

NCVS-522(I)
(7/2008)

National Crime Victimization Survey



CAPI Classroom Training Guide for NCVS Field Representatives

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Suggested Training Schedule

Before your classroom training session begins, make sure that you read the “Instructions to the Trainer,” which follows this “Suggested Training Schedule.” Also, make sure trainees log into their laptops before the start of each day.

DAY 1

| <u>Chapter</u> | <u>Title</u> | <u>Time (Hrs.)</u> | <u>Time Elapsed</u> |
|-----------------------|-----------------------------------|---------------------------|----------------------------|
| 1 | Welcome and Introduction | 1/4 | 15 minutes |
| 2 | Administrative Topics | 1-1/2 | 1 hour, 45 minutes |
| | BREAK | 1/4 | 2 hours |
| 2 | Administrative Topics (Continued) | 1-3/4 | 3 hours, 45 minutes |
| | LUNCH | 1 | 4 hours, 45 minutes |
| 3 | Probing for Accuracy | 1 | 5 hours, 45 minutes |
| | BREAK | 1/4 | 6 hours, 00 minutes |
| 3 | Probing for Accuracy (Continued) | 1 | 7 hours, 00 minutes |

Suggested Training Schedule**DAY 2**

| <u>Chapter</u> | <u>Title</u> | <u>Time</u> <u>(Hrs.)</u> | <u>Time</u> <u>Elapsed</u> |
|-----------------------|---------------------------------|--------------------------------------|---------------------------------------|
| 4 | Power of Persuasion | 1-3/4 | 1 hour, 15 minutes |
| | BREAK | 1/4 | 1 hour, 30 minutes |
| 4 | Power of Persuasion (Continued) | 1-1/4 | 2 hours, 45 minutes |
| | LUNCH | 1 | 3 hours, 45 minutes |
| 5 | Case Management | 2 | 5 hours, 45 minutes |
| | BREAK | 1/4 | 6 hours, 00 minutes |
| 6 | ALMI TOI | 1-1/2 | 7 hours, 30 minutes |

Suggested Training Schedule

DAY 3

| <u>Chapter</u> | <u>Title</u> | <u>Time (Hrs.)</u> | <u>Time Elapsed</u> |
|----------------|---|------------------------|-------------------------|
| 7 | Welcome Experienced FRs/Review of Self-Study | 1/2 | 30 minutes |
| 8 | NCVS Concepts and Definitions | 1 | 1 hour, 30 minutes |
| 9 | NCVS CAPI Instrument | | |
| | <i>Practice Exercise 1- Building a Household Roster</i> | 3/4 | 2 hour, 15 minutes |
| | BREAK | 1/4 | 2 hours, 30 minutes |
| | <i>Practice Exercise 2 - Picking a New Household Respondent</i> | 3/4 | 3 hours, 15 minutes |
| | <i>Practice Exercise 3 - Replacement Household by Telephone</i> | 1/2 | 3 hours, 45 minutes |
| | LUNCH | 1 | 4 hours, 45 minutes |
| | <i>Practice Exercise 4 - Type A Noninterview</i> | 1/3 | 5 hours, 05 minutes |
| | <i>Practice Exercise 5 - Type B Noninterview</i> | 1/3 | 5 hours, 25 minutes |
| | <i>Practice Exercise 6 - Changing the Household Respondent</i> | 1/4 | 5 hours, 40 minutes |
| | BREAK | 1/4 | 5 hours, 55 minutes |
| | <i>Practice Exercise 7 - Selecting a New Reference Person</i> | 3/4 | 6 hours, 40 minutes |
| | <i>Practice Exercise 8 - Re-entering a Case to Complete Interview with Remaining Eligible Household Members</i> | 1/4 | 6 hours, 55 minutes |

*Practice Exercise 9 - Classifying an NCVS
Respondent as Type Z Noninterview*

1/4

7 hours, 10 minutes

Suggested Training Schedule

DAY 4

| <u>Chapter</u> | <u>Title</u> | <u>Time (Hrs.)</u> | <u>Time Elapsed</u> |
|----------------|--|------------------------|-------------------------|
| 9 | NCVS CAPI Instrument (Continued) | | |
| | <i>Practice Exercise 10 - Unduplication of Incidents</i> | 3/4 | 45 minutes |
| | <i>Practice Exercise 11 - Proxy Interview</i> | 3/4 | 1 hour, 30 minutes |
| | <i>Practice Exercise 12 - Quitting a Case at Onset of Interview</i> | 1/12 | 1 hour, 35 minutes |
| | BREAK | 1/4 | 1 hour, 50 minutes |
| | <i>Practice Exercise 13 - Incident of Rape</i> | 3/4 | 2 hours, 35 minutes |
| | <i>Practice Exercise 14 - Completing Table X for Extra Units</i> | 1/3 | 2 hours, 55 minutes |
| | LUNCH | 1 | 3 hours, 55 minutes |
| | <i>Practice Exercise 15 – Series Incidents</i> | 1 | 4 hours, 55 minutes |
| | <i>Practice Exercise 16 – Adding an Incident</i> | 1/2 | 5 hours, 25 minutes |
| | <i>Practice Exercise 17 - Accessing the NCVS CAPI Spanish Instrument</i> | 1/4 | 5 hours, 40 minutes |
| | <i>Practice Exercise 18 – Unscripted Paired Practice Interview</i> | 1/2 | 6 hours, 10 minutes |
| | BREAK | 1/4 | 6 hours, 25 minutes |
| 10 | Transmission of Work | 1/2 | 6 hours, 55 minutes |
| 11 | Performance and Supervisory Topics | 1/2 | 7 hours, 25 minutes |

Instructions to the Trainer

Training Field Representatives is one of your most important roles as a supervisor. Your success depends in part on your ability to train a staff to do an effective job. There is no substitute for a motivated and competent staff in meeting your responsibility toward the accurate and timely completion of the National Crime Victimization Survey (NCVS).

No supervisor can expect an effective training session to occur if he or she is not prepared. To guarantee a positive session, you must prepare in advance. There are certain things you must complete before training takes place:

Advance Preparation About a week prior to this training session, send the pre-classroom generic training and the survey specific self-study materials to the trainees.

NOTE: If any trainees have already received the generic training while being trained for another demographic survey, such as the Current Population Survey, you do not need to send the trainee the generic training materials.

The pre-classroom generic training materials consist of the following:

- Welcome Letter (provides Census Bureau field representatives (FRs) with a brief statement regarding the importance of their job for communities and the country. It also provides a concise list of instructional products and includes a personal password for the Census Bureau issued laptop computer)
- 11-900, Curriculum Plan (provides the sequence in which the users access the instructional products of the generic pre-classroom training package)
- 11-6 (WIN), Quick Reference Guide (provides quick tips for using all Windows applications)

- 11-7 (WIN), Windows Laptop Users Guide (provides complete documentation of laptop applications)
- 11-8, Listing and Coverage: A Survival Guide for the Field Representative - Volume 1, Current Surveys Listing and Coverage, and Volume 2, Demographic Area Address Listing.
- 11-12 (WIN), WINFRED Windows Field Representative Earnings Data Self-Study (provides basic knowledge of the time and attendance software, WINFRED)
- 11-55 (RO), Administrative Handbook for Regional Office Schedule A Employees
- 11-109, Personal Security Self-Study (familiarizes FRs with various personal security and safety options as they go to various communities performing their job)
- 11-901, InterAct Field Representative Pre-Classroom Learning Magazine (provides an introduction and overview of the FR's role and responsibilities)
- 11-902, Getting it Done: The Job of a Field Representative Viewing Guide, and "GETTING IT DONE: The Job of a Field Representative" (Video provides FRs with an initial orientation to a typical day for Census Bureau Field Representatives)
- "Getting to Know Your Dell Latitude D400 Laptop Computer" (shows the hardware components of the laptop, startup, log on, shut down procedures, and the steps to change the laptop battery; also discusses the new hires's legal responsibility regarding the use and care of the laptop)

- “Field Representative Safety Video” (provides the FRs with various personal security and safety options as they go to various communities performing their job)

The pre-classroom survey specific training materials consist of the following:

- NCVS-521, CAPI Blaise Self-Study for New Field Representatives (7/2008)
- NCVS-550, CAPI Interviewing Manual for Field Representatives (7/2008)
- NCVS-554, Field Representative’s CAPI Information Card 2008-2009 Booklet
- NCVS-572(L), Introductory Letter
- NCVS-573(L), Introductory Letter
- ✓ Instruct the trainees to complete the pre-classroom self-study material prior to attending the classroom training. Trainees should also complete the Windows Initial CBT and WINFRED CBT prior to the training session as per noted in the 11-900 Curriculum Plan.
- ✓ Study this training guide and become familiar with all the training concepts. The more familiar you are with this guide, the more at ease you will be in the classroom training. This allows you to answer questions more easily and guide the trainees through a successful training session.
- ✓ Try to identify any questions the trainees might ask or any areas that could need additional explanation from you.


- ✓ Conduct a “dry run” of the training, preferably in the presence of a colleague. A dry run is your practice session. You can practice your delivery, set your timing, make sure you have the correct materials, and know when and how to use these materials. A dry run also takes the nervousness out of that first training session.
- ✓ Assemble all of your training materials for both you and the trainees well before the session. Make certain that video equipment is present and in good working order.
- ✓ Several days before the training session, make certain you have all the needed materials for the classroom training. A list of trainer and trainee materials is provided in this section of your Training Guide.
- ✓ Notify all trainees ahead of time about everything they need to bring with to the classroom training session.

At the Training Site

Prepare the training room as soon as possible before training begins:

- Arrange the seats and tables so each trainee has enough work space to spread out workbooks, manuals, and other NCVS materials and still be in sight of the instructor.
- Make sure electrical outlets are located along the walls that will accommodate trainees plugging into laptop computers or extension cords.
- Make sure that a television, VCR, and projection system are available through the site provider and that they are in working order before the training session begins.
- Make sure that the training room can be secured (locked) during breaks and lunch periods.

-
- Plan the seating and prepare name cards for trainees.
 - Place name cards and training materials at each trainee's place.
 - Use a projection system, if possible. This method of delivery allows trainees to keep track of the screens for the walkthrough practice exercises and helps everyone stay together.
 - Make sure the lighting is adequate and the room is well ventilated.
 - Make sure a lectern and table are provided for the trainer.
 - Remove ash trays (if any) and provide water.
 - Locate the videotape required for this session. The title is listed in the following box:

| | |
|---|--|
|  | <p>Classroom Training Video "Generic Refusal Avoidance"</p> |
|---|--|

Classroom Training

Before beginning the training, collect the training videos the trainees used for their pre-classroom work. These videos are:

List of PRE-CLASSROOM Videos*(to be collected from the trainees)*

- “GETTING IT DONE: The Job of a Field Representative”
- “Getting to Know Your Dell Latitude D400 Laptop Computer”
- “Field Representative Safety Video”



The trainees are also required to complete the computer-based training (CBTs) as part of their pre-classroom work. You will review these CBTs with the trainees during classroom training.

Staying on Schedule

The schedule for this training session is a full five (5) days. The following suggestions will help you to stay on schedule:

1. **Do not allow discussions to get out of control.** While the training schedule allows for some open discussion periods, try not to spend too much time on any one topic.
2. **Try to keep the walkthrough practice interview moving.** Do not spend too much time on any one question.
3. **Keep the trainees on the correct question.** Make sure all the trainees are on the right question before you begin explaining the question.

***Training Materials for
Classroom Training***

As the **TRAINER** you need the following materials:

1. NCVS-522(I) (7/2008), Guide for Training New NCVS CAPI Field Representatives
2. A copy of ALL trainee materials for your reference, including the pre-classroom training materials.
3. Laptop and projection device. Use a high quality overhead projector – one that can be used for long period without overheating. Be sure you have all the necessary accessory equipment well in advance of training, and *test the equipment before training*.
4. Videotape player and TV monitor
5. VIDEO: “Generic Refusal Avoidance”
6. 11-903, Getting Started - Administrative (Training Guide)
7. 11-903a, Getting Started - Administrative (Classroom Workbook)
8. 11-904, Probing for Accuracy (Training Guide)
9. 11-904a, Probing for Accuracy (Classroom Workbook)
10. 11-905, Power of Persuasion (Training Guide)
11. 11-905a, Power of Persuasion (Classroom Workbook)
12. 11-908, Payroll Trainer’s Guide [Field Representative]
13. 11-38 and 11-38A, Request for Appointment
14. Trainee name cards

15. If possible, a flip chart easel, paper, and markers

Each **TRAINEE** needs one copy of each of the following materials in addition to the materials they received for the pre-classroom training:

1. NCVS-550.1 (7/2008), NCVS At a Glance
2. NCVS-522.1 (7/2008), Classroom Workbook
3. NCVS-572(L), Introductory Letter
4. NCVS-573(L), Introductory Followup Letter
5. Form 11-38 and 11-38A, Request of Appointment
6. NCVS Function Key Template
7. Black lead pencil
8. 11-903a, Getting Started - Administrative (Classroom Workbook)
9. 11-904a, Probing for Accuracy (Classroom Workbook)
10. 11-905a, Power of Persuasion (Classroom Workbook)
11. NCVS-110 Fact Sheet
12. 11-830a ALMI TOI Workbook
13. 11-837 ALMI TOI Quick Reference Guide

***Materials Trainees
Need to Bring to
Classroom Training***

Each trainee should bring the following materials with them to the classroom training session:

1. NCVS-550 (7/2008) CAPI Interviewing Manual for Field Representatives

2. Self-Study for New Field Representatives (NCVS-521)
(Final review exercise completed)
3. NCVS-554 (2-8-2008), Information Card Booklet
4. Field Representative Safety Viewing Guide
5. 11-6(WIN), Quick Reference Guide
6. 11-7(WIN), Windows Laptop Users Guide
7. 11-8, Listing and Coverage: A Survival Guide for the Field Representative - Volume 1, Current Surveys Listing and Coverage
8. 11-12(WIN), WINFRED Windows Field Representative Earnings Data Self-Study *(completed)*
9. 11-55 (RO), Administrative Handbook for Regional Office Schedule A Employees
10. 11-109, Personal Security Self-Study *(completed)*
11. 11-901, InterAct Field Representative Pre-Classroom Learning Magazine
12. 11-902, Getting it Done: The Job of a Field Representative Viewing Guide
13. “GETTING IT DONE: The Job of a Field Representative” *(Video to be returned to the trainer)*
14. “Getting to Know Your Dell Latitude D400 Laptop Computer” *(Video to be returned to the trainer)*

15. “Field Representative Safety Video” (*Video to be returned to the trainer*)

**Post-Classroom
Training Materials**

At the conclusion of the training session, provide trainees with the following items which they are to complete at home as part of their post-classroom training:

- 11-906, InterAct II Post Classroom Learning Magazine
- 11-907, Safety Video Viewing Guide
- “Safety” video

**Training
Techniques**

How you use this training guide is extremely important. Make sure that you:

- Read this guide word-for-word when training.** This is important so that uniform training is given throughout the country.
- Complete all practice interviews,** because each interview covers a different situation.
- Follow instructions carefully.** Throughout this training guide, you will see instructions which appear in parentheses (), centered, and bolded such as (**Allow time**). These instructions are for you, the trainer, to follow. Do not read them aloud.

Also throughout this training guide, you instruct trainees to read certain survey concepts or procedures from their interviewing manual. Brackets [] follow these instructions. Place a checkmark in the

brackets that follow the instructions so you can find your place more easily when you return to the training guide.

**Questions and
Answers**

Questions and answers appear throughout this guide and are designated by “Q” and “A.” Call on a different trainee each time you ask a question. This will help you determine which trainees are having difficulty understanding the information. Ask a question, pause, and then call on someone by name to answer it. This way everyone will have a chance to think of an answer.

A trainee’s answer to a question may not always be worded exactly as it appears in this training guide, but may still be correct. However, if the answer is incorrect, make sure that all trainees hear and understand the correct answer. Make sure that you do this in a manner that will not embarrass the trainee.

If a trainee asks a question for which you do not know the answer, don’t fumble around for an answer or give an incorrect one. Admit that you don’t know. You are not expected to have an immediate answer for every question. If you are not sure of an answer, have the entire group look for the answer in one of their manuals. This will ensure a comprehensive and correct explanation and reinforce the FR’s use of the manuals. However, if time is short, look up the answer during a break and answer the question when the training resumes. If a trainee asks a question about a topic that you know is covered later in this guide, ask the trainee to hold the question until you reach that topic in the training session.

A line “_____” preceding or following a question or statement means you should call on a trainee by name to answer the question or carry out some action.

For example:

_____, please continue the interview.

OR

Can you give me an example of how you would probe for this question, _____?

If a trainee answers one of your questions correctly, reply with: “Very good,” “Good job,” or “That’s correct.”

Throughout the training guide there are suggested places for you to call on a trainee, but you may find that you need to call on trainees more often in order to ensure that all trainees have the opportunity to answer a question or serve as the field representative during the practice interview exercises.

Numbers (1, 2, 3, etc.) or letters (a, b, c, etc.) introducing certain categories need not be read aloud, unless you feel that it helps to show the sequence of a procedure. Likewise, when bullets are used, numbers or letters can be substituted. If you choose numbers or letters, it is wise to write them in ahead of time, so you won’t make any mistakes during the training.

Know the Training Guide

Carefully study this training guide. The more familiar you are with it, the more at ease you will be in the classroom. You will also be better prepared to answer questions and lead the trainees through a successful training session.

Stand During Training

Stand up during the training session. Your voice will project better and it will be easier to hold your trainees’ attention.

Speak Clearly

Speak clearly and be convincing. Make certain everyone can hear you. Read at a normal rate of speed, not too slow and not too fast. Avoid speaking in a monotonous tone of voice.

Before the classroom training, read through parts of the training guide in the presence of another person. Ask that person to listen to your speech and provide you with suggestions and/or helpful advice.

Control of Training Session

Keep classroom discussions under control. If a discussion gets out of hand, interrupt the discussion and continue with the training. If a trainee insists on pursuing a point, ask the trainee to see you at break time. You must keep the training moving so that you cover all of the material.

Do not neglect anyone—bring everyone into class discussions. Remember, always call on different trainees to answer questions.

Keep an upbeat, positive attitude during the training. Knowing the text and the content helps. Praise the trainees when they answer correctly or give helpful and positive comments.

Take Notes

Take the time to write down any comments or questions not covered in the training or in the reference manuals. You may want to write the comments or questions on a flip chart. Please send these questions to FLD Team at Headquarters so that we may respond to them.

After Classroom Training

At the conclusion of the training session, remember to provide trainees with the following which they are to compete at home as part of their post-classroom training:

- 11-906, InterAct II Post Classroom Learning Magazine
- 11-907, Safety Video Viewing Guide
- “Safety” video

□ 11-831, ALMI TOI Post-classroom Self-study

Some trainees may want to stay and talk with you after the training session. Make yourself available whenever possible. Taking time to talk with the FRs one-on-one is an excellent opportunity to learn about individual problems and concerns, get feedback on your effectiveness, and to enhance the trainee's learning.

Maintain confidentiality regarding any issues that are brought up by trainees during the training or outside of class time. Your credibility and the credibility of the program quickly be undermined if the word gets around that discretion and confidentiality are not observed.

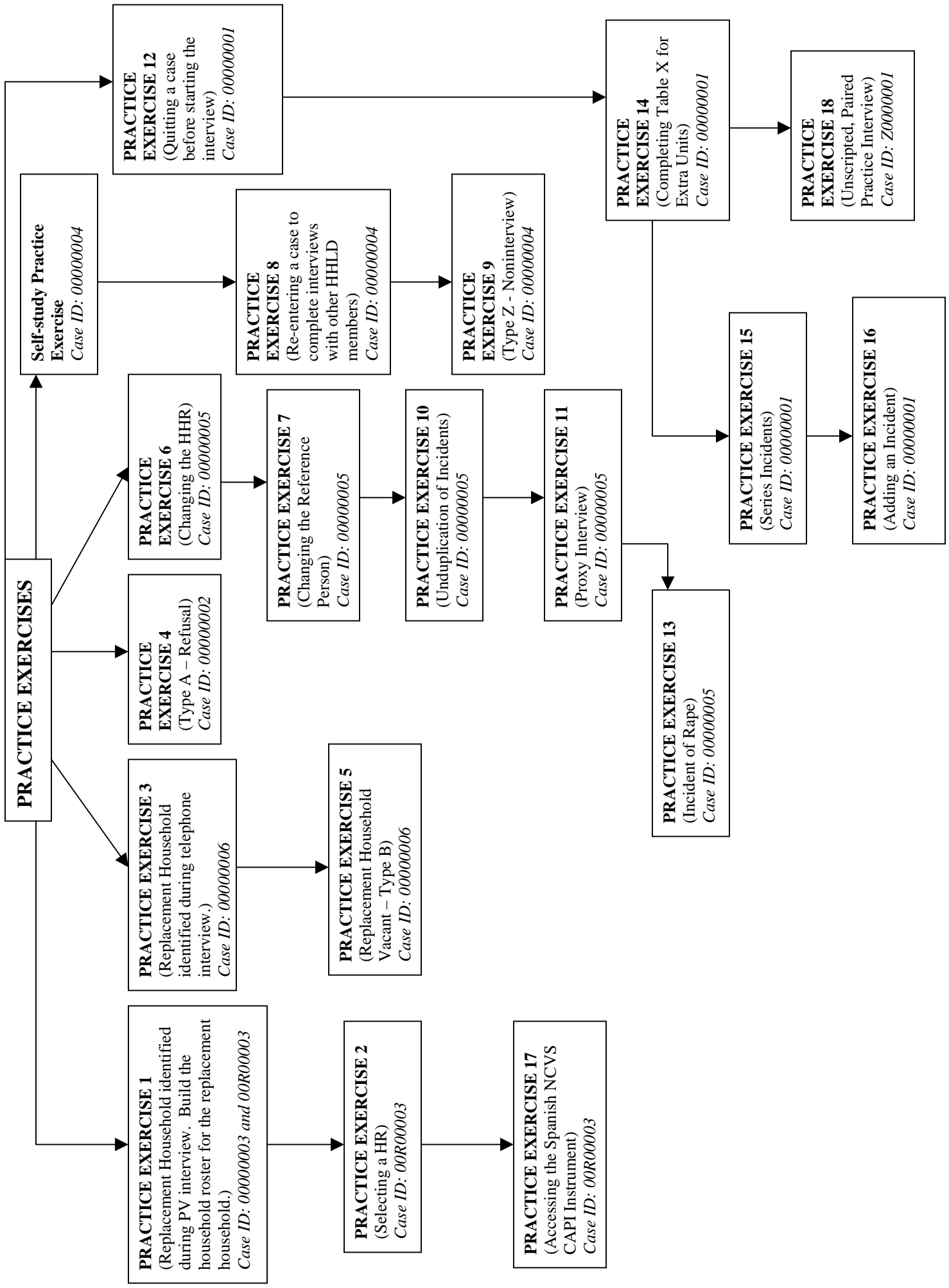
Training Updates

In the past few years, our survey sponsor, the Bureau of Justice Statistics, has incorporated new questions or modified existing ones about every 6 months to address current issues relating to crime. Because of this trend, we plan to issue updated training materials as quickly as possible following the NCVS interview changes.

We also appreciate feedback from you on the current training. Your comments and suggestions are invaluable; we want to make sure that the training properly prepares staff to do an effective job.

Practice Interviews

During this training, trainees will have the opportunity to go through several practice exercises to familiarize them with the NCVS instrument. Since most of the training cases are used in more than one practice exercise and build upon a previous exercise, the flowchart on the next page shows the relationship of the practice exercises to one another. For the last exercise, which is unscripted, trainees will pair off and play respondent and field representative. Try to pair the more skilled trainees with those less skilled.



Chapter 1 – Welcome and Introduction (Approximate time: 15 minutes)

| |
|---|
| Instructor Preparation: |
| <ul style="list-style-type: none">• Have all Trainees log into their laptop computer before you begin classroom training. |
| Objectives: |
| <ul style="list-style-type: none">• Provide trainees with an introduction to the training session. |

Good morning. My name is _____ and I will be your trainer for the National Crime Victimization Survey or the NCVS. As your supervisor, my job is to train you, answer any questions you may have, and solve any problems that may arise during the course of the training.

(Tell trainees a little about yourself. Also, ask each trainee to introduce themselves and to give a short background about themselves. Additionally, if they are not familiar with this area, you can tell them where the restrooms, water fountains, and eating places are located.)

Our training is scheduled to last through **(Enter Correct Day)**. Each day we will have a short break in the morning and in the afternoon, as well as an hour for lunch. I'll ask you to return to your seats before the end of every break, so we don't fall behind in our schedule. You will charge time and travel for this training session to **(Enter Correct**

Project and Task Code (Trainer: Refer to the chart below to determine the correct project number and task code the trainees are to charge their time and travel for this training session to.)

| <i>Training Occurs Anytime Between ...</i> | <i>Charge to Project</i> | <i>Task Code</i> |
|--|-------------------------------|-----------------------|
| <i>February 2009-January 2010</i> | <i>7523008</i> | <i>520</i> |

(Pause)

Throughout this learning process, don't hesitate to ask questions or let me know if you get lost along the way. I want each of you to feel comfortable and to learn as much as you can about the NCVS.

As you begin working on the NCVS, remember that you have a support system here to answer your questions and guide you along in becoming a proficient field representative. Since we will work as a team you should never really feel as though you are going it alone.

The primary purpose of the NCVS is to obtain an accurate and up-to-date measure of the amount and kinds of crime committed during a specific 6-month reference period. We collect this information from all sample household members who are 12 years of age and older. The NCVS also collects detailed information about specific incidents of criminal victimization that each respondent reports for the 6-month reference period.

The NCVS is sponsored by the Bureau of Justice Statistics (BJS), which is part of the

U.S. Department of Justice. Currently, the NCVS is the largest ongoing statistical survey sponsored by the BJS. To succeed in providing timely and reliable statistics on crime and its impact on society, they contract with the U.S. Census Bureau to conduct the NCVS. The NCVS is the main source of information for measuring crime and assessing its impact.

All the data we collect for the NCVS are tabulated in the form of statistical summaries. No individuals who participate in this survey can ever be identified from the statistical totals that are released to the public. One of the reasons the U.S. Census Bureau is so successful in collecting information is that people know we are sworn to secrecy. You must not reveal any information you receive about individuals to any unauthorized persons. An unauthorized person is any person who is not a sworn Census Bureau employee. To ensure confidentiality of census data, only sworn Census Bureau employees can accompany you while on Census Bureau duty or have access to the schedules, lists, or statements you obtain for the Census Bureau. If it becomes necessary for a spouse, family member, or close friend to accompany you while you are conducting field activities, see me about swearing in that person BEFORE they accompany you on your job. However, we strongly discourage others from accompanying you on your job unless it's for official business. *(Pause)*

You must understand and take very seriously your pledge to keep Census Bureau information confidential. The penalties for violating this provision of the law can be severe. You could be fined up to \$250,000 and/or imprisoned for up to 5 years if you are found guilty of an unauthorized disclosure of individual information provided to the

Census Bureau. Title 13 of the United States Code is the current law that controls Census Bureau operations and it is very specific regarding the protection of personal information.

Two of the most important interviewing skills you must possess as an NCVS field representative are being able to use the NCVS instrument correctly and smoothly and to use your reference manuals effectively. You were introduced to the organization of the NCVS interviewing and listing manuals in the NCVS self-study you completed before coming to class. You will have the opportunity to use both reference manuals again in this classroom training.

Also, during the self-study you were introduced to the NCVS Case Management and survey instrument. Throughout this training, you also will have a chance to use them some more as you complete several practice exercises and interviews.

Are there any questions so far?

(Answer questions)

Now, we'll cover some administrative procedures followed by a review of the pre-classroom self-study material that you were required to complete before coming to this classroom training session. Then we will talk about probing for accuracy and the power of persuasion before discussing the NCVS Case Management and survey instruments.

(Continue with the next chapter)

Chapter 2 – Administrative Topics
(Approximate time: 3 hours, 15 minutes)

Instructor Preparation:

Use this time to discuss administrative issues (*Discussion of performance measures is covered in Chapter 10.*)

Make sure each trainee has a copy of the 11-903a, Getting Started - Administrative (Classroom Workbook)

Objectives:

Review your Regional Office administrative procedures.

Complete administrative procedures.

Materials Needed:

Trainee

11-12(WIN), WINFRED Windows Self-Study (completed)

11-109, Personal Security Self-Study (completed)

11-903a, Getting Started - Administrative (Classroom Workbook)

Trainer

11-12(WIN), WINFRED Windows Self-Study

11-109, Personal Security Self-Study

11-903, Getting Started - Administrative (Training Guide)

11-908, Payroll Trainer's Guide [Field Representative]

**Review of the 11-109
Personal Security
Self-Study**

Review the 11-109, Personal Security Self-Study. The self-study provides the FRs with various personal security and safety options as they go to various communities performing their job. Answer any questions.

**11-903, Administrative
(Training Guide)**

Follow along with the 11-903 Administrative (Training Guide).

**11-908, Payroll Trainer's
Guide**

Follow along with the 11-908, Payroll Trainer's Guide. This Guide also covers the 11-12(WIN), WINFRED Self-Study as well as time and attendance and reimbursables.

(Continue with the next chapter)

Chapter 3 – Probing for Accuracy (Approximate time: 2 hours)

| |
|---|
| Instructor Preparation: |
| <ul style="list-style-type: none">• Make sure each trainee has a copy of the 11-904a, Probing for Accuracy (Classroom Workbook). |
| Objectives: |
| <ul style="list-style-type: none">• Introduce the trainees to the concept of probing. |
| Materials Needed: |
| <ul style="list-style-type: none">• 11-904, Probing for Accuracy (Training Guide)• 11-904a, Probing for Accuracy (Classroom Workbook) (1 for each trainee) |

**11-904, Probing for Accuracy
(Training Guide)**

Follow along with the 11-904, Probing for Accuracy (Training Guide) then continue with the next chapter.

(Continue with next chapter)

Chapter 4 – Power of Persuasion
(Approximate time: 3 hours, 30 minutes)

Instructor Preparation:

- Make sure each trainee has a copy of the 11-905a, Power of Persuasion (Classroom Workbook)

Objectives:

- Introduce the trainees to the concept of persuading respondents to participate.

Materials Needed:

- 11-905, Power of Persuasion (Training Guide)
- 11-905a, Power of Persuasion (Classroom Workbook) (1 for each trainee)

**11-905, Power of
Persuasion
(Training Guide)**

*Follow along with the 11-905, Power of Persuasion
(Training Guide) then proceed to the next appropriate
chapter.*

(Continue with the next chapter)

Chapter 5 - Case Management (Approximate time: 2 hours)

Instructor Preparation

- If available, make sure the projection device is set up.
- Make sure all trainees are logged into their laptops and using AC power. (*Ensure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, assist the trainees using extension cords or adaptors and connection to outlets in the training room.*)

Objective:

- Provide trainees with practice using the NCVS Case Management instrument and using the Case Management function keys.

Materials Needed:

Trainee

- Laptop computer

Trainer

- Laptop computer
- Projection device

Now we will discuss the NCVS Case Management. During the pre-classroom self-study, you were introduced to the menus, Toolbar, Case List and Details panes as well as the functions and keys used in Case Management. In this part of the training, we will review in more detail the parts of the Case Management window and the functions of Case Management. You will also have the opportunity to practice using the Case Management function keys.

As you learned in the self-study, Case Management is an important part of how you manage your cases and how you plan for interviewing. It provides you with various tools and features that allow you to manage your NCVS assignment each month. *(Pause)*

(Trainees should already be logged into their computer.)

Let's get into the NCVS Training file. At your Desktop, double click on the icon named "Training" to access Training Case Management. The window that pops up should read "Training Case Management" in the upper left corner of the screen. *(Pause)*

Now use the up or down arrow key on your keyboard to highlight "NCVS" on the "Survey List" that is displayed in the "Survey Selection Dialog box." *(Pause)* Now click the OK button or press Enter. When the Training Case Management main screen appears, make sure that "NCS Classroom" training is highlighted, using the up or down arrow key. *(Pause)*

Your classroom training cases should already be installed. You can tell whether your cases have been installed by looking at the "Need to Install" column on this screen. If your cases need to be installed, a **Y** appears in the "Need to Install" column otherwise an **N** appears in that column.

If your NCVS training cases are **NOT** installed, that is, if a **Y** appears in the "Need to Install" column, please raise your hand.

(If there are any trainees who need to install their cases, walk them through the installation process now. To install the NCVS training cases, have the trainee press the F5 function key and wait for the message that indicates that the installation of the training cases was

successful. Once the message appears, the trainee can press Enter to proceed.

IMPORTANT NOTE: The trainee must go through the Practice Interview in Lesson 17 of the NCVS CAPI self-study since during classroom training the trainees re-enter the self-study training case to complete an interview with the remaining household member.)

Now press the F8 key to get to your Case List in Training Case Management. **(Pause)** In the top left corner of the screen, it should read “Case Management SURVEY NCVS.”

Case Management contains all the sample units in your NCVS assignment. It also provides additional information and functions that assist you in managing your cases. In the pre-classroom self-study you reviewed each of the various parts of the Case Management window, and learned how to navigate within the Case Management window.

As covered in the self-study, the first part of the Case Management window is the Menu Bar. The menu bar is the area of the window where the words File, Edit, View, Actions, and Help appear. The words along the menu bar are called menu items. Notice that most windows that pop up on your computer screen have a menu; however, different windows have different menu items depending on the functions you are able to perform while working within the specific window.

Click on the word “File” on the menu bar. **(Pause)** When you click on a menu item, you get a drop down menu with a list of functions you can perform. Using your right arrow key, look at the functions under the other menu items.

(Allow time)

In addition to using your arrow keys, you can move from one menu item to the next by holding down the **Alt** key and pressing the letter that corresponds to the underlined letter on the menu item you want to open. For example, if you want to look at the functions under the “File” menu, hold down the **Alt** key and press the “F” key instead of clicking on the word “File” on the menu bar. *Try this now.*

[]

(Allow time)

To close the “File” menu, press the Escape (Esc) key, which is located in the top left corner of your keyboard. **(Pause)**

Now look at your toolbar. Remember, the toolbar is the second part of the Case Management window and is the area with the symbols just below the menu bar. On the toolbar notice the labels for each of the function keys included in the NCVS Case Management. Those that are currently active in the NCVS Case Management are in bold. Because you are in the Case Management window, each function key performs a Case Management operation that may differ from the operation it performs when you get into the NCVS instrument.

Before we begin working with the function keys, you need to be aware that there are three ways to activate the operation or function that each function key performs. You can access the function through the menu bar, **(Pause)** through the toolbar by clicking on the function key button using your mouse pad, **(Pause)** and by pressing the function key on your keyboard. As we review each key, you will have the opportunity to practice the

most common way of activating each function, which is by pressing the function key on your keyboard. You may use whichever method you choose.

Now we will take a more detailed look at the Case Management functions and see how Case Management can help you manage your assignments.

Highlight the case, **102 Maple Avenue**. You may have to use your up or down arrow key to highlight it. The entire row of the highlighted case will appear in blue.

| |
|------------------|
| F1 - Help |
|------------------|

Now press the **F1** key.

(Allow time)

As you learned, this function key is used to bring up the internal Help menu. You should now see a help window called “About Case Management.” Take a quick look at some of the information you can get from this “Help” menu.

(Allow time)

Now click on the words “Shortcut Keys” at the bottom of the list of items on the right side of the screen. **(Pause)** As you can see, this section of the “Help” menu provides you with a detailed list of the shortcut keys you can use in Case Management. We are not going to review all of these shortcut keys, however, during this training you will practice using the keys that will be useful in your everyday work.

If you want information on something more specific, you can use the index tab on this window. Click on the Index tab, which is located to the left of the “Shortcut Keys” screen or hold down the **Alt** key and press the letter “N” to get to the index menu item.

(Allow time)

On this screen you can type in a key word to look for information on a specific topic. In the white box, type in the keywords “Case Management.”

(Allow time)

As you type in the words, the search feature scrolls through the index to find it. When you see Case Management highlighted on your index folder, press the Enter key. *(Pause)* As soon as you press the Enter key, the box on the right side of the screen displays information about training Case Management. Now quickly press the **Alt** and **F4** keys simultaneously to close this window. Don't hold these keys down too long. Doing so takes you out of Case Management so make sure that you press these keys quickly.

(The ALT key is next to the spacebar)

You just accessed **F1 Help** using the **F1** function key. This will probably be the way you will most often access **HELP**; however, you can also access **HELP** using the icon on the toolbar or by pressing **Alt H**.



(Make sure all trainees have returned to the main Case List before discussing the next function key.)

F2 - Interview

The most commonly used function key is the **F2 Interview** function key. **DO NOT** press this key until I instruct you to do so. The **F2** function key initiates an interview for the selected case. After you decide which case to interview, you must highlight the address on the Case List pane, which is the third part of the Case Management window. To highlight the address on your Case List, you can use your mouse pad and then click on the address. *(Pause)* Let's try doing this now.

Highlight the third case on your case list by clicking on it. *(Pause)* Now click on another case and see how the highlight moves to the next case you clicked on. *(Pause)*

You can also use your up and down arrow keys to move from one case to another in the Case List. Remember, as you move from one case to another, the information displayed in the Details pane, the bottom part of the Case Management window, changes as the specific case you highlight changes. *Try this now.*

(Allow time)

Now go to the case **102 Maple Avenue**. Once you have highlighted the address in the Case List, press **F2**. Notice the window that pops up. This is a confirmation screen that allows you to view the address selected before you confirm that you want to open the case. Always make sure that the control number and the address shown are for the correct

case. We don't want to get into this case right now so press **Alt F4** or click on the "Cancel" button to close the window. (*Pause*)

You can also access the **Interview** function by either clicking on the toolbar icon for **F2** or using the menu bar. The **F2** function on the menu bar is under the drop down menu for "Actions." You can access this drop down menu by either clicking on the word Actions or holding down the **Alt** key and pressing the letter "A" which is the underlined letter in the word "Actions."



(Make sure all trainees have returned to the main Case List before discussing the next function key.)

| |
|----------------------|
| F3 - Next Tab |
|----------------------|

The next Case Management function key is the **F3 Next Tab** key. This key controls the display of the Details pane at the bottom half of the Case Management screen by moving you from tab to tab. By pressing the **F3** key, you can move between the tabs of the Details pane without using the mouse. Click on the Assignment tab located in the Details pane and then press the **F3** function key once.

(Allow time)

You will notice that you moved from the Assignment tab to the HH Roster tab. Notice that the Control Number, Assignment Period, Case ID and selected demographic information about each household member are displayed under the household roster tab.

Now press the **F3** key to proceed to the other tabs in the Details pane. As you move from tab to tab take a close look at some of the information under each tab. We will go over some of the key information under each tab later in training.

(Allow time)

You can also access the **Next tab** function by either clicking on the toolbar icon for **F3** or using the menu bar. The **F3** function on the menu bar is under the drop down menu for “View.” *(Pause)*

| |
|------------------|
| F4 – GoTo |
|------------------|

The **F4 GoTo** function key enables you to toggle between the Case List pane and the Details pane. Make sure the case, **102 Maple Avenue**, is highlighted on your case list. Then press the **F4** function key. Notice how the label on the Toolbar for this function key changes. When you are in the Case List pane, the F4 function key label will display the word “Details.” When you are in the Details pane, the F4 function key label will display the word “Case List.”

Press the F4 function key again until the label says “Details.” *(Pause)* Now use the F3 function key to move to the different tabs within the Details pane. Notice that the tab labels are highlighted in red. *(Pause)*

You can also access the **GoTo** toggle function by either clicking on the toolbar icon for **F4** or using the menu bar. The **F4** function on the menu bar is under the drop down menu for “View.”



(Make sure all trainees have returned to the main Case List before discussing the next function key.)

F5 - Reports

The next function key is **F5 Reports**. Press the F5 function key. (*Pause*) You will see the Case Management Report Selection dialog box displayed for you to choose the reports you want to view. For the NCVS, there are three reports about your cases that are available for you to view -- a “Counts” report, a “Response Rate” report, and a “Type Z noninterview” rate report.

Highlight the “Counts” report and either click the OK button or press Enter to view the report. (*Pause*) As you can see, this report gives you a summary count of your NCVS cases based on category, such as the number of cases not started, the number of cases interviewed, the number of Type A noninterview cases, and so on. At the bottom of the report, you can see how many cases were marked as observed, transmitted, and received by headquarters.

The number of transmitted cases is a cumulative number, not a count for one day. All the numbers on this report are total counts. The total count of cases includes all cases currently in your interviewing assignment. The count of total cases would increase if you were reassigned cases from another FR during the interviewing period.

Close this report by clicking the “Close” button or by pressing Enter. (*Pause*)

Now press **F5** again and highlight the Response Rate report. View this report by clicking the OK button or by pressing Enter. **(Pause)** This report calculates your response rate based on the current information on your laptop. The NCVS response rate is calculated by dividing the number of interviews by the number of interviews plus the number of Type A noninterviews.

(Call on Trainee)

_____, read the “Note” displayed in the middle of this report.

(TRAINEE: This response rate is based on information on your laptop. Your official response rate from your regional office may be different.)

Thank you.

Because the office might adjust your response rate after the interview period is over, the rate derived in this report is only an approximation.

Close this report. **(Pause)**

Now press **F5** one final time and select the Type Z Rate report. **(Pause)**

This report displays the total number of eligible people in your NCVS assignment and the number of those people who did not complete an NCVS interview. Based upon this information, a Type Z nonresponse rate of eligible NCVS respondents in your assignment is calculated. This rate is based on information on your laptop and may differ from your

official Type Z nonresponse rate you receive from the regional office. Like your overall response rate, the regional office might adjust your Type Z noninterview rate after the interview period is over. Therefore, the rate derived in this report is only an approximation.

Close this report. (*Pause*)

Like the other functions already discussed, you can access the **Reports** function by either clicking on the toolbar icon for **F5** or using the menu bar. The **F5** function on the menu bar is under the drop down menu for “View.”



(Make sure all trainees have returned to the main Case List before discussing the next function key.)

| |
|-------------------|
| F7 - Notes |
|-------------------|

The next active function in the NCVS Case Management is the **F7 Notes** function. This function displays the Notes field for a selected case. You may also edit the notes or enter new notes using this function. Press the F7 function key on your keyboard. The "Case Level Notes Editor" will come up for you to view, edit, or enter notes for a selected case. Enter a note of your choice in the space provided.

(Allow time)

To exit the "Notes Editor" press the F10 function key. (*Pause*) A "Notes Editor" pop-up screen will appear asking if you want to save the notes entered. Click the “Yes” button.

(Pause) Now take a look at the Notes tab in the Details pane. When notes for a case are saved, you will see a red check mark in front of the word "Notes" on the Notes tab. The red check mark is a quick way to tell if there is any information in the Notes folder.

As with the other functions we discussed, you can access the **Notes** function by either clicking on the toolbar icon for F7 or using the menu bar. The **F7** function on the menu bar is under the drop down menu for "Actions."



(Make sure all trainees have returned to the main Case List before discussing the next function key.)

F8 - View

The **F8 View** function activates the "Display Category Selected" dialog box, which allows you to select different views of your NCVS cases in Case Management. Press the **F8** function key. In the **main** Case Management screen, only those cases you haven't completed are displayed on your case list. However, there might be times when you want to see a larger list of cases, such as ALL of the cases in your NCVS assignment, or you might want to see a shorter list, such as cases not started, or cases you've transmitted.

