

How To Conduct Victimization Surveys: A Workbook

Prepared for:

**U.S. Department of Housing and Urban Development
Office of Policy Development and Research**

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FOREWORD

The U.S. Department of Housing and Urban Development has been working for many years to reduce crime in public housing. Program evaluation has been one of the important ways in which the Office of Policy Development and Research (PD&R) has supported HUD's anticrime activities. PD&R's publication, *How To Conduct Victimization Surveys: A Workbook*, is the latest of PD&R's efforts to assist public housing authorities and other service organizations with evaluating crime control.

This Workbook is designed to serve as a tool that can be used to guide the conduct of the evaluation of criminal victimization prevention programs. Thus, the design and implementation guidance provided in this Workbook is intended to be used at a point before the intervention program has been implemented and again after program implementation. Potential users should pay particular attention to Chapter 5 which deals with data collection issues.

The survey instruments contained in this Workbook were developed by the Bureau of the Census under sponsorship of the U.S. Department of Justice over a period of some 20 years. Extensive testing of these instruments has established the fact that they are capable of generating accurate information on the incidence of criminal victimization, the victims, and the offenders.

I am pleased that we in PD&R are making the sophisticated methodology of victim surveys available to researchers in the public housing universe and elsewhere. I am especially excited about this project since it represents the first transfer of this highly useful technology to a broad audience in a user friendly format.

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1. INTRODUCTION

1.1 Overview

This workbook has been developed by the Department of Housing and Urban Development's Office of Policy Development and Research for use by Public Housing Authorities (PHAs). It is a guide for conducting a research effort to evaluate crime victimization intervention programs by collecting survey data from residents of public housing developments where the intervention programs are planned. The design of this research requires data collection both prior to the implementation of the intervention program that is to be evaluated and after the program has been in place for a reasonable amount of time. The data collected prior to the implementation of the program are called the baseline data and provides the yardstick to measure the data obtained after the program has been implemented to determine if the program has had an effect on the crime victimization of the target residents.

The workbook is organized by the major activities in a survey research project. These are questionnaire design, sampling methodology, data collection preparation activities, data collection, data processing, and analysis. The information provided in each section is designed to provide the basic steps and tools to conduct each specific part of the research project.

1.2 Purpose of This Workbook

The purpose of this workbook is to provide PHAs with a tool that can be used to guide the conduct of an evaluation of crime victimization intervention programs. The authors have tried to simplify the process as much as possible. For this reason, this process cannot be used to measure the absolute level of crime victimization in a target area. The design and instrumentation provided in this workbook are intended to be used at a Time1 point before the intervention program has been implemented and again at Time2 after the intervention program has been implemented and sufficient time has elapsed for the effects of the program to have affected the crime victimization of the target population.

1.3 Using This Workbook

We have tried to make this a practical document for conducting scientifically sound, basic survey research and not an academic presentation. Each section discusses a particular task and the many activities necessary to complete the task. Deviation from the tasks described can result in loss of scientific integrity of the research project.

This workbook has materials provided in the appendixes to assist your research effort. The questionnaires should be used exactly as they are shown in the appendixes and discussed in chapter 2. The other documents are examples of materials that can be used with specific modifications for your project or can serve as guides for you in developing your own similar documents. These other documents include the lead letter, special publicity flyers for posting around the development, and participant consent forms. It is

highly recommended that some form of these nonquestionnaire documents be used for your research effort.

2. QUESTIONNAIRES

2.1 Overview

The questionnaires to be used for this evaluation have been adapted from the National Crime Victimization Survey (NCVS) specifically for the purposes of this comparative-research workbook. The instruments have been significantly shortened to reduce the length of the interview and improve the response rate, while maintaining the data most important to the objective of evaluating crime victimization at two distinct points in time. The three distinct questionnaires are included in Appendixes A, B, and C of this workbook: the Household-Level Screening Questionnaire, the Person-Level Screening Questionnaire, and the Incident Report. Each instrument is discussed separately in the following sections:

2.2 Household-Level Screening Questionnaire

The Household-Level Screening Questionnaire is used to identify specific types of crimes committed involving the housing unit where an individual or family lives. These crimes include breaking into a person's home and stealing contents or money, damaging contents, and/or physically injuring or threatening to injure an occupant. Such crimes also include stealing or damaging property left outside the housing unit, theft of or damage to a car parked outside the housing unit and belonging to a resident of the household, theft of anything from any resident's car while parked outside the housing unit, and vandalism to the outside of a residence. This questionnaire is administered to only one adult resident of

the household; this person is asked to respond regarding all crimes involving the household. The reference period for the recollection of household crimes is the last 6 months. This is different from the NCVS and is one of the reasons the data obtained using this instrument and the methods recommended in this workbook are not comparable to the NCVS data. This questionnaire is also designed to be administered by a trained interviewer who can assist the respondent when he/she does not understand a question or when other questions arise. This questionnaire is *not* designed as a self-administered questionnaire. Therefore, mailing the questionnaire to a household or giving it to an adult household member to complete on his/her own is a misuse of this instrument. The Household-Level Screening Questionnaire is provided in Appendix A.

2.3 Person-Level Screening Questionnaire

The Person-Level Screening Questionnaire is used to identify specific types of crime committed against an individual. Crimes of interest include such things as robbery, attacks, and threats of harm. This questionnaire is administered to every resident of each selected household who is at least 12 years old. This provides for the most complete and accurate reporting of individual crime victimization. The reference period for reporting these victimizations is the last 6 months prior to the interview. This questionnaire is also designed to be administered by a trained interviewer who can assist the respondent when he/she does not understand a question or when other questions arise. This

questionnaire is *not* designed as a self-administered questionnaire and mailing it or giving it to someone to complete on his/her own is a misuse of this instrument. The Person-Level Screening Questionnaire is in Appendix B.

2.4 Incident Report

The Incident Report is used to obtain specific information about each crime reported in any of the screening questionnaires. It is used to obtain specifics about both household and personal crimes. A separate Incident Report must be completed for every victimization incident reported in the Household-Level Screening Questionnaire and the Person-Level Screening Questionnaire. The Incident Report is provided in Appendix C.

2.5 Supplementing the Questionnaires

Your PHA may have some special data needs that could be met through supplementing one or more of the instruments provided for this crime victimization program evaluation. This is certainly an acceptable way for you to obtain extra data that are of particular importance to your operations. We strongly suggest that the additional administration time be limited to 10 to 15 minutes to minimize its effect on response to the survey. We also recommend that the questions be pretested to ensure the questions are appropriately worded, their intent is understood, the information is something the respondent is able to provide, and the time added to complete the supplementary questions is no more than 15 minutes. If the additional data pertain to an entire household, then a supplement should be added to the Household-Level

Screening Questionnaire. If the additional data pertain to an individual, then a supplement should be added to the Person-Level Screening Questionnaire. If the additional data pertain to each crime reported, then a supplement should be added to the Incident Report.

2.6 Questionnaire Conventions

The questionnaires provided in the appendixes to this workbook contain some format conventions that you need to understand and either adhere to or change to format conventions with which you are more familiar and comfortable before printing production copies of the questionnaires. All text printed in standard upper/lowercase and not enclosed in parentheses is mandatory and must be read to the respondent. This includes questions, response categories, transition statements, and probes. Some examples are:

- **Question:** What is the year of your birth?

- **Response Categories:**

1	1 or 2 times
2	3 or 4 times
3	5 to 10 times
4	more than 10 times

- **Transition Statements:** I'd like to ask some questions about crime. Please think about just the last 6 months, between DATE and yesterday.

- **Probes:** Anything else?

Text printed in ALL CAPITAL LETTERS is never read to the respondent. This signifies instructions to the interviewer, response categories not to be read to the respondent, a question to the interviewer that will direct him/her to the next point in the questionnaire depending on the answer, or an indicator of what the interviewer should fill in as part of the question text. Some examples of these are:

- **Instruction:** IF R IS LESS THAN 16 YEARS OLD, SKIP TO P8. OTHERWISE, CONTINUE.

- **Response Categories:**

1	YES
2	NO

- **Fill-In:** You mentioned that (INCIDENT). I am going to ask a few more questions about it.

Lowercase text contained in parentheses is optional wording the interviewer may use to help clarify the question depending on the situation. It is usually included to clarify something in the question or to set the question in the appropriate framework depending on responses to previous questions. Examples are:

- (Other than anything you have already told me about) During the last 6 months was anything at all stolen that was kept outside your home, or happened to be left out, such as a bicycle, toys, clothing, tools, or other things?

- During the last 6 months, how many motor vehicles (cars, trucks, vans, motorcycles) were owned by you or anyone else who lives here?

Lowercase text contained in parentheses that is separated by a slash (/) signifies the interviewer is to select the more appropriate choice and use that in the text of the question. An example is:

Did you have your (pocket picked/purse snatched)?

It is extremely important that interviewers understand these conventions and adhere to them during questionnaire administration.

3. SAMPLING METHODOLOGY

3.1 Overview

In this chapter we give guidance on several issues that PHA officials must address when planning a crime victimization survey. First, we briefly present guidance on:

- Deciding whether to do a sample or a census of the households in their developments.
- If a sample will be selected, how to determine the appropriate initial sample size.
- How to select a valid random sample of households from one or more housing developments.

Under the second topic, we discuss three aspects. The first is when estimates of victimization rates are desired for only one development. The second is when estimates of victimization rates are desired for more than one development, perhaps an entire system, but no development is of special interest. The third is a combination of the first two, that is when systemwide estimates are desired and estimates for one or more developments (but not all) are also desired.

Under the final topic, we describe how to construct a sampling frame from which to select a sample. We describe the minimum amount of information needed on a frame and suggest additional information that may make the survey less costly to conduct. We conclude this section with instruction on how to select a valid random sample of housing units using the constructed sampling frame.

3.2 Sample or Census

In general, to collect information from a large population, researchers do not interview everyone; they select a sample to be interviewed. Interviewing only a sample rather than the entire population has several advantages including:

- Reduced cost—less staff time will be required to interview the households in the sample than would be to interview all the households in the population.
- Faster analysis of results—less information needs to be collected, examined, coded, entered into a computer data file, and analyzed.
- Potentially better data quality—more attention can be devoted to the fewer number of cases during data collection, coding, editing, and data entry.
- Greater scope—sampling may allow the investigator to look at a greater range of information, such as more locations throughout a large metropolitan housing authority.

There are, however, reasons why a researcher may not choose to select a sample. Chief among these are:

- A small number of cases in the population being studied. We recommend not to sample if there are no more than 300 cases in the population to be studied.

- The need to minimize sources of error. Whenever a sample is used to investigate a population instead of a census, additional uncertainty is introduced. This additional uncertainty is called sampling error. If the entire population is studied, then no error can be attributed to the effect of sampling.

In practical applications, however, not everyone will cooperate. Consequently, even if a researcher intends to obtain information from everyone in the population, nonresponse will introduce uncertainty similar to sampling error.

If the researcher has decided that sampling is desired or required to reduce the cost of a study, then several factors influence the choice of a final sample size.

- The *amount of variability in the population*. The more variability in the population, the larger the sample size required.

- The *level of sampling error that can be tolerated* by the investigator or other users of the data. The smaller the level of error that can be tolerated, the larger the required sample size.

- The *level of confidence required*. The higher the level of confidence required, the larger the required sample size.

Exhibit 3–1 provides a simple table to give guidance for determining the required sample size. In the table we have assumed a victimization rate of 20 victimizations per 100 households. We chose this because it is the midpoint of the usually observed victimization rates of studies of this type, which typically range between 10 and 30 victimizations per 100 households. We also chose a 95-percent confidence level because a high level of confidence is desirable.

3.3 Determining the Sample Size

A PHA may be interested in estimating household and personal victimization rates for a specific development, a few of their developments, or for its entire system. We will first discuss how to ascertain the appropriate sample size for a single development, then we will discuss how to generalize the method to several developments.

Single housing development. For a single development, the only information that is needed is the number of housing units in the development as well as an accurate estimate of the percentage of occupied units.

As shown in exhibit 3–1, if the number of housing units is not more than 300, we recommend that all housing units be included and consequently, no sampling is required. If the number of units is greater than

300 but no more than 1,000, we recommend an initial sample size of 267 units, from which you should obtain at least 200 household interviews as well as the interviews for all age-eligible persons in the sample households. If the development has more than 1,000 units, then we recommend an initial sample size of 333 units, from which you should obtain at least 250 household interviews.

If a sample is planned instead of a census, more work must be done prior to data collection to select and identify the sample housing units. Thus, more cost will be incurred before data collection can begin. For this reason, we recommend attempting to interview all households for developments with between 267 and 300 units because the cost of sampling will, in all likelihood, exceed the savings obtained from the fewer number of interviews.

The initial sample size and the target number of interviews assume that you can obtain cooperation from at least 75 percent of the sample households. Exhibit 3-1 provides the anticipated level of sampling error (under the column labeled standard error). The last column of the exhibit, 95-Percent Error Bound, can be used to calculate an interval, called a 95-percent confidence interval, which contains the true victimization rate with 95-percent confidence. The interval is calculated as $(r-b, r+b)$, where r is the estimated victimization rate and b is the 95-percent error bound. For example, using entries in exhibit 3-1, if $r = 20$ victimizations per 100 units and $b = 3.2$ victimizations per 100 units, then the 95 confidence interval is from $20-3.2$ to $20+3.2$, that is 16.8 victimizations per 100 units to 23.2 victimizations per 100 units.

Exhibit 3-1

**Recommended Minimum Sample Size
and Associated Standard Error and 95-Percent Error Bound**

Total Number of Housing Units	Initial Sample Size ¹	Target Number of Interviews	Victimization Rate Per 100 Households	Standard Error ²		95-Percent Error Bound ²	
				min	max	min	max
300 or Fewer	All	All	20				
301-1,000	267	200	20	1.6	2.5	3.2	5.0
More Than 1,000	333	250	20	2.2	2.5	4.3	5.0

1 This initial sample size assumes 100-percent occupancy. If the development is less than 100-percent occupied, then this initial sample size needs to be increased to adjust for the occupancy rate. The occupancy-rate-adjusted initial sample size is calculated as $n=n_0/f$ where n_0 is the initial sample size above and f the fraction of occupied units.

2 The expected standard error and 95-percent error bound will depend on the number of units in the population and the number of completed interviews. Chapter 7 explains how to calculate these entries. The “min” value is the standard error if the total number of housing units is 301. The “max” value is the standard error if the total number of housing units is 1,000. These values are defined similarly for the 95-percent error bound.

Note that the assumed initial sample size is based on 100-percent occupancy. It is unlikely that all units in a development will be occupied when the survey is conducted. Consequently, the initial sample size will need to be increased to compensate for the occupancy rate, which will vary from one development to another. To adjust the initial sample for the occupancy rate, simply divide the initial sample size (n_0), by the fraction of occupied units (f) to adjust the initial sample size for the expected

occupancy rate. Thus, the sample size adjusted for the occupancy rate (n) can be expressed as $n=n_0/f$. If the adjustment increases the sample size to a number greater than the number of units in the development, then include all the units in the survey.

Multiple housing developments. If a PHA wants to make an estimate of victimization rates for its entire system, with no special emphasis on a specific development, then the sample-size guidelines for a single site still apply. One more step is required, however. The initial sample size (adjusted for the average occupancy rate for the entire system) needs to be allocated among the several sites.

We recommend that the total initial sample be allocated proportional to the number of housing units in each development. An illustration of how to make this proportional allocation is given in the next paragraph.

To illustrate this process, consider the simple example with three developments, A, B, and C.

Exhibit 3–2 illustrates how to allocate the initial sample size to each development for a survey of the entire system, with no emphasis on a specific development. The table also illustrates how to allocate the initial sample for a systemwide survey as well as focusing on a specific development, C, in the example.

Exhibit 3-2

Example of Determining the Initial Sample Size for Two Situations

Development	Number of Units	Percent of Units	No. of Occupied Units	Occupancy Rate	Initial Sample Size for Systemwide Estimates	Initial Sample Size for Systemwide and Development Estimates
A	200	28.6%	190	0.95	79	79
B	100	14.3%	98	0.98	40	40
C	400	57.1%	387	0.97	159	275 ³
Total	700	100.0%	675	0.96 ¹	278 ²	394

1 Average occupancy rate = $675/700 = 0.96$

2 Initial sample size adjusted for total occupancy rate = $267/.96 = 278$, where 267 = sample size from exhibit 3-1

3 Initial sample size adjusted for development C occupancy rate = $267/.97 = 275$

-
- Step 1 Obtain a count of the total number of units in each development. Calculate the total number of units in the system.
- Step 2 Calculate the percentage of units each development represents in the entire system.
- Step 3 Use exhibit 3-1 to determine the sample size needed for the survey. Adjust this value by the average occupancy rate.
- Step 4 Allocate the adjusted sample size calculated in Step 3 to each development by multiplying the sample size by the percentage of the total system each development represents (from Step 2).

This completes the process if only systemwide survey estimates are desired. If the researcher wants development-specific estimates for some developments as well as systemwide estimates, the above four steps and Step 5 need to be completed.

