>4. <i>If known, mark without asking. If not sure, ASK --</i> Altogether, how many times did this type of incident happen during the last 6 months?</p>	<p>_____ Number of incidents</p>
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Item 4 (Number of Incidents)

Item 4 is used to record, for the screen question entered in Item 1b, the total number of times that the same type of incident happened during the reference period. If you are already sure what the total number is, enter the number of incidents without asking the question in Item 4.

Always record the exact number of incidents and only include incidents in the total that happened during the respondent's reference period. Do not enter a range of numbers (*for example, 1-4*). 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?" If probing does not help

and the respondent still cannot provide even an estimate, print "DK" to the right of the answer space.

If you enter a number of incidents in Item 4 between "1 and 5," you must complete a separate NCVS-2 for each incident. Failure to do so will result in either the respondent classifying as a Type Z noninterview person or the household classifying as a Type A noninterview.

<p>CHECK ITEM B How many incidents? (Refer to 4.)</p>	<p><input type="checkbox"/> 1 - 5 incidents (not a "series") - <i>SKIP TO 6</i> <input type="checkbox"/> 6 or more incidents - <i>Fill Check Item C</i></p>
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Check Item B (How Many Incidents)

Check Item B is the first check item on the NCVS-2 to determine whether the reported incidents qualify as a series of crimes.

Mark **Box 1** if the number of incidents entered in Item 4 is 1 through 5. This automatically disqualifies the incidents as a series of crimes and you will skip to Item 6 after marking Box 1.

Mark **Box 2** if the number of incidents entered in Item 4 is 6 or more. This indicates that the incidents may qualify as a series of crimes. Continue with Check Item C for the next criteria.

<p>CHECK ITEM C Are these incidents similar to each other in detail, or are they for different types of crimes? (If not sure, ASK.)</p>	<p><input type="checkbox"/> Similar - <i>Fill Check Item D</i> <input type="checkbox"/> Different (not a "series") - <i>SKIP to 6</i></p>
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Check Item C (Similar or Different Incidents)

Check Item C is used to determine if the incidents are very similar to each other or the incidents involve different types of crimes. The incidents entered in Item 4 must be very similar to each other to qualify as a series of crimes. If you are not sure which box to mark, ask the respondent the question in Check Item C.

Mark **Box 1** if ALL the incidents entered in Item 4 are very similar to each other in detail and then fill Check Item D for

the next criteria. For example, a respondent reported seven separate incidents that occurred during the reference period in which money was stolen from her desk at work. In each of these incidents, money was stolen from her desk at work and she was not victimized in any other way that might classify as a different type of NCVS crime. Therefore, you would mark Box 1 in Check Item C.

Mark **Box 2** when there are facts for some of the incidents entered in Item 4 that differentiate them from one another. After marking Box 2, you will skip to Item 6 because these incidents do not qualify as a series of crimes. For example, a respondent reported seven separate incidents all of which took place in the same parking garage during the reference period. For two of the incidents, the offender threatened to sexually assault her. For the remaining five incidents, someone broke into her car and stole unattached items, such as a coat, music CDs, and so forth. In this example, we do NOT have at least 6 very similar incidents, so you would mark Box 2 in Check Item C.

<p>CHECK ITEM D Can you (respondent) recall enough details of each incident to distinguish them from each other? <i>(If not sure, ASK.)</i></p>	<p>1 <input type="checkbox"/> Yes (not a "series") - SKIP to 6 2 <input type="checkbox"/> No (is a "series") - <i>Reduce entry in screen question if necessary - Read 5</i></p>
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Check Item D (Series of Incidents)

Check Item D is used to determine whether the incidents meet the final criteria for a series of crimes. If you are not sure whether the respondent can recall enough facts about each incident to distinguish them from each other, ask the question of the respondent before marking an answer box.

Mark **Box 1** if the respondent can remember enough facts to distinguish the incidents from one another, so that you can complete most of the required questions on the NCVS-2 for each incident. By marking Box 1, you are confirming that the incidents are NOT a series of crimes and you must complete a separate NCVS-2 for each incident entered in Item 4.

Mark **Box 2** if the respondent cannot remember enough facts to distinguish the incidents from one another, so that it would not be possible to complete a separate NCVS-2 for each incident. By marking Box 2, you are confirming that the incidents entered in Item 4 qualify as a "series of crimes."

After marking Box 2 in Check Item D, make sure to:

- Correct the number of times entries on the NCVS-1 so that the series of crimes is shown as ONE time in the reported screen question and in Check Item G.
- Leave the number of incidents in Item 4 of the NCVS-2 as originally entered. Do **NOT** reduce the number in Item 4 after marking Box 2 in Check Item D.

(Also see Part C, Chapter 3, Topic 2, for more information about a series of crimes.)

<p>5. The following questions refer only to the most recent incident. (ASK item 6.)</p>	
<p>6. About what time did (this/the most recent) incident happen?</p>	<p>During day</p> <p>1 <input type="checkbox"/> After 6 a.m. - 12 noon 2 <input type="checkbox"/> After 12 noon - 3 p.m. 3 <input type="checkbox"/> After 3 p.m. - 6 p.m. 4 <input type="checkbox"/> Don't know what time of day</p> <p>At night</p> <p>5 <input type="checkbox"/> After 6 p.m. - 9 p.m. 6 <input type="checkbox"/> After 9 p.m. - 12 midnight 7 <input type="checkbox"/> After 12 midnight - 6 a.m. 8 <input type="checkbox"/> Don't know what time of night</p> <p>Or</p> <p>9 <input type="checkbox"/> Don't know whether day or night</p>

Item 5 (Most Recent Incident)

When you identify a series of crimes by marking Box 2 in Check Item D, you must read the statement in Item 5 next. By reading this statement, you are letting the respondent know that the questions you will ask next relate **ONLY** to the most recent incident that happened in the series of

crimes. Once you read the statement in Item 5, ask Item 6 next.

Item 6 (Time of Day/Night)

Item 6 is used to determine what time of day or night the incident happened. If a "1" is entered in Item 4, read the question in Item 6 this way: *"About what time did this incident happen?"* If a "2" is entered in Item 4, read the question in Item 6 this way: *"About what time did the second incident happen?"* However, if you are completing an NCVS-2 for a series of crimes (*Box 2 marked in Check Item D*), read the question in Item 6 this way: *"About what time did the most recent incident happen?"*

Specific Time Given

If the respondent answers with a specific time, such as 10 p.m., then mark the appropriate answer box for the time given (*For example, when the answer is 10 p.m., mark Box 6 "After 9 p.m. - 12 midnight."*). Make sure to verify whether the specific time given is "a.m." or "p.m."

Range of Hours Given

When a respondent answers with a range of hours, take these steps:

Step

- 1 See if the hours given fit into one answer category. For example, when a respondent answers with "between 4 and 6 p.m.," mark Box 3 "After 3 p.m. - 6 p.m."
- 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 4 p.m.," mark Box 4 "Don't know what time of day." If a respondent answers with "between 10 p.m. and midnight," mark Box 8 "Don't know what time of night."
- 3 If the range of hours overlaps day and night answer categories, mark Box 9 "Don't know whether day or night." For example, when a respondent answers with

"Sometime between 5 p.m. and 10 p.m.," mark Box 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, mark Box 4 "Don't know what time of day."
- It happened sometime during the night, mark Box 8 "Don't know what time of night."
- He/she really does not know whether it happened during the day or during the night, mark Box 9 "Don't know whether day or night."

7. In what city, town, or village did this incident occur?	1 <input type="checkbox"/> Outside U.S. - <i>SKIP to 10</i> 2 <input type="checkbox"/> Not inside a city/town/village - <i>Ask 8a</i> 3 <input type="checkbox"/> SAME city/town/village as present residence - <i>SKIP to 9</i> 4 <input type="checkbox"/> DIFFERENT city/town/village from present residence - <i>Specify</i> _____ <i>Ask 8a</i> 5 <input type="checkbox"/> Don't know - <i>Ask 8a</i>
8a. In what county and state did it occur?	County _____ State _____
8b. Is this the same county and state as your present residence?	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No

Items 7 Through 8b (City/County/ State of Occurrence)

Since these items are designed to help establish where the crime occurred, encourage the respondent to be as precise as possible. In some cases, you may be able to help the respondent to provide a more precise answer by using your knowledge of the area.

Item 7 (City/Town/ Village of Occurrence)

After asking the question in Item 7, "*In what city, town, or village did this incident occur?*", you will mark:

- ✓ **Box 1 "Outside U.S."** 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. After marking Box 1, skip to Item 10.

- ✓ **Box 2 "Not inside a city/town/village"** when the incident did not happen inside the limits of a city, town, or village. After marking Box 2, ask the question in Item 8a next.
- ✓ **Box 3 "SAME city/town/village as present residence"** when the incident happened in the same city, town, or village as the sample address. After marking Box 3, skip to Item 9.
- ✓ **Box 4 "DIFFERENT city/town/village from present residence"** when the incident happened in a different city, town, or village from the sample address. Make sure to enter the name of the city, town, or village where the incident occurred on the "Specify" line and then ask the question in Item 8a.
- ✓ **Box 5 "Don't know"** when the respondent does not know where the incident happened. After marking Box 5, ask the question in Item 8a.

Item 8a (County And State of Occurrence)

Item 8a is used to identify the county and state in which the incident occurred. After asking the question in Item 8a, print the county and state names provided by the respondent legibly on the lines provided. It is acceptable to use the standard 2-letter abbreviation for the state name. Leave the boxes above the county and state lines blank.

Item 8b (Same County And State)

Item 8b is used to find out whether or not the incident happened in the same county and state as the county and state where the sample address is located. Even if you know the answer, ask the question of the respondent before marking Box 1 "Yes" or Box 2 "No."

<p>9. Did this incident occur on an American Indian Reservation or on American Indian Lands?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Item 9 (Occurred on an American Indian Reservation or on American Indian Lands)

Item 9 is used to determine whether the incident happened on an American Indian Reservation or on American Indian Lands. In most cases, a respondent will probably answer Item 9 without hesitation. However, if a respondent is unsure of how to answer, you need to understand what we mean by 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 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 you feel that probing is necessary **after** asking the question in Item 9, the following probe may help the respondent to give you an accurate answer:

"Did the incident happen in an Indian colony, community, pueblo, rancheria, reservation, or reserve?"

Item 10 (Where Incident Took Place)

Item 10 is used to identify the type of place at which the incident took place. It is very important that you mark the most appropriate box so that you follow the correct skip pattern for the incident. If you mark the wrong box in Item 10, the appropriate questions will not get asked to show what really happened during the incident.

When a respondent's answer in Item 10 is not clear and you are unsure which box to mark, probe for more details to identify the correct box to mark. Only mark ONE box to answer Item 10 and always mark the most appropriate box for the incident.

Example:

A respondent's answer for Item 10 is, "At work." That response is too general for you to know which answer box to mark, so you need to find out where the respondent works. Also, if the respondent is a school teacher, the incident may have happened inside the school building (Box 18) or on the school property (Box 19). Probe for the exact location.

<p>10. Where did this incident happen?</p> <p><i>Mark (X) only one box.</i></p>	<p>IN RESPONDENT'S HOME OR LODGING</p> <p>1 <input type="checkbox"/> In own dwelling, own attached garage, or enclosed porch (<i>Include illegal entry or attempted illegal entry of same</i>).....</p> <p>2 <input type="checkbox"/> In detached building on own property, such as detached garage, storage shed, etc. (<i>Include illegal entry or attempted illegal entry of same</i>)..... <i>Ask 11</i></p> <p>3 <input type="checkbox"/> In vacation home/second home (<i>Include illegal entry or attempted illegal entry of same</i>).....</p> <p>4 <input type="checkbox"/> In hotel or motel room respondent was staying in (<i>Include illegal entry or attempted illegal entry of same</i>).....</p> <p>NEAR OWN HOME</p> <p>5 <input type="checkbox"/> Own yard, sidewalk, driveway, carport, unenclosed porch (<i>does not include apartment yards</i>).....</p> <p>6 <input type="checkbox"/> Apartment hall, storage area, laundry room (<i>does not include apartment parking lot/garage</i>)..... <i>SKIP to 18</i></p> <p>7 <input type="checkbox"/> On street immediately adjacent to own home.....</p> <p>AT, IN, OR NEAR A FRIEND'S/RELATIVE'S/NEIGHBOR'S HOME</p> <p>8 <input type="checkbox"/> At or in home or other building on their property.....</p> <p>9 <input type="checkbox"/> Yard, sidewalk, driveway, carport (<i>does not include apartment yards</i>)..... <i>SKIP to 18</i></p> <p>10 <input type="checkbox"/> Apartment hall, storage area, laundry room (<i>does not include apartment parking lot/garage</i>).....</p> <p>11 <input type="checkbox"/> On street immediately adjacent to their home.....</p> <p>COMMERCIAL PLACES</p> <p>12 <input type="checkbox"/> Inside restaurant, bar, nightclub.....</p> <p>24 <input type="checkbox"/> Inside bank..... <i>SKIP to 17c</i></p> <p>25 <input type="checkbox"/> Inside gas station.....</p> <p>26 <input type="checkbox"/> Inside other commercial building, such as a store.....</p> <p>14 <input type="checkbox"/> Inside office.....</p> <p>27 <input type="checkbox"/> Inside factory or warehouse.....</p> <p>PARKING LOTS/GARAGES</p> <p>15 <input type="checkbox"/> Commercial parking lot/garage.....</p> <p>16 <input type="checkbox"/> Noncommercial parking lot/garage..... <i>SKIP to 17c</i></p> <p>17 <input type="checkbox"/> Apartment/townhouse parking lot/garage.....</p> <p>SCHOOL</p> <p>18 <input type="checkbox"/> Inside school building..... <i>SKIP to 17a</i></p> <p>19 <input type="checkbox"/> On school property (school parking area, play area, school bus, etc.)..... <i>SKIP to 17c</i></p>
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<p>10. Where did this incident happen?</p> <p><i>Mark (X) only one box.</i></p>	<p>OPEN AREAS, ON STREET OR PUBLIC TRANSPORTATION</p> <p>20 <input type="checkbox"/> In apartment yard, park, field, playground (<i>other than school</i>).....</p> <p>21 <input type="checkbox"/> On the street (<i>other than immediately adjacent to own/friend's/relative's/neighbor's home</i>)..... SKIP to 18</p> <p>22 <input type="checkbox"/> On public transportation or in station (bus, train, plane, airport, depot, etc.).....</p> <p>OTHER</p> <p>23 <input type="checkbox"/> Other - <i>Specify</i>..... SKIP to 17c</p>
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Notice that the 23 answer categories in Item 10 are grouped together under eight major headings shown in uppercase and bold type. These major headings should help you locate more quickly the correct box to mark after getting the respondent's answer.

In Respondent's Home or Lodging

This is the first major heading and covers Boxes 1 through 4 for **enclosed structures** owned or rented by the respondent in which an incident may have occurred. An enclosed structure is one which has a door or window to gain entry through, such as a respondent's house, apartment, room, garage, shed, enclosed porch, or a vacation home, second home, or hotel/motel room in which the respondent was staying at the time of the incident. This also includes enclosed structures that are on the respondent's property, but are detached from the main structure, such as a detached garage or storage shed.

When marking Box 1 through 4, it does not matter how the offender gained entrance to the enclosed structure (*For example, the offender may have used force, was let in by a household member, or gained entrance through an unlocked or open door or window*). However, if the offender did not enter or try to enter the types of places identified in Boxes 1 through 4, mark the most appropriate box from Boxes 5 through 23.

Mark Box 1

Mark **Box 1, In own dwelling, own attached garage, or enclosed porch (Include illegal entry or attempted illegal entry of same)**, when the offender either tried to enter or

was inside the following types of places during the incident:

- ✓ The respondent's own dwelling, attached garage, or enclosed porch.
- ✓ The respondent's room in a boarding house, school dormitory, or a similar type of place. As you ask the questions in Items 11 through 16, keep in mind that we are only interested in the respondent's room and not the rest of the building. If the incident took place somewhere else in the building outside of the respondent's room, do NOT mark Box 1, instead mark Box 6.
- ✓ The respondent's apartment. As you ask the questions in Items 11 through 16, keep in mind that we are only interested in the respondent's apartment and not the rest of the apartment building. If the incident took place somewhere else in the building outside of the respondent's apartment, do NOT mark Box 1, instead mark Box 6.
- ✓ The respondent's former living quarters, as long as the respondent was living there at the time of the incident AND the incident occurred during the respondent's 6-month reference period.
- ✓ The respondent's **enclosed** porch. If the incident occurred on the respondent's unenclosed porch, do NOT mark Box 1, instead mark Box 5.

After marking Box 1, continue with Item 11.

Mark Box 2

Mark **Box 2, In detached building on own property, such as detached garage, storage shed, etc. (Include illegal entry or attempted illegal entry of same)**, when the offender either tried to enter or was inside the following types of places during the incident:

- ✓ A detached building on the respondent's property other than the respondent's dwelling or attached garage, such as a detached garage, tool shed, guest house, barn, greenhouse, and so forth. Do NOT mark Box 2 if the incident took place in an open carport on the respondent's property, instead mark Box 5.

- ✓ A mobile home or trailer that is NOT used as a recreation vehicle and is situated on the respondent's property. If the mobile home or trailer is used as a recreation vehicle and is situated on the respondent's property during the incident, do NOT mark Box 2, instead mark Box 5.

After marking Box 2, continue with Item 11.

Mark Box 3

Mark **Box 3, In vacation home/second home** (*Include illegal entry or attempted illegal entry of same*) when the offender either tried to enter or was inside the following types of places during the incident:

- ✓ A second home either owned or in the possession of the respondent. Second homes include former dwellings still owned or rented by the respondent, but not used as the respondent's primary residence, as well as new dwellings that are in the possession of the respondent, but not yet used as the primary residence. If the incident happened at a second home owned by a nonhousehold member or rented to a nonhousehold member, do NOT mark Box 3, instead mark Box 8.

- ✓ A vacation home owned by the respondent, regardless of whether or not the respondent was residing at the vacation home when the incident took place. If the incident happened at a vacation home owned by a nonhousehold member or rented to a nonhousehold member, do NOT mark Box 3, instead mark Box 8.

- ✓ A detached building on the property of a second home or vacation home owned by the respondent, such as a detached garage, storage shed, and so forth. If the incident happened in the yard of a vacation or second home, do NOT mark Box 3, instead mark Box 23 and describe the location on the "Specify" line.

After marking Box 3, continue with Item 11.

Mark Box 4

Mark **Box 4, In hotel or motel room respondent was staying in** (*Include illegal entry or attempted illegal entry of same*), when the offender either tried to enter or was inside a hotel or motel room where the respondent was staying temporarily during any part of the incident. However, if the incident happened in the hotel or motel building (*for example, in a conference room, lobby, or hallway*) and the offender never entered or tried to enter the respondent's room, do NOT mark Box 4, instead mark Box 26.

After marking Box 4, continue with Item 11.

Near Own Home

This is the second major heading and covers Boxes 5 through 7 for places near a respondent's primary residence where an incident may have occurred.

Mark Box 5

Mark **Box 5, Own yard, sidewalk, driveway, carport, unenclosed porch** (*does not include apartment yards*), when the incident happened in the following places near the respondent's home:

- ✓ The respondent's yard, regardless of size, when it belongs solely to the respondent's house, townhouse, mobile home, apartment, condominium, and so forth. If the yard is for the use of all occupants in the apartment building, do not mark Box 5, instead mark Box 20.
- ✓ The respondent's driveway, mailbox, sidewalk, unenclosed porch or carport used solely by the

respondent's unit. If the incident happened in a parking lot used by more than just the sample unit, do NOT mark Box 5, instead mark Box 17.

- ✓ The respondent's motor vehicle or recreation vehicle parked on the respondent's property and intended for the sole use of the respondent.
- ✓ The respondent's balcony or patio when it is used solely by the respondent's unit and there was no illegal entry or attempted illegal entry to the sample unit itself.

After marking Box 5, skip to Item 18.

Mark Box 6

Mark **Box 6, Apartment hall, storage area, laundry room (does not include apartment parking lot/garage)**, when the incident happened inside a respondent's residential building, but not in the respondent's apartment, condominium, room in a boarding house, a dormitory room, and so forth.

Box 6 is NOT intended for incidents that:

- ✓ Happen in another apartment or room in the respondent's building, other than the respondent's apartment or room, instead mark Box 8.
- ✓ Happen in an apartment parking garage, even if the parking garage is in the basement of the respondent's building, instead mark Box 17.

After marking Box 6, skip to Item 18.

Mark Box 7

Mark **Box 7, On street immediately adjacent to own home**, when the incident occurred on the street IMMEDIATELY ADJACENT to the respondent's property. "Immediately adjacent" includes directly in front or to the side of the sample unit and does NOT include next door or across the street from the sample unit.

After marking Box 7, skip to Item 18.

***At, In, or Near a
Friend's/ Relative's/
Neighbor's Home***

This is the third major heading and covers Boxes 8 through 11 for places where an incident may have happened that are at, in, or near the home of a respondent's friend, relative, or neighbor.

Mark Box 8

Mark **Box 8, At or in home or other building on their property**, when the incident happened at or in a dwelling or other building on the property owned by a friend, relative, or neighbor. Other buildings on a friend's, a relative's, or a neighbor's property could include a garage, porch, tool shed, guest house, barn, greenhouse, mobile home or trailer that is not used as a recreation vehicle, and so forth.

Also mark Box 8 if the incident happened at or in:

- ✓ A second home or vacation home owned by a friend, relative, or neighbor of a respondent.
- ✓ A friend's, a relative's, or neighbor's room in a boarding house, school dormitory, or similar type of place.
- ✓ A friend's, a relative's, or a neighbor's apartment.

After marking Box 8, skip to Item 18.

If the incident happened at or in a dwelling or other building on the property of someone the respondent does not know, mark Box 23 and enter a description of exactly where the incident took place.

Mark Box 9

Mark **Box 9, Yard, sidewalk, driveway, carport (does not include apartment yards)**, when the incident happened in a friend's, a relative's, or neighbor's yard, sidewalk, driveway, carport, balcony, open porch, or patio. The yard, sidewalk, driveway, carport, balcony, open porch, or patio must be intended for the sole use of the respondent's friend, relative,

or neighbor and not for the use of other housing units. Do not mark Box 9 if the incident took place in an apartment yard, instead mark Box 20.

After marking Box 9, skip to Item 18.

If the incident happened in the yard, sidewalk, driveway or carport of someone the respondent does not know, mark Box 23 and enter a description of exactly where the incident took place.

Mark Box 10

Mark **Box 10, Apartment hall, storage area, laundry room (does not include apartment parking lot/garage)**, when the incident happened in the building where a respondent's friend, relative, or neighbor lives, but not in the friend, relative, or neighbor's unit. The building could include apartments, condominiums, dormitory rooms, boarding house rooms, and so forth. If the incident happened in the building's parking garage, do not mark Box 10, instead mark Box 17.

After marking Box 10, skip to Item 18.

Mark Box 11

Mark **Box 11, On street immediately adjacent to their home**, when the incident occurred on the street IMMEDIATELY ADJACENT to the property of the respondent's friend, relative, or neighbor. "Immediately adjacent" includes directly in front or to the side of the friend's, the relative's, or neighbor's unit and does NOT include next door or across the street from the friend's, relative's, or neighbor's unit.

After marking Box 11, skip to Item 18.

Commercial Places

This is the fourth major heading and covers Boxes 12, 24 - 26, 14, and 27 for different types of commercial places in which the incident could have occurred.

Mark Box 12

Mark **Box 12, Inside restaurant, bar, nightclub**, when the incident happened INSIDE any type of eating and/or

drinking establishment, such as a restaurant, bar and grill, cafe, tavern, cafeteria, bar, and so forth.

After marking Box 12, skip to Item 17c.

Mark Box 24, 25, or 26

Mark **Box 24, Inside bank**, when the incident happened in a bank, credit union, or some other type of financial institution. Mark **Box 25, Inside gas station**, when the incident happened anywhere on the property of a gas station. Mark **Box 26, Inside other commercial building, such as a store**, 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 forth.

Box 26 is NOT intended for incidents that happened in a:

- Restaurant, bar, or nightclub, instead mark Box 12.
- Commercial parking lot or garage, instead mark Box 15.
- Airport, bus or train station, or on a bus, train, plane, or some other type of public transportation, instead mark Box 22.

After marking Box 24, 25, or 26, skip to Item 17c.

Mark Box 14 or 27

Mark **Box 14, Inside office**, when the incident happened INSIDE a building used for office work, including incidents that occur in post office buildings. Mark **Box 27, Inside factory or warehouse**, when the incident happened INSIDE a commercial building used for factory work or warehouse storage purposes.

After marking Box 14 or 27, skip to Item 17c.

Parking Lots/Garages

This is the fifth major heading and covers Boxes 15 through 17 for all types of parking lots and parking garages at which the incident could have happened.

Mark Box 15

Mark **Box 15, Commercial parking lot/garage**, when the incident took place at an attended or unattended parking lot or garage which is privately operated for profit AND requires a parking fee.

Do NOT mark Box 15 when the incident occurred:

- ✘ In a parking lot or garage that has parking meters or is operated by a local, state, or Federal government, regardless of whether or not a fee is required, instead mark Box 16.
- ✘ In a commercial parking lot or garage during hours when the general public can park free, instead mark Box 16.

After marking Box 15, skip to Item 17c.

Mark Box 16

Mark **Box 16, Noncommercial parking lot/garage**, when the incident happened at a public parking lot or garage where the general public can park free of charge, such as at a shopping mall or shopping center, bus station, office building, and so forth.

Also mark Box 16 when the incident happened at:

- ✓ A parking lot or garage that has parking meters.
- ✓ A parking lot or garage that is operated by a local, state, or Federal government, regardless of whether or not a fee is required.
- ✓ A commercial parking lot or garage during hours when parking is free to the general public.

Do NOT mark Box 16 when the incident took place:

- ✘ At parking meters on the side of a street, instead mark Box 21.
- ✘ At apartment parking lots, instead mark Box 17.
- ✘ At school parking lots or areas, instead mark Box 19.

After marking Box 16, skip to Item 17c.

Mark Box 17

Mark **Box 17, Apartment/townhouse parking lot/garage**, when the incident happened in the parking area provided for residents and their guests. This includes residents of apartments, townhouses, rooming houses, dormitories, condominiums, and so forth. It does not matter if the parking garage is inside or attached to the resident's building.

After marking Box 17, skip to Item 17c.

School

This is the sixth major heading and covers Boxes 18 and 19 for school buildings and school property at which the incident could have taken place.

Mark Box 18

Mark **Box 18, Inside school building**, when the incident happened **inside** a school building (*for example, in a classroom, gym, hallway, or principal's office*). If the incident happened on the grounds of a school and not inside a school building, mark Box 19. If the incident happened in a school dormitory building, mark Box 1 or 6, as appropriate.

After marking Box 18, skip to Item 17a.

Mark Box 19

Mark **Box 19, On school property (school parking area, play area, school bus, etc.)**, when the incident happened outside of a school building in areas such as the school steps, parking lot, athletic field, playground, or a school bus

that is transporting students to or from school each school day or on a school bus to and from a school sponsored activity. If the incident happened when a school bus was transporting students to or from an activity NOT sponsored by the school (*such as to an amusement park or summer camp*), mark Box 22.

After marking Box 19, skip to Item 17c.

***Open Areas, on Street or
Public Transportation***

This is the seventh major heading and covers Boxes 20 through 22 for a variety of places open to the general public where an incident could take place.

Mark Box 20

Mark **Box 20, In apartment yard, park, field, playground (*other than school*)**, when the incident occurred in a public, unenclosed area AND the area is NOT on school property. Also mark Box 20 when the incident happened in a yard shared by more than one family.

Mark Box 21

Mark **Box 21, On the street (*other than immediately adjacent to own/friend's/relative's/neighbor's home*)**, when the incident happened on a public street or highway AND the street or highway is not adjacent to the respondent's own home or the home of a respondent's friend, relative, or neighbor.

Also mark Box 21 when the incident involved:

- ✓ A parked motor vehicle, such as an incident involving auto theft,
- ✓ The respondent driving or riding in a motor vehicle,
- ✓ The respondent walking or riding a bicycle on a street,
- ✓ The respondent while on the shoulder of a street or on a public sidewalk that is not covered in another category of Item 10.

After marking Box 21, skip to Item 18.

Mark Box 22

Mark **Box 22, On public transportation or in station (bus, train, plane, airport, depot, etc.)**, when the incident happened on some type of public transportation (*bus, taxi, train, plane, subway, and so forth*) or in a bus depot, train station, airport, or subway station. Also mark Box 22 when the incident happened on a school bus while transporting persons to or from an activity that is **NOT** sponsored by the school, such as to or from a summer camp.

If the incident happened on a school bus going to or from school each school day or on a school bus to and from a school sponsored activity, mark Box 19.

After marking Box 22, skip to Item 18.

Other (Box 23)

Mark **Box 23, Other**, when the incident happened at or in a place that does not fit any of the places shown for Boxes 1 through 27 (*Box numbers are not shown in sequence in Item 10.*) OR when the respondent does not know where the incident took place. After marking Box 23, always describe the place or situation on the "Specify" line.

Here are some examples for marking Box 23 in Item 10:

- Fenced in storage yard of a factory
- Jail or prison
- Hospital
- Library
- Church
- On a beach

After marking Box 23, skip to Item 17c.

<p>11. Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repairperson?</p>	<p>1 <input type="checkbox"/> Yes -- <i>SKIP to 19</i> 2 <input type="checkbox"/> No..... 3 <input type="checkbox"/> Don't know....</p>	<p><i>Ask 12</i></p>
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Item 11 (Right to be Here/There)

If you mark Box 1, 2, 3, or 4 in Item 10, you will ask the question in Item 11 next to determine whether the offender had a legal right to be in the respondent's home or other structure on the respondent's property.

Mark Box 1, Yes

Mark Box 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 maid, and so forth.
- ✓ 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 mark Box 1. For example, mark Box 2 "No," if the offender misrepresented his or her purpose for needing to enter the building/unit/dwelling by impersonating a repair person, police officer, maid, and so forth.

After marking Box 1, skip to Item 19.

Mark Box 2, No

Mark Box 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 child's

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 repair person, police officer, maid, and so forth.

After marking Box 2, continue with Item 12.

Mark Box 3, Don't Know

Mark Box 3, "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.

After marking Box 3, continue with Item 12.

12. Did the offender actually get INSIDE your (house/apartment/room/garage/shed/enclosed porch)?	<input type="checkbox"/> Yes -- <i>SKIP to 14</i> <input type="checkbox"/> No..... <i>Ask 13</i> <input type="checkbox"/> Don't know.....
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Item 12 (Actually Got Inside)

After marking Box 2 or 3 in Item 11, you will ask the question in Item 12 next to determine if the offender actually entered the building or dwelling. As you ask Item 12, make sure to read the appropriate type of structure. For example, if the incident occurred in the respondent's garage, ask, "***Did the offender actually get INSIDE your garage?***"

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 Item 12. Mark Box 2 "No" if the offender got inside the building, but did not actually get inside the respondent's apartment unit or hotel room.

**Before Marking Box 3,
Don't Know**

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 will not know if the offender actually got inside. For instance, you would mark Box 3 "Don't know" if a respondent:

- Did not find anything disturbed or stolen even though the back door window 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.

<p>13. Did the offender TRY to get in your (house/apartment/room/garage/shed/enclosed porch)?</p>	<p>1 <input type="checkbox"/> Yes -- Ask 14 2 <input type="checkbox"/> No -- SKIP to 19 3 <input type="checkbox"/> Don't know -- Ask 14</p>
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Item 13 (Tried to Get Inside)

After marking Box 2 or 3 in Item 12, you will ask the question in Item 13 to determine if the offender tried to get into the respondent's dwelling or other building on the respondent's property. As you read the question, make sure to read the appropriate type of structure. For example, if the incident occurred in the respondent's enclosed porch, ask, "***Did the offender TRY to get in your enclosed porch?***"

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 Item 13. Mark Box 2 "No" if the offender tried to get inside the building, but did not actually try to get inside the respondent's apartment unit or hotel room.

**Before Marking Box 2,
No**

Before marking Box 2 "No" in Item 13, make sure that the respondent did NOT answer "No" because the offender was let in or entered through an unlocked or open door or window. In other words, there was no evidence of forcible entry. If this is the case, change the answer in Item 12 by

lining through the mark in Box 2 or 3 and marking Box 1 "Yes" to show that the offender actually got inside the respondent's home or lodging.

Reviewing Answer in Item 10

If you mark Box 2 "No" in Items 12 and 13, you are indicating that the offender did NOT get inside or try to get inside the respondent's home or lodging. Therefore, no illegal entry or attempted illegal entry happened. In this situation, you must go back to Item 10 and review the entry with the respondent so you can verify that the correct box is marked to indicate where the incident took place.

If you need to correct the entry in Item 10:

- Line through the incorrect box,
- Mark the correct box from Boxes 5 through 27 (*Box numbers are not shown in sequence in Item 10.*),
- Follow the skip instruction for the correct box, and
- Line through the answers marked in Items 11 through 13 due to the new skip instruction.

<p>14. Was there any evidence, such as a broken lock or broken window, that the offender(s) (got in by force/TRIED to get in by force)?</p>	<p>1 <input type="checkbox"/> Yes -- <i>Ask 15</i> 2 <input type="checkbox"/> No -- <i>SKIP to 16</i></p>
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<p>15. What was the evidence? Anything else? <i>Mark (X) all that apply.</i></p>	<p>Window</p> <p>1 <input type="checkbox"/> Damage to window (include frame, glass broken/removed/cracked).....</p> <p>2 <input type="checkbox"/> Screen damaged/removed.....</p> <p>3 <input type="checkbox"/> Lock on window damaged/tampered with in some way.....</p> <p>4 <input type="checkbox"/> Other -- <i>Specify</i> ↘</p> <hr/> <p>Door</p> <p>5 <input type="checkbox"/> Damage to door (include frame, glass panes or door removed).....</p> <p>6 <input type="checkbox"/> Screen damaged/removed.....</p> <p>7 <input type="checkbox"/> Lock or door handle damaged/tampered with in some way.....</p> <p>8 <input type="checkbox"/> Other -- <i>Specify</i> ↘</p> <hr/> <p>Other</p> <p>9 <input type="checkbox"/> Other than window or door -- <i>Specify</i> ↘</p> <hr/>
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SKIP to 19

Items 14 and 15 (Evidence of Force)

Items 14 and 15 are used to determine whether there was any physical, visible evidence of forcible entry found after the incident took place.

You will ask Item 14 when:

- Box 1 is marked in Item 12 indicating that the offender actually got inside the respondent's dwelling or lodging OR
- Box 1 or 3 is marked in Item 13 indicating that the offender tried to get in the respondent's dwelling or lodging or the respondent does not know whether the offender tried to get in the respondent's dwelling or lodging.

As you ask Item 14, make sure to read the correct phrase based on whether:

- Box 1 is marked in Item 12. If so, read "**got in by force.**" OR
- Box 1 or 3 is marked in Item 13. If so, read "**TRIED to get in by force.**"

Marking Item 14

Mark Box 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 Item 15. After marking Box 1 for Item 14, you will continue with Item 15 to identify the types of physical, visible evidence from the incident.

Mark Box 2 "No" in Item 14, when the evidence is:

- ✓ A skeleton key or entry through an open window, door, and so forth.
- ✓ 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.

In the examples shown above, you would mark Box 2 "No" if no other evidence of a forcible entry or attempted forcible entry was mentioned. After marking Box 2 in Item 14, you will skip to Item 16.

Marking Item 15

After marking Box 1 in Item 14, you will continue with Item 15 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. Mark all boxes that apply to the respondent's answer and continue to ask, "Anything else?", until you get a "No" response.

The answer categories for Item 15 are separated into three groups--Window, Door, and Other. Boxes 1 through 4 relate to the types of damage to a window. Boxes 5 through 8 relate to the types of damage to a door. Box 9 relates to all other means of force used to gain entry or to try to gain entry into the respondent's dwelling or lodging.

Since physical, visible evidence of force is evidence that can be seen, keep in mind that 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.

Mark Box 1

Mark Box 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.

Mark Box 2

Mark Box 2 if the window screen was cut, ripped, or removed by the offender to gain access or to try to gain access.

Mark Box 3

Mark Box 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.

Mark Box 4

Mark Box 4 if the respondent mentions some type of window damage not covered in Boxes 1 through 3 and then note how the offender gained access or attempted to gain access through a window. Avoid using Box 4 if the respondent's answer really fits Box 1, 2, and/or 3.

Mark Box 5

Mark Box 5 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.

Mark Box 6

Mark Box 6 if the offender damaged or removed a screen door.

Mark Box 7

Mark Box 7 if a door lock or handle was damaged, tampered with, or removed.

Mark Box 8

Mark Box 8 if the respondent mentions some type of door damage not covered in Boxes 5 through 7 and then note how the offender gained access or attempted to gain access through a door. Avoid using Box 8 if the respondent's answer really fits Box 5, 6, and/or 7.

Mark Box 9

Mark Box 9 if the offender forcibly gained access or tried to gain access other than through a door or window, such as by cutting a hole in a wall. After marking Box 9, always note what type of evidence there was of forcible entry or attempted forcible entry.

After marking all applicable boxes in Item 15, skip to Item 19.

<p>16. How did the offender (get in/TRY to get in)? <i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> Let in.....</p> <p>2 <input type="checkbox"/> Offender pushed his/her way in after door opened.....</p> <p>3 <input type="checkbox"/> Through OPEN DOOR or other opening.....</p> <p>4 <input type="checkbox"/> Through UNLOCKED door or window.....</p> <p>5 <input type="checkbox"/> Through LOCKED door or window - Had key.....</p> <p>6 <input type="checkbox"/> Through LOCKED door or window - Picked lock, used credit card, etc., other than key</p> <p>7 <input type="checkbox"/> Through LOCKED door or window - Don't know how.....</p> <p>8 <input type="checkbox"/> Don't know.....</p> <p>9 <input type="checkbox"/> Other - <i>Specify</i>.....</p>
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SKIP to 19

Item 16 (How Got In or Tried to Get In)

After marking Box 2 in Item 14, you will skip to Item 16 to determine how the offender got inside or tried to get inside the respondent's dwelling or lodging when there was no evidence of a forcible entry or attempted forcible entry.

After asking the question in Item 16, mark the first box that applies and probe when the respondent's answer is unclear or too general. For example, if a respondent says that the offender got in through the front door, you need to probe to determine whether the offender was let in, came through an unlocked door, and so forth.

Only mark ONE box for Item 16 and skip to Item 19 after marking the appropriate box.

Mark Box 1

Mark Box 1 if the offender was let into the dwelling or lodging by someone who was not authorized to permit entry. For example, a child lets in an offender even though the child's parents had told the offender never to come to their home.

Also mark Box 1 if the offender entered the dwelling or lodging without permission or entered fraudulently when someone answered the door. For example, an offender falsely claims to be a police officer or a maid to gain access.

Mark Box 2

Mark Box 2 if the offender pushed his/her way in after someone opened the door.

Mark Box 3

Mark Box 3 if the offender got in or tried to get in through a door or other opening that was already open at the time of the incident. Do not mark Box 3 if the offender had to open an unlocked door, window, and so forth to enter the respondent's dwelling or lodging.

The phrase "Other openings" includes open windows, open garage doors, the open side of a three-sided shed, an opening left by a missing door or window, a hole in the wall, and so forth.

Mark Box 4

Mark Box 4 if the offender opened or tried to open an unlocked door or window to gain access.

Mark Box 5

Mark Box 5 if the offender used a key to enter through a locked door or window of the respondent's dwelling or lodging. A key includes one cut to fit the lock, a skeleton key, or any other key.

Mark Box 6

Mark Box 6 if the offender used "another means," other than a key, to gain access through a locked door or window AND the respondent knows or has a pretty good idea how the offender entered or attempted to enter the dwelling or lodging. The phrase "another means" includes picking the lock, using a credit card, and so forth.

It is possible that you could discover that the method used to gain access or to try to gain access left physical, visible evidence of force. If this happens, correct the answer in Item 14 by lining through the original "No" entry and mark Box 1 "Yes." Based on the new answer in Item 14, you need to ask Item 15 next. Also, if you marked a box in Item 16, line through the marked box.

Mark Box 7

Mark Box 7 if the respondent thinks or knows that the offender entered or tried to enter his/her dwelling or lodging through a locked door or window, but does not know how.

Mark Box 8

Mark Box 8 if the respondent does not know how the offender gained access or tried to gain access to his/her dwelling or lodging. For example, a respondent returns home and discovers that the television and stereo system are gone, but there is no indication at all of how the offender got into the home.

Mark Box 9

Mark Box 9 if the offender entered or tried to enter the respondent's dwelling or lodging by some means not described in Boxes 1 through 8. After marking Box 9, always describe the method used on the "Specify" line.

Here is an example for marking Box 9: The offender held a gun to the respondent's head and forced the respondent to open the door.

17a. Was it your school?	<input type="checkbox"/> Yes <input type="checkbox"/> No - <i>Skip to 17c</i>
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Item 17a (Respondent's School)

After marking Box 18, "Inside school building," in Item 10, you are instructed to skip to Item 17a. Item 17a is used to determine whether or not the incident happened at the respondent's school. If you are taking a proxy interview, ask the question this way:

"Was it Jennifer Bailey's (proxy person's) school?"

Mark Box 1

If you get a "Yes" answer, mark Box 1 and continue with Item 17b to determine in what part of the school building the incident happened.

Mark Box 2

If you get a "No" answer, mark Box 2 and skip to Item 17c to determine whether or not the incident happened in an area that is restricted to certain people.

17b. In what part of the school building did it happen?	<input type="checkbox"/> Classroom <input type="checkbox"/> Hallway/Stairwell <input type="checkbox"/> Bathroom/Locker room <input type="checkbox"/> Other (library, gym, auditorium, cafeteria)
---	---

Item 17b (Part of School Building)

After marking Box 1, "Yes," in Item 17a, continue with Item 17b to determine in what part of the school building the incident happened. Only mark ONE of the four boxes to identify the most accurate description of where the incident took place within the respondent's school building.

Mark Box 1

Mark Box 1 if the respondent tells you that the incident occurred in a classroom.

Mark Box 2

Mark Box 2 if the respondent tells you that the incident occurred in a school hallway or stairway/stairwell.

Mark Box 3

Mark Box 3 if the respondent tells you that the incident occurred in a school bathroom, shower room, or locker room.

Mark Box 4

Mark Box 4 if the respondent tells you that the incident occurred in another location within the school building other than the locations mentioned in Boxes 1, 2, or 3, such as in the school library, gym, auditorium, cafeteria, and so forth.

<p>17c. <i>ASK OR VERIFY</i> - Did the incident happen in an area restricted to certain people or was it open to the public at the time?</p>	<p>1 <input type="checkbox"/> Open to the public 2 <input type="checkbox"/> Restricted to certain people (or nobody had a right to be there) 3 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> Other - <i>Specify</i> </p>
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Item 17c (Restricted Area or Open to the Public)

After marking a box in Item 10 that identifies a commercial place, parking lots/garages, on school property, or other, you will skip to Item 17c to determine whether at the time of the incident the location was restricted to certain people or was open to the public. If you mark Box 18 in Item 10, you will ask Item 17c AFTER completing Item 17a and 17b.

Notice that Item 17c has the instruction "ASK OR VERIFY." When you see this instruction, you can verify a known answer with the respondent without asking the question. Only verify a known answer when you see this instruction and do not mark the answer without at least verifying it first with the respondent.

Mark Box 1

Mark Box 1 when the incident happened in an area that was open to the general public at the time of the incident. Places that are usually open to the public include stores, public sidewalks, public buildings, restaurants, parking lots, apartment yards, parks, and so forth.

Mark Box 2

Mark Box 2 when the incident happened in an area that was restricted to certain people at the time of the incident, such as an employee's lounge in a store, a school classroom, or a private country club. Restricted places normally consider persons who do not belong on the premises as trespassers. Also mark Box 2 if the incident

happened at a business during non-business hours when the place is restricted and not open to the general public.

Mark Box 3

Mark Box 3 when the respondent does not know if the place where the incident happened was open to the general public at the time of the incident. For example, a respondent left his rain coat at a restaurant and, when he returned the next day, the rain coat was not found. In this situation, you would mark Box 2 since the respondent does not know whether the incident happened during business or non-business hours AND the restaurant is NOT open to the general public during non-business hours.

Mark Box 4

Mark Box 4 if the respondent's answer does not fit Boxes 1 through 3. After marking Box 4, make sure to explain the situation on the "Specify" line. Avoid using Box 4 if the respondent's answer really fits Box 1, 2, or 3.

<p>18. ASK OR VERIFY - Did it happen outdoors, indoors, or both?</p>	<p><input type="checkbox"/> Indoors (inside a building or enclosed space) <input type="checkbox"/> Outdoors <input type="checkbox"/> Both</p>
---	---

Item 18 (Outdoors or Indoors)

After marking box 5 through 11 or 20 through 22 in Item 10, you are instructed to skip to Item 18 so you can determine if the incident happened indoors, outdoors, or both indoors and outdoors. You will also complete Item 18 after completing Item 17c.

Item 18 includes the "ASK OR VERIFY" instruction, which allows you to verify a known answer with the respondent without asking the question. Only verify a known answer when you see this instruction and do not mark the answer without at least verifying it first with the respondent.

Mark Box 1

Mark Box 1 if the incident happened inside a building or enclosed space that has a roof, such as a three-sided shed, screened porch, screened gazebo, patio room, and so forth.

Mark Box 2

Mark Box 2 if the incident happened outdoors in an open space, such as in a backyard (*fenced or unfenced*), baseball

field, carport, parking lot, open porch or patio, and so forth. For the NCVS, all modes of transportation are considered outdoors. This includes cars, trucks, vans, sport utility vehicles, buses, taxicabs, airplanes, trains, and so forth.

Mark Box 3

Mark Box 3 if the incident happened both indoors and outdoors. For example, a respondent was attacked inside a bar. As the respondent fled the bar, the offender followed him and continued to attack him in the parking lot. Another example would be an incident in which a respondent's property was stolen from inside the home and from the unenclosed patio.

<p>19. ASK OR VERIFY - How far away from home did this happen?</p> <p><i>PROBE -</i> Was it within a mile, 5 miles, 50 miles or more? <i>Mark (X) first box that respondent is sure of.</i></p>	<p><input type="checkbox"/> At, in, or near the building containing the respondent's home/next door</p> <p><input type="checkbox"/> A mile or less</p> <p><input type="checkbox"/> Five miles or less</p> <p><input type="checkbox"/> Fifty miles or less</p> <p><input type="checkbox"/> More than 50 miles</p> <p><input type="checkbox"/> Don't know how far</p>
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Item 19 (Distance From Home)

After completing Items 15, 16, or 18, you will complete Item 19 to determine the distance between where the incident happened and where the respondent was residing at the time of the incident.

Notice that Item 19 has the instruction "ASK OR VERIFY." When you see this instruction, you can verify a known answer with the respondent without asking the question. Only verify a known answer when you see this instruction and do not mark the answer without at least verifying it first with the respondent. Mark the first box about which the respondent feels sure.

Item 19 also includes a probe question that you only need to use if the respondent seems uncertain about how to answer the question.

Mark Box 1

Mark Box 1 when the incident took place in the respondent's home or on the respondent's property. If the

respondent was living in a single family home or a mobile home at the time of the incident, Box 1 refers to the home, yard, driveway, carport, sidewalk, or street adjacent to the home. Also mark Box 1 if the incident happened at the respondent's next door neighbor's home.

If the respondent was living in an apartment, dormitory room, and so forth, at the time of the incident, Box 1 refers to:

- Inside the respondent's unit,
- Inside the building where the unit is located (*for example, an apartment hallway or laundry room*),
- Inside another resident's unit in the same building,
- The yard, sidewalk, or street adjacent to the respondent's building.

Mark Boxes 2 Through 6

Mark the first box from Boxes 2 through 6 that best describes the distance between where the incident happened and where the respondent was residing at the time of the incident. For example, mark Box 3 when the respondent is unsure if the distance is less than 5 miles, but is positive that the distance is at least two miles.

<p>20a. ASK OR VERIFY - Were you or any other member of this household present when this incident occurred?</p>	<p>1 <input type="checkbox"/> Yes - Ask 20b 2 <input type="checkbox"/> No - SKIP to 56, page 8</p>
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Item 20a (Household Member Present)

Following Item 19, ask or verify Item 20a to determine whether any persons who are considered household members at the time of the interview were present when the incident occurred. It is extremely important that you mark this item correctly, because an incorrect answer will either:

- ✓ Cause you to skip over items needed to fully describe the incident and could cause the incident to classify

incorrectly when you mark Box 2 "No" by mistake,
OR

- ✓ Cause you to ask questions that do not relate to what happened during the incident when you mark Box 1 "Yes" by mistake.

It is very important that you understand the NCVS concept of "presence" during an incident. If you suspect that a respondent's answer to Item 20a is not correct based on the information provided earlier in the interview, probe to get an accurate answer. If you probe and it is still unclear how to mark Item 20a, it is better to mark Box 1 "Yes," than to mark Box 2 "No."

Here are three examples when the respondent answered "No," but, by NCVS standards, each respondent is considered present during the incident:

- A respondent answers "No" to Item 20a because she was sleeping in her bedroom on the second floor while the offender forcibly entered through her kitchen door on the first floor and stole electronic equipment.
- A respondent answers "No" to Item 20a because he is watching television in his family room while the offender stole three bicycles from his open attached garage.
- A respondent answers "No" to Item 20a because she is in the kitchen cooking dinner while the offender who is a guest was stealing jewelry and money from her bedroom dresser.

In all of these examples, Box 1 "Yes" should be marked because the respondent in each case is considered present during the incident. This may not always be clear to a respondent.

For the NCVS, a household member is considered present when he/she is at the immediate scene of the crime incident and there is an opportunity for the offender to attack or threaten to physically harm a household member or to take something directly from a household member.

If a current household member was not at the immediate scene of the incident, but was personally attacked or threatened with physical harm or an attempt was made to harm the household member, consider the person present during the incident and complete a separate NCVS-2 for each eligible household member who was personally victimized. This includes:

- Being shot at through a window by someone outside of the house,
- Being threatened with physical harm by a neighbor in the adjoining yard or by an ex-boyfriend standing outside the respondent's closed door while the respondent is inside the house and on the other side of the closed door. This does **NOT** include threats that are **NOT** made in person directly from the offender to the respondent, such as a threat by telephone, Internet, FAX, mail, or through another person.

(Also see Part C, Chapter 3, Topic 6, for more detailed information about presence during an incident.)

Notice that Item 20a has the instruction "ASK OR VERIFY." When you see this instruction, you can verify a known answer with the respondent without asking the question. Only verify a known answer when you see this instruction and do not mark the answer without at least verifying it first with the respondent.

If you are taking a proxy interview, the word "you" in the question refers to the person for whom the interview is

being taken (*the proxy person*), not to the proxy respondent. As you verify the answer or ask the question in Item 20a, replace the word "you" with the proxy person's name. For example, "Was John Blake (*proxy person*) or any other member of this household present when this incident occurred?"

Marking Box 1 "Yes"

Mark Box 1 "Yes" if the respondent or any other person who is a household member at the time of the interview was present during the incident according to the NCVS definition of presence.

After marking Box 1, continue with Item 20b.

Here are some examples for when Box 1 should be marked in Item 20a:

- ✓ A woman looked out her kitchen window and saw a strange boy entering her garage. When she entered the garage, she saw that the boy was attempting to steal her bicycle. The boy got scared and ran away. In this situation, the woman was **present** because she reached the immediate crime scene while the attempted crime was still in progress and she could have been harmed by the offender.
- ✓ A man falls asleep on the beach and when he wakes up his CD player and keys are gone. In this situation, the man was **present** even though he was sleeping while the incident took place. He was at the immediate scene of the crime and could have been harmed by the offender.
- ✓ A woman was resting in her family room when a stranger tried to break in through the locked door. When she turned on the porch light, he ran away. In this situation, the woman was **present** because she was at the immediate scene of the attempted break in and, if the break in had been successful, she could have been harmed by the offender.

Marking Box 2 "No"

Mark Box 2 "No" if none of the household members at the time of the interview were present during the incident according to the NCVS definition of presence.

After marking Box 2, skip to Item 56 on page 8 of the NCVS-2.

Here are some examples for when Box 2 should be marked in Item 20a:

- ✓ A woman's leather coat was stolen from the coat room in the restaurant lobby while she was eating dinner at the restaurant. After finishing her meal, she returned to the coat room to get her leather coat and it was gone. In this situation, the woman was **not present**, because she was not at the immediate scene of the crime during the incident and the offender did not have an opportunity to harm the woman during the theft.
- ✓ A man was sleeping inside his house while someone stole his new Mercedes from his driveway. In this situation, the man was **not present**, because he was not at the immediate scene of the crime during the incident and the offender did not have an opportunity to harm him during the theft.
- ✓ A woman looked out her living room window and saw someone loading her riding lawn mower from her front yard onto a truck. By the time she got outside, they had driven away with her lawn mower. In this situation, the woman was **not present** because she was not at the immediate scene of the crime and there was no chance that she could have been harmed during the incident.

<p>20b. ASK OR VERIFY - Which household members were present?</p> <p>FIELD REPRESENTATIVE - <i>If proxy interview, "Respondent" refers to the person for whom the proxy interview is taken, not the proxy respondent.</i></p>	<p>1 <input type="checkbox"/> Respondent only..... Ask 21</p> <p>2 <input type="checkbox"/> Respondent and other household member(s)</p> <p>3 <input type="checkbox"/> Only other household member(s), not respondent - <i>SKIP to 59, page 8</i></p>
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Item 20b (Which Household Member Present)

After marking Box 1 "Yes" in Item 20a, you are instructed to complete Item 20b next to determine which household members were present during the incident.

Notice that Item 20b has the instruction "ASK OR VERIFY." When you see this instruction, you can verify a known answer with the respondent without asking the question. Only verify a known answer when you see this instruction and do not mark the answer without at least verifying it first with the respondent.

Item 20b is another critical item and you need to ensure that you mark the correct answer box. Otherwise, important information may be missed (*for example, information about weapons, attack or threat methods, injuries, medical expenses, and so forth*) or inappropriate questions may be asked (*for example, questions about weapons, attacks, and threats*).

For a Proxy Interview

If you are taking a proxy interview, the word "Respondent" in the answer categories refers to the person for whom the proxy interview is taken (*proxy person*), not to the proxy respondent.

Marking Box 1

Mark Box 1 when the respondent for a self-response interview (*or the proxy person for a proxy interview*) is the ONLY household member who was present during the incident. After marking Box 1, continue with Item 21.

Marking Box 2

Mark Box 2 when both the respondent for a self-response interview (*or the proxy person for a proxy interview*)

AND other household members were present during the incident. After marking Box 2, continue with Item 21.

Marking Box 3

Mark Box 3 when the respondent for a self-response interview (or the proxy person for a proxy interview) was NOT present during the incident, but other household members were present. Before marking Box 3, make sure that the respondent was NOT present during the incident. After marking Box 3, skip to Item 59 on page 8 of the NCVS-2.

Remember to complete a separate NCVS-2 for each eligible household member who was personally victimized during the incident.

<p>21. ASK OR VERIFY - Did you personally see an offender?</p> <p>FIELD REPRESENTATIVE - <i>If proxy interview, replace "you" with the name of person for whom the proxy interview is being taken in 21-115.</i></p>	<p style="text-align: center;">1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Item 21 (See the Offender)

After marking Box 1 or 2 in Item 20b, you are instructed to complete Item 21 next to determine if the respondent personally saw an offender.

Proxy Interviews

If you are conducting a proxy interview, use the proxy person's first name or an appropriate pronoun instead of the word "you" in each question from Item 21 through Item 115. For example, Robert Barnes is the name of the eligible household member who is unable to answer for himself. As you ask Item 21 of the proxy respondent, Pamela Barnes, you would say, "***Did Robert Barnes personally see an offender?***".

Proxy respondents may not know for sure whether the proxy person saw the offender during the incident. Probe by asking if the proxy respondent **thinks** the proxy person saw the offender and mark the appropriate answer box based on the proxy respondent's answer.

<p>22. Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?</p>	<p>1 <input type="checkbox"/> Yes - Ask 23 2 <input type="checkbox"/> No <i>SKIP to 24</i> 3 <input type="checkbox"/> Don't know.....</p>
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Item 22 (Weapon Present)

Whenever a respondent was present during the incident, you will ask the question in Item 22 to determine whether the offender had a weapon or used an object as a weapon.

Guns and Knives

With the exception of BB and tear gas guns, all guns, rifles, and knives are considered weapons. BB and tear gas guns are only considered weapons when they are used as clubs.

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 (Check Item W) 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 forth*) 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.

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.
- 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 forth. The respondent's belief could be based on words spoken by the offender or facts known about the offender.

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, consider the incident as a threat (*marking Box 1 in Item 26*) and identify the type of threat by marking Box 11 in Item 28b. Do not mark Box 1 in Item 22 if the respondent mentions only the thrown object that did not hit him/her as a 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 forth*)
- ✗ Food
- ✗ Small empty cans
- ✗ Mace or pepper spray
- ✗ Tear gas

- ✗ Chloroform
- ✗ Rings
- ✗ Casts

Marking Box 1

Mark Box 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. After marking Box 1 "Yes," continue with Item 23.

Whenever you mark Box 1 "Yes" indicating that the offender had a weapon during the incident, you must mark Box 1 "Yes" in Item 24, 25, or 26 to indicate that the offender attacked, tried to attack, or threatened the respondent during the incident.

Marking Box 2

Mark Box 2 "No," if the respondent says that the offender did not have a weapon. After marking Box 2, skip to Item 24.

Marking Box 3

Mark Box 3 "Don't know," if the respondent says that he/she does not know whether the offender had a weapon. After marking Box 3, skip to Item 24.

<p>23. What was the weapon? Anything else?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Hand gun (pistol, revolver, etc.)</p> <p>2 <input type="checkbox"/> Other gun (rifle, shotgun, etc.)</p> <p>3 <input type="checkbox"/> Knife</p> <p>4 <input type="checkbox"/> Other sharp object (scissors, ice pick, axe, etc.)</p> <p>5 <input type="checkbox"/> Blunt object (rock, club, blackjack, etc.)</p> <p>6 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 23 (Type of Weapon(s))

After marking Box 1 "Yes" in Item 22, you are instructed to ask the question in Item 23 to identify the type of weapon(s) the offender had during the incident. Ask the question as worded in Item 23 and continue asking, "**Anything else?**" until the respondent says, "**No.**"

Marking Box 1

Mark Box 1 when the respondent mentions any type of hand gun, other than a BB gun, tear gas gun, or stun gun. If a respondent mentions a stun gun, mark Box 6, Other, and enter "stun gun" on the "Specify" line.

Marking Box 2

Mark Box 2 when the respondent mentions a rifle, shotgun, or any gun that is NOT a hand gun, other than a BB or tear gas gun.

Marking Box 3

Mark Box 3 when the respondent mentions any type of knife.

Marking Box 4

Mark Box 4 when the respondent mentions 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 forth*). When you mark Box 4 in Item 23, make sure to explain in the summary report (*Check Item W*) 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.

Marking Box 5

Mark Box 5 when the respondent mentions a blunt-edged object without sharp edges or points, such as a club, rock, blackjack, and so forth. Also mark Box 5 when the offender used a BB gun or tear gas gun as a club. When you mark Box 5 in Item 23, make sure to explain in the summary report (*Check Item W*) 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.

Marking Box 6

Mark Box 6 and enter a complete description of the weapon on the "Specify" line, such as "stun gun." Box 6 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" line. Avoid marking Box 6 if the weapon fits one of the other answer categories.

When you mark Box 6 in Item 23, make sure to explain in the summary report (*Check Item W*) 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.

Topic 3. Completing Items 24 Through 31 (Attacks/Threats)

<p>24. Did the offender hit you, knock you down or actually attack you in any way?</p>	<p>1 <input type="checkbox"/> Yes - <i>SKIP to 29, page 5</i> 2 <input type="checkbox"/> No - <i>Ask 25</i></p>
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Item 24 (Attacks)

Ask Item 24 to determine if the respondent was actually attacked during the incident. In other words, there was some type of **physical contact** between the offender and the respondent.

Marking Box 1

Mark Box 1 "Yes" 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*).

Do NOT mark Box 1 if the offender:

- ✘ Threw something at the respondent and the object did not hit the respondent OR
- ✘ Shot at the respondent and the bullet missed the respondent.

After marking Box 1 "Yes," skip to Item 29 on page 5.

Marking Box 2

Mark Box 2 "No" when the offender did NOT touch or make physical contact with the respondent during the incident. Also mark Box 2 if the offender:

- ✓ Threw something at the respondent and the object did NOT hit the respondent OR
- ✓ Shot at the respondent and the bullet MISSED the respondent.

After marking Box 2 "No," continue with Item 25.

25. Did the offender TRY to attack you?	1 <input type="checkbox"/> Yes - <i>SKIP to 28a</i> 2 <input type="checkbox"/> No - <i>Ask 26</i>
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Item 25 (Tried to Attack)

Ask the question in Item 25 to determine if the offender tried to attack the respondent during the incident, but did NOT make any physical contact with the respondent. If there is any question in your mind as to whether or not the offender tried to attack the respondent, go with the respondent's perception.

Marking Box 1

Mark Box 1 "Yes" when both the offender and the respondent were present during the incident and 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*).

After marking Box 1 "Yes," skip to Item 28a.

Marking Box 2

Mark Box 2 "No" when the offender did not attempt to attack the respondent during the incident. Also mark Box 2 if the respondent was threatened with physical harm, but the offender did not attempt to attack him/her. After marking Box 2 "No," continue with Item 26.

26. Did the offender THREATEN you with harm in any way?	1 <input type="checkbox"/> Yes - <i>SKIP to 28b</i> 2 <input type="checkbox"/> No - <i>Ask 27</i>
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Item 26 (Threatened)

Ask the question in Item 26 to determine whether the offender made a **verbal threat in person to physically harm the respondent** during the incident. 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,
- ✗ Letter,
- ✗ Electronic mail,
- ✗ FAX machine, or
- ✗ Threats delivered by someone other than the offender.

Marking Box 1

Mark Box 1 "Yes" when the offender verbally threatened to physically harm the respondent. After marking Box 1 "Yes," skip to Item 28b.

Marking Box 2

Mark Box 2 "No" when:

- ✓ Someone other than the offender delivered the threat to the respondent.
- ✓ The respondent felt threatened and the offender did not verbally threaten to physically harm the respondent.
- ✓ The threat was made by telephone, letter, electronic mail, or FAX machine.

After marking Box 2 "No," continue with Item 27.

<p>27. What actually happened? Anything else?</p> <p><i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE - <i>If box 4, ASK-</i></p> <p>Do you mean forced or coerced sexual intercourse including attempts?</p> <p><i>If "Yes," change entry in Item 24 to "Yes." Delete entries in 25-27.</i></p>	<p>1 <input type="checkbox"/> Something taken without permission.....</p> <p>2 <input type="checkbox"/> Attempted or threatened to take something...</p> <p>3 <input type="checkbox"/> Harassed, argument, abusive language.....</p> <p>4 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.).....</p> <p>5 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.).....</p> <p>6 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment.....</p> <p>7 <input type="checkbox"/> Forcible entry or attempted forcible entry of car.....</p> <p>8 <input type="checkbox"/> Damaged or destroyed property.....</p> <p>9 <input type="checkbox"/> Attempted or threatened to damage or destroy property.....</p> <p>10 <input type="checkbox"/> Other - <i>Specify</i> ▶</p>
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SKIP
to 40,
page 6

Item 27 (What Actually Happened)

Ask the question in Item 27 to identify what happened during the incident when the respondent answers "No" to each of the questions in Items 24, 25, and 26 indicating that the offender did NOT attack, try to attack, or threaten him/her with physical harm. This item allows you to mark multiple boxes, so continue asking, "Anything else?" until you get a "No" response. Once you are done completing Item 27, skip to Item 40 on page 6.

After asking the question in Item 27, you may discover that the offender did attack, tried to attack, or verbally threatened to physically harm the respondent. If so, do not mark any boxes in Item 27 and correct the answers marked in Items 24, 25, and 26, as necessary. Make sure to follow the correct skip instructions after correcting the answers in Items 24, 25, and 26.

Unwanted Sexual Contact

Boxes 4 and 5 include a broad range of unwanted sexual acts and are included in Item 27 for respondents who do not consider the unwanted sexual contact as an assault. We want to ensure that all sexual assaults committed during an incident are reported. Categories for unwanted sexual contact are also included in Items 28a and 28b to ensure that we do not miss any sexual assaults when a respondent says that the offender tried to attack or threatened to physically harm him/her.

It may not always be clear whether you should mark Box 4 (*with force*) or Box 5 (*without force*) based on what the respondent tells you. Generally, if the sexual contact involved grabbing, pushing, restraining, or other acts of force, mark Box 4 and then ask the structured probe below the question in Item 27. If the respondent tells you that he/she was forced or coerced into having sexual intercourse or a forced attempt was made to have sexual intercourse, change the answer in Item 24 to "Yes" and line through the entries in Items 25 through 27. If the sexual contact did not involve any force (*for example, only unwanted touching and/or fondling*), mark Box 5 in Item 27. If unsure, go with the respondent's perception of whether or not force was used.

Marking Box 1

Mark Box 1 "Something taken without permission" if the offender stole something belonging to the respondent or another household member.

Marking Box 2

Mark Box 2 "Attempted 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.*)

Marking Box 3

Mark Box 3 "Harassed, argument, abusive language" if the offender **verbally** bothered the respondent without threatening him/her (*for example, yelling, teasing, insulting, arguing, using obscenities, and so forth*).

Marking Box 4

Mark Box 4 "Unwanted sexual contact with force (grabbing, fondling, etc.)" if the offender used any type of force during the unwanted sexual contact (*for example,*

grabbing, pushing, or restraining). Before marking Box 4, ask the structured probe.

Marking Box 5

Mark Box 5 "Unwanted sexual contact without force (grabbing, fondling, etc.)" if the offender did not use any force during the unwanted sexual contact (*for example, sexually touching, embracing, and/or fondling the respondent without grabbing, pushing, or restraining*).

Marking Box 6

Mark Box 6 "Forcible entry or attempted forcible entry of house/apartment" if the offender used force to either break into or attempt to break into the respondent's house or apartment during the incident. When NO FORCE was used to enter or attempt to enter, mark Box 10 "Other" and explain the break in or attempted break in on the "Specify" line.

Marking Box 7

Mark Box 7 "Forcible entry or attempted forcible entry of car" if the offender used force during the incident to break into or attempt to break into a car or any other type of motor vehicle owned by the respondent or another household member. If force was NOT used, mark Box 10 "Other." Then explain on the "Specify" line how the offender entered or attempted enter the household member's motor vehicle WITHOUT FORCE (*For example, the offender entered the motor vehicle through an unlocked door*).

Marking Box 8

Mark Box 8 "Damaged or destroyed property" if the offender damaged or destroyed property during the incident that belongs to the respondent or another household member.

Marking Box 9

Mark Box 9 "Attempted or threatened to damage or destroy property" if the offender tried or threatened to damage or destroy property during the incident that belongs to the respondent or another household member.

Marking Box 10

Mark Box 10 "Other" and enter a brief and concise explanation of what happened during the incident on the

"Specify" line when the incident does not fit one of the preceding categories. Some examples of acceptable entries for Box 10 are:

- ✓ Illegal entry of the respondent's house or car without the use of force
- ✓ Obscene gestures
- ✓ Trespassing on the respondent's property
- ✓ A "Peeping Tom."

<p>28a. How did the offender TRY to attack you? Any other way?</p> <p>28b. How were you threatened? Any other way?</p> <p><i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE - <i>If box 5, ASK-</i></p> <p>Do you mean forced or coerced sexual intercourse including attempts?</p> <p><i>If "Yes," change entry in Item 24 to "Yes." Delete entries in 25-28.</i></p>	<ul style="list-style-type: none"> 1 <input type="checkbox"/> Verbal threat of rape..... 2 <input type="checkbox"/> Verbal threat to kill..... 3 <input type="checkbox"/> Verbal threat of attack other than to kill or rape 4 <input type="checkbox"/> Verbal threat of sexual assault other than rape 5 <input type="checkbox"/> Unwanted sexual contact with force (grabbing, fondling, etc.)..... 6 <input type="checkbox"/> Unwanted sexual contact without force (grabbing, fondling, etc.)..... 7 <input type="checkbox"/> Weapon present or threatened with weapon..... 8 <input type="checkbox"/> Shot at (but missed)..... 9 <input type="checkbox"/> Attempted attack with knife/sharp weapon..... 10 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon..... 11 <input type="checkbox"/> Object thrown at person..... 12 <input type="checkbox"/> Followed or surrounded..... 13 <input type="checkbox"/> Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc. 14 <input type="checkbox"/> Other - <i>Specify</i> ↘..... 	<p>SKIP to 40, page 6</p>
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Items 28a and 28b (How Offender Tried to Attack/Threaten)

Ask the question in Item 28a to identify how the offender tried to attack the respondent when Box 1 "Yes" is marked in Item 25. Ask the question in Item 28b to identify how the offender threatened to harm the respondent when Box 1 "Yes" is marked in Item 26. **Do not ask both questions.**

The answer categories for Items 28a and 28b are the same. Both items allow for multiple entries, so continue asking "Anything else?" until you get a "No" response.