Arrow down to the category labeled "Not started" and then click the OK button or press Enter. You will see that your case list contains only the cases that you have not yet attempted to interview. Now press the **F8** function key again to return to the "Display Category Selection" menu.

To return to the main Case Management screen, click the Case List button that is below the Cancel button. (*Pause*)

You can also access the **F8** function on the menu bar under the drop down menu for “View.”



(Make sure all trainees have returned to the main Case List before discussing the next function key.)

F9 - Sort

The **F9 Sort** function allows you sort cases by specific criteria, such as control number appointment, status, place, and so forth. Specifying a new sort changes the order in which cases are listed on the Case Management main screen so that you can manage your assignment easier. If you specify a new sort, your new arrangement of records will still be there the next time you launch the application. Selecting the “Restore the default sort” will put your records back into their original order. For the NCVS the default sort is by control number.

Let’s try the Sort function. Press the **F9** function key. (*Pause*) Click on the first sort action, which is “Specify new sort” and then click the OK button. (*Pause*) The “Sort-Specify New Sort” dialog box appears. This dialog box has two panes, “Columns Available for Sorting” on the left and “Sort Columns” on the right. The Sort Columns pane shows you the current sort order for the records on your Case Management screen. If the box under “Ascending” is checked, your records are sorted from low to high. You

can change the fields on which your records are sorted, and you can change the sort from ascending to descending or high to low.

Let's try sorting your cases in a couple of different ways. If you look at the Sort Columns pane on the right, you see that your cases are currently sorted by control number. Let's sort your cases now by interview number. To remove control number in the current Sort Columns, highlight "control_number" and then press the Control (Ctrl) and S keys simultaneously.

(Allow time)

Now let's add a new column to the sort. Highlight "interview_number" in the "Columns Available for Sorting" pane on the left.

(Allow time)

Now press **Ctrl S** to move that column to the Sort Columns pane. Then click OK, which returns you to the main Case Management screen.

(Allow time)

Notice that your cases are no longer in control number order but are now sorted by interview number. The interview number column is the second to the last column on the Case List pane.

Does everyone see that?

(Help any trainees who may be having trouble.)

Now let's try changing the interview number sort from ascending to descending order. To uncheck the Ascending box, highlight interview number in the Sort Columns pane and press the spacebar. *Try this now.*

(Allow time)

You can also check and uncheck the Ascending box by clicking on the box. Click on the box so that a check mark appears in the box. **(Pause)**

Now let's add one more sort to the Sort Columns pane. However, let's try a different way to add the column to the Sorts Column. In the "Columns Available for Sorting" pane locate and highlight phone_number_1.

(Allow time)

Now drag it across to the "Sort Columns." To do this, click on the left button on your mouse pad and drag the highlighted column to the Sort Columns pane.

(Allow time)

(Help any trainees who may be having trouble with the drag function.)

You can also drag columns from the right pane to the left pane using the same drag procedure. When you do this, your cases will no longer be sorted by that column item. Now click on the OK button to return to the main Case Management screen. **(Pause)**

Let's restore the default sort. Activate the sort function by one of the three ways we discussed.

(Allow time)

At the “Sort-Options” dialog box click on the “Restore default sort” button and click OK.

(Allow time)

Your cases are now sorted by control number, which is the default sort for the NCVS. A quick way to sort your records without using the **F9 Sort** function is to click the heading of the column you want to control your sorting. Click on the words “Control number” on the Control Number column, which is the first column on your Case List pane. **(Pause)** The first time you click the heading, cases will sort in ascending order, low to high. Click again to sort them high to low. **(Pause)** With this method of sorting, only one column can control the sorting.

You can also access the **Sort** function by either clicking on the toolbar icon for **F9** or by using the menu bar. The **F9** function on the menu bar is under the drop down menu for “View.” **(Pause)**

| |
|-------------------|
| F10 - Exit |
|-------------------|

The last function key we will discuss is the **F10 Exit** key. You actually used the **F10** key to exit the Notes Editor when you were practicing with the **F7** key. The **F10** key is used

to exit Case Management. However, there are other ways to exit Case Management. You can press the **F10** icon on the Toolbar or go to the drop down menu under File on the Menu Bar and select Exit. Right now, we will not practice using the **F10** function since we want to continue reviewing Case Management. (*Pause*)

Now let's take a look at the Case List pane. Remember, the Case List pane is directly under the toolbar. It is the section of the window that shows a line-by-line summary of some of the information that relates to the cases in your assignment. As you complete interviews, cases will no longer appear on this main list.

We will not go over all the columns in the Case List pane since most are self-explanatory. However, the one column that needs additional explanation is the last column, which is the "Rte" or Route column. This column is for your use in planning your travel route for your personal visit cases. For example, suppose that your work is dispersed in three different areas. You might decide to interview all cases on the east side of town on the first day, cases on the west side of town on the second day, and cases located in a rural area north of town on the third day. Therefore, you might want to put a number "1" in the Route column for all cases on the east side of town, a number "2" for cases on the west side of town, and a number "3" for cases north of town. These numbers can help you to quickly identify the cases you want to work on during a particular trip.

To edit the number in the Route column you must first make sure that the Case List pane is the **active** window. If the Case List pane is active, the blue bar below the toolbar will read "Case Management - Case List." If the blue bar on your computer reads "Case Management-Details" press F4 to activate the Case List pane. (*Pause*)

Highlight the case **103 Riverside Blvd** on the case list. (*Pause*) Click on the route number for that case which is 999. Delete the entire entry by pressing the delete key or the backspace key until the field is empty. These keys are located in the top right side of your keyboard.

(Allow time)

Then in the route field for this case, press the number “1” key on your keyboard. The number in your Route column for this case should now be “1.” (*Pause*)

Once you have made your changes you need to press **Ctrl S** to save them. Do this now.

(Allow time)

When the save is complete, you will get a Window that reads “Save Successful.” Press Enter to get past this window or click on the OK button. (*Pause*)

Now let’s take a look at the last part of the Case Management window, the Details pane. The Details pane is the section of the screen just below the Case List pane. The Details pane has seven sections called tabs. The names of these tabs are listed horizontally at the top of the Details pane. Let’s take a look at each of these tabs.

First highlight the case, **105 Beach Road**. (*Pause*) Make sure that you are in the Details pane. If you are in the Details pane, the blue bar on your computer should read “Case Management-Details” and the one of tabs in the Details pane should be highlighted in red. If you are not in the Details pane, press the F4 function key.

| |
|-----------------------|
| Assignment Tab |
|-----------------------|

In the self-study, you were given a quick look at the information contained within the Assignment tab. Now we will take a closer look at the information in this tab. In the Assignment tab some fields are editable, meaning that you can make changes to that field, while others are not editable and can't be changed. The fields that you **cannot** edit or change are in gray and those that you can change are displayed in white. As you can see, the first item on the Assignment tab is the case's Control Number, which is not an editable field. Moving horizontally, the next item is the "Assignment Period" which is the year and month that you receive the case to interview. For your **actual** production cases, the assignment period will reflect the current year and month. **(Pause)**

Next is the "Case ID." The Case ID is an eight-digit number used to uniquely identify the case. Following the "Case ID" is the "Interview Number." This number typically reflects where the sample case falls within the sample rotation cycle. Usually, for incoming cases the interview number is "01." Cases in sample for the second time have an interview number of "02", for the third time an interview number of "03", and so forth up to interview "07" for cases in sample for their last interview. However, it is possible that a case, such as those in permit segments, is introduced into sample "in the middle" of the interviewing cycle for the sample/panel/rotation. So it's possible for incoming cases to have an Interview Number of 02, 03, 04, and so on. **(Pause)**

On the next line of the Assignment tab, you will see a confirmed "Refusal" field. If the case is a confirmed refusal the word "Yes" appears in that field; otherwise "No" is displayed. A confirmed refusal is a case in which the respondent adamantly refuses to be interviewed and demands that he/she not be contacted again. Cases that are confirmed

refusal are not subject to follow-up in the regional office by a supervisor or manager, while simple refusals are subject to follow-up.

"Outcome" is the next field. The outcome code reflects the status of the work that has been done on the selected case. For the case we are looking at, the outcome code is 200. If you want to know what this or any other outcome code means, a list of possible outcome codes for the NCVS can be viewed in the Help screen. Press the F1 key and then select the topic "Outcome Codes" that is located near the bottom of the first column of topics displayed.

(Allow time)

You will see a list of surveys. Select "NCVS" and look at the outcome code descriptions.

(Allow time)

As you can see, an outcome code of 200 means that the case is a new case and has not been started. As you progress through the interview, the outcome code will change. A quick way to get a description of the outcome code is to right click on the outcome code.

Now press **Alt F4** to close this window. You should be back at the Case Management Details pane. **(Pause)**

The next field in the Assignment tab is "Segment type." This field will display the appropriate segment type designation depending on whether the case is in an area, unit,

permit, or group quarters segment. For cases that are in group quarters, the letters “GQ” will be displayed in the segment type field. The GQ flag, the next field in the Assignment tab, will contain the letter “Y.” For area, unit, and permit segments, the GQ flag displays the letter “N.”

The "Status" field in the Details pane contains the same information that is displayed in the status column of the Case List pane. Remember, if there isn't an entry in the status column, it just means that the case has not been started yet using the F2 key.

When you first receive your monthly NCVS cases, the "Respondent" field will contain the name of the household respondent from the previous interview. However, for incoming cases, this field will be blank. Once you have completed the household respondent's current interview, this field will be updated to reflect the name of the current household respondent. This respondent may be different than the household respondent in the previous interview.

The "Language" field is the first editable field in the Assignment tab. You can change or add information in this field, as well as any other editable fields, simply by deleting the old information and typing in the new information. If you know that an eligible household member in the selected case requires that his or her interview be conducted in a language other than English, you can specify what that language is by clicking on the down arrow button at the end of the field and selecting the appropriate language. Click on the arrow button to see a display of the different languages that you can select. Use the scroll bar on the right of the display to view all the languages listed. If you make a

mistake and incorrectly select a language displayed, you can select the empty row to correct your error.

(Allow time)

An interesting note about the information in the editable fields is that the information in them can also be edited or added in the CAPI instrument as you conduct the NCVS interview. For example, at the end of the household respondent's interview, a question in the instrument asks you if anyone in the household requires that their interview be conducted in another language. If a household does have a language requirement, you would record the specific language required. However, keep in mind that if a household has multiple language requirements, you will only be able to record one language which should be the predominant language required by the household.

Also keep in mind that whenever you change or add information in the instrument that has a field in Case Management, that information will be copied from the instrument into Case Management.

The next field in the Assignment tab is the "Other Language" field. This field reflects the "Other" specify entry you may have entered for the non-English language spoken by any eligible household member(s) that didn't fit into one of the predefined language categories.

“Phone number” and “Type” are the next fields in the Assignment tab. As you can see there is room for up to three phone numbers to be entered for a case. The type field allows you to enter the type of phone number, such as home or work. Click on the arrow to the right of the type field to see a drop down menu of telephone number types.

(Allow time)

At the end of the household respondent’s interview, you will also have the opportunity to change or enter additional phone numbers for the household. The information recorded will be passed back to Case Management and copied to the "Phone number" and "Type" fields in Case Management.

The next editable field in the Assignment tab is "Appointment." The information entered in this field is for your personal use and is not collected or updated in the CAPI instrument and passed back to Case Management. Instead, only callback appointments captured in the instrument for the household respondent are passed back to Case Management and displayed in the “Callback” field.

Let’s briefly go over how to enter a date and time in the “Appointment” field. Enter tomorrow’s date by clicking on the "Appointment" field and then typing in the date. Enter two digits for month, two digits for day, and four digits for year.

(Allow time)

The appointment time is 3:00 p.m. If you are unable to enter P.M. use military time and enter 15 for the time. When you are finished entering the date and time information, press the Ctrl and S keys to save the information entered.

When you get the message that the information was saved successfully, press Enter or click the OK button. Notice that the "Appointment" field has been updated.

(Allow time)

Now look at the "Callback" field. If you need to contact the household respondent at a later date for a callback, you can enter that information here. The callback information will also be captured in the survey instrument and passed back or copied to this field. The "P/T" field contains the same information that is displayed in the P/T column in the Case List pane. The letter "P" tells you that the case requires a personal visit interview, while the letter "T" indicates that the case is designated for a telephone interview.

The next field in the Assignment tab is "Address." The first component of the Address field is "House Number". Notice that the "House Number" field in Case Management has two separate fields in which to make entries. The first field is for a regular house number such as 222. The second field is for a house number suffix such as "A." So if the address were 222A GRANT STREET, the 222 goes in the first field and the "A" goes in the second field.

The next field is "Street." This is where the individual street name is located which is the only information entered in this field. The next fields are "Unit" and "GQ" designations. If your assigned case is a unit in a building that has a name, such as an apartment complex, then the building name may also be listed for you in the Building Name field. The next field of the Assignment tab is the "Non City-Style" address. It is in this field that route and box descriptors, as well as route and box numbers, are entered, such as Rural Route 3 and PO Box 24.

As with other editable fields, you can correct the sample address from Case Management or within the NCVS instrument. Only correct addresses after you have verified the change with a knowledgeable person and always make sure you have located the correct sample unit.

The next field in the Assignment tab is "Mailing Address." Use your down arrow key to view this field, which contains the same items that are in the address field.

Now look at the fields below the mailing address field. You will see information such as FIPS state code, FIPS county code, tract and block number, and so forth. Now look at the Design field. This field tells you whether the case selected is a 1990 or 2000 sample design case. A 1990 design case has the value "90" entered, while a 2000 design case has a value "00" entered.

| |
|-----------------------------|
| Household Roster Tab |
|-----------------------------|

Now click on the "Household Roster tab." (*Pause*) The information on this tab is useful for callbacks to households with missing data. This tab contains the name and selected demographic data entered into the NCVS instrument about the individuals living or staying at the housing unit at the time of interview, such as their name, age, and date of birth. You can also see that the Control Number, Assignment Period, and Case ID information are at the top. At the far right side there is a column labeled OSP. This stands for Original Sample Person and is used by another Census Bureau survey, so you won't see information entered in this column for the NCVS. You also won't see any information entered for middle initial since this information is not collected in the NCVS instrument.

| |
|-----------------------------------|
| Additional Information Tab |
|-----------------------------------|

Now click on the "Additional Information" tab. This tab contains additional information about the group quarters in which the sample case is located, such as the group quarters name, type, number of units, and the contact person's name.

| |
|------------------|
| Notes Tab |
|------------------|

Now look at the "Notes" tab. The "Notes" tab contains the same Control Number, Assignment Period, and Case ID information as the previous tab, however this tab displays the Notes field for the selected case. Information can be entered in the notes at

the end of the interview or by using the F7 key in Case Management. You may also edit your notes using this function. As mentioned earlier in training, if notes are entered for a case, you will see a red check mark in front of the word "Notes."

Now click on the "Contacts" tab. Here again you see the Control Number, Assignment Period, and Case ID. Sometimes you obtain information about the status of a unit from someone other than an occupant. This happens when a unit is vacant and you talk to someone such as an apartment manager, or when a unit does not exist and you are able to verify it with a reliable source, such as a post office. When you enter the contact person information in the instrument, you will be able to see the information in the "Contacts" folder. However, for the NCVS, contact information is only collected for one contact person.

History Tab

The next tab in the Details pane is the "History" tab. Click on this tab. (*Pause*) The information on the History tab includes the FR information for all FRs previously assigned to the case. This information appears just below the Control Number. If the case was previously assigned to another CAPI FR, the CAPI outcome code from the previous interview appears in the CAPI outcome column. For example, if in a previous interview another FR obtained a refusal for the case and sent it in as a "Type A Respondent Refused," then code 218 appears in this column.

The section of the History tab below the previous FR history area lists the previous address history. If you correct the address under the editable fields in the Assignment tab or in the instrument, the previous address information is stored here so that you can refer to it if needed.

Look at the "Record of Calls" box on the right side of this folder. The date, time, outcome code, and action code is recorded here each time you access or open the case using the F2 function key. This allows you to see how many times you have opened the case to attempt an interview. The action code listed on the record of calls is a number used by Headquarters to determine what to do with your case once it has been transmitted. In order for information to change in the "Record of Calls" section, the case has to be accessed using the F2 key. Just reviewing information about a case in Case Management will not change the "Record of Calls" field.

The last tab in the Details pane is the "Interview Time Preferences." In this tab you can only **view** the best and worst times to contact the household. However, you can edit these times or specify new times by pressing **Ctrl T** or by clicking on the "Ctrl T ITP" icon on the toolbar, which opens the Interview Time Preferences application. This application allows you to view **and** record the best and worst times to contact a case.

Let's practice working with the Interview Time Preferences application. Press **Ctrl T**. (**Pause**) Preferred times to contact a household are called "Boost" times and will appear in green on the grid. Bad times to contact a household are called "Block" times and will appear in red on the grid. If no times are specified, the hour slots will appear white.

Let's assume for this exercise that the respondent indicated that he did not want to be called on Sunday. There are three ways that you can block the hour slots under the Sunday column. One way is to move your mouse arrow to the first hour slot, 9:00 AM, under the Sunday column and then click your right mouse button. The 9:00 AM hour slot will now be in red. Repeat this step for all remaining hour slots under Sunday. *Try this now.*

[]

(Allow time)

Now let's clear what you just entered by clicking on the "Clear All" tab. **(Pause)** .

(Allow time)

Let's try the second way to block times. Click on the "Boost/Block" field, which is located beneath the grid, and then select "Block." **(Pause)** Under "Day of Week" select Sunday. **(Pause)** Under "Time" you can select specific times or if you want to block all of the time slots, select "All." Let's select "All." **(Pause)** Now press the "Set" button. **(Pause)** The hour slots listed under the Sunday column should now appear in red. **(Pause)** Now clear what you just entered by clicking on the "Clear All" tab on the Toolbar.

(Allow time)

Now let's try a third way to block times for an entire day. Place your cursor on the column heading "SUN" and click your right mouse button. **(Pause)** The entire day is now blocked. To clear the entry, click on your right mouse button again.

(Allow time)

Now let's try entering the best or preferred times to contact the household. For this exercise, let's also assume that the respondent told you that he prefers to be called on Saturdays between noon and 4 o'clock in the afternoon.

There are two ways that you can specify the best times to contact the household. One way is to move your mouse arrow to the 12:00 PM hour slot under the Saturday column and then click your left mouse button. **(Pause)** The hour slot will now be in green. Repeat this step for the four remaining hour slots.

(Allow time)

Now let's clear what you just entered using the "Clear All" tab. **(Pause)**

Let's try the second way to boost times. Click on the "Boost/Block" field. and then select "Boost." **(Pause)** Under "Day of Week" arrow down to Saturday. **(Pause)** Under "Time" arrow down to 12:00 pm and then press the "Set" button. **(Pause)** The hour slot listed under the Saturday column should now appear in green. **(Pause)** You will have to repeat this process for each of four remaining hours. Do that now.

(Allow time)

To exit the Interview Time Preferences grid, press F10 or click on the F10 button on the toolbar. Then save your changes.

(Allow time)

Remember, if you make changes to any of the other editable fields in Case Management, to save those changes you need to press the **Ctrl** and **S** keys.

Now let's go back and talk about the last function on the Case Management toolbar, **Shift F6**. The "Shift F6 MAP" icon opens the ALMI TOI map. This function enables you to open either an overview map or a block map for the case highlighted in your Case List. These maps are not available for training but you will have access to them during production interviewing. If you need detailed instructions for opening and closing a map and exiting ALMI, refer to the Automated Listing and Mapping Instrument Self-study, Form 11-826.

Now in the Assignment tab look at the space below the ITP icon and next to the Interview number and GQ flag. If there is something special about a case, there will be one or more small icons displayed in that space. For example, if the case is a confirmed refusal, a STOP sign is displayed. If you are not sure what an icon means, you can right click on the icon and a description of the icon will be displayed.

This concludes our discussion of the NCVS Case Management. Are there any questions?

(Answer questions)

Chapter 6 – ALMI TOI
(Approximate time: 1 1/2 hours)

Instructor Preparation:

- Make sure each trainee has a copy of the 11-830a, Automated Listing and Mapping Instrument (ALMI) Time of Interview (TOI) Training (Classroom Workbook).

Objectives:

- Introduce the trainees to the concept of ALMI TOI.

Materials Needed:

- 11-830, Automated Listing and Mapping Instrument (ALMI) Time of Interview (TOI) Training (Training Guide)
- 11- 830a, Automated Listing and Mapping Instrument (ALMI) Time of Interview (TOI) Training (Classroom Workbook). (1 for each trainee)
- 11-837 ALMI TOI Quick Reference Guide. (1 for each trainee)

11-830, ALMI TOI
(Training Guide)

Follow along with the 11-830, ALMI TOI
(Training Guide) then continue with the next chapter.

(Continue with next chapter)

Chapter 7 – Review of the Pre-Classroom Self-Study Materials (Total approximate time: 30 minutes)

Objectives:

- Review the pre-classroom training materials.
- Provide trainees information on computer care.
- Discuss the answers to the Final Review Exercise in the NCVS CAPI Blaise Self-Study.

Materials Needed:

Trainee

- 11-901, InterAct Pre-Classroom Learning Magazine (completed)
- NCVS-521, CAPI Blaise Self-Study (Lesson 17 completed)

Trainer

- 11-7(WIN), Windows Laptop User Guide
- 11-901, InterAct Pre-Classroom Learning Magazine

Over the past few days (weeks), you completed some pre-classroom self-study materials. These materials gave you background information about the laptop computer and your survey. During this classroom training, we will review some operations that you already learned. You will also learn details on several other topics.

Let's start with the video you watched, "Getting to Know Your Dell D400 Laptop Computer."

Did all of you watch the video?

(Make a mental note of the trainees who did not watch the video.)

The video shows the hardware components of your laptop, startup, log on, shut down procedures, and the steps to change the laptop battery. The video also discusses your legal responsibility regarding the use and care of the laptop.

Let's take a few minutes to discuss any questions or concerns that you have about any of the features of your laptop computer.

(Allow time)

Does anyone have any questions about the computer screen (*Pause*), the controls for the video display (*Pause*), the connectors on the back and side of the computer (*Pause*), the compartments, the keyboard, or accessory equipment?

(Allow time for an open discussion period, not to exceed 15 minutes. If necessary, also refer to the User's Guide to help you answer any questions about the hardware features. If you can't answer a particular question (or time runs out before you can answer all questions), write them down, do the research as soon as possible, and get answers for the trainees.)

Let me give you a couple of ideas for taking care of your computer out in the field.

First, always carry the computer in your carrying case so that it's concealed. If you must leave it in the car, place something over it to conceal it.

On very hot or very cold days, don't leave your computer in your car for extended periods. Try to keep the laptop computer in a controlled environment as much as possible.

I also have a couple important reminders about operating the computer. We configure each laptop computer to help you conduct your job effectively. We modified the system setup on each computer and made entries for various settings. Please do not experiment by trying to change the configuration on your computer. (*Pause*)

Also, **DO NOT load any personal software packages on your laptop computer!**

Never use any diskette or CD in this computer **other than** those we provide to you. Personal software packages or other diskettes or CDs may interfere with the computer operation for the NCVS and for any other surveys you work on. They could also infect your machine and the mainframe computer at headquarters with a computer virus.

Does anyone have any questions about the proper use of your laptop computer?

(Answer questions)

You were also required to read the 11-901, InterAct Pre-Classroom Learning Magazine.

(Hold up a copy of the Magazine).

All of you should have read the Magazine.

(Ask trainees to raise their hand if they read the Magazine. Make a mental note of those who did not. Direct them to complete this requirement.)

The Magazine provided an instruction and overview of your role and responsibilities as a Field Representative. You also were provided important how-to information on getting started with the laptop computer. The content of the Magazine included:

- Mission of the Census Bureau,
- Information about the job of an FR,
- Overview of survey design and development,
- Confidentiality,
- General interviewing skills,
- Avoiding refusals,
- Barriers to contacting respondents,
- Personal safety, and
- Logging into the laptop.

Does anyone have any questions about the materials you read in the Learning Magazine?

(Answer questions)

Next on the list is the Windows CBT. Again, all of you should have completed the CBT. This computer-based training taught you basic windows usage and trained you on the Census-developed applications on the laptop. These include transmissions, system tools, mail, and so forth.

Any questions about the CBT?

(Answer questions)

A video and viewing guide were also included in with your pre-classroom material. The “Getting it Done: The Job of a Field Representative” video provided you with an initial orientation to a typical day for Census Bureau Field Representatives. The video also showed a realistic, positive, and encouraging portrayal of the job on a Field Representative.

The corresponding Viewing Guide included a question and answer format to help you recognize and retain the key information presented in the video.

We’ll discuss more on this topic later in this training session.

Any questions about this topic?

(Answer questions)

In your pre-classroom work, you learned about an important responsibility. That’s your pledge to keep Census Bureau information confidential. The last paragraph in your Oath of Office applied specifically to this obligation. In this oath, you swore not to disclose any information you obtain as a Census Bureau employee to any person, either during or after your employment. You must be careful that no unauthorized person looks at listing sheets or looks at files and data on your laptop. This restriction applies to members of your family and to respondents.

Does anyone have any questions about survey confidentiality?

(Answer questions)

Now take out your NCVS-521, CAPI Blaise Self-Study, and open it to page 17-1.

(Allow time)

Let's go over the final review exercise from Lesson 17 of this self-study. As I call on each of you, please read the question and give us your answer. If anyone has a question as we go through this exercise, let me know and I will try to answer it.

(Call on one trainee to answer each question. Use the following answer key to answer any questions. If need be, refer trainees back to the appropriate page in the self-study to reinforce a specific survey concept or procedure.)

Please start us off with Question 1, _____.

1. The BJS needs the NCVS data primarily to obtain an accurate, up-to-date measure of the kinds and amount of crimes committed against persons 12 years of age and older.

TRUE (NCVS-521, Page 1-1)

2. The reference period is important because we only ask about crime incidents that occurred during this period. Listed below are interview dates for first month interviews. For these interviews, what is the 6-month reference period for crimes committed?

Date Of Interview

Reference Period

August 5

February 1 through August 4

April 1

October 1 through March 31

December 3

June 1 through December 2

(NCVS-521, Page 7-1)

3. Listed below are the Moe family members and their ages. Answer the questions which follow:

| <u>Name</u> | <u>Age</u> | <u>Household Relationship</u> |
|--------------------|------------|-------------------------------|
| John Moe | 46 | Reference person |
| Megan Moe | 42 | Wife |
| Mary Moe | 20 | Daughter |
| Michael Moe | 8 | Son |

When you make your initial visit to the Moe household, Megan Moe is the only person home. She answers the household characteristic questions, along with other questions relating to her family.

- a. Who is the household respondent?

Megan Moe

(NCVS-521, Page 2-5)

- b. Which members of the Moe household are eligible respondents for the NCVS?

John, Megan, and Mary Moe

(NCVS-521, Page 2-5)

- c. Are there any members of the Moe household who are not required to be interviewed for the NCVS?

YES

If yes, who? Michael Moe, since he is under 12 years of age.

(NCVS-521, Page 2-5)

-
4. If the occupants at a sample address change between enumeration periods, you:
(*Mark the correct answer.*)

Try to locate the occupants' new address at the local post office.

Select another address randomly on the same block.

Interview the people who currently live at the sample address and who consider the address to be their usual place of residence.

(*NCVS-521, Page 7-3*)

5. **Probing** is an interviewing technique you can use to get the respondent to provide more information when the respondent's initial answer is unclear or incomplete.

(*NCVS-521, Page 13-5*)

6. A respondent is considered present during an incident if he/she is at the immediate scene of the crime during the incident and there is an opportunity for the offender to harm the respondent. In the following scenarios, indicate whether or not the respondent was present during the incident:

- a. A woman was putting her groceries in her car when a man approached her and stole her purse.

PRESENT

(The woman was at the immediate scene of the crime during the incident and could have been harmed by the offender.)

- b. A man falls asleep on the beach and when he wakes up his CD player and keys are gone.

PRESENT

(Even though the man was sleeping while the incident took place, he was at the immediate scene of the crime and could have been harmed by the offender.)

- c. A woman's leather coat was stolen from the coatroom in the restaurant lobby while she was eating dinner at the restaurant.

NOT PRESENT

(The woman was not at the immediate scene of the crime, the coatroom, during the incident and the offender did not have an opportunity to harm the woman during the theft.)

- d. The respondent was in the kitchen cooking dinner while the offender who is a guest was stealing jewelry and money from her bedroom dresser.

PRESENT

(The woman was at the immediate scene of the crime, her home, during the incident and could have been harmed by the offender.)

- e. The respondent looked out his living room window and saw someone steal his 10-speed bicycle from his front yard. By the time he got outside, the person and his bike were gone.

NOT PRESENT

(The respondent was not at the immediate scene of the crime and there was no chance that he could have been harmed during the incident.)

- f. A woman was asleep in her house and someone stole a motorcycle from the attached garage.

PRESENT

(The woman was at the immediate scene of the crime, her home [to which the garage was attached], during the incident, and even though asleep, could have been harmed by the offender.)

- g. A man was asleep in his house and someone stole a lawnmower from the detached garage.

NOT PRESENT

(The man was not at the immediate scene of the crime because the garage was detached from the home, and even though asleep, could not have been harmed by the offender.)

- h. A woman was walking at the shopping mall and a man walked up behind her and shoved her.

PRESENT

(The woman was at the immediate scene of the crime and could have been harmed by the offender.)

- i. A man arrived home from work and saw someone stealing several lawn ornaments out of his yard. He got out of his car and started yelling at the offender, but the offender got away.

PRESENT

(The man was at the immediate scene of the crime and could have been harmed by the offender.)

- j. A woman on the subway was part of a group robbery when the offender showed a gun, passed around a bag, and told everyone in the subway car to put all their valuables in it.

PRESENT

(The woman was at the immediate scene of the crime and could have been harmed by the offender.)

(NCVS-521, Page 13-3)

7. Enter the letter next to each item that corresponds to the letter illustrated on the laptop keyboard below.

- G Arrow keys (up, right, down & left)
- A Function Keys
- D Enter
- B Tab Key
- E PageUp
- C End Key
- F PageDown

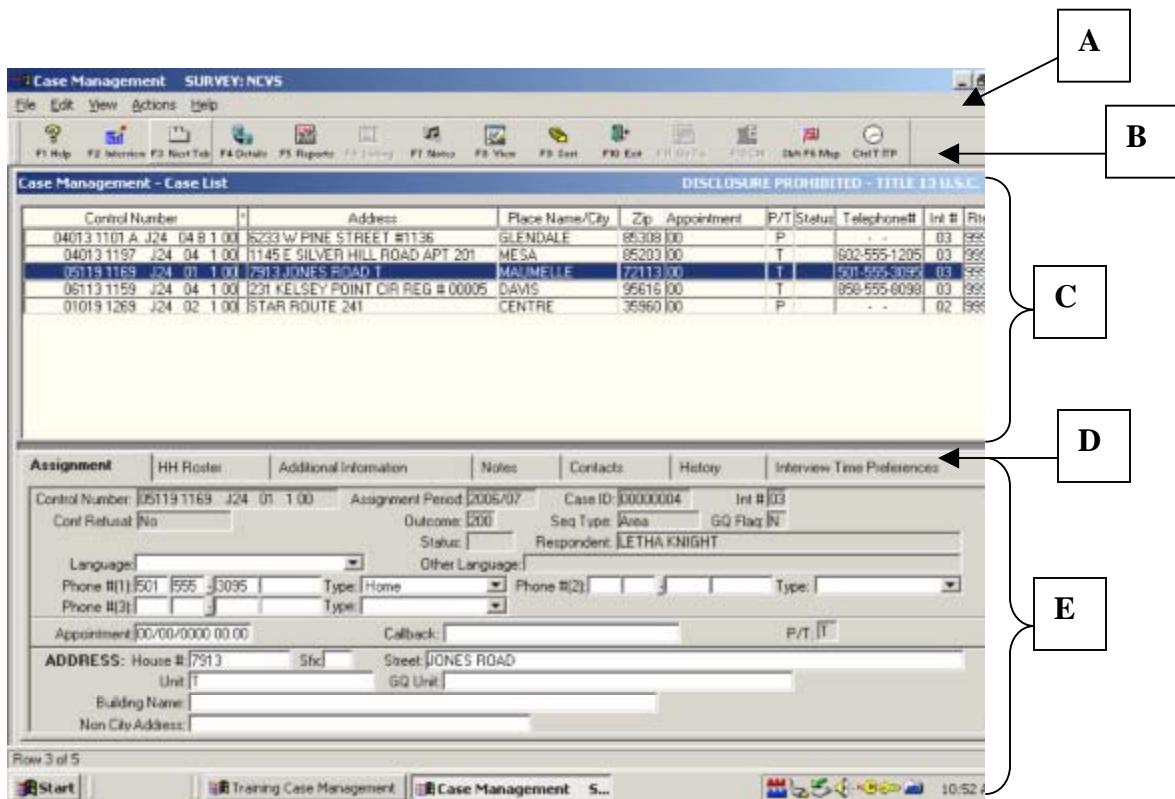
(NCVS-521, Page 5-3)



8. Enter the letter next to each item that corresponds to the letter that points to a specific part of the NCVS Case Management window illustrated below.

- C Case List Pane
- B Toolbar
- D Tab
- E Details
- A Menu Bar

(NCVS-521, Page 6-3)



9. Which button in the Case Management toolbar opens the ALMI TOI map?

Shift+F6

(NCVS-521, Page 6-7)

10. Which key(s) when pressed in Case Management - -
- a. Opens the selected case so you can interview the household? **F2**
 - b. Opens the Interview Time Preferences application so you can review the best and worst times to call a case? **Ctrl+T or F3 which only displays the ITP but doesn't activate it.**
 - c. Shows reports such as response rates? **F5**
 - d. Allows you to look at cases in a variety of ways, such as those not yet opened and those already interviewed. **F8**
 - e. Allows you to toggle between the Case List Pane and the Details Pane? **F4**

(NCVS-521, Pages 6-4 through 6-7)

11. Which tab within Case Management displays the names of all household members from the last interview?

HH ROSTER

(NCVS-521, Page 6-12)

12. Which tab within Case Management shows detailed information about a case, such as the address, telephone number, case ID, current outcome code, and so forth?

ASSIGNMENT

(NCVS-521, Page 6-12)

13. List two possible reasons why an asterisk might appear in the second column of the Case List Pane for a case:

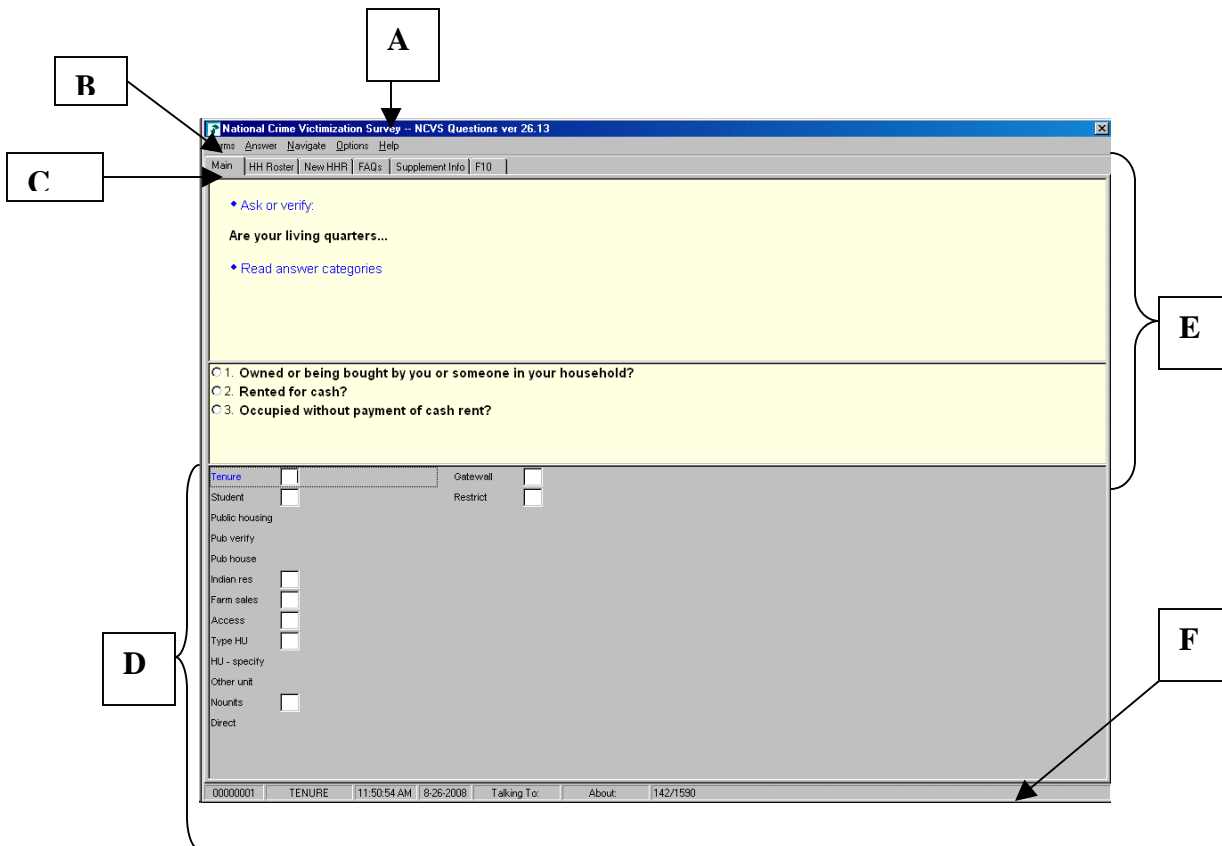
- (1) **Reassigned from another FR**
- (2) **Confirmed refusal or Language problem**

(NCVS-521, Pages 6-9 and 6-10)

14. Enter the letter next to each item that corresponds to the letter that points to a specific part of the NCVS CAPI instrument illustrated below:

- E Info Pane
- A Title bar
- C Section Tabs
- D Forms Pane
- B Menu Bar
- F Status Bar

(NCVS-521, Page 8-1)



15. Describe in the answer space below how you would identify or differentiate each item from other information on the screen:

- a. FR Instructions: **Blue text**
- b. Questions to ask respondents: **Bold black text**
- c. Questions that require you to use the information booklet to show respondents :

Blue booklet icon in the upper left corner of the Info Pane

- d. Questions that allow multiple answers: **Square box to the left of answer categories**
- e. Questions that allow only a single response: **Radio button to the left of answer categories**

(NCVS-521, Pages 8-3 and 9-2)

16. Which key, when pressed in the NCVS CAPI instrument, ensures that the entry is “accepted” within the instrument and moves to the next question?

Enter

(NCVS-521, Page 8-5)

17. Which Function key in the NCVS CAPI instrument allows you to enter item level notes?

F7

(NCVS-521, Pages 9-14 and 9-15)

18. Which keys, when pressed while in the NCVS CAPI instrument, allow you to enter case level notes?

Ctrl+F7

(NCVS-521, Page 9-14)

19. Which Function key in the NCVS CAPI instrument allows you to end the interview?

F10

(NCVS-521, Pages 9-14 and 9-15)

20. Which section of the NCVS CAPI instrument collects basic household data as well as characteristics of the sample unit?

Front section

Middle section

Back section

(NCVS-521, Page 9-10)

21. The information entered in this section of the NCVS CAPI instrument is fed back into Case Management.

Front section

Middle section

Back section

(NCVS-521, Page 9-12)

22. At the START_CP screen, you select category 4, Noninterview, to classify a person as a Type Z noninterview.

FALSE (*Category 4, Noninterview, is selected to classify a household as a Type A, Type B, or Type C noninterview. Enter Category 5, Ready to transmit - no more followup, to classify a person as a Type Z noninterview.*)

(NCVS-521, Page 9-9)

23. In Case Management, fields that appear in **white** are **editable** fields to which you may make changes.

(NCVS-521, Page 6-5)

24. In the NCVS CAPI instrument, **suppress** accepts data item inconsistencies in a **soft** edit check.

(NCVS-521, Page 9-5)

25. If a case is a confirmed refusal, an **asterisk** appears in the second column of the Case List Pane in Case Management and a **Stop sign** icon appears in the Details Pane.

(NCVS-521, Page 6-10)

This concludes our review of the pre-classroom training materials and the NCVS self-study final review exercise. Are there any final questions about the material covered before we continue?

(Answer questions)

Chapter 8 – NCVS Concepts and Definitions

(Total approximate time: 1 hour)

Instructor Preparation:

- Make sure each trainee has a copy of the NCVS-522.1 Classroom Workbook and a copy of the NCVS-550.1, National Crime Victimization Survey (NCVS) "At a Glance."

Objectives:

- Familiarize trainees with survey concepts and definitions.

Materials Needed:

- NCVS-550.1, National Crime Victimization Survey (NCVS) "At a Glance"
- NCVS-522.1 Classroom Workbook
- NCVS-550 Interviewing Manual
- NCVS-554 Information Card Booklet

Before you have the opportunity to access and use the NCVS automated survey instrument, let's first review and discuss in more detail some survey concepts and definitions that were covered in the self-study, as well as other concepts you should be familiar with. Understanding these concepts, as well as others we will cover while completing the practice exercises, is critical for the collection of accurate data and for the proper crime classification of reported incidents.

Let's begin with an explanation of sample units. Sample units are addresses selected for the NCVS sample and are of two types, housing units and other units. A housing unit consists of separate living quarters in which the occupants live separately from any other individuals in the building and have direct access from outside the building or through a common hall or lobby. Examples of a housing unit include a house, an apartment, a

mobile home or trailer, or group of rooms. (*Pause*)

“Other units” are units located in non-institutional Group Quarters, such as homes for the elderly, college dormitories, and boarding houses where residents have their own room, groups of rooms, or beds. These residents also have access to some common facilities, such as a dining hall, lobby, living room, or recreational areas.

After classifying a sample unit’s type, you will determine if the living quarters is presently being used as student housing by a college or university. For a sample address to be considered student housing, payment for housing must be made directly to a college or university.

- Q. Let’s say you are at a sample address and you are told that a room is rented out to college students. The student pays rent to the household respondent. Would that unit be considered student housing, _____?
- A. No, because the student pays rent to the household respondent and not directly to a college or university.

Thank you.

Another important concept is public housing. Public housing is rental housing provided to eligible low-income families, the elderly, and persons with disabilities. Public housing comes in all sizes and types, from scattered single-family houses to high-rise apartments. For the NCVS, the sample address is considered public housing ONLY if it is located in a building owned by a public housing authority that is federally funded. Housing funded at

the state and local levels is not considered public housing for the NCVS.

Keep in mind that a sample unit represents hundreds of other similar units. Therefore, if you omit or obtain incorrect information about one sample unit, the error is multiplied hundreds of times.

Are there any questions?

(Answer questions)

Now let's review who can serve as the household respondent and the household reference person. The **household respondent** is a household member who must be **at least 18 years** of age and **knowledgeable** about the household. This household member will answer the household characteristic and household screen questions and **MUST** be interviewed **BEFORE** interviewing any other household member. Keep in mind that you must at least complete the NCVS interview with the household respondent so that the household is a sufficient partial interview. If you can't complete an interview with the household respondent, the whole household will be classified as a Type A Noninterview.

Now open your NCVS-550 manual to page C1-15 and please read the "Definition" and "Who Qualifies to be a Household Respondent." The reading ends on the top of page C1-18.