Step 5 The development-specific sample sizes determined in Step 4 for those developments where a development-specific estimate of victimization is desired will need to be increased but the sample size for the other developments will not change. The sample-size for the developments requiring development-specific estimates needs to be determined independently using the single-development sample size determination process as if each such development were the only development in the system. Thus, for developments with 300 or fewer units, all the units will be included in the sample. For developments with 301 to 1,000 units, a sample of 267 units will be selected. For developments with more than 1,000 units, a sample of 333 units will be selected.

In exhibit 3–2, the last column illustrates the sample sizes computed for a system with three developments where estimates are desired for the entire system as well as development C. If one desired individual estimates for every development in the system, the single-development approach would be applied for each development. In this situation, one can still make systemwide estimates. The procedures for how the estimates for each development are combined to make accurate systemwide estimates are provided in Section 7.4.

3.4 Selecting a Sample

Single-development case. When a survey requires a sample, the valid random selection of the units to interview is critical in obtaining valid estimates for a development and for a system. We will give step-by-step instructions on how to select a valid random sample of units for a survey. As before, we will first discuss the single-development case and then generalize to a survey of several developments.

Step 1 Construct the Sampling Frame. Construct a list of complete street addresses (including apartment numbers) of all housing units in the development. Number them from 1 to N, where N is the total number of units in the development.

It is recommended that the list prepared in Step 1 include several other items of information for each housing unit, if possible. These include:

- Name and current age of all occupants of the housing unit.
- Telephone number of the household, if doing a telephone survey.

If the names of the household members are not easily available, then a roster of the households members and their ages will need to be developed as part of the data collection process.

We do not recommend planning to exclusively conduct a telephone survey because of the relatively low percentage of households that have telephones in these types of developments. However, for households

in the sample for which the telephone is known, using telephone interviewing to supplement face-to-face interviewing may be a cost-effective approach.

Step 2 **Sample Selection.** A simple random sample of the housing units in a development can be selected using the list numbers assigned to each housing unit address in Step 1 and a table of random digits. Exhibit 3–3 gives an example of a table of random digits, such as those included in Appendix D. Exhibit 3–4 gives an abbreviated example of a sampling frame with the list number included and also indicates which housing units were selected in the sample.

The table of random digits contains 10 columns of groups of five random digits. For developments with less than 1,000 units, one can use groups of three random digits to pick random numbers between 001 and 999. If the development has more than 1,000 units, you have to use groups of four random digits. In exhibit 3–3, the first row of random digits is:

67245 57739 71894 05092 98422 66427 44532 99528 98140 28542.

We then group these random digits in groups of 3 digits as:

672|45 5|773|9 71|894| 050|92 9|842|2 66|427| 445|32 9|952|8 98|140| 285|42.

This produces 16 random numbers between 000 and 999,

672, 455, 773, 971, 894, 050, 929, 842, 266, 427, 445, 329, 952, 898, 140, 285.

Because there are only 500 housing units on the sampling frame, random numbers greater than 500 should be ignored as well as 000. Consequently, the list numbers given in bold below are included in the sample. The numbers not bolded are ignored.

672, **455**, 773, 971, 894, **050**, 929, 842, **266**, **427**, **445**, **329**, 952, 898, **140**, **285**.

Exhibit 3–4 includes an “In Sample” column that indicates which list numbers were selected in the sample. The addresses associated with the sample list numbers are the housing units selected for the sample.

The above process is continued until the number of housing units selected into the sample equals the occupancy rate adjusted sample size. It is possible that the same random number may appear before the sampling is finished. If that happens, then any duplicates should be ignored.

Exhibit 3–3

Example Table of Random Digits

67245	57739	71894	05092	98422	66427	44532	99528	98140	28542
16668	92606	61965	80165	49762	38869	56878	21188	60837	15300
81072	42106	11961	45102	24938	47764	78635	93276	37506	12058
30978	25139	26356	79764	32142	41757	21431	02019	26488	59223
29627	83125	17542	04131	65456	40501	97604	58716	92269	66697
81962	75304	22151	09897	38030	79085	28701	41588	22546	12761
26296	88598	73403	96617	43268	01470	98074	19969	22792	85476
11146	25544	84381	98928	42862	01967	04583	28670	88746	48857
57117	90192	25254	78992	27324	75203	93820	84260	56712	06536
97513	00339	78752	08299	59886	34316	60136	44376	33010	87203
34249	49500	33957	94626	80843	79329	56928	67173	05498	94094
77756	61009	60548	15162	66132	65045	93348	10605	02498	48439
40571	36272	93886	93664	68719	80015	28345	51392	09187	28382
90087	24569	14500	45689	32876	56768	71861	90872	85153	02809
68470	72812	59247	92965	36492	01564	82282	66677	78747	91349
92314	92521	96195	23104	47846	03038	70660	38955	07479	58041
20675	77855	25127	41707	53922	60349	11610	32152	64094	26517
83013	86452	36206	77551	44833	75023	83774	13586	34596	49473
35944	83776	57641	11694	76808	18707	02818	25940	22639	89168
41641	49817	35066	84171	64106	61938	39751	71367	14302	45560
59131	24022	88481	84407	07186	76409	77997	99118	76609	85909
50483	20272	97072	12145	14267	11918	48939	88105	94849	08017
92044	49651	39029	58146	98605	39318	05544	06006	99686	86441
49084	25574	63204	73486	13897	03045	33080	67900	46838	68163
32447	67437	83344	38746	89235	51922	07933	17686	21388	93225
35656	83624	16225	10824	30288	76696	95626	17603	27278	20472
33939	90576	60557	17891	85294	18528	33618	23047	21159	41620
53132	71864	37661	78843	34824	95848	18205	68886	89177	32559
48656	42723	41890	41573	66283	87294	96486	53435	76962	31992
60131	37548	25942	20221	21199	52813	85833	97845	39473	52592
87753	86939	91368	37994	01473	52708	51653	53636	03576	35186
31519	49224	42553	29513	14715	06673	92863	48713	87600	03697
67784	32191	40336	15042	22340	27932	44842	29116	84322	81967
38817	71055	76042	45593	13220	72254	30991	61345	04309	67486
59398	59634	13215	57218	26355	48081	77237	18034	76210	61453
55215	44403	59066	79667	83179	79595	98577	03862	55429	13817
04460	95197	25214	51106	20173	17018	08238	14692	99356	68749
14252	62973	60027	08104	56222	82763	36385	20833	29628	10087
40240	83556	74334	06092	58657	95385	22749	03571	96578	99525
98743	01514	03616	56372	78053	87064	70998	97591	16926	65779
85240	83785	31102	57306	36277	01340	81035	42910	09632	17791
45574	46659	27270	53948	93560	58240	32977	03306	70135	34785
42465	36649	33992	31040	79312	59165	81152	36392	48492	19199
73627	35535	79488	79938	07219	57037	02070	22286	75668	54172
34886	86421	01357	67274	27030	71650	65300	23664	01896	69378

Exhibit 3-4

Example of a Sample Frame With Sample Housing Units Indicated

<u>In Sample</u>	<u>List No.</u>	<u>Housing Unit Address</u>
	001	101 Elm St.
	002	103 Elm St.
	003	105 Elm St.

	049	301 Spruce St.
Yes	050	303 Spruce St.
	051	305 Spruce St.
	052	307 Spruce St.

	264	1104 Pine St.
	265	1106 Pine St.
Yes	266	1108 Pine St.
	267	1110 Pine St.
	268	1112 Pine St.

	425	601 Oak St. Apt 5
	426	601 Oak St. Apt 6
Yes	427	601 Oak St. Apt 7
	428	601 Oak St. Apt 8
	429	601 Oak St. Apt 9

	441	605 Oak St. Apt 1
	442	605 Oak St. Apt 2
	443	605 Oak St. Apt 3
	444	605 Oak St. Apt 4

Exhibit 3–4 (Continued)

Example of a Sample Frame With Sample Housing Units Indicated

<u>In Sample</u>	<u>List No.</u>	<u>Housing Unit Address</u>
Yes	445	605 Oak St. Apt 5
	446	605 Oak St. Apt 6
	447	605 Oak St. Apt 7
	448	605 Oak St. Apt 8
	449	605 Oak St. Apt 9
	450	605 Oak St. Apt 10
	451	607 Oak St. Apt 1
	452	607 Oak St. Apt 2
	453	607 Oak St. Apt 3
	454	607 Oak St. Apt 4
Yes	455	607 Oak St. Apt 5
	456	607 Oak St. Apt 6

	500	615 Oak St. Apt 10

Multiple-development case. A multiple-development survey follows the same steps as a single-development case with all steps repeated for each development in the survey.

Step 1 Construct Sampling Frame. Repeat Step 1 above for each development for which a survey is desired.

Step 2 Select Sample. Repeat Step 2 above for each development for which a survey is desired. The initial sample sizes will likely vary among the different developments because of different occupancy rates in each or different numbers of housing units in each.

3.5 Sample Unit Identification

There are two basic units of interest (called sample units) to the victimization survey. One is the household and the other is each person in the household who is age 12 or older. If you are only interested in measuring changes in property crimes, you can eliminate the person-level component of this package. Similarly, if you are only interested in measuring changes in personal victimizations, then you can eliminate the household-level component of this package.

To obtain the requested information about household victimizations you need to identify one primary adult member of the household to interview. In a majority of the cases this will be the male or female head of the household or their respective spouse. In some cases, a parent of the head of household or the spouse's parent may be living in the household. This person could also be a good household respondent depending on their mental capabilities. It is generally much better for the respondent to be a person who is responsible for paying rent and utilities and other normal household expenses, than it is for some other adult household member, such as an 18-year-old child, to respond to the household-level screener.

For personal victimizations we recommend individually interviewing each member of the household who is age 12 or older. It has been repeatedly shown that better information about the victimizations requested in the person-level questionnaire is obtained by interviewing each eligible person individually. You should request parental permission to interview eligible persons under age 18. If you are resisted by the parents, explain to them there may be occurrences of some of these types of victimizations that their child may have experienced and they have not been told about. Thus, when parents respond for their children, some

types of victimizations are underreported. There will be cases in which the parents will refuse to let their child be interviewed and cases in which other adult respondents will be unable to be interviewed because of some physical or mental incapacity. For such cases, you should complete a questionnaire for the person with a household proxy respondent who would know the most about the subject's victimization experiences.

4. SURVEY PREPARATIONS

4.1 Overview

Survey preparations include all the activities needed to prepare for the start of data collection. This requires 6 to 10 weeks to complete depending on the complexity of the survey you design. The first step is to develop a schedule of when you want data collection to start and end. You must then list the activities that need to be completed in order to start the data collection at the desired time and develop a schedule for each activity. The major tasks you will need to complete in preparation for the start of data collection are:

- Determining who will conduct the data collection.

- Preparing and implementing a publicity plan.

- Preparing data collection materials including publicity materials, questionnaires, and record keeping materials.

- Developing an interviewer training program.

- Training interviewers to conduct the data collection.

The remainder of this chapter discusses each of these major tasks and the different activities required to complete the task successfully.

4.2 Selecting a Data Collection Contractor

We recommend that you subcontract with a local survey or market research organization that has a good reputation for doing quality data collection work. Data collection on the surface appears to be an easy task; however, proper data collection requires good planning, supervision, and experience from the interviewers themselves and from the staff who will supervise and manage the project. A good data collection contractor can assist and advise you with many of the survey preparation activities. The contractor will also help you avoid many pitfalls and headaches. Always be sure to make the data collection subcontractor accountable by requesting to observe interviewer training and by requiring weekly data collection status reports throughout the data collection period.

Before selecting a contractor, you will need to prepare specifications for the work so that all bidders can respond to the same standards. Before awarding the contract, be sure to check credentials and references of the contractor.

You may be tempted to use the research as a means to provide income to some of the residents of your housing developments. Such a decision could be a fatal mistake that could seriously jeopardize the data being collected and thus the findings from those data. One factor that affects the quality of survey data is the respondents' level of comfort in responding truthfully to questions. Providing responses to a peer—someone from the housing development whether or not the respondent is acquainted with the

interviewer—tends to cause the respondent to filter his/her responses. Respondents normally want to avoid being judged negatively by a peer. Respondents are also less certain of who the interviewer may know in the development and fear the responses they give may become topics of conversation with others in the development. Thus, confidentiality of responses is jeopardized in the mind of the respondent.

Another problem with using residents to conduct the surveys is that they are not likely to be experienced in conducting survey interviews. Inexperienced interviewers and interviewers who are not trained and supervised properly can and will unintentionally introduce bias into respondents' answers by rewording questions, suggesting responses, not reacting neutrally to responses, and interjecting their own opinions or experiences during the interview process. Experienced interviewers understand how an interviewer can influence responses and are trained to avoid biasing respondents.

At a minimum you should request weekly data collection status reports from the contractor so you can monitor the data collection progress with respect to the schedule and to expected response rates. You should be warned here that response rates start off high early in a survey then drop sharply at the end. Often weekly status reports show only completed cases and not the status of pending cases. In the early weeks of data collection, the cases that are easiest to interview are completed. Only hostile refusals are likely to be reported in the early weeks. A number of households that have been contacted may have initially refused. Reputable data collection companies will make efforts to convert the pending refusals. However, much of this conversion work is not conducted until late in the data collection period. It can be expected that only 25 to 30 percent of the pending refusals will be converted and will agree to complete the survey. Thus, late in the study greater numbers of cases are finalized as refusals than are in the early weeks of data collection. Also, cases in which an interviewer attempts to contact the residents but

routinely finds no one at home will continue to be recontacted week after week until it is determined that additional contacts are not cost effective. Thus, again, late in the data collection period these types of cases are finalized as unable to contact, which adds to the nonresponse rate of the survey. The point is to request weekly status reports that show the status for both pending and completed cases and not to be overly optimistic and complacent early in the process when response rates are high.

4.3 Preparing and Implementing a Publicity Plan

Publicizing the survey is extremely important to its success. The purpose of a publicity program is to improve the response rate, thus minimizing the unknown bias of the results that is created when a segment of the sample chooses not to provide the requested information. People are generally skeptical of a stranger coming to their home to ask them questions for a survey. Publicity is used to allay this natural fear and skepticism and to motivate the respondents to want to participate in the survey.

People living in the developments targeted by the survey must be sold on the importance of the survey to them and their way of life. The only benefit the survey holds for the residents is the expectation that the information they provide will be studied and used by the Public Housing Authority (PHA) to improve the quality of life in their development. This is the basic premise that a publicity campaign must promote for it to have an effect on the survey participation rate.

Residents *will* ask the PHA how the collected data will be used, and the PHA must be ready to explain the plan. The worst thing that can happen is that the survey is conducted and the residents neither see nor hear anything about the outcome. It would be a good idea either to prepare a written report for the

residents discussing the obtained information or to schedule a meeting with the residents to discuss the results. If some action is taken as a result of the survey, be sure to promote the action as resulting from information provided in the survey.

The PHA should present the evaluation plan and the survey to the residents' council of each development where the survey is to be conducted. Depending on the dynamics of the residents' councils and the geography of the housing developments, you may or may not want to meet with all the residents' councils at one time. The purpose of the meeting is to explain your plan for using the survey data and to explain the survey plans and procedures with the intent of obtaining the residents' councils' endorsement for the study.

After the residents' councils have endorsed the plan, a letter or flyer should be prepared with the councils briefly announcing the survey and the purpose and inviting the residents to a general meeting with the council and PHA staff. This meeting allows the PHA to give a brief explanation of its plans for the survey and the data. It also allows the members of the residents' council to express their opinions of the plan as it was presented to them previously and at this meeting. A general question-and-answer session should follow to allow the residents to ask questions and express their concerns and opinions. This meeting should be held far enough in advance of the start of the data collection to allow for adjustments to data collection procedures depending on information and insights obtained at the meeting that might improve the chances for success of the survey.

A lead letter should be prepared and delivered to each household in the developments where the survey will be conducted. This letter should offer residents the following:

- Brief explanation of the study and its purpose.

- Statement of the confidentiality of the data provided by the residents.

- Explanation of what the respondents will be asked to do.

- Indication of how residents will know, when someone contacts them to conduct a survey, that the interviewer is part of this survey's team.

- Statement of importance of the residents' participation and encouraging the residents to participate.

- Name and telephone number or address of someone they may contact to ask questions of or from whom they can obtain additional information.

This letter should be signed by someone the residents know and respect.

It is also helpful to have a meeting with interviewers and residents in each development 1 or 2 days before the data collection begins. This gives the interviewers some face recognition with the residents, allows the residents to see the interviewers as plain people, and allows the interviewers to get their bearings on how to get to the development, where to park, and the location of the streets and housing units. This helps put both the residents and the interviewers a little more at ease on the first day of data collection.

4.4 Preparing Data Collection Materials

4.4.1 Printing Materials

You should work with a local printing business to reproduce the data collection materials necessary to complete the survey. It generally takes several weeks from the time the printer is given the final proof copy to produce the requisite quantity of each document. Be sure to line up a printer well in advance of the date when printed data collection materials are needed so the printer can assess your printing needs, tell you how long it will take to produce the final copies once he has the proof copy, and receive any special-order paper needed to produce the final products.