After completing Item 28a or Item 28b, skip to Item 40 on page 6.

If you determine that none of the respondent's answers for Item 28a or 28b indicate that there was an attempted attack or a threat of physical harm, do NOT mark any boxes in Items 28a and 28b and correct the answers for Items 25 through 27, as necessary. Make sure to follow the correct skip instructions after correcting answers in any of these items.

Unwanted Sexual Contact

Boxes 5 and 6 include a broad range of unwanted sexual acts included in Items 28a and 28b for respondents who do not consider an unwanted sexual contact as an attack or assault. We want to ensure that all sexual assaults committed during an incident are reported. Box 5 "Unwanted sexual contact with force (grabbing, fondling, etc.)" and Box 6 "Unwanted sexual contact without force (grabbing, fondling, etc.)" can be marked as an answer for Items 28a OR 28b.

It may not always be clear whether you should mark Box 5 (*with force*) or Box 6 (*without force*) based on what the respondent tells you. Generally, if the sexual contact involved grabbing, pushing, restraining, or other acts of force, mark Box 5 and then ask the structured probe below the question in Item 28b. If the respondent tells you that he/she was forced or coerced into having sexual intercourse or a forced attempt was made to have sexual intercourse, change the answer in Item 24 (*for attacks*) to "Yes" and line through the entries in Items 25 through 28. If the sexual contact did not involve any force (*for example, only unwanted touching, embracing, and/or fondling*), mark Box 6. If unsure, go with the respondent's perception of whether or not force was used.

Marking Box 1

Mark Box 1 "Verbal threat of rape" if the offender was face-to-face with the respondent and **verbally** threatened to rape him/her. For the NCVS, rape means forced sexual intercourse including both psychological coercion, as well

as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). The penetration also can be from a foreign object, such as a bottle.

Marking Box 2

Mark Box 2 "Verbal threat to kill" if the offender was face-to-face with the respondent and **verbally** threatened to kill the respondent.

Marking Box 3

Mark Box 3 "Verbal threat of attack other than to kill or rape" if the offender was face-to-face with the respondent and **verbally** threatened to attack the respondent in some way other than by raping or killing him/her.

Marking Box 4

Mark Box 4 "Verbal threat of sexual assault other than rape" if the offender was face-to-face with the respondent and **verbally** threatened to sexually assault the respondent, but did not threaten to rape him/her.

Marking Box 5

Mark Box 5 "Unwanted sexual contact with force (grabbing, fondling, etc.)" if the offender used some type of force such as grabbing, restraining, or pushing during the unwanted sexual contact. Before you mark Box 5, always ask the structured probe printed below the question in Item 28b. If the answer to the probe question is "No," then mark Box 5. If the answer to the probe question is "Yes," change the answer in Item 24 to "Yes" and delete any answers marked in Items 25 through 28b. After correcting the answer in Item 24, skip to Item 29.

Marking Box 6

Mark Box 6 "Unwanted sexual contact without force (grabbing, fondling, etc.)" if the offender made some type of unwanted sexual contact without the use of force. For example, during the incident, the offender may have embraced, fondled, or touched the respondent against his/her will, but did not grab, push, or restrain the respondent in any way.

Marking Box 7

Mark Box 7 "Weapon present or threatened with weapon" 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. Do NOT mark Box 7 if the offender attempted to use the weapon or actually shot at the respondent.

Marking Box 8

Mark Box 8 "Shot at (but missed)" if the offender discharged a gun or rifle in the direction of the respondent intending to hit the respondent, but the bullet did NOT hit the respondent.

Do NOT mark Box 8 if:

- ✘ The offender was not aiming to hit the respondent or
- ✘ The bullet actually hit the respondent. If the respondent was hit by a bullet, change the answer in Item 24 to "Yes," delete the answers in Items 25 through 28b, and skip to Item 29.

Marking Box 9

Mark Box 9 "Attempted attack with knife/sharp weapon" if the offender tried unsuccessfully to strike or stab the respondent with a knife or other sharp weapon, such as an ice pick or scissors.

Marking Box 10

Mark Box 10 "Attempted attack with weapon other than gun/knife/sharp weapon" 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, and so forth.

Marking Box 11

Mark Box 11 "Object thrown at person" if the offender threw an object at the respondent, but did not hit him/her.

Marking Box 12

Mark Box 12 "Followed or surrounded" 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.

Marking Box 13

Mark Box 13 "Tried to hit, slap, knock down, grab, hold, trip, jump, push, etc." if the offender tried unsuccessfully to hit, slap, knock down, grab, hold, trip, jump, or push the respondent.

Marking Box 14

Mark Box 14 "Other" 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 Boxes 1 through 13. If you do need to mark Box 14, make sure to enter how the offender tried to attack or threatened to physically harm the respondent on the "Specify" line.

<p>29. How were you attacked? Any other way? <i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE - <i>If raped, ASK -</i> Do you mean forced or coerced sexual intercourse? <i>If No, ASK - What do you mean?</i></p> <p><i>If tried to rape, ASK -</i> Do you mean attempted forced or coerced sexual intercourse? <i>If No, ASK - What do you mean?</i></p>	<p>1 <input type="checkbox"/> Raped 2 <input type="checkbox"/> Tried to rape 3 <input type="checkbox"/> Sexual assault other than rape or attempted rape 4 <input type="checkbox"/> Shot 5 <input type="checkbox"/> Shot at (but missed) 6 <input type="checkbox"/> Hit with gun held in hand 7 <input type="checkbox"/> Stabbed/cut with knife/sharp weapon 8 <input type="checkbox"/> Attempted attack with knife/sharp weapon 9 <input type="checkbox"/> Hit by object (other than gun) held in hand 10 <input type="checkbox"/> Hit by thrown object 11 <input type="checkbox"/> Attempted attack with weapon other than gun/knife/sharp weapon 12 <input type="checkbox"/> Hit, slapped, knocked down 13 <input type="checkbox"/> Grabbed, held, tripped, jumped, pushed, etc. 14 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 29 (How Attacked)

After a respondent tells you in Item 24 that he/she was attacked during the incident, you will mark Box 1 in Item 24 and skip to Item 29 to determine how the respondent was attacked during the incident. Item 29 allows you to mark multiple boxes, so continue asking "Anything else" until you get a "No" response.

If you discover that the respondent was NOT physically attacked during the incident, leave Item 29 blank, change the answer in Item 24 to "No," and ask the question in Item 25 next.

Marking Box 1 (Raped)

If the respondent says that he/she was raped during the incident, always ask the structured probe, "***Do you mean forced or coerced sexual intercourse?***", before marking Box 1 "Raped." This question is included to ensure that the respondent's definition of rape matches the NCVS definition. The complete NCVS definition of rape is printed on page 19 of your Field Representative's Information Card Booklet (NCVS-554).

If the respondent's answer to the probe question is:

- "Yes" - Mark Box 1 "Raped"
- "No" - Ask the second probe question, "***What do you mean?***" The purpose of this question is to distinguish between rape and other forms of sexual assault. Do not probe beyond this question. If the respondent insists that he/she was raped, mark Box 1. Include as much detail as possible about the incident as you write your summary report in Check Item W. If the attack involved another type of sexual assault, other than rape, do not mark Box 1, instead mark Box 3.

Marking Box 2 (Tried to Rape)

If the respondent says that the offender tried to rape him/her during the incident, always ask the structured probe, "***Do you mean attempted forced or coerced sexual intercourse?***", before marking Box 2 "Tried to rape." This question is included to ensure that the respondent's definition of attempted rape matches the NCVS definition.

If the respondent's answer to the probe question is:

- "Yes" - Mark Box 2 "Tried to rape"
- "No" - Ask the next probe question, "***What do you mean?***" The purpose of this question is to distinguish between attempted rape and other forms of sexual assault. Do not probe beyond this question. If the respondent insists that the offender

tried to rape him/her, mark Box 2. Include as much detail as possible about the incident as you write your summary report in Check Item W. If the attack involved another type of sexual assault, other than tried to rape, do not mark Box 2, instead mark Box 3.

Marking Box 3 (Sexual Assault Other Than Rape or Attempted Rape)

Mark Box 3 when the respondent was sexually assaulted in some way other than rape or attempted rape; that is, the sexual assault did not involve forced or coerced sexual intercourse or attempted sexual intercourse (*for example, fondling the respondent's breasts against her will*).

Marking Box 4 (Shot)

Mark Box 4 when the offender shot a gun or rifle at the respondent and the respondent was actually hit by the bullet.

Marking Box 5 (Shot at (but missed))

Mark Box 5 when the offender shot a gun or rifle intending to hit the respondent, but the respondent did not get hit by the bullet. During an incident, it is possible to have both an attempted attack and an actual attack. However, if you mark Box 5 AND do not mark another box in Item 29 to indicate that some physical attack or contact happened during the incident, then you should:

- ✓ Leave Item 29 blank,
- ✓ Change the "Yes" answer in Item 24 to "No," and
- ✓ Ask the question about attempted attacks in Item 25 next.

Marking Box 6 (Hit With Gun Held in Hand)

Mark Box 6 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*).

Marking Box 7 (Stabbed/Cut With Knife/Sharp Weapon)

Mark Box 7 when the offender used a knife or other sharp object to cut the respondent causing a puncture wound.

***Marking Box 8
(Attempted Attack With
Knife/Sharp Weapon)***

Mark Box 8 when the offender tried to cut or stab the respondent with a knife or other sharp object but was not successful in causing a puncture wound. During an incident, it is possible to have both an attempted attack and an actual attack. However, if you mark Box 8 AND do not mark another box in Item 29 to indicate that some physical attack or contact happened during the incident, then you should:

- ✓ Leave Item 29 blank,
- ✓ Change the "Yes" answer in Item 24 to "No," and
- ✓ Ask the question about attempted attacks in Item 25 next.

***Marking Box 9 (Hit by
Object (Other Than
Gun) Held in Hand)***

Mark Box 9 when the offender was holding an object, other than a gun, in his/her hand and hit the respondent with the object.

***Marking Box 10 (Hit by
Thrown Object)***

Mark Box 10 when the offender threw something at the respondent AND the thrown object hit the respondent.

***Marking Box 11
(Attempted Attack With
Weapon Other Than
Gun/Knife/Sharp
Weapon)***

Mark Box 11 when the offender tried to attack the respondent with a weapon, other than a gun, knife, or sharp weapon, but the weapon did not make contact with the respondent. During an incident, it is possible to have both an attempted attack and an actual attack. However, if you mark Box 11 AND do not mark another box in Item 29 to indicate that some physical attack or contact happened during the incident, then you should:

- ✓ Leave Item 29 blank,
- ✓ Change the "Yes" answer in Item 24 to "No," and
- ✓ Ask the question about attempted attacks in Item 25 next.

Marking Box 12 (Hit, Slapped, Knocked Down)

Mark Box 12 when the offender used his/her hands or fists to hit, slap, or knock down the respondent.

Marking Box 13 (Grabbed, Held, Tripped, Jumped, Pushed, Etc.)

Mark Box 13 when the offender physically interfered with the respondent's movement by grabbing, holding, tripping, jumping, or pushing him/her.

Marking Box 14 (Other)

Mark Box 14 when the offender physically attacked the respondent in a way not covered in Boxes 1 through 13. After marking Box 14, make sure to explain how the respondent was attacked on the "Specify" line. Before marking Box 14, make sure that the method of attack does not fit Boxes 1 through 13.

<p>30. Did the offender THREATEN to hurt you before you were actually attacked?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Other - <i>Specify</i> </p> <hr style="width: 80%; margin-left: 0;"/>
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Item 30 (Threatened Before Attacked)

After identifying in Item 29 how the respondent was physically attacked, you will ask the question in Item 30 to determine if the offender verbally threatened to hurt the respondent prior to the actual attack. The verbal threat could be to take any of the actions specified in Item 29, such as threatening to rape the respondent.

The offender could have voiced the threat anytime from the start of the incident until the moment of the physical attack.

In most cases, you will mark Box 1 "Yes" or Box 2 "No" based on the respondent's answer. Mark Box 3 "Other" only if you need to describe the situation with more than a "Yes" or "No" answer. Make sure to explain the respondent's answer on the "Specify" line if you mark Box 3 "Other."

<p>31. What were the injuries you suffered, if any? Anything else?</p> <p><i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE - <i>If raped and box 1 in Item 29 is NOT marked, ASK -</i></p> <p>Do you mean forced or coerced sexual intercourse?</p> <p><i>If No, ASK - What do you mean?</i></p> <p><i>If attempted rape and box 2 in item 29 is NOT marked, ASK-</i></p> <p>Do you mean attempted forced or coerced sexual intercourse?</p> <p><i>If No, ASK- What do you mean?</i></p>	<p>1 <input type="checkbox"/> None - <i>SKIP to 40</i></p> <p>2 <input type="checkbox"/> Raped</p> <p>3 <input type="checkbox"/> Attempted rape</p> <p>4 <input type="checkbox"/> Sexual assault other than rape or attempted rape</p> <p>5 <input type="checkbox"/> Knife or stab wounds</p> <p>6 <input type="checkbox"/> Gun shot, bullet wounds</p> <p>7 <input type="checkbox"/> Broken bones or teeth knocked out</p> <p>8 <input type="checkbox"/> Internal injuries</p> <p>9 <input type="checkbox"/> Knocked unconscious</p> <p>10 <input type="checkbox"/> Bruises, black eye, cuts, scratches, swelling, chipped teeth</p> <p>11 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 31 (Injuries)

After completing Item 30, you will ask Item 31 to determine if the respondent experienced any personal injuries during the attack and, if so, to identify what type of bodily injuries were suffered from the incident. Do not include mental or emotional suffering as an injury.

Since the respondent may have suffered various types of injuries during the incident, continue asking, "Anything else?", until you get a "No" response.

Marking Box 1 (None)

Mark Box 1 "None" when the respondent tells you that he/she did not experience any physical injuries from the attack. However, do not mark Box 1 if:

- ✘ You mark another box in Item 31 or
- ✘ You marked Box 1 "Raped" or Box 2 "Tried to rape" in Item 29.

Marking Box 2 (Raped)

Mark Box 2 "Raped" when you have marked Box 1 "Raped" in Item 29, regardless of whether the respondent mentions "Raped" as an injury. Do not ask the probe question a second time, when you have already asked, "**Do you mean forced or coerced sexual intercourse?**", in

Item 29. However, when the respondent does not mention "Raped" in Item 29 and then reports "Raped" as an injury in Item 31, make sure to ask the probe question in Item 31.

If you determine in Item 31 that the respondent was raped during the incident, mark Box 2 in Item 31 and then go back to Item 29 and mark Box 1. However, if the respondent answers, "No," also ask, "***What do you mean?***". This probe question is needed to distinguish between rape, attempted rape, and other types of sexual assaults. Mark the appropriate box based on the respondent's answer.

Do not ask any additional probe questions after asking, "***What do you mean?***". Make sure to include any additional details about the incident in your summary report.

***Marking Box 3
(Attempted rape)***

Only mark Box 3 "Attempted rape" when the respondent specifically says that his/her injury was an attempted rape. Do not automatically mark Box 3 "Attempted Rape" when Box 2 "Tried to rape" is marked in Item 29. If an offender tried to rape the respondent and the respondent does not report any physical injuries in Item 31, mark Box 1 "None" in Item 31.

If the respondent reports an "Attempted rape" injury in Item 31, but did not report "Tried to rape" in Item 29, ask the probe question, "***Do you mean attempted forced or coerced sexual intercourse?***" If you get a "Yes" answer, mark Box 3 in Item 31 and go back to Item 29 and mark Box 2. Then ask if any other injuries were incurred during the attempted rape and mark the appropriate boxes in Item 31. If the respondent says that he/she did not mean attempted forced or coerced sexual intercourse or is unsure of the answer, ask the additional probe question, "***What do you mean?***". It is not necessary to ask these probe questions again if you already asked them in Item 29.

The second probe question is needed to distinguish between rape, attempted rape, and other types of sexual assaults. Mark the appropriate box based on the respondent's answer.

Do not ask any additional probe questions after asking, "*What do you mean?*". Make sure to include any additional details about the incident in your summary report.

Marking Box 4 (Sexual assault other than rape or attempted rape)

Only mark Box 4 "Sexual assault other than rape or attempted rape" when the respondent specifically says that this was one of his/her injuries. Make sure to also ask if the respondent suffered any other injuries and, if so, mark the appropriate boxes in Item 31. Do not automatically mark Box 4 when Box 3 "Sexual assault other than rape or attempted rape" is marked in Item 29. If the respondent reports a sexual assault other than rape or attempted rape in Item 29 and does not report any physical injuries in Item 31, mark Box 1 "None" in Item 31.

Marking Box 5 (Knife or stab wounds)

Mark Box 5 "Knife or stab wounds" when the respondent reports an injury caused by a knife or any other sharp or pointed object.

Marking Box 6 (Gun shot, bullet wounds)

Mark Box 6 "Gun shot, bullet wounds" when the respondent reports an injury caused by the bullet or shot from a hand gun, rifle, shotgun, and so forth. Do not mark Box 6 if the injury was caused by being shot with a BB gun, tear gas gun, or a stun gun.

Marking Box 7 (Broken bones or teeth knocked out)

Mark Box 7 "Broken bones or teeth knocked out" when the respondent reports that he/she suffered broken, chipped, or cracked bones from the attack. When a respondent says that one or more of his/her teeth were knocked out, also mark Box 7.

However, do not mark Box 7 for injuries involving broken, chipped, or cracked teeth. Mark Box 10 for this type of injury.

***Marking Box 8
(Internal injuries)***

Mark Box 8 "Internal injuries" when the respondent reports that he/she suffered any type of internal injuries during the attack.

***Marking Box 9
(Knocked unconscious)***

Mark Box 9 "Knocked unconscious" when the respondent reports that he/she was knocked unconscious, blacked out, passed out, went into a coma, and so forth, resulting directly from the attack.

Do not mark Box 9 if the respondent became unconscious or fainted due to fear or medical treatment, which cannot be attributed directly to the attack.

***Marking Box 10
(Bruises, black eye,
cuts, scratches,
swelling, chipped teeth)***

Mark Box 10 "Bruises, black eye, cuts, scratches, swelling, chipped teeth" when the respondent reports any **minor** injuries that are not covered specifically in Boxes 2 through 9. Examples of injuries to include for Box 10 are minor burns, bruises, black eyes, cuts, scratches, swellings, and chipped teeth suffered during the attack.

Marking Box 11 (Other)

Mark Box 11 "Other" when the respondent mentions an injury that does not seem to fit into any of the injuries for Boxes 2 through 10. Always enter a description of the injury on the "Specify" line after marking Box 11 (*for example, eye damage from gasoline thrown in eyes or severe burns from acid dropped on arms*). Avoid marking Box 11 if the injury fits into one of the injury descriptions for Boxes 2 through 10.

**Topic 4. Completing Items 32 Through 54 (Injuries/Medical Care/
Protecting Self or Property/Results of Actions/Presence of Others/
Injuries to Others Present)**

<p>32. <i>ASK OR VERIFY -</i> Were any of the injuries caused by a weapon other than a gun or knife?</p>	<p>1 <input type="checkbox"/> Yes - Ask 33 2 <input type="checkbox"/> No - <i>SKIP to 34</i></p>
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**Item 32 (Were Injuries
Caused by Weapon)**

Item 32 is used to determine if any injuries reported in Item 31 were caused by a weapon OTHER THAN a gun or a knife. If you feel sure of the answer, you can verify the answer with the respondent, instead of asking the question. Otherwise, ask the question in Item 32. If you get a "Yes" answer, mark Box 1 and continue with Item 33. If you get a "No" answer, mark Box 2 and skip to Item 34.

<p>33. Which injuries were caused by a weapon OTHER than a gun or knife? <i>Enter code(s) from 31.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Code Code Code</p>
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Item 33 (Which Injuries)

Item 33 is used to identify up to three injuries reported in Item 31 that were caused by a weapon OTHER THAN a gun or a knife. If the respondent answers "Yes" in Item 32, enter the box number(s) in Item 33 to identify the injuries. For example, if you marked Boxes 5, 7, and 9 in Item 31 and the respondent answers the question in Item 33 with "broken nose and knocked unconscious," enter "07" in the first two boxes, "09" in the next two boxes, and leave the last two boxes blank.

Enter injury codes starting from the left and working towards the right of the answer space. If a respondent mentions more than three different injuries from Item 31, only enter codes for the first three injuries mentioned.

Since we are not interested in identifying injuries caused by a gun or a knife, do NOT enter the following codes in Item 33: "01" (None), "05" (Knife or stab wounds), and "06" (Gun shot, bullet wounds).

<p>34. Were you injured to the extent that you received any medical care, including self treatment?</p>	<p>1 <input type="checkbox"/> Yes - Ask 35 2 <input type="checkbox"/> No - SKIP to 40</p>
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Item 34 (Medical Care)

Item 34 is used to find out if the respondent received any medical care for the injuries reported in Item 31. Only mark Box 1 "Yes" if the respondent **actually received medical care** which includes any care or treatment provided for the respondent's physical injuries, including self treatment. Treatment can range from bandages and ice packs to setting broken bones and major surgery.

Mark Box 1 "Yes" when the respondent received any type of medical treatment for the reported injuries, regardless of where the medical care was provided or who provided the treatment. After marking Box 1, continue with Item 35.

Mark Box 2 "No" when the respondent did not receive any medical treatment for his/her injuries and then skip to Item 40 on page 6 of the NCVS-2.

<p>35. Where did you receive this care? Anywhere else?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> At the scene 2 <input type="checkbox"/> At home/neighbor's/friend's 3 <input type="checkbox"/> Health unit at work/school, first aid station at a stadium/park, etc. 4 <input type="checkbox"/> Doctor's office/health clinic 5 <input type="checkbox"/> Emergency room at hospital/emergency clinic 6 <input type="checkbox"/> Hospital (other than emergency room) 7 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 35 (Medical Care Received)

Item 35 is used to determine where the respondent received medical treatment for his/her injuries. Continue asking, "Anything else?", until you get a "No" response, since the respondent may have been cared for at more than one location (*for example, at the crime scene, then at an emergency room, and later at a doctor's office*).

Marking Box 1 (At the scene)

Mark Box 1 "At the scene" if the respondent received any type of medical treatment at the scene of the attack (*for*

example, in the alley where he was mugged or in the shopping mall where she was stabbed).

Marking Box 2 (At home/ neighbor's/ friends)

Mark Box 2 "At home/neighbor's/friends" if the respondent received any type of medical treatment at his/her home or at the home of the respondent's neighbor, friend, or relative.

Marking Box 3 (Health unit at work/school, first aid station at a stadium/park, etc.)

Mark Box 3 "Health unit at work/school, first aid station at a stadium/park, etc." if the respondent received any type of medical treatment at a health unit or first aid station at work or school, at a sports arena or stadium, airport, at a train or subway station, a museum or some other type of emergency facility other than those covered in Boxes 4, 5, and/or 6.

Marking Box 4 (Doctor's office/health clinic)

Mark Box 4 "Doctor's office/ health clinic" if the respondent received any type of medical treatment at any type of doctor's or dentist's office, or in some kind of medical or health clinic that serves patients on either a routine or an emergency basis.

Marking Box 5 (Emergency room at hospital/emergency clinic)

Mark Box 5 "Emergency room at hospital/emergency clinic" if the respondent received any type of medical treatment at a hospital emergency room or at an emergency clinic. Emergency clinics differ from other medical clinics in that they **only deal with emergency cases** and do not provide services on a routine basis.

Marking Box 6 (Hospital (other than emergency room))

Mark Box 6 "Hospital (other than emergency room)" if the respondent received any type of medical treatment after being admitted to a hospital or being referred to an outpatient treatment center or therapy area. If the respondent was treated first at a hospital emergency room and was later admitted to the hospital, mark BOTH Boxes 5 and 6.

Marking Box 7 (Other)

Mark Box 7 "Other" if the respondent received any type of medical treatment at a location other than the places identified in Boxes 1 through 6. Avoid marking Box 7 if

the location fits into one of the other boxes in Item 35. If you do mark Box 7, always enter a description of the place on the "Specify" line (*for example, in ambulance on way to hospital or on a street, shoulder of a highway, parking lot, and so forth, NOT at the crime scene*).

<p>CHECK ITEM E Is (box 6) "Hospital" marked in 35?</p>	<p><input type="checkbox"/> Yes - Ask 36 <input type="checkbox"/> No - SKIP to 38</p>
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Check Item E (Medical Care in Hospital)

Check Item E is used to help you determine whether:

- To ask about overnight stays in a hospital for the injuries suffered by the respondent during the attack or
- To skip over Items 36 and 37 and ask Item 38 next.

Mark the "Yes" box in Check Item E if Box 6 is marked in Item 35 and ask Item 36 next.

Mark the "No" box in Check Item E if Box 6 is not marked in Item 35 because the respondent did not receive any medical care in a hospital and then skip to Item 38.

<p>36. Did you stay overnight in the hospital?</p>	<p><input type="checkbox"/> Yes - Ask 37 <input type="checkbox"/> No - SKIP to 38</p>
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Item 36 (Overnight Stay in Hospital)

Item 36 is used to find out if the respondent stayed in a hospital **overnight** to receive medical care for his/her injuries suffered during the attack.

Mark Box 1 for a "Yes" answer and then continue with Item 37. Mark Box 2 for a "No" answer and then skip to Item 38.

<p>37. How many days did you stay (in the hospital)?</p>	<p>_____ Number of days</p>
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Item 37 (Number of Days in Hospital)

Item 37 is used to identify how many days the respondent spent in the hospital to receive medical treatment for

his/her injuries. When determining the number of days spent in the hospital:

- ✓ Count each night spent in the hospital as one day and only enter whole days (*for example, enter 3 days, not 3 1/2 days*).
- ✓ Count all days spent in the hospital up to the night prior to the interview.
- ✓ If a respondent cannot recall the exact number of days, enter the respondent's best estimate.

<p>38. At the time of the incident, were you covered by any medical insurance, or were you eligible for benefits from any other type of health benefits program, such as medicaid, Veterans Administration, or Public Welfare?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
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Item 38 (Medical Insurance Coverage)

Item 38 is used to determine if the respondent is eligible to receive health benefits from a medical insurance plan or policy. Normally, the benefits will cover all or part of the hospital expenses and the charges for a doctor or surgeon's services, medication, and so forth. The respondent needs to understand that you are asking about health benefits from a formal plan or policy with defined membership and benefits which he/she was eligible to receive **at the time of the incident**.

In addition to health insurance coverage from a private company, we are also interested in knowing whether the respondent was eligible for benefits from any publicly organized system that provides health benefits, such as medicaid, Veterans Administration, or Public Welfare.

If a respondent tells you that a friend or family member offered to pay for his/her medical expenses, probe to find out whether the respondent was covered by some type of health insurance plan, even if the respondent did not submit a claim or the plan did not pay any benefits.

Mark Box 1 for a "Yes" answer, Box 2 for a "No" answer, and Box 3 for "Don't know." After completing Item 38, continue with Item 39.

<p>39. What was the total amount of your medical expenses resulting from this incident (INCLUDING anything paid by insurance)? Include hospital and doctor bills, medicine, therapy, braces, and any other injury related expenses.</p> <p>FIELD REPRESENTATIVE - <i>Obtain an estimate, if necessary.</i></p>	<p>\$ _____ . 00 Total amount</p> <p>0 <input type="checkbox"/> No cost</p> <p>x <input type="checkbox"/> Don't know</p>
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Item 39 (Total Amount of Medical Expenses)

Item 39 is used to identify the TOTAL dollar amount of the respondent's medical expenses resulting directly from injuries suffered during the incident. Include in this figure any doctor and hospital bills, surgeon's fees, emergency room expenses, ambulance services, services provided by a physical therapist, dentist, and so forth. Also include expenses for medicine and any kind of special devices or aids required as a result of the respondent's injuries, such as braces, crutches, dentures, eyeglasses, a wheelchair, or artificial limbs.

As you ask the question in Item 39, include the parenthetical phrase, "***INCLUDING anything paid by insurance***", if the respondent told you in Item 38 that he/she was covered by some type of medical insurance or health benefits program.

Enter the respondent's answer in whole dollars on the line provided for the total dollar amount. If the respondent is not sure of the exact amount, enter his/her best estimate of the cost.

If the respondent is still undergoing medical treatment for injuries related to the incident, ask for the respondent's best estimate of the projected total cost for his/her medical expenses and enter the projected estimate on the "Total amount" line.

Mark Box 0 (zero) "No cost" if the respondent did not incur any medical expenses for his/her injuries as a result of the incident.

Mark Box x "Don't know" if the respondent is unable to give you a dollar amount or even a good estimate.

**Items 40, 41, and 42
(Actions to Protect Self
And Property)**

Items 40, 41, and 42 are used to determine if the respondent took any actions during the incident to protect himself/herself or his/her property and, if so, what kind of actions were taken.

<p>40. Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?</p>	<p>1 <input type="checkbox"/> Yes - <i>SKIP to 42</i> 2 <input type="checkbox"/> No/took no action/kept still - <i>Ask 41</i></p>
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Item 40 (Actions to Protect Self or Property)

Item 40 is used to determine if the respondent did anything in an attempt to protect himself/herself or his/her property during the incident.

Mark Box 1 for a "Yes" answer and skip to Item 42. Mark Box 2 if the respondent answers "No" or says that he/she took no action or just kept still during the incident. After marking Box 2, continue with Item 41.

<p>41. Was there anything you did or tried to do about the incident while it was going on?</p>	<p>1 <input type="checkbox"/> Yes - <i>Ask 42</i> 2 <input type="checkbox"/> No/took no action/kept still - <i>SKIP to 47</i></p>
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Item 41 (Actions Against Offender)

Item 41 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.

Mark Box 1 for a "Yes" answer and continue with Item 42. Mark Box 2 if the respondent answers "No" or says that he/she took no action or just kept still during the incident. After marking Box 2, skip to Item 47.

<p>42. What did you do? Anything else? <i>Mark (X) all that apply. Then fill Check Item F.</i></p>	<p>USED PHYSICAL FORCE TOWARD OFFENDER</p> <p>1 <input type="checkbox"/> Attacked offender with gun; fired gun 2 <input type="checkbox"/> Attacked with other weapon 3 <input type="checkbox"/> Attacked without weapon (hit, kicked, etc.) 4 <input type="checkbox"/> Threatened offender with gun 5 <input type="checkbox"/> Threatened offender with other weapon 6 <input type="checkbox"/> Threatened to injure, no weapon</p> <p>RESISTED OR CAPTURED OFFENDER</p> <p>7 <input type="checkbox"/> Defended self or property (struggled, ducked, blocked blows, held onto property) 8 <input type="checkbox"/> Chased, tried to catch or hold offender</p> <p>SCARED OR WARNED OFF OFFENDER</p> <p>9 <input type="checkbox"/> Yelled at offender, turned on lights, threatened to call police, etc.</p> <p>PERSUADED OR APPEASED OFFENDER</p> <p>10 <input type="checkbox"/> Cooperated, or pretended to (stalled, did what they asked) 11 <input type="checkbox"/> Argued, reasoned, pleaded, bargained, etc.</p> <p>ESCAPED OR GOT AWAY</p> <p>12 <input type="checkbox"/> Ran or drove away, or tried; hid, locked door</p> <p>GOT HELP OR GAVE ALARM</p> <p>13 <input type="checkbox"/> Called police or guard 14 <input type="checkbox"/> Tried to attract attention or help, warn others (cried out for help, called children inside)</p> <p>REACTED TO PAIN OR EMOTION</p> <p>15 <input type="checkbox"/> Screamed from pain or fear</p> <p>OTHER</p> <p>16 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 42 (What Actions Taken)

Item 42 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, mark ALL categories that apply.

The types of actions listed in Item 42 are divided into eight groups and each group has a heading which is in bold and uppercase letters. Scan these titles to speed up your search for the correct box(es) to mark for a respondent's answer.

Boxes 1 through 6

Boxes 1 through 6 fall under the heading, **USED 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.

Boxes 7 and 8

Boxes 7 and 8 fall under the heading, **RESISTED OR CAPTURED 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.

Box 9

Box 9 falls under the heading, **SCARED OR WARNED OFF OFFENDER**, and covers a respondent's actions taken in an attempt to scare or warn off the offender by yelling, turning lights on, threatening to call the police, and so forth.

Boxes 10 and 11

Boxes 10 and 11 fall under the heading, **PERSUADED OR APPEASED OFFENDER**, and cover a respondent's actions taken in an attempt to coax the offender not to take specific actions or to calm the offender down to avoid injury. This could include pretending to cooperate with the offender, stalling for time to escape, pleading with the offender, and so forth.

Box 12

Box 12 falls under the heading, **ESCAPED OR GOT AWAY**, and covers a respondent's attempts to get away from the offender and leave the crime scene.

Boxes 13 and 14

Boxes 13 and 14 fall under the heading, **GOT HELP OR GAVE ALARM**, and cover the respondent calling the police or a guard or trying to attract attention (*for example, crying out for help or sounding a car horn*).

Box 15

Box 15 falls under the heading, **REACTED TO PAIN OR EMOTION**, and covers the respondent screaming or making noise in reaction to pain or fear.

Box 16

Box 16 falls under the heading, **OTHER**, and covers any action(s) taken by the respondent that do not fit into one of the previous categories for Item 42. Before marking Box 16, make sure that the answer does not fit Boxes 1 through 15. However, if you do mark Box 16, always enter a description of the respondent's action(s) on the "Specify" line.

Once you are done completing Item 42, continue with Check Item F.

<p>CHECK ITEM F Was the respondent injured in this incident? (Is box 2-11 marked in 31 on page 5?)</p>	<p><input type="checkbox"/> Yes - <i>Ask 43a</i> <input type="checkbox"/> No - SKIP to 43b</p>
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Check Item F (Was Respondent Injured in Incident?)

Check Item F is used to help you decide whether to ask Item 43a to determine when the respondent took actions in relation to any injuries incurred during the incident or whether to skip to Item 43b and ask the respondent whether his/her actions helped the situation.

Mark the "Yes" box in Check Item F if one or more boxes from Boxes 2 through 11 are marked in Item 31. After marking the "Yes" box, continue with Item 43a.

Mark the "No" box in Check Item F when **NONE** of the boxes from Boxes 2 through 11 are marked in Item 31 and then skip to Item 43b.

<p>43a. Did you take these actions before, after, or at the same time that you were injured?</p> <p><i>Mark (X) all that apply.</i></p>	<p><input type="checkbox"/> Actions taken before injury <input type="checkbox"/> Actions taken after injury <input type="checkbox"/> Actions taken at same time as injury</p>
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Item 43a (When Actions Taken/Injury)

Item 43a is used to determine whether the respondent took the actions identified in Item 42 **before, after, or at the**

same time that the offender injured the respondent.
Based on the respondent's answer, mark all boxes that apply in Item 43a.

After completing Item 43a, continue with Item 43b.

<p>43b. Did (any of) your action(s) help the situation in any way?</p> <p><i>Probe - Did your actions help you avoid injury, protect your property, escape from the offender - or were they helpful in some other way?</i></p>	<p>1 <input type="checkbox"/> Yes - Ask 44</p> <p>2 <input type="checkbox"/> No..... <i>SKIP to 45</i></p> <p>3 <input type="checkbox"/> Don't know...</p>
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Item 43b (Did Actions Help)

Item 43b is used to find out whether the respondent feels that any of his/her actions identified in Item 42 improved the situation or helped minimize the damage done during the incident. If the respondent seems unsure of how to answer this question, also ask the additional probe question for Item 43b.

Mark Box 1 for a "Yes" answer and continue with Item 44. Mark Box 2 for a "No" answer or Box 3 for a "Don't know" answer and then skip to Item 45.

<p>44. How were they helpful? Any other way?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Helped avoid injury or greater injury to respondent</p> <p>2 <input type="checkbox"/> Scared or chased offender off</p> <p>3 <input type="checkbox"/> Helped respondent get away from offender</p> <p>4 <input type="checkbox"/> Protected property</p> <p>5 <input type="checkbox"/> Protected other people</p> <p>6 <input type="checkbox"/> Other - Specify <i>▲</i></p> <p>_____</p>
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Item 44 (How Actions Helped)

Item 44 is used to identify how the respondent's actions improved the situation or minimized the damage done during the incident. You will only ask this question if the respondent answers "Yes" to the question in Item 43b. Based on the respondents answer, mark all boxes that apply and continue asking, "Any other way?", until you get a "No" response.

If the respondent mentions a way that his/her actions helped improve the situation and the answer does not fit

the descriptions in Boxes 1 through 5, mark Box 6 "Other" and enter the description on the "Specify" line. Avoid marking Box 6, if the answer matches one of the other descriptions in Boxes 1 through 5.

After completing Item 44, continue with Item 45.

<p>45. Did (any of) your action(s) make the situation worse in any way?</p> <p>PROBE - Did your actions lead to injury, greater injury, loss of property, make the offender angrier, or make the situation worse in some other way?</p>	<p>1 <input type="checkbox"/> Yes - Ask 46</p> <p>2 <input type="checkbox"/> No..... <i>SKIP to 47</i></p> <p>3 <input type="checkbox"/> Don't know....</p>
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Item 45 (Did Actions Make Situation Worse?)

Item 45 is used to find out whether the respondent feels that any of his/her actions identified in Item 42 caused the situation to deteriorate or the damage done to escalate during the incident. If the respondent seems unsure of how to answer this question, also ask the additional probe question for Item 45.

Mark Box 1 for a "Yes" answer and continue with Item 46. Mark Box 2 for a "No" answer or Box 3 for a "Don't know" answer and then skip to Item 47.

<p>46. How did they make the situation worse? Any other way?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Led to injury or greater injury to respondent</p> <p>2 <input type="checkbox"/> Caused greater loss of property or damage to property</p> <p>3 <input type="checkbox"/> Other people got hurt (worse)</p> <p>4 <input type="checkbox"/> Offender got away</p> <p>5 <input type="checkbox"/> Made offender angrier, more aggressive, etc.</p> <p>6 <input type="checkbox"/> Other - Specify _____</p>
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Item 46 (How Actions Worsened Situation)

Item 46 is used to identify how the respondent's actions made the situation worse or caused the damage done to escalate during the incident. You will only ask this question if the respondent answers "Yes" to the question in Item 45. Based on the respondent's answer, mark all the boxes that apply and continue asking, "Any other way?", until you get a "No" response.

If the respondent mentions a way that his/her actions made the situation worse and the answer does not fit the descriptions in Boxes 1 through 5, mark Box 6 "Other" and enter the description on the "Specify" line. Avoid marking Box 6, if the answer does match one of the other descriptions in Boxes 1 through 5.

After completing Item 46, continue with Item 47.

<p>47. Was anyone present during the incident besides you and the offender? (Other than children under age 12.)</p>	<p>1 <input type="checkbox"/> Yes - Ask 48 2 <input type="checkbox"/> No..... <i>SKIP to Check Item G</i> 3 <input type="checkbox"/> Don't know...</p>
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Item 47 (Other Persons Present)

Item 47 is used to find out if anyone besides the offender and the respondent were 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 Item 20a, as well as the detailed information about presence during an incident in Part C, Chapter 3, Topic 6.

Mark Box 1 for a "Yes" answer and continue with Item 48. Mark Box 2 for a "No" answer or Box 3 for a "Don't know" answer and then skip to Check Item G on page 8 of the NCVS-2.

<p>48. Did the actions of (this person/any of these people) help the situation in any way?</p>	<p>1 <input type="checkbox"/> Yes - Ask 49 2 <input type="checkbox"/> No..... <i>SKIP to 50</i> 3 <input type="checkbox"/> Don't know...</p>
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Item 48 (Did Actions of Other Persons Help)

When persons, other than the respondent and the offender, were present during the incident ("Yes" marked in Item 47), Item 48 is used to determine whether the actions taken by any of these persons may have helped the situation in any way.

As you ask Item 48, only use the phrase "*this person*" if the respondent happens to mention that there was only one other person present. Otherwise, ask the question using the phrase "*any of these people*."

Mark Box 1 for a "Yes" answer and then continue with Item 49. Mark Box 2 for a "No" answer or for instances when the other persons present did nothing or took no actions during the incident. Mark Box 3 for a "Don't know" answer. After marking either Box 2 or Box 3, skip to Item 50.

<p>49. How did they help the situation? Any other way?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Helped avoid injury or greater injury to respondent</p> <p>2 <input type="checkbox"/> Scared or chased offender off</p> <p>3 <input type="checkbox"/> Helped respondent get away from offender</p> <p>4 <input type="checkbox"/> Protected property</p> <p>5 <input type="checkbox"/> Protected other people</p> <p>6 <input type="checkbox"/> Other - <i>Specify</i> ▲</p> <p>_____</p>
--	--

Item 49 (How Actions Helped)

Item 49 is used to identify how the actions of other persons present during the incident helped the situation. Based on the respondent's answer, mark all the boxes that apply and continue asking, "Any other way?", until you get a "No" response.

If the respondent mentions a way that the other person's actions helped the situation and the answer does not fit the descriptions in Boxes 1 through 5, mark Box 6 "Other" and enter the description on the "Specify" line. Avoid marking Box 6, if the answer matches one of the other descriptions in Boxes 1 through 5.

After completing Item 49, continue with Item 50.

<p>50. Did the actions of (this person/any of these people) make the situation worse in any way?</p>	<p>1 <input type="checkbox"/> Yes - Ask 51 2 <input type="checkbox"/> No..... <i>SKIP to 52</i> 3 <input type="checkbox"/> Don't know</p>
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Item 50 (Did Actions of Other Persons Make Situation Worse)

Item 50 is used to find out whether the respondent feels that any actions taken by other persons present during the incident caused the situation to deteriorate or the damage done to escalate.

As you ask Item 50, only use the phrase "*this person*" if the respondent happens to mention that there was only one other person present. Otherwise, ask the question using the phrase "*any of these people.*"

Mark Box 1 for a "Yes" answer and continue with Item 51. Mark Box 2 for a "No" answer or Box 3 for a "Don't know" answer and then skip to Item 52.

<p>51. How did they make the situation worse? Any other way?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Led to injury or greater injury to respondent 2 <input type="checkbox"/> Caused greater loss of property or damage to property 3 <input type="checkbox"/> Other people got hurt (worse) 4 <input type="checkbox"/> Offender got away 5 <input type="checkbox"/> Made offender angrier, more aggressive, etc. 6 <input type="checkbox"/> Other - Specify _____</p>
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Item 51 (How Other Person's Actions Worsened the Situation)

Item 51 is used to identify how the actions of other persons made the situation worse or caused the damage done to escalate during the incident. Based on the respondent's answer, mark all the boxes that apply and continue asking, "Any other way?", until you get a "No" response.

If the respondent mentions a way that the actions of other persons made the situation worse and the answer does not fit the descriptions in Boxes 1 through 5, mark Box 6 "Other" and enter the description on the "Specify" line. Avoid marking Box 6, if the answer matches one of the other descriptions in Boxes 1 through 5.

After completing Item 51, continue with Item 52.

**Items 52 through 54
(Other Persons Victimized
During the Incident)**

Items 52 through 54 are used to determine whether other persons who were present during the incident experienced any physical harm, the threat of physical harm, or were robbed by force or the threat of harm. If you identify that one or more household members over the age of 12 were also victimized in any of these ways during the incident, each of these household members should report the incident during his/her interview.

<p>52. Not counting yourself, were any of the persons present during the incident harmed (Pause), threatened with harm (Pause), or robbed by force or threat of harm? (Do not include yourself, the offender, or children under 12 years of age.)</p>	<p>1 <input type="checkbox"/> Yes - Ask 53 2 <input type="checkbox"/> No..... <i>SKIP to Check Item G</i> 3 <input type="checkbox"/> Don't know</p>
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Item 52 (Other Persons Victimized)

Item 52 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 Item 52, make sure to pause where indicated and 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.

Mark Box 1 if you get a "Yes" answer and then continue with Item 53.

Mark Box 2 if you get a "No" answer or the respondent indicates that:

- The only other person who was harmed or threatened with harm was someone under 12 years of age, or
- 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).

Mark Box 3 for a "Don't know" answer.

After marking Box 2 or Box 3, skip to Check Item G on page 8 of the NCVS-2.

<p>53. How many? (Do not include yourself, the offender or children under 12 years of age.)</p>	<p style="text-align: center;">_____ Number of persons</p>
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Item 53 (How Many Harmed?)

Item 53 is used to identify the total number of persons over the age of 12 who were harmed, threatened with harm, or robbed by force or threat of harm during the incident, EXCLUDING the respondent and the offender(s). Enter the number of persons provided by the respondent on the "Number of persons" line.

If the respondent's answer is not a total number (*for example, the respondent says "several," "just a few," "many," and so forth*), probe to get at least an estimate of the number of other persons who were present and personally victimized during the incident.

You must enter a numeric answer in Item 53 when you mark Box 1 "Yes" in Item 52.

<p>54. How many of these persons are members of your household now? (Do not include yourself, the offender or children under 12 years of age.)</p> <p>FIELD REPRESENTATIVE - Enter name(s) or line number(s) of other household member(s). If not sure, ask.</p>	<p>0 <input type="checkbox"/> None</p> <p>_____ Number of persons</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">Name(s) ↘</td> <td style="width: 10%; border: none; text-align: center;">OR</td> <td style="width: 40%; border: none;">Line number(s)</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;"></td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;"></td> <td style="border: none;">_____</td> </tr> <tr> <td style="border: none;">_____</td> <td style="border: none;"></td> <td style="border: none;">_____</td> </tr> </table>	Name(s) ↘	OR	Line number(s)	_____		_____	_____		_____	_____		_____
Name(s) ↘	OR	Line number(s)											
_____		_____											
_____		_____											
_____		_____											

Item 54 (Identifying Household Members Harmed)

Item 54 is used to:

- Determine whether any of the persons included in the count in Item 53 are sample household members at the time of the interview.
- Identify the number of persons included in the count in Item 53 who are sample household members at the time of the interview.
- Identify by name or line number each of the household members, other than the respondent or the offender(s), who were harmed, threatened with harm, or robbed by force or the threat of harm during the incident.

Mark Box 0 (zero) when none of the other persons present during the incident are current household members.

Using the "Number of persons" line, enter the number of current household members who were personally victimized during the incident, excluding the respondent, the offender(s), and any children under 12 years of age.

Below the "Number of persons" line, enter the names or line numbers to uniquely identify each of these current household members who were personally victimized during the incident. As you interview each of these household members, complete a separate NCVS-2, Crime Incident Report, for each household member to report how

he/she was personally victimized during this incident. However, if you discover that the person was NOT personally victimized during the incident, note this fact in Item 54 of the NCVS-2 for the original respondent and correct Items 52, 53, and 54, as necessary.

If you have already interviewed one of these household members and the person did not report this incident, you need to speak to that person again to verify whether or not the household member was personally victimized. If the person was personally victimized during the incident, complete an NCVS-2 and correct the appropriate information on the NCVS-1 (*for example, number of incidents in Item 15c and the appropriate screen question entries and Check Item G for the household member*). If the person was NOT personally victimized during the incident, note this fact in Item 54 on the NCVS-2 for the original respondent and correct Items 52, 53, and 54, as necessary.

For proxy interviews, if the proxy respondent was one of the household members who was personally victimized during the incident reported for the proxy person, make sure that you enter the proxy respondent's name or line number in Item 54, NOT the name or line number for the person for whom the interview is being taken (*proxy person*).

**Topic 5. Completing Check Item G Through Item 87
(Use of Physical Force/Characteristics of the Offender(s))**

<p>CHECK ITEM G Did respondent use or threaten to use physical force against the offender? (Is box 1-6 marked in 42 on page 6?)</p>	<p>1 <input type="checkbox"/> Yes - Ask 55 2 <input type="checkbox"/> No - <i>SKIP to 60</i></p>
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Check Item G (Use or Threaten to Use Force)

Check Item G is designed to help you decide whether or not to ask about who used or threatened to use physical force first in Item 55. If you are not sure how to mark Check Item G, refer back to your entries in Item 42 on page 6.

If you marked one or more of Boxes 1 through 6 in Item 42, mark Box 1 "Yes" in Check Item G and continue with Item 55.

If Boxes 1 through 6 in Item 42 are ALL blank, mark Box 2 "No" in Check Item G and skip to Item 60.

<p>55. Who was the first to use or threaten to use physical force - you, the offender, or someone else?</p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> Respondent 2 <input type="checkbox"/> Offender(s) 3 <input type="checkbox"/> Someone else <i>SKIP to 60</i> 4 <input type="checkbox"/> Don't know</p>
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Item 55 (First to Use or Threaten to Use Force)

Item 55 is used to identify who was the first person to use or threaten to use physical force during the incident. **Mark only one box in Item 55.**

If the first person to use or threaten to use force during the incident was:

- ✓ The respondent - Mark Box 1
- ✓ One or more of the offenders - Mark Box 2
- ✓ Someone other than the respondent or an offender - Mark Box 3

- ✓ Respondent does not know who used or threatened to use force first - Mark Box 4.

After marking the appropriate box in Item 55, skip to Item 60.

<p>56. <i>If household member was present, SKIP to 59.</i></p> <p>Do you know or have you learned anything about the offender(s) - for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?</p>	<p>1 <input type="checkbox"/> Yes - Ask 57</p> <p>2 <input type="checkbox"/> No - <i>SKIP to 88, page 11</i></p>
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Item 56 (Know the Offender)

The question in Item 56 is ONLY asked when NO household members were present during the incident (*Box 2 "No" marked in Item 20a*). If any household members WERE present during the incident, do not ask the question in Item 56 and skip to Item 59. However, if the respondent was present during the incident, go back and re-ask the questions in Items 20a and 20b and correct the entries, as necessary.

Item 56 is used to find out if the respondent knows anything or has learned anything about the offender(s), such as whether there were one or more offenders, 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.

If you mark Box 1 "Yes," then continue with Item 57. If you mark Box 2 "No," skip to Item 88 on page 11 of the NCVS-2.

<p>57. How sure are you of this information? Do you have a suspicion, are you fairly sure or are you certain?</p>	<p>1 <input type="checkbox"/> Suspicion</p> <p>2 <input type="checkbox"/> Fairly sure</p> <p>3 <input type="checkbox"/> Certain</p>
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Item 57 (Certainty About Offender Information)

Item 57 is used to discover how sure the respondent is about the accuracy of what he/she knows or has learned about the offender(s).

Mark Box 1 if the respondent only suspects what he/she knows about the offender(s) is true. Mark Box 2 if the respondent is fairly sure what he/she knows about the offender(s) is true. Mark Box 3 if the respondent is certain what he/she knows about the offender(s) is true.

<p>58. How did you learn about the offender(s)? Any other way?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Respondent saw or heard offender..</p> <p>2 <input type="checkbox"/> From other member of household who was eyewitness.....</p> <p>3 <input type="checkbox"/> From eyewitness(es) other than household member(s).....</p> <p>4 <input type="checkbox"/> From police.....</p> <p>5 <input type="checkbox"/> Other person (not eyewitness).....</p> <p>6 <input type="checkbox"/> Offender(s) admitted it.....</p> <p>7 <input type="checkbox"/> Offender(s) had threatened to do it..</p> <p>8 <input type="checkbox"/> Stolen property found on offender's property or in offender's possession..</p> <p>9 <input type="checkbox"/> Figured it out by who had motive, opportunity, or had done it before....</p> <p>10 <input type="checkbox"/> Other - <i>Specify</i>.....</p>
--	---

SKIP
to 88,
page 11

Item 58 (How Respondent Learned About Offender)

Item 58 is used to determine how the respondent found out any information about the offender(s). Since there may have been more than one source, continue asking, "Any other way?", until you get a "No" answer and mark all boxes that apply. Once you complete Item 58, skip to Item 88 on page 11 of the NCVS-2.

Marking Box 1

Mark Box 1 if the respondent saw or heard the offender, but was not present during the incident. For more information about presence during an incident, refer to Item 20a in Topic 2 of this chapter and Part C, Chapter 3, Topic 6.

Marking Box 2

Mark Box 2 if the respondent found out about the offender from another household member who saw the offender, but was not present during the incident.

Marking Box 3

Mark Box 3 if the respondent found out about the offender from someone who is not a household member, such as a neighbor who actually saw the offender commit the crime.

- Marking Box 4** Mark Box 4 if the respondent found out about the offender from the police department.
- Marking Box 5** Mark Box 5 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.
- Marking Box 6** Mark Box 6 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.
- Marking Box 7** Mark Box 7 if the offender(s) threatened to commit this type of crime against the respondent or someone else PRIOR to the incident.
- Marking Box 8** Mark Box 8 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.
- Marking Box 9** Mark Box 9 if the respondent suspects a particular person to be the offender because that person had a motive or opportunity to commit the crime or because the person had committed similar crimes in the past.
- Marking Box 10** Mark Box 10 if the respondent's answer really does not fit the descriptions in Boxes 1 through 9 and explain how the respondent found out information about the offender(s) on the "Specify" line.

<p>59. What actually happened? Anything else?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Something taken without permission</p> <p>2 <input type="checkbox"/> Attempted or threatened to take something</p> <p>3 <input type="checkbox"/> Harassed, argument, abusive language</p> <p>4 <input type="checkbox"/> Forcible entry or attempted forcible entry of house/apartment</p> <p>5 <input type="checkbox"/> Forcible entry or attempted forcible entry of car</p> <p>6 <input type="checkbox"/> Damaged or destroyed property</p> <p>7 <input type="checkbox"/> Attempted or threatened to damage or destroy property</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 59 (What Actually Happened)

Item 59 is used to determine what actually happened during the incident when only other household members were present, but NOT the respondent (*Box 3 marked in Item 20b*). Since the offender(s) may have taken more than one action during the incident, continue asking, "Anything else?", until you get a "No" response and mark all boxes that apply.

If you discover that a household member other than the respondent was personally victimized during the incident, complete an NCVS-2 for the incident when you interview the other victimized household member. You may need to remind this household member about the incident, if he/she does not report it. If you already interviewed the other household member and he/she did not report the incident, check back with that person to see if maybe he/she forgot to mention it.

Marking Box 1

Mark Box 1 if the offender stole something that belongs to the respondent or another household member.

Marking Box 2

Mark Box 2 if the offender:

- ✓ Tried to steal something that belongs to the respondent or another household member or
- ✓ Threatened either verbally or nonverbally to take something that belongs to the respondent or another household member. An example of a verbal threat to take something is the offender saying: "Give me your jacket or I'll rip it off your back." An example of a

nonverbal threat to take something is an offender lunging towards the household member reaching for her necklace.

Marking Box 3

Mark Box 3 if the offender bothered a household member **verbally** without threatening the household member. This could include yelling, teasing, insulting, arguing, using obscenities, and so forth.

Marking Box 4

Mark Box 4 if the offender forced his/her way into or attempted to force his/her way into the respondent's home and physical evidence of force is visible on the house/apartment after the incident happened. Do not mark Box 4 if there was no force involved or if the only force involved was used against a household member and not against the house/apartment. In this case, you would mark Box 8 "Other" and explain the situation on the "Specify" line.

Marking Box 5

Mark Box 5 if the offender forcibly entered or tried to enter a car or other motor vehicle owned by the respondent or another household member. However, if no physical force was used to enter or to try to enter the vehicle (*for example, offender opened an unlocked door to enter the vehicle*), mark Box 8 "Other" and explain the situation on the "Specify" line.

Marking Box 6

Mark Box 6 if the offender damaged or destroyed property during the incident that belongs to the respondent or another household member.

Marking Box 7

Mark Box 7 if the offender tried or threatened to damage or destroy property belonging to the respondent or another household member while the crime was being committed.

Marking Box 8

Mark Box 8 if the respondent's answer does not fit any of the descriptions in Boxes 1 through 7 and then explain what actually happened during the incident on the "Specify" line.

Here are some examples of acceptable entries after marking Box 8 "Other":

- ✓ Illegal entry into house/apartment, no force used
- ✓ Peeping tom
- ✓ Offender opened hood of car
- ✓ Obscene gestures.

<p>60. ASK OR VERIFY - Was the crime committed by only one or by more than one offender?</p>	<p>1 <input type="checkbox"/> Only one - <i>SKIP to 62</i> 2 <input type="checkbox"/> More than one - <i>SKIP to 73</i> 3 <input type="checkbox"/> Don't know - <i>Ask 61</i></p>
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Item 60 (One or More Than One Offender)

Item 60 is used to find out if the crime was committed by one offender or by multiple offenders. If you have been told already how many offenders were involved in the incident, you can verify this information with the respondent, instead of asking the question in Item 60.

Mark Box 1 when only one offender was involved in the incident and then skip to Item 62 so you can gather information about the offender's personal characteristics.

Mark Box 2 when there were two or more offenders involved in the incident and then skip to Item 73 so you can gather information about the personal characteristics of all the offenders.

Mark Box 3 if the respondent does not know whether there was just one offender or more than one offender involved in the incident and then continue with Item 61.

<p>61. Do you know anything about one of the offenders?</p>	<p>1 <input type="checkbox"/> Yes - <i>Ask 62</i> 2 <input type="checkbox"/> No - <i>SKIP to 88, page 11</i></p>
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Item 61 (Know Anything About One of the Offenders)

Item 61 is used to determine whether the respondent knows anything about the offender(s). You will only ask this question when the respondent does not know

whether there was one or more than one offender (*Box 3 marked in Item 60*).

If you mark Box 1 "Yes," you will continue with Item 62 so you can collect whatever information the respondent is able to provide about the offender(s).

If you mark Box 2 "No," you will skip to Item 88 on page 11 of the NCVS-2.

**Items 62 through 72
(Personal Characteristics of
One Offender)**

Items 62 through 72 are used to collect an offender's personal characteristics when only ONE offender is involved in an incident. There is a separate set of questions in Items 73 through 87 to collect personal characteristics for multiple offenders involved in an incident.

62. Was the offender male or female?	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Don't know
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Item 62 (Offender's Sex)

Item 62 is used to identify whether the offender is male or female. Based on the respondent's perception, mark Box 1 for "Male," Box 2 for "Female," and Box 3 if the respondent does not know the offender's sex.

63. How old would you say the offender was?	<input type="checkbox"/> Under 12 <input type="checkbox"/> 12-14 <input type="checkbox"/> 15-17 <input type="checkbox"/> 18-20	<input type="checkbox"/> 21-29 <input type="checkbox"/> 30+ <input type="checkbox"/> Don't know
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Item 63 (Offender's Age)

Item 63 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.

Each box identifies a range of years, such as "Under 12" for Box 1, "12-14" for Box 2, and so forth. Mark the appropriate box based on the respondent's answer. If the respondent is unable to give you even an estimated age for the offender, mark Box 7 "Don't know."

<p>64a. Was the offender a member of a street gang, or don't you know?</p>	<p>1 <input type="checkbox"/> Yes (a member of a street gang) 2 <input type="checkbox"/> No (not a member of a street gang) 3 <input type="checkbox"/> Don't know (if a member of a street gang)</p>
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Item 64a (Offender Member of a Street Gang)

Item 64a is used to determine whether or not 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 fruits of the gang's activities, and often engage in anti-social or deviant behavior.

There are currently four major street gangs identified in the United States: Crips, Bloods, Folk Nation, and People Nation. 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.

Mark the appropriate box based on the respondent's answer--Box 1 for "Yes," Box 2 for "No," or Box 3 for "Don't know."

<p>64b. Was the offender drinking or on drugs, or don't you know?</p>	<p>1 <input type="checkbox"/> Yes (drinking or on drugs) - Ask 65 2 <input type="checkbox"/> No (not drinking/not on drugs)..... <i>SKIP to 66</i> 3 <input type="checkbox"/> Don't know (if drinking or on drugs).....</p>
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Item 64b (Offender Drinking or on Drugs)

Item 64b is used to find out if the offender was drinking alcoholic beverages or under the influence of drugs during the incident. Mark this item based on what the respondent **believes or knows**.

Marking Box 1

Mark Box 1 "Yes" if the offender was actively drinking or under the influence of drugs or alcohol at the time of the incident. After marking Box 1, ask the question in Item 65 next.

Marking Box 2

Mark Box 2 "No" if the offender was not drinking or under the influence of drugs or alcohol and then skip to Item 66.

Marking Box 3

Mark Box 3 "Don't know" if the respondent could not tell if the offender was under the influence of drugs or alcohol and then skip to Item 66.

<p>65. Which was it? (Drinking or on drugs?)</p>	<p> <input type="checkbox"/> Drinking <input type="checkbox"/> On drugs <input type="checkbox"/> Both (drinking and on drugs) <input type="checkbox"/> Drinking or on drugs - could not tell which </p>
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Item 65 (Identifying Drinking or Drugs)

Item 65 is used to distinguish between whether the offender was just drinking, just on drugs, under the influence of BOTH alcohol and drugs, or perhaps the respondent cannot distinguish between the two. After completing Item 65, continue with Item 66.

Marking Box 1

Mark Box 1 "Drinking" if the respondent thinks or knows that the offender was under the influence of only alcohol during the incident.

Marking Box 2

Mark Box 2 "On drugs" if the respondent thinks or knows that the offender was under the influence of only drugs during the incident.

Marking Box 3

Mark Box 3 "Both" if the respondent thinks or knows that the offender was under the influence of BOTH drugs and alcohol during the incident.

Marking Box 4

Mark Box 4 "Drinking or on drugs" if the respondent thinks or knows that the offender is under the influence of drugs or alcohol, but cannot tell which one.

<p>66. Was the offender someone you knew or a stranger you had never seen before?</p>	<p> <input type="checkbox"/> Knew or had seen before - <i>SKIP to 68</i> <input type="checkbox"/> Stranger <input type="checkbox"/> Don't know </p>
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Item 66 (Offender Known or Stranger)

Item 66 is used to determine whether the respondent either knew the offender or had seen the offender in the past.

Marking Box 1

Mark Box 1 if the offender knew or had seen the offender at some time prior to the incident. After marking Box 1, skip to Item 68.

Marking Box 2

Mark Box 2 if the offender is a stranger to the respondent. After marking Box 2, continue with Item 67.

Marking Box 3

Mark Box 3 if the respondent does not know for sure whether or not the offender is someone he/she knows or a stranger. After marking Box 3, continue with Item 67.

67. Would you be able to recognize the offender if you saw him/her?	<input type="checkbox"/> Yes..... <input type="checkbox"/> Not sure (possibly or probably) <input type="checkbox"/> No - SKIP to 71	SKIP to 69
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Item 67 (Could Respondent Recognize Offender)

Item 67 is used to find out how certain the respondent is that he/she could identify the offender if the respondent saw the person again.

Marking Box 1

Mark Box 1 when the respondent is fairly sure that he/she would recognize the offender if the respondent saw the person again. After marking Box 1, skip to Item 69.

Marking Box 2

Mark Box 2 when the respondent thinks he/she might recognize the offender if the respondent saw the person again, but is not really certain. After marking Box 2, skip to Item 69.

Marking Box 3

Mark Box 3 when the respondent knows that he/she could not recognize the offender if the respondent saw the person again. After marking Box 3, skip to Item 71.

68. How well did you know the offender - by sight only, casual acquaintance, or well known?	<input type="checkbox"/> Sight only - Ask 69 <input type="checkbox"/> Casual acquaintance... <input type="checkbox"/> Well known.....	SKIP to 70
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Item 68 (How Well Known)

After a respondent has indicated in Item 66 that he/she knew or had seen the offender before the incident, then ask the question in Item 68 to find out just how well the respondent knew the offender. If the respondent does not answer with one of the suggested choices, probe by repeating the options again.

Marking Box 1

Mark Box 1 if the respondent only remembers seeing the offender previously. After marking Box 1, continue with Item 69.

Marking Box 2

Mark Box 2 if the respondent knew the offender somewhat and felt comfortable saying "Hello," but did not necessarily know his/her name. After marking Box 2, skip to Item 70.

Marking Box 3

Mark Box 3 if the respondent feels that he/she knew the offender very well. Let the respondent make this decision. After marking Box 3, skip to Item 70.

<p>69. Would you have been able to tell the police how they might find the offender, for instance, where he/she lived, worked, went to school, or spent time?</p>	<p>1 <input type="checkbox"/> Yes.....</p> <p>2 <input type="checkbox"/> No.....</p> <p>3 <input type="checkbox"/> Other - <i>Specify</i> SKIP to 71</p> <p>_____</p>
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Item 69 (How to Find Offender)

Item 69 is used to determine whether the respondent has any information which may help the police find the offender. The respondent's answer should be based on what he/she knows about the offender, and NOT necessarily on what the respondent actually told the police.

Mark Box 1 for a "Yes" answer, Box 2 for a "No" answer, and Box 3 for "Other" when you need to record more than just a "Yes" or "No" answer. After marking Box 3, make sure to enter a description of the respondent's answer on the "Specify" line. Once you have completed Item 69, skip to Item 71.

<p>70. How well did you know the offender? For example, was the offender a friend, cousin, etc.?</p> <p><i>Mark (X) first box that applies.</i></p>	<p>RELATIVE</p> <p>1 <input type="checkbox"/> Spouse at time of incident 2 <input type="checkbox"/> Ex-spouse at time of incident 3 <input type="checkbox"/> Parent or step-parent 4 <input type="checkbox"/> Own child or step-child 5 <input type="checkbox"/> Brother/sister 6 <input type="checkbox"/> Other relative - <i>Specify</i> _____</p> <p>NONRELATIVE</p> <p>7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend 8 <input type="checkbox"/> Friend or ex-friend 9 <input type="checkbox"/> Roommate, boarder 10 <input type="checkbox"/> Schoolmate 11 <input type="checkbox"/> Neighbor 12 <input type="checkbox"/> Customer/client 14 <input type="checkbox"/> Patient 15 <input type="checkbox"/> Supervisor (current or former) 16 <input type="checkbox"/> Employee (current or former) 17 <input type="checkbox"/> Co-worker (current or former) 13 <input type="checkbox"/> Other nonrelative - <i>Specify</i> _____</p>
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Item 70 (How Victim Knew Offender)

Item 70 is used to identify the relationship between the respondent and the offender, when the respondent indicates in Item 68 that he/she was a casual acquaintance of the offender or knew the offender very well (*Box 2 or 3 marked in Item 68*). Always read BOTH questions to ensure that the respondent knows we want to identify all types of relationships, not just relatives.

Mark only the first box that applies to the respondent's answer. Notice that the answer categories are divided into two groups. Boxes 1 through 6 cover relatives of the respondent and Boxes 7 through 17 cover nonrelatives of the respondent, including Box 13 which is out of sequence.

Marking Box 1

Mark Box 1 if the offender was the spouse of the respondent (*husband/wife*) at the time of the incident, regardless of whether they are currently married to each other.

Marking Box 2

Mark Box 2 if the offender was a former spouse (*husband/wife*) of the respondent at the time of the incident. Accept the respondent's answer and do not

probe when the respondent says "Ex-spouse" or "Former wife/husband."

Marking Box 3

Mark Box 3 if the offender is the mother, father, step-mother, or step-father of the respondent. Box 3 is not intended for parents through marriage, which should be included in Box 6 "Other relative." After marking Box 6, indicate the type of other relative on the "Specify" line, such as "father-in-law" or "mother-in-law."

Marking Box 4

Mark Box 4 if the offender is a child of the respondent by birth, adoption, or marriage, such as a son, daughter, step-son, or step-daughter. Box 4 is not intended for foster children, instead mark Box 13 "Other nonrelative" and write in the relationship on the "Specify" line.

Marking Box 5

Mark Box 5 if the offender is a brother or sister of the respondent or the child of a respondent's step-parent. Box 5 is not intended for "brother-in-laws" or "sister-in-laws," instead mark Box 6 and write in the relationship on the "Specify" line.

Marking Box 6

Mark Box 6 if the offender was the respondent's aunt, uncle, cousin, grandparent, father-in-law, mother-in-law, sister-in-law, brother-in-law, or any offender who is related to the respondent by blood or marriage and is not described in Boxes 1 through 5. After marking Box 6, always enter the relationship on the "Specify" line.

Marking Box 7

Mark Box 7 if the offender is a nonrelative who has or had romantic connections to the respondent. For example, the offender and the respondent were dating at the time of the incident or used to date prior to the incident.

Marking Box 8

Mark Box 8 if the offender is a male or female friend or past friend of the respondent AND there is no romantic connection between the two persons.

Marking Box 9

Mark Box 9 if the offender is a person who is NOT related to the respondent, but was living with the respondent at the

time of the incident, such as a boarder or roommate. Box 9 is not intended for "live-in" boyfriends/girlfriends; instead, mark Box 7 for these situations.

Marking Box 10

Mark Box 10 if the offender attended the same school as the respondent at the time of the incident AND is not related to the respondent.

Marking Box 11

Mark Box 11 if the offender lives close enough to the respondent to be considered a neighbor AND is not related to the respondent.