[]

(Allow time)

Q: If you visit a sample address for the first enumeration period and discover that the

only household member home at that time is a 16-year-old son of the homeowner, could you interview the son as the household respondent, _____?

A: No. The son must be at least 18 years of age.

Thank you.

If you visited a sample household in which the household members are a husband, his wife, and their 18-year-old daughter and all members are available, it is better to interview either the husband or wife as the household respondent, rather than the 18-year-old daughter.

Now let's talk about the household **reference person**. The reference person must be a responsible adult household member who is at least 18 years of age, and is also one of the persons who owns, rents, or occupies rent free the sample unit. Also, the reference person should be the first person you list as you build the household roster. Now turn to page C1-12 and read the "Definition" and the "Special Situations" you may encounter when identifying an eligible reference person. The reading ends in the middle of page C1-13.

[]

(Allow time)

Q: Can the reference person in a sample household also be the household respondent, _____?

A: Yes, but the reference person does not have to be the household respondent.

Thank you.

Are there any questions about who is eligible to be a household respondent and the household reference person?

(Answer questions)

Now let's discuss household membership and usual place of residence. For a person to be considered a member of a sample household, he/she must be:

- Using the sample address as his/her usual place of residence at the time of the current interview even if the person is temporarily absent at the time of interview,

OR

- Is staying temporarily at the sample address AND doesn't have a usual place of residence elsewhere.

Usual place of residence is a specific living quarters, whether a housing unit or a non-institutional group quarters unit, where a person lives and sleeps the greater part of the time and is free to return to at any time. Open your Information Card Booklet, NCVS-554, to page 5 and look over the summary table for determining household membership.

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(Hold up the Information Card Booklet and allow time.)

Now open your Workbook to page 1 and answer the five questions using the information provided on page 5 in your Information Card Booklet.

(Allow time and then go over the answers)

Q: Paul Moe is staying in the sample unit, but is looking for another place to live. He has no other residence. Is Paul a household member?

A: Yes, because Paul does not have any other usual place of residence.

Q: Janet Voe is a paid housekeeper who lives in the sample unit. Is Janet a household member?

A: Yes, because the sample unit is her usual place of residence.

Q: When you interview the Zoe household, Mr. Zoe tells you that his daughter Emily is away at college. Is Emily a household member?

A: No, because Emily is residing away from the family residence while attending school. Her school residence is considered her usual place of residence.

Q: When you contact the Coe household, Pamela Coe, the household respondent, tells you that her husband, John, is serving with the Army and stationed in Iraq. Is John a household member?

A: No, because he is stationed in a different locality than the sample housing unit.

Q: If you list someone as living and staying at the sample unit as of the night before the interview and then determine at **HSEMEMURE** that the person usually lives somewhere else, what precode do you enter in **HSEMEMURE**?

A: Precode 2, "No."

When you enter precode 2, “No” in **HSEMEMURE** for a person, that person is NOT considered a household member and you do not complete an NCVS interview for that person.

Are there any questions?

(Answer questions)

Remember that each NCVS case assigned to you starts with a sample address. You interview the residents at that address for seven enumeration periods, even if the usual residents change during that time period. If all members of a household move out of the sample address, the new household is considered a replacement household. Replacement households are treated like incoming or first time in sample households in that you must interview the household respondent in person, along with any remaining household members who are eligible for interview and available at the time of your visit. However, the interview period or enumeration period for the sample address does not change. So, for example, if a unit is in sample for its third enumeration and you discover a replacement household at the sample unit, the interview period for the replacement household remains three and does not revert to one. (*Pause*)

Each time you discover a replacement household at a sample address, a replacement household case is spawned. “Spawn” is a term that is used to indicate the creation of a case from an original or “parent” case. When a case is spawned for a replacement household, the original household automatically becomes a Type C noninterview. Also,

the household number, which is part of the sample unit's control number, increases by one for the spawned case.

Q. Suppose last enumeration three brothers, Michael, John, and Pat Miller lived at the sample unit. When you contact the household during the current interview period, you discover that John and Pat moved out of the household and Michael's new wife, Sarah, has moved in. Is this household considered a replacement household, _____?

A. No, because not all members of the household moved out.

Regardless of whether or not a sample unit is a replacement household, survey procedures require that you conduct NCVS interviews for all household members 12 years of age or older by self-response. However, you may encounter situations in which the household member is unable to complete his/her interview for himself/herself. For some cases, a proxy interview is allowed. Turn to page C1-19 of your Interviewing Manual, and read the definition for a Proxy Interview. Also read the three reasons in which a proxy interview is acceptable for the NCVS and when a proxy interview is acceptable for household respondents. The reading ends on page C1-20.

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(Allow time)

If you must take a proxy interview for an acceptable reason, your first choice for a proxy respondent would be a household member who is at least 18 years old, very knowledgeable about the proxy person, and who has already completed his/her own NCVS interview by self-response. As you read in the manual, proxy interviews should be

taken as a **last resort** since you may be collecting incomplete or inaccurate information as a proxy respondent is more likely to omit an incident or leave out some of the details about a reported incident.

Q: Suppose Mrs. Jones refuses to let you interview her daughter Mary, who is 15 years old. Can you conduct a proxy interview for Mary with Mrs. Jones, _____?

A: No, a parent who does not allow you to speak to his/her child can only complete a proxy interview for children who are 12 and 13 years old.

Q: Suppose on September 8 you call the Coe household to conduct their NCVS interview. Jennifer Coe tells you that her husband, Fred, is on an extended business trip and will not return home until early October. Can you conduct a proxy interview with Mrs. Meyer for Fred, _____?

A: Yes, since the household member is temporarily absent during the entire interview period and will not return before closeout.

Now let's discuss the crimes measured by the NCVS. Locate the job aid, Form NCVS-550.1, NCVS At a Glance from your materials. This job aid provides some key information about the NCVS so it is good idea to keep this form handy when conducting your interviews. (*Pause*) Turn to page 6 of the job aid and read the information under the heading "Type of NCVS Crimes."

(Allow time)

The NCVS collects information on crimes suffered by individuals and households, whether or not those crimes were reported to law enforcement. These include crimes of rape, sexual assault, personal robbery, aggravated and simple assault, household burglary, theft, and motor vehicle theft. As you read, the NCVS does not measure homicide, kidnapping, commercial crimes, such as burglaries of stores, or the so-called victimless crimes, such as drunkenness, drug abuse, illegal gambling, con games, and prostitution.

Crimes measured by the NCVS can be classified into two general types: crimes against persons and crimes against households. Crimes against persons, which are referred to as personal crimes and include rape, personal robbery, assault, purse snatching, and pocket picking, involve contact between the victim and offender. All three of the measured crimes against households, which are referred to as property crimes and include burglary, theft, and motor vehicle theft, are crimes that **do not** involve personal confrontation.

Now open your Interviewing Manual now to page C2-3 and read Topic 2, Crimes Measured by the NCVS. The reading ends on page C2-6.

[]

(Allow time)

It is important to know that threats of rape, sexual assault, personal robbery, and assault made against a respondent must be delivered verbally and face-to-face between the offender and the respondent **AND** the threat must involve the potential for physical harm to the respondent.

Let's determine if the following examples are acceptable NCVS threats:

Q: Nick sent an e-mail message to John warning him to stop seeing his ex-girlfriend or he would beat him up the next time he saw him. Is this an acceptable threat for the NCVS, _____?

A: No, since the threat was not verbal and not face-to-face.

Q: Amy was driving home at night when a car pulled up behind her. The driver honked his horn, flashed his headlights, and then passed her at a high-rate of speed. When passing her, Amy noticed that the driver made an obscene gesture at her. Amy said that she felt threatened. Is this an acceptable threat for the NCVS, _____?

A: No, because the other driver did not verbally threaten to physically harm Amy.

Q: Eric was at an ATM machine when a man approached him and told him to hand over the money he just withdrew or else he would shoot him. Is this an acceptable threat for the NCVS, _____?

A: Yes, because the threat was delivered verbally and face-to-face and involved the potential for physical harm to the respondent.

Let's try one more.

Q: James was outside in his yard when his neighbor Phil came over and warned James to stop parking in his parking space or he would slash his tires the next time he was

parked in his reserve space. Is this an acceptable threat for the NCVS,
_____?

A: No, because the threat, although verbal and face-to-face, did not involve the potential for physical harm.

Thank you.

The most serious crime against households is burglary, which is the illegal or attempted entry of a structure. An example of **burglary** would be if a person actually broke into a house, or if a person having no right to be there entered through an unlocked door.

Theft, the most prevalent property crime, includes completed or attempted theft of property or cash without personal contact. Incidents involving theft of property from within the sample household are classified as theft if the offender has a legal right to be in the house, such as a maid, delivery person, or guest. If the offender has **no legal right** to be in the house, the incident is not classified as a burglary. Examples of theft are: theft of cash by a houseguest, theft of a garden hose from the yard, theft of a briefcase or umbrella from a restaurant, or theft of a portable radio from the beach.

Any crime involving personal contact is not a household crime.

Q: What are personal crimes of violence _____?

A: Crimes in which an offender attempted to attack or attacked a household member or threatened a household member with physical harm, robbed a household

member by force or threat of physical harm.

Thank you.

Respondents will sometimes report the theft of articles belonging to a household member under 12 years of age, such as a bicycle left outside the house. This can be considered a crime against the household, because the theft happened near the home. If the respondent mentions this type of incident, record it in the screen question. However, do not include the theft of items belonging to household members under 12 years of age when the theft takes place **away** from home; for example, a bicycle stolen from a school playground. Also, do not record any threats of physical harm or attacks to household members under 12 years of age. Since household members who are under 12 years of age are not eligible household members for the NCVS, these crimes fall out of scope for the NCVS.

You also record all crimes to unrecognizable businesses, as these are included in the NCVS data. Turn to pages C2-10 of your Interviewing Manual, and read the definitions for recognizable and unrecognizable businesses. The reading ends on page C2-11.

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(Allow time)

Q: If a respondent does sewing alterations in her house and she has a sign in her front yard which reads: "Alterations - Same Day Service." Is this a recognizable or unrecognizable business, _____?

A: A recognizable business.

Q: One of your respondents prepares income tax forms in his basement and there is no sign outside his house advertising his services. He only advertises his business in the local newspaper. Do you consider his business recognizable or unrecognizable, _____?

A: Unrecognizable.

As mentioned earlier, all crimes to **unrecognizable** businesses, such as the theft of business property, are included in the NCVS data. However, if a reported crime involves a recognizable business, report only the personal items stolen or any personal threats of physical harm or assaults that may occur to the respondent during a theft from a recognizable business. Do not include any stolen items that belong to the recognizable business.

Q: Let's say that two thieves stole a sewing machine that belonged to a person's recognizable alterations business. Do you include the theft in the NCVS, _____?

A: No, because the stolen item belonged to a recognizable business.

Q: If a respondent uses a computer to prepare income tax forms in his unrecognizable business and her business computer was stolen. Do you include the theft when completing a Crime Incident Report, _____?

A: Yes, because the stolen computer belonged to an unrecognizable business.

Q: If a shopkeeper's wallet was stolen during the robbery of his small business, do you include the theft of the shopkeeper's wallet, _____?

A: Yes, because we want to include thefts of personal items, regardless of whether the personal theft took place at a recognizable or unrecognizable business.

Q: While conducting a screen interview, a respondent says that her recognizable business, which is located in a downtown store, was burglarized and she was attacked during the burglary. Do you record this incident? And why or why not?

A: Yes, because the household member was attacked during the burglary.

In this last situation, if any personal property or cash was stolen from the store owner, you record the stolen property and cash because it belongs to the respondent, and NOT to the recognizable business.

Are there any questions?

(Answer questions)

Sometimes respondents are unable to describe separately the details of each reported incident when they are similar. Six or more similar but separate events, which the respondent is unable to describe separately in detail to you, are called a **series** of crimes.

Turn to page C3-4 in your Interviewing Manual and read the definition for series of crimes.

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(Allow time)

Q: In **SQTHEFT**, Nicole reported that money was stolen from her desk at work on five different occasions. All incidents occurred during her 6-month reference period. Nicole never found out who stole the money and each time the circumstances were so similar that she cannot differentiate one incident from the other. Do these incidents qualify as a series of crimes, _____?

A: No, because although all the incidents were reported in the same screen question, all occurred during the 6-month reference period, and the respondent cannot recall enough details to report each incident separately, the respondent reported less than six similar incidents. **(OR SOMETHING SIMILAR)**

Are there any questions?

(Answer questions)

Now let's go over several important items within the crime incident report. The first is the location in which the incident occurred. The type of place at which the incident took place falls into one of eight general categories – 1) *Inside OWN home*, 2) *Near OWN home*, 3) *Inside or near another's home*, 4) *Commercial place*, 5) *Parking lot or garage*, 6) *School*, 7) *Open area, on the street, or on public transportation*, AND 8) *Somewhere else*.

This item is **EXTREMELY IMPORTANT** because if you identify the wrong place, you will ask inappropriate questions and the incident may eventually classify into the wrong type of crime category. Each general location category is further subdivided into more specific locations. For example, if you select INSIDE OWN HOME you must determine more specifically where the incident took place. INSIDE OWN HOME covers **enclosed** structures owned or rented by the respondent. An enclosed structure is one which has a door or window to gain entry through such as the respondent's home, apartment, dormitory room, garage, shed, or an enclosed porch, or a vacation home, second home, hotel or motel room in which the respondent could have been staying at the time of the incident. This category 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. You select INSIDE OWN HOME **only** if the offender got inside or tried to get inside the respondent's home or lodging facilities. It does not matter whether the offender entered by force, was let in, or gained entrance through an unlocked door.

For incidents that happened on an **unenclosed** porch, patio, or carport of the respondent's home, select NEAR OWN HOME rather than INSIDE OWN HOME. Although these areas are often attached to the home, they are not enclosed and do not have a door or window through which an offender could enter. After selecting NEAR OWN HOME you then select the appropriate subcategory of where the incident occurred near the respondent's home or lodging.

Here is an example:

- If someone stole potted plants from a respondent's unenclosed porch, select NEAR OWN HOME. Then select the appropriate subcategory titled "Own yard, sidewalk, driveway, carport, unenclosed porch" indicating where the incident occurred near the respondent's home or lodging.

Select these same categories if an offender stole a respondent's baseball bat and glove from his carport.

Let's try a couple more examples.

Q: If a respondent says that he was robbed in his motel room at a ski lodge, which general location category do you select, INSIDE OWN HOME or NEAR OWN HOME, _____?

A: INSIDE OWN HOME for the hotel or motel room respondent was staying in.

Q: Another respondent says that she was mugged in her own home by a thief. Which general location category do you select, INSIDE OWN HOME or NEAR OWN HOME, _____?

A: INSIDE OWN HOME

Now let's go over the other general location categories. The third general category is INSIDE OR NEAR ANOTHER'S HOME. This category includes places where the incident may have happened that are **at, in, or near** the home of a respondent's friend, relative, or neighbor. Such places include: the dwelling or other building owned by a

friend, relative, or neighbor; in a friend's, relative's, or neighbor's yard, driveway, carport, open porch; in the building where a respondent's friend, relative, or neighbor lives; or on the street immediately adjacent to the property of the respondent's friend, relative, or neighbor.

The fourth general location category is COMMERCIAL PLACE. This includes places such as: inside a restaurant, bar, nightclub, bank, gas station, office, factory or warehouse, and other commercial buildings such as a store. (*Pause*)

The next category is PARKING LOT OR GARAGE. This includes commercial and noncommercial parking lots or garages as well as those provided to residents and guests of apartments, townhouses, rooming houses, dormitories, condominiums, and so forth. After selecting PARKING LOT OR GARAGE, probe to determine the specific type of parking lot or garage. Commercial parking lots or garages are those that are privately operated for profit AND require a parking fee regardless of whether or not the parking lot or garage is attended or unattended. In contrast, noncommercial parking lots or garages are those in which the general public can park free of charge, such as a shopping mall. They also include a parking lot or garage that has parking meters and those operated by a local, state, or Federal government regardless of whether or not a fee is required. If it is unclear as to which type of parking lot the respondent is referring, probe to find out if the parking lot is privately owned and a fee is paid to park. Don't ask the respondent if it's a commercial or noncommercial parking lot or garage, because the respondent's definition of such parking lots may differ from the survey's definition.

Q: What do you do if a respondent reports that while out shopping his car was stolen from a parking lot, _____?

A: Select the general location category, PARKING LOT OR GARAGE, ask whether the respondent was parked in a privately operated lot that charges a fee to park, and then mark the appropriate subcategory. **(OR SOMETHING SIMILAR)**

If a respondent tells you that an incident happened at her school, you will select the sixth general location category, SCHOOL. Then probe to determine if the incident took place inside or outside the school building, such as on the school parking area, play area, or school bus.

The next category, OPEN AREA, ON THE STREET, OR ON PUBLIC TRANSPORTATION covers a variety of places open to the general public that the incident could take place. This category includes places such as: apartment yard, park, playground, on some type of public transportation, or in a bus depot, train station, airport, or subway station. **(Pause)**

When the incident happened at or in a place that doesn't fit any of the other location categories, or if the respondent doesn't know where the incident took place, you will select the final general location category, OTHER. You must describe the place such as hospital, library, church, on the beach, and so forth.

When a respondent tells you that the incident occurred in his/her home or lodging, you will ask if the offender had a right to enter the building or dwelling legally.

Q: Who would have a "right" to be in a dwelling, _____?

A: People who live there, friends or relatives of the household, salespersons, maintenance workers, or other persons who have been given permission to enter the home. **(OR SOMETHING SIMILAR)**

It's possible that the offender was allowed inside the dwelling, but still did not have a "right" to be there. Children may let a stranger into the home, while adults would not. An offender may push his or her way in when the respondent answers the door, or an offender may have entered a dwelling by misrepresenting himself or herself as a repair person, police officer, and so forth. These persons do not have a right to be there.

If the offender didn't have the right to be in the respondent's home or other structure on the respondent's property, you ask if the offender actually got in or just tried to get inside the respondent's house, apartment, room, garage, shed, or enclosed porch. If the offender **did NOT** get inside or **did NOT** try to get inside any of the places inside the respondent's home or lodging, the category INSIDE OWN HOME is an incorrect response. Probe to find out which of the other general location categories more appropriately applies and then back up in the instrument to correct the answer.

If the offender got inside or tried to get inside any of the places inside the respondent's home or lodging, you ask if there was any evidence that the offender got in by force or tried to get in by force. Visible evidence is evidence that can be seen after the incident takes place, such as a broken lock, a broken window, or a door jimmied. It does not refer to an open, undamaged door or an offender forcing a person to let him or her in.

Are there any questions?

(Answer questions)

Another **VERY CRITICAL** item on the Crime Incident Report is **PRESENCE**. If you enter someone as not being present during the incident and they were present, you will skip important questions about attacks, attempted attacks, and threats. This will affect the classification of the crime. On the other hand, if you mark someone as present during the incident when they were not present, you will ask the respondent irrelevant questions. To consider a household member present during an incident, there must be an opportunity for an offender to attack or threaten to attack the person or the possibility that an offender could take something directly from the household member.

Sometimes it's difficult to determine if the respondent was present since some respondents may not know what is meant by "present" for the NCVS. If this happens, then you need to probe. If you are still unsure after probing, consider the person present. This ensures that we will not miss important details, such as whether or not the respondent was attacked or threatened with physical harm.

Open your Interviewing Manual to page C3-19 and read the definition of "presence."

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(Allow time)

*There are three other important things you **must** remember about presence.*

- **First**, the respondent does not have to be awake or conscious to be considered present.
- **Second**, the respondent does not have to be in the same room in the house

where the incident happened to be considered present.

- **Third**, when a household member is in the house and the incident takes place in an attached garage or an enclosed porch, the household member is considered present during the incident.

Now let's try a few examples.

Q: After a respondent heard a noise, she looked out her kitchen window and saw several young men running away from her detached garage. By the time she got to the garage, the men were gone. After looking around the garage, she discovered that some power tools were missing. Was the respondent present at the immediate scene of the crime, _____? And why or why not?

A: No. The detached garage was the immediate scene and she didn't arrive until after the crime was committed. **(OR SOMETHING SIMILAR)**

Q: If another respondent was asleep in his house when someone broke the patio door and entered his family room, would he be present, _____? And why or why not?

A: Yes. The house was the immediate scene of the crime and the respondent was in the house during the break in. **(OR SOMETHING SIMILAR)**

Q: If a respondent has guests at her house and one of the guests steals something from her bedroom while the respondent is in the kitchen, is the respondent present,

_____? And why or why not?

A; Yes. Anywhere inside the house is the immediate scene of the crime, even though the respondent was in a different room. The respondent could have been attacked or threatened with physical harm. **(OR SOMETHING SIMILAR)**

Q: If the offender enters or tries to enter a respondent's attached garage and the respondent is inside the home at that time, is the respondent present, _____?
And why or why not?

A: Yes, the offender could enter or try to enter the home through a door which gives access between the garage and the house and this could allow the offender to attack or threaten to physically harm the respondent. **(OR SOMETHING SIMILAR)**

Are there any questions about presence during an incident?

(Answer questions)

Finally, let's review the NCVS reference period. Turn to page C1-3 in your Interviewing Manual and read the definition of a "reference period."

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(Allow time)

Sometimes you will encounter a reported incident that occurred before the reference period start date or on the day of the interview. If you discover at the **INCIDENTDATE** screen that the incident occurred before the reference period start date, the incident is considered **out-of-scope** and the instrument will not prompt you to collect any more information about the incident. If the incident occurred on the day of interview, collect the incident information as usual. During post-data collection processing the incident will be reviewed before making the incident out-of-scope.

Are there any questions?

(Answer questions)

Chapter 9 – NCVS CAPI Instrument

(Total approximate time: 8 hours, 20 minutes)

Instructor Preparation

- If available, make sure the projection device is set up.
- Make sure all trainees are logged into their laptops and using AC power. (*Make sure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, assist the trainees using extension cords or adaptors to connect to outlets in the training room.*)
- Make sure trainees have a copy of the NCVS-522.1 Classroom Workbook.
- Make sure trainees have copy of the NCVS-572(L) and the NCVS-573(L) Introductory letters, NCVS-110, Fact Sheet, and Forms 11-38 and 11-38A, Request for Appointment.

Objective:

- Familiarize trainees with the survey questions and their intent.
- Provide trainees with practice using the NCVS instrument and the instrument function keys.

Materials Needed:

Trainee

- Laptop computer
- Function key template
- Form 11-38, Request for Appointment
- Form 11-38A, Request for Appointment
- NCVS-522.1 Classroom Workbook
- NCVS-554, Information Card Booklet
- NCVS-572(L) Introductory Letter (*for incoming households*)
- NCVS-573(L) Introductory Letter (*for continuing households*)

Trainer

- Same as trainee materials
- Projection device

You learned in the self-study about the different parts of the NCVS CAPI instrument and the function keys that are used in this instrument to help you perform your job. You also practiced using the instrument by completing an interview. In this section of the classroom training, you will have the opportunity to go through several additional practice exercises to further familiarize you with using the NCVS automated instrument. You will practice re-entering a case to complete an interview, conducting a proxy interview, choosing a new household respondent, changing the reference person, building a household roster, classifying a sample unit as a noninterview, classifying an eligible NCVS respondent as a Type Z noninterview, unduplicating incidents, and quitting a case before proceeding with the interview.

Before we begin the practice exercises, let's review how to correct answers to questions if you make a mistake. If you are in the middle of an interview and get off track by entering the wrong answer for a question, press the **left** or **up arrow** key in the lower right corner of your keyboard. This step will take you to the previous question so you can change the answer. If you have to go back several questions, keep pressing the **left** or **up arrow** key until you get to the question where you need to change the answer. You will practice changing a response to a previously answered question later in the training. (*Pause*) To return to the next unanswered question in the instrument path, you can press the "End" key. The "End" key is particularly important to use when you re-enter a case that was a partial interview for a respondent.

During the practice exercises, you will also have the opportunity to use some of the function keys that are available in the CAPI instrument. Remember, the functions of some of the keys within this instrument differ from their functions within Case

Management, but some are the same. For example, the F1 key displays Help information in both Case Management and in the NCVS CAPI instrument. However, the F2 function key in Case Management opens the selected case so you can start the interview while in the CAPI instrument this function key is not used.

To get an idea of the variety of functions you can use in the instrument, pull out the function key template and look at the keys available to you for use in the NCVS instrument.

(Hold up a template for Trainees to see)

(Allow time)

Now look at the chart on pages 2 and 3 of your Workbook and read over the more detailed description of the operations performed by each function key.

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(Allow time)

Each function key or combination of keys allows you to perform specific tasks while working in the NCVS instrument. Many of these operations were discussed in the self-study you completed. You will have the opportunity to practice using some of these function keys as you go through the practice interview exercises.

Now we will begin going through the practice exercises. If you get off track or get stuck on a particular question, let me know right away so that you don't fall behind.

Throughout these exercises, especially in the first two exercises, I will interrupt the interview frequently to provide an explanation about the intent or the meaning behind a particular question being asked. Also, **DO NOT** re-enter or reinstall your training cases at the end of the day since doing so will delete all information entered during training.

Finally, as we go through each practice exercise refrain from jumping ahead of the class. Doing so may result in you getting off track and cause a delay in training.

PRACTICE EXERCISE #1 –Building a Household Roster*Case ID: 00000003 and 00R00003***(Approximate time: 45 minutes)**

The first practice exercise covers building a household roster for a replacement household. Keep in mind that the process of building a roster for incoming or first time in sample cases is the same as what we'll be going through for a replacement household.

Now let's continue with the same case we used earlier in training. Make sure the case **103 Riverside Blvd** is highlighted. This is the case we want to interview, so press the F2 function key to access the NCVS CAPI instrument. Before you actually enter the instrument, you need to confirm that you selected the correct case. At the "Confirmation Screen" check the information displayed to make sure you selected the right unit.

(Pause) If the case selected is correct, click the OK button or press Enter. Do that now.

(Allow time)

The **START_CP** screen is the first NCVS instrument screen that you see when you enter a case. Look at the information in blue text displayed in the Info Pane of the **START_CP** screen. Remember, any time you see blue text in the Info Pane it is an instruction for you to read the text to yourself and **not** to the respondent. This screen provides you with the survey title, the case status, the current date and time, the incoming/continuing status, and confirmed refusal status.

Notice that the "Case Status" indicator, which measures the progress of the case throughout the interview process, identifies this household as a "New Case." This means that this is your first attempt to interview the household for the current interview period.

Now look at the “Interview Number.” For this case, the interview number is 3. This tells you that this case is in sample for its third NCVS interview. *(Pause)* Typically, when the interview number is “1,” the Incoming/Continuing status field displays the word “incoming.” When the interview period is two through seven, this field usually displays the word “continuing.” For a replacement household, regardless of the interview period, this field displays the word "incoming."

The "Confirmed Refusal" field identifies a situation where a respondent adamantly refused to be interviewed and demanded that he/she not be contacted again. When a case is a confirmed refusal, the words "Confirmed Refusal" or “No” are displayed.

After reviewing the information at the **START_CP** screen, select the appropriate interview mode. For interviews you conduct by telephone, select code “1.” For personal interviews, you have two options for recording the case’s interview status. Selecting category 2 classifies the case as a personal interview and enables you to view any notes that have been recorded previously for the case.

Selecting category 3 also classifies the case as a personal interview but allows you to bypass or skip any notes that have been recorded previously for the selected case.

(Pause)

To code a case as a Type A, B, or C noninterview, select code 4. Selecting code 4 at the **START_CP** screen takes you to another screen that collects additional information about the noninterview such as the reason for the noninterview. *(Pause)*

Enter code 5 for cases that are a sufficient partial. These are cases in which the interview is complete with at least the household respondent but there are other household members whose interview you were unable to complete and you have exhausted all attempts to interview these individuals. Before you can transmit these cases to Headquarters, you must code each noninterview person as a Type Z noninterview. Selecting code 5 at the **START_CP** screen takes you to another screen that collects the line number of each Type Z noninterview person and the reason for the noninterview. (*Pause*)

You enter code 6 if you want to quit the case, for example, if you decide that you don't want to interview the case at this time.

Now take a look at the "Status bar" at the very bottom of the Form Pane. This is the shaded portion of the screen. (*Pause*) Notice the fields "Talking to" and "About." The "Talking to" field contains the name of the person who answers the survey questions. The "About" field contains the name of the eligible NCVS household member for whom you need to obtain an interview. For self-response interviews, the name entered in both of these fields is always the same. For proxy interviews, the proxy respondent's name is entered in the "Talking To" field and the proxy person's name will appear in the "About" field. When you first enter a continuing case to interview for a given month, the first name that appears in these fields is that of the household respondent from the previous interview, since the household respondent is the first person with whom you must complete an interview. For incoming cases, these fields are blank until you build the household roster and select a household respondent.

Before we proceed with the interview, let's take a look at the composition of this household to get an idea of the number of people in the household and those who you

need to interview. Remember, you can also view the household composition when you are in Case Management. To view the household roster in the NCVS CAPI instrument, you can either press the **SHIFT** and **F1** keys simultaneously or you can click on the “HH Roster” tab on the toolbar. Use one of these two methods now to view the household roster for this case.

(Allow time)

Notice that there are three members in this household, Roy, Mary, and Colin Coe. Roy Coe, who is line number 1, is currently designated as the household respondent. The “X” in the “HHR” column preceding his line number tells you that he is the household respondent. Remember, the household respondent must be a household member who is at least 18 years of age and knowledgeable about the household. This household member will answer the household characteristics and household screen questions in addition to the individual screen questions. Remember, you **MUST** interview the household respondent **BEFORE** interviewing any other household members.

Now look at the column labeled "REL" on the Household Roster screen. This column shows the relationship of the household members to the reference person. For this case, Mary Coe, who is line number 2, is the reference person. Remember, the reference person is usually one of the owners or renters of the sample unit. When you interview at a sample address for the first time, the first person listed will be designated as the reference person so you want to make sure that this person is one of the owners or renters of the sample unit.

Now take a look at the last column, the “STATUS” column. For any respondent whose interview you have not started, you will see “Need Self” displayed in the “STATUS”

column. You could also see the following descriptions entered in the “STATUS” column as the interview progresses. You may see "NEED PROXY" if the respondent needs a proxy interview, "Partial-Int" for partial interviews, "REFUSED" for refusals, "Under 12" for household members under the age of 12, "Moved Out" for any household member who has moved out of the sample unit, "Deceased" for household members who have died, and so forth. If you completed a respondent’s interview, the status would change to a final status of “DONE-Int” for done interview.

Now let’s return to the **START_CP** screen. To return to this screen, either click on the “Main” tab, which is the first tab on the toolbar, or press “1” to continue.

(Allow time)

Now we need to indicate the case’s type of interview or interview mode. (*Pause*) As we want to proceed and interview this case, we need to identify the type of interview we are conducting, that is, telephone or personal. Although this case should be interviewed by telephone as it’s a third enumeration case, for this exercise we will conduct a personal interview. Remember, for personal interviews, you have two options for recording the case’s interview status. Selecting category 2 classifies the case as a personal interview and lets you view any notes that may have been recorded previously for the case. Selecting category 3 also classifies the case as a personal interview but allows you to bypass or skip any notes that may have been recorded previously for the selected case.

Before we proceed with the interview, let me mention that you have two ways of recording a response. One way is by using your mouse pad and clicking on the radio

button or square box preceding the answer category to be selected. The second way to record a response is by pressing the number on your keyboard that corresponds to the answer category to be selected. Press the number 3 key on your keyboard but **do not** press the Enter key just yet. *(Pause)* Notice that the radio button next to the answer category is filled and a “3” appears in the white answer field box in the Form Pane. *(Pause)*

Does everyone see that?

(Help trainees who are having difficulty)

Now press Enter. This takes you to the **GEN_INTRO_CP** screen. This screen gives you the text for introducing yourself, instructions for starting the interview, and displays the household address. Look at the third FR instruction. *(Pause)* Notice that you are instructed to ask to speak to Roy Coe since he was the household respondent in the previous interview.

Let’s suppose that after introducing yourself and asking to speak to Roy Coe, the person who answered the door tells you that the Coe family moved. You need to enter 2, “Respondent not available” and then press Enter. Do that now. *(Pause)*

The next screen, **HHNUM_VR_CP**, asks you if the case is a replacement household. Remember, since the question is in blue text you are **NOT** to ask the respondent this question. Since you know that this is a replacement household, press 1, “Yes,” and then press Enter.

The next screen, **CKREPLACE_CP**, is a check to make sure that this is truly a replacement household.

(Call on Trainee)

_____, please read the definition of a replacement household and the question that follows the definition.

(TRAINEE: A replacement household means that there are no members of the original household living at this address. Are you sure this is a replacement household?)

Thank you.

We are sure that this is a replacement household, so enter 1 and then press Enter.

(Call on Trainee)

_____, what does the next screen tell you?

(TRAINEE: A new case for the replacement household will be spawned in case management when you exit this case. Enter 1 to exit this case, which will automatically be made a Type C. Select the newly spawned case in case management to interview the replacement household.)

Thank you.

Remember, spawn is a term that is used to indicate the creation of a case from an original or “parent” case. When a case is spawned for a replacement household, the original household automatically becomes a Type C noninterview.

Enter 1 to continue. (*Pause*) At the "Case Level Notes Editor" type a note indicating that all the household members moved and a replacement household has moved into the sample unit.

(Allow time)

Now press the F10 key to exit the "Case Level Notes Editor" and then click “Yes” that you want to save the note entered for this case.

(Allow time)

A small screen pops up stating that the database has successfully been updated. Click "OK."

You are now back in Case Management. At the Case List, make sure case **103 Riverside Blvd** is highlighted. Notice that the "Case ID" in the Details Pane for this case contains an "R" in the third character of the Case ID. This tells you that the case listed in the Case List is the replacement household. Also, the household number, which is the third to the last digit of the Control Number, was incremented to 2. This is because each time there is a replacement household at a sample unit the household number increases by one.

Remember, the original household was made a Type C and as a result was removed from the Case List. However, it will appear in the "All" Case List and the "Type C" Case List,

which you can view by pressing the F8 function key. Press F8 now. *(Pause)* Now arrow down to the Type C category and then press Enter. *(Pause)*

Now click on the "Assignment" tab in the Details Pane. Notice that the original case is displayed and has a Type C outcome code of 241. Right click on the outcome code to see a description of the code. *(Pause)*

(Trainees must be in the "Assignment" window in order to view the outcome code details.)

_____, please read the description that pops up.

(TRAINEE: Type C - house or trailer moved.)

Thank you.

Press the Escape key to remove the display and then press F8 again. *(Pause)* Let's return to the main "Case List." Click the "Case List" button that is located below the "Cancel" button to return to the main Case List screen. *(Pause)*

Now highlight the replacement household located at **103 Riverside Blvd**, if it isn't already highlighted, on your Case List. Remember, the entire row should be highlighted. *(Pause)* Press the F2 key; then click OK or press Enter at the "Confirmation Screen."

(Allow time)

Notice the “Incoming/Continuing” designation says "incoming." This is because replacement households are to be interviewed in the same manner as incoming cases; that is, by personal visit. *(Pause)*

Before selecting code 2 or 3 at the **START_CP** screen for personal interview, let's see what happens if you entered code 1, Telephone, for a personal visit case. Enter 1 and then press Enter. *(Pause)* As you can see an error message pops up.

_____, please read the error message.

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

If this is a last resort, select <suppress> to continue with a telephone interview for this case. Otherwise, select <goto> to return to the START_CP screen and select personal interview.)

Thank you.

Sometimes when attempting to conduct interviews with cases whose interviews **must** be conducted by a personal visit, the household respondent **insists** that his or her interview be completed by telephone even though survey procedures require you to complete the household respondent's interview in person. When you encounter such a situation and have exhausted all possible attempts to persuade the household respondent to complete his or her interview in person, you can complete the household respondent's interview by telephone as a **LAST RESORT**. For this case we **don't** want to conduct a telephone interview. Before going back to the **START_CP** screen and correcting your entry, let me

explain to you what to do if you need to conduct a telephone interview for this case. As I describe the process **DO NOT** press any keys until I tell you to.

If you need to conduct a telephone interview for this case, at the error pop-up screen you click the “Suppress” button to proceed to the next screen. Then you press F10 to terminate the interview. Pressing F10 takes you to the back of the instrument where you can record the telephone number at which the household respondent requested to be called.

Now let’s go back to the **START_CP** screen. Press the Escape key or click either the "Close" or "GoTo" button. (*Pause*) Now enter 3 and then press Enter. (*Pause*)

At the **GEN_INTRO_CP** screen, introduce yourself and show your identification. Notice the third instruction in the middle of the Info Pane. This instruction tells you to ask for an *eligible respondent*. Since this is a replacement household you can’t ask to speak to a specific person since this household was not previously interviewed and there is no household respondent from the previous enumeration period. You need to ask for an eligible respondent.

(Call on Trainee)

_____, please read the instruction of who qualifies as an eligible respondent.

(TRAINEE: A household member at least 18 years of age and knowledgeable about the household.)

Thank you.

Let's assume for this exercise that the person who answered the door is an eligible respondent.

Since this is a new household, before proceeding with the interview, you need to hand the respondent a copy of the NCVS-572(L) introductory letter and allow the respondent time to read it. (*Pause*) For incoming or first time in sample households, as well as for replacement households, hand the respondent a copy of the NCVS-572(L) letter. For continuing or second through seventh enumeration period households, hand the respondent a copy of the NCVS-573(L) letter. Pull out a copy of these two letters from your training materials and take a look at them.

(Allow time)

These letters comply with the provisions of the Privacy Act of 1974 that requires that all Federal agencies provide specific facts to anyone from whom they plan to collect personal information. These facts include the legal authority for collecting the information, the principal purpose for collecting the information, the uses of the data collected, and the mandatory or voluntary nature of the survey and any penalties. These letters also prepare the household for your visit or telephone call either by you or a Census Bureau telephone center representative. Depending on operational procedures, the regional office or the field representative mails the NCVS-572(L) to a household just before it comes into sample for the first enumeration period. The NCVS-573(L) letter is usually mailed before each subsequent enumeration period.

For telephone interviews you need to press the F1 function key and read to the respondent key points contained within the letter. Now press the F1 function key.

[]

(Allow time)

The key points you want to convey to the respondent are:

- The National Crime Victimization Survey is conducted by the U.S. Census Bureau on behalf of the US Department of Justice. It asks people about their experiences as victims of crime.
- The survey is voluntary and their participation is appreciated. Their address was one of a sample that was randomly selected for the survey to represent the entire population. Their responses are important to ensure data accuracy and completeness, regardless of whether or not the respondent or anyone in their household has experienced a crime.
- Information collected in this survey is strictly confidential by law and used for statistical purposes only.
- Survey results provide an understanding of the experiences of victims and are used in many ways. Citizens, legislators, policymakers, researchers, and others rely on this data to gain a better picture of crime victimization in their efforts to assist victims.

-
- Although the Census Bureau collects this information, it is not part of the U.S. Population Census. The Census Bureau, with their resources and expertise, collects data on many topics beyond the decennial census.

Now press the Escape key to exit the Help screen.

Now press 1, “Respondent Available” at this screen and then press the Enter key. At the **CAPI_INTRO_B**, indicate whether or not the respondent is ready to complete the interview. If it’s an inconvenient time to conduct the interview, the respondent seems reluctant, you’ve reached the wrong address, or you’ve encountered some other problem that prevents you from continuing the interview, enter the appropriate code, 2 through 5, which will then end the interview. For this exercise, the respondent is ready to complete the interview so enter 1 to continue.

Now let's proceed with the interview. During this exercise and in the other practice exercises throughout this training, I will call on one or more of you to serve as the field representative. You will ask the questions and I will act as the respondent. At certain questions I will interrupt the interview to provide further explanation about a question.

_____, please continue the interview. As you enter a response, please tell us what you enter at each screen as you go through the interview.

GETLETTER_CP

FR: I’m here concerning the National Crime Victimization Survey. The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crime. Did you receive our introductory letter in the mail?

R: No.

(Enter 2, No)

VERADD_CP

FR: I have your address listed as

103 Riverside Blvd
Anytown 99997

Is that your exact address?

R: Yes, it is.

(Enter 1, Same Address)

MAILINGSAME_CP

FR: Is your mailing address the same as your physical address?

R: Yes it is.

(Enter 1, Yes)

(Interrupt and say)

Throughout the instrument, you will encounter questions in which you can either ask or verify the question. For such questions, if the respondent has indicated the answer earlier in the interview or the response from the previous enumeration is provided, you can verify the answer with the respondent without asking the question. Otherwise, you must ask the question as worded. Also, for questions in which you are not instructed to ask or verify the question, you **must** ask the question as worded.

You will also encounter some questions in which you are instructed to read the answer

categories out loud to the respondent. As you read the categories, always speak as clearly and distinctly as possible and avoid rushing through the categories.

_____, please continue the interview.

TENURE

- FR: *Ask or verify* - Are your living quarters
 - - Owned or being bought by you or someone in
 your household?
 - - Rented for cash?

R: Yes, rented for cash.

(Enter 2, Rented for cash)

STUDENTHOUSING

- FR: *If apparent, enter precode without asking*
 Are your living quarters presently used as student
 housing by a college or university?

R: No

(Enter 2, No)

PUBLICHOUSING

- FR: *If apparent, enter precode without asking*
 Is this building owned by a public housing authority?

R: No

(Enter 2, No not public housing)

INDIANRESERVATIONHU

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

(Interrupt and say)

Remember, if you are familiar with the area in which the sample address is located and know for sure whether or not the living quarters is located on an American Indian Reservation or on American Indian Lands, you can enter the appropriate precode in this item without asking the question. If there is any doubt in your mind, ask the question and then enter the appropriate precode that corresponds to the respondent's answer.

The sample unit is not on an American Indian Reservation or on American Indian Lands so enter code 2, No. Now, to help you through the next couple of questions, here is some additional information about the household. The unit is a single unit apartment that has direct access.

Q: What code do you enter for **ACCESS**, _____?

A: Code 1, Direct

Enter code 1. Now look at the 12 descriptions for type of housing unit.

(Allow time)

Q: Which category would you select for this sample unit, _____?

A: Category 1, House, apartment flat.

Enter code 1.

_____, please continue.

NUMEROFUNITS

FR: *Observe or ask*
How many housing units are in this structure?

R: About 10 units

(Enter 6, "10 +")

DIRECTENTRANCETOUNIT

FR: *Observe or ask* - Does the unit have an outside entrance, patio doors, or windows, etc. on the ground level or outside stairs leading directly to this unit?

R: Yes

(Enter 1, Yes)

GATEDWALLEDCOMMUNITY

FR: *Ask if unsure*
Is this unit in a gated or walled community that restricts access by non-residents or requires entry codes, key cards, or security guard approval to access?

R: No

(Enter 2, No)

RESTRICTEDACCESS

FR: *Ask if unsure*
Is this unit in a building that requires a special entry system such as entry codes, key cards, or security guard approval to access?

R: No

(Enter 2, No)

(Interrupt and say)

Now you begin to build the household roster. You enter the first and last name of every person **who lives at the sample unit or who stayed at the sample address at least one night before the interview**. Turn to page 4 of your NCVS CAPI Classroom Workbook and read to yourself who should be listed. []

(Allow time)

For each person you list, you record the first name, press enter, and then enter the last name.

_____, please continue.

HHROSTER_FNAME FR: What are the names of all people living or staying here? Start with the name of the person or one of the people who rents this home.