The data collection materials that you will need to have produced in sufficient quantities for your survey are:

- Questionnaires.
- Lead letters.
- Interviewer procedure manuals.

We recommend printing the three separate questionnaires in different colors. This makes each easier to identify for the interviewers, for the staff who have to check them as they are received from the interviewers, and for the staff who have to convert them to computer data files. Other materials that you may use and need to have printed are:

- Envelopes to mail lead letters.
- Respondent consent forms.
- Publicity flyers.

The questionnaires and the basic content of the field interviewer manual are part of this workbook. Examples of the lead letter, consent forms, and publicity flyers that can be used as models for your specific survey are also contained in the appendixes in this workbook.

Lead letters and publicity flyers are basically self-explanatory. Consent forms may require additional explanation. There is a standard code of ethics for survey research that HUD feels should be incorporated

in the survey you conduct. This standard is described as the respondents' rights and are specified as follows:

- Right to accurate representation.
- Right of informed consent.
- Right to refuse.
- Right of privacy.

The right to accurate representation means that the survey's purpose, sponsor, content, length, or any other fact about it cannot be intentionally misrepresented. The right of informed consent requires that a respondent be provided with adequate information to make an informed decision about participation. The respondents should be told the purpose of the study, what they are expected to do, any risks or benefits associated with participation, and other sources they may contact about the study. This information allows the respondent to base his/her decision to participate or not on full knowledge of the survey and the consequences of involvement.

The right to refuse refers to the right to refuse to participate at all or to refuse to answer any parts of the survey without fear of intimidation or loss of any rights or benefits. The right of privacy is the knowledge and assurance that any and all information a respondent provides will not be presented in any way that would allow users of the data to identify an individual or associate any particular responses with an individual. This right also ensures that no information that could identify a respondent or associate him/her with responses will be released to any person or organization not associated with the survey without the respondent's written permission.

4.4.2 Interviewer's Manual

The interviewer's manual should contain detailed information on who is sponsoring the survey, objectives of the survey, procedures to administer the questionnaire, question-by-question specifications, procedures for interviewers to report on their progress, procedures for reporting problems, data collection schedule and production expectations, and administrative procedures. The procedural manual included in this workbook contains discussion on objectives, questionnaire administration procedures, and question-by-question specifications. The other sections need to be developed by you and your data collection contractor for your specific survey. You may have to enhance the section on objectives to address any additional objectives specific to your survey. You should define the data collection schedule for your contractor.

Prior to interviewer training you should request a copy of the final draft of the interviewer's manual from the data collection contractor. You should review the sections on progress and problem reporting, production expectations, and administrative procedures to ensure your understanding of and compliance with these procedures. You should also review the other sections to ensure they are complete and the content has not been significantly changed.

4.5 Preparing Interviewer Training Materials

Obtaining high-quality and consistent survey data requires clear and thorough interviewer training. A comprehensive training program is greatly enhanced by accompanying training materials that support and reinforce the concepts and procedures of the survey data collection operations. Training materials consist of visual aids to accompany lecture portions of the training, role playing exercises, demonstration interview scripts, mock interview scripts, and exercises on how to complete various administrative forms. These materials are not provided as part of this workbook but are briefly described here for your information and for a data collection contractor to consider in preparing the interviewer training program.

Visual aids to accompany lecture portions of a training program can take many different forms. The most common are transparencies used on overhead projectors. Other visual aids include videotape presentations, computer presentations on an overhead projector, slides prepared for a slide projector presentation, and flip-chart presentations and demonstrations. The use of these can vary from contractor to contractor depending on their experience using these media, their ability to create the aids, and the budget allotted for training.

Role-playing exercises should be used by the trainers to demonstrate appropriate and desired ways of responding to various situations. These have been used successfully in demonstrating initial contact with respondents, answering respondent questions about the study, and handling respondent objections to the survey.

Demonstration scripts are useful tools for presenting the general flow of an interview. This, again, should be presented by trainers to make it flow as smoothly as possible. Such demonstrations should be very straightforward examples of typical interviews. The purpose is to show how each instrument works independently and how one instrument transitions to another. The objective is to make the trainees feel good about the flow of the interview.

Mock interview scripts are used to provide the interviewer trainees an opportunity to learn how to use the questionnaires in a controlled setting. These can be used to demonstrate how a particular section within an instrument functions or to show how an entire questionnaire functions. When used to demonstrate a particular section, the script can be repeated and responses varied for particular questions to demonstrate how the various skip patterns work and which series of questions follow a particular skip. The lead trainer uses the scripts and acts as the respondent. The interviewer trainees take turns asking one or more questions in order as specified by the questionnaire, recording the responses, and stating which question is the next to be asked. Scripts must be prepared in advance of the training so complete control of the interview is predetermined and a variety of circumstances can be demonstrated from very simple to more complex interviews.

For additional practice with the instruments, interviewers are often asked to pair up and interview each other. This allows the interviewer to see the instrument from both sides of the interview and allows the interviewer acting as the respondent to provide some questionnaire administration coaching to his/her partner.

Additional exercises should be developed to give interviewers the opportunity to work with and better understand the administrative forms they will have to complete as part of their responsibilities. Such forms include status report forms and payroll forms.

4.6 Training Interviewers

Every interviewer who works on this project should be required to attend and satisfactorily complete the training course for administering the questionnaires and completing other required data collection activities for your survey. The purpose of interviewer training is to standardize survey and questionnaire administration procedures. Standardization of procedures will maximize the consistency of data obtained during the data collection process. We strongly recommend that project staff from the PHA attend the interviewer training to observe and learn the procedures being taught to the interviewers.

Training programs should be designed to provide as much interaction among the trainer and the trainees as possible and emphasize active participation with the survey instruments. Interviewers should be trained on the following:

- Introducing themselves and the survey.
- Responding to questions by respondents.
- Avoiding and dealing with refusals.
- Knowing the eligibility requirements for the survey.
- Understanding the importance of confidentiality of respondents' answers.

- Understanding the questionnaire conventions.
- Administering the questionnaires.
- Recording responses.
- Maintaining status reports for all assigned cases.
- Reporting status of work.
- Reporting problems and questions.
- Knowing the data collection schedule and the importance of adhering to the schedule.
- Completing payroll forms.

The training should allow ample time for the interviewers to practice with the survey instruments under controlled, classroom conditions. Trainers need to carefully observe interviewers during these practice times to ensure the interviewer understands how to use the questionnaires, how to properly record responses, and how to read the questions smoothly and confidently. Interviewers who do not catch on quickly to the administration procedures should be provided extra individual training. At the conclusion of the training, the trainers must determine what is a satisfactory level of competence for the interviewers and only give interviewing assignments to those who have achieved or exceeded that level. The remaining interviewers must either be given additional training to raise them to the satisfactory level or be released from the project.

5. DATA COLLECTION

5.1 Overview of Data Collection Operations

There are three basic ways to collect data: by mail, by telephone, or by in-person interviews. Each has its advantages and disadvantages, which will be summarized in this section.

Mail. The primary advantage of collecting data by mail is its cost. It is by far the least expensive mode of data collection. It also requires less training and can be implemented with less lead time than the other modes. Its big disadvantage is that it also gets the lowest response rate. It usually takes intensive follow-up with nonrespondents to obtain sufficient interviews for valid findings. And, obviously, the more intensive the follow-up operations become, the more costly the whole operation. Another significant disadvantage of this mode is that the questionnaire cannot be very complex; it must be straightforward and not very long. A further disadvantage with the mail mode is that you can never be absolutely certain that the desired respondent is completing the questionnaire. For the type of information needed in an evaluation of crime victimization, the disadvantages of the mail survey make it an unsuitable mode of data collection.

Telephone. The next-least expensive mode of data collection is the telephone interview. An advantage of this mode is that the centralized nature of the operation lends itself to greater control. Problems can be solved quickly, discrepancies in data can be addressed efficiently, and quality control measures are implemented easily. The major disadvantage of the telephone mode for a study involving residents of

public housing is two-pronged: first, it is entirely feasible that not enough residents in a given area have telephones to draw a valid sample; second, even if it appears there are sufficient residences with telephones to draw a sample, getting an accurate and up-to-date listing of telephone numbers can be difficult. Another disadvantage of this mode is that it is very easy to incur a high refusal rate. A sampled subject can very easily just say “no” to the telephone interviewer, and unless that interviewer is very experienced and skilled in the art of countering refusals, the case will likely be a noninterview. For the telephone survey mode of data collection to be a viable option, you must be sure that the following conditions are met:

- Sufficient numbers in the sample population must have telephones in their residences. Be sure to consult with a statistician to determine how many is sufficient to draw a valid sample.
- You must have an accurate, up-to-date listing of telephone numbers. These numbers change frequently because the telephone company disconnects them, either temporarily or permanently, when bills are not paid on time. In a recent test using PHA lists of households and associated telephone numbers, 36 percent of the numbers were not usable.
- You must have good, experienced telephone interviewers, not telephone marketers, to conduct the data collection in a professional manner. Inexperienced, nonprofessional telephone interviewers will sustain a high number of refusals and breakoffs, thus introducing bias into the results.

In-Person. In spite of the disadvantages of being the most expensive mode and requiring more preparation and thus more lead time than the other two modes, the in-person mode of data collection is the most suitable mode for this kind of study. The sample members will be densely clustered in this kind of study, thus reducing one of the factors that make the in-person mode the most expensive: the travel time of the interviewers. The in-person mode also produces the best response rate of the three modes. It is more difficult for the respondent to say “no” when face to face with another person than over the telephone. When refusal does occur, the skilled interviewer is better able to ascertain through the use of additional cues such as gesture and body language the reason for the reluctance to participate and thus more effectively counter the objections. Another significant advantage of the in-person mode is that the questionnaire may be more lengthy and more complex than that used for either mail or telephone modes. The well-trained field interviewer can conduct longer interviews and still obtain valid data.

A disadvantage that requires much diligence to overcome is that it is difficult to monitor the quality of the data collected. Good, solid, and effective interviewer training is certainly essential to ensuring the soundness of the data collected in this mode. Additional quality control measures include observations by a field supervisor, review of completed questionnaires either by field supervisors or inhouse staff in a timely manner, and systematic callbacks to verify the interviewers’ work for a sample of respondents. When such measures are implemented, this disadvantage can be considered less significant; on the other hand, such measures increase the cost of an in-person interviewing operation. Another possible disadvantage to this mode is the factor of interviewer safety. Past experience with

interviewers working in areas that could be considered dangerous has shown that this is more a psychological risk than an actual physical risk. However, interviewers must use common sense and trust their feelings about the level of risk they are willing to take. Perhaps the best way to prevent both real and imagined dangers is for the local residents' councils to conduct tours of the housing development prior to actual data collection and to provide escorts during the initial visits by the interviewers and upon request when needed. Another factor affecting the safety of the interviewer is the time of day the interviewer visits the household. Again, based on our past experience, interviewers can make successful visits beginning around 10 a.m. and continuing throughout the day into early evening. With daylight savings time and summer months, this means interviewers can make contacts and conduct interviews until 8 p.m. or so and still have the protection of daylight. Evening visiting times are obviously shortened during the winter months.

Thus, in spite of the apparent disadvantages, the in-person mode of data collection is, by far, the most suitable.

5.2 Working With the Data Collection Contractor

Survey research can be an expensive enterprise. In the best of all possible situations in which the funds are available, it might be wise to obtain a cost estimate from a nationally known survey research organization. However, budgetary limitations may well preclude even considering that type of firm. Several other options do exist. Survey research is a well-established business and so a large

number of smaller local and regional survey research firms are also available to help you. In this regard, you might want to seek help from your local HUD field office or from HUD headquarters. A third option could involve contacting a local college or university that may have its own survey research center or may have faculty in the departments of sociology, psychology, statistics, or business who have considerable experience in survey research and might be willing to work with your organization. For example, a relatively large PHA in the Mid-Atlantic Region has had a great deal of success in working with a nearby university. For a fraction of the price that a professional firm would charge, university faculty supervise graduate students who do the survey work and the data analysis as well.

Once you have selected a contractor, preferably through a competitive bidding process, you will want to meet with the contractor's key staff and make sure that all of the following are in place:

- Data collection plan or at least a detailed outline describing the data collection tasks that will be performed by the contractor and the sequence in which they will be performed.
- Schedule that gives dates for all significant tasks including such items as questionnaire printing, draft and final versions of the interviewer manual, training dates, start and end dates of actual data collection, timetable for data processing operations, and dates for all required reports.

- Budget that spells out all costs associated with the data collection operation and an understanding of what will happen if the budget estimate is not an accurate assessment of actual costs.

- List of deliverables that describes all documents and reports to be provided by the contractor.

You will need to have one person on your staff designated as the point of contact for the contractor. It will be this person's responsibility to see that the contractor is providing all of the documents described above and meeting the schedule/timetable. It is important that this person have sufficient time and authority to manage this responsibility; he/she may also need additional staff to assist him/her during crucial times of the operation.

You and your contractor also will want to have a clear understanding of your level of involvement during various phases of operation. For example, you may want to review drafts of the training documents, or you may not want to see them until the contractor feels they are in final form. Also, you may want to attend the interviewer training, either as part of the training team or as an observer. You may also want to observe some of the actual data collection operations, although it would not be proper or appropriate for you to be present during the actual interview. You will also want to review promptly all reports submitted by the contractor so that you can inquire about any problems described in the report.

5.3 Refusal Conversion

5.3.1 Strategy To Improve Cooperation

No matter how well-trained and highly motivated the interviewers, and no matter how worthy the cause, there will always be some refusals. The number of refusals can be reduced, sometimes significantly, by having well-trained and highly motivated interviewers working for a worthy cause. Part of this training will include coaching the interviewers to conduct themselves in a totally professional and objective manner and not to approach their respondents in a condescending or judgmental manner. They must also be trained on how to counter objections, and this is best accomplished by giving them hands-on practice during the training. By having the trainer play the role of the hostile respondent, the interviewer trainees learn to think on their feet and respond to objections in such a way that even though they do not “convert” the hostile respondent and potential refusal, they do not become confrontational in the situation. They are trained to “leave the door open” so that they, or possibly another interviewer, may return at a later date and administer the interview.

During the training the interviewers are also taught to listen carefully, with both their ears and eyes, to any objections presented by the potential refusal. They need to listen for the real reason for the respondent’s objections to participating in the study. Then they must make the judgement on whether to try to convince the person on the spot, to come back later when the person has cooled down, ask their supervisor to turn the case over to another interviewer, or recommend to their supervisor that

the respondent is so angry and hostile that another visit would only enrage him/her more. Once the real reason for the objection and the degree or depth of the objection are understood, then the interviewer has a much better chance of “turning” the refusal.

5.3.2 Incentives To Improve Cooperation

Offering survey participants an incentive is an accepted and recommended practice in behavioral science research under certain circumstances. If the burden imposed on the respondent is considered excessive, if the subject of the research is particularly sensitive (such as illegal or immoral activities), or if the research requires collection of biological specimens (such as blood or urine), then the offer of a monetary incentive is commonly used to improve the response rate. However, for this study, the respondent burden is estimated to range from 20 to 35 minutes, which is not considered excessive. Further, the questions are not particularly sensitive nor are biological specimens collected.

Other studies show that using incentives can significantly increase the response rate and sometimes even reduce costs. However, for incentives to have such a positive impact, certain conditions need to exist. To increase the response rate significantly, incentives are used to impress upon the respondent the importance of the study. Since most residents are greatly concerned about crime victimization in their housing developments, they are already very interested in what the study can accomplish in terms of improving their quality of life. In other words, there is no need to offer an incentive to get them to buy in to the importance of the study. In order for incentives to actually reduce interviewers’ costs, the time and mileage required for additional trips to the residence must amount to more than the amount of the

incentive. Thus, in a study of this nature where the housing units are tightly clustered and interviewers can make additional trips to nonresponding households at very little additional costs, the use of incentives is not likely to reduce costs. On the other hand, the use of incentives would only make the study more costly.

Because the residents' high degree of interest in crime victimization results in a very satisfactory response rate (thus negating the need to increase the number of respondents to obtain statistically valid numbers), the use of incentives does not seem to be necessary for this kind of study, and thus is not recommended.

5.4 Resolving Sampling Frame Problems

Results from a survey of this type are used to project to a target population. However, results are only truly projectable to the sampling frame from which the sample was selected. If the sampling frame is missing elements of the target population, then the results cannot be a true reflection of the target population because certain elements of that population had no chance to be in the survey. Therefore, it is very important that the sampling frame is carefully constructed and checked to ensure it contains all elements of the target population.

It is also important that each element of the target population appear only once on the sampling frame. Multiple occurrences of the same element on the sampling frame reduces the efficiency of the sampling

design by reducing the precision of estimates from the sample. Therefore, checking the frame for duplicate occurrences of the same element is important.