Marking Box 12, 14, 15, 16, or 17

Mark the most appropriate box from Boxes 12, 14, 15, 16, or 17 if the offender is a nonrelative, but is known by the respondent as a business client, patient, or a supervisor, employee, or co-worker, including former supervisors, employees, and co-workers.

Marking Box 13

Mark Box 13 if the respondent's answer does not fit any of the other nonrelative relationships, but the offender is either well known or a casual acquaintance. After marking Box 13, enter the offender's relationship to the respondent on the "Specify" line, such as the respondent's barber, Avon lady, and so forth.

Once you have completed Item 70, continue with Item 71.

<p>71. Was the offender White, Black, or some other race?</p>	<p>1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black 3 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 71 (Offender's Race)

Item 71 is used to record the race of the offender as perceived by the respondent. Only three racial designations are used for Item 71--White, Black, and Other.

Mark Box 1 for "White" and Box 2 for "Black or African American." If the respondent mentions a race other than White or Black/African American, mark Box 3 "Other" and identify the offender's race on the "Specify" line, such

as American Indian, Alaska Native, Asian, Native Hawaiian, and so forth.

If the respondent's answer is "Spanish, Hispanic or Latino" or any other ethnic origin, such as French or German, mark Box 1 "White" and do NOT mark Box 3 "Other" and do NOT enter the ethnic origin on the "Specify" line. The terms "Spanish, Hispanic or Latino" refer to a person's ethnic origin or ancestry, and not to his/her race.

After completing Item 71, continue with Item 72.

<p>72. Was this the only time this offender committed a crime against you or your household or made threats against you or your household?</p>	<p>1 <input type="checkbox"/> Yes (only time).....</p> <p>2 <input type="checkbox"/> No (there were other times)..... <i>SKIP to 88, page 11</i></p> <p>3 <input type="checkbox"/> Don't know.....</p>
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Item 72 (Other Crimes by Offender)

Item 72 is used to determine whether the offender has ever committed any type of crime or threatened to physically harm the respondent or another household member, other than the current incident. For this question, do not limit the respondent to crimes committed only during his/her 6-month reference period.

Marking Box 1

Mark Box 1 "Yes (only time)" if the respondent tells you that the current incident is the only crime this offender has committed against his/her household. Make sure that the respondent understands we are interested in crimes committed by this offender at ANY time prior to this incident.

Marking Box 2

Mark Box 2 "No (there were other times)" if the respondent says that this offender did commit other crimes against the respondent or other household members at ANY time prior to this incident.

Marking Box 3

Mark Box 3 if the respondent does not really know whether or not the offender has committed other crimes against the household in the past.

Once you have completed Item 72, skip to Item 88 on page 11.

73. How many offenders?	_____ Number of offenders <input type="checkbox"/> Don't know (number of offenders)
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Item 73 (Number of Offenders)

Item 73 is used to identify the total number of offenders involved in the current incident, when the respondent has indicated in Item 60 that there was more than one offender. If the respondent is uncertain about the number, ask for an estimate of the number of offenders.

Enter the total number of offenders on the "Number of offenders" line. Only mark Box x "Don't know" if the respondent is unable to provide even an estimate of the number of offenders. After completing Item 73, continue with Item 74.

74. Were they male or female?	<input type="checkbox"/> All male..... <input type="checkbox"/> All female..... <i>SKIP to 76</i> <input type="checkbox"/> Don't know sex of any offenders... <input type="checkbox"/> Both male and female - Ask 75
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Item 74 (Sex of Offenders)

Item 74 is used to determine the sex of the offenders. If the respondent only knows the sex of some of the offenders, but not all of them, the answer should be based on the offenders for which he/she can identify the sex.

Marking Box 1

Mark Box 1 when the respondent says that all of the offenders were male and then skip to Item 76.

Marking Box 2

Mark Box 2 when the respondent says that all of the offenders were female and then skip to Item 76.

Marking Box 3

Mark Box 3 when the respondent does not know the sex of any of the offenders and then skip to Item 76.

Marking Box 4

Mark Box 4 when the respondent says that some of the offenders were male and some were female, and then ask the question in Item 75.

<p>75. If there were only 2 offenders (item 73), <i>SKIP</i> to 76.</p> <p>Were they mostly male or mostly female?</p>	<p>1 <input type="checkbox"/> Mostly male 2 <input type="checkbox"/> Mostly female 3 <input type="checkbox"/> Evenly divided 4 <input type="checkbox"/> Don't know</p>
--	---

Item 75 (Sex of Offenders)

When there were three or more offenders involved in the incident (*as indicated in Item 73*) and they were both male and female (*as indicated in Item 74*), ask the question in Item 75 to determine the sex of MOST of the offenders. If the respondent only knows the sex of some of the offenders, but not all of them, the answer should be based on the offenders for which he/she can identify the sex.

Marking Box 1

Mark Box 1 when most of the offenders were male.

Marking Box 2

Mark Box 2 when most of the offenders were female.

Marking Box 3

Mark Box 3 if the total number of offenders were equally male and female.

Marking Box 4

Mark Box 4 if the respondent does not know how many offenders were male and how many were female.

After completing Item 75, continue with Item 76.

<p>76. How old would you say the youngest was?</p>	<p>1 <input type="checkbox"/> Under 12 4 <input type="checkbox"/> 18-20 7 <input type="checkbox"/> Don't know 2 <input type="checkbox"/> 12-14 5 <input type="checkbox"/> 21-29 3 <input type="checkbox"/> 15-17 6 <input type="checkbox"/> 30+</p>
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Item 76 (Age of Offenders)

Item 76 is used to identify the age range into which the youngest offender's age fits. Mark the appropriate box based on the respondent's answer. Mark Box 7 if the respondent does not know or cannot estimate the age of the youngest offender. After completing Item 76, continue with Item 77.

77. How old would you say the oldest was?	1	Under 12	4	18-20	7	Don't know
	2	12-14	5	21-29		
	3	15-17	6	30+		

Item 77 (Age of Offenders)

Item 77 is used to identify the age range into which the oldest offender's age fits. Mark the appropriate box based on the respondent's answer. When the respondent is not sure of the age, ask for an estimate. Mark Box 7 if the respondent does not know or cannot estimate the age of the oldest offender. After completing Item 77, continue with Item 78a.

78a. Were any of the offenders a member of a street gang, or don't you know?	1	Yes (a member of a street gang)
	2	No (not a member of a street gang)
	3	Don't know (if a member of a street gang)

Item 78a (Members of a Street Gang)

Item 78a is used to determine whether any of the offenders were members 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 fruits of the gang's activities, and often engage in anti-social or deviant behavior.

There are currently four major street gangs identified in the United States: Crips, Bloods, Folk Nation, and People Nation. 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.

Marking Box 1

Mark Box 1 if the respondent believes that some or all of the offenders were members of a street gang.

Marking Box 2

Mark Box 2 if the respondent believes that none of the offenders were members of a street gang.

Marking Box 3

Mark Box 3 if the respondent does not know if any of the offenders were members of a street gang.

After completing Item 78a, continue with Item 78b.

<p>78b. Were any of the offenders drinking or on drugs, or don't you know?</p>	<p>1 <input type="checkbox"/> Yes (drinking or on drugs) - Ask 79 2 <input type="checkbox"/> No (not drinking/not on drugs)..... SKIP to 80 3 <input type="checkbox"/> Don't know (if drinking or on drugs)..</p>
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Item 78b (Offenders Drinking or on Drugs)

Item 78b is used to determine whether the respondent believes that one or more of the offenders was drinking or on drugs during the incident.

Marking Box 1

Mark Box 1 if the respondent believes that at least one of the offenders was under the influence of alcohol or drugs during the incident. After marking Box 1, continue with Item 79.

Marking Box 2

Mark Box 2 if the respondent believes that none of the offenders were under the influence of alcohol or drugs during the incident. After marking Box 2, skip to Item 80.

Marking Box 3

Mark Box 3 if the respondent does not know whether any of the offenders were under the influence of alcohol or drugs during the incident. After marking Box 3, skip to Item 80.

<p>79. Which was it? (Drinking or on drugs?)</p>	<p>1 <input type="checkbox"/> Drinking 2 <input type="checkbox"/> On drugs 3 <input type="checkbox"/> Both (drinking and on drugs) 4 <input type="checkbox"/> Drinking or on drugs - could not tell which</p>
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Item 79 (Identifying Drinking or on Drugs)

After a respondent indicates that at least one of the offenders was under the influence of alcohol and/or drugs, ask the question in Item 79 to find out whether it was alcohol, drugs, or both.

Marking Box 1

Mark Box 1 if the respondent believes that at least one of the offenders was under the influence of only alcohol during the incident.

Marking Box 2

Mark Box 2 if the respondent believes that at least one of the offenders was under the influence of only drugs during the incident.

Marking Box 1

Mark Box 1 "Yes" when the respondent is fairly sure that he/she could identify AT LEAST ONE of the offenders in the future. After marking Box 1, skip to Item 83.

Marking Box 2

Mark Box 2 "Not sure (possibly or probably)" when the respondent may be able to identify AT LEAST ONE of the offenders, but is not completely sure. After marking Box 2, skip to Item 83.

Marking Box 3

Mark Box 3 "No" when the respondent feels that he/she probably could not recognize any of the offenders again. After marking Box 3, skip to Item 85.

<p>82. How well did you know the offender(s) - by sight only, casual acquaintance or well known?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Sight only</p> <p>2 <input type="checkbox"/> Casual acquaintance</p> <p>3 <input type="checkbox"/> Well known</p>
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Item 82 (How Well Known)

When Box 1 "All known" or Box 2 "Some known" is marked in Item 80, you will ask the question in Item 82 to determine how well the respondent knew the offender(s) prior to the incident. If you mark Box 1 in Item 80, then Item 82 refers to all of the offenders. If you mark Box 2 in Item 80, then Item 82 refers only to the offenders the respondent knew prior to the incident.

Mark all boxes that apply, since the respondent could be answering for one or more offenders. For example, the respondent may consider one offender as a casual acquaintance (Box 2) and another offender as someone he/she knows well (Box 3). Notice that the answer categories are the same as those for Item 68, which asks about one offender.

Marking Box 1

Mark Box 1 if the respondent only remembers seeing the offender previously.

Marking Box 2

Mark Box 2 if the respondent knew the offender somewhat and felt comfortable saying "Hello," but did not necessarily know his/her name.

Marking Box 3

Mark Box 3 if the respondent feels that he/she knew the offender very well. Let the respondent make this decision.

CHECK ITEM H Is "casual acquaintance" or "well known" marked in 82?	<input type="checkbox"/> Yes - <i>SKIP to 84</i> <input type="checkbox"/> No - <i>Ask 83</i>
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Check Item H (Casual Acquaintance or Well Known)

Use Check Item H to help you decide whether to:

- ✓ Ask the question in Item 83 or
- ✓ Skip to Item 84.

Mark the "Yes" box in Check Item H if you marked Box 2 "Casual acquaintance" or Box 3 "Well known" in Item 82. After marking the "Yes" box, skip to Item 84.

Mark the "No" box in Check Item H if you only marked Box 1 "Sight only" in Item 82. After marking the "No" box, continue with Item 83.

83. Would you have been able to tell the police how they might find any of them, for instance, where they lived, worked, went to school, or spent time? <i>Mark (X) only one box.</i>	<input type="checkbox"/> Yes..... <i>SKIP to 85</i> <input type="checkbox"/> No..... <input type="checkbox"/> Other - <i>Specify</i> _____ _____
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Item 83 (How to Find Offender)

Item 83 is used to find out if the respondent had any information at the time of the incident that could have helped the police locate any of the offenders. The respondent's answer should be based on what he/she knows about the offender, and NOT necessarily on what the respondent actually told the police.

Mark only ONE box to record the respondent's answer. Mark Box 1 for a "Yes" answer and Box 2 for a "No" answer. If the respondent's answer requires more than a "Yes" or "No" answer, mark Box 3 for "Other" and enter the respondent's answer on the "Specify" line. Once you are done completing Item 83, skip to Item 85.

<p>84. How did you know them? For example, were they friends, cousins, etc.?</p> <p><i>Mark (X) all that apply.</i></p>	<p>RELATIVE</p> <p>1 <input type="checkbox"/> Spouse at time of incident</p> <p>2 <input type="checkbox"/> Ex-spouse at time of incident</p> <p>3 <input type="checkbox"/> Parent or step-parent</p> <p>4 <input type="checkbox"/> Own child or step-child</p> <p>5 <input type="checkbox"/> Brother/sister</p> <p>6 <input type="checkbox"/> Other relative - <i>Specify</i> _____</p> <p>NONRELATIVE</p> <p>7 <input type="checkbox"/> Boyfriend or girlfriend, ex-boyfriend or ex-girlfriend</p> <p>8 <input type="checkbox"/> Friend or ex-friend</p> <p>9 <input type="checkbox"/> Roommate, boarder</p> <p>10 <input type="checkbox"/> Schoolmate</p> <p>11 <input type="checkbox"/> Neighbor</p> <p>12 <input type="checkbox"/> Someone at work, customer</p> <p>14 <input type="checkbox"/> Patient</p> <p>15 <input type="checkbox"/> Supervisor (current or former)</p> <p>16 <input type="checkbox"/> Employee (current or former)</p> <p>17 <input type="checkbox"/> Co-worker (current or former)</p> <p>13 <input type="checkbox"/> Other nonrelative - <i>Specify</i> _____</p>
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Item 84 (How Victim Knew Offender)

Item 84 is used to identify the relationship between the respondent and the offender(s). Make sure to ask BOTH questions in Item 84 so that the respondent understands we want to identify all types of relationships, not just relatives. Since a respondent could answer for more than one offender, mark all boxes that apply.

Notice that the answer categories are divided into two groups: Boxes 1 through 6 cover relatives of the respondent and Boxes 7 through 17 cover nonrelatives of the respondent, including Box 13 which is out of sequence.

Marking Box 1

Mark Box 1 if the offender was the spouse of the respondent (*husband/wife*) at the time of the incident, regardless of whether they are currently married to each other.

Marking Box 2

Mark Box 2 if the offender was a former spouse (*husband/wife*) of the respondent at the time of the incident. Accept the respondent's answer and do not probe when the respondent says "Ex-spouse" or "Former wife/husband."

Marking Box 3

Mark Box 3 if the offender is the mother, father, step-mother, or step-father of the respondent. Box 3 is not intended for parents through marriage, which should be included in Box 6 "Other relative." After marking Box 6, indicate the type of other relative on the "Specify" line, such as "father-in-law" or "mother-in-law."

Marking Box 4

Mark Box 4 if the offender is a child of the respondent by birth, adoption, or marriage, such as a son, daughter, step-son, or step-daughter. Box 4 is not intended for foster children, instead mark Box 13 "Other nonrelative" and write in the relationship on the "Specify" line.

Marking Box 5

Mark Box 5 if the offender is a brother or sister of the respondent or the child of a respondent's step-parent. Box 5 is not intended for "brother-in-laws" or "sister-in-laws," instead mark Box 6 and write in the relationship on the "Specify" line.

Marking Box 6

Mark Box 6 if the offender was the respondent's aunt, uncle, cousin, grandparent, father-in-law, mother-in-law, sister-in-law, brother-in-law, or any offender who is related to the respondent by blood or marriage and is not described in Boxes 1 through 5. After marking Box 6, always enter the relationship on the "Specify" line.

Marking Box 7

Mark Box 7 if the offender is a nonrelative who has or had romantic connections to the respondent. For example, the offender and the respondent were dating at the time of the incident or used to date prior to the incident.

Marking Box 8

Mark Box 8 if the offender is a current or past friend of the respondent (*male or female*) AND the offender has never had a romantic connection to the respondent.

Marking Box 9

Mark Box 9 if the offender is a person who is NOT related to the respondent, but was living with the respondent at the time of the incident, such as a boarder or roommate. Box 9 is not intended for "live-in" boyfriends/girlfriends; instead, mark Box 7 for these situations.

Marking Box 10

Mark Box 10 if the offender attended the same school as the respondent at the time of the incident AND is not related to the respondent.

Marking Box 11

Mark Box 11 if the offender lives close enough to the respondent to be considered a neighbor AND is not related to the respondent.

Marking Box 12, 14, 15, 16, or 17

Mark the most appropriate box(es) from Boxes 12, 14, 15, 16, or 17 if the offenders are nonrelatives, but are known by the respondent as business clients, patients, or supervisors, employees, or co-workers, including former supervisors, employees, or co-workers.

Marking Box 13

Mark Box 13 if the respondent's answer does not fit any of the other nonrelative relationships, but the offenders are either known or casual acquaintances. After marking Box 13, enter the offenders' relationships to the respondent on the "Specify" line, such as the respondent's barber, Avon lady, and so forth.

Once you have completed Item 84, continue with Item 85.

<p>85. Were the offenders White, Black, or some other race?</p> <p><i>(Mark (X) all that apply.)</i></p>	<p>1 <input type="checkbox"/> White</p> <p>2 <input type="checkbox"/> Black</p> <p>3 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>4 <input type="checkbox"/> Don't know race of any/some</p>
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Item 85 (Race of Offenders)

Item 85 is used to identify the racial makeup of a group of offenders. Since you are asking about more than one offender, continue asking, "Any other race?" until you get a "No" response and mark all applicable boxes. Only three racial designations are used for Item 85--White, Black, and Other.

Mark Box 1 for "White" and Box 2 for "Black or African American." If the respondent mentions a race other than White or Black/African American, mark Box 3 "Other" and identify the offender(s)'s race on the "Specify" line, such as American Indian, Alaska Native, Asian, Native Hawaiian, and so forth

If the respondent's answer is "Spanish, Hispanic or Latino, or any other ethnic origin, such as French or German, mark Box 1 "White" and do NOT mark Box 3 "Other" and do NOT enter the ethnic origin on the "Specify" line. The terms "Spanish, Hispanic or Latino" refer to a person's ethnic origin or ancestry, and not to his/her race.

Mark Box 4 when the respondent does not know the race of one or more of the offenders.

It is possible that you could mark all four boxes for an incident. For example, perhaps there were five offenders and one was White (Box 1), another was Black or African American (Box 2), a third was Asian (Box 3), and, for the last two offenders, the respondent is unable to identify their race (Box 4).

After completing Item 85, continue with Item 86.

<p>86. <i>If only one box marked in 85, SKIP to 87.</i></p> <p>What race were most of the offenders?</p>	<p>1 <input type="checkbox"/> Mostly White</p> <p>2 <input type="checkbox"/> Mostly Black</p> <p>3 <input type="checkbox"/> Mostly some other race</p> <p>4 <input type="checkbox"/> Equal number of each race</p> <p>5 <input type="checkbox"/> Don't know</p>
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Item 86 (Race of Offenders)

Item 86 is used to identify the predominant race for most of the offenders. If you marked only ONE box in Item 85, leave Item 86 blank and skip to Item 87. However, if the offenders consist of two or more different races, mark the appropriate box for Item 86.

Marking Box 1

Mark Box 1 when the majority of the offenders were White. For example, if there were six offenders and four of the offenders were White, you would mark Box 1.

Marking Box 2

Mark Box 2 when the majority of the offenders were Black or African American.

Marking Box 3

Mark Box 3 when most of the offenders were a race other than White or Black/African American, such as Asian, American Indian, Native Hawaiian, and so forth.

Marking Box 4

Mark Box 4 when the offenders are equally split among two or more races. For example, if there were a total of three offenders and one was Black/African American, one was American Indian, and one was White.

Marking Box 5

Mark Box 5 if the respondent really cannot identify the race for most of the offenders.

After completing Item 86, continue with Item 87.

<p>87. Was this the only time any of these offenders committed a crime against you or your household or made threats against you or your household?</p>	<p>1 <input type="checkbox"/> Yes (only time) 2 <input type="checkbox"/> No (there were other times) 3 <input type="checkbox"/> Don't know</p>
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Item 87 (Other Crimes by Any of the Offenders)

Item 87 is used to determine whether at any time prior to this incident ANY of the offenders committed a crime against or made a threat to physically harm the respondent or another household member. With the exception of the current incident, include any type of crime or threat which occurred either before or during the reference period.

**Topic 6. Completing Items 88 Through 114 (Theft/Items Stolen/
Value of Stolen Property/Repair or Replacement of Stolen
Property/Cost of Repair or Replacement)**

<p>88. ASK OR VERIFY - Was something stolen or taken without permission that belonged to you or others in the household?</p> <p>FIELD REPRESENTATIVE - <i>Include anything stolen from an unrecognizable business. Do not include any items stolen from a recognizable business operated in the respondent's home or in a commercial establishment.</i></p>	<p>1 <input type="checkbox"/> Yes - <i>SKIP to 96</i> 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
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Item 88 (Theft)

Item 88 is used to determine whether the offender(s) stole or took anything without permission, regardless of its value, that was owned by the respondent or another household member. This could include the personal property of one household member or property that belongs to the entire household. It could also include property stolen during the 6-month reference period from a former residence, IF the property was stolen from someone who is a household member at the time of the interview.

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 this question. 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.

(Refer to Part C, Chapter 2, Topic 5, for more information about recognizable and unrecognizable businesses.)

You can verify the answer to this question without asking the question if the respondent has indicated the answer earlier in the interview. Otherwise, ask the question in Item 88 exactly as it is worded.

Marking Box 1

Mark Box 1 "Yes" when:

- ✓ Items were taken that belonged to any household member, regardless of age, during a burglary or household theft.
- ✓ During any other crime of theft, items were taken that belonged to a household member who is 12 years of age or older.
- ✓ Items were taken that belong to an unrecognizable business owned by the respondent or another household member.
- ✓ Items that belong to a household member were stolen while in the possession of a friend, neighbor, co-worker, and so forth, who had borrowed them from the household member. However, if the borrowed items were just never returned to the household member, mark Box 2 "No."

After marking Box 1, skip to Item 96.

Marking Box 2

Mark Box 2 "No" when:

- ✓ The items taken belong to a recognizable business owned by the respondent or another household member, regardless of whether or not the business is located at the sample address. However, mark Box 1 "Yes" when the items stolen from a recognizable business are personal ones belonging to the respondent or other household members, such as a purse, watch, and so forth.
- ✓ The items taken belong to the owner of the sample address, who is renting the home to the respondent. Even though the items were stolen from the sample address, these items do not belong to the sample household.

- ✓ The items taken belong to a nonhousehold member, regardless of whether or not the person was at the sample address.
- ✓ The items taken really belong to a nonhousehold member because he/she lent the stolen items to a household member. This is true even if the household member compensated the nonhousehold member for the borrowed item(s).
- ✓ Items loaned to a friend, neighbor, co-worker, and so forth, and never returned. Do not consider these items as stolen.
- ✓ Items taken belong to a household member who is younger than 12 years of age for any crime that did NOT happen in the sample unit or on the property belonging to the sample unit.

After marking Box 2 "No," continue with Item 89.

Marking Box 3

Mark Box 3 if the respondent does not know whether any items were stolen or taken without permission that belong to him/her or another household member. After marking Box 3 "Don't know," continue with Item 89.

89. ASK OR VERIFY - Did the offender(s) ATTEMPT to take something that belonged to you or others in the household?	<input type="checkbox"/> Yes - ASK 90 <input type="checkbox"/> No..... <input type="checkbox"/> Don't know.... <i>SKIP to 110, page 14</i>
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Item 89 (Attempted Theft)

Item 89 is used to determine whether the offender(s) tried to take something that belonged to the respondent or another household member. You will only ask this question when Box 2 or 3 is marked in Item 88.

Read the instructions for Item 88 if you need assistance in determining whether or not to include stolen item(s) for this question. You can verify the answer to this question without asking the question if the respondent has indicated

the answer earlier in the interview. Otherwise, ask the question in Item 89 exactly as it is worded.

After marking Box 1 for a "Yes" answer, continue with Item 90. However, if you mark Box 2 for "No" or Box 3 for "Don't know," then you will skip to Item 110 on page 14.

<p>90. What did the offender try to take? Anything else?</p> <p><i>Mark (X) all that apply.</i></p>	<p><input type="checkbox"/> Cash</p> <p><input type="checkbox"/> Purse</p> <p><input type="checkbox"/> Wallet</p> <p><input type="checkbox"/> Credit cards, checks, bank cards</p> <p><input type="checkbox"/> Car</p> <p><input type="checkbox"/> Other motor vehicle</p> <p><input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached tape deck, attached CB radio, etc.)</p> <p><input type="checkbox"/> Gasoline or oil</p> <p><input type="checkbox"/> Bicycle or parts</p> <p><input type="checkbox"/> TV, stereo, other household appliances</p> <p><input type="checkbox"/> Silver, china, art objects</p> <p><input type="checkbox"/> Other household furnishings (furniture, rugs, etc.)</p> <p><input type="checkbox"/> Personal effects (clothing, jewelry, toys, etc.)</p> <p><input type="checkbox"/> Handgun (pistol, revolver)</p> <p><input type="checkbox"/> Other firearm (rifle, shotgun)</p> <p><input type="checkbox"/> Other - <i>Specify</i> _____</p> <p><input type="checkbox"/> Don't know</p>
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Item 90 (What Offender(s) Tried to Take)

Item 90 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 Item 90, continue asking, "Anything else?", until you get a "No" response and then mark all appropriate boxes. Some of the answer categories are self-explanatory, but the following categories require additional clarification.

Marking Box 1

Mark Box 1 "Cash" if the respondent thinks that the offender(s) tried to take paper money and/or coins, such as \$10, \$20, or \$50 dollar bills and/or nickels, dimes, or quarters. Do not mark Box 1 for checks or credit cards, instead mark Box 4. Also, do not mark Box 1 for coin collections, instead mark Box 13.

Marking Box 4

Mark Box 4 "Credit cards, checks, bank cards" if the respondent thinks that the offender(s) tried to take items

that are of little or no value unless someone tries to use them fraudulently. For example, someone tried to steal the respondent's gasoline credit card to fraudulently purchase gasoline for his/her vehicle. Also mark Box 4 if the offender(s) tried to take Savings Bonds, bank books, money orders, debit cards, traveler's checks, and phone cards.

Marking Box 6

Mark Box 6 "Other motor vehicle" if the offender(s) tried to take without permission any type of truck, van, sport utility vehicle (SUV), motorcycle, or moped that belonged to the respondent, another household member, or an unrecognizable business owned or operated by a household member. If the "Other motor vehicle" was owned or operated by a recognizable business, only mark Box 6 IF the "Other motor vehicle" was also intended for personal use by a household member.

Do NOT mark Box 6 for the attempted theft of boats, jet skis, airplanes, minibikes, or snowmobiles, instead mark Box 16 and identify the item(s) on the "Specify" line.

Marking Box 7

Mark Box 7 "Part of motor vehicle" if the offender(s) tried to take without permission anything that is ATTACHED to a car, truck, or other motor vehicle owned by the respondent or another household member. For example, include tires, hubcaps or wheels, CD players, scanners, CB radios, car telephones, antenna, license plates, motor parts, mirrors, steering wheel, door handles, and so forth.

Do NOT mark Box 7 if the items were stored in the glove compartment, left on a seat, or kept in the trunk of a car or the bed of a truck, since we do not consider these items as attached to the motor vehicle.

Marking Box 9

Mark Box 9 "Bicycle or parts" if the offender(s) tried to take without permission NONMOTORIZED bicycles or bicycle parts owned by the respondent or another household member.

Marking Box 10

Mark Box 10 "TV, stereo, or other household appliances" if the offender(s) tried to take without permission items intended for the use of all or most of the household members, such as a gas grill, kitchen stove, freezer, VCR, CD player, personal computer, and so forth.

Marking Box 11

Mark Box 11 "Silver, china, art objects" if the offender(s) tried to take without permission any type of silver, china, or art object, regardless of its value.

Marking Box 12

Mark Box 12 "Other household furnishings" if the offender(s) tried to take without permission household furnishings, such as furniture, rugs, lamps, mirrors, and so forth, that are intended for use by all or most of the household members. Consider items such as a daughter's bedroom furniture to be household furnishings, even though the furniture is used primarily by one household member.

Marking Box 13

Mark Box 13 "Personal effects" if the offender(s) tried to take without permission items that are intended for the sole use of one household member, rather than by all or most household members and are considered easily movable or portable. For example, a household member's watch, jewelry, cellular telephone, clothing, camera, luggage, briefcase, sports or recreation equipment, toys, makeup, hair dryers, keys, personal collections (*Hummels, coins, bears, dolls, stamps, and so forth*). Since the value of "Personal effects" is not needed, do not probe to determine their dollar value.

Marking Box 14

Mark Box 14 "Handgun" if the offender(s) tried to take without permission any type of hand-held gun that is intended to shoot bullets, regardless of its condition or usage. For example, the handgun could be a mint condition collector's item from World War II that is never shot by its owner or a new handgun kept by the respondent for protection.

Do NOT mark Box 14 for guns that shoot pellets, BB's, air, flares, or tear gas. Instead, mark Box 16 "Other" and identify the type of gun on the "Specify" line.

Marking Box 15

Mark Box 15 "Other firearm" if the offender(s) tried to take without permission any type of rifles or shotguns that shoot bullets or shot, regardless of whether the rifle or shotgun works or is used by the respondent. Do not mark Box 15 for handguns, instead mark Box 14.

Also, do NOT mark Box 15 for guns that shoot pellets, BB's, air, flares, or tear gas. Instead, mark Box 16 "Other" and identify the type of gun on the "Specify" line.

Marking Box 16

Mark Box 16 "Other" AND describe the item(s) on the "Specify" line if the offender(s) tried to take any of the following types of items without permission: food, drugs, food stamps, animals, plants, guns that fire BB's or pellets, flares, tear gas, and other items that do not fit the descriptions for Boxes 1 through 15. Also mark Box 16 for boats, airplanes, minibikes, snowmobiles, and so forth.

Marking Box 17

Mark Box 17 "Don't know" if the respondent does not know or is unsure about what the offender(s) tried to take without permission.

<p>91. Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?</p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> Respondent only - SKIP to 92</p> <p>2 <input type="checkbox"/> Respondent and other household member(s) - <i>Fill Check Item J</i></p> <p>3 <input type="checkbox"/> Other household member(s) only - <i>Fill Check Item J</i></p> <p>4 <input type="checkbox"/> Nonhousehold member(s) only.....</p> <p>5 <input type="checkbox"/> Other - <i>Specify</i> ✎ SKIP to 92</p>
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Item 91 (Who Owned the Property)

Item 91 is used to identify the owner(s) of the property/ money that the offender(s) attempted to steal during the incident. Mark only ONE box for Item 91. Also, when we refer to "household member(s)" in Box 2 and 3, we mean household members at the time of the interview, NOT just at the time of the incident.

Marking Box 1

Mark Box 1 if the offender(s) attempted to steal property/money that belongs SOLELY to the respondent. After marking Box 1, skip to Item 92.

Marking Box 2

Mark Box 2 if the offender(s) attempted to steal property/money that belongs to the respondent and other household member(s) either jointly (*For example, a car that is jointly owned by the reference person and his/her spouse.*) or partially (*For example, a collection of music CDs of which 20 belong to the respondent and the remaining 30 belong to the respondent's son.*)

After marking Box 2, fill Check Item J to identify by line number each household member who owned some of the property/money that the offender tried to steal.

Marking Box 3

Mark Box 3 if the offender(s) attempted to steal property/money that belongs ONLY to other household member(s) and NONE of the property/money belongs to the respondent. After marking Box 3, fill Check Item J to identify by line number each household member who owns any portion of the property/money that the offender tried to steal.

Marking Box 4

Mark Box 4 if the offender(s) attempted to steal property/money that belongs ONLY to person(s) who are NOT household members at the time of the interview. After marking Box 4, you will skip to Item 92.

Marking Box 5

Mark Box 5 if the offender(s) attempted to steal property/money that belongs to two or more persons NOT described in Boxes 1 through 4. For example, the property/money belongs jointly to another household member and a nonhousehold member. Using the "Specify" line, make sure to indicate who owns the property/money (*for example, LN 3 and a nonhousehold member*). Continue to complete the entire incident report, regardless of what you enter on the "Specify" line for Box 5. After marking Box 5 and identifying the owners on the "Specify" line, skip to Item 92.

<p>CHECK ITEM J Besides the respondent, which household member(s) owned the (property/money) the offender tried to take?</p> <p><i>If not sure, ask. Do not enter the respondent's line number.</i></p>	<p><input type="checkbox"/> Line number</p> <p><input type="checkbox"/> Line number</p> <p><input type="checkbox"/> Line number</p> <p>OR</p> <p>40 <input type="checkbox"/> Household property</p>
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Check Item J (Identifying Property Owners for Attempted Theft)

Check Item J is for your use to identify by line number (*for example, 01, 02, and so forth*) each household member who owns any portion of the property/money that the offender(s) attempted to steal. Do NOT enter the respondent's line number.

Always ask the respondent to identify the household members if you are not sure which line numbers to enter in Check Item J.

Mark Box 40 "Household property" if the property/money belongs to the entire household jointly or if more than three household members own the property/money jointly with the respondent. It is acceptable to mark Box 40 and also have one or more line numbers entered in Check Item J, since the offender(s) may have tried to take both personal and household property.

<p>92. <i>ASK OR VERIFY -</i> Was/Were the article(s) IN or ATTACHED to a motor vehicle when the attempt was made to take (it/them)?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p>
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Item 92 (Articles In or Attached to a Motor Vehicle)

Item 92 is used to identify whether the offender(s) tried to steal property/money that was either:

- ✓ **Inside** a motor vehicle or
- ✓ **Attached** to a motor vehicle.

For Item 92, you can verify the answer without asking the question if:

- ✓ You marked Box 5 and/or 6 in Item 90 or
- ✓ The respondent previously indicated where the articles were when the offender(s) tried to steal them.

Otherwise, ask the question correctly based on whether there was only one item or two or more items that the offender(s) tried to steal. Mark Box 1 "Yes" if ANY of the articles were in or attached to a motor vehicle. Only mark Box 2 "No" if NONE of the articles were in or attached to a motor vehicle. After completing Item 92, fill Check Item K.

<p>CHECK ITEM K Did the offender try to take cash, a purse, or a wallet? (Is box 1, 2, or 3 marked in 90?)</p>	<p><input type="checkbox"/> Yes - Ask 93 <input type="checkbox"/> No - SKIP to 94</p>
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Check Item K (Cash, Purse, or Wallet)

Check Item K is used to help you decide whether to continue with Item 93 or skip to Item 94. Refer to your entries in Item 90. If Box 1, 2, or 3 is marked in Item 90, mark the "Yes" box in Check Item K and ask the question in Item 93 to determine whether the offender(s) attempted to take the cash, purse, or wallet directly from the respondent. If Boxes 1, 2, and 3 in Item 90 are all blank, skip to Item 94.

<p>93. ASK OR VERIFY - Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Item 93 (Cash, Purse, or Wallet on Person)

Item 93 is used to determine whether the offender(s) tried to steal cash, a purse, or a wallet directly from the respondent's hands, shoulder, pocket, backpack, and so forth. For the NCVS, it makes a difference whether the offender(s) attempted to steal cash, a purse, or wallet directly from the respondent, rather than from a counter,

car seat, floor of a subway car, or other places where the respondent may have left cash, a purse, or a wallet.

If the answer is obvious from the information already provided by the respondent, verify the answer without asking the question. Otherwise, ask the question using the appropriate words to identify just the items that the offender attempted to steal. For example, replace "cash/purse/wallet" with "wallet" when the offender only tried to steal the respondent's wallet.

Mark Box 1 for a "Yes" answer and Box 2 for a "No" answer and then continue with Item 94.

<p>94. <i>ASK OR VERIFY -</i> Was there anything (else) the offender(s) tried to take directly from you, for instance, from your pocket or hands, or something that you were wearing?</p> <p><i>Exclude property not belonging to respondent or other household member.</i></p>	<p>1 <input type="checkbox"/> Yes - Ask 95 2 <input type="checkbox"/> No - <i>SKIP to 110, page 14</i></p>
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Item 94 (Other Property on Person)

Item 94 is used to determine whether the offender(s) tried to take anything OTHER THAN cash, a purse, or a wallet directly from the respondent or another current household member. Exclude attempted thefts of items belonging to nonhousehold members.

It is acceptable to verify the answer for Item 94 without asking the question. However, if you ask the question, omit the word "else" when you have marked Box 2 "No" in Item 93 or left Item 93 blank.

Mark Box 1 for a "Yes" answer and then ask the question in Item 95. Mark Box 2 for a "No" answer and then skip to Item 110 on page 14.

<p>95. Which items did the offender(s) try to take directly from you?</p> <p><i>Enter code(s) from 90.</i></p> <p><i>Do not include cash/purse/wallet. Exclude property not belonging to respondent or other household member.</i></p>	<p><input type="checkbox"/> Code <input type="checkbox"/> Code <input type="checkbox"/> -- SKIP to 110, page 14</p> <p>OR</p> <p>40 <input type="checkbox"/> Tried to take everything marked in 90 directly from respondent - SKIP to 110, page 14</p>
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Item 95 (Items Tried to Take From Person)

Item 95 is used to identify the property marked in Item 90, other than cash/purse/wallet, that the offender(s) tried to take directly from the respondent or another household member. Enter the appropriate box numbers from Item 90 to identify the items using 2 digits (*for example, 07, 13, and so forth*).

Enter the 2-digit box numbers starting on the left and working to the right, entering the lowest number to the highest number. Make sure that you do not enter box numbers 01, 02, or 03. If you need to enter more than three box numbers in Item 95, just enter the first three lowest box numbers. However, if everything that the offender(s) tried to take was on the respondent or another household member, mark Box 40 "Tried to take everything marked in 90 directly from respondent" and leave the code boxes blank.

<p>96. What was taken that belonged to you or others in the household? Anything else?</p> <p><i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE - <i>If purse or wallet stolen, ASK -</i></p> <p>Did it contain any money?</p> <p><i>Enter amount of stolen cash where indicated. Mark the appropriate box(es) for stolen property or the box for only cash taken.</i></p>	<p>Cash</p> <p>\$ _____ . 00 Amount of cash taken</p> <p><input type="checkbox"/> Only cash taken - <i>Enter amount above</i></p> <p>Property</p> <p>PURSE/WALLET/CREDIT CARDS</p> <p><input type="checkbox"/> Purse <i>Ask: Did it contain money?</i></p> <p><input type="checkbox"/> Wallet <i>Ask: Did it contain money?</i></p> <p><input type="checkbox"/> Credit cards, check, bank cards</p> <p>VEHICLE OR PARTS</p> <p><input type="checkbox"/> Car</p> <p><input type="checkbox"/> Other motor vehicle</p> <p><input type="checkbox"/> Part of motor vehicle (tire, hubcap, attached tape deck, attached CD radio, etc.)</p> <p><input type="checkbox"/> Unattached motor vehicle accessories or equipment (unattached radio, etc.)</p> <p><input type="checkbox"/> Gasoline or oil</p> <p><input type="checkbox"/> Bicycle or parts</p> <p>HOUSEHOLD FURNISHINGS</p> <p><input type="checkbox"/> TV, VCR, stereo, other household appliances</p> <p><input type="checkbox"/> Silver, china, art objects</p> <p><input type="checkbox"/> Other household furnishings (furniture, rugs, etc.)</p> <p>PERSONAL EFFECTS</p> <p><input type="checkbox"/> Portable electronic and photographic gear (Personal stereo, TV, calculator, camera, etc.)</p> <p><input type="checkbox"/> Clothing, furs, luggage, briefcase</p> <p><input type="checkbox"/> Jewelry, watch, keys</p> <p><input type="checkbox"/> Collection of stamps, coins, etc.</p> <p><input type="checkbox"/> Toys, sports and recreation equipment (not listed above)</p> <p><input type="checkbox"/> Other personal and portable objects</p> <p>FIREARMS</p> <p><input type="checkbox"/> Handgun (pistol, revolver)</p> <p><input type="checkbox"/> Other firearm (rifle, shotgun)</p> <p>MISCELLANEOUS</p> <p><input type="checkbox"/> Tools, machines, office equipment</p> <p><input type="checkbox"/> Farm or garden produce, plants, fruit, logs</p> <p><input type="checkbox"/> Animals - pet or livestock</p> <p><input type="checkbox"/> Food or liquor</p> <p><input type="checkbox"/> Other - <i>Specify</i> _____</p> <p><input type="checkbox"/> Don't know</p>
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Item 96 (What Was Taken)

Item 96 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 and mark

all appropriate boxes. If the respondent mentions what items were stolen as he/she answers the question for Item 88, verify those items before marking the boxes in Item 96 and then continue asking, "Anything else?", until you get a "No" response. Then mark all appropriate boxes.

Item 96 has several more answer categories than Item 90. These categories are grouped together under seven separate headings:

- ✓ Cash
- ✓ Property
- ✓ Vehicle or Parts
- ✓ Household Furnishings
- ✓ Personal Effects
- ✓ Firearms
- ✓ Miscellaneous

Those categories which are NOT self-explanatory are covered below.

Long-Term Rentals

If the respondent mentions that the stolen property was leased or rented by the respondent or another household member for **one month or longer**, consider the household member(s) as the owner(s) of the stolen property for this item. If necessary, ask the respondent how long the stolen property has been leased or rented.

Marking Box 1

Mark Box 1 "Only cash taken" when the offender(s) **ONLY** stole money (*bills or coins*). After marking Box 1, ask the respondent for the total amount of money stolen and enter the whole dollar amount on the line above Box 1. Round up or down as necessary. For example, if the amount given is \$150.50, round up to \$151 and, if the

amount given is \$150.49, round down to \$150. If the respondent gives an amount that is less than \$1, round up to \$1. When the respondent is unable to give an exact dollar amount, ask for his/her best estimate.

If the respondent mentions that a credit card, bank card, checks, or a coin collection were stolen, do NOT mark Box 1. Instead, mark Box 4 for credit cards, bank cards, and checks and mark Box 17 for coin collections.

Marking Box 2 and Box 3

Mark Box 2 when the offender(s) stole a purse from the respondent or another household member and mark Box 3 when the offender(s) stole a wallet from the respondent or another household member. After marking Box 2 and/or Box 3, ALWAYS ask if the purse and/or wallet contained any money when it was stolen. If you get a "Yes" answer, find out how much money and enter the whole dollar amount on the line above Box 1. Round up or down as necessary (*as instructed in "Marking Box 1"*).

Marking Box 4

Mark Box 4 when the offender(s) stole a credit card, bank card, checks, and so forth, which are of little value unless used fraudulently to obtain money and/or property. Also mark Box 4 for stolen Savings Bonds, bank books, money orders, travelers checks, and phone cards.

Marking Box 6

Mark Box 6 when the offender(s) stole a truck, van, sports utility vehicle (SUV), motorcycle, moped, motorized bicycle, or any motor vehicle OTHER THAN a car. Do not mark Box 6 for boats, airplanes, minibikes, jet skis, or snowmobiles, instead mark Box 26 "Other" and identify the property on the "Specify" line.

Do not mark Box 6 if the motor vehicle is owned by a recognizable business and is never used for a household member's personal use.

Marking Box 7

Mark Box 7 when the offender(s) stole anything that is ATTACHED to a car, truck, van, SUV, and so forth. For example, tires, hubcaps or wheels, CD players, scanners,

CB radios, car telephones, antenna, license plates, motor parts, mirrors, steering wheel, door handles, and so forth.

Do NOT mark Box 7 if the items were stored in the glove compartment, left on a seat, or kept in the trunk of a car or the bed of a truck, since we do not consider these items as attached to the motor vehicle.

Marking Box 8

Mark Box 8 when the offender(s) stole motor vehicle accessories or equipment that was NOT ATTACHED to the motor vehicle, such as a spare tire, a detachable antenna on the back seat, a removable CD player or changer in the trunk, and so forth.

Marking Box 10

Mark Box 10 when the offender(s) stole any type of bicycle or bicycle parts that do not have a motor. Include motorized bicycles in Box 6.

Marking Box 11

Mark Box 11 when the offender(s) stole any type of electrical or gas appliances, such as kitchen stoves, freezers, dishwashers, CD players, VCRs, computers, FAX machines, and so forth.

Marking Box 12

Mark Box 12 when the offender(s) stole any type of silver, china, or art object, regardless of its value.

Marking Box 13

Mark Box 13 when the offender(s) stole any type of household furnishings that are intended for the use of all or most of the household members, even if the furnishings belong to one or more household members. For example, bedroom furniture, rugs, patio furniture, and so forth.

If you are unsure whether the stolen items are household furnishings or personal effects, decide based on whether the stolen items are considered **portable or movable**. If the stolen item is not easily movable or portable, consider it a household furnishing. Otherwise, mark the appropriate "Personal Effects" box (Boxes 14 through 19) to identify a stolen item that is intended for the use of a specific

household member, rather than all or most household members.

Marking Box 14

Mark Box 14 when the offender(s) stole any type of portable electronic or photographic gear intended for the use of a specific household member, such as Walkman radios, handheld computer games, video or audio cassettes, calculators, cameras, and so forth.

Marking Box 15

Mark Box 15 when the offender(s) stole the following types of personal items that belong to a specific household member: hats, gloves, coats, shoes, jackets, briefcases, luggage, and so forth.

Marking Box 16

Mark Box 16 when the offender(s) stole any of the following types of personal items, regardless of their value: rings, necklaces, bracelets, money clips, cuff links, tie tacks, watches, and so forth.

Marking Box 17

Mark Box 17 when the offender(s) stole any type of personal collection, regardless of its value, such as coins, ceramic bears, dolls, stamps, books, baseball cards, and so forth.

Marking Box 18

Mark Box 18 when the offender(s) stole any type of toy, sports or recreation equipment that belongs to a specific household member and is not covered in Boxes 14 through 17. Examples of such items are bowling balls, tennis rackets, BB guns, baby dolls, and so forth.

Marking Box 19

Mark Box 19 when the offender(s) stole any personal objects that are easily movable, but do not fit the descriptions in Boxes 14 through 18. For example, these objects could include house or car keys, makeup, hair dryer, curling iron, flare guns, books, and so forth.

Marking Box 20

Mark Box 20 when the offender(s) stole any type of hand-held guns (*for example, pistols, revolvers, and so forth*), regardless of their condition or intended use (*for example, hunting, display, target practice, and so forth*). Box 20 is

not intended for pellet guns, BB guns, air pistols, flare guns, or tear gas guns. Instead, mark Box 18 for pellet guns, BB guns, and air pistols and mark Box 19 for flare and tear gas guns.

Marking Box 21

Mark Box 21 when the offender(s) stole any type of firearm OTHER THAN a handgun, regardless of its condition or intended use. For example, you should mark Box 21 for stolen machine guns, rifles, shotguns, and so forth.

Box 21 is NOT intended for pellet guns, BB guns, air pistols, flare guns, or tear gas guns. Instead, mark Box 18 for pellet guns, BB guns, and air pistols and mark Box 19 for flare guns and tear gas guns.

Marking Box 22

Mark Box 22 when the offender(s) stole power or hand tools, yard equipment (*for example, lawn mowers, leaf blowers, and so forth*) and any type of office equipment stolen from an unrecognizable business (*for example, file cabinets, personal computers, printers, FAX machines, scanners, and so forth*). However, if the stolen office equipment is **electronic** (*for example, computers, printers, FAX machines, scanners, and so forth*) AND is used primarily for the personal use of a household member, mark Box 14.

Marking Box 23

Mark Box 23 when the offender(s) stole any produce, fruit, firewood, straw, hay, or plants (*flower or vegetable*) intended **for sale** and NOT for the personal use or consumption of the household members. Mark Box 25 for any farm or garden produce intended for the household's personal consumption.

Marking Box 24

Mark Box 24 when the offender(s) stole any type of animals owned by the respondent or another household member, regardless of whether or not the animal was a pet. This category includes cats, dogs, parakeets, hamsters, pigs, cows, horses, and so forth.

Marking Box 25

Mark Box 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, mark Box 23.

Marking Box 26

Mark Box 26 when the offender(s) stole any items that do not fit the descriptions for any of the previous categories. After marking Box 26, make sure to identify the item on the "Specify" line. 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.

Marking Box 27

Mark Box 27 when the respondent does not know or is unsure what the offender(s) took without permission. It is acceptable to mark this box for some stolen items and still mark other boxes in Item 96 for items the respondent knows or feels sure were stolen during the incident.

After completing Item 96, continue with Item 97 on page 13.

<p>97. Did the stolen (property/money) belong to you personally, to someone else in the household, or to both you and other household members?</p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> Respondent only - SKIP to Check Item M</p> <p>2 <input type="checkbox"/> Respondent and other household member(s) - <i>Fill Check Item L</i></p> <p>3 <input type="checkbox"/> Other household member(s) only - <i>Fill Check Item L</i></p> <p>4 <input type="checkbox"/> Nonhousehold member(s) only -</p> <p>5 <input type="checkbox"/> Other - <i>Specify</i> SKIP to Check Item M</p>
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Item 97 (Who Owned Property)

Item 97 is used to identify the owner(s) of the property/money that the offender(s) stole during the incident. Mark only ONE box. Also, when we refer to "household member(s)" in Box 2 and 3, we mean household members at the time of the interview, NOT just at the time of the incident. Keep in mind that the property owner could be a current household member whose property was stolen from a former residence during the 6-month reference period.

Marking Box 1

Mark Box 1 if the offender(s) stole property/money that belongs SOLELY to the respondent. After marking Box 1, skip to Check Item M.

Marking Box 2

Mark Box 2 if the offender(s) stole property/money that belongs to the respondent and other household member(s) either jointly (*For example, a video camera that is jointly owned by the reference person and his/her spouse.*) or partially (*For example, a collection of music CDs of which 20 belong to the respondent and the remaining 30 belong to the respondent's son.*)

After marking Box 2, fill Check Item L to identify by line number each household member who owned any part of the property/money that the offender took without permission.

Marking Box 3

Mark Box 3 if the offender(s) stole property/money that belongs ONLY to other household member(s) and NONE of the property/money belongs to the respondent. After marking Box 3, fill Check Item L to identify by line number each household member who owns any portion of the property/money that the offender stole.

Marking Box 4

Mark Box 4 if the offender(s) stole property/money that belongs ONLY to person(s) who are NOT household members at the time of the interview. After marking Box 4, skip to Check Item M.

Marking Box 5

Mark Box 5 if the offender(s) stole property/money that belongs to two or more persons NOT described in Boxes 1 through 4. For example, the property/money belongs jointly to another household member and a nonhousehold member. Using the "Specify" line, make sure to indicate who owns the property/money (*for example, LN 3 and a nonhousehold member*). Continue to complete the entire incident report, regardless of what you enter on the "Specify" line for Box 5. After marking Box 5 and identifying the owners on the "Specify" line, skip to Check Item M.

<p>CHECK ITEM L Besides the respondent, which household member(s) owned the stolen (property/money)?</p> <p><i>If not sure, ask. Do not enter the respondent's line number.</i></p>	<p><input type="checkbox"/> <input type="checkbox"/> Line number</p> <p><input type="checkbox"/> <input type="checkbox"/> Line number</p> <p><input type="checkbox"/> <input type="checkbox"/> Line number</p> <p>OR</p> <p>40 <input type="checkbox"/> Household property</p>
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Check Item L (Identifying Stolen Property Owners)

Check Item L is for your use to identify by line number (*for example, 01, 02, and so forth*) each household member who owns any portion of the property/money that the offender(s) stole during the incident. Do NOT enter the respondent's line number.

Always ask the respondent to identify the household members if you are not sure which line numbers to enter in Check Item L.

Mark Box 40 "Household property" if the property/money belongs to the entire household jointly or if more than three household members own the property/money jointly with the respondent. It is acceptable to mark Box 40 and also have one or more line numbers entered in Check Item L, since the offender(s) may have tried to take both personal and household property.

<p>CHECK ITEM M Was a car or other motor vehicle taken? (Is box 5 or 6 marked in 96?)</p>	<p><input type="checkbox"/> Yes - Ask 98</p> <p><input type="checkbox"/> No - SKIP to 100</p>
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Check Item M (Theft of Car or Other Motor Vehicle)

Check Item M is used to help you decide whether to ask the question in Item 98 next when the stolen property was a car or other motor vehicle or to skip to Item 100 when no car or other motor vehicle was stolen during the incident.

Mark the "Yes" box in Check Item M if you marked Box 5 or 6 in Item 96 and then continue with Item 98. Otherwise, mark the "No" box and skip to Item 100.

<p>98. Had permission to use the (car/motor vehicle) ever been given to the offender(s)?</p>	<p>1 <input type="checkbox"/> Yes - Ask 99 2 <input type="checkbox"/> No..... <i>SKIP to Check Item N</i> 3 <input type="checkbox"/> Don't know....</p>
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Item 98 (Permission to Use Car/Motor Vehicle)

Item 98 is used to determine whether the owner of the stolen car or other motor vehicle EVER gave the offender permission to use the vehicle.

Marking Box 1

Mark Box 1 "Yes" if the respondent has EVER given the offender permission to use the vehicle. Also mark Box 1 if permission can be assumed, such as in a family situation. After marking Box 1, continue with Item 99.

Marking Box 2

Mark Box 2 "No" if the respondent NEVER gave the offender prior permission to use the car or other motor vehicle. After marking Box 2, skip to Check Item N.

Marking Box 3

Mark Box 3 "Don't know" if the respondent has no idea whether the offender had permission to use the stolen vehicle. This could occur when the offender has not been identified. After marking Box 3, skip to Check Item N.

<p>99. Did the offender return the (car/motor vehicle) this time?</p>	<p>1 <input type="checkbox"/> Yes <i>SKIP to Check Item N</i> 2 <input type="checkbox"/> No</p>
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Item 99 (Did Offender Return Car/Motor Vehicle)

Item 99 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.

Mark Box 1 "Yes" if the offender did return the motor vehicle in person of his/her own free will.

Mark Box 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.

After marking the appropriate box for Item 99, fill Check Item N.

<p>100. <i>ASK OR VERIFY -</i> Was/Were the article(s) IN or ATTACHED to a motor vehicle when (they were/it was) taken?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Item 100 (Articles In or Attached to Motor Vehicle)

Item 100 is used to find out if any articles that the offender stole were either in or attached to a motor vehicle during the incident. You can verify the answer to this question without asking it if the respondent mentioned earlier in the interview where the articles were when stolen. Otherwise, ask the question using the appropriate wording based on whether there was one or more items stolen. For example, if only one item was stolen, ask, "***Was the article IN or ATTACHED to the motor vehicle when it was taken?***"

Mark Box 1 "Yes" if ANY articles stolen during the incident were in or attached to a motor vehicle. Mark Box 2 "No" if NONE of the articles stolen during the incident were in or attached to a motor vehicle. Also mark Box 2 "No" without asking the question in Item 100 when the ONLY boxes marked in Item 96 are Boxes 5 and/or 6.

After completing Item 100, continue with Check Item N.

<p>CHECK ITEM N Was cash, purse, or a wallet taken? (Is a cash amount entered or box 1, 2, or 3 marked in 96?)</p>	<p><input type="checkbox"/> Yes - <i>Ask 101</i> <input type="checkbox"/> No - <i>SKIP to 102</i></p>
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Check Item N (Cash, Purse, or Wallet Taken)

Check Item N is used to help you decide whether or not to ask the question in Item 101. Before marking the appropriate box, look back at the boxes you marked in Item 96. If you marked Box 1, 2, or 3 or entered a cash amount above Box 1, mark the "Yes" box in Check Item N and ask the question in Item 101. Otherwise, mark the "No" box and skip to Item 102.

<p>101. <i>ASK OR VERIFY -</i> Was the (cash/purse/wallet) on your person, for instance, in a pocket or being held?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Item 101 (Cash, Purse, or Wallet on Person)

Item 101 is used to determine whether the cash, purse, or wallet was taken directly from the respondent, such as from his/her hands or pockets. The answer to this question is important in classifying the crime accurately.

If the respondent has already indicated the answer to this question, you can verify the answer without asking the question. Otherwise, ask the question and only read the items that were stolen. For example, replace "cash/purse/wallet" with "wallet" when only the respondent's wallet was stolen.

After completing Item 101, continue with Item 102.

<p>102. <i>ASK OR VERIFY -</i> Was there anything (else) the offender(s) took directly from you, for instance, from your pocket or hands, or something that you were wearing?</p> <p><i>Exclude property not belonging to respondent or other household member.</i></p>	<p>1 <input type="checkbox"/> Yes - <i>Ask 103</i> 2 <input type="checkbox"/> No - <i>SKIP to 104</i></p>
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Item 102 (Other Items Taken Directly From Person)

Item 102 is used to determine whether anything OTHER THAN cash, a purse, or a wallet 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.

If the answer is obvious from the information already provided, just verify the answer without asking the question. Otherwise, ask the question using the appropriate wording. For instance, if you marked Box 1 in Item 101 and there was only one offender, ask the question in Item 102 this way:

"Was there anything else the offender took directly from you, for instance, from your pocket or hands, or something that you were wearing?"

If you marked Box 2 in Item 101 or Item 101 is blank, omit the word "else" as you read the question in Item 102.

Mark Box 1 for a "Yes" answer and continue with Item 103. Mark Box 2 for a "No" answer and skip to Item 104.

<p>103. Which items did the offender(s) take directly from you?</p> <p><i>Enter code(s) from 96.</i></p> <p><i>Do not include cash/purse/wallet. Exclude property not belonging to respondent or other household member.</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input type="checkbox"/><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">Code</td> <td style="text-align: center;">Code</td> <td style="text-align: center;">Code</td> </tr> <tr> <td colspan="3" style="text-align: center;">OR</td> </tr> <tr> <td colspan="3"> <input type="checkbox"/> Everything marked in 96 was taken directly from respondent </td> </tr> </table>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	Code	Code	Code	OR			<input type="checkbox"/> Everything marked in 96 was taken directly from respondent		
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>											
Code	Code	Code											
OR													
<input type="checkbox"/> Everything marked in 96 was taken directly from respondent													

Item 103 (Identifying Items Taken Directly From Person)

Item 103 is used to identify the property marked in Item 96, OTHER THAN cash/purse/wallet, that the offender(s) took directly from the respondent or another current household member. Enter the appropriate box numbers from Item 96 to identify the items using 2 digits (for example, 07, 13, and so forth).

Enter the 2-digit box numbers starting on the left and working to the right, entering the lowest number to the highest number. Make sure that you do not enter box numbers 01, 02, or 03. If you need to enter more than three box numbers in Item 103, just enter the first three lowest box numbers. However, if the offender stole everything directly from the respondent or another household member, mark Box 40 "Everything marked in 96 was taken directly from respondent" and leave the code boxes blank. This is true even when cash, a purse, or a wallet were also taken directly from the respondent or another current household member.

<p>104. <i>If only cash/checks/credit cards is marked in item 96, SKIP to 106.</i></p> <p>What was the value of the PROPERTY that was taken? Include recovered property. (Exclude any stolen cash/checks/credit cards. If jointly owned with a nonhousehold member(s), include only share owned by household members.)</p>	<p style="text-align: right;">\$ _____ .00 Value of property taken</p>
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Item 104 (Value of Stolen Property)

Item 104 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, leave Item 104 blank and skip to Item 106.

Let the respondent decide how he/she will arrive at this figure and enter the respondent's best estimate of the value of stolen property, when necessary. Only include the dollar amount for stolen property owned by the respondent or another current household member.

To assist the respondent in deciding 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, just total the amounts and enter the sum on the answer line.

<p>105. How did you decide the value of the property that was taken? Any other way?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Original cost</p> <p>2 <input type="checkbox"/> Replacement cost</p> <p>3 <input type="checkbox"/> Personal estimate of current value</p> <p>4 <input type="checkbox"/> Insurance report estimate</p> <p>5 <input type="checkbox"/> Police estimate</p> <p>6 <input type="checkbox"/> Don't know</p> <p>7 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 105 (Method for Determining Value)

Item 105 is used to identify how the respondent arrived at the dollar amount reported in Item 104. Ask the question as worded and continue asking, "Any other way?", until you get a "No" answer. Mark all methods that the respondent mentions.

- Marking Box 1** Mark Box 1 when one of the methods used to arrive at the amount entered in Item 104 was the price originally paid for the item when it was purchased.
- Marking Box 2** Mark Box 2 when one of the methods used to arrive at the amount entered in Item 104 was the price to replace the item, regardless of the original purchase price.
- Marking Box 3** Mark Box 3 when one of the methods used to arrive at the amount entered in Item 104 was the respondent's personal estimate of the stolen item's worth or current value, which is not necessarily the same as the item's replacement cost.
- Marking Box 4** Mark Box 4 when one of the methods used to arrive at the amount entered in Item 104 was the insurance company statement of the stolen property's worth.
- Marking Box 5** Mark Box 5 when one of the methods used to arrive at the amount entered in Item 104 was the police department's statement of the stolen property's worth.
- Marking Box 6** Mark Box 6 "Don't know" only after your probing questions to identify the method used are unsuccessful.
- Marking Box 7** Mark Box 7 "Other" if the respondent mentions a method that does not fit the descriptions in Boxes 1 through 5. After marking Box 7, enter the method used on the "Specify" line, such as a friend's estimate. Also mark Box 7 for stolen food stamps and enter "face value" of the food stamps on the "Specify" line.

<p>106. Was all or part of the stolen (money/property) recovered, not counting anything received from insurance?</p>	<p><input type="checkbox"/> All - <i>SKIP to Check Item O</i></p> <p><input type="checkbox"/> Part - <i>Ask 107</i></p> <p><input type="checkbox"/> None - <i>SKIP to 109</i></p>
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Item 106 (Recovery of Stolen Property)

Item 106 is used to find out whether any or all of the stolen money and/or property was recovered. As you read the question, choose the correct words based on what you marked as stolen in Item 96. For example, if only money was stolen, just read the word "money" or, if both money

and property were stolen, read the words "money and property."

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.

Marking Box 1

Mark Box 1 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. After marking Box 1, skip to Check Item O.

Marking Box 2

Mark Box 2 when only a portion of the stolen money and/or property was recovered and was or will be returned to the owner. After marking Box 2, continue with Item 107.

Marking Box 3

Mark Box 3 when NONE of the stolen money and/or property was recovered. After marking Box 3, skip to Item 109.

<p>107. What was recovered? Anything else?</p> <p><i>Mark (X) all that apply.</i></p> <p>FIELD REPRESENTATIVE - <i>If purse or wallet recovered, ASK -</i></p> <p>Did it contain any money?</p> <p><i>Enter amount of recovered cash where indicated. Mark the appropriate box(es) for recovered property or the box for only cash recovered.</i></p>	<p>Cash</p> <p>\$ _____ . 00 Amount of cash recovered</p> <p><input type="checkbox"/> Only cash recovered</p> <p>Property</p> <p><input type="checkbox"/> Purse <i>Ask: Did it contain any money?</i></p> <p><input type="checkbox"/> Wallet</p> <p><input type="checkbox"/> Credit cards, checks, bank cards</p> <p><input type="checkbox"/> Car or other motor vehicle</p> <p><input type="checkbox"/> Property other than the above</p>
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Item 107 (Identifying Recovered Stolen Property)

Item 107 is used to identify what part of the stolen money and/or property was recovered after the incident. After asking the initial question, continue asking, "Anything else?" until you get a "No" response and mark all appropriate boxes. If the owner's stolen purse or wallet was recovered, ask the additional question, "***Did it contain any money?***".

For **stolen money**, only include money returned by the offender or the actual stolen money that someone other than the offender found 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 property that is being held as evidence in a court case, even though the property has not yet been returned to the owner.

Marking Box 1

Mark Box 1 if ONLY the stolen cash was recovered and there were other stolen items NOT recovered. After marking Box 1, enter the whole dollar amount recovered on the line above Box 1. Round up or down as necessary. For example, if the amount given is \$150.50, round up to \$151 and, if the amount given is \$150.49,

round down to \$150. If the respondent gives an amount that is less than \$1, round up to \$1. When the respondent is unable to give an exact dollar amount, ask for his/her best estimate.

Marking Box 2

Mark Box 2 if the owner's stolen purse was recovered. After marking Box 2, always ask, "Did it contain any money?". If the recovered purse did contain money, enter the whole dollar amount on the line above Box 1.

Marking Box 3

Mark Box 3 if the owner's stolen wallet was recovered. After marking Box 3, always ask, "Did it contain any money?". If the recovered wallet did contain money, enter the whole dollar amount on the line above Box 1.

Marking Box 4

Mark Box 4 if the owner's stolen credit cards, checks, bank cards, Savings Bonds, bank books, money orders, or travelers checks were recovered.

Marking Box 5

Mark Box 5 if the owner's stolen car or other motor vehicle was recovered.

Marking Box 6

Mark Box 6 if some part of the owner's stolen property was recovered and it does not fit any of the descriptions in Boxes 2 through 5. This could include items marked in Boxes 7 through 26 in Item 96. Also mark Box 6 if the respondent does not know or is unsure about what part of the stolen property was recovered.

<p>CHECK ITEM O Was PROPERTY other than cash, checks or credit cards recovered? (If not sure, ask.)</p>	<p>1 <input type="checkbox"/> Yes - Ask 108 2 <input type="checkbox"/> No - SKIP to 109</p>
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Check Item O (Recovered Property Other Than Cash, Checks, or Credit Cards)

Check Item O is used to help you decide whether or not to ask the question in Item 108. If you marked Boxes 2, 3, 5, or 6 in Item 107, mark Box 1 "Yes" in Check Item O and continue with Item 108. If Box 1 and/or 4 is marked in Item 107, mark Box 2 "No" in Check Item O and skip to Item 109. If you are unsure about which box to mark,

ask the respondent before marking the answer in Check Item O.

<p>108. Considering any damage, what was the value of the property after it was recovered? (Do not include recovered cash, checks, or credit cards.)</p>	<p>\$ _____ .00 Value of property recovered</p>
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Item 108 (Value of Recovered Stolen Property)

Item 108 is used to identify the dollar value of stolen property that was recovered after allowing for any damage done to the property since it was stolen. This includes the value of all stolen property that was recovered, regardless of whether or not it was damaged since it was stolen.

Remind the respondent to exclude the following recovered stolen property when determining the dollar value: cash, credit cards, bank cards, Savings Bonds, bank books, money orders, or travelers checks.

Also let the respondent use any means to arrive at this value. To assist the respondent in deciding the value of the recovered property, you may remind the respondent of the articles individually. If the respondent gives you separate amounts for each item, just total the amounts and enter the sum on the answer line.

Enter the amount in whole dollars. Round up or down as necessary. For example, if the amount given is \$150.50, round up to \$151 and, if the amount given is \$150.49, round down to \$150. If the respondent gives an amount that is less than \$1, round up to \$1. When the respondent is unable to give an exact dollar amount, ask for his/her best estimate.

<p>109. Was the theft reported to an insurance company?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No or don't have insurance 3 <input type="checkbox"/> Don't know</p>
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Item 109 (Theft Reported to Insurance)

Item 109 is used to find out if anyone reported the theft to an insurance company, regardless of whether the insurance company made any payment for the claim.

Marking Box 1

Mark Box 1 if the respondent, another household member, or someone outside of the household reported the theft to an insurance company.

Marking Box 2

Mark Box 2 if:

- ✓ The theft was not reported by anyone to an insurance company

OR

- ✓ The household was not covered by insurance at the time of the incident.

Marking Box 3

Mark Box 3 if the respondent either does not know or cannot remember whether anyone reported the theft to an insurance company. Before marking Box 3, ask a few probing questions to help the respondent remember, such as *"Do you remember speaking to a claims adjuster or reading any correspondence from your insurance company about the theft?"*

<p>110. (Other than any stolen property) was anything that belonged to you or other members of the household damaged in this incident?</p> <p><i>PROBE</i> - For example, was (a lock or window broken/clothing damaged/damage done to a car), or something else?</p>	<p>1 <input type="checkbox"/> Yes - Ask 111 2 <input type="checkbox"/> No - SKIP to 115</p>
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Item 110 (Other Property Damaged)

Item 110 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 only cash

was stolen during the incident, do NOT read the lead-in phrase in parenthesis. If any of the Boxes 2 through 27 are marked in Item 96, make sure to read the lead-in statement as you ask the question in Item 110.

If the respondent seems unsure of how to answer this question, also ask the probe question printed in Item 110. As you ask the probe question, make sure to select the appropriate examples shown in parenthesis based on the circumstances of the theft.

Marking Box 1

Mark Box 1 "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 marking Box 1, continue with Item 111.

Marking Box 2

Mark Box 2 "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.

After marking Box 2, skip to Item 115.

111. Was/Were the damaged item(s) repaired or replaced?	<input type="checkbox"/> Yes, all <i>SKIP to 113</i> <input type="checkbox"/> Yes, part <input type="checkbox"/> No, none - <i>Ask 112</i>
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Item 111 (Repair or Replacement of Damaged Items)

Item 111 is used to determine whether any or all of the items damaged during the incident were repaired or replaced, even if there was no cost involved. Also, the person who repaired or replaced the damaged items could be anyone, such as a household member, a friend, the landlord, or anyone else. Only include damaged items that were NOT stolen.

Mark the appropriate box based on the respondent's answer. If you mark Box 1 "Yes, all" or Box 2 "Yes, part," skip to Item 113. If you mark Box 3 "No, none," continue with Item 112.