R: That's me. My name is John Zoe.

(Enter John, then press Enter)

HHROSTER_LNAME **(Enter Zoe, then press Enter)**

SEX FR: *Ask if necessary*
Is John Zoe male or female?

(Interrupt and say)

You seldom need to ask this question, since you will either be talking directly to the respondent or you can usually determine the gender of other household members from the

name you have collected. If there is any doubt, for example, when a household member's name is Jamie or Chris, then ask the household respondent if the person is male or female.

Enter 1, Male, for John Zoe.

Notice that the first person listed automatically becomes the reference person for the household. Code 21, which is the 2-digit relationship code for the reference person, is automatically entered in the "Relation" column for this person. Also the "HH member" column already has a "1" (one) inserted since we know that the first person listed is a household member. Press Enter to continue. (*Pause*)

Continue collecting the names of all other people living or staying at the sample unit, until there are no more people to add to the roster. If the respondent doesn't automatically mention the next person's name, probe the household respondent to give you the names of all remaining persons living or staying at the sample address. You can probe by asking, "What are the names of all the **other** people living or staying here?" Repeat this question, as necessary, until you are sure that the household roster is complete. Also, after listing the first person, notice that the instrument automatically inserts the surname of the first person in the last name field for each subsequent person. If the last name is correct for each subsequent person, press Enter to proceed, otherwise change the entry to the appropriate surname.

Finally, when there are no more people to add to the roster, enter 999 in the next blank first name field and then press Enter to continue the interview.

_____, please continue.

HHROSTER_FNAME FR: What are the names of all the other people living or staying here?

R: There's my wife Maria Zoe.

(Enter Maria, then press Enter)

HHROSTER_LNAME **(Press Enter since the prefilled surname is correct)**

SEX FR: *Ask if necessary*
Is Maria Zoe male or female?

R: Female

(Enter 2, Female)

RELATIONSHIP FR: What is Maria Zoe's relationship to John Zoe?

R: Wife

(Enter 12, Wife)

(Interrupt and say)

The next question, **HHMEMBER**, determines whether the person listed qualifies as a household member. Remember for a person to be considered a member of a sample household, he/she must be using the sample address as his/her usual place of residence at the time of the interview or is staying temporarily at the sample unit at the time of the current interview AND doesn't have a usual place of residence elsewhere. *(Pause)* If you determine that a person is a not a member of the household, you do not collect any additional information about the person.

_____, please continue.

HHMEMBER FR: Does Maria Zoe usually live here?

R: Yes

(Enter 1, Yes)

HHROSTER_FNAME FR: What are the names of all the other people living or staying here?

R: My mother-in law, Rosa Nombre, is staying with us.

(Enter Rosa, then press Enter)

HHROSTER_LNAME **(Enter Nombre)**

SEX FR: *Ask if necessary*
Is Rosa Nombre male or female?

R: Female

(Enter 2, Female)

RELATIONSHIP FR: What is Rosa Nombre's relationship to John Zoe?

R: Mother-in law

(Enter 19, Other relative)

HHMEMBER FR: Does Rosa Nombre usually live here?

R: Yes

(Enter 1, Yes)

HHROSTER_FNAME FR: What are the names of all the other people living or staying here?

R: My brother-in-law Carlos Nombre.

(Enter Carlos, then press Enter)

HHROSTER_LNAME **(Press Enter since Nombre already appears)**

SEX FR: *Ask if necessary*
Is Carlos Nombre male or female?

R: Male

(Enter 1, Male)

RELATIONSHIP FR: What is Carlos Nombre's relationship to John Zoe?

R: Brother-in law

(Enter 19, Other relative)

HHMEMBER FR: Does Carlos Nombre usually live here?

R: No

(Enter 2, No)

HSEMEMURE FR: Does Carlos Nombre have a usual place of residence elsewhere?

R: Yes, he is just visiting us for a few days.

(Enter 1, Yes)

(Interrupt and say)

If Carlos Nombre did **NOT** have a usual place of residence elsewhere he would be considered a member of the household, code 2 in the MEMBER column would be changed to 1 indicating that he is indeed a member of the household. Since Carlos Nombre is not a household member and has a usual place of residence elsewhere, you do not ask any more questions about him.

_____, please continue the interview.

HHROSTER_FNAME FR: What are the names of all the other people living or staying here?

R: There is no one else.

(Enter 999, then press Enter)

HHLDCOVERAGE FR: 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?

(Interrupt and say)

The purpose of this question is to make sure that no one has been missed. It may sound repetitive, but this question is important. Many respondents forget to mention babies, lodgers, and visitors. When you ask this question, you are reminding the household respondent of anyone he or she may have forgotten to mention.

Enter 2, "No" for this question.

Now, at the next screen, **PICK1STHHRESP**, you need to pick a household respondent. You will see the names of all the persons listed on the household roster who are members. Since you don't know the ages of Maria Zoe and Rosa Nombre, enter the line number of the person with whom you are speaking, which is John Zoe, since earlier you asked to speak to someone in the household who was *at least 18 years of age and knowledgeable about the household*, and that person was John Zoe. Enter John Zoe's line number, which is 1, at this screen (**PICK1STHHRESP**).

_____, please continue.

BIRTHDATEMO FR: What is your date of birth?

R: March 8, 1980

(Enter 3, March)

BIRTHDATEDY **(Enter 8)**

BIRTHDATEYR **(Enter 1980)**

(Interrupt and say)

After entering the respondent's birthday, the instrument calculates the respondent's age. Each household member's age is calculated **AS OF THE LAST DAY OF THE MONTH PRECEDING THE INTERVIEW MONTH**. For example, if you are interviewing on April 2 and a household member turned 37 years old on March 31, the age displayed for you to confirm at the verify age (**VFYAGE**) screen will be "37." However, if the person turned 36 years old on April 1, the age displayed will be "36."

_____, please continue the interview.

VFYAGE

FR: That would make you 28 years old. Is that correct?

R: Yes

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes)

MARITALFR: *If in doubt, ask*

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

(Interrupt and say)

In many instances, you will already know the answer to this item without asking because of the names and relationships that you entered in the previous screens. Also, in subsequent interviews this screen will display the person's marital status as reported in the previous enumeration period. If this is the case, you can verify with the respondent his/her marital status. If you don't know the person's marital status, then ask the question as worded. For household members who are 12 and 13 years of age, the instrument will code them automatically as "Never Married."

Enter 1, Married, for John Zoe.

After completing the marital status question you will ask the Armed Forces question for each household member, male or female, who is between the ages of 18 and 65. Turn to page 5 of your Workbook and read when to consider a household member as "in the Armed Forces." Then answer the question at the bottom of page 5 of your Workbook.

[]

(Allow time)

Now let's go over the workbook question and answer.

Q: Let's say that a household member is in the U.S. Army Reserves and spends two weeks on active duty in June of each year. If you are conducting an interview on June 7th and his wife says that he is away on active duty with the Army Reserve, what do you enter in **ARMEDFORCES** and why, _____?

A: Enter 2 "No," because the household member is only away from home for a short period of time on active reserve training.

However, if the household member was called to active duty to serve in Iraq, for example, then you enter 1, "Yes."

_____, please continue the interview with the **ARMEDFORCES** question.

ARMEDFORCES FR: Are you now in the Armed Forces?

R: No

(Enter 2, No)

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

R: I have a bachelor's degree.

(Enter 16, Bachelor's degree)

ATTENDINGSCHOOL FR: Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

(Interrupt and say)

This item is used to find out if a household member is attending or enrolled in school either full or part time at the time of the interview. Code 1, Regular school, includes both public and private schools starting with kindergarten and continuing through elementary, middle, and high school. If a household respondent answers “No” to this item for a household member, enter Code 5, “None of the above schools.” Also enter Code 5 if the household member is attending a home school, a school devoted entirely to special education, such as an alternative school, or the person is working on completing his or her GED.

R: No

(Enter 5, None of the above schools)

_____, please continue.

SP_ORIGIN FR: *(SHOW FLASHCARD)*
Are you Spanish, Hispanic, or Latino?

(Interrupt and say)

For personal interviews, remember to always show the household respondent the Hispanic Origin flashcard located in the NCVS Information Card Booklet BEFORE asking this question. The booklet icon displayed in the top left of the Info Pane is a reminder to refer to the NCVS Information Card Booklet when asking this question. For this item, as well as other items requiring you to show a flashcard, you can also display

the flashcard information on your screen by pressing the F1 function key. (*Pause*) Press F1 and look at the categories listed.

(Allow time)

Now press the Escape key to exit the Help screen.

In response to this question, John Zoe says that he is not Spanish, Hispanic, or Latino, so enter 2, No, and then press Enter.

_____, please continue.

RACE

FR: (*SHOW FLASHCARD*)

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

- White
- Black or African American
- American Indian
- Asian
- Native Hawaiian or Other Pacific Islander

(Interrupt and say)

As with the Hispanic Origin question, when conducting personal visit interviews remember to ALWAYS show the household respondent the Race flashcard located in the NCVS Information Card Booklet BEFORE asking this question. Make sure to show the race flashcard no matter how obvious you think the answer may be. For telephone interviews, you need to read the answer categories to the household respondent. Notice that you can enter more than one race. Normally, you will get straightforward

answers when asking the race question. However, if a household respondent should refuse to answer this question and you cannot change his or her mind, press the Ctrl + R keys to record that the respondent refused the question. Under no circumstances are you to mark race by observation, probing, or asking a neighbor. Since the Census Bureau bases race on self-identification, you must ask this race question for each household member even when it may seem obvious.

In response to this question, John Zoe says that he is White so enter 1, White, and then press Enter.

_____, please continue.

BRTHDATEMO FR: What is Maria Zoe's date of birth?

R: July 15, 1983

(Enter 7, July)

BRTHDATEDY **(Enter 15)**

BRTHDATEYR **(Enter 1983)**

VFYAGE FR: That would make Maria Zoe 25 years old. Is that correct?

R: Yes

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes)

MARITAL FR: *If in doubt, ask*

Is Maria Zoe now married, widowed, divorced, separated or has she never been married?

R: She's married.

(Enter 1, Married)

ARMEDFORCES

FR: Is Maria Zoe now in the Armed Forces?

R: No

(Enter 2, No)

EDUCATIONATTAIN

FR: What is the highest level of school Maria Zoe completed or the highest degree she received?

R: She has a bachelor's degree.

(Enter 16, Bachelor's degree)

ATTENDINGSCHOOL

FR: Is Maria Zoe currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No

(Enter 5, None of the above schools)

SP_ORIGIN

FR: *SHOW FLASHCARD*
Is Maria Zoe Spanish, Hispanic, or Latino?

R: Yes

(Enter 1, Yes)

RACE

FR: *SHOW FLASHCARD*
Please choose one or more races that Maria Zoe considers herself to be.

- White
- Black or African American
- American Indian
- Asian
- Native Hawaiian or Other Pacific Islander

R: White

(Enter 1, White)

BIRTHDATEMO

FR: What is Rosa Nombre's date of birth?

R: August 12, 1956

(Enter 8, August)

BIRTHDATEDY

(Enter 12)

BIRTHDATEYR

(Enter 1956)

VFYAGE

FR: That would make Rosa Nombre 52 years old. Is that correct?

R: Yes

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes)

MARITAL

FR: *If in doubt, ask*
Is Rosa Nombre now married, widowed, divorced, separated or has she never been married?

R: She's widowed.

(Enter 2, Widowed)

ARMEDFORCES FR: Is Rosa Nombre now in the Armed Forces?

R: No

(Enter 2, No)

EDUCATIONATTAIN FR: What is the highest level of school Rosa Nombre completed or the highest degree she received?

R: I don't know.

(Enter Ctrl+D, then press Enter)

ATTENDINGSCHOOL FR: Is Rosa Nombre currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No

(Enter 5, None of the above schools)

SP_ORIGIN FR: *SHOW FLASHCARD*
Is Rosa Nombre Spanish, Hispanic, or Latino?

R: Yes

(Enter 1, Yes)

RACE FR: *SHOW FLASHCARD*
Please choose one or more races that Rosa Nombre considers herself to be.

- White
- Black or African American
- American Indian
- Asian
- Native Hawaiian or Other Pacific Islander

R: White

(Enter 1, White)

(Interrupt and say)

At the **ROSTERREVIEW** screen **don't** press Enter just yet. At this screen you want to make sure that the information you entered is correct. Suppose when you get to this screen, the respondent tells you that he is late for a meeting and can't finish his interview. However, he tells you to call him back later to complete the interview. Survey procedures require that you complete the household respondent's interview before you can interview any other eligible household members. At this point, you have two options. You can either exit the case and call John Zoe later to complete his interview before completing interviews with any other eligible household members. Or, if there are other eligible household members available to be interviewed at the time of your visit, you must pick and interview a new household respondent in order to interview any other eligible members who are available to be interviewed.

In the next exercise, we will go over the process of picking a new household respondent when this situation occurs. But before we continue with that exercise, does anyone have any questions about building a household roster?

(Answer questions)

PRACTICE EXERCISE #2 –Picking a New Household Respondent
*Case ID: 00R00003***(Approximate time: 45 minutes)**

In the previous exercise, John Zoe, the household respondent, could not complete his interview. However, his wife, Maria Zoe, is also present during your initial contact with the household and is available to be interviewed. In order to complete her interview now and that of any other eligible household member present, you must select another qualified household respondent. Turn to page 6 of your Workbook and review the eligibility criteria for a household respondent

[]

(Allow time)

Click on the “New HHR” tab for a display of all members of the household who are eligible to be the household respondent. At this screen you would pick another eligible household respondent. Keep in mind that you can only use the "New HHR" tab to select a new household respondent if the original household respondent's interview **DID NOT** progress to the NCVS screen questions beginning with **TIMEATADDRESS**. Otherwise, you must end the original household respondent's interview by exiting the case using the F10 function and then re-entering the case to select a new household respondent.

Since John Zoe’s interview ended before getting to the **TIMEATADDRESS**

question, you can select a new household respondent using the "New HHR" tab. Besides John Zoe, Maria Zoe is the only other household member present. Since she is eligible to serve as the new household respondent, you can enter her line number, which is 2, at the **NEWHHRESP** screen. Enter 2 at this screen. (*Pause*)

Since John Zoe's interview progressed through the building characteristics and household roster questions, Maria Zoe's interview begins at the **ROSTERREVIEW** question.

As mentioned previously, at the **ROSTERREVIEW** screen you are given the opportunity to review selected information that you have entered. If at this screen you indicated that the information listed is NOT correct, in subsequent screens you will be allowed to change the name, relationship, date of birth, sex, and marital status for any of the persons listed. For this case the information listed is correct, so enter 1.

Everyone should be at the **TIMEATADDRESS** question. Always read the introduction, which lets the respondent know that before asking the crime questions, you have a few questions to ask relating to where and why crimes occur. If the respondent answer is in fractions or partial months and the respondent has lived at the address more than one year, round up or down a year based on the number of months. For example, if the respondent says "5 years and 3 months," round down to "5 years." However, if the respondent says "5 years and 6 months", round up to "6 years." If a respondent has lived at the sample address for less than 12 months, enter code "0," "Less than one year."

_____, please continue the interview with Maria Zoe. Remember to tell us what you enter at each screen as you proceed through the interview.

TIMEATADDRESS

FR: Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur.

How long have you lived at this address?

R: We just moved here two months ago.

(Enter 0, Less than year)

MONTHSATADDRESS

FR: *Ask or verify*
How many months?

R: Two

(Enter 2)

(Interrupt and say)

For this next item, **TIMESMOVEDIN5YEARS**, we want to know how many times the respondent has moved in the last 5 years. For those respondents who move frequently, such as military personnel moving from base to base, you may have problems getting them to remember exactly how many times they have moved. In this case, probe to get their best estimate.

_____, please continue.

TIMESMOVEDIN5YEARS

FR: Altogether, how many times have you moved in the last 5 years, that is since (date)?

R: Just once.

(Enter 1)

BUSINESS

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

R: Yes, my mother does tailoring from our home.

(Enter 1, Yes)

(Interrupt and say)

Since Maria Zoe said that someone in the household operates a business from the sample address, the next question is asked to determine if the business is operated from the sample address is considered recognizable or unrecognizable. Remember, to be considered recognizable there must be a sign on the sample household's property that is visible to the public from outside the sample unit.

_____, please continue.

BUSINESSSIGN

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

R: No

(Enter 2, No)

(Interrupt and say)

Since the business operated from the Zoe household is unrecognizable, remember any theft from the unrecognizable business operated by a sample household member will be included in the NCVS. *(Pause)*

You will now begin “Household Respondent’s Screen Questions.” **SQTHEFT** is the beginning of what we call the “short cue” screen questions. The purpose of these questions is to remind the household respondent of crimes that occurred during the last six months.

The kinds of things these questions will help the household respondent remember are:

1. Items which might have been taken;
2. Different types of crimes which may have occurred; and
3. Different places where crimes may have happened.

Also, **SQTHEFT** is the first item in which the respondent’s reference period is displayed.

For those respondents who were interviewed previously and their interview was no longer than six months ago, the start date of the current reference period is the date of their previous interview. For those respondents who were interviewed more than 6 months prior to the current interview date, or were never interviewed before, the start date will be on the first day of the month 6 months prior to the current month of interview.

(Pause) Keep in mind that the reference period extends up to the day **before** the current interview date. Therefore, do not include any incidents that may have happened on the day you are conducting the interview. Also, although the reference period is automatically filled, it is important to understand why you may see different reference periods for different respondents.

Now let’s cover the proper way to ask the screen questions. Notice that **SQTHEFT** has multiple subcategories. After reading the introductory statements for **SQTHEFT**, ask the question as worded pausing briefly after each subcategory. Pause long enough to let the respondent know that you are switching subcategories, but not long enough to make the

respondent think you are expecting a response after each subcategory. On the telephone, do not pause too long between the subcategories or the respondent may think that you expect an answer after each subcategory. If the respondent answers “Yes” after a subcategory in a screen question, continue reading the remaining subcategories for that screen question before entering “1” Yes. This is to ensure that we do not miss any crime incidents. After reading all categories for a screening question, pause long enough to allow the respondent to reply. If the respondent doesn’t give you an answer, then ask the question, “Did any incidents of this type happen to you?”

If you get a “Yes” response at a screen question, enter precode 1, “Yes” and then ask the respondent “How many times” the reported incident occurred. At this screen, record the total number of incidents reported at the screening question along with a brief description of what happened during each incident.

Keep in mind that sometimes a respondent may report an incident that was already reported in a previous screen question. If you are in doubt about an incident already reported, probe by asking something like: “Is this the same break-in that you mentioned earlier?” Also, if a respondent reports a crime that doesn’t relate to a particular screen question you are asking, you still record the incident in the screen question where it is reported.

For example, let’s say that you ask a respondent the following question in **SQMVTHEFT**, regarding any motor vehicles owned by household members:

“During the last 6 months were any of the vehicles stolen or used without permission? Did anyone steal any parts such as a tire, car stereo, hubcap, or battery? Did anyone

steal any gas from them? OR Did anyone ATTEMPT to steal any vehicle or parts attached to them?"

The respondent replies with: "No, but I had my wallet stolen two weeks ago." If this happens, record the theft of the wallet in **SQMVTHEFT** even though the incident doesn't relate to this screen question. Analysts are interested in seeing which screen questions remind respondents of specific types of crimes, so it is very important that you record each crime incident in the screen question in which the respondent reports it, even if the screen question has nothing to do with the crime reported.

Although the screen questions dealing with the household are asked only of the household respondent, any household member could report a household crime, too. If any eligible household member reports a household crime that **has not** been reported earlier in the interview, accept the incident at the screen question where the respondent reports it. This is true, even if the incident doesn't relate to the specific screen question. However if more than one household member reports the same **household** crime, only record the household crime incident in one screen question of one of the household members. For example, a household respondent might report that in May the family van was stolen from their driveway. When you interview the household respondent's spouse, she also reports the theft of the family van in May. If you are sure that both reports are for the same incident, do not record the incident in the spouse's screen questions. However, if you are not certain that both household members reported the same household crime, record the incident in both household members' screen questions. In the incident section of the instrument, you will have the opportunity to indicate whether or not you believe the incidents are duplicates.

The only situations that require you to record the same crime incident in each household member's screen question are those in which more than one household member reports that he/she was a victim of a personal crime of violence or a personal theft with contact.

Also, sometimes respondents report the theft of articles belonging to a household member under 12 years of age, such as a bicycle left outside the house. This can be considered a crime against the household, because the theft happened near the home. If the respondent mentions this type of incident, record it in the screen question. However, **DON'T** include the theft of items belonging to household members under 12 years of age when the theft takes place away from home; for example, a bicycle stolen from a school playground.

Also, do not record any threats of physical harm or attacks to household members under 12 years of age. Since household members who are under 12 years of age are not eligible household members for the NCVS, these crimes fall out of scope for the NCVS.

Finally, when an incident is reported in a screen question, the subsequent screen questions will begin with the phrase "Other than any incidents already mentioned." Make sure to read this phrase as you ask the subsequent screen questions since we want to remind the respondent to exclude any incidents mentioned previously.

(The reference period month and year may differ from what the trainee reads due to when training is conducted.)

_____, please continue the interview.

SQTHEFT

FR: I'm going to read some examples that will give you an

idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as –

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment-
- Things in your home - like a TV, stereo, or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle, such as a package, groceries, camera, or CDs

OR

- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQBREAKIN

FR: Has anyone

screen,

- Broken in or ATTEMPTED to break into your home by forcing a door or a window, pushing past someone, jimmying a lock, cutting a

or entering through an open door or window?

-- Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?

OR

-- Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Ask only if necessary

Did any incidents of this type happen to you?

(Interrupt and say)

This question is asked only of the household respondent. In **SQBREAKIN**, include both break-ins and attempted break-ins of a household respondent's home or lodging, and second homes or vacation homes owned by the household respondent, as long as the homes were **not rented out** to someone else at the time of the incident. We are also asking about incidents in which the offender did not have the right to be in the household respondent's hotel or motel rooms, attached garages, or buildings on his or her property.

For this question, the respondent answers "No" so enter 2 to proceed to the next question, **SQTOTALVEHICLES**, which is also asked only of the household respondent. Take a look at the question. (*Pause*) This item asks about the total number of motor vehicles owned by the entire household during the 6-month reference period. After asking the question, you will remind the household respondent to include all vehicles that were owned by household members at any time during the last 6 months, even if they no longer own the vehicle.

Open your Interviewing Manual now to page **C2-18** and read Topic 5, Ownership of Motor Vehicles. The reading ends on page **C2-19**.

[]

(Allow time)

Q. If a respondent sold one car during the reference period and bought a truck during the same period, what would you enter in **SQTOTALVEHICLES** _____?

A. 2 for two vehicles.

Q. If a respondent uses a minivan solely to carry equipment for his recognizable carpet installation business, would you count this business vehicle in **SQTOTALVEHICLES**, _____?

A. No, because the business is recognizable.

Q. While a 19-year-old household member is away at college, his father allows him to use his older car. Would you count the theft of this older car when interviewing his father, _____?

A. No, because the son is not considered a household member while he is living away from home attending college.

For the purpose of the NCVS, this car belongs to the son at college. While away at college, his residence at college is his usual place of residence. However, if the son was interviewed for the NCVS at his college residence, the theft would be recorded during the son's interview.

_____, please continue the interview.

SQTOTALVEHICLES FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of that household during the last 6 months? Include those you no longer own.

R: We have two cars.

(Enter 2)

SQMVTHEFT FR: During the last 6 months, were any of the vehicles -

- Stolen or used without permission?
- Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
- Did anyone steal any gas from them?

OR

- Did anyone ATTEMPT to steal any vehicle or parts attached to them?

Ask only if necessary

Did any incidents of this type happen to you?

(Interrupt and say)

This question asks about the theft and attempted theft of any motor vehicle, as well as any

parts attached to a motor vehicle owned by a household member during the last 6 months.

This also includes items attached to the inside of the vehicle, such as a CD player, satellite radio, CB radio, steering wheel, and so forth. If the respondent thinks there was an attempted theft, accept his or her judgment.

A respondent may answer in **SQMVTHEFT** that someone stole packages or clothing from a vehicle, or things that were not actually part of the vehicle. If this happens, always remember to record incidents in the screen question where the respondent reported the incident, even if there is another screen question that is more applicable.

Now let's get back to the interview. There was no theft or attempted theft of any motor vehicle, as well as any parts attached to a motor vehicle owned by any household member during the last 6 months, so enter 2, No, at **SQMVTHEFT**.

The next four questions ask about attacks, threats of physical harm, thefts, attempted attacks and thefts, and incidents involving forced or unwanted sexual acts committed by people known to the respondent, such as someone at work or school, a neighbor or friend, a relative or family member or some other person the respondent knows or has met.

These threats can include verbal threats of attack or rape, and threats made with a weapon. However, they don't include threats made by telephone, email, or regular mail.

_____, please continue the interview. Remember to tell us what you enter at each screen as you proceed through the interview.

SQATTACKWHERE

FR: Since (date), were you attacked or threatened OR did you have something stolen from you?

- At home including the porch or yard
- At or near a friend's, relative's, or neighbor's home
- At work or school
- In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport
- While riding in any vehicle
- On the street or in a parking lot
- At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKHOW

FR: Has anyone attacked or threatened you in any of these ways?

- With any weapon, for instance, a gun or knife
- With anything like a baseball bat, frying pan, scissors, or stick
- By something thrown, such as a rock or bottle
- Include any grabbing, punching, or choking,

-- Any rape, attempted rape, or other type of sexual attack

-- Any face to face threats

OR

-- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: People often don't think of incidents committed by someone they know. Did you have something stolen from you or were you attacked or threatened by-

-- Someone at work or school

-- A neighbor or friend

-- A relative or family member

-- Any other person you have met or known?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQSEXUAL

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know before -
- A casual acquaintance -

OR

- Someone you know well?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

(Interrupt and say)

The next two questions are considered “catch-all” questions. These questions give the respondent another opportunity to report things that are believed to be crimes and may or may not have been reported to the police. Because these questions are more general, they may encourage the respondent to report some types of crimes that are not asked about elsewhere in the screen questions.

_____, please continue the interview.

SQCALLPOLICECRIME

FR: During the last 6 months, did you call the police to report something that happened to YOU which you thought was a crime?

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, did anything which you thought was a crime happen to YOU, but you did NOT report to the police?

R: No

(Enter 2, No)

(Interrupt and say)

The next series of questions ask about the incidence and impact of identity theft. The questions are only asked of the household respondent but refer to any incidents of identity theft discovered by ANYONE in the household during the reference period. Always read the introduction to the household respondent before asking the questions to prepare the household respondent for the type of questions you will be asking. Following the introduction, you will ask a series of questions to determine if anyone in the sample household has discovered that someone used or attempted to use various forms of personal information without permission to commit fraud or other crimes.

IDENTITYTHEFTINTRO1

FR: The next few questions are related to identify theft. They refer to episodes of identity theft discovered by you or anyone in your household during the last 6 months.

(Enter 1 to continue)

IDTHEFTCREDITCARD

FR: Since (date) have you or anyone in your household discovered that someone -

Used or attempted to use any existing credit cards or credit card numbers without permission to place charges on an account?

R: No

(Enter 2, No)

IDTHEFTACCOUNTS

FR: Used or attempted to use any existing accounts other than a credit card account - for example, a wireless telephone account, bank account or debit/check cards without the account holder's permission to run up charges or to take money from accounts?

R: Yes, I lost my debit card and someone used it.

(Enter 1, Yes)

IDTHEFTPERSONALINFO

FR: Used or attempted to use personal information without permission to obtain NEW credit cards or loans, run up debts, open other accounts, or otherwise commit theft, fraud, or some other crime?

R: No

(Enter 2, No)

(Interrupt and say)

At this point in the questioning, we know that someone in the household discovered an incident of identity theft or attempted identity theft. Now, you will determine if the identity theft happened once or multiple times; if multiple times, whether the episode of

identify theft occurred separately or at the same time; how the household member who discovered the most recent identity theft incident became aware of the problem; the total dollar amount that the offender fraudulently obtained by using the household member's accounts or personal information; whether or not the misuse of the household member's accounts or personal information has stopped; if the household member is continuing to experience problems from the misuse of his/her accounts or personal information, regardless of whether or not the misuse has stopped; how long it took to resolve all related problems if the household member is no longer experiencing problems; and the types of problems that the household member may have experienced as a result of the identity theft or attempted identity theft. You also will briefly summarize the most recent episode of identity theft that was discovered during the last 6 months by the household respondent or another household member.

Remember, identity theft incidents are not considered NCVS crimes, unless the incident also involves an attack, an attempted attack, a threat of physical harm, or a theft or attempted theft. Therefore, if a respondent ONLY reports an identity theft episode and no NCVS crime occurred, such as an attack, a threat, a theft or an attempted theft, you do not ask the crime incident questions for the identity theft episode.

_____, please continue the interview.

IDTHEFTTIMES

FR: Was the misuse of any existing accounts other than credit cards one episode or more than one episode of identity theft?

R: It happened more than one time.

(Enter 2, More than one)

IDTHEFTSEPARATETIMES

FR: Did these episodes of identity theft occur separately or at the same time?

R: They happened separately.

(Enter 1, Separately)

IDTHEFTMOSTRECENT

FR: Which episode of identity theft was most recently discovered?

(Interrupt and say)

The purpose of this question is to identify which episode of identity theft was most recently discovered when multiple **types** of identify theft occurred at different times. For example, if the respondent reported misuse of credit cards and personal information to obtain new accounts, and these episodes of identity theft **didn't** occur at the same time, then you would need to determine whether the misuse of the credit cards or the personal information was most recently discovered. *(Pause)* Since you only have one category displayed, as only one **type** of identity theft was reported, you may enter code 2 without asking this question. *(Pause)*

_____, please continue.

IDENTITYTHEFTINTRO2

FR: Earlier you told me someone misused any existing accounts other than credit cards. I would like you to think about all of these types of misuses during the last six months.

(Enter 1 to continue)

IDTHEFT_THINK_PI_OBTAINED

FR: How do you think the personal information was obtained? (For example, was it lost or stolen from a wallet, stolen from the postal mail or garbage, or obtained in some other way?)

R: My purse was stolen out of the car.

(Enter 12)

(Press Enter)

IDTHFT_TOTAL_LOSS

FR: Since March 1, 2008, what is the approximate total dollar value of what someone obtained while misusing your or another household member's personal information? Include the value of goods, services, credit, loans, cash, and anything else the person may have obtained.

R: About \$200.00

(Enter "200" then press Enter)

IDTHFT_PERSONAL_LOSS

FR: Of this \$200, how much, if anything, did you or any other household member personally lose?

R: I was only responsible for \$50.

(Enter "50" then press Enter)

IDTHFT_ADD_COSTS_INCUR

FR: Other than the costs you already told me about, how much, IF ANY, additional costs did you or any other household member incur? Include costs for things such as legal fees, payment of any fraudulent debts, and any

miscellaneous expenses, such as postage, phone calls, or notary fees. Do not include lost wages.

R: There really were no additional costs.

(Enter 0 [zero], then press Enter)

IDTHFT_TIME_TO_RESOLVE

FR: How long has it taken so far to clear up the financial and credit problems associated with the misuse of your or another household member's personal information?

R: About three days.

(Enter 3, then press Enter)

IDTHFT_HOURS_RESOLVING

FR: During this (time) period, how many hours did you or any other household member spend clearing up financial or credit problems?

R: About 18.

(Enter "18" then press Enter)

(Interrupt and say)

At **IDTHEFTSUMMARY** you now need to briefly summarize the identity theft reported by the household respondent. As you summarize the identity theft episode, make sure to include the line number(s) of the household member(s) affected by the identity theft or attempted identity theft and any other information given by the respondent such as the month in which the misuse was discovered. Remember you are limited to 200 characters for this item. Also remember that the text wraps so there is no need to press Enter to go the next line. You only need to press Enter when you are ready to move to the next

screen.

(Allow time)

The next screen, **PRESENTFORSQS**, is used to determine if anyone was present or could have overheard all or part of the respondent's interview. If you are conducting the interview by telephone, enter code 1, Telephone. Codes 2 through 8 are for personal visit interviews and you should enter all that apply. When completing this item, don't include yourself, the respondent, the person for whom you are taking a proxy interview, or any Census observers. *(Pause)*

For this interview, no one besides the respondent was present so enter code 12 at **PRESENTFORSQS**. Also enter 1 at the next two screens, **NO_CRIMES** and **ENDSCREENER**. Since the respondent didn't report any crime incidents, the interview proceeds to the employment questions. *(Pause)*

The questions on employment are asked of all household members who are 16 years of age or older. These questions are important since the respondent's job may be a reason the respondent was or was not a victim of crime. *(Pause)* The first question, **JOBLASTWEEK**, asks whether or not the respondent had a job or was working at a business during the week prior to the interview. If necessary, you can tell the respondent to NOT include volunteer work or work around the house.

If you get a "No" answer, then you ask if the person worked at a job or business during the last 6 months. If the respondent had a job during the week prior to the interview or for at least two consecutive weeks during the 6 months prior to the interview, you will ask about the respondent's occupation. The occupations listed are considered to be jobs that

tend to place a person at a higher risk for becoming a crime victim. You also ask if the respondent works for a private company, the Federal government, a local government, or is self-employed; whether the respondent is employed by a college or university; and the type of area where the respondent works. (*Pause*)

These employment questions differ from those asked in the Crime Incident Report. As already mentioned, these questions are asked of all respondents who are at least 16 years of age and they relate to the respondent's **job during the week prior to the interview**. However, the employment questions in the Crime Incident Report are asked of any respondent who is 12 years of age or older, but only if the incident happened while the respondent was working or on duty.

Another difference between these two series of employment questions is that the employment questions in the screen section are designed to obtain less detailed information about a respondent's job during the week before the interview, while the employment questions in the Crime Incident Report are designed to obtain more detailed information about the respondent's job and employer at the time of the incident.

Now let's continue the interview. _____, please continue.

JOBLASTWEEK FR: Did you have a job or work at a business LAST WEEK?

If necessary: Do not include volunteer work or work around the house

R: Yes
(Enter 1, Yes)

(Interrupt and say)

For the next question, **JOBDESCRIPTION**, if you are conducting a personal visit interview, show the respondent the employment flashcard on page 12 in your Information Card Booklet before asking the question. This flashcard will make it easier for the respondent to identify into which category his or her job fits best. For telephone interviews, read the main headings, such as “Medical Profession” and “Mental Health Services Field,” until you get a “Yes” response.

Many of your respondents will fall into the “Something else” category. If someone wonders why their job is not specifically listed, briefly explain that these jobs were identified as “high risk” jobs and may increase or decrease a person’s likelihood of becoming a crime victim. Researchers will be examining carefully the entries in the “Something else” category looking for other high risk occupations to add to the existing list.

_____, please continue the interview.

JOBDESCRIPTION FR: *SHOW FLASHCARD*

Ask or verify

Which of the following best describes your job?

Were you employed in the - -

Medical Profession?

Mental Health Services Field?

Teaching Profession?

Law Enforcement or Security Field?

Retail Sales/
Transportation Field?
Something else?

R: Something else

(Enter 17, Something else)

JOBDESCRIPTIONSPEC

FR: Please specify the job.

R: I'm a Dividends Analyst

(Enter Dividends Analyst)

EMPLOYERTYPECURRENT

FR: *Ask or verify*
Is your job with a private company, business, or
individual for wages?

R: Yes

**(Enter 1, Private company, business, or individual for
wages)**

COLLEGEEMPLOYER FR: Are you employed by a college or university?

R: No

(Enter 2, No)

CURRENTJOBMSATYPE

FR: While working at your job, do you work mostly in
-- A city?
-- Suburban area?
-- Rural area?

OR

-- Combination of these?

R: In a city

(Enter 1, A city)

(Interrupt and say)

The next question asks about household income. For personal interviews, always remember to show the household respondent the Household Income flashcard located on page 14 in the Information Card Booklet BEFORE asking this question. (*Pause*)

Now turn to page **B3-55** in your NCVS-550 manual and read “What to Include” and “What to Exclude” in this item. The reading ends on page **B3-56**.

[]

(Allow time)

Q: If a man receives \$500 from his grandfather every other month, and the grandfather does not live with him, do you include this sum as household income, _____?

A: Yes.

Q: How about if a person received a lump sum inheritance of \$10,000 from an uncle, _____?

A: No.

Q: Should the respondent include money received from a tax refund and the sale of his car as part of his household total income?

A. No.

_____, please continue the interview.

HOUSEHOLDINCOME FR: *SHOW FLASHCARD*

What is 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.

R: Category 23

(Enter 23, \$50,000-\$74,000)

TELEPHONEINUNIT FR: Is there a telephone in this apartment? Please include cell phones, regular phones, and any other type of telephone service.

R: Yes

(Enter 1, Yes)

TELEPHONENUMBERFIRST

FR: What is the telephone number?

R: 991-555-1212

(Enter 9915551212)

TELEPHONETYPE1ST FR: What type of phone is this for example, a home, office, or cell phone?

R: Home

(Enter 1, Home)

TELEPHONECK (This is an FR instruction asking the FR if he/she wants to ask for a second phone number)
(Enter 2, No)

TELEPHONEACCEPTABLE

FR: Is a telephone interview acceptable?

R: Yes

(Enter 1, Yes)

(Interrupt and say)

If the respondent mentions a specific day or time to call or not to call, at the **BESTTIME_NOSUNDAY** screen you are given the opportunity to review or update the interview time preferences. You practiced updating the Interview Time Preferences earlier in training, so for this exercise just enter 1 to continue at this screen.

_____, please continue.

OTHER_LANGUAGE FR: *Ask or verify*
Do any eligible members in this household require that their interview be conducted in a language other than English?

R: Yes

(Enter 1, Yes)

WHICH_LANGUAGE FR: *Ask or verify*

What language is that?

(Interrupt and say)

_____, please read the second FR instruction.

(TRAINEE: *If multiple languages are spoken, mark that language spoken by most of the eligible household members.*)

Thank you.

Although this question allows you to record only one language, you can enter any other languages spoken by the members of the household in the Case Level Notes. At the **WHICH_LANGUAGE** screen, enter 1, Spanish.

This concludes Maria Zoe's interview. Enter 1 at the **ENDPERSON** screen and at the **ENDSCREENER** screen.

(Allow time)

At **NEXTPERSON**, you only read the names of the people whose interview status is "NEED SELF" and ask to speak to them.

Q: What are the names of the people you would ask to speak to?

A: Rosa Nombre

Thank you.

Maria Zoe tells you that her mother, Rosa Nombre is not available to be interviewed at this time. Therefore, at the **NEXTPERSON** screen enter 33, “No other person available now.” (*Pause*) At **REFCBBREAK_CP** enter 2, Callback, since Rosa Nombre is not available at the time of your interview with Maria Zoe. You must call back the household to complete John Zoe’s and Rosa Nombre’s interview.

_____, what are you instructed to do at the **PERSAPPT** screen?

(TRAINEE: Press Control+F7 to enter appointment information for this person in Case Level Notes Enter 1 to continue.)

Thank you.

Press **Ctrl F7** and enter that you need to call back the household to complete John Zoe’s and Rosa Nombre’s interviews. Typically, whenever you have to write text in which you refer to a respondent, such as the Screen Questions or item summaries, you must always use the respondent’s line number and **not** the respondent’s name. However, it is acceptable to use the respondent’s name when entering text in the Notes Editor as well as any other pertinent information such as address location, directions, and so forth in the Case Level Notes. This is particularly important when you have difficult, potential, and real Type A cases.

Enter a note that you need to call back the household to complete John Bank's and Rosa Nombre's interview. Also, enter a date and time to contact them. When you are done entering this note, press the F10 function key or click on the F10 icon on the toolbar to exit the "Notes Editor."

(Allow time)

Next, click the "Yes" button to save the notes entered and then press 1 to continue at **PERSAPPT**.

(Allow time)

At the thank you screen you thank Maria Zoe for her help and then enter 1 to continue. **(Pause)** You don't need to make any changes to the telephone number and you don't need to access the Interview Time Preferences application, so at the **VERIFY** screen enter 2. **(Pause)**

At the "Case Level Notes Editor," you don't need to enter any **new** notes so press the F10 function key or click on the F10 icon on the toolbar to exit the "Notes Editor" and return to the Case Management Case List. Be sure to click "OK" to successfully update the database.

(Allow time)

Notice that the letter "P" now appears in the "Status" column for this case. This tells you that you have started or accessed the case but have not gotten an interview for one or more persons in the household.

Click on the “Assignment” tab in the Details Pane. Locate the field labeled “Outcome” which is beneath the “Assignment Period” field. Using your right mouse pad button, click on the code, 204, entered in this field.

(Allow time)

_____, please read the description for this outcome code.

(TRAINEE: *Sufficient partial – follow-up needed*)

Thank you.

This means that you have completed the household respondent’s interview but need to follow up with the household to interview one or more other persons in the sample unit.

If the interview for the household respondent was incomplete, outcome code 202, “Accessed instrument – insufficient partial” would have been displayed. We will discuss a few other outcome codes later in training.

This concludes this exercise.

Are there any questions?

(Answer questions)

PRACTICE EXERCISE #3 – Replacement Household by Telephone
Case ID: 00000006

(Approximate time: 30 minutes)

In this exercise we will go over what to do when you discover a replacement household during a telephone interview. This can occur when a household has moved but doesn't change their telephone number.

Highlight case **106 Robin Street** and then press F2 to get into the NCVS CAPI instrument.

(Allow time)

At the **START_CP** screen enter 1, Telephone interview. Also enter 1 at the next two screens, **SHOW_CP_ROSTER** and **SHOW_INFO_CP**.

(Allow time)

At this point of the interview, you don't know that the household has moved. Therefore, at the **HHNUM_VR_CP** screen enter 2 "No" indicating that this is not a replacement household. Then at the **DIAL_CP** screen enter 1, Someone answers.

(Allow time)

_____, please be our FR for this exercise. Remember to tell us what you enter at each screen as you proceed through the interview.

HELLO_1_CP

FR: Hello. This is (TRAINEE'S NAME) from the U.S. Census Bureau.

May I speak with Jane Voe?

R: This is Jane.

(Enter 1, This is the correct person)

GETLETTER_CP

FR: I'm calling concerning the National Crime Victimization Survey. The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crime. We contacted your household for this survey several months ago. Did you receive our introductory letter in the mail?

R: No we didn't.

(Enter 2, No)

(FR should access the Help screen via F1 and read the key points contained within the NCVS Introductory letter)

VERADD_CP

FR: I have your address listed as

106 Robin Street
Any Town, CO 99997

Is that your exact address?

R: No, we moved three months ago.

(Enter 2, Moved (not same address))

MOVED_CP

FR: Since your address rather than you personally was chosen for inclusion in the survey, no interview is required of you at this time. Thank you for your past cooperation. The help you gave us was an important contribution to the National Crime Victimization Survey data.

(Enter 1 to continue)

(Interrupt and say)

As you can see, when you entered code 1 at **MOVED_CP** indicating that the household moved, a hard edit error message popped up. This is because you indicated in the **HHNUM_VR_CP** screen that this was not a replacement household but in **VERADD_CP** screen you found out that the household moved.

_____, please read what the message says.

(TRAINEE: This case needs to be made a replacement household. Press GOTO to proceed to HHNUM_VR_CP.)

Thank you.

Click on the “Goto” button located in the bottom right corner of the error message screen.