5.5 Special Design Issue: How To Best Implement a Time1–Time2 Data Collection Design

5.5.1 Telescoping and Bounding

In conducting a victimization survey, the researcher depends on respondents' accurate recollection of past events. Naturally, due to their often traumatic nature, these episodes tend to stand out in a victim's memory. The vivid nature of these memories sometimes might give the respondent the impression that the criminal victimization happened quite recently even though several years have passed. In this connection, the U.S. Census Bureau, the primary developer of victimization survey methodology, identified two issues crucial to data validity: *telescoping* and *bounding*.

Telescoping refers to the tendency of respondents to incorrectly place past events into more recent reference periods than to report distant happenings as relatively current to their experience. For example, when asked if she had been the victim of a burglary in the last 6 months, a respondent might report an incident that actually occurred 22 months before.

Efforts to control *telescoping* led to the identification of *bounding* as a methodological issue. Since the National Criminal Victimization Survey (NCVS) is a study involving periodic interviews (i.e., every 6

months) with the same respondents over a period of 3½ years, *bounding* of reporting periods to the previous 6 months was largely achieved by “ignoring” of the first round of interviews. Hence, the respondents are already in the panel for 6 months and surveyed twice before their victimization data are deemed suitable for tabulation and analysis.

Ignoring the first wave of a victim survey is an expensive way to deal with *telescoping*. However, failure to adopt a *bounding strategy* was found to greatly inflate survey estimates of victimization since the reference period sometimes extends well beyond the standard 6 months. Hence, the reference period is effectively *bounded* by using the initial survey interview as the starting point for recall. Ironically, additional studies have established that a reference period of 3 months gives even more accurate results than the standard 6-month reference period since the shorter time between surveys lessens the chance that respondents will forget minor crimes that are much less traumatic and thus more likely to be forgotten (the technical research term here is memory decay). However, 3-month iterations have been judged to be too costly.

5.5.2 The Consequences of Telescoping

Failure to control for the *effects of telescoping* will almost certainly produce misleading results in an evaluation based on a basic Time1–Time2 design. The sample data collected at Time1 are virtually sure to contain events that occurred well before the standard 6-month reference period, while the data collection at Time2 would be much better *bounded* (i.e., the Time1 survey itself would serve as a clear point of reference and allow a better focus on recent experience). Time2’s better bounding tends to result

in fewer per capita incidents being reported because there tends to be a smaller field of experience from which to draw. Therefore, if telescoping is not addressed, the evaluation results would tend to mislead one into thinking that the crime-control strategy caused a reduction in victimization since fewer incidents would likely be reported at Time2.

5.5.3 Suggestion for Coping With the Impact of Telescoping in the Context of a Time1–Time2 Survey Design

Sampling is the key here. The researcher cannot actually influence respondents' ability to accurately recall events but rather can hold constant the contribution of *telescoping*. This strategy depends on the availability of a control development that is as closely matched to the treatment development as possible with respect to important socioeconomic factors (e.g., race/ethnicity of residents, proportion of female-headed households, age distribution of residents, proportion of households receiving public assistance), physical layout, state of repair, and crime problems. Both the treatment and the control developments are surveyed (Time1) before the crime-control treatment occurs and (Time2) after the treatment has been in place for 6 months. Care must be taken here not to subject the control development to any new procedures or changes in management or physical changes during the 6-month treatment period since the effects of new activity may influence patterns of victimization. One must also be aware of the fact that if the crime-prevention treatment involves new patterns of police activity these new patterns must not spill over into the control development.

The use of a control group allows the researcher, in effect, to hold the influence of *telescoping* constant so that the existence of change due to a crime-prevention treatment is discernible. In other words, the use of a control group allows for an all-things-being-equal approach to assessing change due to the treatment. We are assuming that the effects of *telescoping* are the same for residents of both developments. For example, it is possible that a citywide downturn in crime might occur during the treatment period. Therefore, all public housing developments might enjoy lower crime rates regardless of the presence or absence of a particular anticrime effort. Hopefully, in the face of a general decline in crime, the treated development would enjoy an even steeper decline in victimization rates than the control development. Thus, assuming the equality of telescoping across the two samples, any difference between the victimization rates in the control and the treatment sample can be attributed to the crime-prevention program being evaluated.

6. DATA PROCESSING

6.1 Converting Questionnaire Data to Electronic Form

There are many different ways to get the hardcopy questionnaire data into a computer-readable data file. The questionnaires provided with this workbook require the data to be “keyed” by some means. If you don’t have a staff that routinely keys data into a computer-readable file, then it will probably be best to search out a data entry business and use its services to get your questionnaire data into a computer-readable form.

You will need to provide specifications for the final product you want from the data entry business so it will be compatible with the computer you will be using to analyze the data. At a minimum the specifications should include the following:

- Copy of the three questionnaires.
- Expected number of each type of questionnaire.
- Quality control requirements.
- Schedule of when the questionnaires will be given to the contractor and when you want to have the final data files delivered.

- Medium you want the file delivered on, i.e., 3.5-inch high-density diskette, 5.25-inch high-density diskette, CD-ROM, cartridge tape, etc.

- Type of file you want, i.e., ASCII, dBASE, SAS, SPSS, etc.

Data entry businesses use program-controlled data entry processes to prepare data files from hardcopy questionnaires. The program that controls the data entry provides an editing capability as the data are keyed. The program will routinely check for data type, i.e., alpha, numeric, or alphanumeric and legitimate range of values. It can also do some consistency checking, from very simple to complex. However, consistency checking requires more sophisticated programming and subsequent instructions on what to do when an inconsistency is identified. Thus, it is a more costly type of editing for data entry.

Once you have selected the business to do your data entry, you will have to meet with them to confirm the data type of each response and to establish ranges with upper and lower bounds for some of the responses. You will also have to provide instructions for what to do when a response is not of the specified type or does not fall within the specified range. Usually some special code is assigned so the analyst can decide if he/she wants to look up the response in the questionnaire and decide what the response code should be or to treat such cases in some special way in the analysis.

Quality control of the data entry process is very important. This ensures that the data recorded on the questionnaire is what is being keyed into the computer data file. Because the amount of data expected to be collected in most of these surveys is relatively small, the routine quality control procedure on the data

entry process is for two separate keyers to key all the data, one following the other. The second keying is compared to the first and discrepancies are resolved by reviewing the questionnaire. There are other quality control procedures but this is probably the most common and provides high-quality conversion to computer-readable data.

6.2 Editing Questionnaire Data

Data editing will probably take two forms. The first is editing prior to converting the data into a computer-readable form. The second is following the creation of a computer data file and before you begin data analysis.

One of the main objectives of the first edit is to reduce, or greatly minimize, the necessity for data entry keyers to stop keying in the middle of a questionnaire because a response is unclear or illegible. The more the data entry keyer has to stop and get clarification of a response before continuing, the greater the cost of the keying operation. Having to stop also means that someone has to make a decision about the problem response. If you have not specified what to do, then an arbitrary decision has to be made. This decision may not be your preference, thus corrupting your data. To minimize this type of data corruption, you can conduct a very detailed manual edit of the data before data entry begins. However, unless you have a surplus of very good and inexpensive labor to conduct this detailed edit, the cost and/or time required to complete the task could be prohibitive.

An alternative to the detailed edit is to specify a set of special response codes that editors and keyers can use when they encounter a problem response. This could be as simple as special codes for “bad data” and “multiple response” or the codes can be more specific such as out-of-range, illegible, wrong data type, wrong data format, multiple response, etc.

After the data file has been created, the second editing can begin. This is most often performed by the analyst. The analyst can produce frequencies and cross tabulations of the data items to review for unusual and unexpected values. If special codes have been used to identify problem data, these tabulations will permit the analyst to quantify easily the magnitude of the problem data and decide to ignore it or to identify those questionnaires containing problem data items. If special problem data codes have not been used, the analyst will have to be more resourceful with the data tabulations to quantify the type and magnitude of problem data.

When the questionnaires with problem data items are identified, the analyst can look at those questionnaires and determine what should be done to the problem data. This method puts the decision for problem data into the analyst’s hands and he/she can decide how much effort to spend cleaning the data.

7. ANALYSIS

7.1 Overview

This section discusses the procedure for categorizing the victimization incidents reported into various crime categories such as rape, robbery, and burglary. Definitions of major types of crime are also presented. This section also discusses and provides examples of how the crime categories can be broken down by other variables such as time of day, location, and whether the victimizations were reported to the police.

7.2 Creating Crime Variables

Once the data are cleaned and ready for analysis, the next step is to classify the reported incidents by type of crime (TOC). The classification scheme we recommend is based on that used by the Bureau of Justice Statistics, which in turn is based on the Federal Bureau of Investigation's crime definitions. We have taken the liberty, however, to add vandalism to the list of types of crime because it is often a significant problem in public housing developments. Thus, we recommend classifying the reported incidents into nine types of crime: five personal crimes and four property crimes. The five personal crimes are rape, robbery, assault, personal larceny, and purse snatching/pickpocketing. The four property crimes are household burglary, motor vehicle theft, household larceny, and vandalism. In addition, for most of the crime

categories we recommend distinguishing between completed crimes and attempted crimes. Exhibit 7–1 presents definitions of these crimes.¹

It is important to understand two points when approaching the classification of incidents. First, this classification is done solely on the data collected through the incident report. The data collected by the screeners are not used. Experience with victimization surveys indicates that people are not very good at distinguishing between various types of crimes. That is why the incident report asks very specific questions about the location, the use of force or threat of force, location of the property stolen, and other questions. It is upon this very specific information that the incidents are classified.

Second, the convention in victimization surveys is that each incident is classified as a single crime, even though from a legal standpoint more than one crime may have been committed. Each incident is classified based on the most severe crime committed during the incident. If, for example, someone breaks into an apartment, rapes the occupant, and steals jewelry, the incident is simply classified as a rape. The ordering of types of crime in exhibit 7–1 indicates the relative severity of crimes, with all personal crimes, except personal larceny, considered to be more severe than property crimes.

¹ The data collected allow for subcategories of certain crime types. For example, robberies can be further categorized into those with injury and those without injury. Assault can be divided into aggravated and simple. Personal larcenies can be divided into those with and without contact. And both personal and household larcenies can be broken down by the amount of the item or items stolen.

Exhibit 7-1

Definitions of Types of Crime

Rape – Carnal knowledge through the use of force or the threat of force, including attempts. Statutory rape (without force) is excluded. Both heterosexual and homosexual rape are included.

Robbery – Completed or attempted theft, directly from a person, of property or cash by force or threat of force, with or without a weapon.

Assault – An unlawful physical attack or threat of attack. Assaults may be classified as aggravated or simple. Rape and attempted rape are excluded from this category, as well as robbery and attempted robbery. The severity of assaults ranges from minor threat to incidents that are nearly fatal.

Purse Snatching/Pickpocketing – The taking of cash, a wallet, or purse from a person without the use or threat of force and without injury to the victim.

Burglary – Unlawful or forcible entry or attempted entry into a residence. This crime usually, but not always, involves theft. The illegal entry may be by force, such as breaking a window or slashing a screen, or may be without force by entering through an unlocked door or an open window. As long as the person entering has no legal right to be present in the structure, a burglary has occurred. Furthermore, the structure need not be the house itself for a burglary to take place; illegal entry into a garage, shed, or any other structure on the premises also constitutes household burglary. If breaking and entering occurs in a hotel or vacation residence, it is still classified as a burglary of the household whose member or members were staying there at the time the entry occurred.

Personal Larceny – The theft or attempted theft of property or cash by stealth, either with contact (but without force or threat of force) or without direct contact between the victim and the offender.

Household Larceny – Theft or attempted theft of property or cash from a residence or the immediate vicinity of the residence. In order to occur within a house, the thief must have a legal right to be in the house (such as a maid, delivery person, or guest), as unlawful or forcible entry constitutes a burglary.

Motor Vehicle Theft – Stealing or unauthorized taking of a motor vehicle, including attempted thefts.

Vandalism – The intentional damage or destruction of property owned by the household or any household member or to the unit in which they live. NOTE: All definitions except those for purse snatching/pickpocketing and vandalism come from the Bureau of Justice Statistics.

The following statements indicate the procedure for classifying incidents into types of crime categories. As discussed above, it is entirely based on questions from the incident report. In addition, once an incident has been classified, the program should move on to the next incident. We will be creating a new variable called TOC where:

- 1 = Rape
- 2 = Attempted Rape
- 3 = Completed Robbery
- 4 = Attempted Robbery
- 5 = Completed Assault
- 6 = Attempted Assault
- 7 = Completed Purse Snatching
- 8 = Attempted Purse Snatching
- 9 = Completed Burglary
- 10 = Attempted Burglary
- 11 = Completed Personal Larceny
- 12 = Attempted Personal Larceny
- 13 = Completed Household Larceny
- 14 = Attempted Household Larceny
- 15 = Motor Vehicle Theft
- 16 = Attempted Motor Vehicle Theft
- 17 = Vandalism

The logic code for creating this variable is as follows:

IF IR13 = 1 AND IR13a = 1 OR IR17a = 1 THEN TOC = 1

ELSE IF IR13 = 1 AND IR13a = 2 OR IR14a = 1 OR IR17a = 2 THEN TOC = 2

ELSE IF IR13 = 1 OR IR14 = 1 AND IR32 = 1 THEN TOC = 3

ELSE IF IR13 = 1 OR IR14 = 1 AND IR33 = 1 THEN TOC = 4

ELSE IF IR13 = 1 AND IR13A = 3-13 THEN TOC = 5

ELSE IF IR14 = 1 AND IR14A = 2-10 THEN TOC = 6

ELSE IF IR13 = 2 AND IR14 = 2 AND IR17 = 2 AND IR32 = 1 AND IR38A = 1 THEN TOC = 7

ELSE IF IR13 = 2 AND IR14 = 2 AND IR17 = 2 AND IR33 = 1 AND IR35 = 1 THEN TOC = 8

ELSE IF IR6 = 2,3 AND IR7 = 1 THEN TOC = 9

ELSE IF IR6 = 2,3 AND IR7 = 2,3 THEN TOC = 10

ELSE IF IR32 = 1 AND IR4 = 4,5,6 AND IR37 = 1-4 OR 7-19 THEN TOC = 11

ELSE IF IR33 = 1 AND IR4 = 4-6 AND IR33A = 1-4 OR 7-15 THEN TOC = 12

ELSE IF IR32 = 1 AND IR4 = 1-3 AND IR37 = 1-4 OR 7-18 THEN TOC = 13

ELSE IF IR33 = 1 AND IR4 = 1-3 AND IR33A = 1-4 OR 7-14 THEN TOC = 14

ELSE IF IR32 = 1 AND IR37 = 5,6 THEN TOC =15

ELSE IF IR33 = 1 AND IR33A =5 OR 6 THEN TOC = 16

ELSE IF IR16 = 4 THEN TOC = 4

ELSE IF IR16 = 1 THEN TOC = 11

ELSE IF IR16 = 2 THEN TOC = 12

ELSE IF IR16 = 5 THEN TOC = 15

ELSE IF IR16 = 6 THEN TOC = 17

After running this algorithm there still may be some incidents that have not been classified. There are several possible reasons for this. First, the incident may not have been a crime or at least a crime that we are measuring. If someone was harassed, for example, this is not a crime that we are measuring. Second, missing data on any of the questions may result in failure to classify an incident.

To ensure that the programming was done correctly, we recommend that the nonclassified cases be printed out and scanned to see why they could not be classified.

Once the TOC variable has been created, the individual categories can be collapsed to come up with the number of personal crimes, the number of property crimes, and the total number of crimes. The total

number of personal victimizations is calculated by summing the number of incidents classified as codes 1–8 and 12. The number of property crimes can be calculated by summing the number of incidents classified as codes 9–11 and 13–16. The number of all crimes would simply be the total number in all of the categories.

Once the frequency of each type of crime is calculated, crime rates can be computed by dividing the number of crimes in each type of crime category by the total number of persons interviewed and then multiplying by 100. If the survey is a census of the development (that is, attempts are made to interview all households in the development) then the calculation of victimization rates is directly computed from the data as stated previously. If a sample was randomly drawn from the population of households in the development or developments, it is important to use the victimization rate computation as specified in Section 7.4 for multiple development estimates.

An example of the results of this TOC analysis is presented in exhibit 7–2. This table presents the frequencies and the rates per 100 households/persons for each type of crime. It is often useful to look at both the frequencies and the rates, since the frequencies provide a sense of the absolute number of crimes while the rates (since they take into account the number of households/persons interviewed) are useful for comparing the crime levels in different developments.