112. How much would it cost to repair or replace the damaged item(s)?	\$ _____ .00 Cost to repair/replace - <i>SKIP to 114</i> <input type="checkbox"/> No cost - <i>SKIP to 115</i> <input checked="" type="checkbox"/> Don't know - <i>SKIP 114</i>
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Item 112 (Cost to Repair or Replace Damaged Items)

Item 112 is used to identify what the cost would be to repair and/or replace any items damaged, but not stolen, during the incident, if the respondent decided to get the item(s) repaired or replaced. If the respondent has difficulty giving you an exact amount, ask for his/her best estimate.

Enter the amount in whole dollars on the dollar line in Item 112. Round up or down as necessary. For example, if the amount given is \$150.50, round up to \$151 and, if the amount given is \$150.49, round down to \$150. If the respondent gives an amount that is less than \$1, round up

to \$1. After entering the amount on the dollar line, skip to Item 114.

Mark Box 0 (zero) if there would be no cost to repair and/or replace the damaged items. After marking Box 0, skip to Item 115. Mark Box x if the respondent cannot provide an amount. Avoid marking Box x if at all possible. If you do mark Box x, then skip to Item 114.

<p>113. How much was the repair or replacement cost?</p>	<p>\$ _____ . 00 Cost to repair/replace - Ask 114</p> <p><input type="checkbox"/> No cost - SKIP to 115</p> <p><input type="checkbox"/> Don't know - Ask 114</p>
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Item 113 (Cost of Repair or Replacement of Damaged Items)

Item 113 is used to identify what the cost was to repair and/or replace any items damaged, but not stolen, during the incident. If the respondent has difficulty giving you an exact amount, ask for his/her best estimate.

Enter the amount in whole dollars on the dollar line in Item 113. Round up or down as necessary. For example, if the amount given is \$150.50, round up to \$151 and, if the amount given is \$150.49, round down to \$150. If the respondent gives an amount that is less than \$1, round up to \$1. After entering the amount on the dollar line, ask the question in Item 114 next.

Mark Box 0 (zero) if there was no cost to repair and/or replace the damaged items. After marking Box 0, skip to Item 115. Mark Box x if the respondent cannot provide an amount. Avoid marking Box x if at all possible. If you do mark Box x, then continue with Item 114.

<p>114. Who (paid/will pay) for the repairs or replacement? Anyone else?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Items will not be repaired or replaced</p> <p>2 <input type="checkbox"/> Household member</p> <p>3 <input type="checkbox"/> Landlord or landlord's insurance</p> <p>4 <input type="checkbox"/> Victim's (or household's) insurance</p> <p>5 <input type="checkbox"/> Offender</p> <p>6 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 114 (Who Paid/Will Pay For Repairs or Replacement)

Item 114 is used to identify who paid or will pay to repair and/or replace items that were damaged, but not stolen, during the incident. If you marked Box 1 or 2 in Item 111, then ask the question in Item 114 using the word "paid." Ask the question in Item 114 using the words "will pay" if you marked Box 3 in Item 111 or the respondent has told you that the items have been repaired and/or replaced, but the repair and/or replacement bill has not yet been paid.

Since more than one person or company may have paid for the repairs and/or replacements, continue asking, "Anyone else?", until you get a "No" response and then mark all the appropriate boxes.

Only mark Box 1 if the respondent tells you that NONE of the damaged items will be repaired or replaced. However, do not mark Box 1 if a person or company provided or will provide money to repair and/or replace damaged item(s), but the respondent does not intend to use the money for this purpose. Instead, mark the appropriate box to indicate who provided or will provide the money.

Also, if a household member or someone else originally paid for the repair and/or replacement costs and the **total amount** has been or will be reimbursed by insurance, only mark Box 3 or 4 to indicate whose insurance is reimbursing the cost and do not mark who originally paid the bill. However, if the insurance only paid a portion of the costs and someone else paid the remainder of the costs, then mark both boxes. For example, Box 2 for a household member and Box 4 for the household member's insurance.

If the respondent identifies a person, company, or government agency that is not described in Boxes 2 through 5, mark Box 6 "Other" and enter the respondent's answer on the "Specify" line (*for example, relatives or friends of the household, a government agency, a church, or a community organization*).

Topic 7. Completing Items 115 Through 134 (Police Notification/Reasons for Reporting or Not Reporting Incident to Police/Police Response to Notification/Contact With Authorities)

<p>115. Were the police informed or did they find out about this incident in any way?</p>	<p>1 <input type="checkbox"/> Yes - <i>Ask 116</i> 2 <input type="checkbox"/> No - <i>SKIP to 117</i> 3 <input type="checkbox"/> Don't know - <i>SKIP to 130, page 17</i></p>
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Item 115 (Reported to Police)

Item 115 is used to determine whether the police are aware that this incident took place, regardless of how they found out about it.

Who Are Considered the Police?

For the NCVS, consider the police to be all regular police officers at the city, county, State, or Federal government level, as well as officers who work for sheriff's departments. Also include officers working for specialized police forces and authorized to make arrests in a special area or jurisdiction (*for example, campus police, park police, transit police, harbor police, and airport police*).

Exclude as Police Officers

For the NCVS, exclude as police officers any security forces, building guards, prison guards, fish and game wardens, fire marshals, and all others **who do not have the authority to make police arrests.**

Victim Is a Police Officer

When the victim/respondent is a police officer and answers "Yes" to the question in Item 115, 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 mark Box 2 "No."

Offender Is a Police Officer

When the victim/respondent answers "Yes" to the question in Item 115 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. Mark Box 2 "No" if no one actually notified the police.

Mark Box 1 "Yes" if the incident was reported to the police and then continue with Item 116.

Mark Box 2 "No" if the incident was NOT reported to the police and then skip to Item 117.

Mark Box 3 "Don't know" if the respondent does not know or cannot say for sure whether anyone reported the incident to the police and then skip to Item 130 on page 17.

(Also see Part C, Chapter 3, Topic 21, for more information about incidents involving police officers.)

Special Instructions for Proxy Interviews - Items 116 - 134

The questions in Items 116 through 134 are the exception to the general rule for asking questions during a proxy interview. Normally, you are asking the NCVS question of the proxy respondent (*who is usually another household member*) for the proxy person (*the household member who is unable to answer for himself/herself*). For example, when asking the question for Item 110 during a proxy interview, you would replace the word "you" with the proxy person's name so that it reads:

"(Other than any stolen property) was anything that belonged to Mr. Baylor (the proxy person) or other members of the household damaged in this incident?"

Since the questions for Items 116 through 134 can apply to anyone in the sample household who may have had

contact with the police, ask each of these questions of the proxy respondent, rather than the proxy person. For example, when you ask the proxy respondent in Item 116, "**How did the police find out about it?**", the proxy respondent says, "**I told them.**" In this case, you would mark Box 1 "Respondent." However, if the proxy respondent says that, "**Mr. Baylor (the proxy person) called the police,**" then you would mark Box 2 "Other household member."

<p>116. How did the police find out about it?</p> <p><i>Mark (X) first box that applies.</i></p> <p>FIELD REPRESENTATIVE - <i>If proxy interview, we want the proxy respondent to answer questions 116-134 for herself/himself, not for the person for whom the proxy interview is being taken.</i></p>	<p>1 <input type="checkbox"/> Respondent - SKIP to 119</p> <p>2 <input type="checkbox"/> Other household member.....</p> <p>3 <input type="checkbox"/> Someone official called police (guard, apt. manager, school official, etc.)..... SKIP to 121</p> <p>4 <input type="checkbox"/> Someone else.....</p> <p>5 <input type="checkbox"/> Police were at scene - SKIP to 123</p> <p>6 <input type="checkbox"/> Offender was a police officer.....</p> <p>7 <input type="checkbox"/> Some other way - <i>Specify</i> SKIP to 124</p>
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Item 116 (How Police Found Out)

Item 116 is used to identify how the police found out about the incident. Mark only the first box that applies. For example, if the respondent tells you that he/she called the police and a security guard also called the police, just mark Box 1 "Respondent."

Marking Box 1

Mark Box 1 if the police found out about the incident from the respondent. If you are taking a proxy interview, mark Box 1 if the proxy respondent informed the police. After marking Box 1, skip to Item 119.

Marking Box 2

Mark Box 2 if the police found out about the incident from a household member OTHER THAN the respondent. If you are taking a proxy interview, mark Box 2 if the proxy person informed the police. After marking Box 2, skip to Item 121.

Marking Box 3

Mark Box 3 if the police found out about the incident from some type of official, such as a security guard, an apartment manager, a school principal, a store manager, and so forth. After marking Box 3, skip to Item 121.

Marking Box 4

Mark Box 4 if the police found out about the incident from a person OTHER THAN a household member or someone acting in an official capacity. For example, you would mark Box 4 if a neighbor called the police or a relative who is not a household member called the police (*such as an uncle, aunt, brother-in-law, and so forth*) . After marking Box 4, skip to Item 121.

Marking Box 5

Mark Box 5 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. After marking Box 5, skip to Item 123.

Marking Box 6

Mark Box 6 if the police found out about the incident because the offender was a police officer and he/she notified the police. After marking Box 6, skip to Item 124.

Marking Box 7

Mark Box 7 if the police found out about the incident in a way other than those described in Boxes 1 through 6. After marking Box 7, identify how the police were informed on the "Specify" line and then skip to Item 124.

<p>117. What was the reason it was not reported to the police? (Can you tell me a little more?) Any other reason?</p> <p><i>Mark (X) all that apply.</i></p> <p><i>STRUCTURED PROBE -</i> Was the reason because you dealt with it another way, it wasn't important enough to you, insurance wouldn't cover it, police couldn't do anything, police wouldn't help, or was there some other reason?</p>	<p>DEALT WITH ANOTHER WAY</p> <p>1 <input type="checkbox"/> Reported to another official (guard, apt. manager, school official, etc.)</p> <p>2 <input type="checkbox"/> Private or personal matter or took care of it myself or informally; told offender's parent</p> <p>NOT IMPORTANT ENOUGH TO RESPONDENT</p> <p>3 <input type="checkbox"/> Minor or unsuccessful crime, small or no loss, recovered property</p> <p>4 <input type="checkbox"/> Child offender(s), "kid stuff"</p> <p>5 <input type="checkbox"/> Not clear it was a crime or that harm was intended</p> <p>INSURANCE WOULDN'T COVER</p> <p>6 <input type="checkbox"/> No insurance, loss less than deductible, etc.</p> <p>POLICE COULDN'T DO ANYTHING</p> <p>7 <input type="checkbox"/> Didn't find out until too late</p> <p>8 <input type="checkbox"/> Could not recover or identify property</p> <p>9 <input type="checkbox"/> Could not find or identify offender, lack of proof</p> <p>POLICE WOULDN'T HELP</p> <p>10 <input type="checkbox"/> Police wouldn't think it was important enough, wouldn't want to be bothered or get involved</p> <p>11 <input type="checkbox"/> Police would be inefficient, ineffective (they'd arrive late or not at all, wouldn't do a good job, etc.)</p> <p>12 <input type="checkbox"/> Police would be biased, would harass/insult</p> <p>13 <input type="checkbox"/> Offender was police officer</p> <p>OTHER REASON</p> <p>14 <input type="checkbox"/> Did not want to get offender in trouble with the law</p> <p>15 <input type="checkbox"/> Was advised not to report to police</p> <p>16 <input type="checkbox"/> Afraid of reprisal by offender or others</p> <p>17 <input type="checkbox"/> Did not want to or could not take time - too inconvenient</p> <p>18 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>19 <input type="checkbox"/> Respondent not present or doesn't know why it wasn't reported</p>
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Item 117 (Reasons For Not Reporting to Police)

Item 117 is used to find out why no one reported the incident to the police. This item consists of 19 separate categories which are grouped together under six major headings to help you locate the correct box to mark for the respondent's answer. Since you need to mark all appropriate boxes for a respondent's answer, continue asking, "Any other reason?", until you get a "No" response.

Probing for Item 117

In some cases, a respondent's answer may seem to fit under one of the major headings, but you are not sure which box(es) to mark. In this situation, you need to ask a general probe question. For example, a respondent answers that she did not think the police would help her. You see the major heading, "**POLICE WOULDN'T HELP**," but do not know which box to mark. You could ask, "Can you be more specific?". If that probe question does not work, then you could ask, "Why do you think that the police would not help you?".

Since this item involves a respondent's feelings and motivations, you must be extremely careful when asking probe questions so you do not bias the respondent's answer. Keep your initial probe questions general and neutral. Then if the initial probe question does not work, ask a more specific probe question.

Only ask the structured probe question for Item 117 when:

- ✓ You have asked general probe questions and the respondent's answer still does not fit under one of the major headings.
- ✓ The respondent's answer is so vague and obscure that it would not be appropriate to ask a general probe question.

Verifying Answers

To ensure that all appropriate boxes are marked in Item 117, verify the boxes that you marked with the respondent BEFORE continuing with Check Item P. Here is an example of how to verify the answers you marked with the respondent: "***I have marked (read descriptions for the marked boxes). Do these reasons cover why no one reported the incident to the police?***"

Answer Categories for Item 117

Since most of the answer categories in Item 117 are self-explanatory, descriptions are provided below only for the categories that require special attention.

Marking Box 2

Mark Box 2 "Private or personal matter or took care of it myself or informally; told offender's parent" 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 forth.

Marking Box 18

Mark Box 18 "Other" if you have tried asking both general probe questions and the structured probe question AND the respondent's reason still does not fit into one of the reasons in Boxes 1 through 17. After marking Box 18, make sure to enter the reason on the "Specify" line.

Marking Box 19

Mark Box 19 "Respondent not present or doesn't know why it wasn't reported" if the respondent really does not know why the incident was not reported to the police. For example, the respondent was not present during a burglary incident.

Noting Distinctions

Pay close attention when a respondent tells you that the incident is not important enough to report to the police. **Boxes 3 through 5** cover reasons why the **respondent** feels that the incident was not important enough to report to the police, while **Box 10** covers when the respondent thinks that the **police** would not consider the incident important.

Box 17 also implies that the respondent did not feel that the incident was important enough to report to the police, but the **primary motivation for not reporting** the incident was the respondent's lack of time and the level of inconvenience to him/her.

After completing Item 117, continue with Check Item P.

<p>CHECK ITEM P Is more than one reason marked in 117?</p>	<p>1 <input type="checkbox"/> Yes - <i>Ask 118</i> 2 <input type="checkbox"/> No - SKIP to 130, page 17</p>
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Check Item P (Multiple Reasons For Not Reporting)

Check Item P is used to help you decide whether or not to ask the question in Item 118. Mark Box 1 "Yes" in Check Item P if you marked **more than one box in Item 117** and then continue with Item 118. Mark Box 2 "No" in Check Item P if you marked **only one box in Item 117** and then skip to Item 130 on page 17.

<p>118. Which of these would you say was the most important reason why the incident was not reported to the police?</p> <p><i>Enter code from 117.</i></p>	<p><input type="checkbox"/><input type="checkbox"/> Code - SKIP to 130, page 17 30 <input type="checkbox"/> No one reason more important - SKIP to 130, page 17</p>
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Item 118 (Most Important Reason For Not Reporting)

Item 118 is used to pinpoint which of the reasons marked in Item 117 the respondent feels is the most important one for not reporting the incident to the police. If necessary, read the reasons marked in Item 117 to the respondent after asking the question in Item 118.

Based on the respondent's answer, enter the appropriate box number in the code box using 2 digits (*For example, if the respondent says that the most important reason is the one in Box 2, enter "02."*)

If the respondent seems to have difficulty making up his/her mind, you could ask the following probe question: **"If you could only give one reason, which one would it be?"**. The respondent may still tell you that each reason is equally important. If so, mark Box 30 "No one reason more important."

After completing Item 118, skip to Item 130 on page 17.

<p>119. Besides the fact that it was a crime, did YOU have any other reason for reporting this incident to the police?</p> <p>Any other reason?</p> <p><i>Mark (X) all that apply.</i></p> <p><i>STRUCTURED PROBE -</i> Did you report it to get help with this incident, to recover your loss, to stop or punish the offender, to let police know about it, or was there some other reason?</p>	<p style="text-align: center;">TO GET HELP WITH THIS INCIDENT</p> <p>1 <input type="checkbox"/> Stop or prevent THIS incident from happening 2 <input type="checkbox"/> Needed help after incident due to injury, etc.</p> <p style="text-align: center;">TO RECOVER LOSS</p> <p>3 <input type="checkbox"/> To recover property 4 <input type="checkbox"/> To collect insurance</p> <p style="text-align: center;">TO GET OFFENDER</p> <p>5 <input type="checkbox"/> To prevent further crimes against respondent/ respondent's household by this offender 6 <input type="checkbox"/> To stop this offender from committing other crimes against anyone 7 <input type="checkbox"/> To punish offender 8 <input type="checkbox"/> Catch or find offender - other reason or no reason given</p> <p style="text-align: center;">TO LET POLICE KNOW</p> <p>9 <input type="checkbox"/> To improve police surveillance of respondent's home, area, etc. 10 <input type="checkbox"/> Duty to let police know about crime</p> <p style="text-align: center;">OTHER</p> <p>11 <input type="checkbox"/> Other reason - <i>Specify</i> _____ 12 <input type="checkbox"/> No other reason - SKIP to 121</p>
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Item 119 (Reasons For Reporting to Police)

Item 119 is used to identify why the respondent reported the incident to the police. You should only ask this question if you marked Box 1 in Item 116.

There are 12 categories for Item 119 and they are grouped together under five major headings to help you locate the correct box to mark for the respondent's answer. Since you need to mark all appropriate boxes for a respondent's answer, continue asking, "Any other reason?", until you get a "No" response.

Since we are interested in the respondent's feelings at the time of the incident (*or the proxy respondent's feelings*), be sure to pause after reading the question to allow the respondent time to recall his/her feelings. Do NOT read the answer categories to the respondent BEFORE receiving the respondent's answer.

Probing for Item 119

In some cases, a respondent's answer may seem to fit under one of the major headings, but you are unsure which box(es) to mark. In this situation, you need to ask a general probe question. For example, a respondent answers that he thought the police should be aware of the incident. You see the major heading, "**TO LET POLICE KNOW**," but do not know which box to mark. You could ask, "Can you be more specific?". If that probe question does not work, then you could ask, "Why did you feel that the police should be notified?".

Since this item involves a respondent's feelings and motivations, you must be extremely careful when asking probe questions so you do not bias the respondent's answer. Keep your initial probe question general and neutral. Then if the initial probe question does not work, ask a more specific probe question.

Only ask the structured probe question for Item 119 when:

- ✓ You have asked general probe questions and the respondent's answer still does not fit under one of the major headings.
- ✓ The respondent's answer is so vague and obscure that it would not be appropriate to ask a general probe question.

Verifying Answers

To ensure that all appropriate boxes are marked in Item 119, verify the boxes that you marked with the respondent **BEFORE** continuing with Check Item Q. Here is an example of how to verify the answers you marked with the respondent: "***I have marked (read descriptions for the marked boxes). Do these reasons cover why you reported this incident to the police?***"

Answer Categories in Item 119

Since most of the answer categories in Item 119 are self-explanatory, descriptions are provided below only for the categories that require special attention.

Marking Box 1

Mark Box 1 ONLY when the respondent tells you that he/she reported the incident to the police either at the time of the incident or just prior to the incident in an effort to keep it from happening.

Marking Box 2

Mark Box 2 when the respondent tells you that he/she reported the incident to the police in an effort to get help AFTER the incident, such as medical attention.

Do NOT mark Box 2 if the incident was reported to:

- ✗ Recover property (*Mark Box 3*).
- ✗ Collect insurance money (*Mark Box 4*).
- ✗ Prevent the incident from happening again (*Mark Box 5*).

Marking Box 10

Mark Box 10 if the respondent feels that he/she had a legal or moral obligation to report the incident to the police.

Marking Box 12

Mark Box 12 if the respondent's only reason for reporting the incident to the police was because it was a crime. After marking Box 12, skip to Item 121.

<p>CHECK ITEM Q Is more than one reason marked in 119?</p>	<p><input type="checkbox"/> Yes - <i>Ask 120</i> <input type="checkbox"/> No - SKIP to 121</p>
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Check Item Q (Multiple Reasons For Reporting)

Check Item Q is used to help you decide whether or not to ask the question in Item 120. Mark the "Yes" box in Check Item Q if you marked more than one box/reason in Item 119 and continue with Item 120. Mark the "No" box in Check Item Q if you only marked one box/reason in Item 119 and then skip to Item 121.

<p>120. Which of these would you say was the most important reason why the incident was reported to the police?</p> <p><i>Enter code from 119.</i></p>	<p><input type="checkbox"/> Code</p> <p>21 <input type="checkbox"/> No one reason more important</p> <p>22 <input type="checkbox"/> Because it was a crime was most important</p>
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Item 120 (Most Important Reason For Reporting)

Item 120 is used to identify which reason from those marked in Item 119 the respondent feels is the most important reason for reporting the incident to the police. If necessary, read the reasons marked in Item 119 to remind the respondent.

Based on the respondent's answer, enter the appropriate box number in the code box using 2 digits (*For example, if the respondent says that the most important reason is the one in Box 8, enter "08."*)

If the respondent seems to have difficulty making up his/her mind, you could ask the following probe question: **"If you could only give one reason, which one would it be?"**. The respondent may tell you that:

- ✓ Each reason is equally important. If so, mark Box 21 "No one reason more important."
- ✓ His/her main reason for reporting the incident to the police was that it was a crime. If so, mark Box 22 "Because it was a crime was most important."

After completing Item 120, continue with Item 121.

<p>121. Did the police come when they found out about the incident?</p>	<p>1 <input type="checkbox"/> Yes - Ask 122</p> <p>2 <input type="checkbox"/> No..... SKIP to 124</p> <p>3 <input type="checkbox"/> Don't know.....</p> <p>4 <input type="checkbox"/> Respondent went to police - SKIP to 123</p>
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Item 121 (Police Response)

Item 121 is the first of three questions intended to find out what the police did after they were notified about the incident. Item 121 is used to determine whether the police actually came to talk in person with the victimized person.

Marking Box 1

Mark Box 1 "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 phone, mark Box 2 "No." After marking Box 1, continue with the question in Item 122.

Marking Box 2

Mark Box 2 "No" if the police were contacted and never came to speak in person with the victimized person and only communicated by phone, mail, and so forth. After marking Box 2, skip to Item 124.

Marking Box 3

Mark Box 3 "Don't know" if the respondent really does not know whether or not the police came in person once they were notified. After marking Box 3, skip to Item 124.

Marking Box 4

Mark Box 4 "Respondent went to police" if the respondent went to notify the police in person about the incident. After marking Box 4, skip to Item 123.

<p>122. How soon after the police found out did they respond? Was it within 5 minutes, within 10 minutes, an hour, a day, or longer?</p> <p><i>Mark (X) first category respondent is sure of.</i></p>	<p>1 <input type="checkbox"/> Within 5 minutes 2 <input type="checkbox"/> Within 10 minutes 3 <input type="checkbox"/> Within an hour 4 <input type="checkbox"/> Within a day 5 <input type="checkbox"/> Longer than a day 6 <input type="checkbox"/> Don't know how soon</p>
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Item 122 (Time Before Police Responded)

Item 122 is used to identify how much time elapsed between the police being notified and their arrival at the crime scene. Mark the first category (1 - 5) about which the respondent feels sure.

Mark Box 6 if the respondent really does not know how soon after being contacted the police arrived. This is possible if someone else called the police or the police went to the crime scene before coming to speak to the victimized person.

After completing Item 122, continue with Item 123.

<p>123. What did they do while they were (there/here)? Anything else?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Took report</p> <p>2 <input type="checkbox"/> Searched/looked around</p> <p>3 <input type="checkbox"/> Took evidence (fingerprints, inventory, etc.)</p> <p>4 <input type="checkbox"/> Questioned witnesses or suspects</p> <p>5 <input type="checkbox"/> Promised surveillance</p> <p>6 <input type="checkbox"/> Promised to investigate</p> <p>7 <input type="checkbox"/> Made arrest</p> <p>8 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p>9 <input type="checkbox"/> Don't know</p>
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Item 123 (Police Actions)

Item 123 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. As you ask the question in Item 123, use the appropriate word, either "there" or "here," based on where the police visit took place and whether you are conducting the interview in person or by telephone.

Since you need to mark all boxes that apply to the respondent's answer, continue asking, "Anything else?", until you get a "No" answer.

Marking Box 1

Mark Box 1 "Took report" if the police spoke to the victimized person to find out what happened during the incident.

Marking Box 2

Mark Box 2 "Searched/looked around" if the police searched the area of the incident for the offender(s) or for any of the stolen property.

Marking Box 3

Mark Box 3 "Took evidence" 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 forth.

Marking Box 4

Mark Box 4 "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 forth*).

Marking Box 5

Mark Box 5 "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.

Marking Box 6

Mark Box 6 "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, and so forth.

Marking Box 7

Mark Box 7 "Made arrest" if the respondent learned that the police arrested a suspect(s) during the initial visit from the police.

Marking Box 8

Mark Box 8 "Other" if the police took any actions during their initial visit with the victimized person which are not described in Boxes 1 through 7 and then fully describe the action(s) taken on the "Specify" line.

Marking Box 9

Mark Box 9 "Don't know" if the respondent really does not know what the police did during their initial visit with the victimized person. For example, the respondent may not have been present when the police made their visit.

After completing Item 123, continue with Item 124.

<p>124. Did you (or anyone in your household) have any later contact with the police about the incident?</p>	<p>1 <input type="checkbox"/> Yes - Ask 125 2 <input type="checkbox"/> No..... <i>SKIP to 128</i> 3 <input type="checkbox"/> Don't know....</p>
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Item 124 (Later Contact With Police)

Item 124 is the first of four questions asking about any subsequent contacts with the police about the incident. Item 124 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.

Marking Box 1

Mark Box 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.

After marking Box 1, continue with Item 125.

Marking Box 2

Mark Box 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.

After marking Box 2, skip to Item 128.

Marking Box 3

Mark Box 3 "Don't know" when the respondent does not know whether there was any later contact with the police about the incident. After marking Box 3, skip to Item 128.

<p>125. Did the police get in touch with you or did you get in touch with them?</p>	<p> <input type="checkbox"/> Police contacted respondent or other HHL D member <input type="checkbox"/> Respondent (or other HHL D member) contacted police <input type="checkbox"/> Both <input type="checkbox"/> Don't know <input type="checkbox"/> Other - <i>Specify</i> _____ </p>
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Item 125 (Who Initiated the Contact)

Item 125 is used to determine who initiated the later contact between the household and the police about the incident. Mark the appropriate box based on the respondent's answer.

Only mark Box 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.

If you mark Box 5 "Other," make sure to identify who initiated the later contact(s) on the "Specify" line. Avoid marking Box 5 if the respondent's answer fits Box 1, 2, or 3.

After completing Item 125, continue with Item 126.

<p>126. Was that in person, by phone, or some other way?</p>	<p> <input type="checkbox"/> In person <input type="checkbox"/> Not in person (by phone, mail, etc.) <input type="checkbox"/> Both in person and not in person <input type="checkbox"/> Don't know </p>
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Item 126 (Method of Contact)

Item 126 is used to find out whether or not the later contacts were made in person. Only mark one box.

Marking Box 1

Mark Box 1 if ALL later contacts were made in person, regardless of who initiated the contacts.

Marking Box 2

Mark Box 2 if ALL later contacts were made by some means OTHER THAN IN PERSON, such as by phone, FAX, mail, electronic mail, and so forth.

Marking Box 3

Mark Box 3 if there were two or more later contacts AND at least one later contact was made in person AND at least one later contact was made by some other means, such as by phone.

Marking Box 4

Mark Box 4 if, after probing, the respondent does not know whether the later contacts were in person or by some other means.

After completing Item 126, continue with Item 127.

<p>127. What did the police do in following up this incident? Anything else?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Took report</p> <p>2 <input type="checkbox"/> Questioned witnesses or suspects</p> <p>3 <input type="checkbox"/> Did or promised surveillance/investigation</p> <p>4 <input type="checkbox"/> Recovered property</p> <p>5 <input type="checkbox"/> Made arrest</p> <p>6 <input type="checkbox"/> Stayed in touch with respondent/household</p> <p>7 <input type="checkbox"/> Other - <i>Specify</i> </p> <hr style="width: 80%; margin-left: 0;"/> <p>8 <input type="checkbox"/> Nothing (to respondent's knowledge)</p> <p>9 <input type="checkbox"/> Don't know</p>
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Item 127 (Later Police Actions)

Item 127 is used to determine what actions the police took to follow up on the incident, EXCLUDING actions that were already marked in Item 123 and were only taken during the initial contact.

Since you need to mark all boxes that apply to the respondent's answer, continue asking, "Anything else?", until you get a "No" response.

Marking Box 1

Mark Box 1 "Took report" if the police filled out a second report or spoke to the victimized person again since their first contact after the incident.

Marking Box 2

Mark Box 2 "Questioned 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 forth*).

Marking Box 3

Mark Box 3 "Did or promised surveillance/investigation" if, after the initial contact, the 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.

Marking Box 4

Mark Box 4 "Recovered property" if the police were able to recover stolen property.

Marking Box 5

Mark Box 5 "Made arrest" if the respondent learned that the police arrested a suspect(s) after their initial visit to the household.

Marking Box 6

Mark Box 6 "Stayed in touch with respondent/household" if the police stayed in contact with someone in the household by any means, such as by phone, mail, and so forth.

Marking Box 7

Mark Box 7 "Other" if the police took a later action that does not fit the descriptions in Boxes 1 through 6. After marking Box 7, make sure to identify the action taken on the "Specify" line.

Marking Box 8

Mark Box 8 "Nothing" if the respondent thinks that no actions were taken by the police following the initial visit by the police.

Marking Box 9

Mark Box 9 "Don't know" if the respondent does not know what actions were taken since the incident happened.

After completing Item 127, continue with Item 128.

<p>128. Did you (or someone in your household) sign a complaint against the offender(s) to the police department or the authorities?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Item 128 (Official Complaint)

Item 128 is used to determine whether anyone in the household signed a complaint against the offender(s) to the police department or another authority. The

complaint could be any type of official report signed by a household member in which one or more persons are NAMED as the offenders in the incident. The official report could be filed with a police department or some other legal authority, such as the FBI, immigration officials, and so forth.

After completing Item 128, continue with Item 129.

<p>129. ASK OR VERIFY - As far as you know, was anyone arrested or were charges brought against anyone in connection with this incident?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
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Item 129 (Offender Arrested or Charged)

Item 129 is used to find out if anyone:

- ✓ Was arrested in the incident or
- ✓ Had charges brought against him/her.

You may already know the answer to this question. If so, verify the answer without asking the question.

Mark Box 1 "Yes" if the respondent knows or has heard that someone was arrested or had charges brought against him/her in connection with the incident. If the person was only questioned about the incident or held in custody and then released without being charged, mark Box 2 "No."

<p>130. Did you (or someone in your household) receive any help or advice from any office or agency -- other than the police -- that deals with victims of crime?</p>	<p>1 <input type="checkbox"/> Yes - Ask 131 2 <input type="checkbox"/> No..... 3 <input type="checkbox"/> Don't know</p> <p style="text-align: right;"><i>SKIP to Check Item R</i></p>
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Item 130 (Victim Assistance)

Item 130 is the first of two items asking about any help the household may have received from an office or agency that deals with crime victims, excluding the police department. Item 130 is used to determine whether or not the household did receive any help or advice from an office or agency which provides assistance to crime victims.

Marking Box 1

Mark Box 1 "Yes" if anyone in the household received help or advice as a direct result of the incident and this help or advice was in the form of financial or legal advice, counseling, preventing similar crimes in the future, and so forth. The help or advice could have come from any office or agency that deals specifically with crime victims, with the exception of the police department. After marking Box 1, continue with Item 131.

Marking Box 2

Mark Box 2 "No" if no one in the household received any help or advice from an office or agency set up to assist crime victims. Also mark Box 2 if the only help received by the household came from:

- ✓ The police department

OR

- ✓ Private individuals or a group that is not trained specifically to handle crime victims, such as neighbors, relatives, psychologists, a family doctor, a priest or minister, and so forth.

After marking Box 2, skip to Check Item R.

Marking Box 3

Mark Box 3 "Don't know" if the respondent really does not know whether anyone in the household received help or advice from an office or agency set up to assist crime victims. After marking Box 3, skip to Check Item R.

<p>131. Was that a government or private agency?</p>	<p>1 <input type="checkbox"/> Government 2 <input type="checkbox"/> Private 3 <input type="checkbox"/> Don't know</p>
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Item 131 (Government or Private Agency)

Item 131 is used to identify whether the office or agency who assisted the household was a government or private agency.

Marking Box 1

Mark Box 1 if the office or agency is supported by Federal, State, or local government taxes.

Marking Box 2

Mark Box 2 if the office or agency is supported by private funds or charitable contributions.

Marking Box 3

Mark Box 3 if, after probing, the respondent really does not know who supports the office or agency that provided assistance to the household.

<p>CHECK ITEM R Were the police informed? (Is "Yes" marked in 115 on page 15?)</p>	<p><input type="checkbox"/> Yes - Ask 132 <input type="checkbox"/> No - SKIP to 135</p>
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Check Item R (Were Police Informed)

Check Item R is used to help you decide whether to continue with Item 132 or skip to Item 135. Refer back to Item 115 to verify whether or not the police were notified about the incident. If Box 1 "Yes" is marked in Item 115, mark the "Yes" box in Check Item R and continue with Item 132. Otherwise, mark the "No" box in Check Item R and skip to Item 135.

<p>132. Have you (or someone in your household) had contact with any other authorities about this incident (such as a prosecutor, court, or juvenile officer)?</p>	<p><input type="checkbox"/> Yes - Ask 133 <input type="checkbox"/> No..... SKIP to 134 <input type="checkbox"/> Don't know</p>
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Item 132 (Contact With Other Authorities)

Item 132 is the first of two items used to determine if anyone in the household has had contact with an authority about the incident, OTHER THAN the police or an agency marked in Item 130. By authority, we mean a prosecutor, a court or juvenile officer, and so forth.

If you mark Box 1 "Yes," then continue with Item 133. If you mark either Box 2 "No" or Box 3 "Don't know," then skip to Item 134.

<p>133. Which authorities? Any others?</p> <p><i>Mark (X) all that apply.</i></p>	<p>1 <input type="checkbox"/> Prosecutor, district attorney</p> <p>2 <input type="checkbox"/> Magistrate</p> <p>3 <input type="checkbox"/> Court</p> <p>4 <input type="checkbox"/> Juvenile, probation or parole officer</p> <p>5 <input type="checkbox"/> Other - <i>Specify</i> </p> <p>_____</p>
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Item 133 (Identifying Other Authorities)

Item 133 is used to identify which authorities a household member has contacted about the incident. Since more than one authority may have been contacted, continue asking, "Any others?", until you get a "No" reply. If you mark Box 5 "Other" because the authority mentioned by the respondent is not described in Boxes 1 through 4, make sure to identify the authority on the "Specify" line.

<p>134. Do you expect the police, courts, or other authorities will be doing anything further in connection with this incident?</p>	<p>1 <input type="checkbox"/> Yes - <i>Specify</i> </p> <p>_____</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p>
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Item 134 (Further Official Action)

Item 134 is used to find out if the respondent knows or feels that any authority (*police, courts, and so forth*) will do anything further about the incident. This could include bringing suspects to trial, questioning suspects, offering a reward, investigating, or surveillance. Exclude any counseling that could be provided because of this incident.

If you mark Box 1 "Yes," make sure to describe the actions that the respondent knows or feels will be taken. After completing Item 134, continue with Item 135.

Topic 8. Completing Items 135 Through 153 (Activity During Incident/Employment Status at Time of Incident/Type of Industry and Occupation/Lost Work Time and Pay Due to Injuries/Mean of Transportation)

<p>135. ASK OR VERIFY - What were you doing when this incident (happened/started)?</p> <p><i>Mark (X) only one box.</i></p> <p>FIELD REPRESENTATIVE - <i>If proxy interview, replace "you" with the name of the person for whom the proxy interview is being taken in 135-176.</i></p>	<p><input type="checkbox"/> Working or on duty - SKIP to 138a</p> <p><input type="checkbox"/> On the way to or from work - SKIP to Check Item S</p> <p><input type="checkbox"/> On the way to or from school</p> <p><input type="checkbox"/> On the way to or from other place</p> <p><input type="checkbox"/> Shopping, errands</p> <p><input type="checkbox"/> Attending school</p> <p><input type="checkbox"/> Leisure activity away from home</p> <p><input type="checkbox"/> Sleeping</p> <p><input type="checkbox"/> Other activities at home</p> <p><input type="checkbox"/> Other - <i>Specify</i> _____</p> <p><input type="checkbox"/> Don't know</p>
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Item 135 (Activity When Incident Happened)

Item 135 is used to identify what the **respondent** or **proxy person** was doing when the incident happened or started. It is not necessary for the respondent or proxy person to have been at the crime scene to answer this question. If the respondent or proxy person was not present during the incident, use the word “happened” when asking this question. Only mark ONE box to answer this question.

Proxy Interviews

Starting with Item 135, you will again ask each question about the proxy person and not of the proxy respondent. Only Items 116 through 134 are asked directly of the proxy respondent. Therefore, if you were taking a proxy interview, you would read the question in Item 135 this way: ***"What was Mr. Baylor (proxy person) doing when this incident started?"***

Answer Categories in Item 135

Since most of the answer categories in Item 135 are self-explanatory, descriptions are provided below only for the categories that require special attention.

Marking Boxes 1 and 2

Mark Box 1 if the respondent or proxy person was working or on duty for his/her job when the incident began or happened. Mark Box 2 if the respondent or proxy person was commuting to or from work when the

incident began or happened. After marking Box 1, skip to Item 138a. After marking Box 2, skip to Check Item S.

Marking Box 3

Mark Box 3 if the respondent or proxy person was traveling to or from school when the incident started. However, if the incident started while the respondent or proxy person was in class during the school day, mark Box 6.

Marking Box 6

Mark Box 6 if the respondent or proxy person was in class during the school day when the incident started. However, if the incident started while commuting to or from school, mark Box 3.

Marking Box 9

Mark Box 9 when the respondent or proxy person was involved in an activity at his/her home when the incident started and the activity is not described in a previous box for Item 135.

Marking Box 10

Mark Box 10 if the respondent or proxy person was doing something when the incident started that does not fit any of the previous boxes in Item 135. After marking Box 10, make sure to describe the activity on the "Specify" line.

Marking Box 11

Mark Box 11 if the respondent or proxy person really does not know what he/she was doing when the incident started. For instance, the respondent or proxy person could have been away from home on vacation when his/her house was broken into and burglarized.

<p>136. ASK OR VERIFY - Did you have a job at the time of the incident?</p>	<p>1 <input type="checkbox"/> Yes - <i>SKIP to 138</i> 2 <input type="checkbox"/> No</p>
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Item 136 (Employment at Time of Incident)

Item 136 is used to determine whether or not the respondent had a job or business at the time of the incident. If you know the answer by this point in the interview, just verify the answer without asking the question.

For the NCVS, consider the respondent as having a job or business if:

- ✓ There is a definite arrangement to work for pay or profit either full time or part time.
- ✓ The respondent was self-employed in his/her own business/farm or partnership.
- ✓ The respondent was working without pay on a family farm or in a family business.

Mark Box 1 "Yes" if any of the conditions mentioned above existed at the time of the incident, even if the respondent was temporarily absent from the job due to a vacation, illness, bad weather, strike, or temporary layoff. After marking Box 1, skip to Check Item S.

Mark Box 2 "No" if the respondent did not have a job or business at the time of the incident. After marking Box 2, continue with Item 137.

<p>137. What was your major activity the week of the incident--were you looking for work, keeping house, going to school, or doing something else?</p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> Looking for work.....</p> <p>2 <input type="checkbox"/> Keeping house.....</p> <p>3 <input type="checkbox"/> Going to school.....</p> <p>4 <input type="checkbox"/> Unable to work.....</p> <p>5 <input type="checkbox"/> Retired.....</p> <p>6 <input type="checkbox"/> Other - <i>Specify</i> _____</p> <p style="text-align: right;"><i>SKIP to 151, page 19</i></p>
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Item 137 (Major Activity)

Item 137 is used to find out what the respondent's major activity was during the week of the incident, since he/she did not have a job or business. As you ask this question, make sure to read each of the examples in the question and mark only ONE box to answer this question.

Answer Categories in Item 137

Since most of the answer categories in Item 137 are self-explanatory, descriptions are provided below only for the categories that require special attention.

Marking Box 1

Mark Box 1 if the respondent was attempting to find a job or trying to start a business or profession during the week of the incident. Examples of "looking for work" include:

- ✓ Registration at an employment office.
- ✓ FAXing your resume to potential employers.
- ✓ Meeting and interviewing with prospective employers.
- ✓ Placing or answering advertisements in newspapers or on the Internet.
- ✓ Gathering information about starting his/her own business.

Marking Box 2

Mark Box 2 if the respondent spent most of his/her time during the week of the incident doing work around his/her own home. Examples of "keeping house" include:

- ✓ Cooking, washing clothes, cleaning house, and so forth.
- ✓ Caring for his/her own children, step-children, or foster children, as well as children who are brothers, sisters, or other relatives of the respondent.
- ✓ Overseeing the care of the home, even if the actual work is done by a paid maid or housekeeper.
- ✓ Cutting the lawn, painting the house, working in the garden (*other than on a family farm*), and so forth.

Marking Box 3

Mark Box 3 if the respondent spent the majority of the week of the incident attending any kind of public or private school, including trade or vocational schools. If the respondent would normally be attending school that week, but was out sick or on a short vacation, you should still mark Box 3.

Do NOT mark Box 3 if the incident happened during the respondent's summer vacation, unless the respondent was attending summer school during the week of the incident. Otherwise, mark the student's major activity during the week of the incident, such as "Leisure activity away from home" or "Other activities at home."

Marking Box 4

Mark Box 4 if the respondent was unable to do ANY kind of work during the week of the incident because he/she has a LONG-TERM physical or mental illness or disability. However, if the respondent is only TEMPORARILY ILL or disabled and is expected to be well enough to work at some kind of gainful employment within 6 months after the incident, mark Box 6 "Other" and explain the situation on the "Specify" line.

Marking Box 5

Mark Box 5 if the respondent says that he/she was retired during the week of the incident. However, if the respondent has only cut back on the number of hours worked or was semi-retired during the week of the incident, you should mark Box 1 in Item 136 to indicate that the respondent did have a job at the time of the incident.

Marking Box 6

Mark Box 6 if the respondent mentions a major activity during the week of the incident that is not covered in Boxes 1 through 5. After marking Box 6, make sure to explain the activity on the "Specify" line, such as caring for a terminally ill spouse, child, or parent.

After completing Item 137, skip to Item 151 on page 19.

<p>138a. Now I have a few questions about the job at which you worked during the time of the incident.</p> <p>Were you employed by (Read answer categories)--</p>	<p>1 <input type="checkbox"/> A private company, business, or individual for wages? – Ask 138b</p> <p>2 <input type="checkbox"/> The Federal government?</p> <p>3 <input type="checkbox"/> A State, county, or local government? <i>SKIP to 138c</i></p> <p>4 <input type="checkbox"/> Yourself (Self-employed) in your own business, professional practice, or farm? – Ask 138b</p> <p>5 <input type="checkbox"/> A private, not-for-profit, tax-exempt, or charitable organization? – Ask 138b</p>
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Item 138a (Type of Employer)

Notice that there is an introductory statement printed above the question in Item 138a. Make sure that you read this sentence to the respondent BEFORE asking the question in Item 138a. This statement lets the respondent know that the following questions relate to the **job at which he/she was working during the time of the incident.**

Each of the answer categories in Item 138a 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, mark Box 1 and then continue with Item 138b. If you get a “No” answer, leave Box 1 blank and ask the second question, “Were you employed by the Federal government?” Follow this procedure until you get a “Yes” answer. Only mark ONE box in Item 138a.

Marking Box 1

Mark Box 1 when a respondent worked for a PRIVATE employer for wages, salary, commission, tips, piece-rates, or pay in kind. After marking Box 1, continue with Item 138b.

Marking Box 2

Mark Box 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.

After marking Box 2, skip to Item 138c.

Marking Box 3

Mark Box 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. After marking Box 3, skip to Item 138c.

Marking Box 4

Mark Box 4 when a respondent was **self-employed** for profit or fees in his/her OWN business, farm, shop, office, practice, and so forth. After marking Box 4, continue with Item 138b.

Marking Box 5

Mark Box 5 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 marking Box 5, continue with Item 138b.

138b. Is this business incorporated?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
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Item 138b (Corporation)

If the respondent was working at the time of the incident for a private company, his/her own private business, or for a private, not-for-profit organization, then you will continue with Item 138b. Item 138b is used to determine whether the business or organization is incorporated.

The respondent should know whether or not his/her employer is a legal corporation and then you would mark Box 1 for “Yes” or Box 2 for “No.” However, if the respondent really does not know, mark Box 3, “Don’t know.”

<p>138c. What is the name of the (company/ government agency/business/non-profit organization) for which you worked at the time of the incident?</p>	<hr/> <hr/> <hr/>
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Item 138c (Name of Employer)

Item 138c is used to identify the name of the respondent’s employer at the time of the incident. Census Bureau coders working in the National Processing Center need this key piece of information to assign the correct industry code to the respondent’s employer. For this reason, we need you to pay particular attention to recording this information accurately and legibly.

Even though a respondent may be reluctant to provide the name of his/her employer, make every effort to collect this information without badgering the respondent. In some cases, you may succeed by just reassuring a respondent that the information he/she provides is held strictly confidential.

<p>138d. What kind of business or industry is this?</p> <p><i>Read if necessary: What do they make or do where you worked at the time of the incident?</i></p>	<hr/> <hr/> <hr/>
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Item 138d (Kind of Business or Industry)

Item 138d is used to determine the kind of business or industry that is transacted by the respondent’s employer at the time of the incident. This is another key piece of information needed to assign the correct industry code for a respondent’s employer.

To ensure that our coders can assign an accurate industry code, you need to enter a clear and specific description of the kind of business or industry. In other words:

- What is the purpose of the business?
- OR
- What type of products are produced by the industry?

Structured Probe

If the respondent hesitates in giving you an answer to your initial question in Item 138d, also ask the structured probe question printed in italics below the initial question. This question may help the respondent to understand what type of description we want for this item.

Be Specific

Make sure that you 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.”

Here are some examples of better descriptions:

- ✓ “Mines & transports coal & coal byproducts.”
- ✓ “Repairs small home appliances.”
- ✓ “Designs & sells computer software.”
- ✓ “Operates two large hardware stores.”

Enter descriptions that are specific, but avoid using unnecessary words that make the descriptions too long. Keep your descriptions under 50 characters, since this is the maximum number of characters allotted for keying this information. Fifty characters is the maximum for each of the new employment questions requiring a write-in entry.

<p>138e. Is this mainly ... <i>(Read answer categories) –</i></p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> Manufacturing?</p> <p>2 <input type="checkbox"/> Retail trade?</p> <p>3 <input type="checkbox"/> Wholesale trade?</p> <p>4 <input type="checkbox"/> Something else?</p>
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Item 138e (Type of Industry)

Item 138e is used to identify the major type of industry in which the respondent was working at the time of the incident. The four options to choose from are:

- Manufacturing
- Retail trade

- Wholesale trade
- Something else

Distinguishing between these types of industries is very important, because type of industry also plays an essential role in assigning the correct industry code. If this item is left unanswered or is marked incorrectly, the coders will not be able to assign an accurate industry code for the respondent's employer.

Start by asking, "Is this mainly manufacturing?". Wait for the respondent's answer. If you get a "Yes" answer, mark Box 1 and then continue with Item 138f. If you get a "No" answer, leave Box 1 blank and continue by asking, "Is this mainly retail trade?". Follow this procedure until you get a "Yes" answer. Make sure that you mark only ONE box in Item 138e.

***Marking Box 1,
Manufacturing***

Mark Box 1, "Manufacturing," if a respondent's employer makes and sells its products in large quantities or lots to other manufacturers, wholesalers, or retailers.

***Marking Box 2, Retail
Trade***

Mark Box 2, "Retail Trade, if a respondent's employer sells primarily to individual consumers or users, but seldom makes products.

***Marking Box 3,
Wholesale Trade***

Mark Box 3, "Wholesale Trade," if a respondent's employer buys, rather than makes, products in large quantities or lots for resale to retailers, industrial users, or to other wholesalers.

***Marking Box 4,
Something Else***

Mark Box 4, "Something Else," if a respondent's employer does not manufacture or sell products as a wholesaler or a retailer. Examples of some employers that fit into the "Something Else" category are:

- Car repair shops,
- Accounting firms,
- Medical centers,

- Trucking companies, or
- Banks.

When To Probe

Some firms are engaged in more than one type of business or activity. When you encounter this situation, you need to do some additional probing to determine the most appropriate category to mark in Item 138e.

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, mark Box 2, “Retail Trade.” However, if the respondent primarily works as a mechanic servicing motor vehicles at the gasoline station, mark Box 4, “Something Else.”

<p>138f. What kind of work did you do, that is, what was your occupation at the time of the incident?</p> <p><i>(For example: plumber, typist, farmer)</i></p>	<hr/> <hr/> <hr/>
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Item 138f (Kind of Work)

Item 138f is the first of the new employment questions that 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 138f and

- The respondent's most important activities or duties described in Item 139.

Make sure that you enter complete and accurate descriptions for both of these items, so that the 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 will not be sufficient for the 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 forth. In other words, 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

Here is a basic rule for Item 138f: Avoid entering a one word response, because it will usually be too general for our coders to assign the correct occupation code. For these situations, we are providing the following table which has some difficult to code, one word occupations, 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. This table is also available as a separate job aid, Difficult to Code Occupations.

Occupation	Suggested Probe
Assembler	What do you assemble? For example, do you assemble automobiles, electric motors, farm equipment, sheet metal, or something else?

Occupation	Suggested Probe
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?

<p>139. What were your usual activities or duties at this job?</p>	<hr/> <hr/> <hr/>
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Item 139 (Usual Activities)

Item 139 is used to describe the usual activities or duties a respondent performs at his/her job. This is the second key piece of information that our coders use to assign an occupation code. What you enter in Item 139 is especially useful when a simple job title does not provide enough information to code the occupation.

Here are some examples of entries you may need to enter in Item 139:

- 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."

<p>140. While working at this job, did you work mostly in <i>(Read answer categories)</i> -</p>	<p>1 <input type="checkbox"/> A city?</p> <p>2 <input type="checkbox"/> Suburban area?</p> <p>3 <input type="checkbox"/> Rural area?</p> <p>4 <input type="checkbox"/> Combination of any of these?</p>
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Item 140 (Type of Employment Area)

Item 140 is asked to find out if the respondent was working in a city, suburban area, rural area, or a combination of any of these areas at the time of the incident. This type of information will help BJS in determining if specific areas are more prone to crime.

For Item 140, you will read each answer category as part of the question until you get a "Yes" response. Since most respondents will know how to answer this question, let the respondent select the type of area. When a respondent worked for more than one employer, mark the box for the

area in which he/she worked the greater number of hours. Avoid marking Box 4 "Combination of any of these?", unless a respondent insists that the area he/she worked MOST of the time was a combination of city, suburban, and rural.

After completing Item 140, continue with Item 141a.

<p>141a. ASK OR VERIFY - Did this incident happen at your work site?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know 4 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 141a (Incident Happened at Work Site)

Item 141a is used to determine whether the incident happened at the respondent's work site for any job held by the respondent at the time of the incident. If you already know the answer to this question, you can verify the answer without asking the question.

Marking Box 1

Mark Box 1, "Yes," if the incident happened while the respondent was at his/her work site, which is considered the place where his/her USUAL day-to-day activities take place. Some examples of work sites include in an office, hospital, taxi cab, convenience store, beauty parlor, and so forth.

If the respondent happens to work from an office or workshop in his/her home and the incident occurred in the office or workshop, also mark Box 1, "Yes." However, do NOT mark Box 1 if the incident happened somewhere else in the house, garage, or property OTHER THAN in the office or workshop.

If the respondent has no usual work site, such as a traveling salesperson, his/her work site is the place where he/she was working when the incident occurred.

Marking Box 2

Mark Box 2, "No," if the incident happened at a location OTHER THAN the respondent's work site, such as at a meeting in another office building during working hours, out of town on a business trip, and so forth.

Marking Box 3

Mark Box 3 "Don't know" if the respondent really does not know if the incident occurred at his/her work site. Only mark Box 3 as a last resort.

Marking Box 4

Mark Box 4 if the respondent's answer requires more than just a "Yes" or "No" reply and then use the "Specify" line to answer this question. After completing Item 141a, continue with Item 141b.

<p>141b. Did you usually work days or nights?</p>	<p>1 <input type="checkbox"/> Days 2 <input type="checkbox"/> Nights 3 <input type="checkbox"/> Both days and nights/rotating shifts</p>
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Item 141b (Day or Night Work)

Item 141b is used to find out if the respondent worked primarily days, nights, or rotating shifts at the time of the incident. Mark Box 1 for "Days," Box 2 for "Nights," and Box 3 for "Both days and nights/rotating shifts." After completing Item 141b, continue with Item 142.

<p>142. Is this your current job?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
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Item 142 (Current Job)

Item 142 is used to determine whether the respondent's job at the time of the incident is also his/her current job at the time of the interview.

<p>CHECK ITEM S Was the respondent injured in this incident? (Is box 2-11 marked in 31 on page 5?)</p>	<p><input type="checkbox"/> Yes (injury marked in 31) - <i>Ask 143</i> <input type="checkbox"/> No (blank or None marked in 31) - SKIP to 147</p>
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Check Item S (Was Person Injured)

Check Item S is used to help you decide whether to continue with Item 143 or to skip to Item 147. Items 143 through 146 ask about lost time and pay due to any injuries suffered by the respondent during the incident. If you are not sure which box to mark, look back at Item 31 on page 5 to see whether you marked any boxes from Boxes 2 through 11.

Mark the "Yes" box in Check Item S if the respondent was injured during the incident and then ask the question in Item 143. Mark the "No" box in Check Item S if Item 31

is blank or Box 1 "None" is marked and then skip to Item 147.

<p>143. Did YOU lose time from work because of the injuries you suffered in this incident?</p>	<p>1 <input type="checkbox"/> Yes - Ask 144 2 <input type="checkbox"/> No - SKIP to 147</p>
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Item 143 (Lost Work Time Due to Injuries)

Item 143 is used to find out if the respondent/victim of the incident lost time from work because of his/her own injuries that were suffered during the incident. Later in the interview, Items 151 and 152 are used to identify any other household members who lost time from work because of the respondent's injuries.

Defining Terms

Work - For this item, work is considered a job or business rather than housework, school, or other activities.

Time lost from work - For this item, time lost from work could be time away from his/her job or business due to:

- ✓ Injuries suffered in the incident or
- ✓ Visits to a doctor or hospital to receive medical care for injuries suffered during the incident.

Mark Box 1 for a "Yes" answer and then continue with Item 144. Mark Box 2 for a "No" answer and then skip to Item 147.

<p>144. How much time did you lose because of injuries?</p>	<p>_____ Number of days - Ask 145 0 <input type="checkbox"/> Less than one day - SKIP to 147 x <input type="checkbox"/> Don't know - Ask 145</p>
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Item 144 (Time Lost From Work Due to Injuries)

Item 144 is used to identify how much time the respondent lost from work due to the injuries he/she suffered from the incident. Include time lost from work up to the day of the interview.

If the respondent lost one or more days from work, enter the number of whole days on the line provided in Item 144. 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 "2" for the number of days, even though the respondent was at work a portion of each day. After entering the number of days missed from work, continue with Item 145.

Marking Box 0

Mark Box 0 (zero) if the respondent lost less than one workday due to his/her injuries from the incident. After marking Box 0, skip to Item 147.

Marking Box x

If the respondent is unable to give you an answer, always ask for his/her best estimate before marking Box x "Don't know." Only mark Box x as a last resort. After marking Box x, continue with Item 145.

<p>145. During these days, did you lose any pay that was not covered by unemployment insurance, sick leave, or some other source?</p>	<p>1 <input type="checkbox"/> Yes - Ask 146 2 <input type="checkbox"/> No - SKIP to 147</p>
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Item 145 (Lost Pay Due to Injuries)

Item 145 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 forth. Worker's compensation is periodic money payments made to workers who are injured on the job and in some States to workers with nonoccupational temporary disability or illness. Compensation checks could come

from the State, private insurance companies, or from private businesses that insure their own workers.

Marking Box 1

Mark Box 1 "Yes" if the respondent lost pay and was NOT compensated monetarily for the time away from his/her job due to injuries from the incident. Also mark Box 1 if a self-employed respondent was paid for the time lost from work, but he/she was obligated to hire someone to take his/her place. After marking Box 1, continue with Item 146.

Marking Box 2

Mark Box 2 "No" if the respondent was compensated monetarily for the time lost from work due to his/her injuries from the incident. After marking Box 2, skip to Item 147.

146. About how much pay did you lose?	\$ _____ . 00 Amount of pay lost x <input type="checkbox"/> Don't know
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Item 146 (Amount of Lost Pay Due to Injuries)

Item 146 is used to determine how much pay the respondent lost because he/she was unable to work due to injuries from 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.

Enter the amount of lost pay in whole dollars on the line provided in Item 146. Round the amount up or down as necessary. For example, if the amount given was \$670.50, enter "671," and, if the amount given was \$670.49, enter "670." If the amount was less than a \$1, enter "1."

If the respondent has difficulty giving you a dollar amount, ask for his/her best estimate. Only mark Box x "Don't know" as a last resort.

After completing Item 146, continue with Item 147.

<p>147. Did YOU lose any (other) time from work because of this incident for such things as cooperating with a police investigation, testifying in court, or repairing or replacing damaged or stolen property?</p> <p><i>Mark (X) all that apply. If no time was lost for any of these reasons, mark None (box 6).</i></p>	<p>1 <input type="checkbox"/> Police related activities.....</p> <p>2 <input type="checkbox"/> Court related activities.....</p> <p>3 <input type="checkbox"/> Repairing damaged property.....</p> <p>4 <input type="checkbox"/> Replacing stolen items..... <i>Ask 148</i></p> <p>5 <input type="checkbox"/> Other - <i>Specify</i></p> <hr style="width: 20%; margin-left: 0;"/> <p>6 <input type="checkbox"/> None (did not lose time from work for any of these reasons) - SKIP to 151</p>
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Item 147 (Time Lost for Other Reasons)

Item 147 is used to find out if the respondent lost time from work for purposes OTHER THAN those related to his/her injuries suffered during the incident. Since you will be asking this question regardless of whether or not the respondent was injured during the incident, only read the word "other" when the respondent was injured.

As you ask the question, pause after each example included in the question to allow the respondent time to answer. Since the respondent may have reasons not specifically mentioned in Boxes 1 through 4, continue asking, "Any other reason?", until you get a "No" reply.

Item 147 relates specifically to time lost from work by the respondent only; that is, the person who was victimized during the incident. Items 151 and 152 collect similar information for other household members.

Marking Box 1

Mark Box 1 if the respondent lost time from work due to police-related activities, such as cooperating with an investigation by identifying suspects in a lineup, helping to construct a composite drawing of the offender, identifying stolen items, and so forth.

Marking Box 2

Mark Box 2 if the respondent lost time from work due to court-related activities, such as testifying in court, attending a trial or hearing, talking to an attorney (*either the prosecutor, the defense attorney, or the respondent's own lawyer*), and so forth.

Marking Box 3

Mark Box 3 if the respondent lost time from work to repair property damaged during the incident, drop off and pick

up a damaged motor vehicle at a repair shop, visit an optician to repair damaged eyeglasses, wait for a locksmith, and so forth.

Marking Box 4

Mark Box 4 if the respondent lost time from work to replace stolen items, such as waiting for delivery persons, getting a replacement driver's license, Social Security card, credit card, checkbook, and so forth.

Marking Box 5

Mark Box 5 if the respondent lost time from work for a reason that is not covered in the descriptions for Boxes 1 through 4. After marking Box 5, make sure to explain the reason on the "Specify" line.

If you mark any of the Boxes 1 through 5, continue with Item 148.

Marking Box 6

Mark Box 6 if the respondent did not lose any time from work due to this incident and Boxes 1 through 5 in Item 147 are blank. After marking Box 6, skip to Item 151.

<p>148. How much time did you lose altogether because of <i>(name all reasons marked in 147)?</i></p>	<p>_____ Number of days - <i>Ask 149</i></p> <p><input type="checkbox"/> Less than one day - SKIP to 151</p> <p><input checked="" type="checkbox"/> Don't know - <i>Ask 149</i></p>
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Item 148 (Amount of Time Lost)

Item 148 is used to identify how much time the respondent lost from work to take care of ALL of the tasks marked in Item 147. As you ask the question in Item 148, read the reasons marked in Item 147.

Include time lost up to the day of the interview. If the respondent lost one or more days from work, enter the number of whole days on the line provided in Item 148. If the respondent answers in hours, always determine whether the hours were missed all in one day or more than one day.

When calculating the number of days missed from work, it is not necessary for the respondent to have missed an

entire workday. For example, the respondent may have lost 4 hours one workday to identify stolen property at the police station and on another workday the respondent may have lost 3 hours to wait for a replacement television to be delivered. In this example, you would enter "2" for the number of days missed from work due to the incident.

After entering the number of days missed from work in Item 148, continue with Item 149.

Marking Box 0

Mark Box 0 (zero) if the respondent missed a total of less than one full workday due to the reasons marked in Item 147. After marking Box 0, skip to Item 151.

Marking Box x

Before marking Box x, ask the respondent to give you his/her best estimate. Only mark Box x as a last resort. After marking Box x, continue with Item 149.

<p>149. During these days, did you lose any pay that was not covered by unemployment insurance, paid leave, or some other source?</p>	<p>1 <input type="checkbox"/> Yes - Ask 150 2 <input type="checkbox"/> No - SKIP to 151</p>
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Item 149 (Loss of Pay for Any Other Reason)

Item 149 is used to determine whether the respondent lost any pay because the time lost from work was not covered by unemployment insurance, paid leave, or some other source.

Defining Terms

Unemployment insurance - Includes any money received from State unemployment insurance funds or railroad unemployment benefits.

Paid leave - Includes continued payment of wages by the respondent's employer while the respondent is not at work, such as "personal" or "annual" leave.

Some other source - Includes any money received from private insurance plans, worker's compensation, and so forth. Compensation checks could come from the State,

private insurance companies, or from private businesses that insure their own workers.

Marking Box 1

Mark Box 1 "Yes" if the respondent lost pay and was NOT compensated monetarily for the time away from his/her job due to the incident. Also mark Box 1 if a self-employed respondent was paid for the time lost from work, but he/she was obligated to hire someone to take his/her place. After marking Box 1, continue with Item 150.

Marking Box 2

Mark Box 2 "No" if the respondent was compensated monetarily for the time lost from work due to the incident. After marking Box 2, skip to Item 151.

<p>150. About how much pay did you lose?</p>	<p>\$ _____ .00 Amount of pay lost x <input type="checkbox"/> Don't know</p>
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Item 150 (Amount of Lost Pay for Other Reasons)

Item 150 is used to determine how much pay the respondent lost because he/she lost time from work due to the reasons marked in Item 147. 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.

Enter the amount of lost pay in whole dollars on the line provided in Item 150. Round the amount up or down as necessary. For example, if the amount given was \$670.50, enter "671," and, if the amount given was \$670.49, enter "670." If the amount was less than a \$1, enter "1."

If the respondent has difficulty giving you a dollar amount, ask for his/her best estimate. Only mark Box x "Don't know" as a last resort.

After completing Item 150, continue with Item 151.

<p>151. Were there any (other) household members 16 years or older who lost time from work because of this incident?</p>	<p>1 <input type="checkbox"/> Yes - Ask 152 2 <input type="checkbox"/> No - <i>SKIP</i> to Check Item T</p>
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Item 151 (Lost Time From Work by Other Household Members)

Item 151 is used to find out whether there were other household members who were at least 16 years of age and lost time from work due to the incident. If the respondent lost time from work due to the incident, read the word "other" as you ask the question in Item 151. Otherwise, ask the question in Item 151 without the word "other."

Let the respondent decide how to answer this question. The time lost from work could be due to injuries suffered by these household members or for any of the reasons described in Item 147.

If you mark Box 1 "Yes," continue with Item 152. If you mark Box 2 "No," skip to Check Item T.

<p>152. How much time did they lose altogether?</p>	<p>_____ Number of days 0 <input type="checkbox"/> Less than one day x <input type="checkbox"/> Don't know</p>
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Item 152 (Time Lost From Work)

Item 152 is used to identify how much time household members OTHER THAN the respondent lost from work because of the incident.

Include time lost up to the day of the interview. If the household member(s) lost one or more days from work, enter the number of whole days on the line provided in Item 152. If the time lost is in hours, always determine whether the hours were missed all in one day or more than one day.

When calculating the number of days missed from work, it is not necessary for the household member(s) to have missed an entire workday. For example, one household member may have lost 4 hours one workday to visit a doctor and on another workday another household member may have lost 3 hours to wait for a replacement television

to be delivered. In this example, you would enter "2" for the number of days missed from work due to the incident.

Marking Box 0

Mark Box 0 (zero) if the household member(s) missed less than one full workday due to the incident.

Marking Box x

Before marking Box x, ask the respondent to give you his/her best estimate. Only mark Box x as a last resort.

After completing Item 152, continue with Check Item T.

<p>CHECK ITEM T Was the respondent on the way to or from work, school, or some other place when the incident (happened/started)? (Is box 2, 3, or 4 marked in 135 on page 17?)</p>	<p><input type="checkbox"/> Yes - Ask 153 <input type="checkbox"/> No - SKIP to Check Item U</p>
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Check Item T (Respondent In Transit at Time of Incident)

Check Item T is used to help you decide whether to continue with Item 153 or skip to Check Item U. Refer back to the boxes marked in Item 135 on page 17. If you marked Boxes 2, 3, or 4 in Item 135, mark the "Yes" box in Check Item T and continue with Item 153. Otherwise, mark the "No" box in Check Item T and skip to Check Item U.

<p>153. ASK OR VERIFY - You told me earlier you were on the way(to/from) (work/school/some place) when the incident happened.</p> <p>Which means of transportation were you using?</p> <p><i>Mark (X) only one box.</i></p>	<p><input type="checkbox"/> Car, truck or van <input type="checkbox"/> Motorcycle <input type="checkbox"/> Bicycle <input type="checkbox"/> On foot <input type="checkbox"/> School bus (private or public) <input type="checkbox"/> Bus or trolley <input type="checkbox"/> Subway or rapid transit <input type="checkbox"/> Train <input type="checkbox"/> Taxi <input type="checkbox"/> Other - <i>Specify</i> _____</p>
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Item 153 (Method of Transportation)

Item 153 is used to determine which means of transportation the respondent was using when the incident started or took place.

If you know the answer to this question, you can verify the answer with the respondent without asking the question. However, if you need to ask this question, make sure that you word it properly based on the box marked in Item 135. Only mark one box to answer the question in Item 153.

If the respondent should mention a mode of transportation not listed in Boxes 1 through 9, mark Box 10 "Other" and enter the type of transportation on the "Specify" line.

After completing Item 153, continue with Check Item U.

**Topic 9. Completing Check Item U Through Check Item Z
(Series of Crimes/Hate Crimes/Disability/Summary of Incidents)**

<p>CHECK ITEM U Is this incident part of a series of crimes? (Is box 2 (is a "series") marked in Check Item D on page 1?)</p>	<p><input type="checkbox"/> Yes - <i>Ask 154</i> <input type="checkbox"/> No - <i>SKIP to 161, page 21</i></p>
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Check Item U (Incident Part of a Series)

Check Item U is used to help you decide whether to continue with Item 154 to collect more information if the incident is part of a series or to skip to Item 161 on page 21 to start the hate crime questions. If you are not sure how to mark Check Item U, refer back to Check Item D on page 1.

If Box 2 "No" (*is a "series"*) is marked in Check Item D, then mark the "Yes" box in Check Item U and continue with Item 154. If Box 1 "Yes" (*not a "series"*) is marked in Check Item D, then mark the "No" box in Check Item U and skip to Item 161 on page 21.

<p>154. You have told me about the most recent incident. How many times did this kind of thing happen to you during the last 6 months?</p>	<p>_____ Number of incidents - <i>Ask 155</i></p> <p>OR</p> <p>Don't know - Is that because there is no way of knowing, or because it happened too many times, or is there some other reason?</p> <p>1 <input type="checkbox"/> No way of knowing 2 <input type="checkbox"/> Happened too many times 3 <input type="checkbox"/> Some other reason - <i>Specify</i> _____</p>
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Item 154 (Number of Incidents in a Series)

Item 154 is used to verify how many incidents are included in the series for the 6-month reference period. Do NOT include an incident in the series that happened before the first day of the reference period or on the day of the interview. It is possible that a respondent may give you a different number of incidents now that he/she has provided details for the most recent incident.