(Pause) Notice that the instrument takes you back to the screen that is highlighted, which is **HHNUM_VR_CP**.

Since this household was contacted by telephone, we don't know if a new household has moved into the sample address, so click on the F10 tab at the top of the screen to exit the case.

In order for a replacement household to be created, the new respondents would have to have moved into the sample address, which you will confirm by following up with a personal visit. If no one has moved into the sample address, then code the case as Type B, vacant.

You should now be at the **VERIFY** screen. Enter Precode (2) to exit the case. At the "Case Level Notes Editor," type a note indicating that the household members moved but did not change their telephone number.

(Allow time)

Now press the F10 key to exit the "Case Level Notes Editor" and then click "Yes" that you want to save the note entered for this case.

(Allow time)

This concludes this exercise. In a later exercise we will go over what you are to do when you visit the replacement household to conduct a personal interview and find out that the sample unit is vacant and the new occupants have not yet moved in.

Are there any questions?

(Answer questions)

PRACTICE EXERCISE #4 - Type A Noninterview*Case ID: 00000002***(Approximate time: 20 minutes)**

This practice exercise covers what to do when a sample unit is a Type A noninterview. As you learned in the pre-classroom self-study, at times you will encounter situations where you are unable to obtain an interview for the entire household. *(Pause)*

Type A noninterviews are one of four types of NCVS noninterviews you will encounter. Types A, B, and C noninterviews relate to the entire household or sample unit, while a Type Z noninterview relates to an individual household member, who is NOT the household respondent. *(Pause)*

Some noninterviews can be avoided, but there are some that are beyond your control. Type A noninterviews are **often avoidable**. A Type A noninterview consists of a household occupied by eligible respondents, but, for some reason, none of these persons can be interviewed. Remember, you must complete at least the household respondent's interview otherwise the entire household will be classified as a Type A noninterview. Because Type A noninterviews are often avoidable, it is part of your job to keep Type A noninterviews to a minimum. *(Pause)* To avoid Type A noninterviews, make your visits or calls when people are likely to be home. Often this means contacting respondents in the early evening and on Saturdays.

When you make your initial visit to a sample unit and find that no one is home, try to find

out from neighbors, a janitor, the rental office, or from some other source, when it is likely that the household members will be home. However, in keeping with our confidentiality rules, **don't** mention the National Crime Victimization Survey by name when asking neighbors, janitors, and so forth to help you determine when household members will be home. Instead, identify yourself and the fact that you are from the United States Census Bureau. Tell the person you are talking to that you are trying to contact someone at the specific address and ask if they know when it is likely that someone would be there. Then revisit the sample address at that time.

If the sources that you try are unable to provide any useful information, try visiting the sample unit at a different time of day on the next visit. If your initial visit was during the morning and you didn't find anyone at home, then try visiting in the afternoon or evening. We also provide a few forms that you can leave at the household to let them know that you have been there and plan to return.

Find Form 11-38, Request for Appointment, and 11-38A in your materials.

(Hold up a copy of Forms 11-38 and 11-38A. If your region uses other methods for requesting an appointment, mention them now.)

(Allow time)

You will fill out the top of this form before leaving it at the address. This "Request for Appointment" form says, "There was no one here when I called to obtain information for an important Census survey. In order to do this I plan to..." and then you can check a box

that says when you will return to conduct the interview.

Space is also provided on this form for you to enter the date and time when you intend to return, along with your name and telephone number. The bottom half of the form contains the identical information. Fill out both parts of this form and then separate them. Leave the top half at the sample address and keep the bottom half for your records. This will be your reminder to revisit the household at the time and day noted on the “Request for Appointment” form. Make sure that you keep your appointments and, if an emergency will keep you from making an appointment, make sure to notify the household, if possible.

Form 11-38A says essentially the same thing as Form 11-38. However, it is designed to be hung on a door knob and it is perforated.

You will receive a supply of both forms to use in making interview appointments.

Are there any questions so far?

(Answer questions)

Another Type A noninterview that is frequently **avoidable** happens when a sample household refuses to be interviewed. In order for you to sell this survey to a “reluctant” respondent, you must be able to answer his or her questions about the survey.

Q: What would you say to a person who objects to participating in the NCVS because

he or she feels that it is an invasion of privacy, _____?

A: I would stress the Census Bureau's excellent record concerning confidentiality and tell the respondent that the information is kept confidential by law. **(OR SOMETHING SIMILAR)**

Thank you.

Keep in mind that people object to participating in surveys for many different reasons. However, people are occasionally reluctant to participate because they don't understand why the survey is being taken, how important it is, or how the information will be used. That is why you must be prepared to provide this type of information about the NCVS.

(Pause)

Fortunately, the National Crime Victimization Survey has had fewer problems with reluctant respondents than some of our other surveys. Perhaps most people are aware that the crime problems in this country affect everyone. In any event, make sure that you can explain the importance of the NCVS and its many uses.

In your training materials, you should have an NCVS Fact Sheet, NCVS-110. Take it out now.

(Hold up a copy of the NCVS-110 Fact Sheet)

(Allow time)

The NCVS Fact Sheet, which is usually updated each year, provides summarized results

from the most recent NCVS findings. These results are presented in text, graphs, and charts, and a copy of this brochure is mailed to each sample household prior to the first interview. For subsequent enumeration periods, you can hand or mail the respondent this brochure if:

- The respondent requests the type of information provided in this brochure.
- You discover a replacement household at the sample address.
- You feel that this brochure may encourage a respondent to cooperate.

Are there any questions?

(Answer questions)

Remember, each Type A noninterview has an adverse effect on the survey, because each Type A noninterview means lost data. Since this is a sample survey and each household represents many other households, you can understand why each completed interview is so important.

It is your job to keep your Type A's to a minimum. To avoid refusals, be friendly, but businesslike. Be prepared to explain the survey and answer a respondent's objections. Always keep in mind that Census Bureau information is confidential.

Are there any questions about Type A noninterviews?

(Answer questions)

Highlight the case, **102 Maple Avenue**. Let's look at a few things about this case before starting the interview. *(Pause)* Click on the "HH Roster" tab in the Details Pane to view the composition of the household. *(Pause)* This household contains only one respondent, David Citizen. Now let's see what is entered under the "History" tab. Remember, one way to move from one tab to the next in the Details Pane is to use the F3 function key. You can also click on the tab using your mouse pad. *(Pause)*

Notice that the "CAPI Outcome" for the previous interview for this case is 201. This means that the household was a completed interview in the previous interview period. Now let's look at the "Interview Time Preferences" tab to see if there are any times specified that are best to contact the household as well as any times that are worse times to contact the household.

(Allow time)

As you can see, no such times have been specified.

Now press the **F2** function key to start the interview and at the "Confirmation Screen" click OK or press Enter.

(Allow time)

Next, enter 1, "Telephone Interview" and at the next two screens, **SHOW_CP_ROSTER** and **SHOW_INFO_CP**, enter 1 to continue.

(Allow time)

This case is not a replacement household so in response to the question in the next screen, **HHNUM_VR_CP**, enter 2. *(Pause)* At the **DIAL_CP** screen enter 1, “Someone answers” and also enter a 1, “This is the correct person” at the **HELLO_1_CP** screen.

(Allow time)

(Call on Trainee)

_____, could you please read the introduction in the **GETLETTER_CP** screen.

(TRAINEE: *I’m calling concerning the National Crime Victimization Survey. The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crime. We contacted your household for this survey several months ago. Did you receive our introductory letter in the mail?*)

Thank you.

After reading the introduction to David Citizen, he tells you that he doesn’t want to participate. You explain the importance of the survey and his participation, but he still refuses to cooperate. At this point you need to end the interview. Terminate the interview using one of the three methods discussed earlier either by pressing the **F10** function key, clicking on the F10 tab on the toolbar, or clicking on the Forms tab on the menu bar and arrow down to the “Exit” function.

(Allow time)

At the next screen, **REFCBBREAK_CP**, enter 1, "Refusal." *(Pause)* At the **VERIFY** screen you would review the information displayed and determine whether or not you to make any changes. You also are provided the opportunity to review or update the

Interview Time Preferences. Since you don't need to make any changes to the information displayed or need to update the ITP, enter 2 at the **VERIFY** screen. (*Pause*)

At the "Case Level Notes Editor" record that the respondent refused to participate and include as much information as possible about the refusal in the Notes to help your supervisor on follow-up with the case.

(Allow time)

Now press the **F10** function key or click on the F10 icon on the toolbar to exit the "Notes Editor." (*Pause*) Next, click the "Yes" button to save the notes entered and then click OK or press Enter to acknowledge that the database was successfully updated.

(Allow time)

Notice that the letter "O" now appears in the "Status" column for this case. If there are no other people in this household to be interviewed and there is no chance of converting this case to an interview, you will need to close out this case and make it a Type A noninterview before it is considered done and the case can be transmitted. Keep in mind that you can do this at anytime before your interviewing closeout date. However, it is highly recommended that you do this as quickly as possible so the case is transmitted to the regional office for review and possible follow-up.

Let's go ahead now and record this case as a Type A noninterview. Press **F2** to re-enter the CAPI instrument for this case. At the "Confirmation Screen" make sure you selected the correct household, **102 Maple Avenue**, and then click OK or press Enter.

(Allow time)

At the **START_CP** screen enter 4, “Noninterview.” The next screen asks you whether the case is a Type A, Type B, or Type C noninterview. Turn to page 7 of your Workbook and look over the noninterview reasons listed under each noninterview type.

(Allow time)

This is a Type A noninterview so enter 1, “Type A” at this screen. *(Pause)*

The purpose of the next screen, **TYPEA**, is to capture the noninterview reason. Notice that you are instructed **NOT** to exit this screen. This is because the Noninterview outcome code gets set at this screen. We want to capture the noninterview reason as this information is extremely important in understanding survey nonresponse.

It is **extremely important** that for this screen and any other screen in which you are instructed **NOT** to press F10 to exit the screen that you follow these instructions. If you find that you need to exit a case when at such screens go back to the previous screen or to the next screen in which it is acceptable to exit the screen. If you don’t follow the instructions, you will encounter major instrument problems.

Since David Citizen refused to participate, enter 5, “Refused” at this screen. *(Pause)*

The intent of the next screen, **TYPEA_CK**, is to make sure that the case wasn’t incorrectly classified as a Type A noninterview. Since we are sure that this is a Type A

noninterview, enter 1 at this screen and then a 1 at the **THANKYOU_CP** screen to continue. *(Pause)* Since you don't need to make any changes to the case's phone number and you also don't need to access the Interview Time Preferences application, enter 2 at the **VERIFY** screen. *(Pause)* At the "Case Level Notes Editor" record that the respondent, David Citizen, refused to participate and that you made this case a Type A noninterview. Also, include any other pertinent information that may be useful during follow-up, such as whether or not the respondent was hostile.

Now exit the "Notes Editor" to return to Case Management.

(Allow time)

When you return to the Case Management Main screen, you will see that the case is no longer displayed on the Case List. However, you can view the case in other display lists when you evoke the **F8** function. Press the F8 function key. *(Pause)* Arrow down to the "Type A" display category, and then click OK. *(Pause)* Any cases you make a Type A noninterview will be displayed on this screen.

Now click on the Assignment tab. *(Pause)* Notice that the outcome code is now set to 218. Right click on this code to display a description of the Type A reason.

(Allow time)

Q: What reason is displayed, _____?

A: Type A – refused.

Thank you.

Now press the Escape key. (*Pause*)

Press the **F8** function key again, arrow up to the “All” display, and then click OK.

(Allow time)

You will see a display of all cases in your monthly NCVS assignment, including those not yet started. To return to the Case Management Main screen, press F8 one more time and then click on the “Case List” button which is beneath the “Cancel” button.

(Allow time)

The process you followed for classifying a case as a Type A noninterview is **similar** to the process for classifying Type B and Type C noninterviews. In the next exercise, you will practice classifying a case as a Type B noninterview.

Remember, you must specify the noninterview reason for all Type A, Type B, and Type C cases in your monthly NCVS assignment before you can close out and transmit these cases.

This concludes this practice exercise. Are there any questions about the material covered in this exercise?

(Answer questions)

PRACTICE EXERCISE #5 - Type B Noninterview
*Case ID: 00000006***(Approximate time: 20 minutes)**

In this exercise you will practice coding a case as a Type B noninterview. Type B noninterviews consist of sample households that could be vacant or occupied entirely by persons who have a usual residence elsewhere. Although these cases are not eligible for interview during the current interview, they could become eligible at a later time. Unlike Type A noninterviews, Type B noninterviews are **unavoidable**. (*Pause*)

In a previous exercise, when conducting a telephone interview at the household located at **106 Robin Street** you found out that the residents at this sample unit moved away three months ago but kept their telephone number. When you go the sample address to conduct a personal interview with members of the replacement household, you discover that the household is vacant. According to survey procedures, when you are unable to interview a sample unit you must contact a neighbor, apartment manager, or similar person to obtain noninterview information about the unit or its residents. After talking to a neighbor, Joe Doe, you find out that the house was sold but the new owners have not moved in yet. If the sample unit was occupied by the new household you would interview the new household. Because the sample unit is still vacant, you must enter the case and classify it as Type B noninterview.

Highlight the case 106 Robin Street and press the F2 function key to get into the NCVS CAPI instrument for this case.

(Allow time)

At the **START_CP** screen enter code 4, Noninterview (Type A, B, C). *(Pause)* At the **NONTYP** screen you will enter the noninterview type. For this exercise, enter 2, Type B.

(Pause) At the **TYPEB** screen you need to specify the Type B noninterview reason.

Turn to page 7 of your Workbook and examine the reasons for Type B noninterviews.

Notice that codes 225 through 233 are reasons for a Type B noninterview. Of those reasons, the most commonly entered reason is code 226, “Vacant-regular.” The “Vacant-regular” category includes vacant units that are available for rent or sale, furnished or unfurnished, or units held off the market for personal reasons.

The “Vacant-regular” category also includes vacant seasonal units, such as mountain or beach resort cabins, as well as year-round units. A vacant unit that is dilapidated but is still considered a living quarters can still be classified as a “Vacant-regular” Type B noninterview.

If you encounter a vacant mobile home, trailer, tent, or other less common type of living quarters and it is intended for occupancy, you can classify it as a “Vacant-regular” Type

B noninterview.

Q: Based on what we just covered, can you give me an example of a Type B, Vacant Regular unit, _____?

A: A vacant apartment unit available for rent. **(OR SIMILAR ANSWER)**

Thank you.

Enter code 227 when a vacant unit is used only for storing excess household furniture. For example, a garage apartment, or an apartment in an attic or basement that is used only for the storage of excess household furniture. Do not confuse a vacant unit used for storage of excess household furniture with a vacant unit offered for rent as a “furnished” apartment. Report the latter situation as a “Vacant-regular” unit.

Now look at code 225, “Temporarily occupied by persons with usual residence elsewhere (URE).” You would enter this code when a unit is occupied temporarily by persons who have a usual place of residence elsewhere. When a sample unit is occupied entirely by persons who have a usual residence elsewhere, do not interview those persons. Persons should only be interviewed at their usual residence and not at a temporary place of residence.

For example, a family whose usual residence is in Philadelphia, Pennsylvania, should not be interviewed while staying at a summer cottage in Atlantic City, New Jersey.

Are there any questions at this time?

(Answer questions)

One category that needs a little explanation is code 228, “Unfit or to be demolished.” To fit into this category, a sample unit must, first of all, be unoccupied. No matter how decrepit or run down a place looks, if somebody lives there, you must conduct an interview. But, if it is unoccupied and the windows or doors no longer protect the interior, consider the unit to be unfit.

However, be careful not to rush to the conclusion that a unit is “Unfit or to be demolished.” Sometimes a boarded-up place is mistakenly classified as unfit, when, in fact, the boards are there to protect the windows and doors until it can be sold or rented. The point is that you cannot always go by first impressions. Many times you will have to inquire of residents or merchants in the area to make sure that you classify the vacant unit correctly.

The other part of code 228, “to be demolished,” only applies when there is positive evidence, such as a sign, notice, or mark on the house or on the block—stating that the unit is scheduled for demolition.

Let's see if you remember what we just discussed.

Q: What kind of noninterview is a vacant-regular, _____?

A: Type B.

Q: If a sample unit is obviously unfit to live in and is not occupied as a living quarters, which noninterview reason would you select, _____?

A: Type B - code 228, "Unfit or to be demolished."

Now for this exercise, enter reason 1, "Vacant- regular." (**Pause**) Unlike Type A noninterviews, with the exception of Type A - Temporarily Absent, there is one additional step you need to take when classifying noninterview cases as a Type B, Type C, or Type A -Temporarily Absent noninterview. You need to record information about the person you contacted to obtain noninterview information about the unit or its residents.

At the **BCNAME** screen enter the name of the contact person you spoke to which is Joe Doe. Then at **BCTITL** you would enter the contact person's title such as neighbor or apartment manager. For this case enter "Neighbor."

(Allow time)

Now at **BCNUM** enter Joe Doe's telephone number as 999-555-9999 and then press Enter. (**Pause**) Press enter at phone extension and at phone type enter code 1, Home.

(**Pause**) In the next several screens, enter the following address in the appropriate fields

Complete the next items using the following information about Joe Doe's address:

House number and street name: **108 Robin Street**

City: **Any Town**

The contact person lives in Alaska, which is the same state as the sample unit. For your production interviews, you will be able to press Enter rather than entering the 2-character state abbreviation when the contact person lives in the same state as the sample unit. However, for the training instrument this feature is not active. *(Pause)*

Let's assume that we don't know the state abbreviation for New Jersey. Enter the letter "N." *(Pause)* Notice that you get a pop-up screen of state abbreviations. You will be taken to the first state whose name begins with the letter "N." Notice the third column displays State name. Arrow down the screen until you get to Alaska.

(Allow time)

Now click on the "Select" button. *(Pause)* When you return to the contact information screen notice that the 2-character state abbreviation is now filled in the answer field.

(Pause) Now press Enter. Now enter the 5-digit zipcode, which is 99999. *(Pause)* The contact person doesn't know his 4-digit zipcode so press Enter.

Now enter 2 at the **BCOBS** screen since you didn't determine the noninterview status of this sample unit by observation. (*Pause*) At the **THANKYOU_CP** screen you would thank Joe Doe for his time and then press 1 to continue. Then enter 2 at the **VERIFY** screen.

At the "Case Level Notes Editor" enter a note indicating the status of the household. Enter as much information as possible so that others who review the notes will have a good understanding of the case, then save your note and return to Case Management.

(Allow time)

You will follow this same procedure for handling Type A- Temporarily Absent noninterviews and for Type C noninterviews. Like Type B noninterviews, Type C noninterviews are **unavoidable**. Once a unit is classified as a Type C Noninterview, the sample unit is permanently removed from the NCVS sample and will not be assigned to you in subsequent enumeration periods. Like Type B noninterviews, the Type C noninterview reasons are self-explanatory for the most part. Let's go over a few of the Type C reasons that are shown on page 7 of your Workbook.

Code 240, "Demolished," means that the unit has been torn down, burned down, or otherwise destroyed, or is in the process of being demolished. (*Pause*)

Code 242, “Outside segment,” applies only to units in area segments. You would enter 242 when you find that a sample unit is outside the area segment boundaries and the unit was listed on the Area Segment Listing Sheet by mistake. (*Pause*)

Code 243, “Converted to permanent business or storage,” looks very similar to one of the Type B noninterview reasons.

Q: Suppose you find that a sample unit has been converted to a business or used for storage. What distinction must you make before you can classify it as either a Type B or Type C noninterview, _____?

A: Find out whether the conversion is temporary or permanent. If it is temporary, it will classify as a Type B noninterview and, if it is permanent, it will classify as a Type C noninterview.

Thank you.

You enter code 244, “Merged,” when you discover that a sample unit has been merged with another unit to form one “new” merged unit. (*Pause*)

A unit is considered “Condemned” if there is positive evidence, such as a sign, notice, or mark on the house or in the block—stating that the unit is condemned. Once again, the unit must be **unoccupied** before you can select this code. If the unit is occupied, you must conduct an interview, even if there is a “condemned” sign posted. Remember, if the unit is vacant and no positive evidence is present that it is condemned, report the unit as “Vacant-regular,” code 226, Type B noninterview.

The next Type C noninterview reason is code 246, “Built after April 1, 2000.” Only select this reason when the unit is in an area segment where building permits are issued for new construction. Never select this code for a unit in a permit segment.

Notice the last reason listed for Type B noninterviews is a category called “Other.” Also notice the category “Permit abandoned or Other” for Type C noninterviews. When you have a Type B or Type C noninterview that does not fit any of the other categories, use the “Other” category and specify the reason. However, before selecting the “Other” reason for a Type B or Type C noninterview, make sure that one of the reasons already listed doesn't apply.

This concludes this practice exercise. Are there any questions about the material covered in this exercise?

(Answer questions)

PRACTICE EXERCISE #6 – Changing the Household Respondent in Household with Other Eligible Respondents

Case ID: 00000005

(Approximate time: 15 minutes)

This practice exercise covers changing the household respondent. Highlight the case, **105 Beach Road**, and then look at the composition of the household. (*Pause*)

(Have trainees click on the HH Roster tab)

(Call on Trainee)

_____, how many people listed are eligible for the NCVS?

(TRAINEE: *Four*)

That's correct.

(Call on Trainee)

_____, who is the household respondent for this case?

(TRAINEE: *Line 1, Joel Boe*)

That's correct.

Press the F2 function key to start the interview. Make sure that you have selected the correct address, **105 Beach Road**.

(Allow time)

In this exercise I will **not** give you screen-by-screen instructions on what to enter so you will need to listen carefully to the information I will provide you throughout this exercise.

First, this is a **telephone interview** (*Pause*) Second, the unit is **not a replacement** household. (*Pause*) Third, when you dial the telephone number **someone answers**. Now proceed through the various screens using the information I just provided. When you get to the **HELLO_1_CP** screen raise your hand.

(Allow time)

As with the previous exercises, I will call on one of you to serve as the FR. You will ask the questions and I will continue to act as the respondent. Again, at certain questions I will interrupt the interview to provide further explanation about a question.

(Call on Trainee)

_____, will you be our first FR? Remember to tell us what you enter at each screen as you proceed through the interview.

HELLO_1_CP

FR: Hello. This is (TRAINEE'S NAME) from the U.S. Census Bureau.

May I please speak with JOEL BOE.

R: Joel doesn't live here anymore.

(Enter 5, Person no longer lives here)

(Interrupt and say)

At the **HELLO_ALT2_CP** screen you need to pick a new household respondent since Joel Boe was the household respondent in the previous interview.

(Allow time)

Since Brian Public, Michael Goe, and Will Loe all qualify to serve as the new household respondent you need to ask to speak to one of them.

_____, please continue the interview.

HELLO_ALT2_CP FR: May I speak to Brian Public, Michael Goe,
or Will Loe?

R: This is Brian.

(Enter 2, Line number of Brian Public)

GETLETTER_CP FR: I'm calling concerning the National Crime
Victimization Survey. The Census Bureau is
conducting a survey here and throughout the Nation to

determine how often people are victims of crime. We contacted your household for this survey several months ago. Did you receive our introductory letter in the mail?

R: Yes, I believe we did.

(Enter 1, Yes)

VERADD_CP

FR: I have your address listed as

105 Beach Road
Any Town, CA 99997-9997

Is that your exact address?

R: Yes it is.

(Enter 1, Same Address)

(Interrupt and say)

Sometimes at the beginning of an interview you may know that the household's telephone number has changed. At this **CHNGPH_CP** screen you are given the opportunity to change the telephone number.

CHNGPH_CP

(Instruct trainees to enter 2, No)

_____, please continue.

MAILINGSAME_CP

FR: Is your mailing address the same as your physical address?

R: Yes it is.

(Enter 1, Yes)

TENURE

FR: *Ask or verify* - Are your living quarters

-- Owned or being bought by you or someone in
your household?

-- Rented for cash?

R: Yes, we rent this home.

**(Press Enter since the item is pre-filled or enter 2, Rented
for cash)**

STUDENTHOUSING

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

R: No

(Enter 2, No)

PUBLICHOUSING

FR: Is this building owned by a public housing authority?

R: No

(Enter 2, No not public housing)

NUMBEROFUNITS

FR: *Observe or ask*
How many housing units are in this structure.

R: Just one.

(Enter 1, One)

(Interrupt and say)

This concludes this exercise in which you selected a new household respondent. In the next exercise we will continue to interview this household so **don't** exit this case or continue with this case yet.

Are there any questions about the material covered in this practice exercise?

(Answer questions)

PRACTICE EXERCISE #7 – Selecting a New Reference Person
Case ID: 00000005

(Approximate time: 45 minutes)

In this practice exercise you will pick a new reference person since Joel Boe was NOT only the household respondent in the previous enumeration but he was also the reference person. Turn to page 8 of your Workbook and read the definition of a reference person.

[]

(Allow time)

Now let's continue interviewing the household.

_____, please be our FR and continue the interview starting at

NAMECHECK. Remember to tell us what you enter at each screen as you proceed through the interview.

NAMECHECK

FR: I have Joel Boe, Brian Public, Michael Goe,
and Will Loe listed as living or staying at that
address.

Are ALL of these people still living or staying at this
address?

R: No

(Enter 2, No)

REFPERSTILLLIVE

FR: Does Joel Boe still live at this address?

R: No

(Enter 2, No)

NEWREFPER

FR: What is the name of the person or one of the persons who owns or rents that home? Would that be you?

R: Yes

(Enter 2, Line number of Brian Public)

(Interrupt and say)

At the next screen, **MEMBERCHANGES**, you are asked to indicate the reason for a change in household membership for any member who entered or left the household since the previous interview.

The next few questions are a little tricky so let me walk you through them. The **MEMBERCHANGES** screen displays a table or grid showing the name, sex, relationship, and membership status of all persons living or staying at the sample unit as of the previous interview. It also contains a field for you to enter a code that describes the reason for a change in household membership. For Joel Boe, enter 19 in the “Change member” column since we don’t know the specific reason why he left the household. After pressing Enter, look at the “Household member” column. His membership status changed from **1**, a member, to **2**, a nonmember. Also notice that his row is now shaded, so no more demographic data will be collected for him. Also notice that Brian Public is now the reference person since his relationship code was changed to 21.

Since there is no change in Brian Public's membership from the previous interview, you

don't need to enter a reason code, so press Enter in the "Change member" column. Pressing Enter takes you to the "first" name field. If you need to make a change to the respondent's first name for reasons, such as misspellings, you can do that here otherwise press Enter to proceed to the next field or use the arrow key to move through the table to review or update the remaining information. We are not going to make any changes to either Brian's first or last name so arrow through those fields. (*Pause*)

Now press Enter in the "Change member" column for Michael Goe since there is no change in his membership since the previous interview. Then tab through the first and last name fields. Because the reference person changed, you now need to specify the relationship of the household member, Michael Goe, to the **NEW** reference person, Brian Public.

(Check to see if all trainees are on the "RELATIONSHIP" screen for Michael Goe. Help any trainees who may have fallen behind.)

_____, please be our FR and continue the interview starting at the **RELATIONSHIP** screen for Michael Goe. Don't forget to tell us what you enter at each screen as you proceed through the interview.

RELATIONSHIP FR: What is Michael Goe's relationship to you?

(Interrupt and say)

Before I provide a response to that question, let's see what happens when you enter 18, "Sister" in the relation field for Michael Goe. As you learned in the self-study, several questions contain edit checks to detect inconsistencies in the data at the time of data

capture. The edit checks examine responses to individual items and determine if the responses are consistent with the other data entered. You also learned that there are two types of edit checks, soft and hard edits. You can recognize soft edits because you are given two options - “Suppress,” which accepts the inconsistency, or “Goto” which returns you to the inconsistent item to make corrections. (*Pause*)

Turn to pages 9 and 10 of your Workbook for an example of a soft and hard edit.

[]

(Allow time)

What type of edit shows up when you enter 18 for Michael Goe, a soft or hard edit?

(TRAINEE: *Soft*)

That’s correct. How did you know that it was a soft edit?

(TRAINEE: *It contains a Suppress option that is only available for soft edits*)

That’s right. You are **not** given the option to suppress or accept the inconsistent entry for a hard edit.

Notice that the edit check pop up screen displays an error message and also identifies the questions that are inconsistent with one another.

_____, please read which questions are inconsistent with one another, the

answers recorded in these questions, and the message that is displayed in the middle of the screen.

(TRAINEE: RELATIONSHIP with an entry of Sister, and SEX with an entry of Male. The message reads: The sex entered is inconsistent with the relationship selected.)

Remember, if you need to go back and correct one of the inconsistent items, make sure that the item displayed in the "Questions involved" column of the "Edit Check Error Message" is highlighted and then click the "Goto" button which takes you to that question to correct.

In our example, we **don't** want to accept the inconsistent entry for **RELATIONSHIP** so make sure **RELATIONSHIP** is highlighted and the click the "Goto" button, which returns you to the relationship question for Michael Goe. Michael Goe and Brian Public are friends so enter 20, "Nonrelative" at the **RELATIONSHIP** screen.

_____, please continue being our FR and ask the membership question for Michael Goe.

HHMEMBER

FR: Does Michael Goe usually live there?

R: Yes, he does.

(Enter 1, Yes)

(Interrupt and say)

You have returned to the **MEMBERCHANGES** screen. Press Enter in the "Change

member” column for Will Loe, then tab through the first and last name fields. Because the reference person changed, you also need to specify Will Loe’s relationship to the **NEW** reference person, Brian Public.

_____, please continue the interview starting at the **RELATIONSHIP** screen for Will Loe.

RELATIONSHIP FR: What is Will Loe’s relationship you?

R: We're friends.

(Enter 20, Nonrelative)

HHMEMBER FR: Does Will Loe usually live there?

R: Yes, he does.

(Enter 1, Yes)

(Interrupt and say)

Since there are no more persons listed who are living or staying at the sample unit, enter 999 in the first blank name field and then press Enter to leave the table or grid.

You have just completed the process of selecting a new reference person and changing the relationship of the other household members to the new reference person.

Now let’s complete the remainder of Brian Public’s interview.

_____, please continue the interview.

HHLDCOVERAGE FR: Have I missed anyone else living or staying there such as any babies, any lodgers, or anyone who is away at

present traveling or in the hospital?

R: Yes, my sister is recently separated from her husband and is staying here for awhile.

(Enter 1, Yes)

(Interrupt and say)

Because Brian Public answered “Yes,” that there are persons missing from the household roster, the instrument takes you back to the grid so you can make additions to the household roster.

_____, please continue the interview by asking for the name of the person who was missed.

HHROSTER_FNAME FR: What is the name of the person/people that is new to the household?

R: My sister Megan Moe

(Enter Megan, then press Enter)

HHROSTER_LNAME **(Enter Moe)**

SEX FR: *Ask if necessary*
Is Megan Moe male or female?

R: Female

(Enter 2, Female)

RELATIONSHIP

FR: What is Megan Moe's relationship to you?

R: Sister

(Enter 18, Sister)**HHMEMBER**

FR: Does Megan Moe usually live here?

R: She is staying with us until she finds an apartment.

(Enter 1, Yes)**(Interrupt and say)**

Before asking for the names of any other persons new to the household you need to record the reason Megan Moe entered the household. Use the up arrow to the field containing Megan's name. Now use the left arrow to the blank "Change member" column in that row. You must enter the code that best describes the reason for this person being added to the household roster.

Q: What code do you enter, _____?

A: Code 13, Entered because of marriage/separation/divorce.

That's correct. Thank you.

Now enter code 13.

Now tab through the rest of that row until you get to the next row.

_____, please continue the interview.

HHROSTER_FNAME FR: What is the name of the person/people that is new to the household?

R: There's no one else

(Enter 999 then press Enter)

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

R: No

(Enter 2, No)

AGECHECK FR: I have you listed as 33 years old.

Is that correct?

R: Yes it is.

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes age IS correct)

MARITAL FR: *If in doubt, ask*
Are you now married, widowed, divorced, separated or have you never been married?

R: I've never been married.

(Press Enter, since the item is pre-filled, or enter 5)

ARMEDFORCES FR: Are you now in the Armed Forces?

R: No

(Enter 2 or press the Enter key if there is already a 2 pre-filled)

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

R: I have a Master's degree

(Enter 17, Master's degree)

ATTENDINGSCHOOL FR: Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No

(Enter 5, None of the above schools)

AGECHECK FR: I have Michael Goe listed as 35 years old. Is that correct?

R: Yes it is.

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes age IS correct)

MARITAL FR: *If in doubt, ask*
Is Michael Goe now married, widowed, divorced, separated or has he never been married?

R: He's never been married.

(Press Enter, if already pre-filled, or Enter 5)

ARMEDFORCES FR: Is Michael Goe now in the Armed Forces?

R: No

(Press Enter, if already pre-filled, or enter 2)

EDUCATIONATTAIN FR: What is the highest level of school Michael Goe completed or the highest degree he received?

R: He has a Bachelor's degree.

(Enter 16, Bachelor's degree)

ATTENDINGSCHOOL FR: Is Michael Goe currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No

(Enter 5, None of the above schools)

AGECHECK FR: I have Will Loe listed as 56 years old.
Is that correct?

R: Yes it is.

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes age IS correct)

MARITAL FR: *If in doubt, ask*
Is Will Loe now married, widowed, divorced, separated or has he never been married?

R: He's divorced

(Enter 3, Divorced)

ARMEDFORCES

FR: Is Will Loe now in the Armed Forces?

R: No

(Press Enter, if already pre-filled, or enter 2)

EDUCATIONATTAIN

FR: What is the highest level of school Will Loe completed or the highest degree he received?

R: High school

(Press Enter, if already pre-filled, or enter 13)

ATTENDINGSCHOOL

FR: Is Will Loe currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No

(Enter 5, None of the above schools)

BRTHDATEMO

FR: What is Megan Moe's date of birth?

R: June 1, 1978

(Enter 6, June)

BRTHDATEDY

(Enter 1)

BRTHDATEYR

(Enter 1978)

VFYAGE

FR: That would make Megan Moe 30 years old. Is that correct?

R: Yes

(Trainees may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes)

MARITAL

FR: *If in doubt, ask*
Is Megan Moe now married, widowed, divorced, separated or has she never been married?

R: She's separated.

(Enter 4, Separated)

(Interrupt and say)

Sometimes the term "separated" causes confusion. Would you always know who to include in this category? Maybe not, so open your NCVS-550 manual to page **B2-124**.

(Allow time)

Q: Read out loud the instructions on this page for when to enter Code 4 "Separated," _____?

A: Enter Precode 4, "Separated," when the household member:

- Is married, but has a legal separation.
- Is married, but parted from his/her spouse because of marital discord.
- Expects to obtain a divorce in the future.
- 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."

Thank you.

_____, please continue.

ARMEDFORCES FR: Is Megan Moe now in the Armed Forces?
 R: No
 (Enter 2, No)

EDUCATIONATTAIN FR: What is the highest level of school Megan Moe completed or the highest degree she received?
 R: A Bachelor's degree
 (Enter 16, Bachelor's degree)

ATTENDINGSCHOOL FR: Is Megan Moe currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?
 R: No
 (Enter 5, None of the above schools)

SP_ORIGIN FR: *SHOW FLASHCARD*
 Is Megan Moe Spanish, Hispanic, or Latino?
 R: No
 (Enter 2, No)

RACE FR: *SHOW FLASHCARD*
 Please choose one or more races that Megan Moe considers herself to be.
 -- White
 -- Black or African American
 -- American Indian
 -- Asian
 -- Native Hawaiian or Other Pacific Islander
 R: White

(Enter 1, White)

(Interrupt and say)

The instrument now proceeds to the **ROSTERREVIEW** screen. At the **ROSTERREVIEW** screen notice that Joel Boe is no longer listed as a part of the household roster. *(Pause)* Also, at this screen you must review for correctness selected information displayed, specifically, name, relationship, age, sex, and marital status, for each member of the household. If any of this information is incorrect, you can indicate that you need to make corrections by entering 2. For this interview, all information is correct so enter 1 to continue.

_____, please continue the interview.

TIMEATADDRESS FR: Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur.

How long have you lived at this address?

R: 5 years.

(Enter 5)

BUSINESS FR: Does anyone in this household operate a business from this address?

R: No

(Enter 2, No)

SQTHEFT FR: I'm going to read some examples that will give you an

idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as –

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment-
- Things in your home - like a TV, stereo, or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle, such as a package, groceries, camera, or CDs

OR

- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: Yes

(Enter 1, Yes)

SQTHEFTTIMES

FR: How many times?

R: One time

(Enter 1)

SQTHEFTSPEC

FR: What happened?

R: Lawn ornaments were stolen from the yard.

(Enter: Lawn ornaments were stolen from L2's yard.)

SQBREAKIN

FR: Has anyone

screen,

-- Broken in or ATTEMPTED to break into your home by forcing a door or a window, pushing past someone, jimmying a lock, cutting a
or entering through an open door or window?

-- Has anyone illegally gotten in or tried to get into
a garage, shed, or storage room?

OR

-- Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTOTALVEHICLES

FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of that household during the last 6 months? Include those you no longer own.

R: We have three cars and an SUV

(Enter 4)

(Interrupt and say)

In the next screen, **SQMVTHEFT**, notice the phrase “Other than any incident already mentioned.” Whenever a respondent has already reported an incident in an earlier screen question, this is displayed in this question as well as in subsequent questions. This lets the respondent know that we don’t want them to include any incidents they have already told you about. Reading this phrase to the respondent will help avoid the reporting of duplicate incidents.

_____, please continue.

SQMVTHEFT

FR: During the last 6 months, other than any incidents already mentioned, were any of the vehicles -

- Stolen or used without permission?
- Did anyone steal any parts such as a tire, car stereo, hubcap or battery?
- Did anyone steal any gas from them?

OR

- Did anyone ATTEMPT to steal any vehicle or parts attached to them?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKWHERE

FR: Other than any incidents already mentioned, since (date), were you attacked or threatened
OR did you have something stolen from you -

- At home including the porch or yard
- At or near a friend's, relative's, or neighbor's

-
- home
 - At work or school
 - In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport
 - While riding in any vehicle
 - On the street or in a parking lot
 - At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKHOW

- FR: Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways?
- With any weapon, for instance, a gun or knife
 - With anything like a baseball bat, frying pan, scissors, or stick
 - By something thrown, such as a rock or bottle
 - Include any grabbing, punching, or choking,
 - Any rape, attempted rape, or other type of sexual attack
 - Any face to face threats

OR

- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: 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-

- Someone at work or school
- A neighbor or friend
- A relative or family member
- Any other person you have met or known?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQSEXUAL

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Other than any incidents already mentioned, have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know before -
- A casual acquaintance -

OR

- Someone you know well?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQCALLPOLICECRIME

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

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, other than any incident(s) already mentioned, did anything which you thought was a crime happen to YOU, but you did NOT report to the police?

R: No

(Enter 2, No)

IDENTITYTHEFTINTRO1

FR: The next few questions are related to identify theft. They refer to episodes of identity theft discovered by you or anyone in your household during the last 6 months.

(Enter 1 to continue)

IDTHEFTCREDITCARD

FR: Since (date) have you or anyone in your household discovered that someone -

Used or attempted to use any existing credit cards or credit card numbers without permission to place

charges on an account?

R: No

(Enter 2, No)

IDTHEFTACCOUNTS FR: Used or attempted to use any existing accounts other than a credit card account - for example, a wireless telephone account, bank account or debit/check cards without the account holder's permission to run up charges or to take money from accounts?

R: No

(Enter 2, No)

IDTHEFTPERSONALINFO

FR: Used or attempted to use personal information without permission to obtain NEW credit cards or loans, run up debts, open other accounts, or otherwise commit theft, fraud, or some other crime?

R: No

(Enter 2, No)

This concludes the **screen questions** for Brian Public. At the **PRESENTFORSQS** (Present for Screen Questions) screen enter 11 since this is a telephone interview.

The **INC_REPORTS** screen indicates the total of number of incidents reported and whether or not the respondent refused to report the number of times an incident occurred. One incident was reported by Brian Public, so enter 1 at the **INC_REPORTS** screen.

_____, please continue with the incident questions.

INCIDENTINTRO FR: You said before that during the last 6 months lawn ornaments were stolen from your yard one time.

(Interrupt and say)

Notice that there are a couple of instructions telling you **NOT** to F10 from this screen. This is because doing so impacts the incident counter in the instrument. If you need to exit the case, enter 1 to continue at **INCIDENTINTRO** and then F10 at the next screen. However, don't press F10 because we want to continue this interview. Enter 1 at **INCIDENTINTRO** now.

In the next screen, **INCIDENTDATE**, notice that the beginning and ending months as well as the year of the reference period are displayed on the top right side of the Info Pane. In this training instrument these dates are not displaying correctly but in production the correct beginning and end dates will be displayed. You can refer to this in case you have to remind the respondent of the reference period especially when the month given in **INCIDENTDATE** is outside this reference period. Turn to page 11 of your Workbook for an explanation of the NCVS reference period.

(Allow time)

_____, please continue with the **INCIDENTDATE** question.

INCIDENTDATE FR: In what month did this incident happen?

R: It happened in April.

(For training, make sure the month the incident occurred falls WITHIN the reference period; that is, within the last six months. Refer to chart on page 9-290.)

(Enter 4, April)

INCIDENTNUMBEROFTIMES

FR: *Ask or verify*
Altogether, how many times did this type of incident happen during the last 6 months?

R: Just once.

(Enter 1)

INCIDENTTIME

FR: About what time did this incident happen?

R: It happened sometime during the night but I'm not sure what time.

(Enter 18, Don't know what time of night)

INCIDENTPLACE

FR: In what city, town, or village did this incident occur?

R: Right here in Any Town.

(Enter 3, Same city/town/village as present residence)

(Interrupt and say)

The next question, **INCIDENTAIR**, differs from the housing unit question pertaining to American Indian Reservations (**INDIANRESERVATIONHU**). **INCIDENTAIR** asks whether the **incident** happened on an American Indian Reservation or on American Indian Lands whereas **INDIANRESERVATIONHU** asks if the **living quarters** for the sample address is located on an American Indian Reservation or on American Indian

Lands.

_____, please continue.

INCIDENTAIR

FR: Did this incident occur on an American Indian Reservation or on American Indian Lands?

R: No

(Enter 2, No)

(Interrupt and say)

Remember, this next question is EXTREMELY IMPORTANT. If the wrong category is selected, you will ask inappropriate questions and the incident may eventually be classified into the wrong type of crime category.

Select category 11, ONLY if the offender got inside or tried to get inside the respondent's home or lodging facilities regardless of whether the offender entered by force, was let in, or gained entrance through an unlocked door. Category 11 includes the respondent's house, apartment, dormitory room, garage, shed, or an enclosed porch. Also included are vacation homes, second homes, hotel or motel rooms at which the respondent could have been staying at the time of the incident, or any detached structure on the respondent's property.

Remember, select category 12 for incidents that happened on an unenclosed porch, patio, or carport. Although these areas are often attached to the home, they are not enclosed and do not have a door or window through which an offender could enter.

_____, please continue the interview.

LOCATION_GENERAL

FR: Did this incident happen

-- In your home or lodging?

R: Yes

(Enter 11, Inside home or lodging)

LOCATION_IN_HOME

FR: Where in your home or lodging did this incident happen?

R: In my front yard

(Interrupt and say)

Notice that the categories listed in this screen apply to incidents that occurred either INSIDE an **enclosed** structure of the respondent's home, a building on the respondent's property, or inside a place the respondent was temporarily staying, such as a vacation home or hotel room and not outside the respondent's home.