Exhibit 7-2

**Estimated Numbers of 6-Month Victimations and
Victimization Rates Per 100 Households/Persons in Two Developments
During December 1994 through June 1995**

Type of Crime	<i>Development 1</i>		<i>Development 2</i>	
	Number	Rate	Number	Rate
All Crimes	199		243	
Personal Crimes				
Completed	81	16.7	58	7.4
Attempted	27	5.7	28	3.4
Rape	0	0.0	2	0.3
Robbery				
Completed	21	4.3	28	3.6
Attempted	6	1.3	6	0.7
Assault				
Completed	35	7.2	14	1.8
Attempted	21	4.4	18	2.3
Personal Larceny				
Completed	16	3.4	11	1.4
Attempted	0	0.0	4	0.5
Purse Snatching/ Pickpocketing	9	1.8	3	0.4
Property Crimes				
Completed	49	14.7	121	34.4
Attempted	42	12.6	36	10.5
Household Burglary				
Completed	8	2.5	13	3.7
Attempted	39	11.7	26	7.4
Motor Vehicle Theft				
Completed	0	0.0	5	1.3
Attempted	0	0.0	2	0.7
Household Larceny				
Completed	33	9.9	81	23.1
Attempted	3	0.9	8	2.4
Vandalism	8	2.3	22	6.3

At this point you have the ability to see how many crimes and of what types have been committed in the development or developments that were in the survey. You also have the ability to compare the victimization rates in different developments, or in the same development at different points in time, by the type of crime. We must caution, however, against comparing the victimization rates obtained from this survey with rates from other sources, including the National Crime Victimization Survey or other locally sponsored studies. This is because the number of victimizations reported are greatly affected by the survey instrument used and by the procedures employed. Victimization rates derived from different questionnaires administered under different procedures are simply not comparable.

For the purposes of planning crime-reduction programs it is helpful to have additional information about the crimes being committed. The victimization survey, for example, includes questions on the time of day each crime was committed, the location of the crime, whether the offender was known to the victim, whether known victims live in the development or outside it, whether a weapon was used, whether the crime was reported to the police, and the reported police response times. The responses to these questions can be crossed with victimization frequencies and rates to provide additional insight into the nature of the crime problem in specific developments. The following section presents examples of the types of information that can be generated from the survey.

7.3 Basic Analysis Tables

As discussed above, a more detailed analysis of the crime problems in specific developments can be obtained by crossing crime frequencies and rates with a variety of other survey items. This section of the report is designed to provide examples of the kinds of information that can be generated from the survey results. It will also demonstrate the kinds of insights on the nature of the crime problems that these data can provide. The data presented in exhibits 7-3 through 7-8 were obtained from actual surveys in two housing developments. For the purposes of this manual we will simply refer to them as Development 1 and Development 2. We will see that the types of crime, the time of day of crime, the location of crime, and the crime reporting rates are very different in the two developments.

Exhibit 7-3

**Number and Percentage of Victimizations by
Type of Crime and Time of Day
Number (Percentage)**

	<i>Development 1</i>		<i>Development 2</i>	
	6 a.m.–6 p.m.	6 p.m.–6 a.m.	6 a.m.–6 p.m.	6 p.m.–6 a.m.
Personal Crimes				
Rape	0	0	0	2 (100)
Robbery				
Completed	3 (14)	18 (56)	11 (50)	11 (50)
Attempted	3 (50)	3 (50)	1 (25)	4 (75)
Assault				
Completed	32 (91)	3 (9)	11 (79)	3 (21)
Attempted	16 (80)	4 (20)	16 (89)	2 (11)
Personal Larceny				
Completed	6 (38)	10 (62)	5 (100)	0
Attempted	0	0	4 (100)	0
Purse Snatching/ Pickpocketing	9 (100)	0	3 (100)	0
Property Crimes				
Household Burglary				
Completed	4 (50)	4 (50)	3 (23)	10 (77)
Attempted	29 (74)	10 (26)	12 (44)	15 (56)
Motor Vehicle Theft				
Completed	0	0	0	5 (100)
Attempted	0	0	0	2 (100)
Household Larceny				
Completed	21 (64)	12 (3)	30 (36)	53 (64)
Attempted	3 (100)	0	2 (5)	6 (75)
Vandalism	5 (83)	1 (17)	7 (35)	13 (65)

Exhibit 7-4

**Number and Percentage of Victimations by
Type of Crime and Location
Number (Percentage)**

	<i>Development 1</i>				<i>Development 2*</i>			
	In Unit	In Bldg.	On Grounds	Outside Dev.	In Unit	In Bldg.	On Grounds	Outside Dev.
Personal Crimes								
Rape	0	0	0	0	2 (100)	0	0	0
Robbery								
Completed	0	3 (14)	9 (43)	9 (43)	7 (30)	0	9 (40)	7 (30)
Attempted	0	0	3 (50)	3 (50)	0	0	4 (80)	1 (20)
Assault								
Completed	4 (11)	4 (11)	19 (54)	8 (23)	3 (21)	0	5 (36)	6 (43)
Attempted	2 (10)	12 (60)	3 (15)	3 (15)	9 (53)	0	4 (24)	4 (24)
Personal Larceny								
Completed	0	0	9 (53)	8 (47)	0	0	0	5 (100)
Attempted	0	0	0	0	0	0	0	4 (100)
Purse Snatching/ Pickpocketing	3 (33)	3 (33)	0	3 (33)	0	0	0	3 (100)
Property Crimes								
Household Burglary								
Completed	8 (100)	0	0	0	13 (100)	0	0	0
Attempted	35 (85)	3 (7)	3 (7)	0	21 (91)	0	2 (9)	0
Motor Vehicle Theft								
Completed	0	0	0	0	0	0	5 (100)	0
Attempted	0	0	0	0	0	0	2 (100)	0
Household Larceny								
Completed	15 (45)	6 (18)	12 (36)	0	26 (32)	0	55 (68)	0
Attempted	3 (100)	0	0	0	0	0	8 (100)	0
Vandalism	1 (17)	2 (33)	3 (50)	0	0	0	17 (100)	0

* Units in the Washington, D.C., development were all garden apartments; therefore, no crimes were committed in the building.

Exhibit 7-5

**Number and Percentage of Victimations by
Type of Crime and Residence of Known Offenders
Number* (Percentage)**

	<i>Development 1</i>			<i>Development 2</i>		
	Live In Dev.	Live Outside Dev.	Don't Know	Live In Dev.	Live Outside Dev.	Don't Know
Personal Crimes						
Rape	0	0	0	0	0	0
Robbery						
Completed	3 (100)	0	0	1 (11)	5 (56)	3 (33)
Attempted	0	0	0	1 (100)	0	0
Assault						
Completed	17 (61)	11 (39)	0	7 (54)	5 (38)	1 (8)
Attempted	17 (94)	1 (6)	0	9 (69)	4 (31)	0
Personal Larceny						
Completed	0	0	0	2 (29)	1 (14)	4 (57)
Attempted	0	0	0	0	0	1 (100)
Purse Snatching/ Pickpocketing	0	3 (100)	0	0	0	0
Property Crimes						
Household Burglary						
Completed	3 (100)	0	0	4 (100)	0	0
Attempted	4 (100)	0	0	2 (100)	0	0
Motor Vehicle Theft						
Completed	0	0	0	0	0	0
Attempted	0	0	0	0	0	0
Household Larceny						
Completed	11 (100)	0	0	12 (71)	5 (29)	0
Attempted	3 (100)	0	0	1 (100)	0	0
Vandalism	1 (100)	0	0	3 (75)	1 (25)	0

*Only those crimes (35 percent of all crimes) in which the victim knew the offender are included in the above table.

Exhibit 7-6

**Number and Percentage of Personal Victimations by
Type of Crime and Use of a Weapon*
Number (Percentage)**

	<i>Development 1</i>			<i>Development 2</i>		
	Use of Handgun	Use of Other Weapon	No Weapon Used	Use of Handgun	Use of Other Weapon	No Weapon Used
Personal Crimes						
Rape	0	0	0	0	0	0
Robbery						
Completed	6 (50)	0	6 (50)	3 (18)	2 (12)	12 (70)
Attempted	0	3 (100)	0	1 (50)	0	1 (50)
Assault						
Completed	0	17 (59)	12 (41)	4 (24)	8 (47)	5 (29)
Attempted	0	3 (21)	11 (79)	0	11 (85)	2 (15)
Personal Larceny						
Completed	0	0	6 (100)	0	0	5 (100)
Attempted	0	0	0	0	0	2 (100)
Purse Snatching/ Pickpocketing	0	0	3 (100)	0	0	3 (100)

*Only those crimes (44 percent of all crimes) in which the victim knew if a weapon was used or not are included in the above table.

Exhibit 7-7

**Number and Percentage of Victimizations by
Type of Crime and Reporting to Police
Number (Percentage)**

	<i>Development 1</i>		<i>Development 2</i>	
	Reported	Not Reported	Reported	Not Reported
Personal Crimes				
Rape	0	0	0	2 (100)
Robbery				
Completed	6 (29)	15 (71)	10 (48)	11 (50)
Attempted	0	6 (100)	0	6 (100)
Assault				
Completed	23 (66)	12 (34)	5 (36)	9 (64)
Attempted	11 (55)	9 (45)	11 (61)	7 (39)
Personal Larceny				
Completed	10 (59)	7 (41)	0	5 (100)
Attempted	0	0	2 (67)	1 (33)
Purse Snatching/ Pickpocketing	3 (33)	6 (67)	0	3 (100)
Property Crimes				
Household Burglary				
Completed	5 (63)	3 (38)	0	11 (100)
Attempted	6 (15)	33 (85)	6 (23)	20 (77)
Motor Vehicle Theft				
Completed	0	0	2 (50)	2 (50)
Attempted	0	0	2 (100)	0
Household Larceny				
Completed	5 (15)	28 (8)	16 (20)	65 (80)
Attempted	0	3 (10)	4 (4)	5 (56)
Vandalism	1 (17)	5 (8)	0	20 (100)

Exhibit 7-8

**Number and Percent of Victimizations by
Type of Crime and Estimated Police Response Time*
Number (Percentage)**

	<i>Development 1</i>				<i>Development 2*</i>				
	0-5 min	6-10 min	11-60 min	>60 min	Didn't Respond	0-5 min	6-10 min	11-60 min	>60 min
Personal Crimes									
Rape	0	0	0	0	0	0	0	0	0
Robbery									
Completed	3 (50)	3 (50)	0	0	0	0	0	5 (63)	3 (38)
Attempted	0	0	0	0	0	0	0	0	0
Assault									
Completed	0	19 (100)	0	0	0	0	0	3 (100)	0
Attempted	0	4 (57)	0	3 (43)	0	0	9 (82)	2 (18)	0
Personal Larceny									
Completed	0	3 (50)	3 (50)	0	0	0	0	0	0
Attempted	0	0	0	0	0	0	0	2 (50)	0
Purse Snatching/ Pickpocketing	0	3 (100)	0	0	0	0	0	0	0
Property Crimes									
Household Burglary									
Completed	0	1 (20)	4 (80)	0	0	0	0	0	0
Attempted	0	0	3 (50)	3 (50)	0	0	2 (33)	4 (67)	0
Motor Vehicle Theft									
Completed	0	0	0	0	0	0	2 (100)	0	0
Attempted	0	0	0	0	0	0	0	2 (100)	0
Household Larceny									
Completed	0	2 (40)	0	3 (60)	5 (36)	0	2 (14)	5 (36)	2 (14)
Attempted	0	0	0	0	1 (33)	0	2 (67)	0	0
Vandalism	0	0	1 (100)	0	0	0	0		0

* Only 23 percent of crimes were reported and had information on response time.

The data for all these tables can be generated by cross-tabling (also described as two-way frequency tables) the TOC variable discussed above with the second variable mentioned in the title of the table (e.g., time of day, location, etc.). In some of the following examples, we collapsed the original response categories to cut down on the number of rows in the tables. For simplicity's sake we collapsed the original time of day variable, for example, from the original four categories to two categories (6 a.m. to 6 p.m. and 6 p.m. to 6 a.m.). It is up to you to decide how much detail is needed.

The basic type of crime data for each development is displayed in exhibit 7–2. These data indicate that the types of crime in the two developments are very different. Compared with Development 2, Development 1 has a much higher overall rate of personal victimizations. Moreover, this pattern holds for each of the individual personal crimes. The pattern for property crime, however, is reversed. Compared with Development 1, Development 2 has a much higher rate of property crime. This holds for each of the individual property crime categories. Given this information the types of crime prevention strategies implemented in each of these developments might be very different. In Development 1 the emphasis might be to develop personal safety programs, such as an escort program, while in Development 2 improved security hardware might be called for.

The time of day each type of crime was committed is displayed in exhibit 7–3. This indicates that robbery is more prevalent at night in Development 1, while in Development 2, it is evenly divided between day and night. It is also interesting to see that in both sites assaults are more prevalent in

the day time than at night. The two sites also differ greatly in the time of day of property crimes. They are more prevalent during the day in Development One and more prevalent at night in Development 2. These data might be used to match the schedules of security officers with the times crimes are being committed.

The location of each type of crime is displayed in exhibit 7–4. These data indicate that for both developments the majority of all crimes are taking place in the respondents’ unit or building or on the grounds of the development. Given the relatively small frequencies in many of the table cells, caution should be exercised in drawing any strong conclusions concerning differences between the two developments. Notice that the data indicate that a number of attempted household burglaries took place in the building and on the grounds. This is because the definition of burglary includes breaking in or attempting to break into a garage, shed, or any other structure on the premises. Similarly, household larceny includes the theft of items from the resident and from “the immediate vicinity of the residence.”

The residence of known offenders by type of crime is reported in exhibit 7–5. Except for completed robberies in Development 2, the majority of all known offenders live in the developments. The data in this table should be interpreted cautiously. Remember that, as indicated in the table note, in only 35 percent of all crimes did the victim see and know the offender. In addition, victims are more likely to know those who live close to them. Thus, one should not conclude that the majority of crimes are being committed by those living in the housing developments.

The use of a handgun or other weapon by type of personal crime is presented in exhibit 7–6. The data in this table indicate that the use of weapons in robberies and assaults is somewhat more prevalent in Development 1 than it is in Development 2. Handgun buy-backs and other programs designed to reduce the number of weapons in the community may be particularly appropriate in Development 1.

The rates of reporting of victimizations to the police are presented in exhibit 7–7. These data show a large difference in reporting rates in the two developments. Reporting rates are particularly low in Development 2, even for the most serious of crimes. The reporting rates in Development 1 are somewhat better. The low reporting rates in Development 2 may indicate a lack of confidence in the local police. Efforts might be undertaken to increase this confidence.

The lack-of-confidence explanation for the low reporting rates in Development 2 receives support from the data on police response times presented in exhibit 7–8. Although the number of incidents in this table is quite small, the data suggest that the police response times for incidents in this development are relatively slow. Slow response times may discourage residents from reporting crimes, since the offenders are likely to be long gone by the time the police arrive on the scene. A program of improved response times might be called for in Development 2.

7.4 Statistical Estimates and Standard Errors

The purpose of the survey is to estimate both household and personal victimization rates in a specific PHA development, for several selected developments, or for an entire system. We will first describe how

to calculate victimization rates, the standard error of an victimization rate, and a 95-percent confidence interval for an victimization rate for a survey conducted in a single complex. We will then describe how to combine estimates from several single complexes in a system to compute overall victimization rate estimates, their standard errors, and 95-percent confidence intervals, for the combined group of complexes.

A complex-specific victimization rate is defined to be the number of households (m_h) or persons (m_p) that report being a victim of a specific type of crime divided by the number of completed household or completed personal interviews, n_h and n_p respectively.

Calculate Household or Personal Victimization Rates.

The household victimization rate, r_h , is computed as

$$r_h = m_h/n_h$$

and the personal victimization rate, r_p , is computed as

$$r_p = m_p/n_p$$

where the m_h , n_h , m_p , and n_p are defined as stated above. These rates can be scaled to a rate per 100 by multiplying by 100.

Because the interviews will be completed on only a subset of the population, there will be uncertainty associated with these estimates. In the case of a census, some households and persons will not cooperate. For larger complexes or for systemwide studies, only a sample will be selected for interview. The common measure for quantifying the uncertainty associated with these types of estimates is called the standard error. The standard error is a function of the variability in the population and the number of interviews completed. When studying small populations, as will be the case in most of these surveys, the standard error also depends upon the ratio of the number of interviews to the size of the population. We now give step-by-step instructions to calculate standard errors for victimization rates.

Calculate the Standard Error for a victimization rate assuming a large population.

Step 1 The standard error (SE) for a household victimization rate, r_h , is computed as:

$$SE_l(r_h) = \{r_h(1-r_h)/n_h\}^{1/2}$$

and the standard error for a personal victimization rate, r_p , is computed as:

$$SE_l(r_p) = \{r_p(1-r_p)/n_p\}^{1/2}$$

where the superscript $\frac{1}{2}$ indicates the square root. These standard errors can be scaled to a rate per 100 by multiplying them by 100.

Standard errors calculated by most standard statistical software packages will use the above formula.

Because many of the surveys for which this workbook is intended will be from a small population, using this formula will overstate the level of sampling error. In some cases, the magnitude of this overstatement could be quite substantial. Step 2 below will adjust the above estimate based on the size of the population.

Step 2 Adjust the standard error calculated in Step 1 for the size of the development being studied by

$$SE(r_h) = SE_1 \{ 1 - (n_h/N) \}^{1/2}$$

for households and

$$SE(r_p) = SE_1 \{ 1 - (n_p/N) \}^{1/2}$$

for persons, where the subscript 1 denotes the standard error calculated in Step 1 and the superscript $1/2$ again denotes the square root. Note that the small population adjustment factor is the same for both household and personal victimization rates. The reason is the sampling units are the households not the persons.