Different Number of Incidents Than Entered in Item 4

If the respondent gives you a number that is different than the number of incidents provided in Item 4 on page 1, enter the new number in Item 154. If the number of incidents is less than six, the incidents do not qualify as a series. If the number of incidents is six or more, the incidents still qualify as a series. If the number given in Item 154 is six or more incidents, do NOT change the number of incidents entered in Item 4, even if they do not match.

Less Than Six Incidents

In most cases, this will not happen. However, if you determine that there are **less than six incidents**, then this incident is NOT part of a series and you need to:

- ✓ Complete a separate NCVS-2 for each incident that happened during the reference period.
- ✓ Correct the "Number of incidents" in Item 4 on the cover page of the NCVS-2.
- ✓ Change the "Number of times" entries in Check Item G on the NCVS-1 and in the screen question where these incidents were reported by the respondent.
- ✓ Correct the number of Crime Incident Reports filled in Item 15c on the NCVS-1 cover page.

Don't Know

If the respondent cannot give you the number of incidents in the series, ask the followup question in Item 154. This question is used to find out why the respondent is unable to give you the number of incidents. Mark the appropriate box based on the respondent's answer to the followup question:

- ✓ Mark Box 1 when the respondent has no way of knowing the number of incidents.
- ✓ Mark Box 2 when the crime happened too many times for the respondent to give you a number.

- ✓ Mark Box 3 when the respondent gives you a reason OTHER THAN Box 1 or Box 2 and then explain the reason on the "Specify" line.

After completing Item 154, continue with Item 155.

<p>155. In what month or months did these incidents take place?</p> <p><i>If more than one quarter involved, ASK</i></p> <p>How many in (name months)?</p> <p>FIELD REPRESENTATIVE - Enter number for each quarter as appropriate.</p>	Number of incidents per quarter			
	Jan., Feb., or March (Qtr. 1)	April, May, or June (Qtr. 2)	July, Aug., or Sept. (Qtr. 3)	Oct., Nov., or Dec. (Qtr. 4)
	_____	_____	_____	_____

Item 155 (Quarters of Occurrence)

Item 155 is used to identify in which quarter(s) of the calendar year the incidents in the series happened. Ask the initial question to identify the month(s) in which these incidents occurred. If all the incidents in the series happened in one quarter (*For example, all incidents happened in January and February.*), just enter the number from Item 154 in the appropriate column for Item 155 without asking the followup question.

If the incidents in the series occurred over more than one quarter, ask the followup question to determine how many incidents in the series happened in each three-month period and then enter the appropriate number of incidents on the line for the quarter in which they happened. For example, if the respondent tells you that the incidents happened in June, July, and August, then you would ask, "**How many in June?**" and "**How many in July and August?**" Make sure to only ask about months that fall within the respondent's reference period.

Respondent Has Difficulty Answering

If the respondent has difficulty remembering how many incidents took place by month or quarter:

- ✓ Do not rush the respondent and allow sufficient time for him/her to recall these incidents.

- ✓ Use neutral probe questions to help the respondent remember, such as "Did this type of incident happen about an equal number of times in June as it did in July and August or did it happen more in July and August than it did in June?"
- ✓ If your probing questions fail, ask the respondent to give you his/her best estimate. For example, "You told me this type of incident happened (*number entered in Item 154*). Please give me your best estimate of how many times the incident happened in June and how many times in July and August."

***Recording Numbers in
Item 155***

Once you determine how many incidents from the series happened in each quarter within the reference period, enter the exact number in the appropriate column for the quarter. You may need to add together incidents by month to arrive at the total to enter for a quarter. Leave a column blank if no incidents in the series happened during the 3-month period for that quarter.

Only include incidents that happened after the first day of the reference period and up to, but not including, the day of interview. Probe as necessary to get a precise number and do not enter a range of numbers. Only enter "DK" if you have asked probing questions and the respondent still cannot provide an answer.

The number of incidents in Items 4, 154, and 155 should be independent and you should not attempt to reconcile any differences for a series of incidents, as long as the total number in each of these items is at least six incidents. Also, do not change the date entered in Item 3 or the boxes marked in Check Items B, C, or D.

After completing Item 155, continue with Item 156.

<p>156. Did all, some, or none of these incidents occur in the same place?</p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> All in the same place 2 <input type="checkbox"/> Some in the same place 3 <input type="checkbox"/> None in the same place</p>
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Item 156 (Did Incidents Occur in Same Place)

Item 156 is used to find out if the incidents in the series all happened in the same place, or just some in the same place, or none of them in the same place or location. Mark Box 1 for "All in the same place," Box 2 for "Some in the same place," and Box 3 for "None in the same place." Only mark one answer for this question and then continue with Item 157.

<p>157. Were all, some, or none of these incidents done by the same person(s)?</p> <p><i>Mark (X) only one box.</i></p>	<p>1 <input type="checkbox"/> All by the same person 2 <input type="checkbox"/> Some by the same person 3 <input type="checkbox"/> None by the same person 4 <input type="checkbox"/> Don't know - SKIP to 159</p>
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Item 157 (Same Offenders for All Incidents)

Item 157 is used to find out if the offender(s) in all, some, or none of the incidents in the series were the same person(s). Mark Box 1 if the offender(s) in **all** of the incidents were the same person(s). Mark Box 2 if the offender(s) in **some** of the incidents were the same person(s). Mark Box 3 if the offender in each of the incidents was a different person. Only mark one answer for this question. After marking Box 1, 2, or 3, continue with Item 158.

If the respondent is unable to answer to this question, mark Box 4 and skip to Item 159.

<p>158. What (was/were) the relationship(s) of the offender(s) to you? For example, friend, spouse, schoolmate, etc.</p> <p><i>Mark (X) all that apply.</i></p>	<p>Relative</p> <p>1 <input type="checkbox"/> Spouse at time of incident 2 <input type="checkbox"/> Ex-spouse at time of incident 3 <input type="checkbox"/> Parent or step-parent 4 <input type="checkbox"/> Other relative - <i>Specify</i> ✎</p> <hr/> <p>Nonrelative</p> <p>5 <input type="checkbox"/> Friend or ex-friend 6 <input type="checkbox"/> Neighbor 7 <input type="checkbox"/> Schoolmate 8 <input type="checkbox"/> Roommate, boarder 11 <input type="checkbox"/> Customer/client 12 <input type="checkbox"/> Patient 13 <input type="checkbox"/> Supervisor (current or former) 14 <input type="checkbox"/> Employee (current or former) 15 <input type="checkbox"/> Co-worker (current or former) 9 <input type="checkbox"/> Stranger 10 <input type="checkbox"/> Other nonrelative - <i>Specify</i> ✎</p> <hr/>
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Item 158 (Offender’s Relationship to Respondent)

Item 158 is used to identify the relationship of each offender involved in the series of incidents **to the respondent** at the time of the incident. If there was more than one offender, mark all appropriate boxes. Make sure that the respondent understands that we are only interested in the relationship of each offender to the respondent, and NOT any relationships between one offender and another offender.

The relationships are separated into two groups-- Boxes 1 through 4 are grouped under the heading "Relative" and Boxes 5 through 15 are grouped under the heading "Nonrelative." Notice that Boxes 9 and 10 are out of sequence.

Marking Box 1

Mark Box 1 if the offender was either the husband or wife of the respondent at the time of the incident, regardless of whether or not they are still married at the time of the interview.

Marking Box 2

Mark Box 2 if the offender was an ex-spouse (*ex-husband or ex-wife*) of the respondent at the time of the incident.

Accept the respondent's answer without probing to determine whether they are divorced or separated.

Marking Box 3

Mark Box 3 if the offender was a father, mother, stepfather, or stepmother to the respondent. Do not mark Box 3 if the offender was a mother-in-law or father-in-law, instead mark Box 4 and write in the relationship to the respondent at the time of the incident.

Marking Box 4

Mark Box 4 if the offender is a relative of the respondent OTHER THAN the relationships described in Boxes 1 through 3. Mark Box 4 if the offender is a child, brother, sister, aunt, uncle, cousin, grandparent, in-law, or other relative of the respondent by blood or marriage that is not covered in Boxes 1 through 3. After marking Box 4, always write in the relationship on the "Specify" line.

Marking Box 5

Mark Box 5 if the offender was any type of friend or ex-friend to the respondent at the time of the incident, regardless of the offender's sex. Include responses such as "good friend," "best friend," "boyfriend," "girlfriend," "just a friend," and so forth.

Marking Box 6

Mark Box 6 if the offender was not related to the respondent by blood or marriage and was living close enough to the respondent at the time of the incident to be considered a neighbor.

Marking Box 7

Mark Box 7 if the offender was not related to the respondent by blood or marriage and attended the same school as the respondent at the time of the incident.

Marking Box 8

Mark Box 8 if the offender was not related to the respondent by blood or marriage and lived with the respondent as a roommate or boarder at the time of the incident.

**Marking Box 11, 12, 13,
14, or 15**

Mark the most appropriate box(es) from Boxes 11, 12, 13, 14, and 15 if the offenders are nonrelatives, but are known by the respondent as business clients, patients, or

supervisors, employees, or co-workers, including former supervisors, employees, or co-workers.

Marking Box 9

Mark Box 9 if the offender is someone who was unknown or known only by sight to the respondent at the time of the incident.

Marking Box 10

Mark Box 10 if the offender was not related to the respondent by blood or marriage and the nonrelative offender does not fit any of the descriptions in Boxes 5 through 9. After marking Box 10, always write in the relationship of the offender to the respondent on the "Specify" line, such as the respondent's barber, electrician, and so forth.

After completing Item 158, continue with Item 159.

159. Did the same thing happen each time?	<input type="checkbox"/> Yes <input type="checkbox"/> No - How did the incidents differ? _____
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Item 159 (Were All Incidents the Same)

Item 159 is used to identify how the incidents in the series may be different from one another. If the respondent answers "Yes" to this question, mark Box 1. However, if the respondent answers "No," mark Box 2 and ask the followup question to determine how they were different. For example, the offender may have vandalized the shed in one of the incidents or perhaps the offender used a weapon in two of the incidents. Make sure to explain clearly what made the incidents different on the line below the followup question.

After completing Item 159, continue with Item 160.

160. Is the trouble still going on?	<input type="checkbox"/> Yes <input type="checkbox"/> No - What ended it? _____
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Item 160 (Is the Problem Ongoing)

Item 160 is used to find out whether the type of problem that was recurring in the series of incidents is still continuing or has ended. Mark Box 1 "Yes" if the

incidents are still happening. If the respondent answers "No," ask the followup question to determine what terminated these incidents. For example, the offender may have been arrested, the respondent moved to another house, the respondent changed schools, and so forth. Make sure to explain clearly what brought these incidents to an end.

After completing Item 160, continue with Check Item V1.

<p>CHECK ITEM V1 Mark the ONE category that best describes this series of crimes.</p> <p>If more than one category describes this series, mark the box with the lowest number.</p>	<p>Contact crimes</p> <p><input type="checkbox"/> 1 Completed or threatened violence in the course of the victim's job (police officer, security guard, psychiatric social worker, etc.)</p> <p><input type="checkbox"/> 2 Completed or threatened violence between spouses, other relatives, friends, neighbors, etc.</p> <p><input type="checkbox"/> 3 Completed or threatened violence at school or on school property</p> <p><input type="checkbox"/> 4 Other contact crimes (other violence, pocket picking, purse snatching, etc.) - <i>Specify</i> ▲</p> <hr/> <p>Noncontact crimes</p> <p><input type="checkbox"/> 5 Theft or attempted theft of motor vehicles</p> <p><input type="checkbox"/> 6 Theft or attempted theft of motor vehicle parts (tire, hubcap, battery, attached tape deck, etc.)</p> <p><input type="checkbox"/> 7 Theft or attempted theft of contents of motor vehicle, including unattached parts</p> <p><input type="checkbox"/> 8 Theft or attempted theft at school or on school property</p> <p><input type="checkbox"/> 9 Illegal entry of, or attempt to enter, victim's home, other building on property, second home, hotel, motel</p> <p><input type="checkbox"/> 10 Theft or attempted theft from victim's home or vicinity by person(s) known to victim (roommate, babysitter, etc.)</p> <p><input type="checkbox"/> 11 Theft or attempted theft from victim's home or vicinity by person(s) unknown to victim</p> <p><input type="checkbox"/> 12 Other theft or attempted theft (at work, while shopping, etc.) - <i>Specify</i> ▲</p> <hr/>
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Check Item V1 (Crime Categories for Series)

Check Item V1 is used by you to help classify the type of series crime and it is very important that you mark this check item accurately. Based on the facts gathered to this point, select and mark the first or lowest numbered box that best describes what happened during this series of incidents. Only mark ONE box for this Check Item. If more than one box/category describes this series of incidents, always mark the lowest numbered box, because a "contact crime" is considered more serious than a "noncontact crime."

Boxes 1 through 4 are grouped together under the heading "Contact crimes." Contact crimes involve an actual or threatened face-to-face physical confrontation between the offender and the respondent. Boxes 5 through 12 are grouped together under the heading "Noncontact crimes." Noncontact crimes do NOT involve an actual or threatened physical confrontation between the offender and the respondent.

Marking Box 1

Mark Box 1 when all incidents in the series involve the offender physically attacking or threatening to physically attack the respondent **in the course of the respondent's job**. Only mark Box 1 if the incidents relate somehow to the respondent's job. For example, a prison guard reports eight incidents in which prisoners threatened to physically harm her or an attendant at a parking garage reports seven incidents in which he was physically attacked and robbed while on the job.

Marking Box 2

Mark Box 2 when all incidents in the series involve completed or attempted violence between spouses, other relatives, friends, neighbors, and so forth. For example, a respondent's nephew has threatened to kill her on several occasions if she does not give him money or a respondent's ex-spouse physically attacked her on several occasions because she would not take him back.

Marking Box 3

Mark Box 3 when all incidents in the series involve completed or threatened violence at school or on school

property. For example, a student threatened to attack the respondent on several occasions in the school parking lot.

Marking Box 4

Mark Box 4 when all incidents in the series involve some type of physical violence or threat of physical violence between the offender and the respondent OTHER THAN those types described in Boxes 1 through 3. After marking Box 4, make sure to explain clearly the type of violent contact or threat of violent contact on the "Specify" line. For example, someone grabbed respondent's purse from her shoulder, knocked her down on the ground, and ran with the purse on multiple occasions.

Marking Box 5

Mark Box 5 if the series of incidents involves the theft or attempted theft of motor vehicles AND there was no contact between the offender and the respondent.

Marking Box 6

Mark Box 6 if the series of incidents involves the theft or attempted theft of parts ATTACHED to a motor vehicle, such as hubcaps, wheels, CD players, batteries, gasoline, and so forth AND there was no contact between the offender and the respondent.

Marking Box 7

Mark Box 7 if the series of incidents involves the theft or attempted theft of items left inside a motor vehicle that are NOT ATTACHED to the motor vehicle, such as a bowling ball, cellular phone, golf clubs, wallet, tools, clothes, and so forth AND there was no contact between the offender and the respondent.

Marking Box 8

Mark Box 8 if the series of incidents involves the theft or attempted theft of items belonging to the respondent at school or on school property AND there was no contact between the offender and the respondent.

Marking Box 9

Mark Box 9 if the series of incidents involves the illegal entry or attempted illegal entry into the respondent's home, other building on his/her property, a second home, or a motel or hotel room where he/she is staying AND there was no contact between the offender and the respondent.

Marking Box 10

Mark Box 10 if the series of incidents involves the theft or attempted theft from the respondent's home or the property surrounding the home by someone the respondent knows, such as a roommate, babysitter, or some other person known to the respondent and this person did NOT illegally enter the home or property. Do not mark Box 10 if there was any contact between the offender and the respondent, instead mark the appropriate box under **Contact crimes**.

Marking Box 11

Mark Box 11 if the series of incidents involves the theft or attempted theft from the respondent's home or the property surrounding the home by someone the respondent does NOT know, such as an appliance repair person or traveling sales person and this person did NOT illegally enter the home or property. Do not mark Box 11 if there was any contact between the offender and the respondent, instead mark the appropriate box under **Contact crimes**.

Marking Box 12

Mark Box 12 if the series of incidents involves a theft or attempted theft and the circumstances do not fit the descriptions in Boxes 5 through 11. After marking Box 12, make sure to clearly explain the type of theft or attempted theft on the "Specify" line. Do not mark Box 12 if there was any contact between the offender and the respondent, instead mark the appropriate box under **Contact crimes**.

After completing Check Item V1, continue with Item 161.

<p>161. Hate crimes or crimes of prejudice or bigotry occur when (an offender/offenders) target(s) people because of one or more of their characteristics or religious beliefs.</p> <p>Do you have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?</p>	<p>1 <input type="checkbox"/> Yes - Ask 162</p> <p>2 <input type="checkbox"/> No..... <i>SKIP to Item 167</i></p> <p>3 <input type="checkbox"/> Don't know.....</p>
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Item 161 (Suspect Incident Was a Hate Crime)

Item 161 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. Since Item 161 is the first in a series of "hate crime" questions that continue through

Item 166, make sure to read the lead-in statement and then continue with the question in Item 161. As you read the lead-in statement, choose the correct wording based on whether there was one offender or multiple offenders.

It is very important to read the lead-in statement and the question exactly as it is worded on the questionnaire. This wording has been tested and analyzed thoroughly and changing the wording during an interview could jeopardize the results.

***Explaining "Hate
Crimes or Crimes of
Prejudice or Bigotry"***

If a respondent should ask you 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 Tucker 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."

Mark Box 1 for a "Yes" answer and then continue with Item 162. Mark Box 2 for a "No" answer and Box 3 for a "Don't know" answer. After marking Box 2 or Box 3, skip to Item 167 on page 23.

<p>162. An offender/Offenders can target people for a variety of reasons, but we are only going to ask you about a few today. Do you suspect the offender(s) targeted you because of...</p> <p>(a) Your race?.....</p> <p>(b) Your religion?.....</p> <p>(c) Your ethnic background or national origin (for example, people of Hispanic origin)?</p> <p>(d) Any disability (by this I mean physical, mental, or developmental disabilities) you may have?.....</p> <p>(e) Your gender?.....</p> <p>(f) Your sexual orientation?..... <i>If "Yes," SAY - (by this we mean homosexual, bisexual, or heterosexual)</i></p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Yes</td> <td style="width: 33%;"><input type="checkbox"/> No</td> <td style="width: 33%;"><input type="checkbox"/> Don't know</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> Don't know</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> Don't know</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> Don't know</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> Don't know</td> </tr> <tr> <td><input type="checkbox"/> Yes</td> <td><input type="checkbox"/> No</td> <td><input type="checkbox"/> Don't know</td> </tr> </table>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know
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<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Don't know																	

Item 162 (Why Offender Targeted Respondent)

Item 162 is used to identify the type of prejudice that the respondent suspects motivated the offender to commit the crime. Notice that Item 162 starts with a lead-in statement and then continues with six separate questions.

Always read the lead-in statement and then read the first question:

"Do you suspect the offender(s) targeted you because of your race?"

After asking this question, pause to let the respondent answer. Mark Box 1 for a "Yes" answer, Box 2 for a "No" answer, and Box 3 for a "Don't know" answer. Unless you get interrupted, you do not need to read the entire question for the remaining questions. For example, just ask ***"Your religion?"***.

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. Keep in mind that "Spanish, Hispanic, or Latino" relates to a person's ethnic background or national origin, NOT to his/her race.

Reading Examples

Questions (c) and (d) have examples in parentheses as part of the question. These examples are included to help avoid any misinterpretation of what we mean by "ethnic background or national origin" and "disabilities." Make sure to always read these examples as part of the question.

However, when you get to question (f), **ONLY** read the examples in parentheses and bold type when you get a "Yes" answer to question (f). After reading the examples, a respondent may tell you that he/she meant something different. If this happens, line through the "Yes" answer for question (f) and mark Box 2 "No."

***Understanding
"Gender"***

Most respondents will probably understand what we mean by "gender," but, if someone seems unsure, you can add "by this we mean male or female."

After completing Item 162, continue with Item 163.

<p>163. Some offenders target people because they associate with certain people or the (offender perceives/offenders perceive) them as having certain characteristics or religious beliefs.</p> <p>Do you suspect you were targeted because of...</p> <p>(a) Your association with people who have certain characteristics or religious beliefs (for example, a multiracial couple)?</p> <p>(b) The offender(s)'s perception of your characteristics or religious beliefs (for example, the offender(s) thought you were Jewish because you went into a synagogue)?.....</p>	<p>1 <input type="checkbox"/> Yes - <i>Specify</i> 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>_____</p> <p>_____</p> <p>1 <input type="checkbox"/> Yes - <i>Specify</i> 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>_____</p> <p>_____</p>
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Item 163 (Association With Certain People or Offender's Perception)

After completing all parts of Item 162, read the lead-in statement first and then ask **both** questions in Item 163. These questions are used to determine if the respondent feels that the offender targeted him/her due to:

- ✓ The respondent's **association with persons who have specific characteristics**, such as being Asian, Catholic, Hispanic, physically disabled, male or female, homosexual, and so forth. Here is an example: An offender is prejudiced against homosexuals and believes that the respondent is homosexual because she lives with a woman who is known to be homosexual.
- ✓ The **offender's perception of the respondent's characteristics or religious beliefs**. Here is an example: An offender is prejudiced against persons of Italian ancestry. This offender believes that Tina Martino is Italian because of her personal characteristics and her name.

Make sure to read the lead-in statement correctly based on whether there was one offender or multiple offenders. After reading the lead-in statement:

- ✓ Ask question (a) first,
- ✓ Wait for the respondent's answer,
- ✓ If the answer is "Yes," mark Box 1 and make sure to enter a brief description of WHY the respondent suspects that he/she was targeted due to his/her association with people who have certain characteristics or religious beliefs.
- ✓ If the answer is "No," mark Box 2. If the answer is "Don't know," mark Box 3.
- ✓ Once you have recorded an answer for question (a), ask question (b) and follow the same procedure as instructed for question (a).

<p>CHECK ITEM V2 Are one or more boxes marked "Yes" in 162 OR 163?</p>	<p><input type="checkbox"/> Yes - Ask 164 <input type="checkbox"/> No - SKIP to Item 167</p>
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Check Item V2 ("Yes" Answer in Previous Questions)

Check Item V2 is designed to determine whether you need to continue with Item 164 or skip to Item 167. If you marked one or more "Yes" answers (Box 1) in either Item 162 or 163, you need to mark the "Yes" box in Check Item V2 and continue with Item 164. However, if you marked ALL "No" or "Don't know" answers (Box 2 or 3) in Items 162 and 163, mark the "No" box in Check Item V2, stop asking the hate crime questions, and skip to Item 167 on page 23.

<p>164. Do you have any evidence that this incident was a hate crime or crime of prejudice or bigotry?</p> <p><i>If "No" or "Don't know," ASK--</i></p> <p>Did the offender(s) say something, write anything, or leave anything behind at the crime scene that would suggest you were targeted because of your characteristics or religious beliefs?</p>	<p>1 <input type="checkbox"/> Yes - Ask 165</p> <p>2 <input type="checkbox"/> No <i>SKIP to Item 167</i></p> <p>3 <input type="checkbox"/> Don't know.....</p>
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Item 164 (Evidence of a Hate Crime)

Item 164 is designed to find out if the respondent has any evidence that the reported incident was a hate crime or a crime of prejudice or bigotry.

If you get a "Yes" answer, mark Box 1 and then ask the question in Item 165 to determine what type of evidence the respondent has that makes him/her suspect the incident was a hate crime or crime of prejudice or bigotry.

If you get a "No" or "Don't know" answer, mark Box 2 for "No" and mark Box 3 for "Don't know." If you mark either Box 2 or 3, make sure that you ask the structured probe question for Item 164. This probe question is designed to help ensure that we get an accurate answer concerning evidence of a hate crime.

If the probe question results in a "Yes" answer, line through the "No" or "Don't know" answer and mark Box 1 "Yes." However, if you still get a "No" or "Don't know" answer after asking the probe question, leave Box 2 or 3 marked and skip to Item 167 on page 23.

<p>165. The next questions ask about the evidence you have that makes you suspect this incident was a hate crime or a crime of prejudice or bigotry. As I read the following questions, please tell me if any of the following happened:</p> <p>(a) Did the offender(s) make fun of you, make negative comments, use slang, hurtful words, or abusive language?</p> <p>(b) Were any hate symbols present at the crime scene to indicate the offender(s) targeted you for a particular reason (for example, a swastika, graffiti on the walls of a temple, a burning cross, or written words)?</p> <p>(c) Did a police investigation confirm the offender(s) targeted you (for example, did the offender(s) confess a motive, or did the police find books, journals, or pictures that indicated the offender(s) (was/were) prejudiced against people with certain characteristics or religious beliefs)?</p> <p>(d) Do you know the offender(s) (has/have) committed similar hate crimes or crimes of prejudice or bigotry in the past?</p> <p>(e) Did the incident occur on or near a holiday, event, location, gathering place, or building commonly associated with a specific group (for example, at the Gay Pride March or at a synagogue, Korean church, or gay bar)?</p> <p>(f) Have other hate crimes or crimes of prejudice or bigotry happened to you or in your area/neighborhood where people have been targeted?</p> <p>(g) Do your feelings, instincts, or perception lead you to suspect this incident was a hate crime or crime of prejudice or bigotry, but you do not have enough evidence to know for sure?</p>	<p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Don't know</p>
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Item 165 (Types of Evidence)

Item 165 is designed to pinpoint the type of evidence that leads the respondent to suspect that the reported incident was a hate crime or crime of prejudice or bigotry.

Item 165 starts with a lead-in statement and continues with seven separate questions, (a) through (g).

Follow these steps to complete Item 165:

Step

- 1 Start by reading the lead-in statement exactly as it is worded on the questionnaire. It is not necessary to repeat this statement for each of the seven questions.
- 2 Next, ask the respondent question (a).
- 3 After asking question (a), wait for the respondent to answer.
- 4 Mark Box 1 for a "Yes" answer, Box 2 for a "No" answer, or Box 3 for a "Don't know" answer.
- 5 Repeat Steps 2 through 4 for each of the remaining questions in Item 165.

Because of the wording and examples provided for these questions, most respondents will probably answer each question without requiring any added explanations. After completing Item 165, continue with Item 166.

166. At any time, did you tell the police that you believed the incident was a hate crime or crime of prejudice or bigotry?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Item 166 (Told Police Suspected Incident Was a Hate Crime)

Item 166 is the last "hate crime" question in the Crime Incident Report (NCVS-2) and is used to determine if the respondent told the police that he/she believed the incident was motivated by the offender's hatred, prejudice, or bigotry. Mark Box 1 "Yes" or Box 2 "No," as appropriate. Once you complete Item 166, continue with Item 167.

Disability Questions

Items 167 through 176 cover the "disability" questions in the Crime Incident Report (NCVS-2). In October 1998, President Clinton signed into law the Crime Victims With

Disabilities Awareness Act. This Act requires the U.S. Department of Justice to collect information about the victimization of persons with disabilities, especially those persons with developmental disabilities.

Keep in mind that the "developmental disability" definition which we are using for the NCVS was determined by Federal law and may differ from what you commonly think of as a developmental disability (*for example, mental retardation*).

There are two main purposes for collecting this information:

- 1 To increase our knowledge and awareness about crimes in which persons with developmental disabilities have been victimized, and
- 2 To help the Federal government in developing new strategies for reducing crimes against developmentally disabled persons.

<p>167. The next questions ask about any health conditions, impairments, or disabilities you may have.</p> <p>Due to a health condition, impairment, or disability, are you limited in any of the following major life activities? (Read categories a-g below.)</p>			
(a) Self-care, such as bathing, dressing, or feeding yourself?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know
(b) Communicating, such as talking with or listening to other people?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know
(c) Learning any new skills or activities? ...	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know
(d) Mobility, such as bending, walking, climbing stairs, or carrying something weighing approximately 10 pounds?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know
(e) Self-direction, such as making important decisions concerning your health care, education, or career?	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know
(f) Living independently, such as preparing meals, shopping for groceries and personal items, and doing housework? ...	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know
(g) Managing finances, such as keeping track of your money and paying bills? ...	1 <input type="checkbox"/> Yes	2 <input type="checkbox"/> No	3 <input type="checkbox"/> Don't know

Item 167 (Limitations Due to Health Conditions)

Since Item 167 is the first in a series of disability questions, always introduce this series of questions by reading the lead-in statement. Then ask each of the seven questions in Item 167 to discover whether the respondent is limited in performing any of the seven major life activities.

Follow these steps to complete Item 167:

Step

- 1 First read the lead-in statement and ask the lead-in question exactly as it is worded on the questionnaire.
- 2 Next, ask question (a) of the respondent.

- 3 After asking question (a), wait for the respondent to answer.
- 4 Mark Box 1 for a "Yes" answer, Box 2 for a "No" answer, or Box 3 for a "Don't know" answer.
- 5 Repeat Steps 2 through 4 for each of the remaining six questions in Item 167.

<p>CHECK ITEM V4 Look at 167. Is box 1 (Yes) marked in any of the categories a-g?</p>	<p><input type="checkbox"/> Yes - <i>Ask 168</i> <input type="checkbox"/> No - SKIP to Check Item W</p>
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Check Item V4 ("Yes" Answer in Previous Item)

Check Item V4 is used to help you decide:

- ✓ Whether to continue asking the disability questions with Item 168

OR

- ✓ Whether to skip out of the disability questions and go to Check Item W to complete your summary report for the incident.

Mark the "Yes" box in Check Item V4 if you marked **AT LEAST** one "Yes" answer (Box 1) in Item 167. Then continue with Item 168.

Mark the "No" box in Check Item V4 if you marked **ALL** "No" or "Don't know" answers (Box 2 or 3) in Item 167. Then skip to Check Item W and complete the summary report for the incident.

<p>168. What specific health conditions, impairments, or disabilities do you have which limit your ability to (fill with "Yes" responses from 167)?</p> <p>FIELD REPRESENTATIVES - List up to 3 different conditions reported by the respondent. Do not repeat conditions.</p>	<p>0 <input type="checkbox"/> None - <i>SKIP to Check Item W</i></p> <p>_____</p> <p style="text-align: center;">(First health condition)</p> <p>_____</p> <p style="text-align: center;">(Second health condition)</p> <p>_____</p> <p style="text-align: center;">(Third health condition)</p>
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Item 168 (Identifying Health Conditions)

After determining in Item 167 that the respondent is limited in one or more major life activities, Item 168 is used to identify up to three different health conditions, impairments, or disabilities which cause these limitations. As you ask the question for Item 168, finish the question by reading the activity from Item 167 that the respondent has problems performing.

Notice that there is a Field Representative's instruction reminding you to:

- ✓ List up to three DIFFERENT conditions reported by the respondent and
- ✓ Make sure not to repeat the same condition (*for example, do not list Arthritis twice*).

Here is an example for asking the question in Item 168:

The respondent answers "Yes" to the following question in Item 167, "***Mobility, such as bending, walking, climbing stairs, or carrying something weighing approximately 10 pounds?***" In this case, ask the question in Item 168 as follows: "***What specific health conditions, impairments, or disabilities do you have which limit your ability to bend, walk, climb stairs, or carry something weighing approximately 10 pounds?***"

Marking Box 0

Mark Box 0 (zero) "None" if the respondent tells you that he/she does not have any health conditions, impairments, or disabilities or that it is just "old age" or "laziness" that

keeps him/her from doing certain things, such as climbing stairs or doing housework. After marking Box 0, skip to Check Item W and complete the summary report for the incident.

First Health Condition

If the respondent mentions only **one health condition**, enter the name of the condition on the “First health condition” line.

Second Health Condition

If the respondent mentions **two unique health conditions**, such as Diabetes and Parkinson’s Disease, use a separate line for each health condition. For example, enter Diabetes on the “First health condition” line and Parkinson’s Disease on the “Second health condition” line.

Third Health Condition

If the respondent mentions **three unique health conditions**, such as Diabetes, Parkinson’s Disease, and Lupus, use a separate line for each health condition. For example, enter Diabetes on the “First health condition” line, Parkinson’s Disease on the “Second health condition” line, and Lupus on the “Third health condition” line.

If the respondent mentions more than three health conditions, probe so you can identify the three conditions which are the MAJOR causes for the respondent's limitations and then enter those three conditions in Item 168.

<p>CHECK ITEM V5 Look at 168. Is only one health condition, impairment, or disability reported?</p>	<p><input type="checkbox"/> Yes - <i>Ask 169</i> <input type="checkbox"/> No - SKIP to 172</p>
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Check Item V5 (Only One Health Condition)

Following Check Item V5, there are two sets of disability questions. One set (*Items 169 through 171*) is worded specifically for respondents who report only ONE health condition in Item 168, and the other set of questions (*Items 172 through 174*) is worded specifically for respondents who report two or three health conditions in Item 168.

Check Item V5 is designed to help you decide whether to:

- ✓ Continue with the set of disability questions starting with Item 169 for ONE health condition reported in Item 168.

OR

- ✓ Skip to Item 172 to ask the disability questions for two or three health conditions reported in Item 168.

Mark the "Yes" box in Check Item V5 if you only listed one health condition in Item 168 and then continue with Item 169.

Mark the "No" box in Check Item V5 if you listed two or three health conditions in Item 168 and then skip to Item 172.

169. You just reported that <i>(fill with health condition from 168)</i> limits your major life activities. Has this condition lasted longer than six months?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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Item 169 (Condition Lasted Longer Than 6 Months)

Item 169 is used to determine whether the health condition reported in Item 168 has lasted longer than 6 months. As you read the lead-in statement, include the health condition listed in Item 168. For example, "*You just reported that Arthritis limits your major life activities.*" Then ask the question, "*Has this condition lasted longer than six months?*"

Mark Box 1 for a "Yes" answer and Box 2 for a "No" answer. Once you have completed Item 169, continue with Item 170.

<p>170. Do you consider your (fill with health condition from 168) to be mild, moderate, or severe?</p>	<p>1 <input type="checkbox"/> Mild 2 <input type="checkbox"/> Moderate 3 <input type="checkbox"/> Severe 4 <input type="checkbox"/> Don't know</p>
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Item 170 (Severity of Health Condition)

Item 170 is used to find out if the respondent considers his/her health condition to be mild, moderate, or severe. As you ask the question, include the health condition listed in Item 168. For example, "***Do you consider your Arthritis to be mild, moderate, or severe?***"

Mark Box 1 for "Mild," Box 2 for "Moderate," and Box 3 for "Severe." Mark Box 4 "Don't know" if the respondent really is not sure how to answer this question. Only mark Box 4 as a last resort.

<p>CHECK ITEM V6 Is respondent's age greater than or equal to 22? (Look at control card item 17.)</p>	<p><input type="checkbox"/> Yes - Ask 171 <input type="checkbox"/> No - SKIP to 175</p>
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Check Item V6 (Respondent Is 22 Years Old or Older)

Check Item V6 is used to help you decide whether to continue with Item 171 or skip to Item 175. You will only ask the question in Item 171 if the respondent is at least 22 years of age. If you are not sure whether the respondent is 22 years of age or older, you can find the respondent's current age by referring to either:

- ✓ Item 17 on the household's Control Card or
- ✓ Item 21 of the respondent's personal characteristics on the NCVS-1.

Mark the "Yes" box in Check Item V6 if the respondent is at least 22 years of age and then continue with Item 171.

Mark the "No" box in Check Item V6 if the respondent is younger than 22 years of age and then skip to Item 175.

<p>171. Did your (fill with health condition from 168) begin before age 22?</p>	<p>1 <input type="checkbox"/> Yes</p> <p>2 <input type="checkbox"/> No</p> <p>3 <input type="checkbox"/> Don't know</p> <p style="text-align: right;"><i>SKIP to 175</i></p>
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Item 171 (Health Condition Started Before Age 22)

Item 171 is used to find out if the health condition listed in Item 168 started before the respondent turned 22 years old.

Mark Box 1 for a "Yes" answer, Box 2 for a "No" answer, and Box 3 for a "Don't know" answer. Only mark Box 3 as a last resort. After completing Item 171, skip to Item 175.

<p>172. You just reported that (fill with health conditions from 168) limit your major life activities. Which of these conditions lasted longer than six months?</p>	<p>0 <input type="checkbox"/> None</p> <p>_____ (First health condition)</p> <p>_____ (Second health condition)</p> <p>_____ (Third health condition)</p>
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Item 172 (Health Conditions Lasting Longer Than 6 Months)

Item 172 is similar to Item 169 in that you are trying to determine which of the two or three conditions listed in Item 168 lasted longer than 6 months. As you read the lead-in statement, include the health conditions listed in Item 168 and read them in the same order as they are listed in Item 168. For example, "*You just reported that Diabetes and Parkinson's Disease limit your major life activities.* Then ask the question, "*Which of these conditions lasted longer than six months?*"

Marking Box 0

Mark Box 0 (zero) if NONE of the health conditions listed in Item 168 have lasted longer than 6 months.

First Health Condition

If the first health condition listed in Item 168 has lasted longer than 6 months, enter that health condition on the "First health condition" line for Item 172.

Second Health Condition

If the second health condition listed in Item 168 has lasted longer than 6 months, enter that health condition on the "Second health condition" line for Item 172.

Third Health Condition

If there is a third health condition listed in Item 168 and it has lasted longer than 6 months, enter that health condition on the "Third health condition" line for Item 172.

After completing Item 172, continue with Item 173.

<p>173. Do you consider your (fill with <i>FIRST</i> health condition from 168) to be mild, moderate, or severe?</p> <p>FIELD REPRESENTATIVE - Read only if a second health condition is listed in 168.</p> <p>And what about your (fill with <i>SECOND</i> health condition from 168) Do you consider it to be mild, moderate, or severe?</p> <p>FIELD REPRESENTATIVE - Read only if a third health condition is listed in 168.</p> <p>And what about your (fill with <i>THIRD</i> health condition from 168) Do you consider it to be mild, moderate, or severe?</p>	<p>1 <input type="checkbox"/> Mild 2 <input type="checkbox"/> Moderate 3 <input type="checkbox"/> Severe 4 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Mild 2 <input type="checkbox"/> Moderate 3 <input type="checkbox"/> Severe 4 <input type="checkbox"/> Don't know</p> <p>1 <input type="checkbox"/> Mild 2 <input type="checkbox"/> Moderate 3 <input type="checkbox"/> Severe 4 <input type="checkbox"/> Don't know</p>
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Item 173 (Severity of Health Conditions)

Item 173 is used to find out how severe the respondent considers each reported health condition to be--mild, moderate, or severe. As you ask the question for the first health condition listed in Item 168, include the name of the condition where indicated. For example, "*Do you consider your Diabetes to be mild, moderate, or severe?*"

Always refer to Item 168 for the complete list of health conditions and the sequence in which to ask about each health condition. Do NOT refer to Item 172, since Item 172 only shows the health conditions that have lasted more than 6 months.

Also, accept the respondent's answer for Item 173 without probing since we are interested in how the respondent perceives the severity of each health condition.

Mark Box 1 for "Mild," Box 2 for "Moderate," Box 3 for "Severe," and Box 4 for "Don't know." Only mark Box 4 as a last resort.

Second Health Condition

Notice that there is a Field Representative instruction following the initial question in Item 173. This instruction tells you to only read the second question if a second health condition is listed in Item 168. If the respondent only has one health condition, you need to:

- ✓ Line through your entries in Items 172 and 173.
- ✓ Correct your entry in Check Item V5 on page 23 by lining through the "No" box and marking the "Yes" box.
- ✓ Ask the questions in Items 169 and 170.
- ✓ Complete Check Item V6 and, if appropriate, ask the question in Item 171.

When the respondent has a second health condition, ask the second question in Item 173 including the second health condition listed in Item 168. For example, "***And what about your Parkinson's Disease. Do you consider it to be mild, moderate, or severe?***" Mark the appropriate answer box based on the respondent's answer.

Third Health Condition

Following the second question, you will see another Field Representative instruction. This instruction tells you to only ask the third question if there is a third health condition listed in Item 168. There may be instances in which it will not be necessary to ask the third question in Item 173. However, if you do ask it, include the name of the third health condition where indicated in the question. Mark the appropriate answer box based on the respondent's answer.

After completing Item 173, continue with Check Item V7.

<p>CHECK ITEM V7 Is respondent's age greater than or equal to 22? (<i>Look at control card item 17.</i>)</p>	<p><input type="checkbox"/> Yes - <i>Ask 174</i> <input type="checkbox"/> No - SKIP to 175</p>
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**Check Item V7
(Respondent 22 Years Old or Older)**

Check Item V7 is very similar to Check Item V6 and is used to help you decide whether or not to ask the question in Item 174. If you are not sure if the respondent is at least 22 years of age, you can find the respondent's current age by referring either to:

- ✓ Item 17 on the household's Control Card or
- ✓ Item 21 of the respondent's personal characteristics on the NCVS-1.

Mark the "Yes" box in Check Item V7 if the respondent is at least 22 years of age and then ask the question in Item 174 next.

Mark the "No" box in Check Item V7 if the respondent is less than 22 years of age and then skip to Item 175.

<p>174. Which of your health conditions, impairments, or disabilities began before age 22?</p>	<p><input type="checkbox"/> None</p> <p>_____</p> <p>(First health condition)</p> <p>_____</p> <p>(Second health condition)</p> <p>_____</p> <p>(Third health condition)</p>
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Item 174 (Health Conditions Which Started Before Age 22)

Item 174 is very similar to Item 171 and is used to find out if any of the health conditions reported in Item 168 began before the respondent turned 22 years old.

Marking Box 0

Mark Box 0 (zero) if the respondent tells you that none of the health conditions listed in Item 168 began before the respondent turned 22 years old.

First Health Condition

If the respondent tells you that the first health condition listed in Item 168 began prior to his/her 22nd birthday, enter that health condition on the "First health condition" line for Item 174.

Second Health Condition

If the respondent tells you that the second health condition listed in Item 168 began prior to his/her 22nd birthday, enter that health condition on the "Second health condition" line for Item 174.

Third Health Condition

If there is a third health condition listed in Item 168 and the condition began prior to the respondent's 22nd birthday, enter that health condition on the "Third health condition" line for Item 174.

After completing Item 174, continue with Item 175.

<p>175. During the incident you just told me about, do you have any reason to suspect you were victimized because of your health condition(s), impairment(s) or disability(ies)?</p>	<p>1 <input type="checkbox"/> Yes - Fill Check Item V8 2 <input type="checkbox"/> No SKIP to Check Item W 3 <input type="checkbox"/> Don't know</p>
--	--

Item 175 (Suspect Victimization Resulted From Health Condition)

Item 175 is used to determine whether the respondent has any reason to suspect that he/she was victimized during the incident because of his/her health condition(s), impairment(s), or disability(ies).

If the respondent answers:

"Yes" Mark Box 1 and continue with Check Item V8.

"No" Mark Box 2 and skip to Check Item W.

"Don't know" Mark Box 3 and skip to Check Item W.

<p>CHECK ITEM V8 Is more than one health condition, impairment or disability listed in item 168?</p>	<p><input type="checkbox"/> Yes - Ask 176 <input type="checkbox"/> No - SKIP to Check Item W</p>
---	--

Check Item V8 (More Than One Health Condition)

Check Item V8 is used to help you decide whether to ask the question in Item 176 or skip to Check Item W. Mark the "Yes" box in Check Item V8 if more than one health condition is listed in Item 168 and then continue with Item 176. However, if only one health condition is listed in Item 168, skip to Check Item W and complete the summary report for the incident.

<p>176. Which of your health conditions, impairments, or disabilities do you believe caused you to be targeted for this incident?</p>	<p>0 <input type="checkbox"/> None</p> <p>_____</p> <p>(First health condition)</p> <p>_____</p> <p>(Second health condition)</p> <p>_____</p> <p>(Third health condition)</p>
--	--

Item 176 (Identifying Health Conditions)

Item 176 is used to identify which of the health conditions listed in Item 168 the respondent feels may have caused the offender to target him/her during the incident.

Marking Box 0

Mark Box 0 (zero) if the respondent believes that NONE of the health conditions listed in Item 168 were the cause for the offender targeting him/her during the incident.

First Health Condition

If the respondent believes that the first health condition listed in Item 168 was the cause for the offender targeting him/her during the incident, enter that health condition on the "First health condition" line for Item 176.

Second Health Condition

If the respondent believes that the second health condition listed in Item 168 was the cause for the offender targeting him/her during the incident, enter that health condition on the "Second health condition" line for Item 176.

Include in the summary report any details that you feel are not evident from the answers in the NCVS-2. This is very important because, before sending a case for processing, editors often need more specific details than they can get from other entries on the NCVS-2. 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 or phrases that may raise more questions about the incident, instead of clarifying what really happened.

For example:

When you ask if the offender threatened the respondent with harm in any way, the respondent answers "No." Also, the respondent tells you in Item 27 that her husband was harassing her and using abusive language. However, in the summary, 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 more confusion to the situation.

Key Points to Cover

Use these key words to jog your memory when writing a summary report--***who, what, where, when, and how.***

Who - Using the person's **line number** (*L1, L2, and so forth*) from the household roster, identify all household members who were involved in the incident, even if the member was a Type Z 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 NCVS-2 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 not recovered.

Weapons Used

Item 22 - *Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?*

Item 23 - *What was the weapon? Anything else?*

If a respondent tells you in Items 22 and 23 of the NCVS-2 that an offender had a weapon other than any type of gun, rifle, shotgun, or knife, your summary report needs to explain **if and how** this object was used as a weapon. Since guns, rifles, shotguns, or knives are obviously weapons, it is not necessary to explain if and how one of these weapons was used as a weapon in the summary report.

For example:

L1 was arguing with neighbor/neighbor picked up rock/threw it at L1 & hit L1 in head/L1 treated at hospital emergency room & got 4 stitches for the cut.

Keep in mind that thrown objects are only considered weapons if they hit and seriously injure the respondent. BB guns and tear gas guns are only considered weapons if they are used as clubs.

The following objects are NEVER considered weapons:

- ✘ Animals
- ✘ Pellet guns
- ✘ Chloroform
- ✘ Food
- ✘ Mace or pepper spray
- ✘ Parts of the body
- ✘ Small empty cans
- ✘ Tear gas
- ✘ Water balloons

Sex-Related Crimes

Since sex-related crimes are rare compared to other types of crimes, include as many details as the respondent is willing to provide. This is important so that we can classify any sex-related crimes into the correct category--rape, attempted rape, sexual assault, or unwanted sexual contact.

Avoid using phrases like "made sexually explicit comments," "unwanted sexual contact," or "unwanted sexual advances." These phrases do not provide us with enough information to determine what actually happened. We need to know what was actually said, what parts of the body were touched, whether or not force was used, and so forth.

Even though we want all the pertinent facts, do not probe beyond the structured probes that are provided in Items 27, 28, 29, and 31 of the NCVS-2. For example, here is the structured probe for Item 27, "*Do you mean forced or coerced sexual intercourse including attempts?*".

Stolen Property

Item 91 - "Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?"

Item 97 - "Did the stolen (property/money) belong to you personally, to someone else in the household, or to both you and other household members?"

Items 91 and 97 on the NCVS-2 relate to ownership of property and/or money that an offender tried to steal or stole. If property and/or money involved in the incident belongs to the respondent AND other household members OR just to other household members, make sure to specifically identify these persons by their line numbers (*L1, L2, and so forth*).

If property and/or money involved in the incident belongs to nonhousehold members, mention that they are nonhousehold members, along with a specific description of their relationship to the respondent such as co-worker, friend, cousin, and so forth.

Item 104 - "What was the value of the *PROPERTY* that was taken? Include recovered property. (Exclude any stolen cash/checks/credit cards. If jointly owned with a nonhousehold member(s), include only share owned by household members.)"

When completing Item 104 on the NCVS-2, please note:

If stolen property is jointly owned by one or more household members together with one or more nonhousehold members, only include the dollar amount for the portion that was owned by the household members.

When identifying the value of stolen property that was owned jointly by a household member and a nonhousehold member, show a separate dollar amount in your summary report to differentiate between the share owned by the household member and the share owned by the nonhousehold member. Do not use names in your

summary report; instead, use line numbers for household members and relationships to the respondent for nonhousehold members.

Offender is a Police Officer

Whenever an offender is a police officer, there are specific facts that we would like to have in your summary report. Include as many of these facts as you can gather. Be diplomatic and ask for the following facts in a way that does not aggravate the respondent:

- ✓ Get a complete description of both the officer's and the victim's actions.
- ✓ Find out if the officer used or attempted to use his/her gun or billy club.
- ✓ Determine if the victim signed a complaint and, if so, include any additional details (*for example, victim was arrested*).
- ✓ Ascertain whether any property was confiscated by the police. If so, find out what was done with the confiscated property--was it returned, kept as evidence, and so forth.

Commercial Establishment

If a crime incident occurred at a business or commercial establishment, include in your summary report as many facts as possible to provide a complete picture of what took place. Also, make sure to mention whether the business is recognizable or unrecognizable.

For example:

L2 was shot in arm during clothing store robbery (*recognizable business*)/Off. shot L2 with small handgun as L2 reached under register to set off burglar alarm/L2 treated @ emergency room/Store clothing & displays damaged/store closed for 2 days/Est. \$50k in stolen money, damages & lost sales to store/Off. arrested.

Although the NCVS is not interested in the theft of property or cash belonging to a recognizable business, we do want this information in the summary report when it helps in describing a situation in which:

- ✓ Personal property was also stolen from a household member.
- ✓ A 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 housing unit.

Series Crimes

When writing a summary report for series crimes, start by providing a GENERAL description of the entire series of incidents. For the **last or most recent incident** in the series, provide a DETAILED description of the incident following the who, what, where, when, and how format.

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

By the time you get to Check Item W, you should have a pretty good idea how lengthy your summary report will need to be to provide all the required facts. If you feel that it will take too much of the respondent's time to wait while you write out the summary report, just make sure that you have all the pertinent facts AND verify these facts with the respondent. Once you leave the sample household, then write out your summary report in Check Item W.

If the answer space for Check Item W is not adequate, you can continue your summary report in the blank space below the Field Representative instructions for Check Item W, as well as in the "Notes" space on page 26 of the

NCVS-2. However, if you continue on page 26, note that fact in Check Item W.

Saving Time and Space

In an effort to promote uniformity, we are providing a list of standard abbreviations and symbols that you may use to help save time and space:

<i>Abbreviations and Symbols</i>			
<u>And:</u>	&	<u>Manager:</u>	mgr.
<u>Apartment:</u>	apt.	<u>Merchandise:</u>	mdse.
<u>Approximately:</u>	approx.	<u>Months of the Year:</u>	
<u>At:</u>	@	Jan.	Apr. Jul. Oct.
<u>Average:</u>	avg.	Feb.	May Aug. Nov.
<u>Building:</u>	bldg.	Mar.	Jun. Sep. Dec.
<u>Continued:</u>	cont.	<u>Offender:</u>	off.
<u>Department store:</u>	dept. store	<u>Package(s):</u>	pkg.
<u>Forward:</u>	fwd.	<u>Received:</u>	recd.
<u>Government:</u>	govt.	<u>Retired:</u>	ret.
<u>Household:</u>	HH	<u>Revised:</u>	rev.
<u>Household respondent:</u>	HR	<u>Storage:</u>	stge.
<u>Including/Inclusive:</u>	incl	<u>Statement:</u>	stmt.
<u>Line Number:</u>	L1, L2, etc.	<u>Television:</u>	TV
		<u>Wholesale:</u>	whsle.
		<u>Yard(s):</u>	yd

Separate each main thought or piece of information with a slash mark "/".

For example:

L2 was punched in stomach by L3 in movie theater lobby during argument/usher called police/no weapons & no arrests/L2 didn't need medical care.

Consistency will help to make your summary report easier to read and comprehend. When you start using one form of an abbreviation or a symbol within your summary report be consistent and continue using the same abbreviation or symbol throughout the summary report.

Things to Avoid

When writing summary reports for crime incidents, **avoid** the following bad habits:

- ✘ Using very general and vague statements or any extraneous or unnecessary words or phrases. Write the facts in short, concise sentences and/or phrases.
- ✘ Using the exact wording from the marked answer category of an NCVS-2 item.
- ✘ Using pronouns (*she, he, him, her, they, their, and so forth*).
- ✘ Using abbreviations that most editors would not understand.
- ✘ Omitting pertinent facts that could help clarify details of an incident.
- ✘ Handwriting that is sloppy and illegible.

Examples of Good Summary Reports

Here are some examples of good summary reports:

- ☺ At 9 p.m. on 10/12, L1's drunken ex-spouse (nonhousehold member) was arguing & using abusive language while in L1's home/ex-spouse refused to leave & threatened to burn down the house if L1 didn't take him back/police arrested ex-spouse/no injury to L1/lamp broken valued @ \$40.

- ☺ In a.m. on 3/24, L1 (school teacher) had \$10 stolen from desk drawer in classroom while eating lunch in school cafeteria/police not notified/off. never caught/\$10 not returned.
- ☺ At 3:30 p.m. on 7/10, L2 (apt. mgr.) was shot in the arm by angry evicted tenant in L2's office/small hand gun used/police notified & off. arrested/L2 hospitalized overnight.
- ☺ At 2 a.m. on 8/4, off. attempted to break into L1's home/no one present/security alarm scared off. & off. ran away/damage to door & lock valued @ \$50/police notified/off. not found.
- ☺ At 4 p.m. on 2/13, L2's antique shop robbed at gunpoint by two off./\$1,500 taken from shop register/\$50 taken from L2/gold necklace & purse taken from customer/no injuries or store damage/police notified/off. caught & prosecuted.
- ☺ At 10:30 p.m. on 5/15, off. threatened to rape L2 at gunpoint/siren from passing police car scared off./L2 got free & ran to convenience store for help/L2 bruised/police notified/off. never found.
- ☺ At 2 p.m. on 12/24, off. forcibly grabbed L2/kissed L2 against L2's will/ran his hands up & down L2's buttocks/L2 kneed off. in his groin & got away/no police report/no injuries to L2.

Examples of Bad Summary Reports

The following are examples of bad summary reports:

- ☹ There was unwanted sexual contact between off. and L2 with no injuries.
- ☹ Sam was threatened by his co-worker in an office building. There were no injuries.

- ⊖ Rsp. sd she felt threatened by man who was following her.
- ⊖ Jenny was involved in a car jacking/threatened to shoot/not far from home/police notified.
- ⊖ Was on way to school/music compact discs stolen/\$75/no police.

(Also see Part C, Chapter 3, Topic 23, Writing Summary Reports.)

<p>CHECK ITEM X Is there an entry for "Number of persons"? (Refer to 54 on page 7.)</p>	<p><input type="checkbox"/> Yes - Be sure you fill or have filled an Incident Report for each interviewed household member 12 years of age or over who was harmed, threatened with harm, or had something taken from him/her by force or threat in this incident.</p> <p><input type="checkbox"/> No</p>
--	--

Check Item X (Checking Entries in Item 54)

Check Item X is used to help ensure that you complete all required Crime Incident Reports (NCVS-2s) for each household member at the time of the interview who:

- ✓ Is 12 years of age or older
- AND
- ✓ Was physically harmed, threatened with physical harm, or robbed by force or threat of harm during the reported incident.

Before marking Check Item X, refer back to Item 54 on page 7 to see if you listed any other eligible household members in this item. Mark the "Yes" box in Check Item X if you listed a household member in Item 54. Then, as you conduct that person's NCVS interview, complete a separate NCVS-2 to report that household member's victimization.

If the household member does not mention the incident during his/her interview, ask probing questions to verify whether or not the household member was victimized during the incident reported earlier by another household member. If you discover that a household member listed in Item 54 was not actually victimized during the incident, note this fact in Item 54 and in the summary report (Check Item W) on the original NCVS-2 completed for the incident.

If you are unable to conduct an interview for a household member listed in Item 54, complete an INTER-COMM (Form 11-36) explaining the situation.

CHECK ITEM Y	Is this the last Incident Report to be filled for this screen question?	<input type="checkbox"/> Yes - <i>Fill Check Item Z</i> <input type="checkbox"/> No - <i>Go to next Crime Incident Report</i>
-------------------------	---	--

Check Item Y (Last Incident for Screen Question)

Check Item Y is used to help you decide whether to:

- ✓ Continue with Check Item Z

OR

- ✓ Complete the next Crime Incident Report for this household member.

Before marking Check Item Y, refer back to Check Item G on the NCVS-1 to see if the household member reported any other incidents for this screen question. If this incident qualifies as a series, the number of incidents should be reduced to "1."

Mark the "Yes" box in Check Item Y if only ONE incident is marked under the "Number of times" in Check Item G on the NCVS-1 for the household member. After marking the "Yes" box, continue with Check Item Z.

Mark the "No" box in Check Item Y if you marked TWO OR MORE incidents under the "Number of times" in Check Item G on the NCVS-1 for the household member.

After marking the "No" box, complete the next NCVS-2 with the household member. You must complete a separate NCVS-2 for each time/incident marked for a screen question in Check Item G on the NCVS-1 for the household member.

CHECK ITEM Z	Is this the last Incident Report to be filled for this respondent?	<input type="checkbox"/> Yes - <i>FILL NCVS-1, Check Item H</i> <input type="checkbox"/> No - <i>Go to next Crime Incident Report</i>
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Check Item Z (Last Incident for Respondent)

Check Item Z is used to help you decide whether to:

- ✓ Return to the NCVS-1 and fill Check Item H for the household member

- OR

- ✓ Complete another Crime Incident Report for the next incident marked in Check Item G on the NCVS-1 for the household member.

Mark the "Yes" box in Check Item Z if there are no other incidents marked in Check Item G for the household member. After marking the "Yes" box, go back to the NCVS-1 and fill Check Item H for the household member.

Mark the "No" box in Check Item Z if there are more incidents marked in Check Item G for the household member. After marking the "No" box, start completing the next Crime Incident Report for the household member.

Check Item Z is the LAST item on the NCVS-2.

Chapter 4

Completing the NCVS-7, Noninterview Record

Table of Contents

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Topic 1. General Instructions

Noninterview Cases

When you are assigned an NCVS case and cannot get a completed interview for the household, you will need to classify the case into one of three noninterview categories. These categories are identified as Type A, Type B, and Type C.

A sample address will be classified as a noninterview if:

- The living quarters is occupied but you 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, no longer exists, or does not qualify based on the current listing and coverage rules.

Each time you classify an assigned NCVS household as a Type A, B, or C noninterview, you must complete an NCVS-7, Noninterview Record. The NCVS-7 is designed to provide details about the case and to explain why it cannot be interviewed. If you complete an NCVS-7 for a noninterview household, do NOT complete an NCVS-1, Basic Screen Questionnaire.

Since the NCVS-7 is a single-page form, make sure to staple the completed NCVS-7 to the Control Card for the sample address before mailing the forms back to the regional office.

(Also see Part A, Chapter 6, for more information about noninterviews.)

**INTER-COMMs
(Form 11-36)**

In addition to completing the NCVS-7 for each noninterview case, you also need to complete an INTER-COMM (Form 11-36) explaining the situation to your supervisor. Attach the completed INTER-COMM to the completed NCVS-7 and return these forms along with the Control Card for the sample address.

Sample	Control number				HH No.
J _____	PSU	Segment	CK	Serial	

Identification Information

Before completing Item 1 on the NCVS-7, transcribe the case identification information from the household's Control Card onto the appropriate blocks at the top, left corner of the Noninterview Record. This information includes the sample number, control number (*PSU, segment, check digit, and serial number*), and household number.

If the noninterview is for an EXTRA unit discovered during the current interview period, you need to enter some type of unit identification in place of the serial number. You could enter the reference person's name or some type of physical description of the EXTRA unit.

Topic 2. Items 1 Through 10

1. FIELD REPRESENTATIVE IDENTIFICATION	
Code	Name

Item 1 (Field Representative Identification)

Enter your FR code and print your full name in Item 1.

2. LAND USE (Type A or B only)	
<input type="checkbox"/> Urban	<input type="checkbox"/> Rural

Item 2 (Land Use)

When you classify a case as a Type A or Type B noninterview, transcribe the answer from Control Card Item 9 onto Item 2 on the NCVS-7.

3. FARM SALES (Type A or B only)		
<input checked="" type="checkbox"/> Item blank	<input type="checkbox"/> \$1,000 or more	<input type="checkbox"/> Less than \$1,000

Item 3 (Farm Sales)

When you classify a case as a Type A or Type B noninterview, transcribe the answer from Control Card Item 10 onto Item 3 on the NCVS-7. Mark Box x "Item blank" if Control Card Item 10 was left blank.

4. TYPE OF LIVING QUARTERS (Type A or B only)

Housing Unit

1 House, apartment, flat
 2 HU in nontransient hotel, motel, etc.
 3 HU permanent in transient hotel, motel, etc.
 4 HU in rooming house
 5 Mobile home or trailer with no permanent room added
 6 Mobile home or trailer with one or more permanent rooms added
 7 HU not specified above - *Describe* _____

Other unit

8 Quarters not HU in rooming or boarding house
 9 Unit not permanent in transient hotel, motel, etc.
 10 Unoccupied site for mobile home, trailer, or tent
 11 Student quarters in college dormitory
 12 OTHER unit not specified above - *Describe* _____

Item 4 (Type of Living Quarters)

When you classify a case as a Type A or Type B noninterview, transcribe the information from Control Card Item 11c or 11d onto Item 4 on the NCVS-7. Make sure to also transcribe onto Item 4 any descriptions entered on the Control Card for Box 7 or 12.

5. DATE COMPLETED

 Month Day Year

Item 5 (Date Completed)

For each noninterview case (*Type A, B, or C*), enter in Item 5 the last date on which you contacted or attempted to contact someone about the case. Enter the completion date using 2-digits for the month and day, and 4-digits for the year (*for example, 01/02/2003*).

<p>6. REASON FOR NONINTERVIEW</p> <p>TYPE A</p> <p>01 <input type="checkbox"/> No one home - <i>Fill 7</i></p> <p>02 <input type="checkbox"/> Temporarily absent <i>↘ Then fill 7</i> Return date _____</p> <p>03 <input type="checkbox"/> Refused - <i>Fill 7</i></p> <p>04 <input type="checkbox"/> Other occupied - <i>Specify ↘ Then fill 7</i> _____</p>
<p>TYPE B</p> <p>10 <input type="checkbox"/> Vacant - regular</p> <p>11 <input type="checkbox"/> Vacant - storage of HH furniture</p> <p>12 <input type="checkbox"/> Temporarily occupied by persons with URE</p> <p>13 <input type="checkbox"/> Unfit or to be demolished</p> <p>14 <input type="checkbox"/> Under construction, not ready</p> <p>15 <input type="checkbox"/> Converted to temporary business or storage</p> <p>16 <input type="checkbox"/> Unoccupied site for mobile home, trailer, or tent</p> <p>17 <input type="checkbox"/> Permit granted, construction not started</p> <p>18 <input type="checkbox"/> Other - <i>Specify ↘</i> _____</p>
<p>TYPE C</p> <p>20 <input type="checkbox"/> Unused line of listing sheet</p> <p>21 <input type="checkbox"/> Demolished</p> <p>22 <input type="checkbox"/> House or trailer moved</p> <p>23 <input type="checkbox"/> Outside segment</p> <p>24 <input type="checkbox"/> Converted to permanent business or storage</p> <p>25 <input type="checkbox"/> Merged</p> <p>26 <input type="checkbox"/> Condemned</p> <p>27 <input type="checkbox"/> Built after April 1, 1980/90</p> <p>28 <input type="checkbox"/> Permit abandoned</p> <p>29 <input type="checkbox"/> Other - <i>Specify ↘</i> _____</p>

Item 6 (Reason for Noninterview)

Notice that Item 6 is separated into three sections--Type A noninterview reasons (*Boxes 01-04*), Type B noninterview reasons (*Boxes 10-18*), and Type C noninterview reasons (*Boxes 20-29*). For each NCVS-7 that you complete, you must mark ONE box under the appropriate noninterview type in Item 6.

Type A Noninterview Reasons

If you classify a sample address as a Type A noninterview, then select the most appropriate reason for the noninterview from Boxes 01 through 04. Detailed descriptions for each

of these Type A reasons are provided in Part A, Chapter 6, Topic 2.

If you mark Box 2 "Temporarily absent," make sure to enter the date on which the household is expected to return to the sample address.

If you mark Box 4 "Other occupied," make sure to enter an accurate and acceptable reason for classifying the sample address as a Type A noninterview on the "Specify" line below Box 4. Only mark Box 4 if you are sure that the reason does not fit into one of the other three Type A reasons.

***Type B Noninterview
Reasons***

If you classify a sample address as a Type B noninterview, then select the most appropriate reason for the noninterview from Boxes 10 through 18. Detailed descriptions for each of these Type B reasons are provided in Part A, Chapter 6, Topic 3.

Only mark Box 18 "Other," when the reason does not fit any of the other Type B reasons. Also make sure that you enter an accurate and acceptable reason for classifying the sample address as a Type B noninterview.

***Type C Noninterview
Reasons***

If you classify a sample address as a Type C noninterview, then select the most appropriate reason for the noninterview from Boxes 20 through 29. Detailed descriptions for each of these Type C reasons are provided in Part A, Chapter 6, Topic 4 of this chapter.

Only mark Box 29 "Other," when the reason does not fit any of the other Type C reasons. Also make sure that you enter an accurate and acceptable reason for classifying the sample address as a Type C noninterview.

7. **RACE** (Type A only) *Mark (X) all that apply.*

1 White 2 Black 3 Other

Item 7 (Race)

Make sure that you ONLY complete Item 7 for a Type A noninterview. NEVER mark Item 7 for a Type B or C noninterview.

When identifying a household's race(s) in Item 7 and the household was interviewed in a previous enumeration period, use the household respondent's race(s) marked in Control Card Item 24. If Control Card Item 24 is blank, leave Item 7 blank on the NCVS-7.

While you must always try to obtain each household member's race(s), you cannot fill race for the NCVS by observation, probing, or asking a neighbor or any other nonhousehold members.

Since Control Card Item 24 allows each household member to report up to four different races for himself/herself, you are allowed to mark more than one box in Item 7 on the NCVS-7. Mark Box 3 "Other," for any races other than White and Black/African American, such as American Indian or Alaska Native, Asian, Native Hawaiian or Other Pacific Islander, and Other (*Codes 3 - 6*).

8. **PUBLIC HOUSING** (Type A only)

x Item blank
1 Yes (public housing)
2 No (not public housing)

Item 8 (Public Housing)

Make sure that you ONLY complete Item 8 for a Type A noninterview.

When filling Item 8, refer to Control Card Item 8c for the sample address. Transcribe the answer marked in Item 8c onto Item 8 on the NCVS-7. If Control Card Item 8c is blank, mark Box x "Item blank" on the NCVS-7.

<p>9. MANAGER VERIFICATION OF PUBLIC HOUSING (Type A only)</p> <p>x <input type="checkbox"/> Item blank</p> <p>Able to verify</p> <p>1 <input type="checkbox"/> Public housing</p> <p>2 <input type="checkbox"/> Not public housing</p> <p>Unable to verify</p> <p>3 <input type="checkbox"/> CATI/telephone</p> <p>4 <input type="checkbox"/> Other - <i>Specify</i> _____</p>
--

Item 9 (Manager Verification of Public Housing)

Make sure that you ONLY complete Item 9 for a Type A noninterview.

When filling Item 9, refer to Control Card Item 8d for the sample address. Transcribe the answer marked in Control Card Item 8d onto Item 9 on the NCVS-7. If Control Card Item 8d is blank, mark Box x "Item blank" on the NCVS-7.

<p>10. AMERICAN INDIAN RESERVATION OR AMERICAN INDIAN LANDS (Type A only)</p> <p>x <input type="checkbox"/> Item blank 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No</p>
--

Item 10 (American Indian Reservation or American Indian Lands)

Make sure that you ONLY complete Item 9 for a Type A noninterview.

When filling Item 10, refer to Control Card Item 8e for the sample address. Transcribe the answer marked in Control Card Item 8e onto Item 10 on the NCVS-7. If Control Card Item 8e is blank, mark Box x "Item blank" on the NCVS-7.

Chapter 5

Editing Procedures

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Topic 1. General Editing Instructions

What Is Editing?

For the NCVS, editing is the systematic checking of every item on every form to ensure that all required entries are made correctly.

Using the Edit Checklist

In addition to the detailed instructions provided in this chapter, you can refer to the edit checklist on pages 20 through 23 of the Field Representative's Information Card Booklet (*NCVS-554*). This checklist provides a quick reference for editing each NCVS form that you complete for both interviewed and noninterviewed households. However, it does not cover instructions for editing listing sheets. Refer to the Field Representative's Listing and Coverage Manual (*Form 11-8*) for instructions on how to edit listing sheets by segment type (*Area, Unit, Permit, and Group Quarters*).

Before Leaving a Household

Before leaving a household, quickly review all forms completed for the household to ensure that you did not miss any questions requiring an answer. This review will allow you to:

- ✓ Ask any questions that may have been overlooked initially, and
- ✓ Get answers for these questions BEFORE ending your contact with the household.

By reviewing NCVS forms before leaving a household, you can keep your contacts with a household to a minimum and, hopefully, avoid any chance of annoying respondents with callbacks to ask additional questions.