Let's see what happens if we continue down this path of questions. Select category 11.

OFFENDERLIVE

FR: Did the offender live there or have a right to be there, for instance, as a guest or a repair person?

R: No

(Enter 2, No)

OFFENDERINSIDE

FR: Did the offender actually get INSIDE your house?

R: No

(Enter 2, No)

OFFENDERTRY

FR: Did the offender TRY to get in your house?

R: No

(Enter 2, No)

(Interrupt and say)

_____, please read the hard edit message that appears.

(TRAINEE: Inconsistent entries in LOCATION_IN_HOME, OFFENDERLIVE, OFFENDERINSIDE, and OFFENDERTRY. The reported location of this incident was inside the respondent's home or lodging but it was also reported that the offender did not live there, actually get in, or try to get in.

Select GOTO to return to OFFENDERTRY and up-arrow to change LOCATION_IN_HOME, OFFENDERLIVE, OFFENDERINSIDE, and OFFENDERTRY)

Thank you.

Remember, if you select that an incident occurred inside the respondent's home or lodging facilities then that means that the offender got inside or tried to get inside the home regardless of whether the offender entered by force, was let in, or gained entrance through an unlocked door. Since the offender didn't get inside or try to get inside the respondent's home, you know that the location where the incident occurred was incorrectly identified. Therefore, you need to go back to the **LOCATION_GENERAL** screen and change the original answer.

Select the GoTo button and then press the up arrow until you get back to the **LOCATION_GENERAL** screen.

(Allow time)

Now change the answer to 12, “Near your home or lodging.”

_____, please continue the interview with the **LOCATION_NEAR_HOME** question.

LOCATION_NEAR_HOME

FR: *Ask or verify*
Where near your home or lodging did this incident happen?

R: In the front yard

(Enter 15, Own yard, sidewalk, driveway, etc.)

INSIDEOROUT

FR: *Ask or verify*
Did it happen outdoors, indoors, or both?

R: Outdoors

(Enter 2, Outdoors)

FARFROMHOME

FR: *Ask or verify*
How far away from home did this happen?

R: It was at my home.

(Enter 1, At, in, or near the building containing the respondent’s home or next door)

HHMEMBERPRESENT FR: *Ask or verify*

Were you or any other household member present when this incident occurred.

R: No

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: Do you know or have you learned anything about the offender for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?

R: No

(Enter 2, No)

THEFT

FR: *Ask or verify*
Was something stolen or was taken without permission that belonged to you or others in the household?

R: Yes

(Enter 1, Yes)

WHATWASTAKEN

FR: What was taken that belonged to you or others in the household?

(Interrupt and say)

Some questions allow you to enter multiple responses. Can anyone tell me how you can tell those questions that accept multiple responses from those that allow only a single response?

(Call on Trainee if one volunteers otherwise explain the difference)

using the text below.)

(TRAINEE: *The answer categories for multiple response questions contain square boxes in front of them. The answer categories for single response questions contain radio buttons in front of them.*)

Thank you.

So this is a multiple response question and therefore you can record more than one response. Remember you need to keep asking the appropriate probe “Anything else?” or “Any other way?” until you get a “No” response. When recording responses, you can either click on the box to select all appropriate categories or enter the appropriate category number in the answer field. When entering multiple responses, you must enter the response values by either using commas between each category value, such as “12 comma”, “13 comma”, “14 comma” and so forth or by pressing the spacebar after entering each response value. Let’s see what happens if you don’t do this.

I will give you two values to enter. Make sure that you **don't** press the Enter key after entering the values. First enter 27. Remember **don't** press the Enter key. **(Pause)** Now, without using commas or pressing the spacebar to separate the values, enter 28 but don't press Enter. Notice that the check mark for the first category entered gets deselected or unmarked and the second category never gets selected or marked. Therefore it is extremely important to enter commas or spaces between the answer values otherwise we may lose valuable data.

Now delete these entries by using your Backspace key. **(Pause)** In response to this question, the respondent tells you that outdoor lawn ornaments were stolen. Take a look

at the categories displayed.

Q: Which category do you select for the theft of the lawn ornaments, _____?

A: Code 36, Other

(If trainee says code 23, “Other household furnishings,” explain that this category applies to furnishings inside the house such as furniture, rugs, lamps, mirrors, and so forth.)

After selecting category 36, assume the respondent said that nothing else was taken.

Press enter. At the **WHATWASTAKEN_SPEC** screen specify what was taken.

(Allow time)

____, please continue the interview.

WHOOWNEDSTOLENPROPERTY

FR: Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?

(Interrupt and say)

This question is asked to identify the owners of the property or money that the offender stole during the incident. When we refer to household members we mean household members at the time of the interview, NOT just at the time of the incident. The property could belong *solely* to the respondent, to the respondent and other household members either *jointly or partially*, to other household members ONLY and NONE to the respondent, or to a nonhousehold member at the time of the interview. 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.

R: They belonged me and others in the household.

(Enter 2, Respondent and the other household member(s))

OTHERSOWNEDSTOLENPROPERTY

FR: Besides you, which household members owned the stolen property?

(Interrupt and say)

This question is asked to identify each household member who owned any or part of the property or money that the offender took without permission. If the property belongs to the entire household or to more than three household members, enter code 40, Household property. It is acceptable to enter code 40 and also enter one or more line numbers in situations in which the offender took both personal and household property.

R: They belonged to everyone.

(Enter 40, Household property)

ARTICLEINCAR

FR: *Ask or verify*
Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: No

(Enter 2, No)

OTHERONPERSON

FR: *Ask or verify*
Was there anything ELSE the offenders took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No

(Enter 2, No)

PROPERTYVALUE FR: What was the value of the PROPERTY that was taken? Include recovered property. (If jointly owned with nonhousehold members, include only share owned by household members.)

R: I remember it was exactly \$50.86

(Interrupt and say)

Remember, when entering monetary values, only enter the dollar amount and not the cents.

_____, please continue.

DECIDEDVALUE FR: How did you decide the value of the property that was taken?

R: That was the cost we paid to purchase the decorations.

(Enter 11, Original cost)

FR: Any other way?

R: No

(Press ENTER)

ALLPARTRECOVERED

FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

R: No

(Enter 3, None)

RECOVEREDINSURANCE

FR: Was the theft reported to an insurance company?

R: No

(Enter 2, No)

DAMAGED

FR: Other than any stolen property, was anything that belonged to you or other members of the household damaged in this incident?

R: No

(Enter 2, No)

POLICEINFORMED

FR: Were the police informed or did they find out about this incident in any way?

R: No

(Enter 2, No)

NOTREPORTEDPOLICE

FR: What was the reason it was not reported to the police?

R: We didn't think it was important enough to bother the police.

(Enter 13, Minor or unsuccessful crime)

FR: Any other reason?

R: We also didn't want to take the time to report it.

(Enter 27, Did not want to or could not take time)

FR: Any other reason?

R: No

(Press Enter)

NOTREPORTIMPORTANT

FR: Which of these would you say was the most important reason why the incident was not reported to the police?

R: Because it just wasn't important enough to call the police.

(Enter 13, Minor or unsuccessful crime)

AGENCYHELP

FR: 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?

R: No

(Enter 2, No)

DOINGATINCIDENTTIME

FR: *Ask or verify* - What were you doing when this incident happened?

R: I don't know.

(Enter 21, Don't know)

JOBDURINGINCIDENT

FR: *Ask or verify* - Did you have a job at the time of the incident?

R: Yes

(Enter 1, Yes)

LOSTOTHERWORKTIME

FR: Did you lose any 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?

R: No

(Enter 6, None)

HHMEMLOSTWORKTIME

FR: Were there any household members 16 years or older who lost time from work because of this incident?

R: No

(Enter 2, No)

(Interrupt and say)

The next question, **INCIDENTHATECRIME**, begins a series of questions asking about hate crime. These questions are intended to find out whether the respondent was **victimized** due to prejudice or bigotry towards members of a specific group.

_____, please continue.

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs.

Do you have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: I really don't know.

(Press Ctrl+D, then press Enter)

DISABILITY_INTRO FR: Research has shown that people with disabilities may be more vulnerable to crime victimization. The next questions ask about any health conditions, impairments, or disabilities you may have.

(Enter 1 to continue)

(Interrupt and say)

The introduction you just read begins a series of questions pertaining to disability. This introduction prepares the respondent for the type of questions you are about to ask and to explain why we are asking about possible health conditions, impairments, or disabilities.

The "disability" questions are used to collect information about the victimization of persons with health conditions, impairments, and disabilities. Many believe that people with disabilities are more likely to be targeted for victimization because offenders see them as being more vulnerable.

There are two main purposes for collecting this information. First, to increase our knowledge and awareness about crimes in which persons with disabilities have been victimized and second, to help the Federal government in developing new strategies for reducing crimes against disabled persons. (*Pause*)

_____, please continue.

HEARING FR: Are you deaf or do you have serious difficulty hearing?

R: No

(Enter 2, No)

VISION FR: Are you blind or do you have serious difficulty seeing

even when wearing glasses?

R: No

(Enter 2, No)

LEARN_CONCENTRATE

FR: Because of a physical, mental, or emotional condition lasting 6 months or more, do you have any difficulty in doing any of the following activities:

Learning, remembering, or concentrating?

R: No

(Enter 2, No)

PHYSICAL_LIMIT

FR: Because of a physical, mental, or emotional condition lasting 6 months or more, do you have serious difficulty:

Walking or climbing stairs?

R: No

(Enter 2, No)

DRESS_BATH

FR: Because of a physical, mental, or emotional condition lasting 6 months or more, do you have serious difficulty:

Dressing or bathing?

R: No

(Enter 2, No)

LEAVING_HOME

FR: Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as

visiting a doctor's office or shopping?

R: No

(Enter 2, No)

(Interrupt and say)

If a respondent reports multiple incidents, you ask the full series of disability questions **only** for the first incident. However, if you have already completed an incident report for the respondent and the respondent **reported** a health condition, impairment, or disability, for subsequent incidents you will re-ask only two of the disability questions rather than re-asking all the disability questions. Also, when you have already completed an incident report for the respondent and the respondent **didn't** report a health condition, impairment, or disability, the instrument skips over **all** the disability questions for any subsequent incidents and continues with the summary report for the incident. *(Pause)*

Now you need to write a summary about the incident. Remember, you are limited to 300 characters. You can record additional information in the F7 item level notes; however, anything recorded in the item level notes, will not be retained for reference purposes in subsequent interviews. To conserve space in the summary box, you can also use abbreviations. The standard recommended abbreviations for the NCVS are found in the Help item on the Menu bar. To access the standard abbreviations click on the Help item or press the Shift and F11 keys. *Try this now* and take a few minutes to look at the list of abbreviations that are acceptable to use for the NCVS.

[]

(Allow time)

You can also toggle between the summary and the Help screen by pressing the ALT and

TAB keys. Also, the list of abbreviations is provided on pages 24 and 25 in the Information Card booklet.

Now turn to page 12 of your Workbook for the text you should enter in the Incident Summary.

(Allow time)

SUMMARY *In (date) lawn ornaments stolen from L2's front yard. Ornaments belonged to entire HH. Incident not reported to police because not important enough. Also L2 didn't want to take the time to report it. Value of property stolen was \$51. L2 doesn't know who took the ornaments.*

(Allow time)

At **SUMMARYPROBE** you can either return to the summary to edit it or you can continue with the interview. Let's go back to the summary for a moment, so press the UP arrow key. When you return to the summary you need to make sure that the text is not highlighted before editing or adding more text. Either press F2 or click on the text box to unhighlight the text. If you don't do this when you begin typing in additional text you will

lose the text previously entered. Edit the summary by removing the word "entire" in the sentence "Ornaments belonged to entire HH." When you are done press Enter.

(Allow time)

At **SUMMARYPROBE** enter 1 to continue. (*Pause*)

The next screen, **INCIDENTTOADD**, provides you with the opportunity to add

incidents

that the respondent may have recalled during the interview but which were not already reported in the screen questions. (*Pause*) For this exercise, enter code 2.

The next screen, **CRIME_END**, tells you that you have completed all incident reports for Brian Public. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report.

At the **INTRO_UNDUP** screen read the respondent the text, which tells the respondent that you must review the incidents reported during the current interview for the household.

_____, please read the introduction to us.

(TRAINEE: Now it will just take me a minute to review the crime incidents I have recorded from you during this interview at your household.)

Thank you. Now enter 1 to continue.

The next screen, **UNDUP_OLDINC**, compares incidents reported by the respondent during the current interview with those that were reported in previous interviews, either by the respondent or someone else in the household, to ensure that the current incident reported is not a duplicate of incidents reported in the past. Selected information about the current incident is displayed in the left column and selected information about the incident reported in a previous interview is displayed in the right column. Because the incident reported in a previous interview may have been reported by another household member, you are **NOT** to discuss the incident with the current respondent in

order to maintain confidentiality.

Now take a moment to look at the two incidents to see if they are the same. The intent of this screen is to get your opinion whether or not you consider or suspect that incidents are duplicates.

(Allow time)

The incidents don't appear to be the same so enter 2 to continue the interview. Since there are no more incidents to compare, the unduplication process is completed. At the **UNDUP_DONE** screen enter 1 to continue.

_____, please continue the interview with the employment questions.

JOBLASTWEEK FR: Did you have a job or work at a business LAST WEEK?

If necessary: Do not include volunteer work or work around the house.

R: Yes

(Enter 1, Yes)

JOBDESCRIPTION FR: *Ask or verify*
Which of the following best describes your job?
Were you employed in the - -

Medical Profession?
Mental Health Services Field?

R: Yes, mental health field

(Enter 12, Mental Health Services Field)

MENTALHEALTHJOB FR: Are your duties -

Professional (Social worker/psychiatrist)?
Custodial care?
Some other Mental Health Profession?

R: It's professional, I'm a Social worker .

(Enter 15, Professional)

EMPLOYERTYPECURRENT

FR: *Ask or verify*

Is your job with a private company, business, or individual for wages?

R: No

FR: The Federal government?

R: No

FR: A State, county, or local government?

R: Yes, it's with the state.

(Enter 3, A State, county, or local government)

COLLEGEEMPLOYER FR: Are you employed by a college or university?

R: No

(Enter 2, No)

CURRENTJOBMSATYPE

FR: While working at your job, do you work mostly in
-- A city?
-- Suburban area?
-- Rural area?

OR

-- Combination of these?

R: In a city

(Enter 1, A city)

HOUSEHOLDINCOME FR: *SHOW FLASHCARD*

What is 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.

R: It's about \$150,000

(Enter 24, \$75,000 and over)

At the next screen, **BESTTIME_NOSUNDAY**, you can review or update the Interview Time Preferences if you need to. For this exercise, enter 1 to continue.

_____, please continue the interview.

OTHER_LANGUAGE FR: *Ask or verify*

Do any eligible members in this household require that their interview be conducted in a language other than English?

R: No

(Enter 2, No)

(Interrupt and say)

This concludes Brian Public's interview. Enter 1 at the **ENDPERSON** screen and at the **ENDSCREENER** screen.

Brian Public tells you that Michael Goe, Will Loe, and Megan Moe are not available to be interviewed at this time. Therefore, at the **NEXTPERSON** screen enter 33, which takes you to **REFCBBREAK_CP**. This question asks you if the interview with the household ended because of a refusal, a callback was needed, a breakoff occurred, or because of a language or other problem. Since Michael Goe, Will Loe, and Megan Moe are not available to be interviewed, you will need to call the household back to complete their interview. Enter 2, "Callback."

(Pause) At the **PERSAPPT** you may want to ask the respondent what time would be best to call the household back to complete the remaining interviews. At this screen you can either enter 1 to proceed and enter a note later in the "Case Level Notes Editor" or you can enter a note now by pressing Ctrl F7. Let's enter a note later, so go ahead and enter 1 at **PERSAPPT**.

At the **THANKYOU_INDIV** screen you would thank Brian Public and tell him that you will call back at the suggested time, if he provided a specific time for you to call. Then enter 1 to continue.

You don't need to make any changes to the telephone number and you don't need to access the Interview Time Preferences application, so at the **VERIFY** screen enter 2.

(Pause)

(Allow time)

Now at the “Case Level Notes Editor,” enter a note that you have to call back the household to complete interviews with Michael Goe, Will Loe, and Megan Moe. For this exercise, assume that Brian Public told you to call back after 7:00 p.m. so also enter the date and time to call back the household.

(Allow time)

Press F10 to exit the “Notes Editor.” When the “Case Level Notes Editor” pop-up screen appears asking if you want to save the notes entered, click the “Yes” button. You then automatically return to Case Management. Click on the “OK” button at the Case Management pop-up screen.

(Allow time)

Notice that the status code changes to a “P”. This lets you know that you have completed the household respondent’s interview but that there are other eligible household members whose interview you still need to complete.

This concludes the interview for this practice exercise.

Are there any questions?

(Answer questions)

**PRACTICE EXERCISE #8 - Re-entering a Case to Complete Interview
with Remaining Eligible Household Members***Case ID: 00000004***(Approximate time: 15 minutes)**

In this exercise you will practice re-entering a case. We'll be working with the training case for the Moe household. You already completed Megan Moe's interview, the household respondent, during the self-study Practice Interview. Now you need to call back the household to interview her husband, Ted Moe.

Highlight the case, **104 Ocean View Lane**. Start the interview by pressing the **F2** function key and get into the NCVS CAPI instrument for this case.

(Allow time)

At the **START_CP** screen, enter 1 since you are calling the household back to interview Ted Moe. Look at the last column, "STATUS," on the **SHOW_ROSTER** screen. As you can see, Megan Moe's interview is done but Ted Moe has an interview designation of "NEED SELF" which means that he still needs to be interviewed. Enter 1 at this screen to continue. *(Pause)*

At the **SHOW_INFO_CP** screen you can view any notes about the case by pressing **Ctrl F7** and you can look to see if there are any best or worst time preferences to contact this case by pressing the **Ctrl T** keys. For this exercise, just enter 1 at the **SHOW_INFO_CP** screen to continue the interview. *(Pause)*

The next screen you see is **WHOTOCALL_CP**. This screen displays the names of the household members with whom you still need to complete an interview. Notice that Ted Moe's name is listed. Enter 1 to select Ted Moe as the person to interview. (*Pause*)

At the **DIAL_CP** screen, call the household. Assume someone answers, so enter 1. (*Pause*) At the **HELLO_1_CP** screen you would read the introduction and then ask to speak to Ted Moe. The person who answered the phone calls Ted Moe to telephone so at the **HELLO_1_CP** screen enter 2, "Correct person called to the phone."

At the next screen, **INTRO_REC_CP**, you would introduce yourself to Ted Moe since this is the first time you are talking to him. You would also explain to him the purpose of the survey and then tell him that you would like to complete his interview. However, Ted Moe tells you that he doesn't want to be interviewed. At this point, you should try to explain the importance of the survey and his participation. You can refer to the responses under the **Frequently Asked Questions** tab to help explain the importance of the survey to him.

Let's take a look at some of the responses available. Click on the **FAQs** tab on the toolbar. As you can see, there are several questions that are frequently asked about the NCVS. Let's look at question 4, "Who uses this information? What good is it?" Enter 4.

_____, please read the response to this question.

(TRAINEE: This survey is being sponsored by the Department of Justice to help the

law enforcement, judicial, and correctional agencies throughout the country to improve their effectiveness by providing information about how much crime there actually is, and where it is.)

Thank you.

Let's take a look at one more question so enter 2 to return to the list of questions, then select question 3, "Why not ask the police about crimes?"

_____, would you please read the response to Question 3.

(TRAINEE: The police can only supply information about crimes which get reported to them. We collect information on unreported crimes as well as additional information about the costs and effects of crime.)

Thank you.

Now let's continue the interview, so enter 1.

After attempting to convince Ted Moe to participate he still refuses, so press F10 at the **INTRO_REC_CP** screen. (*Pause*) Then, enter 1 at the **REFCBBREAK_CP** screen and a 2 at the **VERIFY** screen.

At the "Case Level Notes Editor" enter "Ted Moe refused to be interviewed." It is acceptable to enter household members' names at the "Case Level Notes Editor." At this time exit and save the notes.

(Allow time)

This concludes this practice exercise of re-entering a case to interview any remaining eligible household members.

Are there any questions?

(Answer questions)

**PRACTICE EXERCISE #9– Classifying an NCVS Respondent as a
Type Z Noninterview**
Case ID: 00000004

(Approximate time: 15 minutes)

This next exercise covers classifying an NCVS respondent as a Type Z noninterview. When a case is ready to be transmitted, it means that the household doesn't require any more follow-up contacts. This is because you either interviewed all eligible members in the household, completed an interview with one or more eligible members and made every attempt to interview other household members but were unsuccessful, or you the household was a Type A, Type B, or Type C noninterview.

If the household contains any members who have not been interviewed, either because they refused, were never available despite repeated attempts to interview them, they were physically or mentally unable to answer and no proxy was available, or they were temporarily absent and no proxy was available, you must specify the Type Z noninterview reason for every noninterview person in the household before you can transmit the case. Since this process can only be done at the time you are ready to transmit the case to Headquarters, it is very important that if you have identified any eligible household members as a noninterview early in the interview period you should annotate the reason in the CAPI notes so you don't forget the reason when you are ready to transmit the case later on.

Let's go back to the training case for the Moe household. You completed Megan Moe's interview, but her husband, Ted Moe, refused to be interviewed. There aren't any other

eligible household members whose interview you need to complete so this case is ready to be transmitted. However, in order to transmit this case, you first need to specify the reason why Ted Moe is a Type Z noninterview. In the Case List, highlight the case **104 Ocean View Lane**. Start the interview by pressing the F2 function key and get into the NCVS CAPI instrument for this case.

(Allow time)

At the **START_CP** screen notice that the “Case Status” indicates that the household respondent’s interview was completed. Click on the household roster (HH Roster) tab on the toolbar to check the interview status of other eligible household members. Notice that Ted Moe’s status is "REFUSED" and that there are no other household members whose interview you need to complete.

Now click on the Main tab to return to the **START_CP** screen. Since this case doesn’t require any more follow-up, enter 5, “Ready to transmit case-no more follow up.” You now see a pop up screen that asks you if you are ready to transmit the case. Since this case doesn’t require any more follow-up you are ready to transmit it, so click the “Suppress” button. The **TYPE Z** screen tells you that no survey data was collected for Ted Moe and instructs you to select the reason that best describes why survey data were not collected for him. Enter 2 since Ted Moe refused to participate. At the **VERIFY** screen enter 2. In the "Case Level Notes Editor" enter that Ted Moe refused to participate, then save the notes entered.

(Allow time)

Notice that the case is no longer listed on the Case List.

This concludes this practice exercise. Are there any questions?

(Answer questions)

PRACTICE EXERCISE #10 – Unduplication of Incidents*Case ID: 00000005***(Approximate time: 45 minutes)**

In this exercise you will practice handling duplicate incidents. We will be working with the training case with the address **105 Beach Road**. You already completed Brian Public's interview. Now you are calling the household back to interview Michael Goe, Will Loe, and Megan Moe.

Highlight the case and then start the interview by pressing the F2 function key to get into the NCVS CAPI instrument for this case.

(Allow time)

At the **START_CP** screen, notice that the "Case Status" description changed from "New Case" to "Household Respondent Complete" since you completed the household respondent's interview. Enter 1 at this screen since you are calling the household back to interview other eligible household members. At the next screen, **SHOW_CP_ROSTER**, look at the column labeled "STATUS". Notice that you still need to complete interviews for Michael Goe, Will Loe, and Megan Moe. *(Pause)* Enter 1 at this screen and also enter 1 at the **SHOW_INFO_CP** screen. *(Pause)*

The next screen you see is **WHOTOCALL_CP**. This screen displays the name and the line number of household members with whom you still need to complete an NCVS interview. You can select either Michael Goe, Will Loe, or Megan Moe to interview

next. Select Michael Goe. Enter his line number, 3, as the person to interview next.

(Pause)

At the **DIAL_CP** screen call the household. Assume someone answers, so enter 1.

(Pause)

_____, please continue the interview. Remember to tell us what you enter at each screen as you proceed through the interview.

HELLO_1_CP

FR: Hello. This is (TRAINEE'S NAME) from the U.S. Census Bureau. May I please speak to Michael Goe?

R: This is Michael Goe.

(Enter 1, This is the correct person)

INTRO_REC_CP

FR: We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older.

We would like to complete your interview now.

R: OK

(Enter 1, Proceed with interview)

INTERVIEWSTATUS

(Enter 1 to continue interview)

TIMEATADDRESS

FR: Before we get to the crime questions, I have one or two questions that are helpful in studying where and why crimes occur.

How long have you lived at this address?

R: 5 years.

(Enter 5)

SQTHEFT

FR: I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as –

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment-
- Things in your home - like a TV, stereo, or tools
- Things from a vehicle, such as a package, groceries, camera, or CDs-

OR

- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: Yes

(Enter 1, Yes)

SQTHEFTTIMES

FR: How many times?

R: One time

(Enter 1)

SQTHEFTSPEC

FR: What happened?

R: Lawn ornaments were stolen from our front yard.

(Enter: Lawn ornaments stolen from household's front yard.)

SQATTACKWHERE

FR: Other than any incidents already mentioned, since (date), were you attacked or threatened
OR did you have something stolen from you -

- At home including the porch or yard
- At or near a friend's, relative's, or neighbor's home
- At work or school
- In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport
- While riding in any vehicle
- On the street or in a parking lot
- At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKHOW

FR: Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways?

- With any weapon, for instance, a gun or knife

-
- With anything like a baseball bat, frying pan, scissors, or stick
 - By something thrown, such as a rock or bottle
 - Include any grabbing, punching, or choking,
 - Any rape, attempted rape, or other type of sexual attack
 - Any face to face threats

OR

- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: 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-

- Someone at work or school
- A neighbor or friend
- A relative or family member
- Any other person you have met or known?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQSEXUAL

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Other than any incidents already mentioned, have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know before -
- A casual acquaintance -

OR

- Someone you know well?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQCALLPOLICECRIME

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

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, other than any incident(s) already mentioned, did anything which you thought was a crime happen to YOU, but you did NOT report to the police?

R: No

(Enter 2, No)

(Interrupt and say)

This concludes the **screen questions** for Michael Goe. At the “Present for Screen Questions” screen enter 11 since this is a telephone interview.

The **INC_REPORTS** screen tells you that an incident was reported by Michael Goe. Enter 1 at this screen.

_____, please continue with the incident questions.

INCIDENTINTRO FR: You said before that during the last 6 months lawn ornaments were stolen from your household’s front time one time.

(Enter 1 to continue)

INCIDENTDATE FR: In what month did this incident happen?
R: It think it happened sometime in March.

(For training conducted after 2008, make sure the month the incident occurred falls WITHIN the reference period. Refer to the chart on page 9-290.)

(Enter 3, March)

INCIDENTNUMBEROFTIMES FR: *Ask or verify*
Altogether, how many times did this type of incident happen during the last 6 months?
R: Just once.

(Enter 1)

INCIDENTTIME

FR: About what time did this incident happen?

R: I didn't notice that the ornaments were missing until the next day so it must have happened sometime during the night.

(Enter 18, Don't know what time of night)

INCIDENTPLACE

FR: In what city, town, or village did this incident occur?

R: Right here in Any Town.

(Enter 3, Same city/town/village as present residence)

INCIDENTAIR

FR: Did this incident occur on an American Indian Reservation or on American Indian Lands?

R: No

(Enter 2, No)

LOCATION_GENERAL

FR: Did this incident happen

- In your home or lodging?
- Near your home or lodging?

R: It happened in my front yard.

(Enter 12, Near your home or lodging)

LOCATION_NEAR_HOME

FR: *Ask or verify*
Where near your home or lodging did this incident happen?

R: In the front yard

(Enter 15, Own yard, sidewalk, driveway, etc.)

INSIDEOROUT

FR: *Ask or verify*
Did it happen outdoors, indoors, or both?

R: Outdoors

(Enter 2, Outdoors)

FARFROMHOME

FR: *Ask or verify*
How far away from home did this happen?

R: It was at my home.

(Enter 1, At, in, or near the building containing the respondent's home or next door)

HHMEMBERPRESENT

FR: *Ask or verify*
Were you or any other member of this household present when this incident occurred?

R: No

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: Do you know or have you learned anything about the offender for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?

R: No

(Enter 2, No)

THEFT

FR: *Ask or verify*

Was something stolen or was taken without permission that belonged to you or others in the household?

R: Yes

(Enter 1, Yes)

WHATWASTAKEN

FR: What was taken that belonged to you or others in the household?

R: Outdoor lawn decorations

(Enter 36, Other)

FR: Anything else?

R: No

(Press Enter)

WHATWASTAKEN_SPEC (Enter "Lawn ornaments")

WHOOWNEDSTOLENPROPERTY

FR: Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?

R: To me and others in the household.

(Enter 2, Respondent and the other household member(s))

OTHERSOWNEDSTOLENPROPERTY

FR: Besides you, which household members owned the stolen property?

R: They belonged to everyone.

(Enter 40, Household property)

ARTICLEINCAR

FR: *Ask or verify*

Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: No

(Enter 2, No)

OTHERONPERSON

FR: *Ask or verify*

Was there anything the offenders took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No

(Enter 2, No)

PROPERTYVALUE

FR: What was the value of the PROPERTY that was taken? Include recovered property. (If jointly owned with a nonhousehold member, include only share owned by household members.)

R: About \$50

(Enter 50)

DECIDEDVALUE

FR: How did you decide the value of the property that was taken?

R: That was the cost we paid to purchase the decorations.

(Enter 11, Original cost)

FR: Any other way?

R: No

(Press ENTER)

ALLPARTRECOVERED

FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

R: No

(Enter 3, None)

RECOVEREDINSURANCE

FR: Was the theft reported to an insurance company?

R: No

(Enter 2, No)

DAMAGED

FR: Other than any stolen property, was anything that belonged to you or other members of the household damaged in this incident?

R: Yes, some shrubs were damaged.

(Enter 1, Yes)

DAMAGEDREPAIRED FR: Were the damaged items repaired or replaced?

R: Yes, we had to replace the two bushes that were damaged.

(Enter 1, Yes, all)

ACTCOSTREPAIRREPLACE

FR: How much was the repair or replacement cost?

R: About \$50

(Enter 50)

PAIDREPAIRS

FR: Who paid for the repairs or replacement?

R: We did.

(Enter 2, Household members)

POLICEINFORMED

FR: Were the police informed or did they find out about this incident in any way?

R: No

(Enter 2, No)

NOTREPORTEDPOLICE

FR: What was the reason it was not reported to the police?

R: We figured it was just kids playing around.

(Enter 14, Child offender(s); “kid stuff”)

FR: Any other reason?

R: No

(Press Enter)

AGENCYHELP

FR: 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?

R: No

(Enter 2, No)

DOINGATINCIDENTTIME

FR: What were you doing when this incident happened?

R: I was probably sleeping.

(Enter 18, Sleeping)

JOBDURINGINCIDENT

FR: Did you have a job at the time of the incident?

R: Yes

(Enter 1, Yes)

LOSTOTHERWORKTIME

FR: Did you lose any 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?

R: No

(Enter 6, None)

HHMEMLOSTWORKTIME

FR: Were there any household members 16 years or older who lost time from work because of this incident?

R: No

(Enter 2, No)

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs.

Do you have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: No

(Enter 2, No)

DISABILITY_INTRO

FR: Research has shown that people with disabilities may

be more vulnerable to crime victimization. The next questions ask about any health conditions, impairments, or disabilities you may have.

(Enter 1 to continue)

HEARING

FR: Are you deaf or do you have serious difficulty hearing?

R: No

(Enter 2, No)

VISION

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No

(Enter 2, No)

LEARN_CONCENTRATE

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Concentrating, remembering or making decisions?

R: No

(Enter 2, No)

PHYSICAL_LIMIT

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Walking or climbing stairs?

R: No

(Enter 2, No)

DRESS_BATH

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Dressing or bathing?

R: No

(Enter 2, No)

LEAVING_HOME

FR: Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

R: No

(Enter 2, No)

(Interrupt and say)

Now you need to write a summary about the incident. Turn to page 13 of your Workbook for the text you should enter. When you are done completing the summary press Enter.

SUMMARY

In (enter date within reference period) lawn decorations taken from L3's front yard at night. Decorations belonged to the HH. Incident not reported to police since kid's stuff. Stolen items valued at \$50. Shrubs damaged; cost to replace shrubs was \$50. L3 doesn't know who took the ornaments. No time lost from work.

(Allow time)

After completing the summary you proceed to **SUMMARYPROBE**. You don't need to edit or continue entering any more summary text, so enter 1 to continue. (*Pause*) Now enter 2 at **INCIDENTTOADD** since the respondent did not recall during the interview any additional incidents that were not already reported in the screen questions. (*Pause*)

The next screen, **CRIME_END**, tells you that you have completed all incident reports

for Michael Goe. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report.

In the next screen, **INTRO_UNDUP**, remember you read the text to the respondent to let him or her know that you need to review the incidents reported during the current interview for the household. *(Pause)* The unduplication process is an NCVS process to ensure that **each reported incident is not a duplicate of another incident already reported for the respondent or the sample household in the current and previous enumerations periods.** This quality assurance measure is designed so that we can provide a more accurate measure of criminal victimization in the United States.

A “duplicate” incident report is a report of the same crime incident, not similar incidents. For example, when two different respondents report that Line Number 1's bicycle was stolen in January, this is considered a duplicate incident. Whereas, if Line Number 1 reports that their bicycle was stolen in November and Line Number 2's bicycle was stolen in September these incidents, although similar, are not considered duplicates because they are two separate crimes. This section of the instrument is set up to avoid double reporting of incidents.

Now enter 1 at the **INTRO_UNDUP** screen to continue. *(Pause)* If more than one incident was reported by the respondent OR by the respondent and someone else in the household during the current interview period, you review the remaining incidents to identify whether the incidents are potential duplicates.

In this exercise, both Michael Goe and Brian Public reported incidents during the

current interview period, so at the **UNDUP_CURINC** screen you need to compare the incidents reported. During the unduplication process, in order to preserve data confidentiality, **DO NOT** discuss the incidents you are reviewing with the respondent, particularly when the incidents are reported by different household members.

Review the two incidents to see if they appear to be the same incident.

(Allow time)

The incidents appear to be duplicates so enter 1.

In the next screen, **UNDUP_OLDINC**, incidents reported during the current interview are also compared to incidents reported in previous interviews to ensure that they aren't duplicates. Review the incidents to see if the current incident is a duplicate of one previously reported.

(Allow time)

The incidents don't appear to be duplicates so enter 2 at the **UNDUP_OLDINC** screen. Continue this process until there are no more incidents to compare.

(Allow time)

At the **UNDUP_DONE** screen, the unduplication process is completed. Enter 1 to continue.

_____, please continue the interview with the employment questions.

JOBLASTWEEK FR: Did you have a job or work at a business LAST WEEK?

If necessary: Do not include volunteer work or work around the house.

R: Yes

(Enter 1, Yes)

JOBDESCRIPTION FR: *Ask or verify*
Which of the following best describes your job?
Were you employed in the - -

Medical Profession?
Mental Health Services Field?

R: Yes, mental health field

(Enter 12, Mental Health Services Field)

MENTALHEALTHJOB FR: Are your duties -

Professional (Social worker/psychiatrist)?
Custodial care?
Some other Mental Health Profession?

R: It's professional. I'm a Social worker.

(Enter 15, Professional)

EMPLOYERTYPECURRENT FR: *Ask or verify*
Is your job with a private company, business, or individual for wages?

R: No

FR: The Federal government?

R: No

FR: A State, county, or local government?

R: Yes, it's with the state.

(Enter 3, A State, county, or local government)

COLLEGEEMPLOYER FR: Are you employed by a college or university?

R: No

(Enter 2, No)

CURRENTJOBMSATYPE

FR: While working at your job, do you work mostly in

-- A city?

-- Suburban area?

-- Rural area?

OR

-- Combination of these?

R: In a city

(Enter 1, A city)

(Interrupt and say)

At **BESTTIME_NOSUNDAY** enter 1 to continue.

This concludes Michael Goe's interview. Enter 1 at the **ENDPERSON** screen and at the **ENDSCREENER** screen.

This concludes the interview for this practice exercise. In the next exercise we will

continue with this case but first, are there any questions about this exercise?

(Answer questions)

PRACTICE EXERCISE #11 – Proxy Interview

Case ID: 00000005

(Approximate time: 45 minutes)

In this practice exercise you will complete a proxy interview. Turn to page 14 of your Workbook to review the NCVS proxy rules.

(Allow time)

Now let's continue with the interview. Everyone should be at the **NEXTPERSON** screen. Notice that this is another screen where you are instructed **NOT** to F10. Please make sure that you follow this instruction.

Q: Can anyone tell me whose interview do you still need to complete?

A: Will Loe's and Megan Moe's

That's correct.

After telling Michael Goe that you need to speak to Will Loe or Megan Moe he tells you that Will Loe had a stroke that left him cognitively impaired and he is unable to complete the interview himself. Michael Goe is eligible to serve as the proxy respondent for Will Loe and agrees to do so. At the **NEXTPERSON** screen enter Will Loe's line number, which is 4.

Take a look at the **INTERVIEWSTATUS** screen. It currently indicates that Will Loe's

interview is a self-response interview. *(Pause)* Also, take a look at the “Talking to” and “About” fields at the bottom of the screen. Both of these fields contain Will Loe’s name. *(Pause)* When you change the interview status to proxy and select a proxy respondent, you will notice that the “Talking to” field will contain Michael Goe's name, the proxy respondent.

To change the interview status from self to proxy you need to select code 2, “Change to a proxy interview” since you will be conducting Will Loe’s interview by proxy and not by self-response. When you enter 2, notice that you get a soft edit informing you that the interview status is about to be changed to “Proxy interview.” Here you have the option to either accept the change by clicking on the “Suppress” button or to go back to the **INTERVIEWSTATUS** screen and change the entry. Since you want to change the interview status for Will Loe to proxy, the entry of 2 is correct so click the “Suppress” button.

Michael Goe told you that Will Loe had a stroke and is unable to answer the survey questions, so at the **PROXYREASON** screen enter 2, “Proxy person is physically/mentally unable to answer.” *(Pause)* At the next screen, **PROXYREASONSPEC**, you need to describe the physical or mental condition that prevents the respondent from completing the interview by self-response. Turn to page 15 of your Workbook for examples of acceptable or valid proxy reasons.

(Allow time)

Now in the **PROXYREASONSPEC** screen enter “*L4 suffered a stroke.*” Then press Enter.

(Allow time)

At the next screen, **PICKPROXYRESP**, you need to enter the line number of the proxy respondent. Notice that Megan Moe name is not listed as an eligible proxy respondent. This is because she has not yet completed her interview by self-response. Now take a look at the last column in the Info Pane. Notice that Will Loe's "Interview Status" changed from "Need Self" to "Need Prxy."

Enter 3, which is Michael Goe's line number, and then press Enter. At the next screen, **INTROPROXYSTATUS**, look at the five FR instructions in blue. These instructions tell you that you are conducting a proxy interview; that the interview is for Will Loe, and that you are talking to Michael Goe, the proxy respondent. Also look at the Status bar located in the grey portion at the bottom of the screen. Notice that the "Talking to" field now reflects the name of the proxy respondent, Michael Goe. The survey questions will now be worded so that you are asking Michael Goe about Will Loe.

Enter 1 at this screen.

_____, please be our FR. Remember to tell us what you enter at each screen as you proceed through the interview.

TIMEATADDRESS

FR: Before we get to the crime questions, I have one or two questions that are helpful in studying where and why crimes occur.

How long has Will Loe lived at this address?

R: 10 years.

(Enter 10)

SQTHEFT

FR: I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to Will Loe in the last 6 months, that is, since (date).

Was something belonging to WILL LOE stolen, such as –

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment-
- Things in your home - like a TV, stereo, or tools
- Things from a vehicle, such as a package, groceries, camera, or CDs-

OR

- Did anyone ATTEMPT to steal anything belonging to Will Loe?

Ask only if necessary

Did any incidents of this type happen to him?

R: No

(Enter 2, No)

SQATTACKWHERE FR: Since (date), was Will Loe attacked or threatened OR did he have something stolen from him -

- At home including the porch or yard
- At or near a friend's, relative's, or neighbor's

-
- home
 - At work or school
 - In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport
 - While riding in any vehicle
 - On the street or in a parking lot
 - At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to him from any of these places?

Ask only if necessary

Did any incidents of this type happen to Will Loe?

R: No

(Enter 2, No)

SQATTACKHOW

FR: Has anyone attacked or threatened Will Loe in any of these ways?

- With any weapon, for instance, a gun or knife
- With anything like a baseball bat, frying pan, scissors, or stick
- By something thrown, such as a rock or bottle
- Include any grabbing, punching, or choking,
- Any rape, attempted rape, or other type of sexual attack
- Any face to face threats

OR

- Any attack or threat or use of force by anyone at all? Please mention it even if you are not

certain it was a crime.

Ask only if necessary

Did any incidents of this type happen to Will Loe?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: People often don't think of incidents committed by someone they know. Did Will Loe have something stolen from him or was he attacked or threatened by-

- Someone at work or school
- A neighbor or friend
- A relative or family member
- Any other person he has met or known?

Did any incidents of this type happen to him?

R: Yes

(Enter 1, Yes)

SQTHEFTATTACKKNOWNOFFTIMES

FR: How many times

R: Two times

(Enter 2)

SQTHEFTATTACKKNOWNOFFSPEC

FR: What happened?

R: One of the guys at the rehab center where Will goes

threatened to beat him up.

(Enter “One of the guys at the rehab center where L4 goes threatened to beat him up”)

SQSEXUAL

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Has he been forced or coerced to engage in unwanted sexual activity by -

- Someone he didn't know before -
- A casual acquaintance -

OR

- Someone he knows well?

Ask only if necessary

Did any incidents of this type happen to him?

R: No

(Enter 2, No)

SQCALLPOLICECRIME

FR: During the last 6 months, did Will Loe call the police to report something that happened to HIM which he thought was a crime?

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, did anything which Will Loe thought was a crime happen to HIM, but he did NOT report to the police?

R: No

(Enter 2, No)

PRESENTFORSQS (Enter 11, Telephone)

INC_REPORTS (Enter 1 to continue)

INCIDENTINTRO FR: You said before that during the last 6 months one of the guys at the rehab center where Will Loe goes threatened to beat him up two times.

(Enter 1 to continue)

INCIDENTDATE FR: In what month did the first incident happen?

(Interrupt and say)

Since this incident happened more than one time, make sure that you let the respondent know that the questions you will be asking about pertain to the first incident. Be sure to read the words “the first” when asking this question.

R: I think it happened sometime in October.

(For training conducted after 2008, make sure the month the incident occurred falls OUTSIDE the reference period. Refer to the chart on page 9-290.)

(Enter 10, October)

(Interrupt and Say)

Because the incident occurred outside the reference period, an edit error message pops up for you to verify the response given.

_____, please continue the interview by asking the question appearing in the edit error message.

FR: Did you say October?

R: Yes

(Select “Suppress” button)

OSINCNOTNEEDED

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

(Press 1 to continue)

INCIDENTDATEPROBE

FR: Did Will Loe have anything else like this happen between (date) and (date)?

R: This incident happened to him one other time.