Calculate 95-percent confidence interval. To calculate a 95-percent confidence interval for a household victimization rate, use the formula

$$(r_h - 1.96SE(r_h), r_h + 1.96SE(r_h))$$

where 1.96 is the table value for a 95-percent confidence interval from the standard normal distribution and r_h and $SE(r_h)$ are as defined above. The formula is identical for personal victimization rates but r_h and $SE(r_h)$ must be replaced by r_p and $SE(r_p)$.

Numerical example for the single-complex situation. We will do an example to illustrate the above calculations. Suppose we have the following results from a survey:

The complex had a total of 400 units, hence $N = 400$.

205 households completed the household interview, hence $n_h = 205$.

39 households reported a burglary during the 6 months prior to the survey, hence

$m_h = 39$.

From these three items of information, we can calculate the household victimization rate, the standard error of the victimization rate, and a 95-percent confidence interval for the victimization rate.

Step 1 Calculate the victimization rate.

$$r_h = m_h/n_h = 39/205 = 0.1902. \text{ The rate per hundred persons is } 19.0.$$

Step 2 Calculate the standard error assuming a large population.

$$SE_l(r_h) = \{r_h(1-r_h)/n_h\}^{1/2} = \{0.1902(1-0.1902)/205\}^{1/2} = \{0.1541/205\}^{1/2} = 0.0274.$$

The standard error for the rate per 100 persons = $0.0274 \times 100 = 2.74$.

Step 3 Adjust the standard error for the small population size.

$$SE(r_h) = Se_l(r_h)\{1 - n_h/N\}^{1/2} = 2.74(1 - 205/400)^{1/2} = 2.74(1 - 0.5125)^{1/2} = 2.74(0.6982) = 1.91.$$

Calculate the 95-percent confidence interval.

$$(r_h - 1.96SE(r_h), r_h + 1.96SE(r_h)) = (19.0 - 1.96(1.91), 19.0 + 1.96(1.91)) = (15.3, 22.7).$$

Exhibit 7-9

Example of Calculating an Overall Victimization Rate and Its Standard Error for a Survey of Several Developments

Development	Number of Units (N)	Percent of Units (W)	Number of Completed Household Interviews (n)	Victimization Rate ($r = m/n$) ¹	Contribution to the Victimization Rate per 100 Persons $W \times r$	Basic Victimization Variance $r(1-r)/n$	Small Population Adjustment $(1-n/N)$	Development Variance Contribution ²
A	200	28.6%	72	0.170	5	0.0020	0.6400	1.03
B	100	14.3%	37	0.230	3	0.0048	0.6300	0.62
C	400	57.1%	145	0.210	12	0.0011	0.6375	2.40
Total	700	100.0%	254		20.1			4.05

Overall victimization rate per 100 persons is the sum of the development victimization rate contributions = 20.1.

Standard error of victimization rate is the square root of the sum of the development variance contributions, $\sqrt{4.05} = 2.0$.

The 95-percent confidence interval for the overall victimization rate (20.1) is computed as $(20.1 - (1.96) \times 2.0, 20.1 + (1.96) \times 2.0) = (16.2, 24.0)$ where 1.96 is the value used to compute a 95-percent confidence level for the standard normal distribution.

1 The victimization rate, r , is the number of households that reported a specific victimization (m) divided by the number of completed interviews in the development (n).

2 Each entry in the column is the product of W squared ($W^2 = W \times W$), the Basic Victimization Variance, and the Small Population Adjustment.

Multiple-complex situation. When more than one complex has been surveyed, the data must be correctly combined across the complexes to calculate an overall victimization rate and a standard error for the overall rate. The fact that the number of units in each complex as well as the number of completed interviews may be different, complicates the calculations. Exhibit 7-9 illustrates the different steps for this situation.

Step 1 Calculate the percentage of all units that each complex represents.

Divide the number of units in each complex by the total number of units over all complexes surveyed.

Multiply by 100 to convert to a percentage. Retain at least one decimal place. The percentage is denoted by *W* in the exhibit.

Step 2 Calculate the victimization rate for each complex.

Compute this rate for each complex surveyed as described above for the single-complex case. Keep in mind whether you are calculating a household or personal victimization rate.

Step 3 Calculate the overall victimization rate.

Multiply the complex-specific victimization rate (*r*) by its percentage (*W*) to calculate the complex's contribution to the overall victimization rate per 100 units. Sum these numbers over all the complexes. This sum is the overall victimization rate per 100 persons.

Step 4 Calculate the large population variance of the victimization rate for each complex.

Calculate $r(1-r)/n$ for each complex where *r* is the victimization rate for the complex and *n* is the number of completed interviews for the complex. This formula is similar to calculating the standard error (SE) for a large population, as described above in the single complex case. The only difference, however, is that it

does not include the square-root step. Do not take the square root at this time. Repeat this calculation for each complex.

Step 5 Calculate the small population variance adjustment for each complex.

Calculate $(1-n/N)$ for each complex where n is the number of completed household interviews and N is the number of units in the complex. This formula is similar to calculating the small population adjustment in Step 3 of the single complex case. The only difference, however, is that it does not include the square root step. Do not take the square root at this time. Repeat this calculation for each complex.

Step 6 Calculate the overall incident standard error.

First, calculate the variance contribution each complex makes to the overall variance. Take the product of

- The square of percentage of units that the complex represents (W^2),
- The large population variance calculated in Step 4, and
- The small population adjustment calculated in Step 5.

The overall formula is $(W^2) \{r(1-r)/n\} \{1-n/N\}$. Repeat this calculation for each complex.

Add the variance contribution from each complex together to compute the total estimated variance of the victimization rate over all the complexes. Take the square root of this total estimated variance to calculate the standard error for the victimization rate over all complexes.

Step 7 Calculate the overall victimization rate's 95-percent confidence interval.

The formula for the 95-percent confidence interval for the victimization rate over all complexes is identical to that used in the single-complex case, namely:

$$(r - 1.96SE(r), r + 1.96SE(r)).$$

The only difference is that the victimization rate r , and the $SE(r)$ are calculated using the above six steps.

7.5 Pre- and Post-Intervention Comparisons

One of the main reasons for conducting victimization surveys is to be able to evaluate the impacts of crime-prevention programs or activities. To accomplish this, the survey needs to be administered at two or more points in time: once before the crime prevention program or activities are implemented and at least once after program implementation. The first survey is referred to as the baseline or pre-test survey. It indicates the level of crime prior to the implementation of new crime-prevention activities. The second survey is referred to as the follow-up or post-test survey. It indicates the level of crime sometime after the

new crime-prevention activities have been implemented. The difference between the crime rates in the first and second surveys provide evidence of the effectiveness of the new crime-prevention activities.

In using the survey to do pre- and post-intervention comparisons several considerations should be kept in mind. First, we know that there is great seasonal variation in crime rates. They tend to be higher in the summer than they are in the winter. Thus, the second round of surveys should be conducted as closely as possible to the calendar months of the original survey. If the original survey was conducted in June and July, if at all possible, the follow-up survey should be conducted in those same months.

Second, the timing of the follow-up survey should be based on the time it should take for the particular crime prevention activities to have an impact on victimization rates. Some crime reduction strategies, such as zero-tolerance enforcement or other forms of aggressive policing, might be expected to show fairly quick results, while other strategies, such as job-training and community-involvement strategies, may take a longer time to show results. The timing of the second and any additional surveys should take this into account.

Third, the ideal research design would be to include a control development. This is a development that is as similar as possible to the development or developments in which the crime-prevention activities are to be implemented. The control development does not receive the new crime-prevention activities. The reason for this control development is to simulate what would have happened in the developments that did receive the new crime-prevention activities, if it were not for those activities. Many factors can influence crime rates and without a control community it is difficult to attribute any reductions in

victimization rates to the new crime prevention activities. The decrease in crime rates could have been the result of factors unrelated to the new activities. A control community helps rule out other possible explanations for a reduction in victimization rates.

Fourth, it is important to realize that victimization rates vary dramatically based on the income, age, and education levels of the population. In conducting pre- and post-intervention studies it is important to account for any changes in the population characteristics of the development between the baseline and the follow-up surveys. If, for example, the crime-prevention activities are part of a larger revitalization strategy (such as those funded under the HOPE VI program) that results in the relocation of the original tenants and the recruitment of new tenants with different population characteristics, any changes in the victimization rates could simply be a function of the characteristics of the persons living in the development; not the crime prevention activities themselves. To isolate the impacts of the new crime-prevention programs they should be tested in developments in which major changes in population characteristics are not anticipated.

APPENDIX A

Household-Level Screener

HOUSEHOLD-LEVEL SCREENER GENERAL QUESTIONNAIRE INFORMATION QUESTION-BY-QUESTION SPECIFICATIONS

Most of the items in the questionnaires are self-explanatory. Specifications will be provided only for those questions that may cause some difficulty for respondents to require special emphasis during administration. In order to avoid repetition throughout these specifications, we address some general issues in this section.

Reference period. For respondents who have lived in the development 6 months or more, you will use the 6-month reference period, from DATE to the day before you conduct the interview. To help define this period for the respondent, mention the holidays or some other significant event. The reference period for new residents is more easily defined because the move to the development should be easy to recall.

Guidelines for screening. The screening questions screen for specific incidents of crime. For any incidents reported, simply mark “Yes,” then ask the subquestion and record the number of times the incident occurred during the reference period. When entering that number on the incident checklist, briefly note what happened so you may easily refer to the incident later.

Record the incident in the screening question in which the respondent reports it, even if it does not technically belong with the screening question.

Once an incident is reported by the respondent, include the phrase “other than any thing(s) you have already told me about” for any remaining screeners.

If the respondent answers “Don’t know” for a screening question, carefully probe to get a “Yes” or “No.” If the answer remains a “Don’t know,” record a “DK” in the left margin and treat the response as a “No.”

HOUSEHOLD-LEVEL SCREENER

[LABEL]

Pending Codes		Final Codes	
10	Appointment for interview	50	Household-level interview complete
11	No one at HU	51	No one at HU after repeated visits
12	Respondent unavailable, call back	52	Respondent unavailable after repeated visits
13	Breakoff (partial interview)	53	Breakoff (partial interview)
14	Physically/mentally incapable	54	Physically/mentally incapable (no proxy available)
15	Language barrier (Specify: _____)	55	Language barrier (Specify: _____)
16	Refusal	56	Refusal
18	Other (Specify: _____)	58	Unit vacant
		59	Other (Specify in comments)

Date	Day	Time	Comments	Result Code	Interviewer
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			

HOUSEHOLD-LEVEL SCREENER'S INTERVIEW SCRIPT

Hello, this is (YOUR NAME), from the (COMPANY NAME). We are doing a study for the (PHA NAME).

HS1. The address that I have on record for this household is:

ADDRESS OF PROJECT/UNIT

Is this correct?

- 1 . . . YES
- 2 . . . NO → TERMINATE

HS2. I need to speak to someone who lives at this address who is 18 years of age or older? Do you live there and are you 18 or older?

- 1 . . . YES
- 2 . . . NO → May I please speak to someone 18 or older who lives there?

1 YES → WHEN AN ADULT COMES ON THE PHONE: This is (YOUR NAME) from the (COMPANY NAME). We are doing a study for (PHA NAME). REPEAT HS2.

2 NOT AVAILABLE → SET CALLBACK.

3 NO ONE 18 OR OLDER LIVES HERE → INTERVIEW OLDEST RESIDENT.

HS3. Have you lived in this housing development for 6 months or more?

- 1 . . . YES → **SKIP TO** INTRODUCTION
- 2 . . . NO

HS4. Is there someone else 18 or over who lives with you and has lived in this housing development for 6 months or more?

- 1 . . . YES → May I please speak with that person (RETURN TO HS2)
- 2 . . . NO → May I please speak with the person living with you who has lived in this housing development the longest?

When an Adult Is on the Phone, Continue:

INTRODUCTION:

Hello, my name is (YOUR NAME), and I'm from (COMPANY NAME). We are contacting persons in your neighborhood for a crime victimization survey sponsored by (PHA NAME). You should have received a letter from us explaining the study. (IF APPLICABLE: You should also have received a letter from the housing authority, urging you to cooperate; AND/OR: You also might have seen the flyers posted around the development from the residents' council urging you to participate.)

FOR FIELD: IF LETTER NOT RECEIVED, HAND PERSON COPY AND ALLOW TIME FOR READING. THEN SAY:

Let me read you our consent form that explains some of the details about the study and about your rights as a respondent.

READ CONSENT FORM.

The questions should take only 15 to 20 minutes of your time.

H1. How long have you lived in *this* housing development?

_____ WEEKS OR
_____ MONTHS OR
_____ YEARS

H2. How long have you lived in your current home or apartment?

_____ WEEKS OR
_____ MONTHS OR
_____ YEARS

H3. INTERVIEWER: IS ANSWER TO QUESTION H1 6 MONTHS OR LONGER?

1 ... YES
2 ... NO → **SKIP TO H17**

H4. I'd like to ask some questions about crime. Please think about just the last 6 months, between (DATE) and yesterday. During the last 6 months, did anyone break into or somehow illegally get into your (apartment/home) by forcing a door or window or by entering through an unlocked door or window?

- 1 ... YES
- 2 ... NO → **SKIP TO H5**

H4a. During the last 6 months, how many times did someone break into or somehow illegally get into your (apartment/home)?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H5. During the last 6 months, (other than the thing(s) you just told me about) did you find a lock forced, a window or door screen cut, or any other signs of an *attempted* break in?

- 1 ... YES
- 2 ... NO → **SKIP TO H6**

H5a. During the last 6 months, how many times did you find a lock forced, a window or door screen cut, or any other signs of an *attempted* break in?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H6. (Other than any things you have already told me about) During the last 6 months, was anything at all stolen that was kept outside your home, or happened to be left out, such as a bicycle, toys, clothing, tools, or other things?

- 1 ... YES
- 2 ... NO → **SKIP TO H7**

H6a. During the last 6 months, how many times was anything stolen that was kept or happened to be left outside your home?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H7. During the last 6 months, how many motor vehicles (cars, trucks, vans, motorcycles) were owned by you or anyone else who lives (here/there)? Please tell me the *total* number of vehicles, including those that you no longer own.

- 0 ... NONE → **SKIP TO H10**
- 1 ... 1
- 2 ... 2
- 3 ... 3
- 4 ... 4 OR MORE

H8. (Other than any things that you have already told me about) During the last 6 months, did anyone steal, *try* to steal, or use (it/any of them) without permission?

- 1 ... YES
- 2 ... NO → **SKIP TO H9**

H8a. During the last 6 months, how many times did someone steal, *try* to steal, or use (it/any of them) without permission?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H9. During the last 6 months, did anyone steal, or *try* to steal parts attached to (it/any of them), such as a battery, hubcaps, tape-deck, etc.?

- 1 ... YES
- 2 ... NO → **SKIP TO H10**

H9a. During the last 6 months, how many times did someone steal, or *try* to steal parts attached to (it/any of them), such as a battery, hubcaps, tape-deck, etc.?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H10. Now, I'd like to ask about vandalism that may have been committed during the last 6 months against you or someone who lives (here/there) with you. Vandalism is when something is damaged or destroyed by someone on purpose. Examples are breaking windows, slashing tires, and spray-painting, writing, or drawing on walls, cars, or other things. It would also include any times when anyone was shooting a gun and a bullet hit your home or something that you owned.

Since (DATE), has anyone damaged or destroyed anything owned by you or someone else who lives in your unit with you, or has anyone damaged the unit you live in? (*Do not count* damage done during any of the other times you have already told me about.)

- 1 . . . YES
- 2 . . . NO → **SKIP TO H14**

H10a. Was this done on purpose?

- 1 YES
- 2 NO → **SKIP TO H14**
- 3 DK → **SKIP TO H14**

H11. (Other than any things that you have already told me about) During the last 6 months, how many times has someone damaged or destroyed something on purpose that was *owned by you* or someone else who lives in your unit with you, or damaged the unit you live in?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H12. During the last 6 months, what was damaged or destroyed? (CODE ALL THAT APPLY.)
Anything else?

- 1 . . . MOTOR VEHICLE (INCLUDING PARTS)
- 2 . . . BICYCLE (INCLUDING PARTS)
- 3 . . . FURNITURE, OTHER HOUSEHOLD GOODS
- 4 . . . CLOTHING
- 5 . . . THE UNIT R LIVES IN
- 6 . . . OTHER (SPECIFY _____)

H13. During the last 6 months, what kind of damage was done to (PROPERTY/these things)? (CODE ALL THAT APPLY.)

- 1 ... BROKEN GLASS: WINDOW, WINDSHIELD, GLASS IN DOOR, MIRROR
- 2 ... DEFACED: MARRED, GRAFFITI, DIRTIED
- 3 ... BURNED: USE OF FIRE, HEAT, OR EXPLOSIVES
- 4 ... DROVE INTO OR RAN OVER WITH VEHICLE
- 5 ... OTHER BREAKING OR TEARING
- 6 ... INJURED OR KILLED ANIMALS
- 7 ... OTHER (SPECIFY _____)

H14. During the last 6 months, have you *yourself* heard gun shots in your development?