Before Transmitting Completed Work

Before transmitting completed NCVS work to the office, edit ALL items carefully and systematically on all listing sheets, Control Cards, and questionnaires for your assignment. If you discover any incomplete items during

this edit, correct these items and, if necessary, contact the respondent(s) by telephone to obtain the missing information.

Topic 2. Editing the Control Card

Overview

The Control Card items that you need to edit will vary based on whether you:

- Were able to complete an interview for the sample household or had to classify the household as a noninterview.
- Were interviewing the household for the first enumeration period or for subsequent enumeration periods.

Editing - Interviewed Households/First Enumeration Period

As you edit a Control Card for an interviewed household in the first enumeration period, make sure to check the following items:

Item 6c

For Item 6c, make sure that one of the boxes (*Yes or No*) is marked and, if the "No" box is marked, that the household's mailing address is entered completely and legibly on the "Specify" lines in Item 6c.

Item 7a

When a sample address is in an Area segment and the "Ask 1st mo." box is marked in Item 7a, make sure that one of the boxes (*Before 4-1-90 or After 4-1-90*) is marked.

Item 7b

When a sample address is in an Area segment and Box 1, 2, or 3 is marked in Item 7b, make sure that either "Y" or "N" is circled for the marked box.

Item 8a

For Item 8a, make sure that Box 1, 2, or 3 is marked under the "1st" enumeration period column.

Item 8e

For Item 8e, make sure that one of the boxes (*Yes or No*) is marked to indicate whether or not the sample address is located on an American Indian Reservation or on American Indian Lands.

Items 9 and 10

If Box 2 "Rural" is marked in Item 9, make sure that Item 10 is answered when the sample address is a housing unit or a group quarters unit showing a type code of 92-N or 93-N in Item 6d.

Items 11a Through 11d

Make sure that the correct box is marked in Item 11a (*Unit in a GQ or Unit not in a GQ*). If you marked Box 1 in Item 11a, make sure that the correct box is marked in Item 11d. If you marked Box 2 in Item 11a, make sure that the correct box is marked in Items 11b and 11c.

Item 12

For Item 12, make sure that the line number is circled to identify the household respondent for the first enumeration period.

Item 13c

For Item 13c, make sure that either Box 1 "Yes" or Box 2 "No" is marked to indicate whether or not each person listed in the household roster (*Item 13a*) is a household member at the sample address.

Item 14

For Item 14, make sure that Box 1 "Yes" or Box 2 "No" is marked under the "1st" enumeration period column to indicate whether or not anyone was missed from the household roster.

Item 18

For Item 18, make sure that the correct 1-digit marital status code number is entered for each household member listed in the household roster.

Item 19

For Item 19, make sure that the correct box is marked to identify each household member's sex (*Box 1 "Male" or Box 2 "Female"*).

Item 21

For Item 21, make sure that the correct 2-digit educational attainment code is entered under the "1st" enumeration period column for each household member who is 12 years of age or older.

<i>Item 23</i>	For Item 23, make sure that the correct box (<i>Box 1 "Yes" or Box 2 "No"</i>) is marked to indicate whether or not each household member is either Spanish, Hispanic or Latino.
<i>Item 24</i>	For Item 24, make sure that the correct 1-digit race codes are entered to identify each household member's race(s). Each household member can identify up to four different races for himself/herself.
<i>Items 26a Through 26f</i>	For Item 26a, make sure that the correct box is marked to indicate whether there is a telephone in the unit. Make sure that Items 26b through 26f are marked appropriately.
<i>Item 28</i>	For Item 28, make sure that the correct box is marked under the "1st" enumeration period column to identify the household's total income for the past 12 months.
<i>Items 30a Through 30e</i>	For Items 30a through 30e, make sure that you entered on the "1st" enumeration period line: <ul style="list-style-type: none">• The month and year of interview (<i>for example, 2/2003</i>),• The line number for the household respondent, and• A tally of each visit and/or telephone call to the household.
<i>Items 32a Through 32e</i>	For Items 32a through 32e, make sure that the appropriate entries are made for each Crime Incident Report completed for a household member.
Editing - Interviewed Households/ Second Through Seventh Enumeration Periods	Make sure that you have updated the following Control Card items ONLY during the 3rd, 5th, and 7th enumeration periods: Items 8a, 21, and 28. Also, make sure that you have verified Item 8d ONLY during the 5th enumeration period when Box 3 or 4 is marked in Item 8d.

Edit the following Control Card items during the **2nd through 7th enumeration periods**:

- Make sure that you verified **Item 8b**.
- Make sure that the line number for the current household respondent is circled in **Item 12**.
- Make sure that you asked **Items 14 and 22** and updated **Item 17**.
- Make sure that you noted in **Item 25a** any household composition changes.
- Make sure that you updated the interview date in **Item 25b**.
- Make sure that you updated **Item 25c** with the "years lived at address."
- Make sure that you updated the telephone usage information in **Items 26a through 26f**.
- Make sure that you filled **Items 29a and 29b** for any EXTRA units you may have discovered while interviewing.
- Make sure that you entered the appropriate information in **Items 30b through 30e and 30g and 30h** using the correct enumeration period line.
- Make sure that the appropriate information has been entered in **Items 32a through 32e** for each completed Crime Incident Report.

Editing - Noninterviewed Households

For each NCVS sample address that you classify as a noninterview, you must edit the following Control Card items:

Editing Procedures

- Make sure that **Items 6a and 6b** are filled or a pre-printed label with this information has been affixed to the Control Card.
- If required, make sure that you filled **Items 7a and 7b(1) - (3)**.
- **For Type A noninterviews** - Make sure that you filled **Items 8c, 8d, and 8e**.
- Make sure that you filled **Item 10**, if applicable.
- **For Type A and B noninterviews** - Make sure that you filled Item 11 appropriately.
- Make sure that you filled **Items 30b, 30d, 30e, 30f, and 30h**, using the correct line for the enumeration period.
- Make sure that **Item 33** is filled, if applicable.

Topic 3. Editing the Basic Screen Questionnaire

Overview

You will complete an NCVS-1, Basic Screen Questionnaire, for each interviewed household in your assignment. If a respondent refuses to answer a particular screen question, enter a note explaining why the question was refused.

It is your responsibility to edit ALL items on each NCVS-1 and NCVS-1A that you complete for a household. As you edit an NCVS-1, make sure that all of your entries are complete, correct, legible, and understandable. Also make sure that you followed all skip instructions correctly. Although you must edit all items on the NCVS-1, pay particular attention to the items covered below.

Identification Information

Make sure that you transcribed the sample number, control number (*PSU, segment, check digit, and serial number*), and household number accurately and legibly from the household's Control Card onto the NCVS-1 and any NCVS-1As that you complete.

Cover Page Items

Make sure that you filled **Items 1 through 4** and **Items 13a through 16b** on the cover page as instructed on the NCVS-1. Also make sure that you transcribed information correctly from the household's Control Card onto **Items 5 through 12e** on the cover page of the NCVS-1.

Item 15c

Make sure that the number of crime incidents entered on the box marked in Item 15c on the NCVS-1 agree with the number of incident reports completed, excluding any out-of-scope incidents.

Items 16a and 16b

Make sure that any changes in household composition for the current enumeration period are identified BOTH in **Items 16a and 16b** on the NCVS-1 and in Control Card Item 25a.

Items 17 Through 28

Make sure that **Items 17 through 28** are completed for each household member who is 12 years of age or older.

Editing Procedures

These items appear on page 2 for the household respondent and on pages 12, 18, and 24 for the remaining household members who are eligible for interview. For larger households, make sure that you completed these items on each NCVS-1A that you filled out. As you check **Item 19**, make sure that you entered the correct line number for the household member.

Items 36 Through 46 for the Household Respondent

Make sure that either Box 1 "Yes" or Box 2 "No" is marked for the household respondent:

- In Part (b) of Items 36 through 43,
- In Check Item B for Item 44 and Check Item C for Item 45, and
- In Check Item F1 for Item 46.

For each "Yes" answer marked in the screen items mentioned above, also make sure that the correct number is entered on the "Number of times" line:

- In Part (c) of Items 36 through 43,
- In Part (b) for Items 44 and 45, and
- In Part (f) for Item 46.

Items 46a Through 46k

These items cover the household respondent's vandalism and hate crime screen questions. As you edit these items, make sure that the following items are filled correctly when Box 1 "Yes" is marked in Item 46a:

- **Items 46b through 46e** (*vandalism screen questions*) and
- **Items 46g through 46k** (*hate crime screen questions*).

Items 36 Through 45 for Individual Respondents

Make sure that either Box 1 "Yes" or Box 2 "No" is marked for each individual respondent:

- In Part (b) of Items 36 through 43, and
- In Check Item B for Item 44 and Check Item C for Item 45.

For each "Yes" answer marked in the screen items mentioned above, also make sure that the correct number is entered on the "Number of times" line:

- In Part (c) of Items 36 through 43, and
- In Part (b) for Items 44 and 45.

Topic 4. Editing the Crime Incident Report

Overview

You will complete a separate NCVS-2, Crime Incident Report, for each incident or series of incidents reported by an eligible household member. It is your responsibility to edit ALL items on every NCVS-2 that you complete for a household.

As you edit an NCVS-2, make sure that all of your entries are complete, correct, legible, and understandable. Also make sure that you followed all skip instructions correctly. Although you must edit all items on the NCVS-2, pay particular attention to the items covered below.

Each Incident Has a Completed NCVS-2

Make sure that each separate incident or series of incidents reported by eligible household members has a completed NCVS-2 documenting the crime incident.

Identification Information

Make sure that you transcribed the sample number, control number (*PSU, segment, check digit, and serial number*), and household number accurately and legibly from the household's Control Card onto the top of the cover page for every completed NCVS-2.

Items 1a Through 1c

Make sure that for each completed NCVS-2 you:

- Entered in **Item 1a** the correct line number (*for example, 01, 02, and so forth*) for the household member who reported the incident.
- Entered in **Item 1b** the screen question item number (*for example, 36, 37, and so forth*) at which the household member reported the incident.
- Entered in **Item 1c** the correct incident number (*for example, 01, 02, and so forth*) to uniquely identify the incident for the screen question entered in Item 1b.

Transcription of Incident Descriptions

Make sure that you have transcribed a description of each incident onto Control Card. Items 32a through 32e.

Editing Procedures

Topic 5. Editing the Noninterview Record

Overview

You will complete a separate NCVS-7, Noninterview Record, for each case that you classify as a Type A, B, or C noninterview. It is your responsibility to edit ALL items on each NCVS-7 that you complete for your assignment.

As you edit an NCVS-7, make sure that all of your entries are complete, correct, legible, and understandable. Also make sure that you followed correctly the Field Representative instructions at the top of the NCVS-7 and the skip instructions in Item 6. Although you must edit all items on the NCVS-7, pay particular attention to the items covered below.

Identification Information

Make sure that you transcribed the sample number, control number (*PSU, segment, check digit, and serial number*), and household number accurately and legibly from the household's Control Card onto the top of the NCVS-7.

Items 1, 5, and 6

Items 1, 5, and 6 must be completed every time you complete an NCVS-7. Make sure that you entered:

- Your Field Representative Code and your full name in **Item 1**.
- The date that you completed the NCVS-7 in **Item 5** (*for example, 03/10/2003*).
- An (X) in the correct box in **Item 6** to identify the noninterview reason by noninterview type (*Type A, B, or C*). Also, if you marked Box 2, 4, 18, or 29, make sure that you entered the "Expected return date" for Box 2, the "Other" Type A reason for Box 4, the "Other" Type B reason for Box 18, and the "Other" Type C reason for Box 29.

Items 2, 3, and 4

If you completed an NCVS-7 for a Type A or B noninterview, make sure that you transcribed the correct

information from the household's Control Card onto **Items 2, 3, and 4** on the NCVS-7.

Items 7 Through 10

If you completed an NCVS-7 for a Type A noninterview, make sure that you transcribed the correct information from the household's Control Card onto **Items 7 through 10** on the NCVS-7. If Control Card Item 24 (Race) is blank, it is acceptable for Item 7 (Race) to be left blank on the NCVS-7. Also make sure that you do NOT complete Items 7 through 10 for a Type B or C noninterview.

Topic 6. Office Edits and Qualified Edit Field Representatives

Office Edit

After your regional office receives your completed NCVS work each month, they perform their own edit of all completed forms. Each month, prior to your next monthly assignment, you will receive an Edit Evaluation Sheet providing you with feedback on how well you did and documenting any errors found during the office edit.

It is your responsibility to review each Edit Evaluation Sheet so you can learn from your mistakes and try to avoid making the same mistakes in future assignments.

Qualified Edit Field Representatives

Field Representatives who regularly send in questionnaires that can be sent for processing with a minimal office edit are designated as "Qualified Edit" or "QE Field Representatives."

In order for you to be a "QE Field Representative," you must have:

- ✓ Satisfactorily completed the initial training program.
- ✓ Worked on the NCVS for at least three months.
- ✓ Achieved an accuracy rate in any one month that meets the standard specified by your regional office.

If you are able to achieve and maintain a QE rating, it will play an important role in your overall performance rating.

Edit for QE Field Representatives

Once you have attained QE status, your regional office performs a complete edit of the Control Cards for your assignment, but only performs an abbreviated edit of your completed questionnaires before sending them to the National Processing Center (NPC) in Jeffersonville, Indiana. Once every six months, the regional office will select a monthly assignment and perform a complete edit on all of your completed forms. This procedure is intended to ensure that you maintain high quality in your work.

Retaining QE Status

For you to maintain your QE status, you must consistently send in completed work with an accuracy rate above a level specified by your regional office. You can lose your QE status if your accuracy rate drops below this predetermined level. Once you lose your QE status, your work will be edited completely until you can requalify as a QE Field Representative.

Chapter 1

Basic National Crime Victimization Survey Concepts

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Topic 1. Overview of Chapter 1

The primary purpose of the National Crime Victimization Survey (NCVS) is to obtain, 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 6-month **reference period**. When you are assigned an NCVS case for the first interview, you are given a sample address to visit and interview, but you are not provided with any names.

It is your responsibility to identify:

- The household members who usually reside at the sample address (**household membership**);
- The relationship of each household member to a **reference person**;
- A **household respondent** who will provide specific information about the household; and
- All household members who are eligible as **individual respondents** for an NCVS interview.

Each eligible respondent is expected to respond for himself/herself. However, under specific circumstances, another household member can respond for an eligible respondent and give a **proxy interview**.

To avoid duplicating identical incidents, you go through a process called **bounding interviews** to ensure that duplicate incidents are not processed. When a reported incident falls outside of the NCVS survey limits, you delete the incident because it is considered an **out-of-scope incident**.

Chapter 1 defines all of these highlighted concepts in more detail.

Topic 2. Reference Period

Definition

A reference period is a time interval for which we want to collect information from a respondent. The reference period for the NCVS covers the 6 months prior to the interview date. When conducting interviews, we are only interested in crime incidents that occurred during a household member's specific 6-month reference period.

The type of reference period that we use for the NCVS is often referred to as a floating reference period or period-to-period recounting. By using this type of a reference period, we can compile a continuous record of a household's experiences throughout the entire 3 1/2 years that the household is in the NCVS sample.

Using Your Information Card Booklet, NCVS-554

Your NCVS Field Representative's Information Card Booklet, NCVS-554, provides a checklist on page 10 for determining reference periods for interviewing and examples of reference periods on page 11. Two-year calendars are also shown on pages 12 and 13 to:

- Help the respondent remember the reference period for the current interview

AND

- Enable the respondent to determine the exact month that an incident occurred.

First Enumeration Period Interviews

For the **first enumeration period**, each household member's reference period starts on the first day of the month 6 months prior to the interview month and ends on the day prior to the interview date.

Example for a household respondent:

If a household respondent's first enumeration period interview is conducted on **May 2, 2003**, then the current reference period for the household respondent would be **November 1, 2002 to May 1, 2003**.

Example for an individual respondent:

If the remaining household members were interviewed for the first enumeration period on **May 3, 2003**, then the current reference period for each of these household members would be **November 1, 2002 to May 2, 2003**.

For a first enumeration period household, all household members have the same start date, but each household member's end date may vary based on the member's current interview date.

Second Through Seventh Enumeration Period Interviews

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 household 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.

For the second through seventh enumeration periods, you would normally use the date entered in **Control Card Item 25b** as the household member's start date for the reference period. However, if the following exceptions exist for a household member, do **NOT** use the date in Control Card Item 25b as the reference period start date:

- **When no date is entered in Control Card Item 25b (person was a noninterview last enumeration period):**
The start date for the reference period would be the first day of the month 6 months prior to the current interview month.

Example:

John Smith refused to be interviewed during the previous enumeration period. It is now June 2, 2003, and John agrees to be interviewed this enumeration period. John's reference period for the current interview date starts on December 1, 2002, and ends on June 1, 2003.

- **When the date entered in Item 25b is more than 6 months prior to the interview date:**

The start date for the reference period would be the first day of the month 6 months prior to the current interview month.

Example #1:

John Smith was a Type Z noninterview during the previous enumeration period and you did not erase the last interview date entered in Control Card Item 25b. Whenever an eligible respondent is a Type Z noninterview, Control Card Item 25b must be left blank for that enumeration period.

Example #2:

After interviewing Denise Smith for the second enumeration period, you forget to change the interview date in Control Card Item 25b. When you are ready to interview her for the third enumeration period, the interview date in Control Card Item 25b is more than 6 months prior to the current interview date.

- **The household respondent is a different person than the last household respondent:**

When the **current** household respondent was not the household respondent for the previous enumeration period, use the date entered in Control Card Item 25b for the previous household respondent as the reference period start date for the new household respondent.

Example:

John Smith was the household respondent during the previous enumeration period and his interview date was June 2, 2003. For the current interview date, December 1, 2003, you discover that John has passed away. His wife, Denise Smith, now becomes the new household respondent. Her reference period for the current interview starts on June 2, 2003 and ends on November 30, 2003.

- **You cannot determine which household member was the last household respondent:**

The reference period start date for the current household respondent would be the first day of the month 6 months prior to the current interview month.

Example:

You are ready to interview the Hooper household for the second enumeration period on July 3, 2003. When you check Control Card Item 30c, you notice that the previous FR neglected to enter the household respondent's line number for the first enumeration period. Once you select a household respondent for the current interview, that person's reference date starts on January 1, 2003 and ends on July 2, 2003.

Incidents Outside of the Reference Period

While interviewing, it is important to keep reminding the respondent of the start and end dates for his/her 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 focus on the correct time frame for his/her interview.

Remember to only complete an incident report (NCVS-2) for incidents that happened during the reference period for the respondent's current interview. If at any point during an

interview, you discover that the incident is outside of the respondent's reference period, discontinue taking information for the incident and follow the proper procedures for making the incident "out-of-scope." (*See Topic 8 of this chapter for out-of-scope incidents.*)

Also, if a respondent reports an incident that took place on the same day that you are interviewing him/her, do not complete an NCVS-2 for the incident until the household's next enumeration period. If this happens, make a note on the Control Card as a reminder to complete an NCVS-2 for the incident during the next enumeration period.

Topic 3. Household Membership

Definition

For a person to be considered a sample household member, he/she must be:

- ✓ Using the sample address as his/her **usual place of residence** at the time of the current interview, even if he/she is temporarily absent at the time of interview,

OR

- ✓ Staying temporarily at the sample address at the time of the current interview AND not have a **usual place of residence elsewhere**. This category could include recent immigrants, persons trying to find permanent living quarters, and persons who have no other home of their own. This category could also include entire households with no usual place of residence elsewhere, because they are renting or lending their usual living quarters to others and have no other home of their own.

Non-family persons can also be considered household members if the sample address is their usual place of residence. These non-family household members could be lodgers, servants, farmhands, or other employees, as long as they:

- Live at the sample address

AND

- Claim the sample address as their usual place of residence.

Household membership is not limited to sample housing units and can also include residents of non-institutional group quarters selected for the NCVS sample, such as college dormitories, homes for unwed mothers, dormitories for student nurses and doctors, and so forth.

**Summary Table for
Determining Household
Membership**

Page 4 of your Information Card Booklet, NCVS-554, provides a summary table for your use in determining whether or not a person should be considered a household member at a sample address.

**Determining Usual Place of
Residence**

A person's usual place of residence is a specific living quarters, either a housing unit or a non-institutional group quarters unit, where he/she lives and sleeps the greater part of the time and is free to return to at any time. Do not consider a mailing address as a usual place of residence if the mailing address does not identify a living quarters.

Also, do not consider a person's living quarters as his/her usual place of residence when the person:

- Is not residing at the living quarters AND is renting or lending the living quarters to someone else who is residing there in his/her absence,

OR

- Is not residing at the living quarters AND the vacant living quarters is offered for sale or rent.

***Families With Two or
More Homes***

If a household owns more than one housing unit and spends time in both homes, only ONE of the housing units can be considered their usual place of residence. Consider the home where they spend the greater part of the calendar year as their usual place of residence.

Here are some examples for handling this type of situation:

The Stapleton family owns two housing units--one in the suburbs of Detroit and the other one is a cabin in a mountain resort area. They spend about 11 months of the year in their suburban Detroit home. Also, the Stapletons don't rent out either home in their absence.

- If the Stapleton's were residing at their suburban Detroit home when you attempt to interview at that

residence, you would interview all eligible household members. Since this is the Stapleton's usual place of residence, all family member's who are 12 years of age and older are considered eligible household members at the suburban Detroit address.

- When you attempt to interview at the cabin address, you discover that the Stapleton's are residing at the cabin. In this situation, you would classify the case as a Type B Noninterview, "Temporarily Occupied by Persons With a URE" (*usual residence elsewhere*). Since the cabin is not their usual place of residence, you would not interview them as household members at the cabin address. This fact should become evident when you ask Control Card Item 13c.
- If the Stapleton's were residing at their suburban Detroit home when you attempt to interview at the cabin address, you would classify the case as a Type B Noninterview, "Vacant-Regular."
- If you attempt to interview at the suburban Detroit address and find that the Stapleton's will be away from that address until after the interview period ends, you would classify the case as a Type A Noninterview, "Temporarily Absent."

(See Part A, Chapter 6, for more details about NCVS noninterviews.)

Foster Children

Always consider foster children in a sample household at the time of your interview as household members, regardless of how long they are expected to stay with the family.

Crew Member on a Sailing Vessel

Never consider a sailing vessel to be a usual place of residence for its crew members. This is true even when a crew member is on the sailing vessel at the time of your interview AND is on the vessel for long periods of time.

***Household Members Who
Are Temporarily Absent***

Listed below are circumstances in which persons claiming the sample address as their usual place of residence are considered to be household members, even though they are temporarily absent from the address at the time of interview:

- Business travelers,
- Crew members on sailing vessels,
- Railroad personnel,
- Long haul truck drivers,
- Bus drivers, and
- Persons who are away visiting relatives or friends, on vacation, or temporarily in general (*noninstitutional*) hospitals.

***Foreign Citizens
Temporarily Staying in
the United States***

Only consider citizens of foreign countries as household members at a sample address when:

- ✓ They are temporarily living (*not visiting or traveling*) in the United States,
- ✓ The sample address is not an Embassy, Consulate, Chancellery, or any other type of office for a foreign country, **AND**
- ✓ The sample address is their usual place of residence while residing in the United States.

***Members of the Armed
Forces***

Men and women who are Armed Forces members can be considered household members at a sample housing unit if:

- They usually sleep at the sample housing unit and
- They are stationed in the same locality as the sample housing unit.

Do not consider Armed Forces members as household members at a sample housing unit if:

- ✗ They are stationed in a different locality than the sample housing unit and
- ✗ They are only staying at the sample housing unit while on leave to visit family or friends.

Students

When you interview at a sample housing unit and discover that a student is residing away from the family residence while attending school (*boarding, college, trade, or commercial school in the United States or overseas*), do not consider the student as a household member at the family residence. While attending school, the student is considered a household member at his/her school residence, and would be interviewed at that residence if it fell into the NCVS sample.

However, students are considered household members at their family residence when they are:

- Living at the family residence while attending school,
- Living at the family residence at the time of interview because they are on a short holiday or home on summer vacation, and
- Claiming the family residence as their usual place of residence.

Student Nurses

At the time of interview, consider a student nurse's usual place of residence to be the hospital, nurse's home, or other place where he/she is residing while receiving nurse's training.

Example:

Before entering nursing school, Jim lived with his parents at 505 Barts Drive, Cleveland, OH. Jim now lives at 7001 Central Avenue, Columbus, OH, while attending nursing school.

If you are interviewing at the 505 Barts Drive address and discover that Jim is currently living at the 7001 Central Avenue address while attending nursing school, do not consider Jim a household member at the 505 Barts Drive address for this interview. While attending nurse's training, Jim's usual place of residence is the 7001 Central Avenue address.

Persons Working Overseas

Do not consider as household members persons who are absent from the sample address at the time of your interview because they are working and residing overseas for more than 6 months out of the year.

Persons With Concurrent Residences

You may find that some persons reside part of the week at one address and the rest of the week at another address. In this situation, count the person as a household member at the address where he/she resides the greater part of the week. If the person spends an equal amount of the week at each address, consider the person as a household member at the address where he/she is residing at the time of the interview.

Persons in Vacation Homes, Tourist Cabins, and Trailers

If persons are residing in vacation homes, tourist cabins, and trailers and do not have any other usual place of residence at the time of interview, consider these persons as household members where they are residing at the time of the interview. However, if these persons do have a usual residence elsewhere, do not consider them as household members at a vacation home, tourist cabin, or trailer.

Inmates and Patients in Institutional Group Quarters

Inmates and patients in institutional group quarters are not considered household members at the sample address while they are residing in the institutional group quarters. These

inmates and patients could reside in the following types of institutional group quarters:

- Correctional Institutions
- Nursing, Convalescent, and Rest Homes
- Hospitals
- Institutions for the Disabled
- Institutions for the Mentally Ill/Retarded
- Juvenile Institutions

Remember that persons in institutional group quarters are not free to come and go without permission. Also, persons residing in institutional group quarters are not eligible for NCVS interviewing, even if the group quarters fell into the NCVS sample.

(See the Listing and Coverage Manual for Field Representatives, Form 11-8, for more details about group quarters.)

When You Are Still Unsure About Household Membership

If you have read all the household membership procedures and still are unsure whether or not to include someone as a household member, it is better to:

- Include the person,
- Explain the situation in the "Notes" space on the Control Card, and
- Explain the situation in an INTER-COMM.

Topic 4. Reference Person

Definition

For each NCVS sample address assigned to you for interview, you must identify one household member as the household's reference person. We want the household's reference person to be a **responsible adult household member who is not likely to permanently leave the household.**

To meet this goal, the reference person must:

- ✓ Qualify as a household member at the sample address,
- ✓ Be one of the owners or renters of the sample housing unit, and
- ✓ Be at least 18 years of age (*in most cases*).

(Also see "When Can a Reference Person Be Under 18 Years of Age?" on page C1-16.)

Since one of the owners or renters of the sample housing unit is normally the most responsible and knowledgeable household member, we prefer the reference person to also be the household respondent. However, a household respondent does not have to be one of the household members who owns or rents the sample housing unit.

(See Topic 5 of this chapter for more details about household respondents.)

Special Situations

When identifying a reference person for a sample household, you could encounter one of the following situations:

Housing Unit Rented Without Cash Payment

If a sample housing unit is occupied without payment of cash rent, then any household member who is at least 18 years of age can qualify as the reference person. *(Also see "When Can a Reference Person Be Under 18 Years of Age?" on page C1-16.)*

Housing Unit Jointly Owned or Rented

If a sample housing unit is jointly owned or rented, then designate the first owner/renter who is a household member and is at least 18 years of age as the reference person. (*Also see "When Can a Reference Person Be Under 18 Years of Age?" below.*)

When Can a Reference Person Be Under 18 Years of Age?

There are two situations when a reference person can be a household member who is under 18 years of age. These situations include:

- ⇒ Sample households in which ALL household members are 17 years of age. The reference person should be one of the 17-year-old household members who owns or rents the sample housing unit.
- ⇒ Sample households in which the owners/renters are married and one or both of them are 17 years of age. The reference person can be either person.

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 Headquarters staff and then let you know how to handle the case.

Identifying the Reference Person on the Control Card, NCVS-500

The following Control Card items will help you confirm that the reference person meets our requirements:

- Item 13a** One of the persons who owns or rents the housing unit should be listed on line number 1.
- Item 13b** The household member should be identified as the reference person, along with relationship code 11.
- Item 13c** Box (1), Yes, should be marked to indicate that the person is a usual resident and household member at the sample unit.

Item 17 The household member should be at least 18 years of age.

***Control Card Item 13a
(Household Roster)***

Control Card Item 13a is used to compile the household roster for the sample address. Since you will ask the respondent to start with the name of the person or one of the persons who either owns or rents the home, the first person that you list in Item 13a will normally be the reference person.

***Control Card Item 13b
(Relationship to
Reference Person)***

Once you have listed all persons on the household roster who usually live at the address, including those persons who are temporarily absent, then you need to identify in Item 13b which person is the reference person. In most cases, the reference person will be the name entered on line number (1) of the household roster. Enter "Ref. person" and code "11" in Item 13b to identify the household's reference person. Using the descriptions and 2-digit codes listed in the upper right corner of the Control Card, identify in Item 13b the relationship of all remaining persons on the household roster to the reference person.

***Control Card Item 13c
(Household Member)***

In Item 13c, you will determine whether or not each person listed in the household roster, including the reference person, is a household member. In general terms, if the person usually lives at the sample address, then he/she is considered a household member.

***Control Card Item 17
(Age Last Birthday)***

After verifying the household roster in Item 14 and checking for EXTRA housing units in Item 15, you will enter each household member's date of birth in item 16 and the member's current age in Item 17.

**Changing the Reference
Person**

You may encounter situations where you will need to identify from the household roster a different person as the reference person. This could happen when the reference person from the previous enumeration period is no longer a household member because he/she:

✓ Has died

OR

✓ Has moved out of the sample address permanently.

If the reference person (*or any other person listed on the household roster*) has died since the last enumeration period, draw a wavy line through the deceased person's entire line (*Control Card Items 12 through 24*).

If the reference person (*or any other person listed on the household roster*) has left the household permanently, draw a diagonal line through the person's line number in Control Card Item 12. Do not draw a wavy line through Items 12 through 24 in the event that the person should return to the sample address before it falls out of sample.

Also use Control Card Item 25a to indicate the reason for the change and the date the change is discovered. Two-digit codes are assigned to each reason and these codes and reasons are shown in the upper right corner of the Control Card.

To determine who the new reference person will be, ask the respondent to give you the name of the person or one of the persons who either owns or rents the home. In Item 13b, line through any inaccurate relationship descriptions and codes and enter the correct description and code for the new reference person and for each remaining person to show his/her relationship to the "new" reference person.

URE Households in High Mobility Areas

Some areas, such as resort or vacation areas, are usually occupied by entire households with a usual residence elsewhere (URE). To save time in these high mobility areas, do not prepare a new Control Card when one URE household replaces another URE household. Report the new occupants on the original Control Card as follows:

- **Item 3** - Do not change the household number.

- **Item 13** - Line through the entries in Items 13a, 13b, and 13c for each person listed from the previous URE household. Using the next available line, enter the reference person's name in Item 13a for the new URE household, enter "Ref. person" and code "11" in Item 13b, and mark "No" in Item 13c.
- **Item 25a** - For each person deleted from the previous URE household, enter code "25" and the date that you discovered this change. On the line where you entered the reference person's name for the new URE household, enter code "15," the number of persons in the new URE household, and the date that you discovered the new URE household.

Type A Noninterviews

Item 7 on the Noninterview Record, NCVS-7, requires you to mark the household's race whenever you classify a sample address as a Type A Noninterview. If the sample household was interviewed in a previous enumeration period, see what race(s) were marked for the reference person in Control Card Item 24. Mark Item 7 on the Noninterview Record based on the race(s) marked in Control Card Item 24 for the reference person. If Control Card Item 24 is blank, leave Item 7 blank on the Noninterview Record.

Topic 5. Household and Individual Respondents

Definition

A **household respondent** is the household member that you select to be the **first household member interviewed**. The household respondent must be able to provide information for all persons in the sample household, as well as for herself/himself. For example, the household respondent must be able to:

- Complete and/or update information on the household's Control Card, NCVS-500.
- Complete the household respondent's section of the Basic Screen Questionnaire, NCVS-1, on pages 2 through 10.
- Complete Crime Incident Reports, NCVS-2s, for **all** incidents reported by herself/himself.

An **individual respondent** is any household member who is at least 12 years of age and is not selected as the household respondent. In most cases, you will interview each individual respondent by self-response. On the NCVS-1, complete Items 17 through Check Item G for each individual respondent. If an individual respondent reports a crime incident, then you will complete an NCVS-2 with the individual respondent for each crime incident reported.

Who Qualifies To Be a Household Respondent

In most cases, the household respondent must be:

- ✓ A household member,
- ✓ At least 18 years of age, and
- ✓ Knowledgeable enough about the household to provide the necessary information for the Control Card (NCVS-500), the Basic Screen Questionnaire (NCVS-1), and, if necessary, Crime Incident Reports (NCVS-2s) for each incident reported by the household respondent.

Normally, the best candidate for the household respondent is the **reference person or another household member who owns or rents the housing unit**. However, unlike the requirements for a reference person, the household respondent does not have to be one of the owners or renters of the housing unit.

(See Topic 4 of this chapter for information about reference persons.)

For a second through seventh enumeration period interview, try to select as the household respondent the same household member who was the household respondent for the previous enumeration period. If this is not possible, then make sure that the household member you select meets the requirements for a household respondent.

Exceptions to the Rule

Is it acceptable for a household respondent to be under 18 years of age ?

If the reference person and/or the spouse of the reference person is 17 years of age, either the reference person or the spouse of the reference person can be the household respondent. For example, a sample household is comprised of a **married couple** ages 28 and 17. Because they are married, either person qualifies as a household respondent, even though one person is 17 years old.

If ALL household members are 17 years of age, select the household member who appears to know the most about the sample household. For example, three 17-year-old friends rent an apartment together while attending college. Try to select the household member who is most likely to provide accurate information about household matters.

If you discover a household comprised of at least one 17 year old and the remaining persons are all 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 Headquarters staff and then let you know how to handle the case.

However, if the household consists of two or more unmarried individuals AND at least one of the individuals is 18 years of age or older, then the household respondent must be one of the members who is at least 18 years of age. For example, Joe, Terry, and Frank are good friends and rent a house together. Joe is 17 years old, Terry is 19 years old, and Frank is 20 years old. In this example, Terry and Frank are eligible to be the household respondent, but Joe is not eligible because of his age.

When can a household respondent be a nonhousehold member?

A nonhousehold member can be a household respondent **only** when all of the following conditions exist:

- ✓ If all eligible household members are physically and/or mentally unable to be interviewed,
- ✓ All eligible household members have been under the care of the nonhousehold member for the entire reference period,

AND

- ✓ None of the eligible household members were able to leave the sample address during the entire reference period unless they were accompanied by the nonhousehold member caretaker.

If any of the eligible household members are capable of being interviewed, select a household member as the household respondent, **NOT** the nonhousehold member.

Questions Asked Only of the Household Respondent

Any information that needs to be added and/or updated on the **Control Card (NCVS-500)** is asked ONLY of the household respondent during each enumeration period.

The following items on the **Basic Screen Questionnaire (NCVS-1)** are asked ONLY of the household respondent:

- **Items 34 and 35** - Item 34 determines whether any household member operates a business from the sample address. If a "Yes" answer is received in Item 34, then Item 35 indicates whether the business is "recognizable" or "unrecognizable."

(See Part C, Chapter 2, Topic 5, for more information about recognizable and unrecognizable businesses operated from the sample address.)

- **Item 37** - This item determines whether the sample household has experienced any incidents during the reference period involving break ins or attempted break ins and illegal entries or attempted illegal entries. If a "Yes" answer is received, you will ask for a brief description of the incident and enter the number of times that the incident occurred.
- **Items 38 and 39** - Item 38 determines how many motor vehicles are owned by current household members. If at least one vehicle is mentioned or the respondent refuses to answer the question in Item 38, then Item 39 is asked to determine whether any incidents occurred during the reference period that involved any motor vehicles owned by the household members. If a "Yes" answer is received, you will ask for a brief description of the incident and enter the number of times that the incident occurred.
- **Item 46** - This item determines if any acts of vandalism were committed against the household

during the reference period. If a "Yes" answer is given, you will ask about the kind of property damaged, the kind of damage, and the cost, if any, to repair the damage. You will also ask if the household respondent was attacked or threatened or if the offender(s) stole or attempted to steal something from any household member during the act(s) of vandalism. You will also determine whether any acts of vandalism were motivated by prejudice or bigotry towards members of specific groups.

Changing Household Respondents During an Interview

There may be instances when you need to change household respondents after starting an interview.

This could happen if:

- ✗ You call the household respondent back to complete an interview and discover that the person you selected as the household respondent is no longer considered a household member.
- ✗ You discover that the person you selected as the household respondent is unable to answer many of the questions about the household.

Under these circumstances, you must stop interviewing the current household respondent and find a current household member who is knowledgeable about the household. Once you have selected a new household respondent, start the household respondent's interview from the beginning.

Identifying the Household Respondent on NCVS Forms

As you conduct the NCVS interview, record your selection for the household respondent on the following NCVS forms:

- ✓ Circle the line number of the household respondent in **Control Card Item 12 (NCVS-500)**. If you need to change the household respondent after the first enumeration period, make sure to erase the circle for the last household respondent when you circle the line number for the current household respondent.

- ✓ Enter the household respondent's line number in--
 - **Item 30c on the reverse side of the Control Card.**
 - **Item 4 on the cover page of the Basic Screen Questionnaire (NCVS-1).**
 - **Item 19 on page 2 of the NCVS-1.**

Topic 6. Proxy Interview

Definition

A **proxy interview** is one in which someone other than the intended household member answers the interview questions for the eligible household member. The person who is authorized to answer for the intended household member is referred to as the **proxy respondent**. The intended household member who is unable to answer the interview for himself/herself is referred to as the **proxy household member**.

Since a proxy respondent is more likely to omit an incident or leave out some of the details about a reported incident, we discourage proxy interviews except as a **last resort**.

Acceptable Reasons for a Proxy Interview

Only THREE conditions allow you to take a proxy interview for a household member. These conditions are:

- A parent does not allow you to speak to his/her **12- or 13-year-old** child to conduct the interview. In this situation, any household member who is at least 18 years of age can be the proxy respondent for the child. However, one of the child's parents would be the best proxy respondent.
- An eligible household member is temporarily absent during the **entire** interview period. Before accepting a proxy interview for this situation, make sure that the absent person still qualifies as a household member. If the absent person is still a household member, then you can accept a proxy interview from an eligible household member.

(See "Who Qualifies as a Proxy Respondent?" later in this topic. Also see Topic 3 of this chapter for more information about household membership.)

- An eligible household member is physically or mentally incapacitated continuously throughout the ENTIRE interview period, due to health or mental

illness problems. For example, a household may have a family member who is too hard of hearing to complete a telephone interview for himself/herself or a household may have a family member with Alzheimer's disease who cannot respond for herself/himself.

The following problems do not constitute being physically or mentally incapacitated and cannot be accepted as reasons for taking a proxy interview: Old age (*by itself*), colds or flu, drunkenness, under the influence of drugs, or any problems that might be aggravated because a respondent feels that some NCVS questions are upsetting (*such as the NCVS questions related to rape and sexual assault*).

Proxy Interviews for Household Respondents

There is **only one acceptable reason** for taking a proxy interview for a household respondent. This can happen when a nonhousehold member is a proxy respondent for an entire household. This should happen only occasionally, but, when it does, the nonhousehold member must be the proxy respondent and caretaker for the household respondent **AND** all other household members who are eligible for the NCVS interview.

If at least one eligible household member is capable of being interviewed by self-response, then that person must be the household respondent and the proxy respondent for the remaining household members who are eligible for interview. Always complete the household respondent's interview **BEFORE** interviewing any other eligible household members.

(Also see "Accepting a Nonhousehold Member as a Proxy Respondent" later in this topic.)

Here are some examples:

- Both members of the Bosco household are suffering from Alzheimer's disease and a live-in nurse cares for

them. The nurse is over 18 years of age and has been caring for John and Mary Bosco for the past 2 years. In this situation, the nurse qualifies as a proxy respondent for John and Mary Bosco. The nurse would be the proxy respondent for the household respondent and the individual respondent.

- The Jones household includes the reference person, Gloria Jones, and her 78-year-old mother, Martha Perkins. When you call the Jones household, only Martha Perkins is at home. Since both Gloria and Martha are eligible to be the household respondent, you should make Martha the household respondent, take her NCVS interview, and recontact the household later to interview Gloria as an individual respondent.
- When you contact the Baxter household, the only household member who meets the requirements for a household respondent is away on a business trip and will not return before closeout. However, his 16-year-old son, Gary, is available when you call the household. In this situation, you cannot take a proxy interview for Gary's father and Gary cannot be the household respondent. Since you must always interview the household respondent first, you would need to classify this case as a Type A noninterview.

Unacceptable Reasons for Proxy Interviews

To reinforce the fact that proxy interviews must only be taken as a "last resort," four situations are listed below in which you may be tempted to take a proxy interview for an individual respondent, but must **NOT**. If you experience any of these situations, you must classify the household member as a Type Z noninterview.

- ⊖ You make several attempts to contact a household member during the interview period, but are never successful in reaching him/her at home. A good example of this would be a student who lives at home, but is engaged in so many activities during the day and

evening that you are unable to set up an interview before closeout.

- ⊖ A household member refuses to be interviewed even after you try to persuade him/her to cooperate, but tells you to get the information from another household member.
- ⊖ You are unable to interview an eligible household member, because another household member refuses to let you conduct the interview. A good example of this would be a parent who refuses to let you interview his/her 15-year-old teenager.
- ⊖ You are unable to interview an eligible household member, because he/she does not understand English and an acceptable interpreter is not available.

Who Qualifies as a Proxy Respondent?

If you must take a proxy interview and the reason is an acceptable one, your first choice for a proxy respondent would be:

- ✓ A *household member* who is at least 18 years old,
- ✓ Very knowledgeable of the proxy household member, and
- ✓ Has already completed his/her own NCVS interview by self response.

Two exceptions to the age requirement for a proxy respondent are when:

- The household's reference person or one of the other persons who owns or rents the home is under 18 years of age
- OR
- All household members are under 18 years of age.

Accepting a Nonhousehold Member as a Proxy Respondent

On rare occasions, a *nonhousehold member* can be a proxy respondent. However, several requirements must be met before you can allow a nonhousehold member to be a proxy respondent.

ALL of the following conditions must exist before accepting a nonhousehold proxy respondent:

- ⇒ Due to physical or mental illness problems, you are unable to interview **ALL eligible household members by self response**.
- ⇒ During the **entire reference period** (*6 months prior to the interview date*), **ALL** eligible household members at the sample address were unable to leave the housing unit unless they were accompanied by the nonhousehold person who cares for them.
- ⇒ The nonhousehold caretaker must be the proxy respondent for the entire household, including the household respondent. **This is the only situation in which a household respondent's interview can be a proxy interview.**
- ⇒ The nonhousehold proxy respondent must be at least 18 years of age.
- ⇒ The nonhousehold proxy respondent must have cared for all eligible household members during the **entire reference period**. If the nonhousehold person did not care for some or all of the household members for **more than a few days** during the reference period, this person does **not** qualify as a proxy respondent.

If you don't feel comfortable or are unsure about a nonhousehold person as a proxy respondent, check with your supervisor before conducting the proxy interview.

Protecting Confidentiality

We have such strict requirements for accepting a nonhousehold proxy respondent because we want to ensure each sample household member's confidentiality.

When talking to a proxy respondent who is not a household member, you need to be especially careful not to mention any information which a proxy household member or other household members provided in a previous enumeration period. This includes the following types of information-- household composition, marital status, education, income, and so forth.

To ensure confidentiality during a proxy interview with a nonhousehold proxy respondent, **always** ask Control Card Item 13a, regardless of the enumeration period. Then, when asking Control Card Item 14, "***I have listed...***", only read the names provided by the nonhousehold proxy respondent in Item 13a. Don't mention or ask about other persons that were listed in the household roster previously, but not mentioned by the nonhousehold proxy respondent. Also, for any Control Card items that need to be updated, just ask the item without mentioning the information recorded from a previous enumeration period.

Completing an INTER-COMM for Each Proxy Interview

Complete an INTER-COMM for each proxy interview that you take, with the exception of proxy interviews for 12- or 13-year-old household members. Make sure to explain on the INTER-COMM why it was necessary to take a proxy interview for a sample household member. It is especially important to write a **detailed** explanation when the proxy interview was taken because the household member is physically and/or mentally unable to answer the interview questions.

Whenever you complete an INTER-COMM for a proxy interview from a nonhousehold proxy respondent, make sure that your explanation includes:

- ✓ Who the nonhousehold member is (*a nurse, daughter, neighbor, and so forth*)

AND

- ✓ How much time the nonhousehold member spends with the household member(s) under his/her care *for example, 8 hours a day or 70 hours a week*.

After completing an INTER-COMM, attach it to the sample household's NCVS-1.

Keeping Proxy Interviews to a Minimum

Whenever possible, we want eligible respondents (*household members who are at least 12 years of age*) to answer the interview questions for themselves. By allowing a proxy respondent to answer for a household member, you run the risk of:

- Missing incidents

AND/OR

- Not getting sufficient details about reported incidents.

(Also see pages A2-12 through A2-18 for proxy respondent procedures.)

Problems Conducting a Proxy Interview

You may encounter situations in which a proxy interview is acceptable, but the interview cannot be done because:

- You are unable to identify an acceptable proxy respondent

OR

- An acceptable proxy respondent refuses to give you an interview for a household member.

When this happens, you will need to classify the household member as a Type Z noninterview.

Under the following situation, you must classify the sample address as a Type A noninterview:

- ✓ The entire household is under the care of a nonhousehold person,
- ✓ All household members are unable to be interviewed by self-response due to health or mental illness problems,
- ✓ The nonhousehold caretaker refuses to give a proxy interview for at least the household respondent.

Topic 7. Bounding Interviews

Definition

Bounding interviews is an NCVS process to ensure that previously reported incidents are not reported again. This process is designed to help you prevent turning in a completed NCVS-2 for an incident that:

- Was reported in a previous enumeration period and did not actually occur again during the current enumeration period.
- Was reported already by another household member during the current enumeration period, such as a household break-in and robbery in which no household members were threatened, attacked, or personally victimized during the incident. However, if any household members were personally victimized during a crime incident, we want you to complete a separate NCVS-2 for each victimized household member.

(Also see Chapter 3, Topic 16, for more information about completing NCVS-2s for victimized household members.)

This process is actually a quality assurance measure designed so that we provide a more accurate measure of criminal victimization within NCVS sample households.

Bounding Information (Item 32 on NCVS-500)

For each enumeration period, you will use Control Card Items 32a through 32e to record specific facts about each reported crime incident for a sample household. The facts that you record in these items are referred to as "bounding information."

When to Complete Item 32

Enter the appropriate "bounding information" onto Control Card Items 32a through 32e **AFTER** you have either:

- Left the household upon completion of some or all interviews for the household,

OR

- Ended a telephone call with the household upon completion of some or all interviews for the household.

Do not waste a respondent's time while you enter the bounding information on the Control Card.

How to Bound NCVS Interviews (Check Item W on NCVS-2)

First enumeration period:

The last item you will complete on a Crime Incident Report, NCVS-2, is Check Item W. Use Check Item W to summarize all the pertinent facts about the reported incident (*who, what, where, when, and how*). After completing your summary report in Check Item W, you will see a field representative instruction telling you to check the bounding information on the back of the Control Card (*Item 32*).

Unless you make more than one contact with a first enumeration period household, you will not see bounding information entered in Control Card Item 32 for the first enumeration period. If you interview all eligible household members in one contact, then no bounding information will be entered in Item 32 and you will not need to refer to Item 32 after completing Check Item W on each NCVS-2 that you complete. Once you end the first contact with a household, you will record information in Control Card Item 32 for any incidents reported during the first contact with a sample household.

Second through seventh enumeration periods:

ALWAYS check the incidents reported for the current interview against any information recorded in Control Card Item 32:

- After completing your summary report in Check Item W on the NCVS-2

AND

- While you are still with the respondent.

Carefully review all bounding information on the Control Card to ensure that the NCVS-2 you just completed does not duplicate one described already in Control Card Item 32. If you suspect that a duplication has occurred, tactfully ask the respondent whether the incidents are the same (*for example, same time, place, and circumstances*) or separate crime incidents (*for example, same place and circumstances, but different times*).

Deleting Duplicate Incidents

If you determine that you have completed an NCVS-2 for a previously reported incident and have verified this fact with the respondent, then you need to delete or "out-of-scope" the NCVS-2 that you just completed and record the reason for out-of-scoping the incident.

(See Topic 8 of this chapter for more details about "out-of-scope" incidents.)

Topic 8. Out-of-Scope Incident

Definition

An "out-of-scope" incident is one that falls outside of the limits defined for this survey. There are specific reasons for targeting a reported incident as "out of scope," as well as specific procedures for marking an incident "out of scope." The information from out-of-scope incidents is not included in the tabulations used to measure crime in the United States.

You will mark most incidents out of scope **after** completing the Crime Incident Report (NCVS-2). However, when a reported incident happens outside of the reference period, you will stop and mark the incident out of scope **before** completing the Crime Incident Report (NCVS-2). This is the only acceptable reason for **not** completing a crime incident report for a reported incident. All other reported incidents, both in scope and out of scope, require you to complete a Crime Incident Report before marking the incident out of scope. This procedure ensures that we do not miss any crimes.

Understanding In-Scope vs. Out-of-Scope Incidents for the NCVS

Listed below are the criteria you need to follow when deciding whether a reported incident is in scope or out of scope for the NCVS:

Reference Period

- ✓ **In scope:** The reported incident must have happened within the starting and ending dates for the household member's reference period.
- ✗ **Out of scope:** If a reported incident happened outside of the starting and ending dates for a household member's reference period, you must out of scope the incident. In fact, as soon as you discover that the incident occurred outside of the reference period, you can stop completing the NCVS-2 and mark it appropriately as an out-of- scope incident.

(Also see "How To Mark NCVS Forms for Out- of-Scope Incidents" later in this topic.)

Example:

It is August 3, 2003 and you are interviewing Carl Smith whose current reference period starts on February 1, 2003 and ends on August 2, 2003. During the interview, Carl reports a household theft that happened earlier that day. This would be an out-of-scope incident because it happened outside of the respondent's reference period. Each respondent's reference period always ends on the day prior to the date of interview.

(Also see Topic 2 of this chapter for more information about reference periods.)

Duplicate Incident

- ✓ **In scope:** Only one crime incident report is necessary for each unique household crime incident reported in which none of the household members were personally victimized (*For example, none of the household members were assaulted, attacked, or threatened with physical harm*). A separate crime incident report is required for each reported incident in which a household member was personally victimized.

- ✗ **Out of scope:** When more than one household member reports the same household crime, one of the incidents must be marked out of scope. Always keep the incident with the most complete Crime Incident Report (*NCVS-2*).

A separate Crime Incident Report is required for each unique incidence of personal victimization taken from the household member who was victimized. If two household members report the same incidence of personal victimization, only keep the *NCVS-2* completed with the household member who was personally victimized during the incident and mark out of scope the duplicate incident.

Example 1:

Peggy Polk, the household respondent, reported that someone attempted to steal their riding lawn mower. However, Peggy's husband surprised the offender and he ran away. When you interview Peggy's husband, Bob, he also reports the same attempted theft of their lawn mower. Since Peggy's crime incident report is more complete than Bob's, mark Bob's NCVS-2 out of scope.

Example 2:

Don Dwyer reported that he was attacked and robbed while walking to his car after a movie. When you interview his wife, Barbara, she also reports Don's attack and robbery that she witnessed from in front of the movie theater. Barbara was not personally victimized during this incident. You would mark Barbara's NCVS-2 out of scope, because she was not personally victimized and her NCVS-2 is a duplicate of Don's NCVS-2.

(Also see Topic 7 of this chapter for more information about bounding information and duplicate incidents.)

Vandalism

- ✓ **In scope:** The vandalism questions only appear in the household respondent's screen questions. We want to keep incidents in which the household respondent was attacked or threatened, any eligible household member had something stolen, or an attempt was made to steal something from a household member during the act(s) of vandalism.
- ✗ **Out of scope:** However, if a household respondent reports an act of vandalism in which another eligible household member was attacked or threatened with physical harm, you would mark out of scope the NCVS-2 completed with the household respondent.

Then, you would complete an NCVS-2 with the victimized household member himself/herself.

Example:

Sidney Soper, who is the household respondent, reported that someone was spray painting symbols on his son's car and when his son confronted the offender, the offender punched him in the head and kicked him in the stomach. After completing the NCVS-2 with Sidney Soper, make sure to get a completed NCVS-2 from his son, Steven, for this attack. Then mark the NCVS-2 from Sidney out of scope, since he was not personally victimized, no one in the household had anything stolen, and no attempt was made to steal anything.

(Also see Chapter 2, Topic 4, for more information about vandalism.)

Personal Theft

- ✓ **In scope:** An eligible respondent reports an incident of theft and the stolen property was owned solely by eligible household members.
- ✗ **Out of scope:** When an eligible respondent reports an incident of theft involving property that belongs solely to nonhousehold members and no other crimes were reported during the incident, you will mark the incident out of scope.

Example:

While interviewing Jim Jones, the household respondent, he reports an incident in which his friend's golf bag and clubs were stolen from Jim's front yard while his friend came in the house to get a drink. Since the stolen property is owned solely by Jim's friend and no other crime was committed during the incident, you will mark this incident out of scope after completing the NCVS-2.

(Also see Chapter 3, Topic 11, for more information about property ownership.)

Theft From a Household Member Under 12 Years of Age

- ✓ **In scope:** If an eligible household member reports the theft of property **belonging to a household member under 12 years of age**, then the stolen property must have been taken away from one of the following locations for the incident to stay in scope for the NCVS and be considered stolen household property (*since the owner is under 12 years of age*):
 - ⇒ Property was taken from the sample address.
 - ⇒ Property was taken from a vacation or second home.
 - ⇒ Property was taken from a hotel or motel where the sample household was staying temporarily.
- ✗ **Out of scope:** You must mark an incident out of scope when an eligible household member reports the theft of property **belonging to a household member under 12 years of age** and the property was taken from a location other than those listed above. In this case, the stolen property cannot be considered household property and, if no other crime occurred during the incident, you must mark the incident out of scope.

Example 1:

George Gates reported that his 10-year-old daughter's bike was stolen from the driveway to their home and no other crime was committed during the incident. In this case, the incident is IN SCOPE for the NCVS.

Example 2:

Lana Lomis reported that her 9-year-old son's go-cart was stolen from his school parking lot, while he went in the school to talk to a teacher. In this case, you would mark this incident OUT OF SCOPE because the property was taken from a location other than the acceptable locations and no other crime occurred during the incident.

(Also see Chapter 3, Topic 9, for more information about thefts and attempted thefts.)

Business Theft

- ✓ **In scope:** When a respondent reports an incident involving a theft of business property, the business must be:
 - ⇒ Owned by an eligible household member and
 - ⇒ The business must be considered unrecognizable (*no sign or other indication on the property to indicate the presence of a business to the general public*).

- ✗ **Out of scope:** The following incidents of theft of business property are out of scope for the NCVS:
 - ⇒ A respondent reports a theft of business property and the business is not owned by any of the household members.
 - ⇒ A respondent reports a theft of business property and the business is recognizable to the general public by a sign or some other indication on the property.

Example 1:

Kelly Kallas is the owner of a small business out of her home doing dressmaking and sewing alterations. She wants to keep her business small, so she doesn't advertise and most of her customers are relatives, friends, and neighbors. She has three different sewing machines which she considers to be business property. Kelly reported an incident in which someone illegally broke into her home and stole household items, along with all three sewing machines. In this case, the incident is IN SCOPE because, in addition to the business being unrecognizable, there was an illegal entry and some household items were also stolen. Even if this business was recognizable, this incident would still be in scope because other crimes happened during the incident.

Example 2:

Stephanie Slater owns a small dress shop in a local shopping center. This dress shop has a visible sign at the entrance and is listed on the shopping center sign, too. Stephanie reported that an attempt was made to steal several skirts during normal store hours. In this case, you would mark the incident OUT OF SCOPE since the business is recognizable and no other crimes happened during the incident.

(Also see Chapter 2, Topic 5, for more information about recognizable and unrecognizable businesses.)

*Crimes Not Measured by
the NCVS*

- ✓ **In scope:** The following types of crimes are measured by the NCVS and reported incidents involving these crimes would be in scope:
 - ⇒ Thefts and attempted thefts
 - ⇒ Break ins and illegal entries and attempted break ins and illegal entries

- ⇒ Attacks and attempted attacks
 - ⇒ Face-to-face threats to physically harm a household member
 - ⇒ Sexual assault and rape and attempted sexual assault and rape.
- ✗ **Out of scope:** The following types of crimes are not measured by the NCVS and reported incidents involving these crimes would be out of scope:
- ✗ Murder
 - ✗ Kidnapping
 - ✗ Fraud
 - ✗ Public drunkenness
 - ✗ Drug abuse
 - ✗ Prostitution
 - ✗ Illegal gambling
 - ✗ Con games
 - ✗ Blackmail

Example:

Tommy Tindall reported an incident in which he was a victim of a con game. He thought that he was investing money in a legitimate company and, after losing \$7,000, he discovered that it was all a big con game to steal money from unsuspecting clients. In this case, you would mark the incident out of scope because con games are not measured by the NCVS.

(See Chapter 2, Topic 2, for more information about NCVS crimes.)

Offender Is a Police Officer

- ✓ **In scope:** If a respondent reports an incident in which the offender is a police officer and the officer exceeded his authority as a police officer or used excessive force, then the incident is in scope for the NCVS.
- ✗ **Out of scope:** However, if a respondent reports an incident in which the offender is a police officer and the officer's actions during the incident were within his authority as a police officer or he/she was acting in the line of duty, then you would mark the incident out of scope.

Example 1:

Monica Matthews reported an incident in which she was stopped while driving for not wearing her seat belt. During the traffic stop, the officer handcuffed her for no apparent reason. If the police officer did exceed his authority in this situation, then the incident would be IN SCOPE for the NCVS.

Example 2:

Donald Downs reported an incident in which he was handcuffed and searched for drugs and weapons, while he was buying cocaine for a friend in an alley. In this case, the police officer was acting in the line of duty and you would mark the incident OUT OF SCOPE.

(See Chapter 3, Topic 21, for more information about incidents involving police officers.)

Offender is a Spouse of the Respondent

- ✓ **In scope:** If a respondent reports an incident in which his/her ex-spouse stole property owned by the respondent, then the incident is in scope for the NCVS.

- ✘ **Out of scope:** However, if a respondent reports an incident in which his/her spouse stole property that is owned jointly by both spouses who are legally separated, but **not yet divorced**, then you would mark the incident out of scope.

Example:

Edward Easton reported an incident in which his soon-to-be ex-spouse came in their house while he was on a business trip and stole all of their computer equipment. Since their divorce was not final at the time of the incident and the computer equipment was jointly owned, you will mark the incident OUT OF SCOPE if no other crimes occurred during the incident.

(See Chapter 3, Topic 11, for more information about property ownership.)

Completing an NCVS-2 for an Out-of-Scope Incident

Once you start filling out an NCVS-2 for a reported incident, you must complete the entire Crime Incident Report. There is **only one exception** to this rule. As soon as you discover that an incident occurred either before the starting date for the reference period or on the day of the interview, you can stop and mark the incident out of scope without finishing the NCVS-2.

It is possible that you will be unable to determine that an incident happened outside of the reference period while completing the NCVS-1, Basic Screen Questionnaire. If this happens, you will normally discover that the incident is outside of the reference period when you ask Item 3 on the NCVS-2. This item determines the exact month and year that the incident occurred.

How to Mark NCVS Forms for Out-of-Scope Incidents

If you need to make an incident out of scope, mark the following forms as instructed below:

NCVS-2, Crime Incident Report

For each incident that you must mark out-of-scope, make the following entries on the Crime Incident Report, NCVS-2:

- Using the "Notes" space in the top corner of the NCVS-2's cover page, **print "O/S" and the reason for making the incident out-of-scope.** Make sure you always enter **both "O/S" AND the reason.**
- Draw a large "X" from corner to corner on each page of the NCVS-2.

NCVS-1, Basic Screen Questionnaire

Do NOT count any out-of-scope incidents in the total number of completed NCVS-2s that you enter in Item 15c on the NCVS-1.

Adjust the "Number of times" entry for the screen question at which the household member reported the out-of-scope incident. If the out-of-scope incident was the only incident recorded for the screen question, change the "Yes" answer to "No" in part (b) to show that no incidents of that type happened during the reference period.

Adjust the counts in Check Item G to delete the out-of-scope incident for the household member who reported it. If the out-of-scope incident was the only entry in Check Item G, mark the "No entries transcribed below" box after deleting the "Number of times" entry.

NCVS-500, Control Card

Do NOT make any entries in Control Card Item 32 (*bounding information*) for an out-of-scope incident.

Chapter 2

Screening for Crimes

Table of Topics

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Topic 1. Overview of Chapter 2

The Basic Screen Questionnaire (NCVS-1) is the instrument that you use to determine if any eligible household members have been victimized during the reference period. As you use the NCVS-1 to screen for crimes, you ask a series of detailed questions about various types of victimizations, including situations in which crimes could occur. However, not all crimes reported by respondents are measured by the NCVS. **Topic 2 covers crimes measured by the NCVS.**

As you screen for crime incidents, you need to understand the concepts that are associated with NCVS crimes. For example, a respondent may report that he or she was threatened over the telephone, but the NCVS only includes threats made directly by the offender in person to the respondent. **Topic 3 covers threats.**

Although the NCVS does measure some crimes committed during an act of vandalism, vandalism by itself is not measured by the NCVS. **Topic 4 covers vandalism.**

When respondents report thefts from their businesses, it is important to determine whether these businesses are unrecognizable. Not all thefts from businesses owned by eligible respondents are measured by the NCVS. Only thefts from businesses that are NOT advertised with signs or other visible indications of a business to the general public are included in the NCVS. **Topic 5 covers recognizable/unrecognizable businesses.** When respondents report motor vehicle thefts, the NCVS measures these thefts if the thefts happened during the reference period and the vehicles were owned by eligible household members at the time of each incident. If a stolen vehicle is recovered and then sold before the interview date, the NCVS still includes the theft. **Topic 6 covers ownership of motor vehicles.**

Besides screening for crimes, the NCVS-1 also includes questions about the sample household, such as questions about a household's mobility. **Topic 7 covers months/years living at address, and Topic 8 covers frequency of household moves.**

Lastly, **Topic 9 covers the personal use of computers, the use of computers to operate a home business, and computer-related incidents.** A computer-related incident by itself is not measured by the NCVS.

Topic 2. Crime Measured by the NCVS

NCVS Crime Categories and Types

The NCVS data collected from sample households can be separated into two main crime categories: **personal crimes** and **property crimes**.

Personal Crimes

Personal crimes include **attempted and completed crimes** that involve **direct contact** between the victim and the offender(s). Personal crimes can fall under one of the following subcategories:

- **Violent crimes**

Listed below are the types of personal crimes that are considered violent crimes if they are **attempted or completed**:

- ✓ Rape
- ✓ Sexual assault
- ✓ Personal robbery
- ✓ Assault
- ✓ Verbal threats of rape, sexual assault, personal robbery, and assault

- **Personal theft**

Listed below are the types of personal crimes that are considered crimes of theft if they are **attempted or completed**:

- ✓ Purse snatching
- ✓ Pocket picking

A personal theft crime involves an offender taking or attempting to take property or cash directly from the victim by stealth, but without force or threat of force.

Property Crimes

Property crimes include **attempted and completed crimes** that **do not involve any direct contact** with a sample household member. Listed below are the types of crimes that are considered property crimes:

- Forcible entry
- Burglary, with forcible entry
- Burglary, with illegal entry and no force
- Motor vehicle theft
- Theft

Personal Crimes vs. Property Crimes

Personal crimes involve direct contact between offenders and eligible household members during an incident, regardless of whether the crimes were attempted or completed. If more than one eligible household member was attacked, verbally threatened, or had property or cash taken directly from them during the same incident, you need to complete a separate Crime Incident Report, NCVS-2, for each eligible household member who was personally victimized during the incident.

Example:

The Trevor brothers, L1 and L2, are both eligible household members. While they were waiting together in line to enter a movie theater, someone threatened to stab both of them if they did not hand over their wallets. Since both household members were threatened with physical harm, you need to complete **two separate** Crime Incident Reports, NCVS-2s--one for L1 and another for L2.

Since **property crimes** do not involve any personal contact between a household member and an offender, you only need to complete one Crime Incident Report, NCVS-2, for each incident, even though more than one household member may report the same property crime incident.

Example:

During the reference period, the Burton's house was illegally entered and burglarized while they were out of town for a wedding. While conducting the screening interview, L1 and L2 both reported the same incident of illegal entry and burglary. Only one completed NCVS-2 is required for this property crime incident.

Let's say that you completed two NCVS-2s for the property crime described above, one for L1 and another for L2, and then you discover that they cover the same property crime incident. If this happens:

- ✓ Only keep **one** Crime Incident Report, NCVS-2, usually the one reported by the household respondent who is L1 in the example above and mark the other NCVS-2 out-of-scope.
- ✓ Change the screen item answer for L2 from "Yes" to "No."
- ✓ Print "Duplicate of incident reported by L1" in the incident description space for L2's screen item.
- ✓ Delete or correct the "Number of times" entry for L2's screen item.

Crimes Not Measured by NCVS

The NCVS does not collect information about the following types of crimes:

- ✗ Murder (*because there is no victim to interview*)
- ✗ Kidnapping
- ✗ Any crimes against recognizable businesses, regardless of whether the business is or is not operated from a sample address
- ✗ Con games and fraud
- ✗ Blackmail

The following crimes against society also are excluded from the NCVS:

- ✗ Public drunkenness
- ✗ Drug abuse
- ✗ Prostitution
- ✗ Illegal gambling

If a respondent reports a crime not measured by the NCVS, complete an NCVS-2 so we do not miss any other crime that

Screening for Crimes

is measured by the NCVS and could have been committed during the same incident. If the only crime committed is one NOT measured by the NCVS, you must out-of-scope the incident after completing the NCVS-2.

(Refer to Part C, Chapter 1, Topic 8, for detailed instructions on how to out-of-scope an incident.)

Classifying NCVS Crimes

Each incident can be classified as only ONE type of crime. If an incident could classify as more than one type of crime, then the incident will be classified as the most serious type of crime that occurred during the incident. For example, if a respondent was raped and had her purse stolen during the same incident, the incident would classify as a completed rape, rather than a completed purse snatching.

After the following tasks are completed, a computer program is used to classify each incident into a specific type of NCVS crime:

- All out-of-scope incidents for the NCVS have been deleted,
- Any editing discrepancies have been resolved, and
- The appropriate data have been keyed.

Using a computer program designed to classify incidents by type of crime ensures a consistent and standardized classification of incidents.

Topic 3. Threats

Definition

A threat must meet the following conditions to be acceptable as a threat for the NCVS:

- ✓ The threat must be delivered verbally and in person from the offender to the respondent.

AND

- ✓ The threat must involve the potential for physical harm to the respondent.

Examples of Acceptable Threats

The following examples are **acceptable** threats for the NCVS:

Example #1:

Julie was withdrawing money at an ATM when an offender walked up behind her with a knife in his hand and told her to hand over the money she just withdrew or else he would stab her.

Example #2:

An older student and Bobby (*who is 16 years old*) were arguing in the school parking lot. During the argument, the older student threatened to break Bobby's arm if he did not lend him his car that afternoon.

Example #3:

Ted heard a noise just outside his front door. He went to the door and called out, "Who's there?" The woman outside the front door yelled back, "Let me in now or I'll come to your shop and kill you."

Threats Not Included for the NCVS

Do NOT accept the following types of threats as threats for the NCVS:

- ✓ Threats to physical harm the respondent delivered over the **telephone** or a **FAX machine**,
- ✓ Threats to physically harm the respondent delivered in a **letter** or an "**email**" message,
- ✓ Threats to physically harm the respondent delivered by someone else for an offender,
- ✓ Threats to physically harm a household member who is under 12 years of age,
- ✓ Threats to steal something from a household member or damage something belonging to a household member, without a threat to physical harm to the household member,
- ✓ Threats to physically harm household pets without a threat to physical harm a household member (*include thefts of household pets*), and
- ✓ Incidents in which a household member felt threatened, but an offender did not verbally threaten to physically harm the household member.

Examples of Unacceptable Threats

The following examples are **unacceptable** threats for the NCVS:

Example #1:

Frank and Mike are good friends. Mike asked Frank to deliver a threat to his ex-girlfriend, Diane, for him. Frank met Diane at her office and passed on Mike's threat to beat her up if she continued dating Tony.