(Interrupt and say)

The intent of this question is to find out if anything similar to the incident that is outside the reference period happened to the respondent during the reference period. However, this includes ONLY incidents that have NOT already been reported to you. The production instrument makes it clearer that we only are asking about incidents not already reported. For this exercise enter 2, No. By selecting “No” the current incident entry will be deleted. Now at **INC_REDUCE** enter that the first incident is outside the reference period, then press Enter. Notice that you have returned to **INCIDENTINTRO** which begins the incident report for the next incident.

_____, please begin the incident report for the second incident.

INCIDENTINTRO

FR: You said before that during the last 6 months one of the guys at the rehab center where Will

Loe goes threatened to beat him up two times.

(Enter 1 to continue)

INCIDENTDATE

FR: In what month did this incident happen?

R: I believe it happened in May.

(For training conducted after 2008, make sure the month the incident occurred falls WITHIN the reference period. Refer to the chart on page 9-290.)

(Enter 5, May)

INCIDENTNUMBEROFTIMES

FR: *Ask or verify*

Altogether, how many times did this type of incident happen during the last 6 months?

R: Once

(Enter 1)

INCIDENTTIME

FR: About what time did this incident happen?

R: I'm not exactly sure but he is at rehab in the mornings between 9 and 12.

(Enter 11, After 6 a.m. –12 noon)

INCIDENTPLACE

FR: In what city, town, or village did this incident occur?

R: Right here in Any Town.

(Enter 3, Same city/town/village as present residence)

INCIDENTAIR

FR: Did this incident occur on an American Indian

Reservation or on American Indian Lands?

R: No
(Enter 2, No)

LOCATION_GENERAL

FR: Did this incident happen

- In Will Loe's home or lodging?
- Near Will Loe's home or lodging?
- At, in, or near a friend's/relatives/neighbor's home
- At a commercial place?
- In a parking lot or garage?
- At school?
- In open areas, on the street, or on public transportation?
- Somewhere else?

R: It happened somewhere else, at the rehabilitation center
(Enter 36, Somewhere else)

LOCATION_SPEC (Enter "Rehab center")

RESTRICTEDAREA FR: *Ask or verify*
Did the incident happen in an area restricted to certain people or was it open to the public at the time?

R: It's restricted

(Enter 2, Restricted to certain people)

FARFROMHOME FR: *Ask or verify*
How far away from home did this happen?

R: The rehab center is about 10 miles from home.

(Enter 4, Fifty miles or less)

HHMEMBERPRESENT FR: *Ask or verify*
Was Will Loe or any other member of this household present when this incident occurred?

R: Yes

(Enter 1, Yes)

WHICHMEMBER FR: Which household members were present?

R: Just Will

(Enter 1, Victim only)

SEEOFFENDER FR: Did Will Loe personally see an offender?

R: Yes

(Enter 1, Yes)

WEAPONPRESENT FR: 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?

R: No

(Enter 2, No)

ATTACK FR: Did the offender hit Will Loe, knock him down or actually attack him in any way?

R: No

(Enter 2, No)

TRYATTACK FR: Did the offender TRY to attack Will Loe?

R: No

(Enter 2, No)

THREATEN

FR: Did the offender THREATEN Will Loe with harm in any way?

R: Yes

(Enter 1, Yes)

HOWTHREATEN

FR: How was Will Loe threatened?

R: Well, the other guy at the rehab center threatened to beat up Will.

FR: Any other way?

R: No, that's it.

(Enter 13, Verbal threat of attack other than kill or rape)

PROTECTSELF

FR: Did Will Loe do anything with the idea of protecting HIMSELF or his PROPERTY while the incident was going on?

R: No

(Enter 2, No/took no action/kept still)

DURINGINCIDENT

FR: Was there anything Will Loe did or tried to do about the incident while it was going on?

R: No

(Enter 2, No/took no action/kept still)

ANYONEPRESENT

FR: Was anyone present during the incident besides Will Loe and the offender? Other than children under age 12.

R: I don't know

(Enter 3, Don't know)

ONEORMOREOFFENDERS

FR: *Ask or Verify*
Was the crime committed by only one or by more than one offender?

R: Just one offender

(Enter 1, Only one)

SINGLEOFFENDERGENDER

FR: Was the offender male or female?

R: Male

(Enter 1, Male)

SINGLEOFFENDERAGE

FR: How old would Will Loe say the offender was?

R: He was probably in his forties

(Enter 6, 30 or older)

SINGLEOFFENDERGANG

FR: Was the offender a member of a street gang, or doesn't Will Loe know?

R: I don't think that Will knows.

(Enter 3, Don't know)

SINGLEOFFENDERDRINKDRUG

FR: Was the offender drinking or on drugs, or doesn't Will Loe know?

R: He doesn't know.

(Enter 3, Don't know)

SINGLEOFFENDERKNEW

FR: Was the offender someone Will Loe knew or a stranger he had never seen before?

R: He knows the guy

(Enter 1, Knew or had seen before)

SINGLEOFFENDERHOWWELL

FR: How well did Will Loe know the offender -- by sight only, casual acquaintance, or well known?

(Interrupt and say)

“**Sight only**” means that the victim had seen the offender before, but had never said much to him or her. “**Casual acquaintance**” means that the victim knew the offender well enough to say more than just “Hello,” but did not necessarily know the offender by name. Determining whether the offender was “**Well known**” should be the sole decision of the respondent. Only select this category when the respondent says the offender was well known to him or her.

R: By sight only

(Enter 1, Sight only)

SINGLEOFFENDERSIGHT

FR: Would Will Loe have been able to tell the police how they might find the offender, for instance, where he lived, worked, went to school, or spent time?

R: Yes

(Enter 1, Yes)

SINGLEOFFENDERRACE

FR: Was the offender White, Black, or some other race?

(Interrupt and say)

This question is asked to determine the offender's race as **perceived** by the respondent. Only two specific races are shown "White" and "Black." If a respondent says that the offender was African American, select code 2, "Black." If the respondent says that the offender was Spanish, Hispanic, Latino, or any other ethnic origin, such as French or German, select code "White." Select category 3 "Other" for answers such as American Indian, Alaska Native, Asian, Native Hawaiian, and so forth. When you select category 3, you must describe the "Other" race.

R: He is White.

(Enter 1, White)

SINGLEOFFENDERONLYTIME

FR: Was this the only time this offender committed a crime or made threats against Will Loe or his household?

R: No

(Enter 2, No (there were other times))

THEFT

FR: *Ask or verify*
Was something stolen or was taken without permission that belonged to Will Loe or others in the household?

R: No

(Enter 2, No)

ATTEMPTTHEFT

FR: Did the offender ATTEMPT to take something that belonged to Will Loe or others in the household?

R: No

(Enter 2, No)

DAMAGED

FR: Was anything that belonged to Will Loe or other members of the household damaged in this incident?

R: No

(Enter 2, No)

POLICEINFORMED

FR: Were the police informed or did they find out about this incident in any way?

R: Yes

(Enter 1, Yes)

(Interrupt and say)

For a proxy interview, the next item, **POLICEFINDOUT**, begins a series of police questions that will NOT be directed to Will Loe, the person for whom the proxy interview is being taken. Instead, you will ask the questions in Items **POLICEFINDOUT** through **ANYTHINGFURTHER** directly of the proxy respondent, Michael Goe. Just for this series of questions, we are interested in the proxy respondent's feelings about why the police were or were not informed. As you ask these questions notice that instrument substitutes the word "you" rather than Will Loe's name.

_____, please continue the interview with **POLICEFINDOUT**.

POLICEFINDOUT

FR: How did the police find out about it?

R: When Will told us about the incident Brian called the police to report the threat.

(Enter 12, Other household member)

POLICEARRIVE

FR: Did the police come when they found out about the incident?

R: No

(Enter 2, No)

POLICECONTACT

FR: Did you or anyone in your household have any later contact with the police about the incident?

R: No.

(Enter 2, No)

SIGNCOMPLAINT

FR: Did you or someone in your household sign a complaint against the offender to the police department or the authorities?

R: No

(Enter 2, No)

ARRESTMADE

FR: As far as you know, was anyone arrested or were charges brought against anyone in connection with this incident?

R: No

(Enter 2, No)

AGENCYHELP

FR: 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?

R: No

(Enter 2, No)

CONTACTAUTHORITIES

FR: Have you or someone in your household had contact with any other authorities about this incident (such as a prosecutor, court, or juvenile officer)?

R: No

(Enter 2, No)

ANYTHINGFURTHER

FR: Do you expect the police, courts, or other authorities will be doing anything further in connection with this incident?

R: No, I really don't.

(Enter 2, No)

(Interrupt and say)

This concludes the series of police questions directed to Michael Goe. For the remaining questions, you will see that Will Loe's name is substituted in the questions.

Please continue, _____.

DOINGATINCIDENTTIME

FR: What was Will Loe doing when this incident happened?

R: He was at rehab going through therapy.

(Enter 20, Other)

DOINGATINCIDENTTIME_SPEC (Enter "At rehab doing therapy")

JOBDURINGINCIDENT

FR: Did Will Loe have a job at the time of the incident?

R: No

(Enter 2, No)

MAJORACTIVITY

FR: What was his major activity the week of the incident – was he looking for work, keeping house, going to work, or doing something else?

R: He's retired, so he stays at home.

(Enter 5, Retired)

HHMEMLOSTWORKTIME

FR: Were there any household members 16 years or older who lost time from work because of this incident?

R: No

(Enter 2, No)

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs.

Does Will Loe have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: No

(Enter 2, No)

DISABILITY_INTRO

FR: Research has shown that people with disabilities may be more vulnerable to crime victimization. The next questions ask about any health conditions, impairments, or disabilities Will Loe may have.

(Enter 1 to continue)

HEARING

FR: Is Will Loe deaf or does he have serious difficulty hearing?

R: No

(Enter 2, No)

VISION

FR: Is Will Loe blind or does he have serious difficulty seeing even when wearing glasses?

R: No

(Enter 2, No)

LEARN_CONCENTRATE

FR: Because of a physical, mental, or emotional condition, does Will Loe have serious difficulty:

Concentrating, remembering or making decisions?

R: No

(Enter 2, No)

PHYSICAL_LIMIT FR: Because of a physical, mental, or emotional condition, does Will Loe have serious difficulty:

Walking or climbing stairs?

R: No

(Enter 2, No)

DRESS_BATH FR: Because of a physical, mental, or emotional condition, does Will Loe have serious difficulty:

Dressing or bathing?

R: No

(Enter 2, No)

LEAVING_HOME FR: Because of a physical, mental, or emotional condition, does Will Loe have difficulty doing errands alone such as visiting a doctor's office or shopping?

R: No

(Enter 2, No)

(Interrupt and say)

Now you must write a summary about the incident. Remember to include all pertinent facts surrounding the reported crime incident. Write each summary so that anyone reading it can get a clear, well-defined picture of how the person was victimized.

When writing the summary report remember the key words – WHO, WHAT, WHERE, WHEN, and HOW. Use the words to explain **who** was victimized, **what** happened,

where and **when** the crime took place, and **how** the crime was executed. Also include other details about the crime, such as whether or not a weapon was used and whether or not the police were contacted.

Now complete the summary.

SUMMARY *In (date) at rehab center a male offender threatened to beat up L4. This happened once within the last six months. L4 knows the offender by sight only. L1 called the police. Police did not do anything when they found out. Nothing taken and no weapon was used.*

(Call on a couple of trainees to read the incident summary they wrote. Help identify what other details they should include in the summary if it seems incomplete.)

At **SUMMARYPROBE** enter 1 to continue. (*Pause*) Now enter 2 at **INCIDENTTOADD** since the respondent did not recall during the interview any additional incidents that were not already reported in the screen questions. (*Pause*)

The next screen, **CRIME_END**, tells you that you have completed all incident reports for Will Loe. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report.

Now proceed through the incident unduplication screens. Remember, the **UNDUP_CURINC** screen displays incidents reported by the household during the current interview period for you to compare whereas the **UNDUP_OLDINC** screen compares incidents reported by the respondent during the current interview with those

that were reported in previous interviews, either by the respondent or someone else in the household, to ensure that the incidents are not duplicates.

(Allow time)

INTRO_UNDUP (Enter 1 to continue)

UNDUP_CURINC (Enter 2, No)

UNDUP_OLDINC (Enter 2, No)

UNDUP_DONE (Enter 1 to continue)

_____, please continue the interview with **JOBLASTWEEK**.

JOBLASTWEEK FR: Did Will Loe have a job or work at a business
LAST WEEK?
If necessary: Do not include volunteer work or work
around the house.

R: No

(Enter 2, No)

JOBDURINGREFPERIOD

FR: Did he have a job or work at a business DURING THE
LAST 6 MONTHS?

R: No

(Enter 2, No)

BESTTIME_NOSUNDAY (Enter 1 to continue)

ENDPERSON (Enter 1 to continue)

ENDSCREENER (Enter 1 to continue)

(Interrupt and say)

This concludes Will Loe's interview. You still need to interview Megan Moe; however, Michael Goe says that she is not home right now so at **NEXTPERSON** enter code 33, No other person available now. *(Pause)* At **REFCPBREAK_CP** select code 2, Callback. *(Pause)* Now at **PERSAPPT** press Control F7 and enter a note to call back the household to complete Megan Moe' interview, then press F10 to exit the Notes Editor. Be sure to save the notes you entered.

(Allow time)

Now enter 1 at **PERSAPPT** and also at **THANKYOU_INDIV**. *(Pause)* At the **VERIFY** screen you don't need to make any changes to the telephone number nor do you need to review or edit the Interview Time Preferences application, so enter 2 to continue. *(Pause)*

At the "Case Level Notes Editor" enter a note that "Line 4, Will Loe, is cognitively impaired and that his interview was completed by proxy by Line 3, Michael Goe." When you are done entering this note, press F10 to return to Case Management.

(Allow time)

This concludes the interview for this practice exercise. Are there any questions?

(Answer questions)

PRACTICE EXERCISE #12 – Quitting a Case at Onset of Interview
*Case ID: 00000001***(Approximate time: 5 minutes)**

The next practice exercise covers what to do if you get into the CAPI instrument for a case but then decide for some reason that you don't want to start the interview. For example, you may realize that after checking the Interview Time Preferences that the time you accessed the case was a time that the sample unit requested not to be contacted. To quit out of a case is a simple process. At the Case Management Case List, highlight the case with the address **101 Railroad Drive**, then press F2 to start the interview.

(Allow time)

At the **START_CP** screen enter 6, "Quit, Do not attempt now." Then at the **VERIFY** screen, enter 2 since you don't need to make any changes to the telephone number nor do you need to review or update the interview time preferences. At the "Case Level Notes Editor" press F10 without entering any notes so you can return to the Case Management main screen to select another case to interview.

This concludes this practice exercise. Are there any questions?

(Answer questions)

PRACTICE EXERCISE #13 – Incident of Rape*Case ID: 00000005***(Approximate time: 45 minutes)**

In this exercise you will work with the training case with the address **105 Beach Road**. You already completed interviews with three of the four household members. Now you are calling the household back to interview Megan Moe. When you call the household back, Megan Moe answers the telephone and is available to be interviewed.

Highlight the case, then start the interview by pressing the F2 function key to get into the NCVS CAPI instrument for this case.

(Allow time)

_____, please begin the interview at the **START_CP** screen. Remember to tell us what you enter at each screen as you proceed through the interview.

START_CP (Enter 1, Telephone interview)**SHOW_CP_ROSTER** (Enter 1 to continue)**SHOW_INFO_CP** (Enter 1 to continue)**WHOTOCALL_CP** (Enter 5, Megan Moe)**DIAL_CP** (Enter 1, Someone answers)

HELLO_1_CP FR: Hello. This is (TRAINEE'S NAME) from the U.S. Census Bureau. May I please speak to Megan Moe?

R: This is Megan Moe

(Enter 1, This is the correct person)

INTRO_REC_CP FR: We are talking with members of your household to obtain statistics on the kinds and amount of crime committed against individuals 12 years of age or older.

We would like to complete your interview now.

R: OK

(Enter 1, Proceed with interview)

INTERVIEWSTATUS **(Enter 1 to continue interview)**

TIMEATADDRESS FR: Before we get to the crime questions, I have one or two questions that are helpful in studying where and why crimes occur.

How long have you lived at this address?

R: 2 months

(Enter 0)

(Make sure trainees enter zero at TIMEATADDRESS, otherwise if trainees enter 2 the instrument interprets this entry as 2 years.)

MONTHSATADDRESS FR: *Ask or verify*

How many months?

R: 2 months

(Enter 2)

TIMESMOVEDIN5YEARS

FR: Altogether, how many times have you moved in the last 5 years, that is since (date)?

R: 2 times

(Enter 2)

SQTHEFT

FR: I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as –

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment-
- Things in your home - like a TV, stereo, or tools
- Things from a vehicle, such as a package, groceries, camera, or CDs-

OR

- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKWHERE

FR: Since (date), were you attacked or threatened OR did you have something stolen from you

-

- At home including the porch or yard
- At or near a friend's, relative's, or neighbor's home
- At work or school
- In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport
- While riding in any vehicle
- On the street or in a parking lot
- At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?

Ask only if necessary

Did any incidents of this type happen to you?

R: Yes

(Enter 1, Yes)

SQATTACKWHERE TIMES

FR: How many times

R: Just once

(Enter 1)

SQATTACKWHERE SPEC

FR: What happened?

R: I was leaving a shopping mall when a man attacked me and stole my purse.

(L5 was leaving a shopping mall when a man attacked her and stole her purse.)

SQATTACKHOW

FR: Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways?

- With any weapon, for instance, a gun or knife
- With anything like a baseball bat, frying pan, scissors, or stick
- By something thrown, such as a rock or bottle
- Include any grabbing, punching, or choking,
- Any rape, attempted rape, or other type of sexual attack
- Any face to face threats

OR

- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: 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-

- Someone at work or school
- A neighbor or friend
- A relative or family member
- Any other person you have met or known?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQSEXUAL

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Other than any incidents already mentioned, have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know before -
- A casual acquaintance -

OR

- Someone you know well?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQCALLPOLICECRIME

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

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, other than any incident(s) already mentioned, did anything which you thought was a crime happen to YOU, but you did NOT report to the police?

R: No

(Enter 2, No)

PRESENTFORSQS **(Enter 11, Telephone)**

INC_REPORTS **(Enter 1 to continue)**

INCIDENTINTRO FR: You said that during the last 6 months that you were leaving a shopping mall when a man attacked you and stole your purse one time.

(Enter 1 to continue)

INCIDENTADDRESS FR: Did this incident happen while you were living here or before you moved to this address?

R: A couple of months before I moved here.

(Enter 2, Before moving to this address)

INCIDENTDATE FR: In what month did this incident happen?

R: It happened in May.

(For training conducted after 2008, make sure the month the incident occurred falls WITHIN the reference period. Refer to the chart on page 9-290.)

(Enter 4, May)

INCIDENTNUMBEROFTIMES

FR: *Ask or verify*
Altogether, how many times did this type of incident happen during the last 6 months?

R: Just one time.

(Enter 1)

INCIDENTTIME FR: About what time did this incident happen?

R: It happened around 9:30 in the evening.

(Enter 16, After 9 p.m. – 12 midnight)

INCIDENTPLACE FR: In what city, town, or village did this incident occur?

R: It happened in Midtown

(Enter 4, DIFFERENT city/town/village as present residence)

INCIDENTPLACESPEC (Enter Midtown)

INCIDENTSTATE FR: In what state did it occur?

R: California

(Enter CA)

INCIDENTCOUNTY FR: In what county did it occur?

R: Los Angeles County

(Enter Los Angeles)

COUNTYSTATE FR: Is this the same county and state as your presence residence?

R: Yes

(Enter 1, Yes)

INCIDENTAIR FR: Did this incident occur on an American Indian Reservation or on American Indian Lands?

R: No

(Enter 2, No)

LOCATION_GENERAL

FR: Where did this incident happen?

R: It happened in the parking lot at our shopping mall.

(Enter 15, In a parking lot or garage)

LOCATION_PARKING

FR: *Ask or verify*

In what type of a parking lot or garage did this incident happen?

(Interrupt and say)

Remember, sometimes you may need to probe to determine if the parking lot is commercial or noncommercial. As mentioned earlier in training, noncommercial parking lots or garages are those in which the general public can park free of charge, such as a

shopping mall. They also include a parking lot or garage that has parking meters and those operated by a local, state, or Federal government regardless of whether or not a fee is required. Commercial parking lots or garages are those that are privately operated for profit AND require a parking fee regardless of whether or not the parking lot or garage is attended or unattended. If it is unclear which type of parking lot the respondent is referring to, probe to find out if the parking lot is privately owned and a fee is paid to park.

R: It's the parking lot at the shopping mall.

(Enter 29, Noncommercial parking lot/garage)

RESTRICTEDAREA

FR: *Ask or verify*

Did the incident happen in an area restricted to certain people or was it open to the public at the time?

R: It's open to the public.

(Enter 1, Open to the public)

INSIDEOROUT

FR: Did it happen indoors, outdoors, or both?

R: Outdoors.

(Enter 2, Outdoors)

FARFROMHOME

FR: *Ask or verify*

How far away from home did this happen?

R: Our mall is about 15 miles from our home.

(Enter 4, Fifty miles or less)

HMEMBERPRESENT

FR: *Ask or verify*

Were you or any other member of this household

present when this incident occurred?

R: I was the only member present.

(Enter 1, Yes)

WHICHMEMBER

FR: *Ask or verify*
Which household members were present?

R: Just me.

(Enter 1, Respondent only)

SEEOFFENDER

FR: *Ask or verify*
Did you personally see an offender?

R: Yes

(Enter 1, Yes)

WEAPONPRESENT

FR: 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?

R: Yes

(Enter 1, Yes)

(Interrupt and say)

The next question, **WEAPON**, asks about the type of weapon the offender had during the incident. Hand guns, shot guns, knives, and most other types of guns are considered weapons. Also considered a weapon are objects the offender had that he or she intended to use as a weapon, such as scissors, an ice pick, an axe, a rock, club, or blackjack. Pellet guns, BB guns, air pistols, flare guns, stun guns, and tear gas guns are NOT considered weapons, unless they are used as clubs. Other objects which are not considered weapons

include animals, parts of the body, food, empty cans, mace or pepper spray, tear gas, chloroform, rings, and casts.

_____, please continue the interview.

WEAPON

FR: What was the weapon?

R: A knife

FR: Anything else?

R: No

(Enter 3, Knife)

ATTACK

FR: Did the offender hit you, knock you down or actually attack you in any way?

R: Yes

(Enter 1, Yes)

HOWATTACK

FR: How were you attacked?

R: Well, he raped me and stole my purse.

FR: Any other way?

R: No

(Enter 11, Raped)

(Interrupt and say)

Notice that when you enter code 11, “Raped,” you must ask the additional probe question, “Do you mean forced or coerced sexual intercourse?” If the respondent answers “No” to the probe question or was unsure of the answer to your probe question, then you must

probe further by asking, “What do you mean?” This additional probe is needed to determine if the crime was actually a rape, an attempted rape, or some other sexual assault. From the answer to the probe question “What do you mean?” you will either accept the answer by selecting “Suppress” or go back and change the response in **HOWATTACK** by selecting “Goto.” Do not probe further for details beyond what the question is asking. However, since the reporting of sexual crimes is rare, make sure to include in your summary report as many details about the “rape” incident as the respondent provides.

The same procedure must be followed when the respondent replies “Tried to rape.”
(Pause)

Now open your Workbook to page 16. When you get to that page, read the NCVS definition for rape.

(Allow time)

Are there any questions?

(Answer questions)

_____, please continue the interview with the rape probe.

FR: You mentioned rape. Do you mean forced or coerced sexual intercourse?

R: Yes

(Select “Suppress”)

PRETHREATEN

FR: Did the offender THREATEN to hurt you before you were actually attacked?

R: Yes

(Enter 1, Yes)

INJURY

FR: What were the injuries you suffered, if any?

R: A few bruises and scratches

(Enter 20, Bruises, black eye ...)

FR: Anything else?

(Interrupt and say)

In this item you **MUST** also select code 12, “Raped,” as an injury even though the respondent did not report it as an injury. Mention to the respondent that for this survey we always consider rape as an injury. That way the respondent will understand why you are asking the following questions about an injury.

When you enter code 12, “Raped,” the special probe question is displayed again. However, you don’t have to ask the special instruction in this case, since you have already asked this probe question earlier in **HOWATTACK**.

(Select “Suppress”)

R: Nothing else

(Press Enter)

_____, please continue the interview.

INJURYNOTGUN

FR: *Ask or verify*

Were any of the injuries caused by a weapon other than a gun or knife?

R: No.

(Enter 2, No)

MEDICALCARE

FR: Were you injured to the extent that you received any medical care, including self-treatment?

(Interrupt and say)

By medical care we mean any care or treatment given for physical injuries. If the victim is taken to the hospital, it is evident that he or she had medical treatment. Medical care also includes home care, such as ice packs and bandages. When the respondent receives any type of medical care the next series of questions asks the respondent where medical care was received. A victim may receive emergency treatment at the scene of the crime, further treatment at a doctor's office, and additional care at home. If the respondent received care in a hospital you ask if the respondent stayed overnight in a hospital because of injuries received in the incident and how many days the respondent stayed in the hospital. Questions are also asked about medical insurance the victim had at the time of the incident and the total amount of the victim's medical expenses resulting from the incident.

R: Yes

(Enter 1, Yes)

RECEIVEDCAREWHERE

FR: Where did you receive this care?

R: I went to the emergency room

FR: Anywhere else?

R: No

(Enter 15, Emergency room at hospital/emergency clinic)

MEDICALINSURANCE FR: At the time of the incident, were you covered by any medical insurance, or were eligible for benefits from any other type of health benefits program, such as Medicaid, Veterans Administration, or Public Welfare?

R: Yes

(Enter 1, Yes)

EXPENSES FR: What was the total amount of your medical expenses resulting from this incident? Include hospital and doctor bills, medicine, therapy, braces, and any other injury-relating expenses.

R: About \$500.00

(Enter 500)

IMPACT_JOB FR: Being a victim of crime affects people in different ways. Next I would like to ask you some questions about how being a crime victim may have affected you.

Did being a victim of this crime lead you to have significant problems with your job or schoolwork, or trouble with your boss, coworkers, or peers?

R: No.

(Enter 2, No)

IMPACT_FAMILY FR: Did being a victim of this crime lead you to have significant problems with family members or friends, including getting into more arguments or fights than

you did before, not feeling you could trust them as much, or not feeling as close to them as you did before?

R: No.

(Enter 2, No)

HOW_DISTRESSING FR: How distressing was being a victim of this crime to you? Was it not at all distressing, mildly distressing, moderately distressing, or severely distressing?

R: It was mildly distressing.

(Enter 2, mildly distressing)

PREGATTIMEOFINC FR: Research shows that pregnant women may be at a higher risk of being the victim of a violent crime.

Were you pregnant at the time of this incident?

R: No

(Enter 2, No)

PROTECTSELF FR: Did you do anything with the idea of protecting YOURSELF or your PROPERTY while the incident was going on?

R: Yes

(Enter 1, Yes)

ACTIONS DURING INC

FR: What did you do?

R: I screamed as loud as I could out of fear.

FR: Anything else?

R: I ran away as soon as I could.

FR: Anything else?

R: No

(Enter 25, 22)

INJECTION

FR: Did you take these actions before, after, or at the same time that you were injured?

R: Well, at the same time and after.

(Enter 2, After injury, and 3, Same time)

INJECTIONHELP

FR: Did any of your actions help the situation in any way?

R: Yes, I think so

(Enter 1, Yes)

HELP

FR: How were they helpful?

R: It kept him from hurting me worse.

FR: Any other way?

R: No

(Enter 1, Help avoid injury or greater injury)

ACTIONWORSE

FR: Did any of your actions make the situation worse in any way?

R: No

(Enter 2, No)

ANYPRESENT

FR: Was anyone present during the incident besides you and the offender?

R: No

(Enter 2, No)

ONEORMOREOFFENDERS

FR: *Ask or verify*

Was the crime committed by only one or by more than one offender?

R: Just one

(Enter 1, Only 1)

SINGOFFENDERGENDER

FR: Was the offender male or female?

R: Male, of course

(Enter 1, Male)

SINGOFFENDERAGE

FR: How old would you say the offender was?

R: I would say around 25.

(Enter 5, Twenty-one to twenty-nine)

SINGOFFENDERGANG

FR: Was the offender a member of a street gang, or don't you know?

R: I don't know

(Enter 3, Don't know)

SINGOFFENDERDRINKDRUG

FR: Was the offender drinking or on drugs, or don't you

know?

R: Yes

(Enter 1, Yes (drinking or on drugs))

SINGOFFENDERDRINKORDRUG

FR: Which was it (Drinking or on drugs)?

R: Drinking. I could smell the alcohol on his breath.

(Enter 1, Drinking)

SINGOFFENDERKNEW

FR: Was the offender someone you knew or a stranger you had never seen before?

R: A stranger

(Enter 2, Stranger)

SINGOFFENDERRECOG

FR: Would you be able to recognize the offender if you saw him?

R: Yes

(Enter 1, Yes)

SINGOFFENDERSIGHT

FR: Would you have been able to tell the police how they might find the offender, for instance, where he lived, worked, went to school, or spent time?

R: No

(Enter 2, No)

SINGOFFENDERRACE FR: Was the offender White, Black, or some other race?

R: White

(Enter 1, White)

SINGOFFENDERONLYTIME

FR: Was this the only time this offender committed a crime against you or your household or made threats against you or your household?

R: Yes

(Enter 1, Yes (only time))

THEFT

FR: *Ask or verify*
Was something stolen or taken without permission that belonged to you or others in the household?

R: Yes

(Enter 1, Yes)

WHATWASTAKEN

FR: What was taken that belonged to you or others in the household?

R: My purse and everything in it.

(Interrupt and say)

Since we need the respondent to tell us what was in the purse when it was stolen, you need to probe for the respondent to itemize the stolen items. Please continue by asking the respondent to tell you what was in the purse when it was stolen, _____.

FR: Can you tell me what was in your purse when it was stolen?

R: Well, my wallet, about \$75, my driver's license and credit cards, and house keys.

FR: Anything else?

R: No

(Enter 11, 12, 13, 14, 26)

PRSWLT_CONTAINMONEY

FR: Did the stolen purse and wallet contain any money?

R: Yes.

(Enter 1, Yes)

AMOUNTCASHTAKEN

FR: *If not sure, ask*
How much cash was taken?

R: \$75.00

(Enter 75)

WHOOWNEDSTOLENPROPERTY

FR: Did the stolen property and money belong to you personally, to someone else in the household, or to both you and other household members?

R: It was all mine.

(Enter 1, Respondent only)

ARTICLEINCAR

FR: *Ask or verify*
Were the articles IN or ATTACHED to a motor vehicle when they were taken?

R: No

(Enter 2, No)

-
- CASHONPERSON** FR: Was the cash, purse, or wallet on your person, for instance, in a pocket or being held?
- R: Yes
- (Enter 1, Yes)**
- OTHERONPERSON** FR: *Ask or verify*
Was there anything ELSE the offender took directly from you, for instance, from your pocket or hands, or something that you were wearing?
- R: No
- (Enter 2, No)**
- PROPERTYVALUE** FR: 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, include only share owned by household members.)
- R: I'd say about \$400.
- (Enter 400)**
- DECIDEDVALUE** FR: How did you decide the value of the property that was taken?
- R: Based on what I paid for the items and how old they were.
- FR: Any other way?
- R: No
- (Enter 11 and 13 (Original cost and Personal estimate))**
- ALLPARTRECOVERED**

FR: Was all or part of the stolen money and property recovered, not counting anything received from insurance?

R: I only got back my purse and my credit cards. Nothing else.

(Enter 2, Part)

WHATRECOVERED

FR: What was recovered?

R: As I just told you, only my purse and my credit cards.

(Enter 2 and 4, (Purse and credit cards, etc))

CONTAINMONEY

FR: Did the recovered purse contain any money?

R: Are you kidding? Of course not.

(Enter 2, No)

RECOVEREDCASHVALUE

FR: Considering any damage, what was the value of the property after it was recovered?

R: I'd say about \$40.

(Enter 40)

RECOVEREDINSURANCE

FR: Was the theft reported to an insurance company?

R: I don't have any insurance.

(Enter 4, Don't have insurance)

DAMAGED

FR: Was anything that belonged to you or other members of the household damaged in this incident?

R: No

(Enter 2, No)

POLICEINFORMED FR: Were the police informed or did they find out about this incident in any way?

R: Yes

(Enter 1, Yes)

POLICEFINDOUT FR: How did the police find out about it?

R: I ran into a store and a security officer called the police.

(Enter 13, Someone official)

POLICEARRIVE FR: Did the police come when they found out about the incident?

R: Yes

(Enter 1, Yes)

TIMEPOLICEARRIVE FR: How soon after the police found out did they respond?

Was it within 5 minutes, within 10 minutes, an hour, a day, or longer?

R: Within 10 minutes

(Enter 2, Within 10 minutes)

POLICEACTION FR: What did they do while they were there?

R: They searched the shopping mall area, took a report,

and said they would investigate the incident.

FR: Anything else?

R: No

(Enter 11, 12, 16)

POLICECONTACT

FR: Did you or anyone in your household have any later contact with the police about the incident?

R: Yes

(Enter 1, Yes)

POLICEINTOUCH

FR: Did the police get in touch with you or did you get in touch with them?

R: I got in touch with them.

(Enter 2, Respondent or other household member)

HOWPOLICECONTACT

FR: Was that in person, by phone, or some other way?

R: By phone

(Enter 2, Not in person)

POLICEFOLLOWUP

FR: What did the police do in following up this incident?

R: They said they had questioned witnesses.

FR: Anything else?

R: No

(Enter 12, Questioned witnesses or suspects)

SIGNCOMPLAINT

FR: Did you or someone in your household sign a complaint against the offender to the police department or the authorities?

R: No

(Enter 2, No)

ARRESTMADE

FR: *Ask or verify*
As far as you know, was anyone arrested or were charges brought against anyone in connection with this incident?

R: No

(Enter 2, No)

AGENCYHELP

FR: 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?

R: Yes

(Enter 1, Yes)

TYPEOFAGENCY

FR: Was that a government or private agency?

R: A private agency

(Enter 2, Private)

CONTACTAUTHORITIES

FR: Have you (or someone in your household) had contact with any other authorities about this incident (such as a prosecutor, court, or juvenile officer)?

R: No

(Enter 2, No)

ANYTHINGFURTHER

FR: Do you expect the police, courts, or other authorities will be doing anything further in connection with this incident?

R: Yes, hopefully they'll make an arrest.

(Enter 1, Yes)

ANYTHINGFURTHERSPEC (Enter "Make an arrest")

DOINGATINCIDENTTIME

FR: What were you doing when this incident started?

R: I was walking to my car after shopping.

(Enter 14, On the way to or from other place)

JOBDURINGINCIDENT

FR: *Ask or verify*
Did you have a job at the time of the incident?

R: No

(Enter 2, No)

MAJORACTIVITY

FR: What was your major activity the week of the incident were you looking for work, keeping house, going to school, or doing something else?

R: Well, I'm taking college courses, but my major activity would be keeping house.

(Enter 2, Keeping house)

HHMEMLOSTWORKTIME

FR: Were there any household members 16 years or older who lost time from work because of this incident?

R: No

(Enter 2, No)

TYPETRANSPORTATION

FR: *Ask or verify*
You told me earlier you were on the way (to/from) some place when the incident happened.

What means of transportation were you using?

R: I was walking to my car.

(Enter 14, On foot)

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs.

Do you have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: No

(Enter 2, No)

DISABILITY_INTRO

FR: Research has shown that people with disabilities may be more vulnerable to crime victimization. The next questions ask about any health conditions, impairments, or disabilities you may have.

(Enter 1 to continue)

HEARING FR: Are you deaf or do you have serious difficulty hearing?

R: No

(Enter 2, No)

VISION FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No

(Enter 2, No)

LEARN_CONCENTRATE

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Concentrating, remembering or making decisions?

R: No

(Enter 2, No)

PHYSICAL_LIMIT FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Walking or climbing stairs?

R: No

(Enter 2, No)

DRESS_BATH FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Dressing or bathing?

R: No

(Enter 2, No)

LEAVING_HOME

FR: Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

R: No

(Enter 2, No)

(Interrupt and say)

Now you need to write a summary about the incident.

(Allow time)

Your summary should have included the following points:

Around 9:30 p.m., on (date) L5 was leaving a shopping mall when a 25-year-old male with a knife attacked and raped her, and then stole her purse which contained her wallet, about \$75, her driver's license and credit cards, and house keys. Rape, minor bruises and scratches are L5's injuries. No injury caused by knife. Offender had been drinking. Police contacted by a security officer, after L5 ran to security officer for help. Only the empty purse and her driver's license were returned to L5.

Are there any questions?

(Answer questions)

Now complete the next several screen items based the following information:

1. You don't need to make any changes to the summary.
2. The respondent didn't recall any additional incidents.
3. The incident is not a duplicate to any other incidents reported during the current and previous enumeration period.

(Allow time)

| | |
|----------------------|-----------------------------------|
| SUMMARYPROBE | (Enter 1 to continue) |
| INCIDENTTOADD | (Enter 2, No: NONE to add) |
| CRIME_END | (Enter 1 to continue) |
| ENDINCIDENT | (Enter 1 to continue) |
| ENSCREENER | (Enter 1 to continue) |
| INTRO_UNDUP | (Enter 1 to continue) |
| UNDUP_CURINC | (Enter 2, No) (Incident 1) |
| UNDUP_CURINC | (Enter 2, No) (Incident 2) |
| UNDUP_CURINC | (Enter 2, No) (Incident 3) |
| UNDUP_OLDINC | (Enter 2, No) |
| UNDUP_DONE | (Enter 1 to continue) |

_____, please continue the interview with **JOBLASTWEEK**.

| | |
|--------------------|--|
| JOBLASTWEEK | FR: Did you have a job or work at a business LAST WEEK? |
| | <i>If necessary:</i> Do not include volunteer work or work around the house. |
| | R: No |
| | (Enter 2, No) |

JOBDURINGREFPERIOD

FR: Did you have a job or work at a business DURING THE LAST 6 MONTHS?

R: No

(Enter 2, No)

BESTIME_NOSUNDAY (Enter 1 to continue)

ENDPERSON (Enter 1 to continue)

ENDSCREENER (Enter 1 to continue)

THANKYOU_CP FR: Six months from now we will be contacting you again. Thank you for your time. You've been very helpful.

(Interrupt and say)

In addition to thanking the respondent, you should also mention to the respondent that a supervisor may call them to conduct reinterview. If necessary, you may have to explain to the respondent what reinterview is. You can tell respondents that reinterview is a quality control measure used to evaluate your on-the-job performance whereby a sample of cases are recontacted to verify that the information collected was accurately recorded.

This concludes Megan Moe's interview and the last interview for the household. Now enter 1 to continue. (*Pause*)

Now at the **VERIFY** screen, enter 2 since you don't need to make any changes to the telephone number nor do you need to review or update the Interview Time Preferences. At the "Case Level Notes Editor" press F10 without entering any notes so you can return to the Case Management main screen to select another case to interview.

This concludes this practice exercise. Are there any questions?

(Answer questions)

PRACTICE EXERCISE #14– Completing Table X for Extra Units
*Case ID: 00000001***(Approximate time: 20 minutes)**

In this next exercise you will practice completing Table X for an EXTRA unit. An EXTRA unit is 1) 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 question, "Are there any other living quarters, either occupied or vacant, at this address?" 2) is associated with the sample unit and 3) is not likely to have a chance of being selected for sample.

Once again, highlight the case **101 Railroad Drive**. Take a look at the interview number and segment type designation displayed for this unit in the Assignment tab. (*Pause*) This case is a first time in sample case (Int #: 01) and is in an Area segment. Now get into the NCVS CAPI instrument to begin the interview.

(Allow time)

Since this is a first time in sample case, your initial contact with the household respondent must be by personal visit. Enter 3 at the **START_CP** screen. For this exercise, let's assume that the person who answers the door is at least 18 years of age and knowledgeable about the household and is also ready to complete the interview. So at the **GEN_INTRO_CP** screen enter 1, "Respondent available" and at the **CAPI_INTRO_B** screen enter 1 to continue to the interview.

(Allow time)

_____, please be our FR for this exercise. Remember to tell us what you enter at each screen.

GETLETTER_CP

FR: I'm here concerning the National Crime Victimization Survey. The Census Bureau is conducting a survey here and throughout the Nation to determine how often people are victims of crime. Did you receive our introductory letter in the mail?

R: I don't think so.

(Enter 3, Don't know)

VERADD_CP

FR: I have your address listed as

101 Railroad Drive
Any Town, AL 99997

Is that your exact address?

R: Yes it is.

(Enter 1, Same Address)

MAILINGSAME_CP

FR: Is your mailing address the same as your physical address?

R: Yes it is.

(Enter 1, Yes)

HUCOVERAGE FR: Are there any other living quarters, either occupied or vacant, at this address?

R: Yes

(Enter 1, Yes)

(Interrupt and say)

At the next screen you are given the following warning:

"You are about to begin asking questions about one or more additional living arrangements at this location to determine if they qualify as EXTRA UNITS!!

If you have accidentally reached this screen, PRESS "UP ARROW" to back up to the previous screen and correct an earlier entry."

Enter 1 to continue.

In the next series of questions you will be collecting address information for each additional unit found. You will also be asked specific questions that will determine whether or not the other living quarters qualify as EXTRA UNITS. For this exercise only one additional unit was found.

_____, please continue completing Table X.

EXTRAHNO FR: What is the exact address of this other living quarters?

R: 101 Railroad Drive
Unit A
Any Town, Alabama 99997

(Interrupt and say)

The address information for this unit is identical to that of the original sample unit except that the unit designation is "A". Therefore, press the tab key or use the right arrow key until you get to the EXTRA UNIT designation (**EXTRAUNITDES**) screen, then enter A.

(Allow time)

Now tab through the remaining address fields until you get to the "Any More" column at the **MOREEXTRA** screen. Since only one additional unit was found, enter 2 at this screen.

(Allow time)

Now complete the next four screens using the following information:

The unit is located in the same structure as the sample unit. The occupants live separately from all other persons on the property and they have direct access from the outside.

SAMESTRUCTURE (Enter 1, Yes)

INAGQ (Enter 2, No)

SEPARATENESS (Enter 1, Yes)

DIRECTACCESS (Enter 1, Yes)

(Allow time)

_____, please read out loud the FR instruction in the **TABXSPAWN** screen.

(TRAINEE: This other living quarters IS an extra unit. Do not include members of this unit as members of the current unit. They MUST be interviewed separately. Add the extra unit to your listing sheet according to the instructions in your Listing and Coverage manual.)

Thank you.

Enter 1 to continue. Now you are ready to interview the parent or original sample unit. Remember, you are not to include any members living in the extra unit as members of the original or parent unit. Enter 1 at the **TABX_FR** screen to continue.

_____, please continue as our FR.

TENURE

FR: *Ask or verify*
Are your living quarters
-- Owned or being bought by you or someone in
your household?
-- Rented for cash?

R: Rented for cash.

(Enter 2, Rented for cash)

STUDENTHOUSING

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

R: No

(Enter 2, No)

PUBLICHOUSING FR: Is this building owned by a public housing authority?

R: No

(Enter 2, No not public housing)

INDIANRESERVATIONHU

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

R: No

(Enter 2, No)

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

R: No

(Enter 2, No)

(Interrupt and say)

Now open your Workbook to page 17. Start by reading the three things to remember about **FARMSALES** and then complete the exercise at the bottom of page 17.