- 1 ... YES
- 2 ... NO → **SKIP TO H15**

H14a. During the last 6 months, how many times have you heard gun shots in your development?
Would you say...

- 1 1 or 2 times
- 2 3 or 4 times
- 3 5 to 10 times
- 4 More than 10 times

H15. During the last 6 months, have you seen drug dealing in your development?

- 1 ... YES
- 2 ... NO → **SKIP TO H16**

H15a. During the last 6 months, how many times have you seen drug dealing in your development? Would you say...

- 1 Every day or almost every day
- 2 A few times a week
- 3 A few times a month
- 4 Once a month or less

H16. INTERVIEWER: SUM “NUMBER OF TIMES” QUESTIONS (H4a, H5a, H6a, H8a, H9a, AND H11) AND RECORD BELOW AND ON INCIDENT CHECKLIST.

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

IF NONE, GO TO H30.
IF 1 OR MORE, GO TO H31.

H17. I'd like to ask some questions about crime. Please think about just the time since you moved into this housing development, that is, during the last ____ (weeks/months). (GET DURATION FROM H1.) During the last ____ (weeks/months), did anyone break into or somehow illegally get into your (apartment/home) by forcing a door or window or by entering through an unlocked door or window?

1 ... YES

2 ... NO → **SKIP TO H18**

H17a. During the last ____ (weeks/months), how many times did someone break into or somehow illegally get into your (apartment/home)?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H18. During the last ____ (weeks/months), (other than the thing(s) you just told me about) did you find a lock forced, a window or door screen cut, or any other signs of an *attempted* break in?

1 ... YES

2 ... NO → **SKIP TO H19**

H18a. During the last ____ (weeks/months), how many times did you find a lock forced, a window or door screen cut, or any other signs of an *attempted* break in?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H19. (Other than any things you have already told me about) During the last ____ (weeks/months), was anything at all stolen that was kept outside your home, or happened to be left out, such as a bicycle, toys, clothing, tools, or other things?

1 ... YES

2 ... NO → **SKIP TO H20**

H19a. During the last ____ (weeks/months), how many times was anything stolen that was kept or happened to be left outside your home?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H20. During the last ____ (weeks/months), how many motor vehicles (cars, trucks, vans, motorcycles) were owned by you or someone else who lives (here/there) with you? Please tell me the *total* number of vehicles, including those that you no longer own.

- 0 ... NONE → **SKIP TO H23**
- 1 ... 1
- 2 ... 2
- 3 ... 3
- 4 ... 4 OR MORE

H21. During the last ____ (weeks/months), did anyone steal, *try* to steal, or use (it/any of them) without permission?

- 1 ... YES
- 2 ... NO → **SKIP TO H22**

H21a. During the last ____ (weeks/months), how many times did someone steal, try to steal, or use (it/any of them) without permission?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H22. (Other than any things that you have already told me about) During the last ____ (weeks/months), did anyone steal, or try to steal parts attached to (it/any of them), such as a battery, hubcaps, tape-deck, etc.?

- 1 ... YES
- 2 ... NO → **SKIP TO H23**

H22a. During the last ____ (weeks/months), how many times did someone steal, or *try* to steal parts attached to (it/any of them), such as a battery, hubcaps, tape-deck, etc.?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H23. Now I'd like to ask about vandalism that may have been committed during the last ____ (weeks/months) against you or someone who lives (here/there) with you. Vandalism is when something is destroyed or damaged by someone on purpose. Examples are breaking windows, slashing tires, and spray-painting, writing, or drawing on walls, cars, or other things. It also would include any times when anyone was shooting a gun and a bullet hit your home or something that you owned.

During the last ____ (weeks/months), has anyone damaged or destroyed anything owned by you or someone else who lives in your unit with you, or has anyone damaged the unit you live in? (*Do not count* damage done during any of the other times you have already told me about.)

- 1 ... YES
- 2 ... NO → **SKIP TO H27**

H23a. Was this done on purpose?

- 1 YES
- 2 NO → **SKIP TO H27**
- 3 DK → **SKIP TO H27**

H24. (Other than any things that you have already told me about) During the last ____ (weeks/months), how many times has someone damaged or destroyed something on purpose that was *owned by you* or someone else who lives in your unit with you?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

H25. During the last ____ (weeks/months), what was damaged or destroyed? (CODE ALL THAT APPLY) Anything else?

- 1 ... MOTOR VEHICLE (INCLUDING PARTS)
- 2 ... BICYCLE (INCLUDING PARTS)
- 3 ... FURNITURE, OTHER HOUSEHOLD GOODS
- 4 ... CLOTHING
- 5 ... THE UNIT R LIVES IN
- 6 ... OTHER (SPECIFY _____)

H26. During the last ____ (weeks/months), what kind of damage was done to (PROPERTY/these things)? (CODE ALL THAT APPLY.)

- 1 ... BROKEN GLASS: WINDOW, WINDSHIELD, GLASS IN DOOR, MIRROR
- 2 ... DEFACED: MARRED, GRAFFITI, DIRTIED
- 3 ... BURNED: USE OF FIRE, HEAT, OR EXPLOSIVES
- 4 ... DROVE INTO OR RAN OVER WITH VEHICLE
- 5 ... OTHER BREAKING OR TEARING
- 6 ... INJURED OR KILLED ANIMALS
- 7 ... OTHER (SPECIFY _____)

H27. During the last ____ (weeks/months), have you *yourself* heard gun shots in your development?

- 1 ... YES
- 2 ... NO → **SKIP TO H28**

H27a. During the last ____ (weeks/months), how many times have you heard gun shots in your development? Would you say...

- 1 1 or 2 times
- 2 3 or 4 times
- 3 5 to 10 times
- 4 More than 10 times

H28. During the last ____ (weeks/months), have you seen drug dealing in your development?

- 1 ... YES
- 2 ... NO → **SKIP TO H29**

H28a. During the last ____ (weeks/months), how many times have you seen drug dealing in your development? Would you say...

- 1 Every day or almost every day
- 2 A few times a week
- 3 A few times a month
- 4 Once a month or less

H29. INTERVIEWER: SUM “NUMBER OF TIMES” QUESTIONS (H17a, H18a, H19a, H21a, H22a, AND H24) AND RECORD BELOW.

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

IF NONE, GO TO H30.

IF 1 OR MORE, GO TO H31.

H30. INTERVIEWER: IF NO INCIDENTS (SUM = 0 IN H16 OR H29), SAY:

That concludes this portion of the interview. Now I would like to ask you about any personal victimizations you may have been involved in.

GO TO PERSON-LEVEL SCREENER FOR THIS RESPONDENT.

H31. INTERVIEWER: IF THERE ARE INCIDENTS (SUM = 1 OR MORE IN H16 OR H29), SAY:

Next I need to get more details about the incidents you mentioned earlier. Before continuing I need to let you know that you may be called to verify that I conducted this interview with you. It’s a routine procedure for surveys like this. It helps my managers know I’m doing my job correctly.

I need to obtain your telephone number.

ENTER PHONE NUMBER HERE: (____)____-_____

NO PHONE

COMPLETE ONE FULL INCIDENT REPORT FOR EACH HOUSEHOLD INCIDENT.

**INCIDENT CHECKLIST FOR USE
WITH THE HOUSEHOLD-LEVEL SCREENER**

RECORD "NUMBER OF TIMES" REPORTED FOR EACH OF THE FOLLOWING ITEMS FROM THE HHL-LEVEL SCREENER.

INCIDENT TYPE	QUESTION NUMBER	NUMBER OF TIMES
Actual Break in	H4a, H17a	_____
Attempted Break in	H5a, H18a	_____
Outside Theft	H6a, H19a	_____
Attempted Theft	H8a, H21a	_____
Theft from Auto	H9a, H22a	_____
Vandalism	H11, H24	_____
COMPLETE INCIDENT REPORT FOR EACH OF THESE INCIDENTS.	TOTAL →	_____

APPENDIX B

Person-Level Screener

PERSON-LEVEL SCREENER

[LABEL]

Pending Codes		Final Codes	
10	Appointment for interview	60	Person-level interview complete
11	No one at HU	61	No one at HU after repeated visits
12	Respondent unavailable, call back	62	Respondent unavailable after repeated visits
13	Breakoff (partial interview)	63	Breakoff (partial interview)
14	Physically/mentally incapable	64	Physically/mentally incapable (no proxy available)
15	Language barrier (Specify: _____)	65	Language barrier (Specify: _____)
16	Refusal	66	Refusal
17	Parental refusal	67	Parental refusal for 12–17 year old
18	Other (Specify in comments)	69	Other (Specify in comments)
		75	Respondent no longer resident

Date	Day	Time	Comments	Result Code	Interviewer
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			
		am pm			

Date	Day	Time	Comments	Result Code	Interviewer
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PERSON-LEVEL SCREENER

A. IF RESPONDENT IS HOUSEHOLD-LEVEL SCREENER RESPONDENT **SKIP TO INTRODUCTION BEFORE P1.**

B. IF *NEXT* HHLD MEMBER IS 18 YEARS OLD OR OLDER (CHECK ROSTER), ASK TO SPEAK TO HIM/HER AND READ THE FOLLOWING INTRODUCTION:

Hello, I am (YOUR NAME), from the (COMPANY NAME). As [NAME OF HOUSEHOLD-LEVEL SCREENER RESPONDENT] might have told you, we are doing a study of crime in public housing for (PHA NAME). Your household has been randomly selected to participate in this study. Before we begin I need to give you some information about this study and tell you your rights as a participant. READ RESPONDENT CONSENT FORM.

[NAME OF HHLD SCREENER RESPONDENT] answered some questions already for your household, but there are some additional questions for you as well. These questions should only take about 20 minutes. **SKIP TO INTRODUCTION BEFORE P1.**

C. IF *NEXT* HHLD MEMBER IS LESS THAN 18 YEARS OLD (CHECK ROSTER), CONTINUE.

C1. I need permission to complete the same interview with (PERSON). May I speak with (PERSON'S) parent or guardian?

1 ALREADY SPEAKING WITH PARENT/GUARDIAN → Before I speak with (PERSON), I need your permission. Let me explain what you are being asked to give permission for. READ PARENTAL CONSENT FOR MINOR PARTICIPATION. May I have your permission to interview (PERSON)?

1 YES → **SKIP TO D**

2 NO → ASK TO DO PROXY INTERVIEW FOR (PERSON) WITH THE PARENT

(continued on next page)

2 YES -IF PARENT/GUARDIAN HAS ALREADY BEEN INTERVIEWED, READ: I need permission to interview (PERSON). READ PARENTAL CONSENT FOR MINOR PARTICIPATION BEGINNING AT NEXT TO LAST SENTENCE IN PARAGRAPH 1. May I have your permission to interview (PERSON)?

1 YES → **SKIP TO D**

2 NO → ASK TO DO PROXY INTERVIEW FOR (PERSON) WITH THE PARENT

3 YES → IF PARENT/GUARDIAN HAS NOT BEEN INTERVIEWED, READ: Hello, I am (YOUR NAME), from (COMPANY NAME). As [NAME OF HHL D SCREENER RESPONDENT] might have told you, we are doing a study of crime in public housing for (PHA NAME). This household has been randomly selected to participate in this study. I need to interview [SUBJECT] since (he/she) lives in this household. Because (he/she) is under 18 years old, I need your permission to do the interview. Let me explain what you are being asked to give permission for. READ PARENTAL CONSENT FOR MINOR PARTICIPATION. May I have your permission to interview [PERSON]? [**SKIP TO D**]

4 NO → SET CALLBACK APPOINTMENT.

D. WAS PERMISSION GRANTED?

1 YES → ASK TO SPEAK TO PERSON. IF AVAILABLE READ: Hello, I am (YOUR NAME), from the (COMPANY NAME). As [NAME OF HHL D SCREENER RESPONDENT] might have told you, we are doing a study of crime in public housing for (PHA NAME). You have been randomly selected to participate in this study. Before we begin, I need to give you some information about the study and your rights as a participant. READ MINOR RESPONDENT CONSENT.

IF *NOT* AVAILABLE, ASK TO SPEAK TO NEXT HHL D MEMBER OR SCHEDULE CALLBACK.

2 NO → PROBE FOR REASON. ANSWER QUESTIONS AS NECESSARY. IF PERMISSION IS STILL DENIED, ASK PARENT/GUARDIAN TO PROXY FOR MINOR.

(Now,) I'd like to ask about times when you were a victim of crime, yourself. Before I ask about that, I need to ask a few general questions about you.

P1. What is the year of your birth?

_____ YEAR OF BIRTH

P2. INTERVIEWER, RECORD R'S GENDER.

1 MALE

2 FEMALE

P3. What is the highest grade or year of school you have attended, including classes taken for a GED or other high school equivalency program? Please do *not* include job-training courses that you might have attended.

_____ GRADE/YEAR

P4. Did you complete that (grade/year)?

1 YES

2 NO

P5. Are you of Hispanic or Spanish origin or decent, for example, Mexican, Puerto Rican, or Cuban?

1 YES

2 NO

P6. Which of the following best describes your race? Are you... ("AMERICAN INDIAN" INCLUDES BOTH NORTH AND SOUTH AMERICAN INDIAN.)

1 American Indian, Aleut, or Eskimo

2 Asian or Pacific Islander

3 Black/African American

4 White

5 Other (SPECIFY _____)

IF R IS LESS THAN 16 YEARS OLD, **SKIP TO P8.** OTHERWISE CONTINUE.

P7. Which of the following best describes your current marital status? Are you currently...

- 1 Married
- 2 Widowed
- 3 Divorced
- 4 Separated
- 5 Or have you never been married

P8. How long have you lived in your current home or apartment?

- _____ WEEKS OR
- _____ MONTHS OR
- _____ YEARS

P9. How long have you lived in *this* housing development?

- _____ WEEKS OR
- _____ MONTHS OR
- _____ YEARS

P10. INTERVIEWER: IS ANSWER IN QUESTION P9 6 MONTHS OR LONGER?

- 1 YES
- 2 NO → **SKIP TO** P26

P11. The following questions only ask about things that happened to *you* during the last 6 months, between (DATE) and yesterday. Did you have your (pocket picked/purse snatched)?

1 YES

2 NO → **SKIP TO P12**

P11a. During the last 6 months, how many times was your (pocket picked/purse snatched)?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P12. During the last 6 months, did anyone take something (else) that you had with you or were carrying such as a package, clothing, suitcase, sports equipment, or anything else?

1 YES

2 NO → **SKIP TO P13**

P12a. During the last 6 months, how many times did someone take something (else) that you had with you or were carrying?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P13. (Other than any things you have already told me about) During the last 6 months, did anyone *try* to rob you by using force or threatening to harm you? Please count *only* those times when someone *tried* to rob you, not times when someone *actually did* rob you.

1 YES

2 NO → **SKIP TO P14**

P13a. During the last 6 months, how many times did someone *try* to rob you by using force or threatening to harm you?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P14. (Other than any things you have already told me about) During the last 6 months, did anyone beat you up, attack you, or hit you with something, such as a rock, stick, or bottle? Please include times when this may have happened in or around your home, at or near a friend or relative's home, at work or school, or in or around a store.

1 YES

2 NO → **SKIP TO P15**

P14a. During the last 6 months, how many times did someone beat you up, attack you, or hit you with something, such as a rock or bottle?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P15. (Other than any things you have already told me about) During the last 6 months, were you personally knifed, shot at, or attacked with some other weapon?

1 YES

2 NO → **SKIP TO P16**

P15a. During the last 6 months, how many times were you knifed, shot at, or attacked with some other weapon?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P16. This next question is about times when you may have been forced to do sexual acts. I know that it is sometimes difficult to talk about this, but it is important that I ask. (Other than any things you have already told me about) During the last 6 months, have you been forced to do sexual acts by anyone? Please include times when *anyone* may have done this to you during the last 6 months.

1 YES

2 NO → **SKIP TO P17**

P16a. During the last 6 months, how many times were you forced to do sexual acts?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P17. (Other than any things you have already told me about) Not including telephone threats, during the last 6 months, did anyone *threaten* to beat you up or *threaten* you with a knife, gun, or some other weapon such as a baseball bat, scissors, sticks, or rocks?

1 YES

2 NO → **SKIP TO P18**

P17a. During the last 6 months, how many times did someone *threaten* to beat you up or *threaten* you with a knife, gun, or some other weapon? Please do not include telephone threats or other things that you have already told me about.

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P18. (Other than any things you have already told me about) During the last 6 months, did anyone *try* to attack you in some other way?

1 YES

2 NO → **SKIP TO P19**

P18a. During the last 6 months, how many times did someone *try* to attack you in some other way?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P19. (Other than any things you have already told me about) During the last 6 months, did anyone steal things that belonged to you from inside *any* car or truck, such as packages or clothing?

1 YES

2 NO → **SKIP TO P20**

P19a. During the last 6 months, how many times did someone steal things that belonged to you from inside *any* car or truck, such as packages or clothing?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P20. (Other than any things you have already told me about) During the last 6 months, was anything stolen from your home while you were away from home, for instance while you were out visiting friends, out shopping, or in school?