Example #2:

Barbara was driving at night on a dark country road when she noticed a big truck close to her back bumper. The truck driver honked, flashed his headlights, and then passed her at a high rate of speed. Barbara claimed that she felt threatened during that incident, although no words were spoken between her and the truck driver.

Example #3:

Nick sent an e-mail message to Sam warning him to stop parking in his company parking space or he would knock him unconscious.

Topic 4. Vandalism

Definition

For the NCVS, vandalism is the deliberate and malicious damage to or destruction of property owned by either the household respondent or another sample household member.

Purpose of the Vandalism Questions

The vandalism questions are only included in the NCVS-1, Basic Screen Questionnaire, and are only asked of the household respondent. These questions are designed to:

- Measure the kinds and amount of vandalism that may have occurred during the 6 months prior to the interview,

AND

- Determine whether the household respondent was attacked or threatened during the act(s) of vandalism,

OR

- Something was stolen or an attempt was made to steal something that belonged to the household respondent or another household member during the act(s) of vandalism.

You only need to complete an NCVS-2, Crime Incident Report, when the household respondent reports that an NCVS crime occurred during the act of vandalism. Do NOT assume that an NCVS crime occurred during an act of vandalism.

Acts of Vandalism With No NCVS Crime

The following acts of vandalism by themselves do not require the completion of an NCVS-2:

- Spray painting the windows at a sample address.
- Smashing the mailbox at a sample address.
- Breaking a bird bath in the sample household's yard.

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Acts of Vandalism With an NCVS Crime

- Cutting the tires on a household member's car while parked in the driveway.

The following acts of vandalism require the completion of an NCVS-2 because an NCVS crime was committed during these acts of vandalism:

- An offender spray painted the household respondent's garage door, broke the lock, illegally entered the garage, and stole a tool box full of tools.
- As the household respondent was walking back to his car in a store parking lot, he saw an offender scratch his car door. When he confronted the offender, the offender punched him in the stomach and ran away.
- A household respondent happened to see a teenager hit her mail box with a baseball bat. She ran out of her garage and confronted the teenager. The teenager threatened to beat her up if she told his parents.

Topic 5. Recognizable and Unrecognizable Businesses

Definitions

When a business is operated from a sample address, we only collect information about reported incidents involving the business, such as a theft of business property, when the business is considered unrecognizable. For this reason, it is important that you understand the differences between an unrecognizable and a recognizable business.

For the NCVS, an **unrecognizable business** must meet ALL of the following criteria:

- It must be an establishment selling products or providing services for a fee that is operated by a household member from the sample address.
- There must be NO indication or sign announcing the business to anyone from outside the sample address, such as on a front door, window, garage door, mail box, or a free standing sign in the front yard.

For the NCVS, a **recognizable business** must meet ALL of the following criteria:

- It must be a commercial establishment operated by a household member either at the sample address or in another structure from which products are sold or services are provided for a fee.
- The business has a sign announcing its existence and the sign is clearly visible to the general public from OUTSIDE the business.
- When the business is operated from the sample address, the sign announcing the business must be located on the sample household's property, such as a sign on a front door, window, garage door, mail box, or a free standing sign in the front yard.

Any crimes committed against a **recognizable** business, such as an attempted or actual illegal entry of a **recognizable** business or an attempted or actual theft of property belonging to a **recognizable** business, are NOT included in the NCVS. However, we do include in the NCVS incidents in which a household member was verbally threatened or harmed in some way or had personal property taken while at a recognizable business.

Here are some examples of incidents that require the completion of an NCVS-2 because a household member was verbally threatened or harmed in some way or had personal property taken while at a recognizable business:

Example #1:

A robbery took place while Monica was buying milk at her local convenience store. During the robbery, the offender threatened to kill her if she did not hand over her purse. She handed over her purse without saying anything.

Example #2:

While Dave was picking up his prescription at his local pharmacy, someone stole his wallet from his jacket.

Example #3:

John operates a recognizable insurance agency from his home. Last week, someone forcibly entered his home and stole property belonging to both the business and to John personally.

**Identifying Businesses
Operated From the
Sample Address**

Page 2 of the Basic Screen Questionnaire (NCVS-1) includes two items that are asked only of the household respondent to determine if:

- ✓ Anyone in the household operates a business from the sample address (**Item 34**) and, if the answer is "Yes,"

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- ✓ Whether there is a sign on the premises or some other indication to the general public that a business is operated from the sample address (**Item 35**).

A "Yes" answer in Item 35 indicates that a recognizable business is operated from the sample address. A "No" answer in Item 35 indicates that an unrecognizable business is operated from the sample address.

Unacceptable Signs of a Recognizable Business

Do not consider the following indicators as proof that a recognizable business is operated from a sample address:

- ✗ A business advertisement appearing on the Internet or in a newspaper or telephone book.
- ✗ Any form of motor vehicle that has a business logo painted on it, such as a car, van, or truck parked either in the driveway or on the street outside the sample address.

Special Situations

Farms and ranches:

A farm or ranch should be considered a recognizable business when either of these conditions exist:

- A sample address is on a farm or ranch AND there is a sign somewhere on the property that identifies the farm or ranch by a specific name, such as "Desert Creek Dude Ranch."
- A sample address is on a farm or ranch that has a produce stand by the roadside of the property.

If the household respondent tells you in Item 34 that someone in the household operates a business from the sample address, but the farm or ranch does not have a sign or roadside produce stand on the property, mark the "No" answer in Item 35 on the NCVS-1, and consider the business to be unrecognizable.

Apartments:

When a household member manages an apartment complex in which he/she resides, consider this as a business operated from the sample address. If the following conditions exist, consider the business to be recognizable:

- A sign is present outside the apartment of a resident manager, resident owner, or apartment superintendent stating his/her job

OR

- A sign is visible somewhere in the complex directing people to this person's specific apartment because of his/her job.

If either situation exists, exclude any crime incidents involving thefts of property owned only by the apartment complex, such as furnishings from a furnished apartment or any hall decorations. However, you would complete an NCVS-2 if any personal items belonging to the respondent or other household members were stolen.

When no visible sign exists in the apartment complex or outside the resident manager's apartment identifying his/her position, the "No" answer should be marked in Item 35, indicating an unrecognizable business. In this situation, include any reported crime incidents involving property owned by the apartment complex and reported by the property's **owner**, such as furnishings stolen from a furnished apartment.

Motor Vehicles:

Item 38 on the NCVS-1 is only asked of the household respondent and asks:

"What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or

any other member of this household during the last 6 months? Include those you no longer own."

When a respondent operates a recognizable business from the sample address and has a business vehicle, only include the business vehicle in the count for Item 38 if it is used also for personal use. If the vehicle is used only for the recognizable business, do **NOT** include it in the count for Item 38.

If the respondent operates an unrecognizable business from the sample address and has a business vehicle, it does not matter if the vehicle is used only for the business. In this case, the business vehicle would be included in the count for Item 38, regardless of the vehicle's usage.

Identifying Ownership of Stolen Property

It is possible that a respondent could report a crime incident in which property was stolen that belonged to the household, a household member, and an unrecognizable business operated from the sample address. When writing the Summary Report in Check Item W of the NCVS-2, it is important to identify separately who owned the stolen items.

For example, during the same incident:

- A big screen television valued at \$1,200 belonging to the entire household was stolen,
- Three rings valued at \$3,500 belonging to the wife of the reference person were stolen, and
- Five watches were stolen that were valued at \$4,000 and belonged to the unrecognizable jewelry repair business operated from the sample address.

When describing the type and value of stolen property, do not lump together stolen property that belongs to the respondent or his/her household with stolen property belonging to the respondent's business. If the stolen

property belongs to a respondent's **unrecognizable** business, describe the type and value of the business property separately from the stolen property belonging to the respondent or his/her household. Make sure to state clearly that the stolen property belongs to an unrecognizable business.

Handling Crime Incidents Involving Businesses

The following examples show when to report incidents involving businesses, as well as what parts of incidents should not be reported on the NCVS-2:

- ✓ A respondent owns a recognizable candy store that is not operated from the sample address. A theft occurred at the candy store in which \$100 was taken from the register and \$30 was taken from the respondent's wallet.

You would--Accept the incident in the screen question and complete an NCVS-2 for the \$30 theft from the respondent's wallet. Do **NOT** include information about the theft from the register when completing the NCVS-2.

- ✓ A respondent works at a recognizable department store that was robbed. During the course of the robbery, the respondent was shot in the arm with a handgun and \$500 was stolen from the register at which she was working.

You would--Accept the incident in the screen question and complete an NCVS-2 for the personal injury to the respondent. Do **NOT** include information about the theft from the register when completing the NCVS-2.

- ✓ A respondent owns a recognizable hair salon and also operates part of the business from her home (*which appears to be unrecognizable*). Someone broke into her home at the sample address and stole merchandise belonging to the business.

*You would--*Accept the incident in the screen question and complete an NCVS-2 for the household break in. Do **NOT** include information about the theft, because the stolen property belongs to a recognizable business.

- ✓ A respondent operates a recognizable lawn mower repair service from his home. When he and his family were on vacation, someone broke into their home and stole some household items, as well as business tools and a few lawn mowers from his business.

*You would--*Accept the incident in the screen question. When completing the NCVS-2, only include information about the household break in and the stolen household items. Do **NOT** include information about the stolen business tools and lawn mowers from the recognizable business.

- ✓ Someone broke into the respondent's recognizable shoe store after it was closed for the day and stole several shoes, boots, and purses. The respondent did not discover the incident until the next morning when she opened the store.

You would--NOT accept the incident and would **NOT** complete an NCVS-2, because the stolen property belongs to a recognizable business and no sample household members were threatened or injured during the incident.

- ✓ A respondent operates a recognizable apartment house at a beach resort that contains beach rental units. The respondent reported that someone broke into and vandalized two apartments, during the off season when the apartment house was vacant. The offender(s) also stole electronic equipment and appliances.

You would--NOT accept the incident and would **NOT** complete an NCVS-2. Since this is a recognizable business, do **NOT** keep the break in and theft information. Also, since no sample household members were threatened or injured during the incident, you do not need to complete an NCVS-2.

Topic 6. Ownership of Motor Vehicles

Definition

For the NCVS, motor vehicles owned by household members are any vehicles that:

- ✓ Can be legally tagged, registered, and used as a means of transportation on most roads and highways (*such as cars, trucks, motorcycles, and recreation vehicles/motor homes*) and
- ✓ Were owned by a sample household member during the 6 months prior to the interview (*reference period*), regardless of whether the vehicle was sold, given away, junked, stolen, or abandoned before the interview date.

Item 38 on the NCVS-1

Item 38 on the NCVS-1 is asked only of the household respondent as part of his/her screening interview. The question for Item 38 reads as follows:

"What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of this household during the last 6 months? Include those you no longer own."

If the household respondent gives you an answer of one or more vehicles, you will mark the appropriate box in Item 38 and continue with the screen question in Item 39a, which asks about any incidents involving motor vehicles owned by the sample household.

If the household respondent says that the household does not own any motor vehicles and has not owned any vehicles during the last 6 months, mark Box 0 (zero) "None" and skip to Item 40a.

Household Respondent Refuses

If you encounter a household respondent who refuses to tell you the number of vehicles owned by the household, tell the respondent that we ask this question so we know

whether or not to ask about any crime incidents involving household vehicles.

If the household respondent still refuses to answer your question, print "REF" in the answer space for Item 38. Even though a household respondent may refuse to answer Item 38, you are still required to complete Item 39. You will need to reword the question in Item 39 as follows:

"During the last 6 months, were any vehicles that you or your household may have owned..."

Do NOT skip Item 39 when Item 38 is refused.

Which Vehicles Do You Include?

Under the following circumstances, **INCLUDE** a motor vehicle in the count of motor vehicles for Item 38:

- ✓ Vehicles used for private and/or business purposes if the vehicles are owned by a household member who also operates an **unrecognizable business** from the sample address.
- ✓ Vehicles used **partially for private purposes** if the vehicles are owned by a household member who also operates a **recognizable business**. You may need to ask the household respondent whether or not a vehicle is used only for business purposes when you are unsure about its usage.
- ✓ Vehicles that are leased by a household member for more than one month **AND** for which a household member is responsible in case of theft.

Which Vehicles Do You Exclude?

Under the following circumstances, **EXCLUDE** a motor vehicle from the count of motor vehicles for Item 38:

- ✗ Vehicles that are used **SOLELY** for a recognizable business operated by a household member.

- ✘ Vehicles that are loaned to a household member from someone who is not a household member or from a business owned by someone who is not a sample household member.

- ✘ Vehicles that are kept at school and used by students living away from the sample address while attending school, even if the parents of the students own the vehicles and live at the sample address.

- ✘ Vehicles that are rented or leased by a household member for a short period of time (*less than one month*).

Topic 7. Months/Years Living at Address

Definition

For the NCVS, "Months/years living at address" means the most current **continuous** length of time the household member has lived at the sample address.

Example:

John and Beth lived at the sample address for a year before their trial separation. While they were separated for 2 months, John left the sample address and lived with his brother at another address. After the 2-month separation ended, John moved back into the sample address and has continued to reside there continuously for the past 4 years. In this situation, the length of time John has lived at the sample address would be 4 years.

Items Using This Concept

Control Card Item 25c and **Item 33a** on the **Basic Screen Questionnaire, NCVS-1**, both ask:

How long have you lived at this address?

For **Control Card Item 25c**, you will always ask this question of the household respondent for each eligible household member during every enumeration period, regardless of whether the household member was interviewed.

For **Item 33a** on the **Basic Screen Questionnaire**, you have the option of either verifying the entry in Control Card Item 25c or asking the question again in Item 33a.

Check Item A on the Crime Incident Report, NCVS-2, asks you to refer to the answer entered in Item 33a on the NCVS-1 and indicate on the NCVS-2 whether or not the household member has lived at the sample address:

- More than 6 months (*7 months or longer*)

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OR

- 6 months or less.

When you are not sure how to mark Check Item A on the NCVS-2, you can ask the following question of the respondent:

Have you lived at this address for more than 6 months?

When to Probe

For most NCVS interviews, you will just accept the answer given by the respondent without probing after you ask, "***How long have you lived at this address?***". However, if a respondent does ask you to explain this question or the answer given seems incorrect, probe by telling him/her that we want to know how many months or years he/she has resided **continuously** as a household member at the sample address. Probing will help ensure that you enter an accurate length of time in:

- Item 25c on the Control Card,
- Item 33a on the NCVS-1, and
- Check Item A on the NCVS-2.

If a respondent's answer is either too vague or given to you in a range of years or months, you will need to probe for a more precise answer.

If a respondent answers:

"Heavens, I've lived here for years and years."

Use this probe:

"Is it more than 5 years or less than 5 years?"

If a respondent answers:

"It's been about 5 to 10 years."

Use this probe:

"Can you give me your best estimate of the number of years?"

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If a respondent answers:

"Oh, I haven't lived here very long, less than a year."

Use this probe:

"Have you lived here less than 6 months or more than 6 months?"

Whenever you must enter an estimate for the length of time a respondent has lived at a sample address, make sure that you print "EST" beside your entry.

Is a "Don't Know" Entry Acceptable?

If you have probed for an answer and the respondent really does not know and is unable to give you an estimate, you can enter "DK" for "Don't know." However, if you can determine whether the respondent has lived at the sample address "more than 5 years" or "less than 5 years," enter that information beside your "DK" entry.

Interpreting a Respondent's Answer

There may be instances when you cannot enter exactly what the respondent tells you.

Here are some examples:

Respondent answers:

- "Half a year"*
- "It's been 2 1/2 years."*
- "I've lived here 1 year, 3 months, and 10 days."*
- "11 and 1/2 months"*
- "All my life"*
- "Just 5 days"*
- "11 weeks"*
- "11 months and 1 week"*

You would enter:

- 6 months
- 3 years
- 1 year
- 1 year
- Respondent's age from Control Card Item 17
- 1 month
- 3 months
- 11 months

If a respondent has lived at a sample address for less than one year (*1 to 11 months*), enter the number of months. If a respondent has lived at a sample address 12 months or more, enter the number of years.

When a respondent gives an answer in fractions of a month or in the number of weeks, always convert weeks to one or more months and either round up to the next month or down to the previous month. If a respondent answers less than a month, enter "1 month."

If a respondent answers with a number of years plus a number of months, either:

- Round up to the next year when the number of months given is 6 or more (*7 years and 8 months would convert to 8 years*).
- When the number of months given is 5 or less, ignore the number of months and just enter the number of years (*7 years and 2 months would convert to 7 years*).

Topic 8. Frequency of Household Moves

Definition

For the NCVS, we consider a move to be each time a household member changes his/her **usual place of residence**, regardless of whether the usual place of residence was inside or outside the United States. A usual place of residence is the specific living quarters where a household member usually lives and sleeps the majority of each week or year.

Item 33b on the NCVS-1

In Item 33b on the NCVS-1, each eligible household member living at the sample address for **less than 5 years** is asked the following question:

"Altogether, how many times have you moved in the last 5 years, that is, since (month of interview), 19 (year 5 years prior to interview year)?"

If an eligible household member has lived continuously at the sample address for 5 or more years prior to the interview, you will skip over Item 33b.

Acceptable Answers

Acceptable answers in Item 33b on the NCVS-1 are:

- ✓ One number that is a total of all moves made by the respondent during the past 5 years, including the household member's move to the sample address. If a respondent answers with a range of times moved, you need to probe for a single number.
- ✓ An estimated number when a respondent cannot provide the exact number of moves. Print "EST" beside the number to show that it is an estimate.
- ✓ Enter "DK" only as a last resort when a respondent cannot provide even an estimated number of times moved.

Probing for an Accurate Answer

Some respondents may have a little difficulty remembering how many times they have moved in the last

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5 years, while other respondents may not understand what we mean by the term "move." Be prepared to explain what the number of times moved should include whenever a respondent appears confused or asks you a question about Item 33b.

When you need to probe for an accurate count to enter in Item 33b, try asking the respondent where he/she was living just before moving to the sample address and how long he/she stayed at that address. Repeat this type of questioning until you have covered the respondent's moves within the past 5 years.

College Students

When interviewing a college student, you may need to explain that we want to know each time he/she has moved between his/her dormitory and parents' home during the past 5 years. These students may not consider these changes in their usual place of residence as moves, but we do for the NCVS.

College students who live away from home during the months of the year when school is in session should consider the place where they are living as their usual place of residence. However, if they return to their parents' home to live during long vacation periods, their parents' home would be considered their usual place of residence at that time.

Topic 9. Computer-Related Incidents

Definition

Some of the computer-related incidents included in the series of computer crime screen questions are:

- Fraud in purchasing something over the Internet.
- A computer virus attack.
- Threats of harm or physical attack made while online or through E-mail.
- Unrequested lewd or obscene messages, communications, or images while online or through E-mail.
- A software copyright violation in connection with a home business.

For the NCVS, we ask if the respondent has experienced any computer-related incidents during the 6 months prior to the interview, while using any type of computer at home, work, or school for **personal use** or for **operating a home business**. **None of these questions ask about a respondent's computer usage for his/her job, unless the respondent operates a home business.**

Reasons for Asking About Computer Crimes

With the increasing use of the Internet and the electronic transmission of personal and financial information, computer-related crimes seem to be on the rise. These types of crimes are also referred to as electronic or cybercrimes.

Because of the increase in computer-related crimes, a need has emerged to:

- Collect data about the incidence and impact of these types of crimes

AND

- Report this information to the general public, elected and appointed officials, and the criminal justice community.

Screening for Crimes

The Bureau of Justice Statistics (BJS) has developed a comprehensive statistical program to measure changes in the incidence, magnitude, and consequences of computer crimes. As this statistical program evolves, the BJS is committed to:

- Providing a better measure of the incidence and consequences of computer crimes and
- Communicating this information to persons who are instrumental in determining budgets and policies, as well as to the general public.

Eligible Respondents for the Computer Crime Screen Questions

You will ask the computer crime screen questions of all current household members who are 12 years of age or older in all sample households as part of their screen interview in the NCVS-1 or NCVS-1A.

Which Items Cover the Computer Crime Screen Questions?

The computer crime screen questions are part of the screen interview and are printed after Item 45b on the NCVS-1 and NCVS-1A. However, you could also skip to the INTRO for this series of questions after marking Box 2, “No,” in either Item 45a or Check Item C.

This series of questions starts with an Introduction and continues with Items 45c through 45i. For the household respondent, the computer crime screen questions are printed on page 7. For the first three individual respondents in the household, the computer crime screen questions are printed on pages 15 and 16, 21 and 22, and 27 and 28 of the NCVS-1.

Since the NCVS-1 is designed for a four-person household, households with more than four eligible household members will require you to complete an NCVS-1A for each individual respondent whose interview will not fit on the household’s NCVS-1. The new computer crime questions are printed on pages 4 and 5 of the NCVS-1A.

At the start of each set of computer crime screen questions, you will see a banner announcing this series of screen questions. For the household respondent, the banner will read: **HOUSEHOLD RESPONDENT'S COMPUTER CRIME SCREEN QUESTIONS**. For the remaining eligible household members, the banner will read: **INDIVIDUAL'S COMPUTER CRIME SCREEN QUESTIONS**.

Completing an NCVS-2, Crime Incident Report

At this time, computer-related incidents are not considered NCVS crimes, just as acts of vandalism are not considered NCVS crimes, unless the incident also involves an attack, an attempted attack, a threat of attack, a theft or an attempted theft. Therefore, if a respondent ONLY reports a computer-related incident and the respondent was not attacked or threatened and no theft or attempted theft took place, do NOT complete an NCVS-2, Crime Incident Report.

However, if a respondent does happen to mention an NCVS crime incident as you ask the computer crime screen questions and the respondent did not report the incident earlier in the interview, make sure to complete an NCVS-2 for the NCVS crime incident.

Chapter 3

Reporting Crime Incidents

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Topic 1. Overview of Chapter 3

The Crime Incident Report (NCVS-2) is the instrument that you use to report crime incidents. Each time an incident or personal victimization occurred during the reference period, you will complete an NCVS-2 to collect detailed information about the incident or personal victimization. A separate NCVS-2 must be completed for each household member who reports a personal victimization during an incident (*an attack, attempt to attack, or threat of physical harm*). However, you will only complete one NCVS-2 for each reported incident of a property crime in which none of the household members were personally victimized (*an illegal entry, something taken without permission, and so forth*).

As you report crime incidents, there are several concepts that you need to understand. Following this overview, definitions and examples are provided for 23 important concepts that are associated with several items on the NCVS-2.

Topic 2. Series of Crimes

Definition

For the NCVS, a series of crimes consists of **six or more** separate incidents that:

- Occurred during the respondent's 6-month reference period,
- Were reported all in the same screen item on the NCVS-1,
- Are all very similar in nature, and
- Cannot be described separately in enough detail so that you can complete most items on a Crime Incident Report (NCVS-2) for each incident.

All of these conditions must be met before you can complete only one NCVS-2 for multiple incidents.

Whenever possible, attempt to complete a separate NCVS-2 for each reported incident. Classifying six or more similar incidents as a "series" should be done only as a last resort, since the NCVS will be losing detailed information for all but the most recent incident in the series.

Five or Less Similar Incidents

If a respondent reports that five or less similar incidents happened during the respondent's reference period, then you must complete a separate NCVS-2 for each reported incident.

Classify an individual respondent as a Type Z noninterview if:

- ✓ The respondent reports five or less similar incidents,

BUT

- ✓ The respondent is unable to recall enough individual details to complete a separate NCVS-2 for each of these similar incidents.

If this situation happens while interviewing a household respondent, classify the case as a Type A noninterview.

(Also refer to Part A, Chapter 6, for more information about NCVS noninterviews.)

Verifying a Series of Crimes

As you complete the NCVS-2, you will complete check items and, if necessary, ask the respondent questions to help you verify whether or not six or more similar incidents meet the criteria for a series of crimes.

Check Items B, C, and D on the NCVS-2

Check Items B, C, and D on the NCVS-2 cover page are designed to help you determine whether six or more similar incidents that were all reported in one screen item (*item number entered in Item 1b*) meet the criteria for reporting these incidents as a series of crimes on **one** NCVS-2.

If **ALL** of the following answer categories are marked for Check Items B, C, and D, then the similar incidents qualify as a series of crimes:

In Check Item B, you mark → Box 2 "6 or more incidents"

In Check Item C, you mark → Box 1 "Similar"

In Check Item D, you mark → Box 2 "No" (*Respondent cannot recall enough details of each incident to distinguish them from each other.*)

If you mark a different category in any one of these check items, you are instructed to skip to Item 6, because the multiple incidents do not qualify as a series of similar incidents. You also will need to complete a separate NCVS-2 for each of the incidents reported for the screen item entered in Item 1b on the NCVS-2.

**After Marking Box 2 in
Check Item D (NCVS-2)**

After marking Box 2 in Check Item D on the NCVS-2, make sure to:

- Correct the “Number of times” entries on the NCVS-1 so that the series of crimes is shown as ONE time in the reported screen question and in Check Item G.
- Leave the number of incidents in Item 4 of the NCVS-2 as originally entered. Do NOT reduce the number of incidents in Item 4 after marking Box 2 in Check Item D.

**Details for the Most Recent
Incident**

Once you have determined through Check Items B, C, and D on the NCVS-2 that the multiple incidents qualify as a series of crimes, you will:

- Only ask about the MOST RECENT INCIDENT in the series of crimes for **Items 6 through Check Item U**.
- Ask about the entire series of crimes for **Items 154 through Check Item V1**.
- Only ask about the MOST RECENT INCIDENT in the series of crimes for **Items 161 through 176**.
- Provide a general description of the entire series of crimes in the first part of the Summary Report in **Check Item W** and then, for the **last or most recent incident** in the series, provide a detailed description of the incident following the who, what, where, when, and how format.

**Make Sure to Read
Statement in Item 5**

When completing an NCVS-2 for a series of crimes, ALWAYS read the "lead-in" statement in Item 5 before asking the question in Item 6. This statement lets the respondent know that most of the questions you are about to ask (*Item 6 through Check Item U*) relate only to the **most recent incident** that occurred in the series of crimes.

As you complete these items, do not include information about any earlier incidents in the series.

(Refer to Part B, Chapter 3, for detailed instructions on how to complete NCVS-2 items for a series of crimes.)

Examples of Incidents That Qualify as a Series of Crimes

Listed below are two examples of reported incidents that qualify as a series of crimes.

Example #1:

Interview Date: August 2

Reference Period: February 1 through August 1

Tammy reported that money was stolen from her desk at work on seven different occasions between February and April. She never found out who stole the money and each time the circumstances were so similar that Tammy cannot differentiate one incident from the other. These incidents stopped in April, because Tammy stopped leaving small amounts of money on top of her desk.

Example #2:

Interview Date: March 1

Reference Period: September 3 through February 28

Dennis reported that the shed in his yard was broken into and a variety of small garden tools were stolen on six different occasions between October and November. Dennis really cannot remember enough details about each incident to report them separately. The series of incidents ended when the offender was caught.

Examples of Incidents That Do NOT Qualify as a Series of Crimes

Listed below are two examples of reported incidents that do NOT qualify as a series of crimes:

Example #1:

Interview Date: September 1
Reference Period: March 1 through August 31

Bridget reported that a male co-worker kissed her against her will on four different occasions in July. She was so upset that she remembers the circumstances of each situation very well.

In this situation, the crimes do NOT qualify as a series of crimes because the respondent reported **less than six similar incidents**, regardless of whether or not the respondent remembers enough details to report each incident separately.

Example #2:

Interview Date: April 2
Reference Period: October 2 through April 1

Tim reported that his ex-girlfriend threatened to shoot him on seven different occasions between November and January. Tim was so frightened by her that he remembers the details of each incident very vividly.

In this situation, the crimes do NOT qualify as a series of crimes, even though there were more than six, because the respondent remembers the details of each situation so that he could differentiate one from another for completing the NCVS-2s.

Topic 3. Right to Legally Enter Home/Lodging

Definition

For the NCVS, we consider that an offender has a legal right to enter a respondent's home or lodging when the offender:

- ✓ Was living or staying with the respondent at the time of the incident

OR

- ✓ Had the right to be in the home or lodging or had permission at the time the incident took place to be inside the home or lodging, such as a maid from a cleaning service or a hotel maid, a babysitter, nurse, salesperson, meter reader, maintenance person, friend, or relative.

Item 11 on the NCVS-2

When a respondent tells you in Item 10 on the NCVS-2 that an incident happened in his/her own home, in a detached building on his/her property, in a vacation or second home, or in his/her hotel/motel room (*answer categories 1-4*), you are instructed to skip to Item 11 after marking the answer in Item 10. The question in Item 11 asks:

"Did the offender live (here/there) or have a right to be (here/there), for instance, as a guest or a repairperson?"

This question is intended to determine whether or not the offender had a legal right to enter the respondent's home or lodging.

No Legal Right to Enter

Under the following circumstances, an offender does NOT have a legal right to enter a respondent's home or lodging:

- ✗ The offender misrepresented himself/herself as a policeman, repairperson, and so forth, and fraudulently gained permission to enter the respondent's home or lodging.

- ✘ The offender was let in by a child or neighbor when the homeowners would not have allowed the offender to enter their home.
- ✘ The offender forced his/her way into the respondent's home or lodging as the respondent answered the door.
- ✘ The offender broke a door lock or window or cut a screen to enter the respondent's home or lodging.

***Offender Not Known,
But Suspected***

If a respondent is not certain who the offender was, ask the respondent if the person who is "suspected" of being the offender:

- Was living or staying with the respondent at the time of the incident.
- Had the right to be in the home or lodging or had permission at the time the incident took place to be inside the home or lodging, such as a maid, babysitter, nurse, salesperson, meter reader, maintenance person, friend, or relative.

If you get a "Yes" answer, mark the "Yes" category for Item 11. When a respondent has no idea who the offender may have been, then mark the "Don't know" category.

**Examples of Having a
Legal Right to Enter Home/
Lodging**

Listed below are two examples of an offender who has a legal right to enter the respondent's home/lodging.

Example #1:

Sara, who is 12 years old, reported that during a recent slumber party one of her guests stole a ring that belonged to her mother from the kitchen table. Another guest saw her steal it and told Sara the next morning.

In this situation, the offender was a guest in the respondent's home and had permission at the time of the incident to be inside Sara's home.

Example #2:

Paul reported that his cellular phone was stolen from the kitchen table by an appliance repair person who was working on his kitchen stove.

In this situation, the appliance repair person had permission at the time the incident took place to be inside Paul's house.

Examples of Not Having a Legal Right to Enter Home/Lodging

Listed below are two examples of an offender who does NOT have a legal right to enter the respondent's home/lodging.

Example #1:

Jack reported that someone who misrepresented himself as a police officer entered his home, tied him up, and stole cash, jewelry, and other valuable collectibles.

In this situation, the offender did not have a legal right to enter Jack's home. If Jack had known that the offender was not a police officer, he would not have allowed him to enter his home.

Example #2:

Tony has a restraining order against his brother which prohibits his brother from coming onto his property. While Tony was at a business meeting out of town, his neighbor was house sitting for him. The neighbor was not aware of the restraining order and let the brother into Tony's house. While the brother was in the house, he stole Tony's coin collection.

In this situation, the offender did not have a legal right to enter Tony's home, because the homeowner would not have allowed the brother to enter his home.

Topic 4. Restricted Areas/Areas Open to the Public

Definition

For the NCVS, we consider a "**restricted area**" one in which:

- Only certain people are allowed to enter without being considered trespassers.
- Persons found in the area OTHER THAN the "acceptable persons" are considered trespassers.

We consider an area "**open to the public**" at the time of the incident if anyone has a right to enter the place.

Item 17c on the NCVS-2

When you determine in Item 10 that an incident happened in a commercial place, parking lots or garages, on school property, or in a place identified in the "Other" category, you are instructed to skip to Item 17c. Item 17c asks:

"Did the incident happen in an area restricted to certain people or was it open to the public at the time?"

For this question, you have the option of either asking the question or verifying the answer before marking an answer category. The answer categories include:

- ✓ Open to the public
- ✓ Restricted to certain people (or nobody had a right to be there)
- ✓ Don't know
- ✓ Other (*Specify*)

Areas Open to the Public

The following places are examples of areas USUALLY open to the public:

- Public areas in commercial establishments, such as in department stores, convenience stores, barber shops, restaurants, and so forth.
- Public sidewalks and parks
- Public buildings, such as local libraries, Social Security offices, motor vehicle administration offices, and so forth.
- Parking lots that do not charge a fee, such as most shopping center parking lots
- Apartment yards

Areas Restricted to Certain People

The following places are examples of areas USUALLY restricted to certain people:

- ✗ School buildings and school grounds
- ✗ Private yards
- ✗ Employee's lounges, back rooms, storage areas, kitchens, and so forth, in commercial establishments
- ✗ Private clubs, such as country clubs and swim clubs
- ✗ Military bases
- ✗ Public areas of commercial establishments when they are not open for business

Don't Know

The "Don't know" answer category can be marked when a respondent is not sure if the area was open to the public when the incident occurred. This could be the case if the respondent does not know when the incident took place.

Here is an example:

Sara left her leather jacket at the public library where she had been studying. She returned the next day to get her jacket, but no one knew where it was. In this case, she does not know whether the offender stole her leather jacket while the library was open to the public or after the library was closed to the public.

Other (Specify)

Mark the "Other (*Specify*)" answer category when a respondent's answer for Item 17c does not fit any of the preceding categories. After marking Box 4 for "Other (*Specify*)," always enter a description of the area and the special circumstances.

Topic 5. Illegal Entry (With or Without Force)

Definition

For the NCVS, illegal entry happens when a person who has no legal right to be on the premises enters, with or without force, a residence or lodging that is owned or rented by the sample household during the reference period. The NCVS is also interested in collecting data on unsuccessful attempts to illegally enter a sample household's residence or lodging.

Since most illegal entries result in the theft of household property, the NCVS is not only interested in actual or attempted illegal entries at the sample address, but also at any other residences, vacation homes, recreation vehicles, and so forth, that are occupied by the sample household at the time of the incident.

Examples of Illegal Entries Without Force

Here are two examples of incidents involving illegal entries without force:

Example #1:

While Pat was watering his garden in the back yard, he left the front door unlocked. As he entered his house from the back door, he heard noises in the living room. Just as he entered the living room, he saw someone running out the front door. Then he noticed that his cellular phone was missing from the hall table.

Example #2:

While Frank and Amy were renting a summer cottage, they left the door unlocked and walked down to the beach for a short walk. When they returned to the cottage, they found a stranger in the kitchen taking food out of the refrigerator. The stranger said that since the door was unlocked, she just let herself in.

Examples of Illegal Entries With Force

Here are two examples of incidents involving illegal entries with force:

Example #1:

When John returned home from the movies, he discovered that the glass was broken in his garage window. As he entered his garage, he found that several tools were gone and the side door to the garage was left open.

Example #2:

When Tim and Becky returned home from shopping, they discovered the porch screen was cut and all their wicker furniture was gone.

When to Exclude Illegal Entry Incidents

Under the following conditions, do not keep a completed NCVS-2 if the reported incident only involves an illegal entry:

- ✘ The sample household's second or vacation home was rented to someone who was not a sample household member at the time of the illegal entry.
- ✘ The sample household's second or vacation home (*not the household's usual or primary place of residence*) was part of a recognizable business at the time of the illegal entry incident.

If either of these situations occurs and no NCVS crime was committed during the incident, you will out-of-scope the incident.

Item 37 on the NCVS-1

Item 37 on the NCVS-1 is the only screen question that specifically asks about any attempted or actual illegal entries that occurred during the 6-month reference period and is only asked of the household respondent. Make sure to include:

- Illegal entries or attempted illegal entries at a household respondent's previous residence if he/she is in the process of relocating to the sample address and still owns the previous residence during the reference period.
- Illegal entries or attempted illegal entries at the sample address if the current household owned the residence during the reference period, but had not yet moved into residence at the time of the incident.
- Illegal entries or attempted illegal entries into a garage, shed, or storage room at the sample address if the household respondent owned or rented the property during the reference period.
- Illegal entries or attempted illegal entries into a hotel or motel room, vacation home, second home, or recreation vehicle in which the respondent or other household members were staying when the incident took place.
- Illegal entries or attempted illegal entries into a vacation home owned by the respondent, but unoccupied at the time of the incident.

Even though Item 37 is the only screen question that specifically asks about illegal entries, you may discover other incidents involving an illegal entry as you ask other screen questions. Always mark the screen question at which you discover the illegal entry incident.

Items on the Crime Incident Report (NCVS-2)

There are four items on the NCVS-2 that are used to collect information about illegal entries during a reported crime incident--Items 12, 13, 14, and 15. At the end of the NCVS-2, you also will include details about an illegal entry as you summarize the reported incident in Check Item W.

Other items on the NCVS-2 that mention illegal entry or attempted illegal entry in their answer categories are

Items 27 and 59. However, these two items are not actually used to collect information on illegal entry.

Item 12 on the NCVS-2

When a respondent tells you in Item 10 that the incident occurred in his/her home or lodging and the offender did not have a right to be there, you will ask Item 12 to determine whether the offender actually entered or got inside the respondent's home or lodging. For example, an offender may have entered a large apartment building, but never actually entered the respondent's apartment unit.

Item 13 on the NCVS-2

If a respondent tells you in Item 12 that an offender did not get inside the respondent's home or lodging or a respondent gives you a "Don't know" answer, then you will ask Item 13 to determine whether the offender tried to get inside the home or lodging.

A "No" answer in Items 12 and 13 indicates that the offender did NOT get inside or try to get inside the respondent's home or lodging. Instructions for handling this situation can be found on page B3-41.

Items 14 and 15 on the NCVS-2

Items 14 and 15 are used to determine whether there was any visible evidence that an offender used force to illegally enter or try to illegally enter a respondent's home or lodging.

Item 27 on the NCVS-2

You will ask Item 27 when the respondent was present during the incident and answered "No" when asked if the offender:

- Hit, knocked down, or actually attacked the respondent in any way (Item 24);
- Tried to attack the respondent (Item 25); or
- Threatened to physically harm the respondent in any way (Item 26).

Item 27 allows for multiple entries to indicate what actually happened during the incident, so continue asking, "Anything else?" until you get a "No" response. One of the answer categories for item 27 is category (6), Forcible entry or attempted forcible entry of house/apartment.

Item 59 on the NCVS-2

You will ask Item 59 on the NCVS-2 when household members other than the respondent were present during the incident. Item 59 also allows for multiple entries to indicate what actually happened during the incident, so continue asking, "Anything else?" until you get a "No" response. One of the answer categories for item 59 is category (4), Forcible entry or attempted forcible entry of house/apartment.

Topic 6. Presence During an Incident

Definition

For the NCVS, "presence" during an incident is intended to determine whether any sample household member at the time of interview:

- ✓ Was at the immediate scene of the crime during the incident

AND

- ✓ Was in a place that was reachable by the offender so that the offender could have attacked, threatened to attack, or stolen something directly from a household member.

Understanding whether or not a respondent was "present" during an incident **and** marking Items 20a and 20b on the NCVS-2 accurately is a very important part of the Crime Incident Report interview. Whenever a respondent was "present" during an incident, you will ask additional questions to determine if the offender attacked the respondent, attempted to attack the respondent, threatened the respondent, or injured the respondent. Getting an accurate and complete picture of everything that transpired during the incident will help later to classify the incident into the proper type of crime category.

When an Attack, Robbery, or Threat Has Occurred

Consider the respondent or any other current household member to be "present" if you determine that:

- They were attacked or someone attempted to attack them.
- They had something taken directly from them or an attempt was made to take something from them.
- They were personally threatened with physical harm by the offender, even when the offender delivers the verbal threat from the other side of a closed door. Do

NOT include threats received by telephone, postal mail, electronic mail, or FAX machines. Also exclude any threats delivered indirectly from someone other than the person who intends to physically harm the respondent.

Here are a few examples:

Example #1:

Peter was looking out of his living room window when he saw a co-worker he had been arguing with standing in his yard with a gun. Before Peter could duck, the co-worker shot through the window and hit Peter in the shoulder. Consider Peter present because he was personally attacked and injured, even though the offender was outside of his home.

Example #2:

Wendy's neighbor has been upset because Wendy's dog keeps jumping the fence and antagonizing his dog. One evening Wendy heard someone knocking on her front door and yelling obscenities. When Wendy asked the neighbor what was wrong, he replied with: "If you don't keep your maniac dog in your own yard, you'll be sorry because I'll put you in the hospital." Consider Wendy present because she was threatened with physical harm, even though the neighbor was outside her closed front door.

**Items 20a and 20b on the
NCVS-2**

The question in Item 20a asks:

"Were you or any other member of this household present when this incident occurred?"

You must ask or verify this information before marking the answer for Item 20a. Only verify the answer when you are ABSOLUTELY SURE of the answer based on what the respondent has already told you about the incident. If the

only persons who were present at the time of the incident are not household members at the time of your interview, mark the "No" answer.

The question for Item 20b asks:

"Which household members were present?"

This item is designed to identify which household members were present during the incident--the respondent (*victim*) only, the respondent (*victim*) and other household members, or only other household members. If you mistakenly mark "Only other household member(s), not respondent," the respondent will not have an opportunity to provide us with any information about possible attacks, attempted attacks, threats, or injuries associated with the incident.

For proxy interviews, mark Box (1) if the proxy person, NOT the proxy respondent, was present. However, if the proxy person and other household members (*including the proxy respondent*) were present during the incident, mark Box (2) in Item 20b.

You may discover that a respondent was present during an incident after marking the "No" answer in Item 20a. If this happens, line through the "No" answer and mark the "Yes" answer. Then, follow the instructions on the questionnaire for asking the appropriate questions following a "Yes" response for Item 20a.

Remember that you must complete a separate NCVS-2 for EACH household member who is 12 years of age or older and was **personally victimized** during a crime incident. This is true even if more than one household member was victimized during the SAME incident.

**When and How to Probe
for Item 20a**

If you sense that a respondent does not grasp the intent of the question in Item 20a, then you should probe to assist the respondent in giving an accurate answer. Here are some probes you might want to try:

"Were you at the immediate scene of the crime?"

"Were you inside the house when the offender broke into your basement?"

"Were you inside the house when your party guest stole your jewelry?"

"Were you inside the house when the offender attempted to break into your attached garage?"

"Were you and the offender both in your yard when the bicycle was stolen from the driveway?"

A "Yes" answer to any of these probes indicates that the respondent was present during the incident.

"Did you go outside when you saw the offender tampering with your car parked in your driveway, or did you watch from inside your house?"

If the respondent went outside during the incident and the offender had not fled the scene, then the respondent was present during the incident. Consider the respondent present in this situation because he/she was at the immediate scene of the crime during the incident AND was in a place that was reachable by the offender so that the offender could have attacked, threatened to attack, or stolen something directly from the respondent.

However, if the respondent watched the offender from inside the house, then the respondent was NOT present during the incident.

If probing still does not help to confirm whether anyone in the household was present during the incident, mark Box (1) "Yes" in Item 20a. **Only mark Box (2) "No" when you are sure that a household member was not present during the incident.**

*Examples of When It Is
Correct to Mark "Yes"
in Item 20a*

For each of the following situations, you would mark
Box (1) "Yes" in Item 20a:

- ✓ Respondent was reading in the den while the offender broke into her **attached** garage and stole some tools, even if there was no entrance leading directly from the attached garage into the home.
- ✓ Respondent was sewing in an upstairs room while the offender broke into her **enclosed** porch and stole her gas grill.
- ✓ Respondent and his family were all asleep on the second floor of their home while the offender broke in through the basement door and stole some stereo equipment from the basement.
- ✓ While respondent was sleeping on his beach blanket, someone stole his watch and wallet from the blanket.
- ✓ While respondent was getting into her car in a parking garage, the offender pointed a gun at her and stole her purse.
- ✓ A student punched the respondent in the stomach in the school cafeteria.
- ✓ While the respondent was on a business trip, the offender picked his pocket and stole his wallet.
- ✓ While at a house party, an offender threatened to break down the door and knock the respondent unconscious if he did not unlock the door and let his girlfriend out of the bedroom.
- ✓ During a party at the respondent's home, the respondent was in his family room while a party guest stole money from the bedroom dresser.

Examples of When It Is Correct to Mark "No" in Item 20a

For each of the following situations, you would mark Box (2) "No" in Item 20a:

- ✘ The home/apartment at a sample address was broken into while the respondent and all other household members were shopping at a mall.
- ✘ The respondent and all other household members were sleeping in their bedrooms when someone stole the respondent's car from his driveway.
- ✘ The respondent was at a restaurant when her leather coat was stolen from the coatroom in the restaurant lobby.
- ✘ Respondent looked out her kitchen window and saw someone steal her son's bicycle from the backyard.

Item 47 on the NCVS-2

Item 47 on the NCVS-2 asks, "***Was anyone present during the incident besides you and the offender? (Other than children under age 12.)***" The same guidelines on presence that you just read for Item 20a also apply to Item 47.

As you ask the questions for Items 47 through 54 on the NCVS-2, you may discover that current household members were either harmed, threatened with harm, robbed by force or by threat of harm. You need to complete a separate NCVS-2 for each household member who:

- Is at least 12 years of age,
- Was present during the incident, and
- Considers herself/himself to be a victim of a crime.

Be careful not to assume that other household members were victims of a crime just because they were present during a crime incident.

Topic 7. Weapons

Definition

For the NCVS, most guns and knives are always considered weapons. However, **BB guns** and **tear gas guns** are only considered weapons when offenders use them as clubs to attack or threaten to attack respondents. Before any other type of blunt or sharp objects can be considered weapons, the offender must have used or threatened to use them to inflict physical harm upon a respondent.

Example of an object used as a weapon:

As Ben entered the stockroom where he worked, he discovered an offender who jumped up and cut Ben's throat with a screwdriver. In this incident, the screwdriver is a weapon.

Example of an object NOT used as a weapon:

An offender tried to break into a neighbor's house using a screwdriver to break the door lock, but was unsuccessful. In this incident, the screwdriver is NOT a weapon.

If an offender throws an object at a respondent AND the object hits and seriously injures the respondent, then the thrown object can be considered a weapon.

A **motor vehicle** can be considered a weapon if :

- 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 is 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 forth. 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.

The following objects are **never** considered weapons:

- ✗ Animals
- ✗ Parts of the body (*for example, hands, feet, and so forth*)
- ✗ Food
- ✗ Small empty cans
- ✗ Mace or pepper spray
- ✗ Tear gas
- ✗ Chloroform
- ✗ Rings
- ✗ Casts

Items 22 and 23 on the NCVS-2

Item 22 on the NCVS-2 is used to determine whether or not the offender had a weapon or something he/she intended to use as a weapon during the incident. The question in Item 22 asks:

"Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?"

If you get a "Yes" response, you are instructed to ask the question in Item 23 so that you can identify the weapon(s) the offender had or used during the incident. The answer categories for Item 23 are:

Box:

- (1) Hand gun (pistol, revolver, etc.)
- (2) Other gun (rifle, shotgun, etc.)
- (3) Knife
- (4) Other sharp object (scissors, ice pick, axe, etc.)
- (5) Blunt object (rock, club, blackjack, etc.)
- (6) Other - "Specify"

Since Item 23 allows for multiple entries, continue asking "Anything else?" until you get a "No" response.

Keep the following points in mind for Item 23:

- ✓ If an offender had a blunt or sharp object, other than a gun or knife, and he/she did not use or threaten to use the object to inflict physical harm upon the respondent, the object is **NOT** a weapon. If no other weapon was mentioned, you would mark Box (2) "No" in Item 22.
- ✓ If an offender used either a BB gun or a tear gas gun as a club to hit or threaten to hit the respondent, mark Box (5) "Blunt object."
- ✓ If an offender made a deliberate attempt to hit the respondent with a motor vehicle or to cause an accident and physical harm to the respondent in some way with a motor vehicle, mark Box (6) "Other" and enter "motor vehicle" on the "Specify" line.
- ✓ Whenever you mark Boxes (4), (5), or (6), make sure to explain in Check Item W (Summary Report) what the object was and how the offender either used or threatened to use the object as a weapon to physically harm the respondent.

Box (1) "Yes" must be marked in Item 24 (*attacks*), Item 25 (*attempted attacks*), or Item 26 (*threatened with harm*) when a respondent tells you that:

- The offender had a weapon (*Box 1 "Yes" marked in Item 22*) and
- The respondent identifies one or more weapons (*one or more boxes marked in Item 23*).

Items 28a and 28b on the NCVS-2

Whenever a respondent says that an offender either tried to attack or threatened to attack him/her, you will ask the question in Item 28a for "tried to attack" and the question in Item 28b for "threatened to attack." The answer categories for both items are identical and the following categories involve the use of a weapon:

Box:

- (7) Weapon present or threatened with weapon
- (8) Shot at (but missed)
- (9) Attempted attack with knife/sharp weapon
- (10) Attempted attack with weapon other than gun/knife/sharp weapon

Keep the following points in mind for Items 28a and 28b:

- ✓ Mark Box (7) when a weapon was present during the incident or if the offender threatened to physically harm the respondent with the weapon. However, if the respondent was injured by the weapon, then Box (1) "Yes" should be marked in Item 24 and then you will skip to Item 29.
- ✓ Mark Box (8) when an offender discharged a gun in the direction of the respondent, but the respondent was not hit. If the respondent was injured by gun fire, then mark Box (1) "Yes" in Item 24 and then you will skip to Item 29.
- ✓ If an offender attempted to attack the respondent with a knife or another sharp object, such as scissors or an ice pick, mark Box (9).

- ✓ If an offender attempted to attack the respondent with an object such as a rock, club, or blackjack, mark Box (10).

Item 29 on the NCVS-2

When the respondent tells you in Item 24 that the offender hit, knocked down, or actually attacked him/her in some way, you will skip to Item 29 to determine how the respondent was attacked. The following answer categories in Item 29 involve the use of a weapon:

Box:

- (4) Shot
- (5) Shot at (but missed)
- (6) Hit with gun held in hand
- (7) Stabbed/cut with knife/sharp weapon
- (8) Attempted attack with knife/sharp weapon
- (9) Hit by object (other than gun) held in hand
- (10) Hit by thrown object
- (11) Attempted attack with weapon other than gun/knife/sharp weapon.

Since Item 29 allows for multiple entries, continue asking "Anything else?" until you get a "No" response.

Keep the following points in mind for Item 29:

- ✓ If you discover that the respondent was NOT attacked and there was no physical contact between the offender and the respondent, mark the "No" answer in Item 24 and, if necessary, line through the "Yes" answer in Item 24 and ask the question in Item 25. Also line through any entries in Item 29.
- ✓ If you mark Boxes (5), (8), or (11) and no physical attack with contact took place during the incident, then the respondent was **NOT** attacked. In this situation, line through the "Yes" answer in Item 24 and ask the question in Item 25. Also line through any entries in Item 29.

Item 31 on the NCVS-2

If the respondent was attacked in any way during the incident, you will ask the question in Item 31 to determine:

- If the respondent sustained any injuries and
- If so, what type of injuries the respondent suffered from the attack.

The following two answer categories in Item 31 relate directly to injuries sustained from a weapon:

Box:

- (5) Knife or stab wounds
- (6) Gun shot, bullet wounds.

Since Item 31 allows for multiple entries, continue asking "Anything else?" until you get a "No" response.

Keep the following points in mind for Item 31:

- ✓ Do not consider "mental or emotional suffering" to be an injury. If only mental or emotional suffering is mentioned by the respondent, mark Box (1) "None" and then skip to Item 40.
- ✓ Do not mark Box (6) if the respondent tells you that he/she was injured from being shot with a BB gun or a tear gas gun. Instead, mark Box (11) and describe clearly what type of injuries were sustained.

Items 32 and 33 of the NCVS-2

Item 32 on the NCVS-2 is used to determine whether any of the injuries mentioned in Item 31 were caused by a weapon other than a gun or knife. You have the option of either verifying the answer or asking the question before marking the answer for this item.

After marking Box (1) "Yes" in Item 32, you are instructed to ask the following question in Item 33:

"Which injuries were caused by a weapon OTHER than a gun or knife?"

Since Boxes (5) and (6) in Item 31 describe injuries caused by a gun or a knife, do **NOT** enter these two codes in Item 33.

The answer space for item 33 allows you to enter codes for the first three injuries mentioned by the respondent. Identify these injuries by entering the box numbers from Item 31 using two-digits. For example, enter Box (8) as (08).

Item 42 on the NCVS-2

If the respondent tells you in Item 41 that he/she did or tried to do something about the incident while it was happening, you will be instructed to ask the question in Item 42.

Item 42 is used to determine what actions the respondent took during the incident. Under the first group of answer categories, "Used Physical Force Toward Offender," the following four categories identify actions involving a weapon:

Box:

- (1) Attacked offender with gun; fired gun
- (2) Attacked with other weapon
- (4) Threatened offender with gun
- (5) Threatened offender with other weapon

Topic 8. Rape/Unwanted Sexual Contact

Definition

For the NCVS, **rape** is defined as forced sexual intercourse including both psychological coercion, as well as physical force. Forced sexual intercourse means vaginal, anal, or oral penetration by the offender(s). This category also includes incidents where the penetration is from a foreign object such as a bottle. A rape victim can be either female or male and the rape can be heterosexual or homosexual.

NCVS also obtains information on attempted rapes and verbal threats of rape and sexual assault. An **attempted rape** is an incident in which the offender intends to force the victim to have sexual intercourse, but the offender does not penetrate the victim.

Unwanted sexual contact is separate from rape or attempted rape. Unwanted sexual contact may or may not involve force and includes such things as grabbing and fondling without the consent of the victim.

Rape, attempted rape, sexual assaults, and threats of rape and sexual assault are all considered to be personal crimes of violence.

Item 27 on the NCVS-2

Item 27 is used to determine what actually happened during a reported incident when a respondent answers "No" to all three of the following items:

- **Item 24** - Used to determine if the respondent was hit, knocked down, or actually attacked in any way.
- **Item 25** - Used to determine if the offender tried to attack the respondent.
- **Item 26** - Used to determine if the offender threatened to physically harm the respondent.

Item 27 allows for multiple answers and two of the answer categories are:

- ✓ Box (4) - Unwanted sexual contact **with force** (forcibly grabbing and fondling, etc.)
- ✓ Box (5) - Unwanted sexual contact **without force** (sexual touching, fondling, etc.)

Box (4) and Box (5) are intended for respondents who do not perceive that the offender attacked, tried to attack, or threatened him/her in any way during the unwanted sexual contact. Since these two categories can encompass a broad range of sexual acts, it may not always be clear which category to mark. **Base your decision on the degree of force used in the incident.**

Generally, if the incident involved grabbing and other acts of force, mark Box (4). However, if the incident involved only touching and/or fondling with no mention of force, mark Box (5). When you are unsure, always go with the respondent's perception of whether or not the offender used force.

Probing to Identify Rape or Attempted Rape

Each time you mark Box (4), "Unwanted sexual contact with force," you must ask the following probing question for Item 27:

"Do you mean forced or coerced sexual intercourse including attempts?"

If you get a "Yes" answer to this probing question, you must:

- Go back to Item 24 and change the answer from "No" to "Yes,"

- Line through any entries made in Items 25 through 27, and
- Skip to Item 29.

Item 28 on the NCVS-2

If a respondent tells you in Item 25 that the offender **tried to attack** him/her, then you will ask the question in Item 28a to determine how the offender tried to attack the respondent. If a respondent tells you in Item 26 that the offender **threatened** him/her with harm in any way, then you will ask the question in Item 28b to determine how the offender threatened the respondent.

Both of these questions allow for multiple answers and two of the answer categories for Items 28a and 28b are:

- ✓ Box (5) - Unwanted sexual contact **with force** (forcibly grabbing and fondling, etc.)
- ✓ Box (6) - Unwanted sexual contact **without force** (sexually touching, fondling, etc.)

Since these two categories can encompass a broad range of sexual acts, it may not always be clear which category to mark. **Base your decision on the degree of force used in the incident.** Generally, if the incident involved grabbing and other acts of force, mark Box (5). However, if the incident involved only touching and/or fondling with no mention of force, mark Box (6). When you are unsure, always go with the respondent's perception of whether or not the offender used force.

***Probing to Identify
Rape or Attempted
Rape***

Items 28a and 28b include the following probing question that you must ask each time you mark Box (5), "Unwanted sexual contact with force":

"Do you mean forced or coerced sexual intercourse including attempts?"

If you get a "Yes" answer to this probing question, you must:

- Go back to Item 24 and change the answer from "No" to "Yes,"
- Line through any entries made in Items 25 through 28, and
- Skip to Item 29.

Item 29 on the NCVS-2

After marking "Yes" in Item 24 to indicate that the respondent was attacked during the incident, you are instructed to skip to Item 29 which asks:

"How were you attacked?"

Although this question allows for multiple answers, do NOT MARK MORE THAN ONE of the following three answer categories in Item 29 for an incident:

- Raped (*Box 1*)
- Tried to rape (*Box 2*)
- Sexual assault other than rape or attempted rape (*Box 3*).

If a respondent tells you that the offender either raped or tried to rape her/him, then you need to ask one of the following probe questions to ensure that you are marking the correct answer category:

When you mark Box (1) "Raped" in Item 29, ask :

"Do you mean forced or coerced sexual intercourse?"

If you get a "No" answer, also ask the following question so you can determine what the respondent considers to be rape:

"What do you mean?"

When you mark Box (2) "Tried to rape" in Item 29, ask:

"Do you mean attempted forced or coerced sexual intercourse?"

If you get a "No" answer, also ask the following question so you can determine what the respondent means when using the term "Tried to rape":

"What do you mean?"

These probe questions are used to ensure that the respondent's interpretation of the term "rape" is the same as the interpretation used for the NCVS. After asking "What do you mean?" for either probe question, do not ask any other probing questions. Make sure that the correct boxes are marked for Item 29.

Item 30 on the NCVS-2

After determining how a respondent was attacked in Item 29, you will ask the question in Item 30 to determine if the offender threatened to hurt the respondent before actually attacking her/him. At the time of the incident and prior to the rape or attempted rape, it is possible that the offender may have threatened to hurt the respondent in one of the ways mentioned in Item 28 (*although none of these categories will be marked*). If a "Yes" or "No" answer does not adequately cover the respondent's answer for Item 30, mark the "Other - (*Specify*)" category and enter a note explaining the situation.

Item 31 on the NCVS-2

When a respondent has been attacked during an incident, you will ask the question in Item 31 to determine what type of physical or bodily injuries the respondent may have received during the attack. The question for Item 31 asks:

"What were the injuries you suffered, if any?"

Do not consider mental or emotional suffering, such as depression or the need for counseling after a rape, as an injury. If the respondent did not suffer any physical injuries from the incident, mark Box (1) "None" and skip to Item 40.

Although Item 31 allows for multiple answers, only mark ONE of the following three answer categories in Item 31:

- Raped (*Box 2*)
- Attempted rape (*Box 3*)
- Sexual assault other than rape or attempted rape (*Box 4*).

If a respondent tells you in Item 31 that her/his injury was the rape or attempted rape AND the box for "Raped" or "Tried to rape" is NOT marked in Item 29, then you need to ask one of the following probe questions:

When Box (2) "Raped" is marked in Item 31 and Box (1) "Raped" is NOT marked in Item 29:

"Do you mean forced or coerced sexual intercourse?"

If you get a "No" answer, also ask the following question so you can determine what the respondent means when using the term "rape":

"What do you mean?"

When Box (3) "Attempted rape" is marked in Item 31 and Box (2) "Tried to rape" is NOT marked in Item 29:

"Do you mean attempted forced or coerced sexual intercourse?"

If you get a "No" answer, also ask the following question so you can determine what the respondent means when using the term "Attempted rape":

"What do you mean?"

These probe questions are used to ensure that the respondent's interpretation of the term "rape" is the same as the interpretation used for the NCVS and to distinguish between rape and other types of sexual assaults. If your probing questions verify that the offender did rape or tried to rape the respondent, then mark the appropriate boxes in Item 29. After asking "What do you mean?" for either question, do not ask any other probing questions.

*"Raped" Marked in
Item 29*

After marking Box (1) "Raped" in Item 29, always mark Box (2) "Raped" in Item 31, **even if the respondent does not report "Raped" as an injury**. This is the only answer category that you would mark in Item 31 without being told to do so by the respondent. Once you have asked the probe questions in Item 29, do not ask them again in Item 31.

*"Tried to Rape"
Marked in Item 29*

Do NOT automatically mark Box (3) "Attempted rape" as an injury in Item 31 when you mark Box (2) "Tried to Rape" in Item 29. Only mark Box (3) "Attempted rape" in Item 31 when the respondent specifically mentions it as an injury from the incident. Also, if a respondent only mentions "Attempted rape" in Item 31, make sure that there were no other injuries from the incident by asking, "Anything else?".

*"Sexual Assault Other
Than Rape or
Attempted Rape"
Marked in Item 29*

Do NOT automatically mark Box (4) "Sexual assault other than rape or attempted rape" as an injury in Item 31 when you mark Box (3) as the type of attack in Item 29. Only mark it as an injury in Item 31 when the respondent specifically mentions it as an injury from the incident. Also, if a respondent only mentions "Sexual assault other than rape or attempted rape" in Item 31, make sure that

there were no other injuries from the incident by asking, "Anything else?".

**Completing Check
Item W**

Since sex-related crimes are rare compared to other types of crimes, include as many details as the respondent is willing to provide. This is important so that we can classify any sex-related crimes into the correct category--rape, attempted rape, sexual assault, or unwanted sexual contact.

Avoid using phrases like "made sexually explicit comments," "unwanted sexual contact," or "unwanted sexual advances." These phrases do not provide us with enough information to determine what actually happened. We need to know what was actually said, what parts of the body were touched, whether or not force was used, and so forth.

Even though we want all the pertinent facts, do not probe beyond the structured probes that are provided in Items 27, 28, 29, and 31 of the NCVS-2.

Topic 9. Theft/Attempted Theft of Cash/Property

Definition

For the NCVS, completed or attempted theft of cash and/or property is defined differently depending on whether or not the incident involved **direct contact** between a sample household member and an offender. When there was no direct contact between the offender and a household member during the theft or attempted theft, then the incident is considered a **property crime**. If the incident of theft or attempted theft involved any direct contact between the offender and a household member, such as an attack, a threat, a robbery by force or threat, or a purse snatching or pocket picking, then the incident is considered a **personal crime**.

Property Crime

When an incident involves a theft or attempted theft in which there was **no direct contact** between an eligible household member and an offender, the incident is considered a **property crime**.

A property crime of theft or attempted theft can fall into one of the following categories:

- ✓ Burglary,
- ✓ Theft, or
- ✓ Motor vehicle theft.

Complete ONLY ONE Crime Incident Report, NCVS-2, for each property crime of theft or attempted theft in which the offender did not attack, attempt to attack, or threaten to physically harm a household member.

Burglary

The property crime of burglary usually involves a theft or attempted theft, but always involves the unlawful or forcible entry or attempted entry of a sample address.

Example of Burglary:

Harry returned home to his apartment after work and discovered his apartment door was open and the lock was broken. As he entered his apartment, he saw that his apartment had been vandalized, but nothing appeared to be stolen.

Theft

Theft is the successful or unsuccessful attempt to take cash and/or property from within the sample address or its immediate vicinity by someone who has a legal right to be in the residence at the sample address, such as a maid, guest, or delivery person.

Theft can also include the successful or unsuccessful attempt to take property and/or cash from a place other than the sample address or its immediate vicinity when the property and/or cash belongs to one or more eligible household members and there was no direct contact between the offender and an eligible household member.

Example of Theft:

Jenny invited two of her co-workers to spend the night at her house, because they had been drinking heavily. After they left the next morning, she discovered that her expensive watch was missing from the bathroom. She is pretty sure that one of her co-workers took the watch.

Example of Attempted Theft:

While in a movie theater, John threw his leather coat over the empty seat beside him. John happened to notice the coat moving and he turned around to see who was pulling it. The person who was trying to steal John's coat got up and left the theater without the coat.

Motor Vehicle Theft

Motor vehicle theft is defined as the stealing or unauthorized taking of a motor vehicle that belongs to one or more eligible household members. Motor vehicle

theft also includes failed attempts to steal or take a motor vehicle without authorization from the owner(s).

Example of Motor Vehicle Theft:

Brian left the keys to his Mercedes on his car seat while running into the house to answer the phone. When he went back outside, his Mercedes was gone from the driveway.

Example of Attempted Motor Vehicle Theft:

While Diane's 15-year-old nephew was visiting her, she caught him trying to start her SUV and take it for a joy ride. Diane was able to stop him before he left with the vehicle.

Personal Crime

A completed or attempted theft of cash and/or property is considered to be a **personal crime**, when:

- There was **direct contact** between an eligible household member and an offender, such as a personal attack or threat of physical harm, or
- Cash, a purse or a wallet was taken directly from an eligible household member without the use of force or the threat of physical harm.

***Purse Snatching and
Pocket Picking***

Purse snatching and pocket picking is the successful and/or unsuccessful attempt to take cash, a purse, or a wallet directly from an eligible household member without the use of force or the threat of physical harm.

Example of Theft With Direct Contact:

As Margaret was leaving the shopping mall and walking to her car, a man took her by surprise, grabbed her arm to stop her, and took her purse. After taking her purse, he knocked her to the ground and ran away with her purse.

**Thefts From
Unrecognizable
Businesses**

The NCVS is interested in collecting information for incidents involving thefts from a business when:

- ✓ An eligible household member operates an **unrecognizable** business from the sample address.

AND

- ✓ Cash and/or property belonging to the unrecognizable business is stolen either from the sample address or from another location where the business is still unrecognizable.

Example of Theft From an Unrecognizable Business:

Frank repairs lawn mowers in his garage as a side business, but there is no sign on the premises advertising his business. While Frank was away for the weekend, someone broke into his garage and stole tools and lawn mowers belonging to the business.

The NCVS is NOT interested in collecting information for incidents involving thefts from a **recognizable** business, regardless of whether or not it is operated from the sample address. In general terms, a recognizable business is one that has a sign on the premises or some other indication to the general public that a business is operated from the address.

(Also refer to Part C, Chapter 2, for a detailed explanation of recognizable and unrecognizable businesses.)

Example of Theft From a Recognizable Business:

Cindy runs a ceramics class and retail shop from her home and she has a sign on the premises advertising her business. While she was on vacation, someone broke into her home and stole several finished ceramic pieces that were for sale.

**Thefts From Children
Under 12 Years of Age**

The NCVS is interested in collecting information for incidents involving thefts from a sample household member who is under 12 years of age **ONLY** when:

- ✓ The thefts took place at the sample address (*inside the home or in the immediate vicinity of the home*), or at a vacation/second home or hotel/motel where the family is staying temporarily.

AND

- ✓ The child was not attacked or threatened with physical harm during the incident.

This type of incident would be considered a property crime, NOT a personal crime.

**Example of an Acceptable Theft From a Child
Under 12:**

While interviewing the household respondent, she reported that her 5-year-old son's wagon was stolen from the front yard of their home. Her son was inside eating lunch when the wagon was stolen.

The NCVS is NOT interested in collecting information for incidents involving thefts from a sample household member who is under 12 years of age when:

- ✗ The theft took place at a location other than the family's home and its immediate vicinity or at a place other than any lodging and immediate vicinity where the family is staying temporarily.

OR

- ✗ The child was attacked or threatened with physical harm during the incident, regardless of where the theft took place.

Example of an Unacceptable Theft From a Child Under 12:

While interviewing the parent of a 10-year-old boy, the parent reported that his son was injured by an older boy while playing in the park near their home. During the incident, the older boy stole the son's remote control operated race car.

Items 88 and 89 on the NCVS-2

Item 88 on the NCVS-2 determines whether or not something was stolen or taken without permission that belonged to the respondent or another household member. Item 89 on the NCVS-2 determines whether or not an unsuccessful attempt was made to steal or take without permission items belonging to the respondent or another household member.

If a respondent indicated earlier in the interview that items were taken without permission or an unsuccessful attempt was made to take items belonging to the respondent or another household member, you have the option to either ask the question or verify the answer before marking the appropriate answer for Items 88 or 89.

Do not consider the cash and/or property as stolen if any of the following conditions exist:

- ✘ The items belong to a recognizable business operated from the sample address or any other location where the business is recognizable.
- ✘ The items belong to someone who is not a sample household member, such as the owner of a rental home/apartment or a neighbor/friend who left the items at the respondent's home or allowed the respondent to borrow the items.
- ✘ The items belong to the respondent and were loaned to someone who never returned the items.

- ✘ The items belong to a household member who is under 12 years of age and was attacked and/or threatened with physical harm during the incident.
- ✘ The items belong jointly to a legally separated husband and wife who are not yet divorced and the offender is one of the spouses.

Item 90 on the NCVS-2

Item 90 on the NCVS-2 will identify what items the respondent thinks that the offender was trying to steal. Since this item allows for multiple entries, continue asking, "Anything else?" until you get a "No" reply.

Keep the following points in mind for Item 90:

For Box:**(1) Cash**

Do not mark this category for credit cards, checks, bank cards, or coin collections. Mark Box (4) for credit cards, checks, and bank cards, and mark Box (13) for coin collections.