(Allow time)

Please read the exercise and question, and then give us your answer, _____.

(Trainee: Q: Jimmy Voe bought a cucumber farm two months ago. Since the time he bought the farm, he has sold about \$500 worth of cucumbers. The previous owner,

Carl Loe, indicated to Mr. Voe that he sold almost \$800 worth of cucumbers during the last three months that he owned the farm. Which precode do you enter in FARMSALES? A: I would enter precode 1, Yes.)

Thank you. Is this clear to everyone?

(If not, explain further.)

Now to help you through the next couple of questions, here is some additional information about the household. It is in a building consisting of two units each having direct access.

_____, please continue.

ACCESS (Enter 1, Direct)

TYPEOFHOUSINGUNIT (Enter 1, House, apartment flat)

NUMEROFUNITS FR: *Observe or ask* - How many housing units are in this structure?

R: About 2 units

(Enter 2, Two)

DIRECTENTRANCETOUNIT

FR: *Observe or ask* - Does the unit have an outside entrance, patio doors, or windows, etc. on the ground level or outside stairs leading directly to this unit?

R: Yes

(Enter 1, Yes)

GATEDWALLEDCOMMUNITY

FR: *Ask if unsure*

Is this unit in a gated or walled community that restricts access by non-residents or requires entry codes, key cards, or security guard approval to access?

R: No

(Enter 2, No)

RESTRICTEDACCESS FR: *Ask if unsure*

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

R: No

(Enter 2, No)

HHROSTER_FNAME FR: What are the names of all people living or staying here? Start with the name of the person or one of the people who owns this home.

R: I'm the only one who lives here. My name is Jason Smith.

(Enter Jason)

HHROSTER_LNAME **(Enter Doe)**

SEX FR: *Ask if necessary*
Is Jason Doe male or female?

R: Male

(Enter 1, Male)

HHMEMBER FR: Does Jason Doe usually live here?

R: Yes.

HHROSTER_FNAME FR: What are the names of all other people living or staying here?

R: There's no one else.

(Enter 999)

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

R: No

(Enter 2, No)

PICK1STHHRESP **(Enter 1, line number of Jason Doe)**

BRTHDATEMO FR: What is your date of birth?

R: September 16, 1978

(Enter 9, September)

BRTHDATEDY **(Enter 16)**

BRTHDATEYR **(Enter 1978)**

VFYAGE FR: That would make you 27 years old. Is that correct?

R: Yes

(TRAINEES may read a different age than displayed if training is conducted after 2008.)

(Enter 1, Yes)

MARITAL FR: *If in doubt, ask*
Are you now married, widowed, divorced, separated or have you never been married?

R: I've never been married.

(Enter 5, Never Married)

ARMEDFORCES

FR: Are you now in the Armed Forces?

R: No

(Enter 2, No)

EDUCATIONATTAIN

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

R: I really don't have time to answer any more questions.

(Interrupt and say)

The respondent tells you that he doesn't have the time to answer any more questions right now and closes the door. You must exit this case, so press F10. At the next screen, **REFCBBREAK_CP**, enter 3, "Breakoff" and a 2 at the **VERIFY** screen. *(Pause)* Then at the "Case Level Notes Editor" record that the respondent, Jason Doe, broke off the interview and you need to recontact the household to complete his interview.

(Allow time)

Now press the F10 function key or click on the F10 icon on the toolbar to exit the "Notes Editor." Next, click the "Yes" button to save the notes entered. *(Pause)*

_____, please read the note that shows after exiting the Case Notes Editor.

(TRAINEE: Check your listing references (the ALMI reference mode or paper address lists) to see if any of the EXTRA units is already listed. Each EXTRA unit that is listed already had a chance of selection and must not be interviewed. Give each of these

cases a noninterview of Type C – Unit already had a chance of selection. If there are still more than 15 eligible units, call your RO for subsampling instructions. For each unit that was subsampled out, give the case a noninterview of Type C – Removed during subsampling. Interview all remaining EXTRA units.)

Thank you.

Click OK at this screen and at the next screen, which acknowledges that the database was successfully updated.

Now look at your Case List. Notice that the original or parent sample unit is listed as well as the EXTRA unit. You can identify which case is the EXTRA unit by looking at the control number. EXTRA units have a serial number suffix starting with the letter Z. Highlight the EXTRA unit, **101 Railroad Drive**, and look at the Case ID. (*Pause*) The Case ID, which is another way to distinguish an EXTRA unit from the parent unit, begins with the same alpha character as the serial number suffix.

Remember, EXTRA units are separate from the parent unit so you will need to interview each EXTRA unit provided the unit doesn't already appear on your listing references or has been subsampled out.

This concludes this practice exercise. Are there any questions?

(Answer questions)

PRACTICE EXERCISE #15 – Series Incidents

Case ID: 00000001

(Approximate time: 1 hour)

In this exercise you will practice collecting incidents that are a series. Remember, series incidents are incidents of 6 or more that all occurred during the respondent's 6-month reference period, were reported all in the same screen item, are all very similar in nature, and the respondent can't describe them separately in enough detail.

Get back into the previous case, **101 Railroad Drive**, to complete Jason Doe's interview.

On your return visit to the household a couple of days later you find Jason Doe at home.

_____, please be our FR. Remember to tell us what you enter at each screen as you go through the interview.

START_CP (Enter 2 or 3, Personal interview)

GEN_INTRO_CP (Enter 1, Respondent available)

INTRO_PARTIAL_CP FR: Hello, this is (TRAINEE'S NAME) from the U.S. Census Bureau. We completed part of your interview for the National Crime Victimization Survey and would like to finish it now.

R: OK

(Enter 1, Proceed with interview)

(Interrupt and say)

You don't need to re-ask the respondent questions that were answered when you conducted the interview earlier. Therefore, press the "END" key to resume the interview at the question where the interview was terminated. For this case, the interview ended at the **EDUCATIONATTAIN** question.

_____, please continue the interview.

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

R: I have a Bachelor's degree.

(Enter 16, Bachelor's degree)

ATTENDINGSCHOOL FR: Are you currently attending or enrolled either full-time or part-time in a college or university, trade, or vocational school?

R: No

(Enter 5, None of the above schools)

SP_ORIGIN FR: *SHOW FLASHCARD*

Are you Spanish, Hispanic, or Latino.

R: No

(Enter 2, No)

RACE

FR: *(SHOW FLASHCARD)*

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

- White
- Black or African American
- American Indian
- Asian
- Native Hawaiian or Other Pacific Islander

R: I'm White.

(Enter 1, White)

ROSTERREVIEW

(Enter 1, Yes)

TIMEATADDRESS

FR: Before we get to the crime questions, I have some questions that are helpful in studying where and why crimes occur.

How long have you lived at this address?

R: 6 years.

(Enter 6)

BUSINESS

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

R: No

(Enter 2, No)

SQTHEFT

FR: I'm going to read some examples that will give you an idea of the kinds of crimes this study covers. As I go through them, tell me if any of these happened to you in the last 6 months, that is, since (date).

Was something belonging to YOU stolen, such as –

- Things that you carry, like luggage, a wallet, purse, briefcase, book
- Clothing, jewelry, or cellphone
- Bicycle or sports equipment-
- Things in your home - like a TV, stereo, or tools
- Things outside your home such as a garden hose or lawn furniture
- Things belonging to children in the household
- Things from a vehicle, such as a package, groceries, camera, or CDs

OR

- Did anyone ATTEMPT to steal anything belonging to you?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQBREAKIN

FR: Has anyone

screen,

-- Broken in or ATTEMPTED to break into your home by forcing a door or a window, pushing past someone, jimmying a lock, cutting a

or entering through an open door or window?

-- Has anyone illegally gotten in or tried to get into a garage, shed, or storage room?

OR

-- Illegally gotten in or tried to get into a hotel or motel room or vacation home where you were staying?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTOTALVEHICLES

FR: What was the TOTAL number of cars, vans, trucks, motorcycles, or other motor vehicles owned by you or any other member of that household during the last 6 months? Include those you no longer own.

R: Just one car

(Enter 1)

SQMVTHEFT

FR: During the last 6 months, was the vehicle -

-- Stolen or used without permission?

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

-- Did anyone steal any gas from it?
OR

-- Did anyone ATTEMPT to steal any vehicle or parts attached to it?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQATTACKWHERE

FR: Since (date), were you attacked or threatened OR did you have something stolen from you

- At home including the porch or yard
- At or near a friend's, relative's, or neighbor's home
- At work or school
- In places such as a storage shed or laundry room, a shopping mall, restaurant, bank, or airport
- While riding in any vehicle
- On the street or in a parking lot
- At such places as a party, theater, gym, picnic area, bowling lanes, or while fishing or hunting

OR

-- Did anyone ATTEMPT to attack or ATTEMPT to steal anything belonging to you from any of these places?

Ask only if necessary

Did any incidents of this type happen to you?

R: Yes

(Enter 1, Yes)

SQATTACKWHERE TIMES

FR: How many times?

R: It's happened about 10 times.

(Enter 10)

SQATTACKWHERE SPEC

FR: What happened?

R: Someone kept taking my newspaper off my porch.

(Enter: Newspaper taken from L1's porch 10 times.)

SQATTACKHOW

FR: Other than any incidents already mentioned, has anyone attacked or threatened you in any of these ways?

- With any weapon, for instance, a gun or knife
- With anything like a baseball bat, frying pan, scissors, or stick
- By something thrown, such as a rock or bottle
- Include any grabbing, punching, or choking,
- Any rape, attempted rape, or other type of sexual attack
- Any face to face threats

OR

- Any attack or threat or use of force by anyone at all? Please mention it even if you are not certain it was a crime.

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQTHEFTATTACKKNOWNOFF

FR: 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-

- Someone at work or school
- A neighbor or friend
- A relative or family member
- Any other person you have met or known?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQSEXUAL

FR: Incidents involving forced or unwanted sexual acts are often difficult to talk about. Other than any incidents already mentioned, have you been forced or coerced to engage in unwanted sexual activity by -

- Someone you didn't know before -
- A casual acquaintance -

OR

- Someone you know well?

Ask only if necessary

Did any incidents of this type happen to you?

R: No

(Enter 2, No)

SQCALLPOLICECRIME

FR: During the last 6 months, other than any incident(s)

already mentioned, did you call the police to report something that happened to YOU which you thought was a crime?

R: No

(Enter 2, No)

SQNOCALLPOLICECRIME

FR: During the last 6 months, other than any incident(s) already mentioned, did anything which you thought was a crime happen to YOU, but you did NOT report to the police?

R: No

(Enter 2, No)

IDENTITYTHEFTINTRO1

FR: The next few questions are related to identify theft. They refer to episodes of identity theft discovered by you or anyone in your household during the last 6 months.

(Enter 1 to continue)

IDTHEFTCREDITCARD

FR: Since (date) have you or anyone in your household discovered that someone -

Used or attempted to use any existing credit cards or credit card numbers without permission to place charges on an account?

R: No

(Enter 2, No)

IDTHEFTACCOUNTS FR: Used or attempted to use any existing accounts other

than a credit card account - for example, a wireless telephone account, bank account or debit/check cards without the account holder's permission to run up charges or to take money from accounts?

R: No

(Enter 2, No)

IDTHEFTPERSONALINFO

FR: Used or attempted to use personal information without permission to obtain NEW credit cards or loans, run up debts, open other accounts, or otherwise commit theft, fraud, or some other crime?

R: No

(Enter 2, No)

(Interrupt and say)

This concludes the **screen questions** for Jason Doe. No one besides the respondent was present for the screen questions so at the **PRESENTFORSQS** screen enter 12.

The **INC_REPORTS** screen tells you that 10 incidents were reported by the respondent. Enter 1 to continue the interview.

_____, please continue with the incident questions.

INCIDENTINTRO

FR: You said before that during the last 6 months your newspaper was taken from the porch 10 times.

(Enter 1 to continue)

INCIDENTDATE FR: In what month did the first incident happen?
R: March

(For training, make sure the month the incident occurred falls WITHIN the reference period. Refer to chart on page 9-290.)

(Enter 3)

INCIDENTNUMBEROFTIMES

FR: *Ask or verify*
Altogether, how many times did this
type of incident happen during the last 6 months?
R: About 10 times

(Enter 10)

INCIDENTSIMILAR FR: *If unsure ask* – Are these incidents similar to each
other in detail or are they for different types of crimes?

R: They are all similar to one another.

(Enter 1, Similar)

RECALLDETAILS FR: *If unsure ask* - Can you recall enough details of each
incident to distinguish them from each other?

R: No I can't.

(Enter 2, No (is a series))

INCIDENTTIME FR: The following questions refer only to the most recent
incident.

About what time did the most recent incident happen?

R: It happened sometime before I left for work in the morning probably around 6 o'clock.

(Enter 11, After 6 a.m. – 12 noon)

INCIDENTPLACE

FR: In what city, town, or village did this incident occur?

R: Right here in Any Town.

(Enter 3, Same city/town/village as present residence)

INCIDENTAIR

FR: Did this incident occur on an American Indian Reservation or on American Indian Lands?

R: No

(Enter 2, No)

LOCATION_GENERAL

FR: Did this incident happen

-- In your home or lodging?

-- Near your home or lodging?

R: It happened on my porch.

(Interrupt and say)

You need to probe to find out if the porch is enclosed or unenclosed. Enclosed structures on the respondent's property, such as an enclosed porch, garage, or shed, are included in category 11 as being **IN** the respondent's home or lodging. Unenclosed structures on the respondent's property are included in category 12, "Near home or lodging"

FR: Is this an enclosed or unenclosed porch?

R: Unenclosed

(Enter 12, Near your home or lodging)

LOCATION_NEAR_HOME

FR: *Ask or verify*
Where near your home or lodging did this incident happen?

R: On my porch

(Enter 15, Own yard, sidewalk, driveway, etc.)

INSIDEOROUT

FR: *Ask or verify*
Did it happen outdoors, indoors, or both?

R: Outdoors

(Enter 2, Outdoors)

FARFROMHOME

FR: *Ask or verify*
How far away from home did this happen?

R: It was at my home.

(Enter 1, At, in, or near the building containing the respondent's home or next door)

HHMEMBERPRESENT

FR: *Ask or verify*
Were you or any other household member present when this incident occurred.

R: No

(Enter 2, No)

KNOWLEARNOFFENDERS

FR: Do you know or have you learned anything about the

offender for instance, whether there was one or more than one offender involved, whether it was someone young or old, or male or female?

R: No

(Enter 2, No)

THEFT

FR: *Ask or verify*

Was something stolen or was taken without permission that belonged to you or others in the household?

R: Yes

(Enter 1, Yes)

WHATWASTAKEN

FR: What was taken that belonged to you or others in the household?

R: Newspaper

(Enter 36, Other specify)

FR: Anything else?

R: No

(Press Enter)

WHATWASTAKEN_SPEC (Enter "Newspaper")

WHOOWNEDSTOLENPROPERTY

FR: Did the stolen property belong to you personally, to someone else in the household, or to both you and other household members?

R: The newspaper belonged to me.

(Enter 1, Respondent only)

ARTICLEINCAR

FR: *Ask or verify*
Was the article IN or ATTACHED to a motor vehicle when it was taken?

R: No

(Enter 2, No)

OTHERONPERSON

FR: *Ask or verify*
Was there anything the offenders took directly from you, for instance, from your pocket or hands, or something that you were wearing?

R: No

(Enter 2, No)

PROPERTYVALUE

FR: What was the value of the PROPERTY that was taken? Include recovered property. (If jointly owned with nonhousehold members, include only share owned by household members.)

R: 50 cents

(Round to whole dollar, Enter 1)

DECIDEDVALUE

FR: How did you decide the value of the property that was taken?

R: That's the cost of the paper each day.

(Enter 11, Original cost)

FR: Any other way?

R: No

(Press ENTER)

ALLPARTRECOVERED

FR: Was all or part of the stolen property recovered, not counting anything received from insurance?

R: No

(Enter 3, None)

RECOVEREDINSURANCE

FR: Was the theft reported to an insurance company?

R: No

(Enter 2, No)

DAMAGED

FR: Other than any stolen property, was anything that belonged to you or other members of the household damaged in this incident?

R: No

(Enter 2, No)

POLICEINFORMED

FR: Were the police informed or did they find out about this incident in any way?

R: No

(Enter 2, No)

NOTREPORTEDPOLICE

FR: What was the reason it was not reported to the police?

R: Because it was so minor.

(Enter 13, Minor or unsuccessful crime)

FR: Any other reason?

R: No

(Press Enter)

AGENCYHELP

FR: 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?

R: No

(Enter 2, No)

DOINGATINCIDENTTIME

FR: *Ask or verify* - What were you doing when this incident happened?

R: Probably sleeping

(Enter 18, Sleeping)

JOBDURINGINCIDENT

FR: *Ask or verify* - Did you have a job at the time of the incident?

R: Yes

(Enter 1, Yes)

LOSTOTHERWORKTIME

FR: Did you lose any 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?

R: No

(Enter 6, None)

SERIESNUMTIMES

FR: 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.

R: About 10 times

(Enter 10)

(Interrupt and say)

In the next questions you will record how many incidents from the series happened in each quarter that falls within the reference period.

_____, please continue.

SERIESWHICHMONTHQ1

FR: In what month or months did these incidents take place?

R: They all happened in March.

(Enter 10)

(Interrupt and say)

Because all 10 incidents have been accounted for in Quarter 1, you don't need to enter a number in the next two questions for Quarters 2 and 3; however, you **do need** to enter zero to move on.

SERIESWHICHMONTHQ2 (Enter 0)

SERIESWHICHMONTHQ4 (Enter 0)

SERIESLOCATION FR: Did all, some, or none of these incidents occur in the same place?

R: They all happened in the same place.

(Enter 1, All in the same place)

SERIESOFFENDER FR: Were all, some, or none of these incidents done by the same person(s)?

R: I don't know.

(Enter 4, Don't know)

SAMETHINGEACHTIME

FR: Did the same thing happen each time?

R: Yes

(Enter 1, Yes)

TROUBLEONGOING FR: Is the trouble still going on?

R: No

(Enter 2, No)

WHATENDEEDIT FR: What ended it?

R: I don't know

(Press Ctrl+D, then press Enter)

(Interrupt and say)

In the next screen, **SERIESCONTACTORNOT**, you are asked to select the explanation that best describes the series of crimes reported. If more than one category describes the series of incidents, enter the precode with the lowest number. For example, if categories 21 and 22 apply, select category 21. For this series of crimes, only one category applies. Enter 21 at this screen.

_____, please continue the interview.

INCIDENTHATECRIME

FR: Hate crimes or crimes of prejudice or bigotry occur when offenders target people because of one or more of their characteristics or religious beliefs.

Do you have any reason to suspect the incident just discussed was a hate crime or crime of prejudice or bigotry?

R: I really don't know.

(Press Ctrl+D, then press Enter)

DISABILITY_INTRO FR: Research has shown that people with disabilities may be more vulnerable to crime victimization. The next questions ask about any health conditions, impairments, or disabilities you may have.

(Enter 1 to continue)

HEARING FR: Are you deaf or do you have serious difficulty hearing?

R: No

(Enter 2, No)

VISION

FR: Are you blind or do you have serious difficulty seeing even when wearing glasses?

R: No

(Enter 2, No)

LEARN_CONCENTRATE

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Concentrating, remembering or making decisions?

R: No

(Enter 2, No)

PHYSICAL_LIMIT

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Walking or climbing stairs?

R: No

(Enter 2, No)

DRESS_BATH

FR: Because of a physical, mental, or emotional condition, do you have serious difficulty:

Dressing or bathing?

R: No

(Enter 2, No)

LEAVING_HOME FR: Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

R: No

(Interrupt and say)

Keep in mind that when a respondent reports multiple incidents, you will only have to ask the set of disability questions you just went through once per respondent. However, if the respondent reports a disability, the respondent will be asked one or two disability questions for each subsequent interview but not the entire series.

Now write a summary about the incident. Remember, you are limited to 300 characters. Also, remember to answer the WHO, WHAT, WHEN, and HOW questions. Such as who the offender was, who did the property belong to, what happened, what the respondent was doing, where it happened, and so forth.

(Allow time)

At the **SUMMARYPROBE** screen you don't need to edit or enter any more summary text, so enter 1 to continue. Also enter a 1 at the **ENDINCIDENT** screen to continue the interview.

We will continue the interview for this case in the next practice exercise so keep the case open. But first, are there any questions about what we have covered so far with handling series incidents?

(Answer questions)

PRACTICE EXERCISE #16 – Adding an Incident*Case ID: 00000001***(Approximate time: 30 minutes)**

Now let's continue Jason Doe's interview. During the interview, he recalled that someone stole his car tools, which he hadn't reported in the screen questions. At the **INCIDENTTOADD** screen, enter 1 indicating that another incident is needed for this person.

The next screen, **INCIDENTNUMTOADD**, asks you how many incidents you want to add. Since the respondent mentioned only one incident, enter 1 at this screen. *(Pause)* Now, in **INCIDENTTOADDWHY** enter a description of the incident you are adding. For example, enter "L1's car tools stolen."

(Allow time)

Now we'll complete an incident report for the newly added incident.

_____, please continue the interview.

INCIDENTINTRO

FR: You said before that during the last 6 months your car tools were stolen.

(Enter 1 to continue)

INCIDENTDATE FR: In what month did this incident happen?

R: September

(For training, make sure the month the incident occurred falls OUTSIDE the reference period. Refer to chart on page 9-290.)

(Enter 9)

FR: Did you say September?

R: Yes

(Interrupt and say)

Remember, when you enter a month that is outside the reference period, a soft edit pops up for you to verify with the respondent the answer provided. Since the respondent confirmed that his answer is correct, click on the "Suppress" button to accept the entry.

_____, please continue.

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

(Enter 1 to continue)

INCIDENTDATEPROBE

FR: Did you have anything like this happen between
(date) and (date)?

R: No

(Enter 2, Deletes the current incident entered)

(Interrupt and say)

At the **INC_REDUCE** screen, you need to explain why the incident is being deleted, such as the incident is out-of-scope or outside the reference period. Enter a reason.

(Allow time)

At the **INCIDENTTOADD** screen enter 2 since you don't have any more incidents to add. *(Pause)* The next screen, **CRIME_END**, tells you that you have completed all incident reports for Jason Doe. Enter 1 to continue. Also, enter 1 at the **ENDINCIDENT** screen and a 1 at the **ENDSCREENER** screen, which tells you that there are no more incidents to report. *(Pause)*

Now complete the incident unduplication screens.

INTRO_UNDUP **(Enter 1 to continue)**

UNDUP_DONE **(Enter 1 to continue)**

(Allow time)

_____, please continue the interview with the employment questions.

JOBLASTWEEK FR: Did you have a job or work at a business LAST WEEK?

If necessary: Do not include volunteer work or work around the house.

R: Yes

(Enter 1, Yes)

JOBDESCRIPTION FR: *Ask or verify*
Which of the following best describes your job?
Were you employed in the - -

Medical Profession?
Mental Health Services Field?
Teaching Profession?
Law Enforcement or Security Field?
Retail Sales?
Transportation Field?
Something else?

R: It's something else. I'm a real estate agent.

(Enter 17, Something else)

JOBDESCRIPTIONSPEC (Enter "Real estate agent")

EMPLOYERTYPECURRENT

FR: *Ask or verify*
Is your job with a private company, business, or individual for wages?

R: Yes

(Enter 1, A private company, business, or individual for wages)

COLLEGEEMPLOYER FR: Are you employed by a college or university?

R: No

(Enter 2, No)

CURRENTJOBMSATYPE

FR: While working at your job, do you work mostly in
-- A city?
-- Suburban area?
-- Rural area?

OR

-- Combination of these?

R: Suburbs

(Enter 2, Suburban area)

HOUSEHOLDINCOME FR: *SHOW FLASHCARD*
What is 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.

R: It's about \$32,000

(Enter 20, \$30,000-\$34,999)

TELEPHONEINUNIT FR: Is there a telephone in this home? Please include cell phones, regular phones, and any other type of telephone service.

R: Yes

(Enter 1, Yes)

TELEPHONENUMBERFIRST

FR: What is the telephone number?

R: 991-555-1134

(Enter 9915551134)

TELEPHONETYPE1ST FR: What type of phone is this for example, a home, office, or cell phone?

R: Home

(Enter 1, Home)

TELEPHONECK **(Enter 2, No, you don't want to ask for a second phone number)**

TELEPHONEACCEPTABLE

FR: Is a telephone interview acceptable?

R: Yes

(Enter 1, Yes)

(Interrupt and say)

The respondent doesn't mention any specific day or time to call the household, so at the **BESTTIME_NOSUNDAY** screen enter 1 to continue.

_____, please continue the interview.

OTHER_LANGUAGE FR: *Ask or verify*
Do any eligible members in this household require that their interview be conducted in a language other than English?

R: No

(Enter 2, No)

ENDPERSON **(Enter 1 to continue)**

ENDSCREENER **(Enter 1 to continue)**

THANKYOU_CP FR: Six months from now we will be contacting you again. Thank you for your time. You've been very helpful.

(Enter 1 to continue)

At the **VERIFY** screen enter 2 since you don't need to make any changes to the telephone

number and you don't need to access the Interview Time Preferences application. Also, you don't need to enter anything in the "Case Level Notes Editor," so press the F10 function key to exit the "Notes Editor" and to return to Case Management.

(Allow time)

This concludes this practice exercise. Are there any questions?

(Answer questions)

**PRACTICE EXERCISE #17– Accessing the NCVS
CAPI Spanish Instrument**
Case ID: 00R00003

(Approximate time: 15 minutes)

This next practice exercise covers accessing the Spanish NCVS CAPI instrument. Highlight the case **103 Riverside Blvd.** If you recall, this was a replacement household. You started to interview John Zoe, who was the original household respondent, but because he was unable to complete the interview you selected a new household respondent, Maria Zoe, since she was present and willing to complete her interview at the time of your visit. Since your initial contact with the household respondent was by personal visit, survey procedures allow you to finish interviews with remaining household members by telephone. Rosa Nombre, Maria's mother, still needs to be interviewed in addition to John Zoe. Get into the CAPI instrument for this case.

(Allow time)

At the **START_CP** screen notice that the “Case Status” no longer says “New Case.”

_____, please read what is now displayed for “Case Status.”

(TRAINEE: *Household respondent complete*)

Thank you.

Since you completed the household respondent’s interview, the status for this case

changed. As mentioned earlier in training, the “Case Status” measures the progress of the case throughout the interview process.

Now enter 1, Telephone interview, at the **START_CP** screen. *(Pause)* At the next screen, look at the "STATUS" column which tells you the interview status of each eligible household member. Notice that John Zoe interview status says "Need Self" rather than a "Partial." This is because his interview ended before the **TIMEATADDRESS** question. Maria Zoe’s interview is done and Rosa Nombre’s interview has not been started. *(Pause)*

Now enter a 1 at the **SHOW_CP_ROSTER** screen and also at the **SHOW_INFO_CP** screen.

(Allow time)

At the **WHOTOCALL_CP** screen, enter 3, Rosa Nombre's line number. *(Pause)*

At the **DIAL_CP** screen someone answers the phone so enter 1. *(Pause)* At the **HELLO_1_CP** screen you introduce yourself to the person who answers the telephone and ask to speak with Rosa Nombre. The person you are speaking to tells you in Spanish that she doesn’t speak English. If you speak Spanish you can toggle to the NCVS Spanish instrument to continue the interview.

Let's take a look at the NCVS Spanish instrument. At the **HELLO_1_CP** screen, press the SHIFT and F5 keys. *(Pause)* At the “Form Languages” screen arrow down to “E S P” which is the name for the NCVS Spanish instrument. Then click OK. *(Pause)* Notice

that the question text and answer categories are now in Spanish. You are now ready to complete the interview in Spanish.

Let's go through a couple of screens in the Spanish instrument. You are speaking to Rosa Nombre so enter 1, "This is the correct person" at the **HELLO_1_CP** screen. *(Pause)* At the **INTRO_REC_CP** screen, the respondent agrees to be interviewed so enter 1 to proceed with the interview. Also enter 1 at the **INTERVIEWSTATUS** screen to continue the interview.

You are now ready to begin asking the survey questions starting with the **TIMEADDRESS** question. For this exercise, let's assume that Rosa Nombre tells you she really doesn't have the time right now to complete the interview and to call her back later around 8 o'clock. Before you set a call back appointment for Rosa Nombre, let's practice how to toggle back to the English version of the NCVS CAPI instrument. Keep in mind that you **don't** need to be back into English version of the instrument to exit the case or to set a callback appointment. The intent of this exercise is to show you how to toggle or move between instruments.

Press the **SHIFT** and **F5** keys again and then arrow **up** to "E N G." *(Pause)* Click **OK** to return to the English NCVS CAPI instrument.

Now let's set a call back appointment for Rosa Nombre. Press the **F10** function key. At the **REFCBBREAK_CP** screen enter 2, Callback. Then at the **PERSAPPT** screen press **Ctrl+F7** to enter appointment information for Rosa Nombre in the Case Level Notes. Enter a note that you need to call back Rosa Nombre to complete her interview.

When you are done entering a note, exit the "Notes Editor" and be sure to save the information entered then enter 1 at **PERSAPPT** to continue.

At the **THANKYOU_INDV** screen enter 1 after thanking the respondent. (*Pause*) Now, enter 2 at the **VERIFY** screen. (*Pause*) At the "Case Level Notes Editor" if you have any other notes you want to enter you can do that now, otherwise press F10 to exit to return to the "Case List."

(Allow time)

Although you still need to complete John Zoe's interview, for this exercise you are not going to get back into the case to complete his interview.

This concludes this exercise. Are there any questions?

(Answer questions)

PRACTICE EXERCISE #18– Unscripted Paired Practice Interview
Case ID: Z0000001
(Approximate time: 30 minutes)

In this last exercise, you will pair up with another trainee and practice completing an interview for the EXTRA unit located at **101 Railroad Drive**. You have 30 minutes to complete this exercise. You won't have a scripted interview to follow so you need to create your own scenario; however, include in your scenario an incident that occurred at the respondent's worksite.

Now partner up with another trainee.

(Allow 25 minutes)

(At the end of this practice exercise, make sure all trainees have returned to Case Management)

These practice exercises have exposed you to Case Management and the NCVS CAPI instrument. This instrument will continue to evolve and enhancements will be made to it, so we encourage your recommendations. Every attempt will be made to address your needs as much as possible in future enhancements of the instrument, provided they are within the scope of the survey procedures. *(Pause)*

When you return home after this training is over, you may want to practice some more using the NCVS Case Management and survey instruments. You can practice using the

same cases you used throughout this training session. However, you have to first uninstall your training file and then reinstall the file in Case Management in order to restart **all** of your cases. To uninstall your cases press the **F12** function key and to reinstall your cases press the **F5** function key.

Are there any questions?

(Answer questions)

Reference Period

| MONTH | WITHIN REFERENCE PERIOD | OUTSIDE REFERENCE PERIOD |
|------------------|--------------------------------|---------------------------------|
| January | July-December | January-June |
| February | August-January | February-July |
| March | September-February | March-August |
| April | October-March | April-September |
| May | November-April | May-October |
| June | December-May | June-November |
| July | January-June | July-December |
| August | February-July | August-January |
| September | March-August | September-February |
| October | April-September | October-March |
| November | May-October | November-April |
| December | June-November | December-May |

Chapter 10 – Transmission of Work

(Approximate time: 30 minutes)

Instructor Preparation

- If available, make sure the projection device is set up.
- Make sure all trainees are logged into their laptops and using AC power. (*Ensure all trainees have access to electrical outlets to plug in their laptop computers. If necessary, assist the trainees using extension cords or adaptors and connection to outlets in the training room.*)

Objective:

- Provide trainees with instructions on how to transmit completed work to Headquarters.

Materials Needed:

Trainee

- Laptop computer

Trainer

- Laptop computer
- Projection device

Now let's review the process you need to follow for transmitting your completed cases to Headquarters. As mentioned earlier, a case is ready to be transmitted if it doesn't require any more follow-up contacts. This is because you interviewed all eligible members in the household, completed an interview with one or more eligible members and made every attempt to interview other household members but were unsuccessful, or the entire household was a Type A, B, or C noninterview.

There are several things you must do before you can transmit your cases. The first thing you need to do at home is to connect your modem to your laptop. Shut down your laptop before you connect your modem. Then make sure that your laptop is plugged into an electrical outlet. Do not make any transmissions on battery power, as the battery may fail during a transmission. Turn your laptop on and log on. Next, every day that you do work, make sure that you enter your payroll data. You must enter your payroll data before you can begin the backup process and in turn begin the transmission process.

Let's take a look at the "Backup" application. This application is one of your System Tools. The System Tools folder is located on your Desktop. To get to your main Windows Desktop, exit Case Management. (*Pause*) Now click on the System Tools folder and then click on "Backup" from the System Tools submenu. You will see a "Backup Message."

_____, please read what the message says.

(TRAINEE: *The Backup process completed successfully.*)

Thank you. Click "OK" to continue.

You won't be able to do this in training but when you select OK, your computer will back up all your work to the hard drive. Your database, and all your surveys will already be checked to be backed up. If you don't want any items backed up you need to uncheck the item. When the items are checked or unchecked the way you want them, press Enter to begin the backup process. If all of your files were successfully backed up, you will see a

message that tells you that the backup process was completed successfully. However, if your files were not backed up successfully, you will see a message that tells you that the backup process did not complete successfully. If your files did not back up successfully, you need to try to back them up again. If your files are not backed up successfully after two attempts, contact the regional office.

Now click the “Cancel” button. Close the System Tools submenu by clicking on the “X” located in the top, right corner of the System Tools screen.

(Allow time)

Once you have entered your payroll data and backed up your work, you are ready to transmit your work. The Transmission program is a separate icon on your Desktop. Before you can actually enter the transmission program, you will be reminded to prepare your payroll information.

Let’s go over the three ways you can enter the transmission program from your Desktop. The first way to enter this program is by using the arrow keys on your keyboard. Arrow to the “Transmission” icon on your Desktop and then press Enter. **(Pause)** When you enter the transmissions program a “Confirm Backup” pop-up screen appears, reminding you to back up your work before making a transmission. If you haven’t backed up your work, click the “Yes” button to cancel the transmission so you can back up your cases. Click the “Yes” button. Then click OK to cancel the transmission.

The second way to enter the transmission program is to move your mouse arrow onto the

“Transmission” icon and either double click the left touch pad button or tap the touch pad. Try this now. *(Pause)* Now click the “Yes” button on the “Confirm Backup” screen and then OK to cancel the transmission. *(Pause)*

The third way to enter the transmission program is to move your mouse arrow onto the “Start” button located at the bottom left of your screen. *(Pause)* Single click the left touch pad button or tap the touch pad. *(Pause)* A menu will appear. Highlight “Programs.” *(Pause)* A second menu will appear. Highlight “Transmissions” and then click the left touch pad button or tap the touch pad. *(Pause)* Now at the “Confirm Backup” screen click the “No” button. You are taken to the main transmission screen that lists all your surveys. To transmit your NCVS cases, highlight “NCVS.” When you are sending work in, you need to select your type of transmission. There are three types of transmissions, Daily, Final, and Special. Think of a “Daily” transmission as your regular transmission because it’s the one you’ll almost always choose. A daily transmission sends completed cases and partially completed cases on which no further work is possible. To select “Daily transmission” you can either key the letter D or click on the radio button preceding the word "Daily." *Try this now.*

(Allow time)

Select “Final transmission” at the end of the survey period. Your survey supervisor will inform you of the closeout date each month. To select Final transmission you can either key the letter F or click on the radio button preceding the word. The third type of transmission is Special transmission. Use this transmission type only when specifically instructed to by the RO or by someone at Headquarters. Keep in mind that if you don’t

choose a transmission type, NONE of your work goes in for that survey.

Notice that the main transmission screen displays a “Preset transmission” time. Everyone is assigned a different time to transmit their work to prevent communications traffic jams at the Headquarters server. This time is known as your “Preset Transmission Time.” Do not change this time unless specifically instructed to do so.

If you want to exit the transmissions program without transmitting your work, press the F10 function key or click on the F10 icon on the toolbar. If you are ready to transmit your cases press F12. Do that now. (**Pause**) You’ll see a Transmission Dialog box that asks you to select the type of transmission you want to make. Your choices are either “Preset Transmission” or “Immediate Transmission.” Always accept the default, which is the “Preset Transmission,” by pressing Enter or click OK. **Do not** choose “Immediate Transmission” unless specifically instructed to do so. Since the "Preset Transmission" time is pre-selected, press Enter or click OK. You will receive a Transmission Confirmation that informs you that the file preparation for the transmission is completed and the time that the transmission will occur. Click OK at the screen. In a few moments you will see the "Preset Transmission Countdown" scheduler that tells you the current time and how much time remains before the transmission begins. If you click the "Cancel" button you'll cancel your entire transmission, not just the screen. For your transmission to go through, you would then have to start the transmission application all over again.

Do not set up your laptop for a pre-set transmission more than five hours before your pre-set transmission time. This is because the security software on the laptops is designed to

time out after five hours of inactivity. If you do not observe this five-hour limit, you will still be able to transmit but assignments that may be picked up during the transmission will not load onto your laptop.

If you have work to do on your laptop and the Countdown scheduler is in your way, just minimize the screen and do your other work. To minimize the Countdown scheduler screen, click the minimize button. This is the first box located at the top-right corner of the screen. It looks like an underscore.

Does everyone see the minimize button?

(Help trainees who may be having difficulty locating the minimize button.)

Remember once you begin the transmission process **ALWAYS** keep your laptop computer turned on until after your transmission is completed.

After you transmit, go into the CM Log Viewer by clicking on the desktop icon. Do that now. Check the TRANSLOG.MAI file for errors after every transmission. Click on that now, and you'll see a list of messages about your most recent transmission. If you see a message that indicates that the transmission was unsuccessful, such as "Error decrypting assignment file," or "User login failed," copy down the exact wording of the message and call your Regional Office supervisor with this information so that the error can be resolved.

If you need to make an immediate transmission to pick up cases, you must select NCS in

order to pick up (or send) those cases. For a pre-set transmission, there is no need to select NCS unless you are sending in NCS cases.

Now click the “Cancel” button at the Countdown scheduler screen. Then, at the "Scheduler cancellation" screen click "Yes" to cancel your transmission.

Are there any questions about what we covered?

(Answer questions)

Before we begin discussing several administrative topics, let me go over how to refresh your NCVS training cases if you want to practice using Case Management and the NCVS CAPI instrument when you leave today and before you begin your NCVS CAPI assignment.

Let's go through the process now. First, make sure you have exited both the NCVS CAPI instrument and Case Management by pressing the F10 function key in both applications.

(Allow time)

At your Desktop, double click on the icon named “Training” to access Training Case Management. **(Pause)** Highlight “NCVS” on the “Survey List” and click the OK button or press Enter. **(Pause)** When the Training Case Management main screen appears, highlight “NCS Classroom” training. To uninstall your training cases, press the F12 function key. **(Pause)** At the "Confirmation" screen click the "Yes" button to confirm

that you want to uninstall the training cases. (*Pause*) When you get a message that the un-installation of the training cases was successful, click OK. You should now see a "Y" in the "Need to Install" column, which indicates that your cases need to be installed. Now press the F5 function key to install your training cases. (*Pause*) At the "Confirmation" screen click the "Yes" button to confirm that you want to install the training cases. (*Pause*) When you get a message that the installation of the training cases was successful, click OK. You should now see an "N" in the "Need to Install" column, which indicates that your cases don't need to be installed.

Are there any questions?

(Answer questions)

Chapter 11 – Performance and Supervisory Topics (Approximate time: 30 minutes)

Instructor Preparation:

- Review the RO procedures on the measures used to evaluate the performance of NCVS field representatives.
- Review other RO administrative topics to discuss that were not covered in Lesson 2.

Objectives:

- Provide trainees with an understanding of the measures in place to evaluate their performance as NCVS field representatives.

The final part of this training covers the production and quality standards expected of you as well as other administrative topics.

As an NCVS field representative, there are established measures for various elements of your job and that your performance is evaluated on a continuing basis based upon these measures. The success of the NCVS is dependent on accurate and complete information. We count on you, our field representatives, to help us succeed in this effort.

We hope that you will always strive for the highest level of quality and productivity in your NCVS work. We also realize that a new field representative cannot be expected to start out with an "outstanding" performance rating. However, we expect you to do your best and to improve as you gain more interviewing experience using the NCVS CAPI instrument.

This survey operates on a fixed budget. The only way we can conduct the NCVS on schedule and within budget is with your cooperation. We depend on you to conduct your work accurately and efficiently. Therefore, the importance of completing a sufficient number of NCVS interviews within the specified interview period is not only important from a cost standpoint, but also is essential for meeting the survey's processing schedules.

The following are some pointers for saving survey costs and time without sacrificing accuracy:

- With the exception of holidays, always begin your assignment on the first working day of the month. Try to complete your work 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.
- Conduct interviews with units in sample for their second through seventh interview by telephone. We realize that there will be times when this is not possible such as when the unit was a Type A or Type B noninterview the previous enumeration, there is no telephone available in the sample unit, or the household said a telephone interview is not acceptable.
- Begin your telephone work first. In the process of doing the telephone interview cases first, you may discover some replacement households as well as some other situations where it will be necessary to make a personal visit. Because of these possible personal visits, it is extremely important that you attempt to complete the

telephone interviewing in a segment within the first few days of the interview period. Since the primary purpose of the telephone procedure is to save money by reducing travel costs, do NOT go out to a telephone segment until you have attempted to complete telephone interviewing of all the households in the segment that qualify for a telephone interview.

- Also, to reduce travel costs 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. Try to plan your personal visits during the most productive hours of the day and days of the week, so you can find household members at home and reduce the number of return visits to a sample address. Evening hours and weekends tend to be most productive in areas where a majority of the household members work outside the home.
- Make the 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. If no one is at home at the time of your visit, try to find out the best time to contact the household before you leave the sample area. You can inquire of neighbors, apartment managers, janitors, and the like, but you cannot mention the survey name to these people.
- After completing the household respondent's interview, always try to complete interviews for all remaining eligible household members during the same contact.

Any follow-up contacts to interview remaining household members should be done by telephone. For sample units that are to be interviewed using the personal visit procedure, if you complete the household respondent's personal interview, remember you are allowed to make telephone callbacks to obtain interviews with the remaining household members.

- Become thoroughly familiar with the sequence of the items in the NCVS instrument and make sure you understand how to enter answers on each NCVS screen so that the interview proceeds smoothly.

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. The NCVS prides itself on having a high response rate. Maintaining such a response rate is essential for ensuring that the NCVS 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. Maintaining a high response rate for the NCVS is the result of the dedication and commitment to this survey of the NCVS interviewing staff.

Periodically, a portion of your assignment will be eligible for reinterview. Remember, reinterview is a method we use to independently evaluate your on-the-job performance.

Your supervisor or his/her representative will redo a portion of your assignment for the interview month. 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,
- ✓ All screen questions were asked
- ✓ Crime incident reports 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.

Are there any questions?

(Answer questions)

(Cover any other topics that you feel are important to the survey and the relationship between the survey supervisor and the FR. Emphasize the importance of the telephone communication process between the FRs and the RO staff. Ask the FRs for suggestions on

making the operation of the survey a smooth one.

(Answer questions. Allow time for discussion.)