(4) Credit cards, checks, bank cards

In addition to the items mentioned, also mark this box for other items which have little or no value unless used fraudulently, such as Savings Bonds, bank books, money orders, and traveler's checks.

(6) Other motor vehicle

Mark Box (6) for any type of truck, van, sport utility vehicle (SUV), motorcycle, or moped. Do NOT mark this box for boats, airplanes, minibikes, or snowmobiles, instead mark Box (16) "Other," and identify the type of transportation on the "Specify" line. Also, do not mark Box (6) or any other box for Item 90 if the motor vehicle was owned and operated exclusively for a recognizable business.

For Box:

(7) Part of motor vehicle

Do not mark this box for any items stored in the glove compartment, left on the seat, or kept in the trunk, since they are not considered part of the motor vehicle.

(13) Personal effects

Mark this box for items used by a specific household member, rather than by most or all household members. Some examples include: watches, jewelry, personal luggage, clothing, cameras, books, stamp or coin collections, compact discs, and so forth.

(14) Handgun

Mark this box for all "hand-held" guns, regardless of how they are used. Do not mark this box for pellet guns, BB guns, air pistols, flare guns, or tear gas guns. Use Box (16) for these types of guns and enter the type of gun on the "Specify" line.

(15) Other firearm

Mark this box for all rifles and shotguns, regardless of how they are used, but do not mark Box (15) for pellet guns, BB guns, air pistols, flare guns, or tear gas guns. Use Box (16) for these types of guns and enter the type of gun on the "Specify" line.

Topic 10. Value of Stolen Property/Methods Used to Determine

Definition

For the NCVS, the value of stolen property should be the respondent's best estimate of the dollar value:

- ✘ Excluding any stolen cash, checks, or credit cards

AND

- ✘ Excluding any portion of the dollar amount that covers stolen property owned by a nonhousehold member.

Respondents can use any method they choose to arrive at a dollar value for stolen property belonging to sample household members.

Item 104 on the NCVS-2

When items other than cash/checks/credit cards were stolen during an incident, you will ask the respondent the following question in Item 104:

"What was the value of the PROPERTY that was taken? Include recovered property. (Exclude any stolen cash/checks/credit cards. If jointly owned with a nonhousehold member(s), include only share owned by household members.)"

Keep the following points in mind as you ask this question:

- ✓ Only include the dollar amount for stolen property or the portion of the stolen property that is owned by sample household members.
- ✓ If the stolen property was owned jointly by one or more household members and a nonhousehold member, only include the dollar amount for the portion of the property owned by household members.

- ✓ Although you do not want to suggest a method for arriving at the dollar amount, you can mention the stolen items individually to the respondent. If the respondent finds it easier to give you separate dollar amounts for each stolen item, then just total the separate amounts and enter the total in the answer space for Item 104.
- ✓ If one of the stolen items is food stamps, ask the respondent for the "face value" of the food stamps.
- ✓ Enter the value of the stolen property in whole dollars rounding up or down as necessary.

Item 105 of the NCVS-2

Item 105 on the NCVS-2 is used to determine how the respondent arrived at the amount given for the value of the stolen property. Ask the question exactly as it is worded on the questionnaire:

"How did you decide the value of the property that was taken? Any other way?"

Since this item allows for multiple entries, continue asking "Any other way?" until you get a "No" reply. Avoid reading the answer categories to the respondent, except as a last resort.

Methods Used to Decide

Original cost (Box 1)

The price paid for the item when the respondent first bought it.

Replacement cost (Box 2)

If the stolen property has been replaced already, it would be the price paid at that time. Otherwise, it would be the cost to replace the stolen property at the time of interview. When using the replacement cost, the original purchase price should NOT be considered.

Personal estimate of current value (Box 3)

Current value is not the same as the property's replacement cost. A personal estimate of current value is the respondent's idea of what the stolen property was worth at the time of the incident.

Insurance report estimate (Box 4)

This is the amount that an insurance company estimates the stolen property to be worth.

Police estimate (Box 5)

This is the amount that the police estimate the stolen property to be worth.

Don't know (Box 6)

By marking this category, you are indicating that the respondent does not know how he/she decided on the amount given in Item 104 as the value of the stolen property. Always probe to get a more precise answer before marking this category.

Other (Specify) (Box 7)

Use this category when the respondent gives you a definite way in which he/she arrived at the value, but it is not one of the categories listed in Boxes 1 through 5 of Item 105. Always enter what the method was after marking the "Other" category, such as "a friend's estimate," "appraisal from an antique dealer," or "face value" (*for stolen food stamps*).

Topic 11. Property Ownership

Definition

The NCVS is interested in obtaining information about attempted or actual thefts of property or money only when the property or money is owned by persons who are **eligible sample household members at the time of interview**. As you complete an NCVS-2 for an attempted or actual theft, you will determine whether the property is owned by:

- The respondent only,
- The respondent and other household member(s),
- Other household member(s) only,
- Nonhousehold member(s) only, or
- Other "Specify" (For example, property or money owned jointly by a household member and a nonhousehold member.)

Theft Incidents From Former Residences

You may encounter incidents where an attempted or actual theft occurred while the sample household resided at an address other than the sample address during the reference period. As long as the property that the offender stole or attempted to steal is owned by a person who is a household member at the time of interview, you will keep the attempted or actual theft report for the NCVS. However, if the attempted or actual theft involved property owned SOLELY by a person who is NOT a household member at the time of interview, the NCVS does not want to keep the attempted or actual theft information.

Theft Incidents From a Legally Separated Spouse

If a husband and wife are legally separated and not yet divorced, any property that they owned jointly while married is still considered jointly owned during their legal separation.

**Items 91 and 97 on the
NCVS-2**

When you determine in Items 89 and 90 that a reported incident involves an **attempted theft**, you will ask the respondent the following question in Item 91:

"Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?"

When you determine in Items 88 and 96 that a reported incident involves an **actual theft**, you will ask the respondent the following question in Item 97:

"Did the stolen (property/money) belong to you personally, to someone else in the household, or to both you and other household members?"

Both of these items are designed to determine whether the owner is:

- ✓ The respondent only
- ✓ The respondent and other household member(s)
- ✓ Other household member(s) only
- ✓ Nonhousehold member(s) only
- ✓ Other "Specify" (For example, property or money owned jointly by a household member and a nonhousehold member.)

Here are a few situations in which you would mark Box 5 "Other" for Items 91 and 97:

- Owners of the property/money are the respondent and a nonhousehold member.

OR

- Owners of the property/money are another household member and a nonhousehold member.

*Nonhousehold
Member at Time of
Interview*

The NCVS does not want to keep incidents that involve only an attempted theft of property belonging to a person who is NOT a household member at the time of interview. If you discover in Item 91 or 97 that the property/money belongs only to a person who is a nonhousehold member at the time of interview, you still must finish completing the Crime Incident Report, NCVS-2. By completing the NCVS-2, you may discover other facts about the incident that are within the scope of the survey.

However, you will need to out-of-scope the incident when it only involves the theft or attempted theft of nonhousehold property and the offender did **not** steal or attempt to steal household property and did **not** attack or attempt to attack or threaten a household member.

(See Part C, Chapter 1, Topic 8, for more information about out-of-scope incidents.)

**Check Items J and L on
the NCVS-2**

When the property/money involved in a theft or attempted theft incident is owned by the respondent AND other sample household members, you will identify by line number on the NCVS-2 which household members **other than the respondent** own the property. For an attempted theft, you will enter the line number(s) in Check Item J. For an actual theft, you will enter the line number(s) in Check Item L.

Consider the property to belong to the ENTIRE sample household and mark the "Household property" category if:

- ✓ The respondent tells you that the property belongs to **ALL** household members

OR

- ✓ The respondent tells you that the property belongs jointly to himself/herself **AND** more than two other household members.

Depending on the circumstances, it is acceptable to enter line number(s) for the theft of personal property and also mark the "Household property" category.

Check Item W (Summary Report) on the NCVS-2

When property from an attempted or actual theft incident is owned by two or more persons, you need to identify in the Summary Report (Check Item W) which persons own which items and, when necessary, which items are household property. For example, if you mark Box (2) in Item 91 or 97, then you need to identify by line number in your Summary Report which items belong to the respondent and which items belong to the other household member(s).

It is not necessary to do this when the property/money:

- Belongs only to the respondent

OR

- Is considered to be **entirely** household property.

Topic 12. Recovered Money and/or Property

Definition

For the NCVS, "recovered money and/or property" means:

- **For stolen money:** Any money stolen during the reported incident that has either been found and returned to the respondent OR that the offender has reimbursed to the respondent for all or part of the stolen money.
- **For stolen property:** All or part of the original stolen property was returned to the respondent or is being held as evidence for a court case.

Item 106 on the NCVS-2

Item 106 on the NCVS-2 is one of the questions that you will ask the respondent when money and/or property was stolen during a reported incident. The question in Item 106 asks:

"Was all or part of the stolen (money/property) recovered, not counting anything received from insurance?"

The information recorded in Item 96 on the NCVS-2 will indicate whether you will ask about the recovery of stolen money, property, or both in Item 106. For the NCVS, we want to determine whether all, part, or none of the stolen money and/or property was recovered.

Do Not Include as Recovered

Under the following circumstances, do **NOT** consider the stolen money and/or property to be recovered:

- ✗ An **insurance company** replaced the stolen property or provided money to replace the stolen property.
- ✗ The **offender** replaced the stolen property or provided money to replace the stolen property.

- ✘ **Anyone other than the offender** reimbursed the respondent for the money that was stolen, such as an insurance company or a relative.

For the NCVS, we are only interested in the original property/money, not property/money that was given to the owner as a replacement or reimbursement.

Item 107 on the NCVS-2

If a respondent tells you in Item 106 that only part of the stolen money and/or property was recovered, then you will determine in Item 107 how much of the stolen money and/or property was recovered.

Item 107 allows you to mark more than one answer category and notice that there are two main groups of answer categories--Cash and Property.

Only Cash Was Recovered

When only stolen cash was recovered, mark Box (1), "Only cash recovered," and enter the amount in whole dollars (*rounding up or down as necessary*) on the "Amount of cash recovered" line. An estimated dollar amount is acceptable when the respondent is unable to give you an exact amount.

Only Property Was Recovered

When only stolen property was recovered, there are five separate "Property" answer categories:

- Box (2) "Purse"
- Box (3) "Wallet"
- Box (4) "Credit cards, checks, bank cards"
- Box (5) "Car or other motor vehicle"
- Box (6) "Property other than the above"

Based on the respondent's answer, mark all property categories that apply. Anytime a respondent answers "Purse" or "Wallet," also ask: "*Did it contain any*

money?". This additional question will ensure that we document any stolen cash that may have been recovered. If you get a "Yes" answer, make sure to enter the dollar amount on the "Amount of cash recovered" line.

Mark Box (6) "Property other than the above" when:

- ✓ The respondent mentions recovered property not described in any of the other four property categories for Item 107.

OR

- ✓ The respondent does not know or is unsure about which stolen property items were recovered.

***Both Cash and Property
Were Recovered***

When both stolen money and property were recovered:

- Enter the amount in whole dollars (*rounding up or down as necessary*) on the "Amount of cash recovered" line,

AND

- Mark all appropriate "property" categories Boxes (2) through (6) based on the respondent's answer.

**Check Item O and
Item 108 on the NCVS-2**

If you determine in Check Item O that the stolen property recovered was something **other than cash, checks, or credit cards**, then you will ask the question in Item 108 to determine the value of the recovered stolen property. The question in Item 108 asks:

"Considering any damage, what was the value of the property after it was recovered? (Do not include recovered cash, checks, or credit cards.)"

Keep the following points in mind for Item 108:

- ✓ Include the value of a recovered purse and/or wallet, but do not include the value of recovered cash, checks, or credit cards that may have been in the purse or wallet.
- ✓ Damage to stolen property before it is recovered may cause its value to decrease from what it was before the theft.
- ✓ Include the total whole dollar amount (*rounding up or down as necessary*) for all recovered property both damaged and undamaged (*other than cash, checks, and credit cards*).
- ✓ It is acceptable to mention recovered items individually to a respondent and allow the respondent to use any means he/she wishes to arrive at the item's value. Then, total the individual amounts and enter the total on the "Value of property recovered" line for Item 108.

Item 127 on the NCVS-2

Item 127 on the NCVS-2 is one of a series of questions inquiring as to how the police responded when notified about an incident. The question in Item 127 asks:

"What did the police do in following up this incident?"

This question allows you to mark more than one box. One of the answer categories to identify what the police followed up on for the incident is "Recovered property." Before marking Box 4 "Recovered property," make sure that the stolen property is considered "recovered" by the NCVS definition provided earlier in this topic.

Topic 13. Medical Care

Definition

For the NCVS, medical care is any care or treatment that a respondent **received** for physical injuries suffered during the incident, regardless of:

- Who administered the care
- OR
- Where the care was administered.

Medical care can range from something as simple as applying an ice pack to something as complicated as major surgery. The person administering the medical care does not need to be anyone with medical training. In fact, it could even be the respondent treating his/her own injuries. The location where treatment is provided can be anywhere--at the crime scene, at home, in an ambulance, or at a hospital.

Item 34 on the NCVS-2

When a respondent tells you that he/she was injured during the incident, you will ask the following question in Item 34:

"Were you injured to the extent that you received any medical care, including self treatment?"

Item 31 on the NCVS-2 will actually identify what type of injuries were suffered, if any. If the respondent suffered injuries during an incident, but did not receive any care or treatment for those injuries, mark Box (2) "No" in Item 34.

A "Yes" answer in Item 34 will take you through Items 35 through 37, so you can determine:

- ✓ Where the respondent received medical care for his/her injuries (*Item 35*). Item 35 contains seven different answer categories identifying where medical care could have been provided to the

respondent. Since you can mark more than one box for Item 35, continue asking "Anywhere else?" until you get a "No" response.

- ✓ Whether the respondent stayed at the hospital overnight, when care was administered at a hospital (*Item 36*).
- ✓ How many days the respondent stayed at the hospital, when the respondent stayed overnight at a hospital (*Item 37*).

If you determine that medical care was not provided at a hospital, then you will skip to Item 38 to inquire about medical insurance after marking the "No" box in Check Item E.

Topic 14. Medical Expenses

Definition

For the NCVS, medical expenses are intended to include all costs incurred directly as a result of treatment received for any injuries that the respondent experienced during the incident, regardless of who paid these costs. Consider the following costs as medical expenses if they are related directly to the respondent's injuries from the incident:

- Services provided by doctors, surgeons, and hospitals,
- Ambulance service and emergency room fees,
- Physical therapist and dentist fees,
- Any costs for medicine or special devices, such as braces, wheelchairs, dentures, and so forth.

Item 39 on the NCVS-2

Item 39 on the NCVS-2 is used to determine what the total dollar amount was for medical expenses resulting from the incident. The question for Item 39 asks:

"What was the total amount of your medical expenses resulting from this incident (INCLUDING anything paid by insurance)? Include hospital and doctor bills, medicine, therapy, braces, and any other injury-related expenses."

Make sure to read the bolded statement following the question so that the respondent understands fully what to include when providing you with a total amount. If the respondent told you in Item 38 that he/she was covered by medical insurance or another type of health benefits program at the time of the incident, make sure to read the statement within parentheses, "***INCLUDING anything paid by insurance***" as you ask the question in Item 39.

If the respondent is unable to provide an exact amount, take the respondent's best estimate of the total dollar

amount for medical expenses. In some cases, a respondent may still be undergoing treatment for his/her injuries at the time of interview. If so, try to get a projected estimate for the total cost of medical expenses resulting from the incident. When a respondent is unable to provide even an estimated amount, mark Box x "Don't know."

Box (0) "No cost" is provided in Item 39 for instances when medical care was provided at no cost to the respondent or his/her medical insurance.

Topic 15. Race of Offenders

Definition

For the NCVS, we use only three race categories to describe the race of offender(s)--White, Black, and Other. The "Other" category encompasses any racial category that is not White or Black/African American. For example:

- American Indian or Alaska Native
- Asian (*Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, or other Asian*)
- Native Hawaiian or Other Pacific Islander

Do NOT mark the "Other" category for persons who respond with "Spanish, Hispanic, Latino" or any other ethnic origin, such as Italian, Greek, Polish, and so forth.

Item 71 on the NCVS-2

When a respondent tells you that the crime was committed by just one offender or a respondent knows something about one of the offenders, you will ask him/her a series of questions on the NCVS-2 to gather information about the offender. One of these questions is Item 71 and it asks about the offender's race. Only mark one box in Item 71 to indicate the offender's race.

The answer categories available for this item are White, Black, Other (*Specify*), and Don't know. **Keep in mind that a person's ethnic origin is NOT the same as the person's race. If a respondent answers the offender's race question with "Spanish, Hispanic, or Latino" or any other ethnic origin, such as French or German, mark Box (1) "White." Do not mark Box 3 "Other" and do not enter the offender's ethnic origin or ancestry on the "Specify" line.**

Items 85 and 86 on the NCVS-2

When a respondent tells you that the crime was committed by more than one offender, you will ask the respondent a series of questions on the NCVS-2 to gather information

about these offenders. Two of these questions are in Items 85 and 86. Item 85 asks:

"Were the offenders White, Black, or some other race?"

Since the offenders could be of more than one race, you can mark more than one box in Item 85 to identify the race of each offender involved in the incident. The answer categories for Item 85 are:

- White (*Box 1*)
- Black (*Box 2*)
- Other (Specify) (*Box 3*)
- Don't know race of any/some (*Box 4*)

Item 86 asks:

"What race were most of the offenders?"

Whenever two or more answer categories are marked in Item 85, you will ask the question in Item 86 to determine the race of **MOST** of the offenders. Only mark **ONE** of the following boxes in Item 86:

- Mostly White (*Box 1*)
- Mostly Black (*Box 2*)
- Mostly some other race (*Box 3*)
- Equal number of each race (*Box 4*)
- Don't know (*Box 5*)

Topic 16. Other Victimized Household Members

Definition

For the NCVS, "Other victimized household members" consist of sample household members who are:

- Also victims in an incident reported by the household member you are currently interviewing,
- Household members at the time of interview,

AND

- At least 12 years of age at the time of the incident.

Consider a household member to be a "victim" if the offender did any of the following things to an eligible household member:

- ✓ Hit, knocked down, or actually attacked the household member.
- ✓ Tried to attack the household member.
- ✓ Threatened to physically harm the household member.

Since it is important that we get a complete picture of each household member's victimization, you need to complete a separate NCVS-2 for each eligible household member at the time of interview who was personally victimized during an incident.

Items 52 Through 54 on the NCVS-2

Item 52 on the NCVS-2 is used to determine if any persons who were present during the incident, other than the respondent, the offender, and any children under 12 years of age were victimized. If you get a "Yes" answer in Item 52, then, in Item 53, you will document the number of victimized persons excluding the respondent, the offender, and any children under 12 years of age.

Item 54 on the NCVS-2 is used to determine if any of the persons present during the incident are eligible household members at the time of interview and, if so, to identify the household members by name or line number. Item 54 asks:

"How many of these persons are members of your household now? (Do not include yourself, the offender or children under 12 years of age.)"

Victimized Member Not Yet Interviewed

If a household member identified in Item 54 does not mention that he/she was personally victimized during the incident reported by another household member, remind the respondent about the victimization. There may be instances when the respondent will contradict what the other household member told you. If this happens, add a note beside Item 54 on the other household member's NCVS-2 saying, "Verified - No victimization occurred."

Victimized Member Already Interviewed

If you have already interviewed a household member identified in Item 54 and the household member did not mention that he/she was personally victimized in the incident, you need to speak to that household member again to verify whether or not the household member was actually victimized during the incident. Complete a separate NCVS-2 if you discover that the household member was victimized during the incident reported by the other household member.

If the household member identified in Item 54 denies being a victim during the reported incident, go back to Item 54 on the other household member's NCVS-2 and line through the household member's name/line number and enter a note saying, "Verified - No victimization occurred."

Victimized Person No Longer a Household Member

Do NOT enter a previous household member's name or line number in Item 54 if the person is NOT a household member at the time of the incident.

***Victimized Person Is a
Proxy Respondent***

If you are conducting a proxy interview, be careful to change the wording in parentheses for Item 54 to say:

"(Do not include (insert name of proxy person), the offender or children under 12 years of age.)"

Make sure to enter a proxy respondent's name or line number in Item 54 if the proxy respondent:

- Is a household member at the time of interview

AND

- Was personally victimized during a reported incident.

If you confirm that a proxy respondent was personally victimized, complete an NCVS-2 for the victimization. If the proxy respondent says that he/she was not personally victimized, go back to Item 54 on the other household member's NCVS-2 and line through the household member's name/line number and enter a note saying, "Verified - No victimization occurred."

***Victimized Person Is a
Type Z Noninterview***

If you have already classified a household member as a Type Z noninterview and another household member tells you that the Type Z person was also personally victimized during an incident, do NOT attempt to recontact the Type Z person about the victimization.

Topic 17. Damage to Property During an Incident

Definition

The NCVS measures "damage to property" when the property is:

- ✓ Owned by someone who was a household member at the time of the incident,

OR

- ✓ Owned by an unrecognizable business that is operated from the sample address,

AND

- ✓ The property was damaged or vandalized during the incident.

When to Exclude Damaged Property

Under the following circumstances, EXCLUDE information about damaged property for the NCVS:

- ✗ The damaged property belonged to someone who was not a sample household member at the time of the incident and at the time of the interview.
- ✗ The damaged property belonged to a recognizable business operated by a household member.
- ✗ The damaged property is commercial property that does not belong to a household member.

Items on the NCVS-2

There are several items on the NCVS-2 that are used to collect information about property damage during a reported crime incident--Items 27, 59, and 110 through 114. At the end of the NCVS-2, you also will include details about damaged property as you summarize the reported incident in Check Item W.

Item 27 on the NCVS-2

Item 27 on the NCVS-2 is used to determine what actually happened during the incident and it allows for multiple

answers. You will ask Item 27 when the respondent was present during the incident and answered "No" when asked if the offender:

- Hit, knocked down, or actually attacked the respondent in any way (*Item 24*);
- Tried to attack the respondent (*Item 25*);

OR

- Threatened to physically harm the respondent in any way (*Item 26*).

Item 27 includes two answer categories that deal with damage to property:

- ✓ Box (8), Damaged or destroyed property,

AND

- ✓ Box (9), Attempted or threatened to damage or destroy property.

Item 59 on the NCVS-2

Item 59 on the NCVS-2 is also used to determine what actually happened during the incident and this item allows you to mark more than one box. You will ask Item 59 when only other household members, other than the respondent, were present during the incident.

Item 59 includes two answer categories that deal with damage to property:

- ✓ Box (6), Damaged or destroyed property,

AND

- ✓ Box (7), Attempted or threatened to damage or destroy property.

**Item 110 on the
NCVS-2**

Item 110 on the NCVS-2 determines whether any property owned by a household member at the time of the incident (*other than stolen property*) was damaged during the incident. Since Item 110 excludes damage done to property stolen during an incident, make sure to read the lead-in statement shown in parentheses "*(Other than any stolen property)*," whenever an incident involves stolen property. If you marked Boxes 2 through 26 in Item 96, then you should read the lead-in statement when asking the question in Item 110.

If a respondent appears to be confused, also ask the probe question shown below the initial question in Item 110. This probe question asks: "*For example, was (a lock or window broken/clothing damaged/damage done to a car), or something else?*" You will have to decide which phrase within the parentheses is most appropriate to include in the probe question based on the type of incident reported.

**Item 111 on the
NCVS-2**

When you mark Box (1) "Yes" in Item 110, you will continue with Item 111 to determine whether any or all of the items that were damaged during an incident were either repaired or replaced. A "Yes" answer is acceptable in Item 111 regardless of:

- Who repaired or replaced the damaged items
- OR
- What the repair or replacement cost may have been, even if the repair or replacement was done at no cost.

**Items 112 and 113 on
the NCVS-2**

If a respondent tells you that the damaged items were not repaired or replaced, you will ask Item 112 to determine what it **would cost** to repair or replace the damaged items.

If a respondent tells you that all or part of the damaged items were repaired or replaced, you will ask Item 113 to

determine what it **did cost** to repair or replace the damaged items.

For Items 112 and 113, enter the amount in whole dollars rounding up or down as necessary. If a respondent is having difficulty giving you an amount, probe to help him/her decide on an accurate answer. It is acceptable to enter the respondent's best estimate when an exact amount is not readily available or remembered. Only mark Box (x) "Don't know" when you are unable to even get an estimated cost after probing. If the household did not incur any cost to repair or replace the damaged property, then mark Box (0) "No cost."

***Item 114 on the
NCVS-2***

Item 114 on the NCVS-2 determines who either paid or would pay the cost to repair or replace any items damaged during a reported incident. When asking the question in Item 114, make sure to use the appropriate words based on the answers you received in Items 110 through 113. Since the repair or replacement costs could be paid by more than one person or organization, Item 114 allows you to mark more than one box. Continue asking "Anyone else?" until you get a "No" answer.

When recording answers for Item 114, remember the following points:

Box (1) "Items will not be repaired or replaced":

Only mark Box (1) when NONE of the damaged property will be repaired or replaced. However, if money was paid by insurance or another source to the respondent for the purpose of repairing or replacing the damaged property and the respondent decided not to use the money for that purpose, do NOT mark Box (1). Instead, mark Boxes (3) through (6), as appropriate. Here are a few examples:

- ✓ Victim's insurance paid to repair some furniture that was damaged during a household theft and the victim decided to give the damaged furniture away and use the insurance money for some other purpose. In this

example, you would mark Box (4) "Victim's (or household's) insurance," even though the furniture was not repaired.

- ✓ Respondent's neighbor gave him money to replace a lamp that he broke while arguing and physically assaulting the respondent during a party at the respondent's home. The respondent did not use the money to replace the lamp. In this example, you would mark Box (5) "Offender."

Any time money is given to a respondent for the purpose of repairing or replacing a damaged item, mark the appropriate answer boxes to show who gave the money, regardless of whether or not the money was used for that purpose.

**Box (3) "Landlord or landlord's insurance" and
Box (4) "Victim's (or household's) insurance":**

Any time the cost to repair or replace a damaged item is paid for by someone other than an insurance company and that person is later reimbursed by an insurance company, you would mark either Box (3) and/or Box (4) depending on whose insurance reimbursed the person. If the household member had to pay a deductible and the insurance company paid the balance, mark Box (2) "Household member" AND Box (4) "Victim's (or household's) insurance."

Box (6) "Other":

If the money to repair or replace the damaged property came from a source not covered in Boxes (1) through (5), mark Box (6) and describe the type of person or organization on the "Specify" line below Box (6). Some examples are: Relative, friend, government agency, church, or community organization.

Topic 18. Job/Business at Time of the Incident

Definition

For the NCVS, a job or business at the time of the incident means that the respondent:

- ✓ Had a definite arrangement to work for pay or profit on a part-time or full-time basis at the time of the incident.
- ✓ Was self-employed in his/her own business/farm or partnership at the time of the incident.
- ✓ Was working without pay on a family farm or in a family business at the time of the incident.

If a respondent meets one of the conditions stated above and is temporarily absent from work because of an illness, vacation, bad weather, strike, or temporary layoff, you would still consider him/her to have a job at the time of the incident.

Do NOT consider a respondent to have a job at the time of the incident, if the respondent was:

- ✗ Doing volunteer work without pay.
- ✗ Keeping house without pay.
- ✗ Receiving money from a scholarship.

Item 136 on the NCVS-2

The question in Item 136 on the NCVS-2 can be either asked or verified and it asks: ***"Did you have a job at the time of the incident?"*** A "Yes" answer to this question will take you Check Item S, while a "No" answer will take you to Item 137.

Keep in mind that the employment questions on the NCVS-1 ask about the respondent's job or business held at

least two consecutive weeks in the 6 months before the interview and Item 136 on the NCVS-2 asks about the respondent's job or business **at the time of the incident.**

Topic 19. Major Activity During Week of the Incident

Definition

For the NCVS, major activity during the week of the incident is intended to identify the **one activity** at which the respondent spent the majority of his/her time **during the week of the incident**. Whenever a respondent says in Item 136 that he/she did not have a job or business at the time of the incident, you will ask the question in Item 137 to determine how the respondent spent most of his/her time during the week of the incident.

Item 137 on the NCVS-2

When a respondent tells you in Item 136 that he/she did not have a job or business at the time of the incident, you will continue with the question in Item 137 to find out whether the person was:

- Looking for work (*Box 1*)
- Keeping house (*Box 2*)
- Going to school (*Box 3*)
- Unable to work (*Box 4*)
- Retired (*Box 5*)
- Other - Specify (*Box 6*)

Make sure that you read the entire question, so the respondent has a better idea of the question's purpose. Only mark ONE box to record the respondent's answer.

Item 137 asks:

"What was your major activity the week of the incident- were you looking for work, keeping house, going to school, or doing something else?"

Looking for Work

The following activities constitute "Looking for work" Box (1):

- ✓ Registering at an employment office,
- ✓ Meeting with prospective employers,

- ✓ Placing or answering job advertisements, and
- ✓ Investigating the possibility of starting a business or professional practice.

Keeping House

Box (2) "Keeping house" is intended for respondents whose primary responsibility during the week of the incident involved housework within their own home. "Keeping house" includes the following activities:

- ✓ Cooking, washing clothes, and cleaning house,
- ✓ Caring for their own children, foster children, or children of relatives, such as brothers, sisters, cousins, and so forth,
- ✓ Overseeing the care of their home, even if someone else actually does the labor, and
- ✓ Maintaining their yard and house, such as cutting the grass, painting the house, and caring for vegetable and flower gardens (*other than on a family farm*).

Consider a respondent as having a job at the time of the incident if the respondent is paid to keep house, such as a maid. If this happens, line through the "No" answer in Item 136 and mark Box (1) "Yes."

Going to School

Box (3) "Going to school" is intended for respondents who spent the major part of the incident week attending any kind of public or private school, including a trade or vocational school. When a respondent was not at school due to an illness or short vacation, you would still mark Box (3) "Going to school."

However, a student's summer vacation is treated differently. If the respondent was on summer vacation when the incident occurred and he/she was not attending summer school during that week, you would mark one of the other categories, NOT Box (3) "Going to school."

For example, if the household member was:

- Looking for work, you would mark Box (1).

OR

- "Babysitting brother and sister" or "Doing volunteer work without pay," you would mark Box (6) "Other" and write in the activity on the "Specify" line.

Unable to Work

Box (4) "Unable to work" is intended for respondents who are unable to do any kind of work either permanently or for more than 6 months from the time of the incident due to a long-term physical/mental illness or disability. This category is NOT intended for respondents who are only ill or disabled temporarily and will be able to do some type of work within 6 months following the incident. For a temporary illness or disability that keeps a respondent from working, you may need to mark Box (6) "Other" and enter a description of the major activity.

Retired

Box (5) "Retired" is intended for respondents who have discontinued working permanently from their jobs. If a respondent has retired from one job, but was working at least part of the incident week, consider the person as having a job at the time of the incident, mark Box (1) "Yes" in Item 136 and skip to Check Item S.

Other

Use Box (6) "Other" when the respondent's major activity during the incident week does not fit any other category in Item 137. Whenever you mark Box (6), you must enter a written description of the major activity, such as recuperating from surgery, caring for a sick relative, and so forth.

Topic 20. Incident Occurred at Work Site

Definition

For the NCVS, a work site is the area in which the respondent **usually** conducts his/her day-to-day job-related tasks for **all jobs** held by the respondent at the time of the incident.

Item 141a on the NCVS-2

If you determine in Item 135 that the incident happened while the respondent was working or on duty, then you will ask a series of questions about the respondent's job and employer. Item 141a is part of this series of questions and is used to find out if the incident happened at the respondent's work site. You have the option of either verifying the answer or asking the question before marking the answer category.

Here are some situations when you would mark Box (1) "Yes" in Item 141a:

Example 1:

As a taxi cab driver was driving a customer to the airport, the customer threatened to stab him with a knife if he did not turn over his money and watch.

Example 2:

While working at a construction site, a bricklayer was physically attacked by a coworker.

Example 3:

An insurance agent was sexually assaulted in her office while working late one evening. However, if this incident had occurred in a hotel during a business conference, then the incident did not happen at the respondent's work site and you would mark Box (2) "No" in Item 141a.

Example 4:

A traveling salesperson had vacuum cleaners stolen from his business van while he was in a customer's home trying to make a sale.

Example 5:

An accountant who works out of her home office reported that her office was broken into, vandalized, and computer and other electronic equipment were stolen during the incident. Her home office is an unrecognizable business. However, if the only items stolen belonged to the respondent personally and not to the business, you would mark Box (2) "No" in Item 141a.

Topic 21. Incident Involved a Police Officer

Definition

Police officers can be involved in crime incidents as either victims or offenders. The NCVS is interested in all incidents involving police officers, regardless of whether the officers are victims or offenders or on duty or off duty. Due to the nature of their job, police officers present special issues for the NCVS.

An assault, a threat of physical harm, or any other type of NCVS crime in which a police officer has been victimized is no less of a crime because of his/her line of work. However, due to a police officer's job, he/she is more likely to report a greater number of incidents than the average NCVS respondent.

Even though a police officer in the line of duty sometimes has the right to use necessary physical force to make an arrest or to keep the peace, a police officer while either on or off duty can still be an offender in a crime incident. If a respondent claims that an offender is a police officer, do NOT attempt to determine whether the police officer was or was not acting in the line of duty.

Headquarters staff will review all incidents involving offenders who are police officers and determine whether each incident:

- Should be kept because the police officer acted beyond the line of duty
- OR
- Should be "out-of-scoped" because the police officer acted within the line of duty.

Item 115 on the NCVS-2

When completing a Crime Incident Report, NCVS-2, for an incident in which a police officer is either the victim or the offender, do not assume that the police department

was informed and an official report was filed. Item 115 on the NCVS-2 asks:

"Were the police informed or did they find out about this incident in any way?"

Always read this question to the respondent and, if necessary, probe by asking whether or not an official report was filed for the incident. If a report was not filed, mark Box (2) "No."

Check Item W (Summary Report) on the NCVS-2

When a police officer is reported as the offender in an incident, Headquarters staff rely heavily on the facts that you enter in the Summary Report in Check Item W. Since this information will help determine whether or not the incident falls outside the scope of this survey, you need to provide as many of the facts as possible to answer the following questions:

- Was the victim/respondent arrested?
- Did the victim/respondent press charges against the police officer?
- Did the police confiscate any property? If so, was the property returned, kept as evidence, and so forth?
- Was the police officer on or off duty?
- Did the police officer have a hand gun or billy club? If so, did the police officer draw or use either the gun or the billy club?

Probe to get a complete description of the police officer's actions AND the victim's actions during the incident without offending the respondent.

**NCVS-554, Field
Representative's
Information Card Booklet**

For incidents in which the offender is a police officer, you can refer to page 16 in your Information Card Booklet, NCVS-554. This bottom portion of this page includes a quick reference to help you remember what facts are needed in the Summary Report (Check Item W) when the offender is a police officer.

Topic 22. Hate Crimes

Definition

For the NCVS, a hate crime is one in which the offender targets a sample household member or the sample address when committing an NCVS crime and/or an act of vandalism because of the offender's prejudice or bigotry against a household member's characteristics or religious beliefs.

The offender's motivation must be at least partially related to his/her dislike of or prejudice against a specific group of people because of their:

- Race,
- Religion,
- Ethnicity/national origin,
- Disability,
- Gender, or
- Sexual orientation.

This type of offense is still considered a hate crime regardless of whether the offender has an incorrect perception of the victim's membership in or association with a specific group.

Hate-Related Acts of Vandalism

Whenever a household respondent reports that an act of vandalism was committed against the household, you will ask a series of hate crime screen questions of the household respondent. Items 46g through 46k on the NCVS-1 are asked to determine if the household respondent has any reason to suspect that the vandalism was a hate crime or a crime of prejudice or bigotry.

Hate-Related NCVS Crime Incidents

Whenever you complete an NCVS-2 for a reported crime incident, you will ask a series of hate crime questions that are very similar to the hate crime screen questions. However, these hate crime questions are used to find out if the household member has any reason to suspect the reported incident was a hate crime or a crime of prejudice

or bigotry. Items 161 through 166 on the NCVS-2 cover the hate crime questions involving a reported incident.

Examples of Hate Crimes

Example #1:

Tracy was driving a good friend to services at the friend's synagogue. Although Tracy is not Jewish, she attended the service with her friend. When they returned to Tracy's car, they found that someone had spray painted a swastika on the side of her car.

This is an example of a hate-related act of vandalism.

Example #2:

After walking in a Gay Pride March, two men came up to Doug and his friend, punched them in the stomach, and said that they hate faggots and have no use for them.

This is an example of an incident involving a hate crime.

Topic 23. Writing Summary Reports

Definition

The Summary Report which you will enter in Check Item W on each NCVS-2 that you complete is intended for you to summarize all of the pertinent facts involving a reported 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 during the reported incident.

Include in the summary report any details that you feel are not evident from the answers in the NCVS-2. This is very important because, before sending a case for processing, editors often need more specific details than they can get from other entries on the NCVS-2. 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 or phrases that may raise more questions about the incident, instead of clarifying what really happened.

For example:

When you ask if the offender threatened the respondent with harm in any way, the respondent answers "No." Also, the respondent tells you in Item 27 that her husband was harassing her and using abusive language. However, in the summary, 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 more confusion to the situation.

Key Points to Cover

Use these key words to jog your memory when writing a summary report--***who, what, where, when, and how.***

Who - Using the person's **line number** (*L1, L2, and so forth*) from the household roster, identify all household members who were involved in the incident, even if the member was a Type Z 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 of age were also victims of a personal crime with contact, you need to complete a separate NCVS-2 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 not recovered.

Weapons Used

Item 22 - *Did the offender have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?*

Item 23 - *What was the weapon? Anything else?*

If a respondent tells you in Items 22 and 23 of the NCVS-2 that an offender had a weapon other than any type of gun, rifle, shotgun, or knife, your summary report needs to explain **if and how** this object was used as a weapon. Since guns, rifles, shotguns, and knives are obviously weapons, it is not necessary to explain if and how any of these weapons were used as a weapon in the summary report.

For example:

L1 was arguing with neighbor/neighbor picked up rock/threw it at L1 & hit L1 in head/L1 treated at hospital emergency room & got 4 stitches for the cut.

Keep in mind that thrown objects are only considered weapons if they hit and seriously injure the respondent. BB guns and tear gas guns are only considered weapons if they are used as clubs.

The following objects are NEVER considered weapons:

- ✘ Animals
- ✘ Pellet guns
- ✘ Chloroform
- ✘ Food
- ✘ Mace or pepper spray
- ✘ Parts of the body
- ✘ Small empty cans
- ✘ Tear gas
- ✘ Water balloons

Sex-Related Crimes

Since sex-related crimes are rare compared to other types of crimes, include as many details as the respondent is willing to provide. This is important so that we can classify any sex-related crimes into the correct category--rape, attempted rape, sexual assault, or unwanted sexual contact.

Avoid using phrases like "made sexually explicit comments," "unwanted sexual contact," or "unwanted sexual advances." These phrases do not provide us with enough information to determine what actually happened. We need to know what was actually said, what parts of the body were touched, whether or not force was used, and so forth.

Even though we want all the pertinent facts, do not probe beyond the structured probes that are provided in Items 27, 28, 29, and 31 of the NCVS-2. For example, here is the structured probe for Item 27, "*Do you mean forced or coerced sexual intercourse including attempts?*".

Stolen Property

Item 91 - "Did the (property/money) the offender tried to take belong to you personally, to someone else in the household, or to both you and other household members?"

Item 97 - "Did the stolen (property/money) belong to you personally, to someone else in the household, or to both you and other household members?"

Items 91 and 97 on the NCVS-2 relate to ownership of property and/or money that an offender tried to steal or stole. If property and/or money involved in the incident belongs to the respondent AND other household members OR just to other household members, make sure to specifically identify these persons by their line numbers (*L1, L2, and so forth*).

If property and/or money involved in the incident belongs to nonhousehold members, mention that they are nonhousehold members, along with a specific description of their relationship to the respondent such as co-worker, friend, cousin, and so forth.

Item 104 - "What was the value of the *PROPERTY* that was taken? Include recovered property. (Exclude any stolen cash/checks/credit cards. If jointly owned with a nonhousehold member(s), include only share owned by household members.)"

When completing Item 104 on the NCVS-2, please note:
If stolen property is jointly owned by one or more household members together with one or more nonhousehold members, only include the dollar amount for the portion that was owned by the household members.

When identifying the value of stolen property that was owned jointly by a household member and a nonhousehold member, show a separate dollar amount in your summary report to differentiate between the share owned by the household member and the share owned by the nonhousehold member. Do not use names in your summary report; instead, use line numbers for household members and relationships to the respondent for nonhousehold members.

Offender is a Police Officer

Whenever an offender is a police officer, there are specific facts that we would like to have in your summary report. Include as many of these facts as you can gather. Be diplomatic and ask for the following facts in a way that does not aggravate the respondent:

- ✓ Get a complete description of both the officer's and the victim's actions.
- ✓ Find out if the officer used or attempted to use his/her gun or billy club.
- ✓ Determine if the victim signed a complaint and, if so, include any additional details (*for example, victim was arrested*).
- ✓ Ascertain whether any property was confiscated by the police. If so, find out what was done with the confiscated property--was it returned, kept as evidence, and so forth.

Commercial Establishment

If a crime incident occurred at a business or commercial establishment, include in your summary report as many facts as possible to provide a complete picture of what took place. Also, make sure to mention whether the business is recognizable or unrecognizable.

For example:

L2 was shot in arm during clothing store robbery (*recognizable business*)/Off. shot L2 with small handgun

as L2 reached under register to set off burglar alarm/L2 treated @ emergency room/Store clothing & displays damaged/store closed for 2 days/Est. \$50k in stolen money, damages & lost sales to store/Off. arrested.

Although the NCVS is not interested in the theft of property or cash belonging to a recognizable business, we do want this information in the summary report when it helps in describing a situation in which:

- ✓ Personal property was also stolen from a household member.
- ✓ A household member received a verbal threat in person to physically harm him/her, the household member was attacked, or an attempt was made to attack the household member.
- ✓ Someone illegally entered, broke into or attempted to break into the sample housing unit.

Series Crimes

When writing a summary report for series crimes, start by providing a GENERAL description of the entire series of incidents. For the **last or most recent incident** in the series, provide a DETAILED description of the incident following the who, what, where, when, and how format.

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

By the time you get to Check Item W, you should have a pretty good idea how lengthy your summary report will need to be to provide all the required facts. If you feel that it will take too much of the respondent's time to wait while you write out the summary report, just make sure that you have all the pertinent facts AND verify these facts with the respondent. Once you leave the sample household, then write out your summary report in Check Item W.

If the answer space for Check Item W is not adequate, you can continue your summary report in the blank space below the Field Representative instructions for Check Item W, as well as in the "Notes" space on page 26 of the NCVS-2.

Things to Avoid

When writing summary reports for crime incidents, **avoid** the following bad habits:

- ✘ Using very general and vague statements or any extraneous or unnecessary words or phrases. Write the facts in short, concise sentences.
- ✘ Using the exact wording from the marked answer category of an NCVS-2 item.
- ✘ Using pronouns extensively (*she, he, him, her, they, their, and so forth*).
- ✘ Using abbreviations that most editors would not understand.
- ✘ Omitting pertinent facts that could help clarify details of an incident.
- ✘ Handwriting that is sloppy and illegible.

Examples of Good Summary Reports

Here are some examples of good summary reports:

- ☺ L1's drunken ex-spouse (nonhousehold member) was arguing & using abusive language while in L1's home/ex-spouse refused to leave & threatened to burn down the house if L1 didn't take him back/police arrested ex-spouse/no injury to L1/lamp broken valued @ \$40.
- ☺ L1 (school teacher) had \$10 stolen from desk drawer in classroom while eating lunch in school cafeteria/ police not notified/off. never caught/\$10 not returned.

- ☺ L2 (apt. mgr.) was shot in the arm by angry evicted tenant in L2's office/small hand gun used/police notified & off. arrested/L2 hospitalized overnight.
- ☺ Off. attempted to break into L1's home/no one present/security alarm scared off. & off. ran away/damage to door & lock valued @ \$50/police notified/off. not found.
- ☺ L2's antique shop robbed at gunpoint by two off./\$1,500 taken from shop register/\$50 taken from L2/gold necklace & purse taken from customer/no injuries or store damage/police notified/off. caught & prosecuted.
- ☺ Off. threatened to rape L2 at gunpoint/siren from passing police car scared off./L2 got free & ran to drug store for help/L2 bruised/police notified/off. never found.
- ☺ Off. forcibly grabbed L2/kissed L2 against L2's will/ran his hands up & down L2's buttocks/L2 kneed off. in his groin & got away/no police report/no injuries to L2.

Examples of Bad Summary Reports

The following are examples of bad summary reports:

- ☹ There was unwanted sexual contact between off. and L2 with no injuries.
- ☹ Sam was threatened by his co-worker in an office building. There were no injuries.
- ☹ Rsp. sd she was shot at while walking down the street/offenders were arrested.
- ☹ Rsp. was involved in a car jacking/threatened to shoot/not far from home/police notified.

- ⊖ Was on way to school/music compact discs stolen/\$75/no police.

Topic 24. Type of Industry and Occupation

Definition

Specific items in the NCVS-2, Crime Incident Report, ask about various aspects of a respondent's job at the time of the incident. The information collected about the respondent's employer, kind of business, and kind of work done at the time of the incident are used to assign industry and occupation codes that uniquely identify the respondent's job by type of industry and occupation.

The aggregated data from these industry and occupation items allow users to analyze crime data by different types of industries and occupations.

Conditions for Asking the Industry and Occupation Questions

The only time you will ask a respondent the industry and occupation questions in the NCVS-2 is when the respondent reports that he/she was working or on duty when the incident happened/started. In other words, Box 1, "Working or on duty," is marked in Item 135.

Items Covering the Industry and Occupation Questions

The industry and occupation questions are printed on page 18 of the NCVS-2, Crime Incident Report, and begin with Item 138a and end with Item 142.

Item 138a

Item 138a is used to identify into which "Class of Worker" type the respondent's employer fits. The "Class of Worker" categories include:

- Box 1** A private company, business, or individual for wages.
- Box 2** The Federal government.
- Box 3** A State, county, or local government.
- Box 4** Yourself (Self-employed) in your own business, professional practice, or farm.
- Box 5** A private, not-for-profit, tax-exempt, or charitable organization.

Item 138b

Item 138b is used to determine whether or not the business at which the respondent worked at the time of the incident

is incorporated. You will only ask this question if you mark Box 1, 4, or 5 in Item 138a.

Item 138c

Item 138c is used to identify the name of the respondent's employer at the time of the incident. Since Census Bureau coders working in the National Processing Center need this key piece of information to assign the correct industry code, make sure that you record this information accurately and legibly.

Even though a respondent may be reluctant to provide the name of his/her employer, make every effort to collect this information without badgering the respondent. In some cases, you may succeed by just reassuring a respondent that the information he/she provides is held strictly confidential.

Item 138d

Item 138d is used to determine the kind of business or industry that is transacted by the respondent's employer at the time of the incident. This is another key piece of information needed to assign the correct industry code for a respondent's employer.

To ensure that our coders can assign an accurate industry code, you need to enter a clear and specific description of the employer's kind of business or industry. In other words:

✓ What is the purpose of the business?

OR

✓ What type of products are produced by this industry?

Structured Probe

If the respondent hesitates in giving you an answer to your initial question in Item 138d, also ask the structured probe question printed in italics below the initial question. This question may help the respondent to understand what type of description we want for this item.

Be Specific

Make sure that you 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.”

Here are some examples of better descriptions:

- ✓ “Mines & transports coal & coal byproducts.”
- ✓ “Repairs small home appliances.”
- ✓ “Designs & sells computer software.”
- ✓ “Operates two large hardware stores.”

Enter descriptions that are specific, but avoid using unnecessary words that make the descriptions too long. Keep your descriptions under 50 characters, since this is the maximum number of characters allotted for keying this information. This is true for each industry and occupation item requiring a write-in entry.

Item 138e

Item 138e is used to identify the major type of industry in which the respondent was working at the time of the incident. The four options to choose from are:

- ✓ Manufacturing
- ✓ Retail trade
- ✓ Wholesale trade
- ✓ Something else

Distinguishing between these types of industries is very important, because type of industry also plays an essential role in assigning the correct industry code. If this item is left unanswered or is marked incorrectly, the coders will not be able to assign an accurate industry code for the respondent’s employer.

<i>Box 1, Manufacturing</i>	If a respondent's employer makes and sells its products in large quantities or lots to other manufacturers, wholesalers, or retailers, the respondent's employer is probably a manufacturing company.
<i>Box 2, Retail Trade</i>	If a respondent's employer sells primarily to individual consumers or users, but seldom makes products, the respondent's employer is probably a retail establishment.
<i>Box 3, Wholesale Trade</i>	If a respondent's employer buys, rather than makes, products in large quantities or lots for resale to retailers, industrial users, or to other wholesalers, the respondent's employer is probably a wholesale establishment.
<i>Box 4, Something Else</i>	<p>If a respondent's employer does not manufacture or sell products as a wholesaler or a retailer, then you need to mark Box 4, "Something Else." Examples of some employers that fit into the "Something Else" category are:</p> <ul style="list-style-type: none">✓ Car repair shops,✓ Accounting firms,✓ Medical centers,✓ Trucking companies, or✓ Banks.
<i>When To Probe</i>	<p>Some firms are engaged in more than one type of business or activity. When you encounter this situation, you need to do some additional probing to determine the most appropriate category to mark in Item 138e.</p> <p>If you discover that the respondent's employer conducts business at more than one location (<i>for example, making copy machines at one location and making chemicals used by the copy machines at another location</i>), collect data for the <u>location at which the respondent works</u>.</p> <p>If you discover that the respondent's employer conducts a variety of activities at the same location (<i>for example, a gasoline station that also sells groceries</i>), probe to determine which <u>activity or product the respondent is most</u></p>

directly involved with in his/her job. For example, if the respondent primarily sells groceries at the gasoline station, mark Box 2. However, if the respondent primarily works as a mechanic servicing motor vehicles at the gasoline station, mark Box 4.

Item 138f

Item 138f is used to determine 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 138f
- AND
- The respondent's most important activities or duties described in Item 139.

Make sure that you enter complete and accurate descriptions for both of these items, so that the 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 will not be sufficient for the 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, we want you to 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 forth. In other words, 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 from the shipping department, enter “Inspects products leaving shipping department.” 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***

Here is a basic rule for Item 138f: Avoid entering a one word response, because it will usually be too general for

our coders to assign the correct occupation code. For these situations, we are providing the following table which has some difficult to code, one word occupations, 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. This table is also available as a job aid entitled, "Difficult to Code Occupations."

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?

Occupation	Suggested Probe
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?

Item 139

Item 139 is used to describe the usual activities or duties a respondent performs at his/her job. This is the second key piece of information that our coders use to assign an occupation code. What you enter in Item 139 is especially useful when a simple job title does not provide enough information to code the occupation.

Here are some examples of entries you may need to enter in Item 139:

- Keeping account books
- Selling new and used motor vehicles
- Laying bricks and stone
- Typing and filing letters, reports, memo's, etc.

If a respondent tells you that his/her job duties are classified, do NOT probe. In this situation, enter "Information is classified."

Item 140

Item 140 is used to find out if the respondent was working in a city, suburban area, rural area, or a combination of any of these areas at the time of the incident. This type of information will help BJS in determining if specific areas are more prone to crime.

When a respondent worked for more than one employer at the time of the incident, mark the box for the area in which he/she worked the greater number of hours. Avoid marking Box 4, "Combination of any of these?", unless a respondent insists that the area he/she worked MOST of the time was a combination of city, suburban, and rural.

Item 141a

Item 141a is used to determine whether the incident happened at the respondent's work site for any job held by the respondent at the time of the incident. If you already know the answer to this question, you can verify the answer without asking this question.

Incident Happened at Work Site

Consider a respondent's work site to be the place where his/her USUAL day-to-day activities take place. Some examples of work sites include in an office, hospital, taxi cab, convenience store, beauty parlor, and so forth.

Work Site at Sample Address

If a respondent happens to work out of an office or workshop in his/her home and the incident occurred in the office or workshop, consider the incident as happening at the respondent's work site. However, if the incident happened somewhere else in the house, garage, or property OTHER THAN in the office or workshop, then the incident did not happen at the respondent's work site.

Not at Usual Work Site

Do not consider the incident as happening at a respondent's work site if it occurred while the respondent was on the job, but not at his/her usual work site. Some examples include attending a meeting in another office building during working hours or attending a business meeting out of town.

Last Resort Answer

Only mark Box 3, "Don't know," when a respondent really does not know if the incident happened at his/her work site.

Explanation Required

Mark Box 4, "Other," if a respondent's answer requires more than just a "Yes" or "No" answer and then use the "Specify" line to answer Item 141a.

Item 141b

Item 141b is used to find out if the respondent worked primarily days, nights, or rotating shifts at the time of the incident.

Item 142

Item 142 is used to determine whether the respondent's job at the time of the incident is also his/her current job at the time of the interview.

Appendix A

Summary of Monthly Field Operations for Field Representatives

Your monthly field operations will vary from month to month for the cases in your assignment depending on:

- ✓ Segment type (*Area, Unit, Permit, and Group Quarters*) and
- ✓ Enumeration period (*first through seventh*).

The following table provides a summary of your monthly NCVS tasks shown by enumeration period. This summary is intended to serve as a quick reference and is not intended to cover all NCVS tasks. For more detailed instructions, you should refer to the manual references noted for each task covered in this table. Excluded from this table are the additional tasks required for listing assignments, replacement households discovered while interviewing, and sample units that become noninterview cases.

Enumeration Period	Monthly Operation	Manual Reference
FIRST enumeration period	Complete Control Card with household respondent for each current sample unit.	NCVS-550, Part B, Chapter 1
	Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.	NCVS-550, Part B, Chapter 2
	Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.	NCVS-550, Part B, Chapter 3

Enumeration Period	Monthly Operation	Manual Reference
SECOND enumeration period	<p>Verify Control Card Item 6a and complete Items 14, 17, 22, 30a - 30g, and 32, as appropriate. After the interview, update Items 25b and 25c.</p> <p>Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.</p> <p>Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.</p>	<p>NCVS-550, Part B, Chapter 1</p> <p>NCVS-550, Part B, Chapter 2</p> <p>NCVS-550, Part B, Chapter 3</p>
THIRD enumeration period	<p>Verify Control Card Item 6a and complete Items 8a, 14, 17, 21a, 21b, 22, 28, 30a - 30g, and 32, as appropriate. After the interview, update Items 25b and 25c.</p> <p>Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.</p> <p>Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.</p>	<p>NCVS-550, Part B, Chapter 1</p> <p>NCVS-550, Part B, Chapter 2</p> <p>NCVS-550, Part B, Chapter 3</p>

Enumeration Period	Monthly Operation	Manual Reference
<p>FOURTH enumeration period</p>	<p>Verify Control Card Item 6a and complete Items 14, 17, 22, 30a - 30g, and 32, as appropriate. After the interview, update Items 25b and 25c.</p> <p>Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.</p> <p>Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.</p>	<p>NCVS-550, Part B, Chapter 1</p> <p>NCVS-550, Part B, Chapter 2</p> <p>NCVS-550, Part B, Chapter 3</p>
<p>FIFTH enumeration period</p>	<p>Verify Control Card Item 6a and complete Items 8a, 14, 17, 21a, 21b, 22, 28, 30a - 30g, and 32, as appropriate. After the interview, update Items 25b and 25c.</p> <p>Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.</p> <p>Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.</p>	<p>NCVS-550, Part B, Chapter 1</p> <p>NCVS-550, Part B, Chapter 2</p> <p>NCVS-550, Part B, Chapter 3</p>

Enumeration Period	Monthly Operation	Manual Reference
SIXTH enumeration period	<p>Verify Control Card Item 6a and complete Items 14, 17, 22, 30a - 30g, and 32, as appropriate. After the interview, update Items 25b and 25c.</p> <p>Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.</p> <p>Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.</p>	<p>NCVS-550, Part B, Chapter 1</p> <p>NCVS-550, Part B, Chapter 2</p> <p>NCVS-550, Part B, Chapter 3</p>
SEVENTH enumeration period	<p>Verify Control Card Item 6a and complete Items 8a, 14, 17, 21a, 21b, 22, 28, 30a - 30g, and 32, as appropriate. After the interview, update Items 25b and 25c.</p> <p>Complete a Basic Screen Questionnaire for each eligible household member (<i>12 years of age or older</i>) in the sample unit.</p> <p>Complete a Crime Incident Report for each incident reported by an eligible household member at the sample unit.</p>	<p>NCVS-550, Part B, Chapter 1</p> <p>NCVS-550, Part B, Chapter 2</p> <p>NCVS-550, Part B, Chapter 3</p>

Appendix B

NCVS Procedures for Replacement Households, EXTRA Units, and Merged Units

Replacement Households in NCVS

For the NCVS, each case assigned to you starts with a sample address. You will interview the usual 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 after the initial interview and another household moves into the sample address, the new household is considered a replacement household.

Complete a new Control Card for the sample address when you discover a replacement household. However, do NOT start with the first enumeration period. Instead, continue with the current enumeration period for the sample address. For example, if you discover a replacement household during the third enumeration period, use the third enumeration period column for items requiring an answer by enumeration period. If you discover a replacement household in the second, fourth, or sixth enumeration period, enter answers in the column for the preceding enumeration period for Items 8a, 21a, and 28 on the new Control Card.

Control Cards for Replacement Households

When you discover that a replacement household now resides at a sample address assigned to you, follow these steps:

Step

- 1 Using the original Control Card for the previous household, in Item 25a write "Void - household moved" and the date on which you discovered the replacement household. Attach the voided Control Card behind the new one, which you will complete for the replacement household.

- 2 Using a blank Control Card, start completing the new Control Card for the replacement household by transcribing the sample and control number (*PSU, segment, check digit, and serial number*) from Items 1 and 2 on the original Control Card to Items 1 and 2 on the new Control Card.
- 3 Next, assign a new household number in Item 3 on the new Control Card. Each time you complete a new Control Card for a replacement household, increase the household number by "one," even if the replacement household has a usual residence elsewhere (URE). The only exception to this rule is for addresses in which it is a common occurrence for one URE household to replace another URE household, such as addresses in resort or vacation areas. For these exceptions, a new Control Card is NOT completed and, therefore, the household number does NOT change.

(Also see Part A, Chapter 6, for more details about URE households in high change areas.)

If you encounter any of the following special situations, increase the household number by "one" in Item 3 on the new Control Card:

- A replacement household replaces a household that was a Type A noninterview in the previous enumeration period, even if the replacement household is also a Type A noninterview.
- A household from a previous enumeration period moves out of the sample address and then moves back into the sample address while still in sample, regardless of whether the sample address was vacant or occupied by another household during the interim period.

- The wrong address was interviewed for the previous enumeration period.

Entering an accurate household number in Control Card Item 3 is important because it will affect comparisons made between data reported from one enumeration period to the next. If a Control Card shows the same household number in consecutive enumeration periods, it is assumed that the same household members were interviewed in all of these enumeration periods.

- 4 Transcribe the address from Item 6a on the original Control Card to Item 6a on the new one. Also, verify this address with the new household respondent and ask the question in Item 6c to determine the correct mailing address for the replacement household. If the sample address is part of a Group Quarters (GQ), transcribe the GQ name, type code, and sample number onto Item 6d on the new Control Card.
- 5 If the sample address is in an Area segment, transcribe any entries in Items 7a and 7b onto these items on the new Control Card. Do NOT ask the "year built" question in Item 7a for a replacement household. However, you do need to ask the marked "coverage question(s)" in Item 7b again for the replacement household.
- 6 Ask the "tenure" question in Item 8a and record the replacement household's answer in the appropriate enumeration period column (*1st, 3rd, 5th, or 7th*). If you discover a replacement household in the second, fourth, or sixth enumeration period, ask the question and mark the answer for the enumeration period preceding the current one. For example, if the current enumeration period is the fourth, mark the answer for Item 8a in the third enumeration period column.

- 7 In Item 8b, fill by observation when obvious. Otherwise, verify whether the living quarters is presently used as student housing and mark the new Control Card. Following the instructions on the Control Card, ask the question in Item 8c and mark Item 8d, when appropriate.
- 8 On the new Control Card, mark the same box in Item 8e and Item 9 as marked on the original Control Card. Following the instructions on the Control Card, either ask the question in Item 10 or skip to Item 11a.
- 9 Complete the remainder of the new Control Card for a replacement household as you would for an original household.

(See Part B, Chapter 1, for detailed instructions on how to complete the NCVS Control Card.)

When Not to Use Replacement Household Procedures

There are two situations when you would not follow the replacement household procedures:

- The sample address is occupied during the first enumeration period and is unoccupied for the remaining enumeration periods or is demolished before going out of sample. If this should happen, continue using the original Control Card and do NOT change the household number.

Enumeration Period	Sample Unit	Household Number
First	Occupied	1
Second	Unoccupied	1
Third	Unoccupied (Unfit)	1
Fourth	Unoccupied (Demolished)	1

In this situation, the key point to remember is that the sample unit was never occupied again after the original household moved out.

- The sample address was unoccupied during the first enumeration period and became occupied during a subsequent enumeration period. If this should happen, continue using the original Control Card and do NOT change the household number.

Enumeration Period	Sample Unit	Household Number
First	Construction not started	1
Second	Under construction	1
Third	Vacant	1
Fourth	Occupied	1

In this situation, the key point to remember is that the sample unit was occupied by only one household between the first and fourth enumeration period.

EXTRA Units in the NCVS

An EXTRA unit is any unlisted separate living quarters that qualifies as a housing unit and is:

- ✓ Discovered by chance during an interview or when asking the household coverage questions on the Control Card.
- ✓ Associated with the sample unit.
- ✓ Not likely to have a chance of being selected for sample.

(Refer to the Listing and Coverage Manual for Field Representatives, Form 11-8, Chapter 7, for more generic information about EXTRA units.)

Once you have completed Table X on the Control Card and determined that the additional living quarters qualifies as an EXTRA housing unit for the NCVS, use the following instructions to complete a new Control Card, an NCVS-1, and any NCVS-2s that may be required for the EXTRA unit.

Filling a Control Card

When you discover an EXTRA unit, you must complete a separate Control Card for the EXTRA unit and its usual residents. Follow these steps to complete a blank Control Card for an EXTRA unit:

Step

- 1 Transcribe the Sample number from **Item 1** on the original Control Card to **Item 1** on the new Control Card.
- 2 Transcribe the PSU, segment, and check digit numbers from **Item 2** on the original Control Card to **Item 2** on the new Control Card. Do NOT transcribe the serial number from the original Control Card. Instead, enter some unique form of identification such as the reference person's last name, a room number, or a unit description.
- 3 In **Item 3** on the new Control Card, enter household number "1." In **Item 4a** on the new Control Card, mark the same segment type as the segment type marked on the original Control Card.
- 4 Fill **Item 6a** on the new Control Card with a complete and accurate address, including a unit designation or description, if necessary, to distinguish the EXTRA unit from the original sample unit. If the original housing unit and the EXTRA housing unit are in a group quarters, transcribe the GQ name and type code from **Item 6d** on the original Control Card to the new Control Card, but leave the Sample No. blank in **Item 6d** on the new Control Card.

NOTE: Group Quarters units do not have EXTRA units. Only housing units can have EXTRA units.

- 5 If the EXTRA unit is found in an Area segment and it is located in the same structure as the original unit, mark the same boxes in **Item 7a** on the new Control Card as those marked on the original Control Card and do not ask the "year built" question.

However, if the EXTRA unit is found in an Area segment and it is located in a **different structure** than the original unit, mark the same box in the top portion of **Item 7a** as was marked on the original Control Card. If the "Ask 1st mo." box is marked in **Item 7a**, ask the "year built" question BEFORE marking the answer in the bottom portion of **Item 7a** on the new Control Card. Otherwise, do not ask the question in the bottom portion of **Item 7a** and leave it blank on the new Control Card.

- 6 If you discover an EXTRA unit in an Area segment, mark Box 4 "None" in **Item 7b** on the new Control Card, regardless of which box is marked on the original Control Card. Do NOT ask any "coverage questions" in **Item 7b** for an EXTRA unit.
- 7 Mark the same box in **Item 9** on the new Control Card as was marked on the original Control Card and ask the question in **Item 10** or skip to **Item 11a**, as appropriate.
- 8 Complete **Items 29a and 29b** at the bottom corner of the new Control Card to link the EXTRA unit's Control Card to the original sample unit.
- 9 If the EXTRA unit is unoccupied, complete the remainder of the new Control Card as you would for any unoccupied housing unit. If the EXTRA unit is occupied, then complete the remainder of the new

Control Card as you would normally for either an interviewed or noninterviewed housing unit.

Filling an NCVS-1 and Any NCVS-2s

Complete a separate NCVS-1 for each EXTRA unit that is occupied and interviewed. Make sure to transcribe accurately the EXTRA unit's sample number, control number (including the same serial number identification, such as the reference person's last name, a room number, or a unit description), and the household number from Items 1, 2, and 3 on the new Control Card to the top of the NCVS-1 cover page for the EXTRA unit. Complete the remainder of the NCVS-1, along with any NCVS-2s for reported incidents, as you would normally.

Filling an NCVS-7

If the EXTRA unit needs to be classified as a Type A, B, or C noninterview, complete an NCVS-7, Noninterview Record, instead of an NCVS-1. For identification purposes, transcribe accurately the EXTRA unit's sample number, control number (including the same serial number identification, such as the reference person's last name, a room number, or a unit description), and the household number from Items 1, 2, and 3 on the new Control Card to the top of the NCVS-7 for the EXTRA unit.

Filling an INTER-COMM, Form 11-36

Complete an INTER-COMM, Form 11-36, when you discover one or more EXTRA units while interviewing a sample unit. After completing the INTER-COMM, attach it to the Control Cards for the original unit and any EXTRA units discovered during your interview at the original unit.

Merged Units in the NCVS

A merged unit is a housing unit that results from combining two or more unit addresses to form one unit address. A merged unit could be the result of combining two single-unit addresses or two or more apartments in a multi-unit structure. For the NCVS, at least one of the original units resulting in the merged unit would be in the current sample.

(Refer to the Listing and Coverage Manual, Form 11-8, Chapter 7, Topic 4, for detailed instructions on determining whether to interview the new merged unit and what entries to make on listing sheets.)

Filling the Control Card

Merged unit discovered in the first enumeration period:

If BOTH of the following conditions exist, use the original Control Card to record information for the merged unit and leave the household number as "1" in Item 3:

- ✓ The address on the assigned Control Card matches the address for the merged unit

AND

- ✓ The merged unit is comprised of one or more unit addresses in the current sample and one or more unit addresses NOT in the current sample.

If you are assigned Control Cards for the other unit(s) that combined to make the merged unit, classify them as Type C - Merged noninterviews. Complete a separate NCVS-7, Noninterview Record, and make sure to mark Box (25) in Item 6 for each of these unit(s) that merged to create the merged unit.

Merged unit discovered in the second or later enumeration period:

If the merged unit's usual residents are listed on an assigned Control Card:

- ✓ Use the assigned Control Card,
- ✓ Do not change the household number in Item 3, and
- ✓ Correct the sample address in Item 6a, if necessary.

If you are assigned Control Cards for the other unit(s) that combined to make the merged unit, classify them as

Type C - Merged noninterviews. Complete a separate NCVS-7, Noninterview Record, and make sure to mark Box (25) in Item 6 for each of these unit(s) that merged to create the merged unit.

If the merged unit's usual residents are NOT listed on an assigned Control Card:

- ✓ Prepare a new Control Card for the merged unit,
- ✓ Increase the household number in Item 3 by "1,"
- ✓ Transcribe to Item 2 on the new Control Card the control number with the first or lowest serial number for the segment. For example, if you are assigned two Control Cards for the units resulting in the merged unit and the serial numbers are "03" and "05," transcribe the control number with the "03" serial number.
- ✓ Enter in Item 6a the complete current address for the merged unit.
- ✓ In the Notes section of the Control Card, enter the date on which you discovered the merged unit.

***Filling NCVS-1, NCVS-2,
or an NCVS-7***

After completing or updating a Control Card for a merged unit, follow the standard procedures for completing NCVS questionnaires for interviewed or noninterviewed sample addresses.

- | | |
|------------------------|---|
| For the NCVS-1: | Refer to Part B, Chapter 2,
of this manual |
| For the NCVS-2: | Refer to Part B, Chapter 3,
of this manual |
| For the NCVS-7: | Refer to Part B, Chapter 4,
of this manual |

Filling an INTER-COMM, Form 11-36

For each merged unit that falls into sample for NCVS, you must complete an INTER-COMM, Form 11-36, explaining the situation, even if the merged unit is a noninterview case (Type A, B, or C). Attach the completed INTER-COMM to the Control Cards involved in the merged unit.

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