1 YES

2 NO → **SKIP TO P21**

P20a. During the last 6 months, how many times was something stolen from you while you were away from home?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P21. (Other than any things you have already told me about) During the last 6 months, was anything (else) at all stolen from you such as jewelry, clothing, a radio, or other items? Please include times when you might have gotten the stolen object back.

1 YES

2 NO → **SKIP TO P22**

P21a. During the last 6 months, how many times was something (else) stolen from you?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P22. (Other than any things you have already told me about) During the last 6 months, did you notice anything that made you think someone had *tried* to steal something that belonged to you?

1 YES

2 NO → **SKIP TO P23**

P22a. (Other than any things you have already told me about) During the last 6 months, how many times have you noticed something that made you think someone had *tried* to steal something that belonged to you?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P23. During the last 6 months, did you call the police to report something that happened to *you* which you thought was a crime? (Do not count any calls made to the police concerning the things you have already told me about.)

- 1 YES
- 2 NO → **SKIP TO P24**

P23a. What happened?

P24. INTERVIEWER: LOOK AT P23a. WAS HHLD MEMBER ATTACKED OR THREATENED, OR WAS SOMETHING STOLEN OR AN ATTEMPT MADE TO STEAL SOMETHING THAT BELONGED TO HIM/HER?

- 1 YES
- 2 NO → **SKIP TO P25**

P24a. How many times?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P25. INTERVIEWER: SUM “NUMBER OF TIMES” ON INCIDENT CHECKLIST AND RECORD BELOW AND ON INCIDENT CHECKLIST.

_____ TIMES

- IF NONE, COMPLETE PERSON-LEVEL SCREENER WITH NEXT ELIGIBLE PERSON IN THE HOUSEHOLD.
- IF ONE OR MORE, COMPLETE AN INCIDENT REPORT FOR EACH INCIDENT.

P26. The following questions only ask about things that happened to *you* since you moved into this housing development, that is, during the last ____ (weeks/months). During the last ____ (weeks/months), did you have your (pocket picked/purse snatched)?

1 YES

2 NO → **SKIP TO P27**

P26a. During the last ____ (weeks/months), how many times was your (pocket picked/purse snatched)?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P27. During the last ____ (weeks/months), did anyone take something (else) that you had with you or were carrying such as a package, clothing, suitcase, sports equipment, or anything else?

1 YES

2 NO → **SKIP TO P28**

P27a. During the last ____ (weeks/months), how many times did someone take something (else) that you had with you or were carrying?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P28. (Other than any things you have already told me about) During the last ____ (weeks/months), did anyone *try* to rob you by using force or threatening to harm you? Please count *only* those times when someone *tried* to rob you, not times when someone *actually did* rob you.

1 YES

2 NO → **SKIP TO P29**

P28a. During the last ____ (weeks/months), how many times did someone *try* to rob you by using force or threatening to harm you?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P29. (Other than any things you have already told me about) During the last ____ (weeks/months), did anyone beat you up, attack you or hit you with something, such as a rock, stick, or bottle? Please include times when this may have happened in or around your home, at or near a friend's or relative's home, at work or school, or in or around a store.

1 YES

2 NO → **SKIP TO P30**

P29a. During the last ____ (weeks/months), how many times did someone beat you up, attack you, or hit you with something, such as a rock or bottle?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P30. (Other than any things you have already told me about) During the last ____ (weeks/months), were you personally knifed, shot at, or attacked with some other weapon?

1 YES

2 NO → **SKIP TO P31**

P30a. During the last ____ (weeks/months), how many times were you knifed, shot at, or attacked with some other weapon?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P31. This next question is about times when you may have been forced to do sexual acts. I know that it is sometimes difficult to talk about this, but it is important that I ask. (Other than any things you have already told me about) during the last 6 months, have you been forced to do sexual acts by anyone? Please include times when *anyone* may have done this to you during the last ____ weeks/months.

1 YES

2 NO → **SKIP TO P32**

P31a. During the last ____ (weeks/months), how many times were you forced to do sexual acts?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P32. (Other than any things you have already told me about) Not including telephone threats, during the last ____ (weeks/months), did anyone *threaten* to beat you up or *threaten* you with a knife, gun, or some other weapon such as a baseball bat, scissors, sticks, or rocks?

1 YES

2 NO → **SKIP TO P33**

P32a. During the last ____ (weeks/months), how many times did someone *threaten* to beat you up or *threaten* you with a knife, gun, or some other weapon? Please do not include telephone threats or other things that you have already told me about.

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P33. (Other than any things you have already told me about) During the last ____ (weeks/months), did anyone *try* to attack you in some other way?

1 YES

2 NO → **SKIP TO P34**

P33a. During the last ____ (weeks/months), how many times did someone *try* to attack you in some other way?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P34. (Other than any things you have already told me about) During the last ____ (weeks/months), did anyone steal things that belonged to you from inside *any* car or truck, such as packages or clothing?

1 YES

2 NO → **SKIP TO P35**

P34a. During the last ____ (weeks/months), how many times did someone steal things that belonged to you from inside *any* car or truck, such as packages or clothing?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P35. (Other than any things you have already told me about) During the last ____ (weeks/months), was anything stolen from your home while you were away from home, for instance while you were out visiting friends, out shopping, or in school?

1 YES

2 NO → **SKIP TO P36**

P35a. During the last ____ (weeks/months), how many times was something stolen from you while you were away from home?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P36. (Other than any things you have already told me about) During the last ____ (weeks/months), was anything (else) at all stolen *from you* such as jewelry, clothing, a radio, or other items? Please include times when you might have gotten the stolen object back.

1 YES

2 NO → **SKIP TO P37**

P36a. During the last ____ (weeks/months), how many times was something (else) stolen *from you*?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P37. (Other than any things you have already told me about) During the last ____ (weeks/months), did you notice anything that made you think someone had *tried* to steal something that belonged to you?

1 YES

2 NO → **SKIP TO P38**

P37a. (Other than any things you have already told me about) During the last ____ (weeks/months), how many times have you noticed something that made you think someone had *tried* to steal something that belonged to you?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P38. During the last ____ (weeks/months), did you call the police to report something that happened to *you* which you thought was a crime? (Do not count any calls made to the police concerning the things you have already told me about.)

1 YES

2 NO → **SKIP TO P39**

P38a. What happened?

P39. INTERVIEWER: LOOK AT P38a. WAS HHLD MEMBER ATTACKED OR THREATENED, OR WAS SOMETHING STOLEN OR AN ATTEMPT MADE TO STEAL SOMETHING THAT BELONGED TO HIM/HER?

1 YES

2 NO → **SKIP TO P40**

P39a. How many times?

_____ TIMES (RECORD ON INCIDENT CHECKLIST)

P40. INTERVIEWER: SUM “NUMBER OF TIMES” ON INCIDENT CHECKLIST AND RECORD BELOW AND ON INCIDENT CHECKLIST.

_____ TIMES

- | |
|--|
| <ul style="list-style-type: none">▪ IF NONE, COMPLETE PERSON-LEVEL SCREENER WITH NEXT ELIGIBLE PERSON IN THE HOUSEHOLD.▪ IF ONE OR MORE, COMPLETE AN INCIDENT REPORT FOR EACH INCIDENT. |
|--|

**INCIDENT CHECKLIST FOR USE
WITH THE SELF-REPORTING PERSON-LEVEL SCREENER**

RECORD "NUMBER OF TIMES" REPORTED FOR EACH OF THE FOLLOWING ITEMS FROM THE PERSON-LEVEL SCREENER.

INCIDENT TYPE	QUESTION NUMBER	NUMBER OF TIMES
Pocket Picked/Purse Snatched	P11a, P26a	_____
Other Carried Item	P12a, P27a	_____
Attempted Forced Robbery	P13a, P28a	_____
Beaten	P14a, P29a	_____
Attacked With Weapon	P15a, P30a	_____
Forced Sex	P16a, P31a	_____
Threatened	P17a, P32a	_____
Attempted Attack	P18a, P33a	_____
Theft from Auto	P19a, P34a	_____
Theft from Home	P20a, P35a	_____
Other Theft	P21a, P36a	_____
Other Attempted Theft	P22a, P37a	_____
Other Crime	P24a, P39a	_____
COMPLETE INCIDENT REPORT FOR EACH OF THESE INCIDENTS.	TOTAL →	_____

APPENDIX C

Incident Report

INCIDENT REPORT

STUDY NAME

ID Number: _____

FI Name: _____

Incident Number: _____

Date Completed: _____

Incident Description: _____

RESULT CODES (CIRCLE FINAL CODE)	
90 Incident Report Complete	92 Refused
91 Breakoff	93 Other (Specify _____)

IR1. INTERVIEWER: IS THIS INCIDENT REPORT FOR A SERIES OF CRIMES? (NOTE: SERIES MUST HAVE THREE OR MORE SIMILAR INCIDENTS WHICH RESPONDENT CANNOT RECALL SEPARATELY.)

- 1 ... YES
- 2 ... NO

You mentioned that (SPECIFY INCIDENT). Now, I am going to ask a few more questions about this.

IR2. In what month did this happen (the last time)?

- 1 ... JANUARY
- 2 ... FEBRUARY
- 3 ... MARCH
- 4 ... APRIL
- 5 ... MAY
- 6 ... JUNE
- 7 ... JULY
- 8 ... AUGUST
- 9 ... SEPTEMBER
- 10 .. OCTOBER
- 11 .. NOVEMBER
- 12 .. DECEMBER

IR3. (The last time this happened), About what time did it take place?

- 1 ... After 6 a.m. – 12 noon
- 2 ... After 12 noon – 6 p.m.
- 3 ... Don't know what time of *day*
- 4 ... After 6 p.m. – 12 midnight
- 5 ... After 12 midnight – 6 a.m.
- 6 ... Don't know what time of *night*

IR4. (The last time this happened), Where did it take place? Would you say that it happened...

- 1 ... At or in your own (apartment/unit)
- 2 ... In a hall, stairwell, elevator, or laundry room of your unit **SKIP TO IR10**
- 3 ... In the front, on the side, or in back of your unit **SKIP TO IR10**
- 4 ... Somewhere else on the grounds of the development **SKIP TO IR10**
- 5 ... In the 2 block area surrounding the development **SKIP TO IR10**
- 6 ... Beyond a 2 block area surrounding the development **SKIP TO IR10**

IR5. Was the crime committed by only one or by more than one person?

- 1 ... ONLY ONE
- 2 ... MORE THAN ONE
- 3 ... DON'T KNOW

IR6. Did (that person/any of those people) live (here/there) or have a right to be (here/there), for instance, as a guest or a repair person?

- 1 ... YES → **SKIP TO IR9**
- 2 ... NO
- 3 ... DON'T KNOW

IR7. Did (that person/any of those people) actually get in or ~~just~~ try to get in the (unit/apartment)?

- 1 ... ACTUALLY GOT IN
- 2 ... JUST TRIED TO GET IN
- 3 ... DON'T KNOW

IR8. How did the (person/people) (get in/try to get in)?

- 1 ... LET IN
- 2 ... OFFENDER PUSHED HIS/HER/THEIR WAY IN AFTER DOOR OPENED
- 3 ... THROUGH *OPEN DOOR* OR OTHER OPENING
- 4 ... THROUGH *UNLOCKED* DOOR OR WINDOW
- 5 ... THROUGH *LOCKED* DOOR OR WINDOW - *HAD KEY*
- 6 ... THROUGH *LOCKED* DOOR OR WINDOW - PICKED LOCK, USED CREDIT CARD, ETC., OTHER THAN KEY
- 7 ... THROUGH *LOCKED* DOOR OR WINDOW - DON'T KNOW HOW
- 8 ... DON'T KNOW
- 9 ... OTHER (SPECIFY _____)

IR9. Were you, or anyone else who lived (here/there) with you at that time, home when this happened?

- 1 ... YES
- 2 ... NO → **SKIP TO** IR18

IR9a. Who was at home when this happened?

- 1 INTERVIEW SUBJECT ONLY
- 2 INTERVIEW SUBJECT AND OTHER HHLD MEMBER(S)
- 3 ONLY OTHER HHLD MEMBER(S), NOT INTERVIEW SUBJECT → **SKIP TO** IR18

IR10. Was the crime committed by only one or by more than one person?

- 1 ... ONLY ONE
- 2 ... MORE THAN ONE
- 3 ... DON'T KNOW

IR11. Did (the person/any of those people) have a weapon such as a gun or knife, or something to use as a weapon, such as a bottle or wrench?

- 1 ... YES
- 2 ... NO → **SKIP TO IR13**
- 3 ... DON'T KNOW → **SKIP TO IR13**

IR11a. What was the weapon? (CODE ALL THAT APPLY.) Anything else?

- 1 HANDGUN (PISTOL, REVOLVER, ETC.)
- 2 OTHER GUN (RIFLE, SHOTGUN, ETC.)
- 3 KNIFE
- 4 OTHER SHARP OBJECT (SCISSORS, ICE PICK, AXE, ETC.)
- 5 BLUNT OBJECT (ROCK, CLUB, BLACKJACK, ETC.)
- 6 OTHER (SPECIFY _____)

IR12. Did (you/SUBJECT NAME) personally see (the person/any of the people)?

- 1 ... YES
- 2 ... NO

IR13. Did (the person/any of the people) hit (you/him/her), knock (you/him/her) down, or actually attack (you/him/her) in any way?

- 1 ... YES
- 2 ... NO → **SKIP TO IR14**

IR13a. How (were you/was he/was she) attacked? (CODE ALL THAT APPLY.) Any other way?

- 1 RAPED
- 2 TRIED TO RAPE
- 3 SHOT
- 4 SHOT AT (BUT MISSED)
- 5 HIT WITH GUN HELD IN HAND
- 6 STABBED/CUT WITH KNIFE/SHARP WEAPON

- 7 ATTEMPTED ATTACK WITH KNIFE/SHARP WEAPON
- 8 HIT BY OBJECT (OTHER THAN GUN) HELD IN HAND
- 9 HIT BY THROWN OBJECT
- 10 ATTEMPTED ATTACK WITH WEAPON OTHER THAN GUN/KNIFE/SHARP WEAPON
- 11 HIT, SLAPPED, KNOCKED DOWN
- 12 GRABBED, HELD, TRIPPED, JUMPED, PUSHED, ETC.
- 13 OTHER (SPECIFY _____)

IR14. Did (the person/any of the people) threaten (you/him/her) with harm in any way?

- 1 . . . YES
- 2 . . . NO → **SKIP TO IR15**

IR14a. How (were you/was he/was she) threatened? (CODE ALL THAT APPLY.)
Any other way?

- 1 VERBAL THREAT OF RAPE
- 2 VERBAL THREAT TO KILL
- 3 VERBAL THREAT OF ATTACK OTHER THAN TO KILL OR RAPE
- 4 WEAPON PRESENT OR THREATENED WITH WEAPON
- 5 SHOT AT (BUT MISSED)
- 6 ATTEMPTED ATTACK WITH KNIFE/SHARP WEAPON
- 7 ATTEMPTED ATTACK WITH WEAPON OTHER THAN GUN/KNIFE/SHARP WEAPON
- 8 OBJECT THROWN AT PERSON
- 9 FOLLOWED OR SURROUNDED
- 10 OTHER (SPECIFY _____)

IR15. INTERVIEWER: ARE *BOTH* IR13 AND IR14 ANSWERS “NO”?

- 1 ... YES
- 2 ... NO → **SKIP TO** IR17

IR16. What actually happened to (you/him/her)? (CODE ALL THAT APPLY.) Anything else?

- 1 ... SOMETHING TAKEN WITHOUT PERMISSION
- 2 ... ATTEMPTED OR THREATENED TO TAKE SOMETHING
- 3 ... HARASSED, ARGUMENT, ABUSIVE LANGUAGE
- 4 ... FORCIBLE ENTRY OR ATTEMPTED FORCIBLE ENTRY OF HOUSE/APARTMENT
- 5 ... FORCIBLE ENTRY OR ATTEMPTED FORCIBLE ENTRY OF CAR
- 6 ... DAMAGED OR DESTROYED PROPERTY
- 7 ... ATTEMPTED OR THREATENED TO DAMAGE OR DESTROY PROPERTY
- 8 ... OTHER (SPECIFY _____)

IR17. (Were you/Was he/Was she) hurt in any way?

- 1 ... YES
- 2 ... NO → **SKIP TO** IR18

IR17a. How (were you/was he/was she) hurt? (CODE ALL THAT APPLY.)
Any other way?

- 1 RAPED
- 2 ATTEMPTED RAPE
- 3 KNIFE OR STAB WOUNDS
- 4 GUNSHOT, BULLET WOUNDS

- 5 BROKEN BONES OR TEETH KNOCKED OUT
- 6 INTERNAL INJURIES
- 7 KNOCKED UNCONSCIOUS
- 8 BRUISES, BLACK EYE, CUTS, SCRATCHES, SWELLING, CHIPPED
TEETH
- 9 OTHER (SPECIFY _____)

IR18. Did (you/he/she), or (do you/does he/does she) *now*, know anything about (that person/any of those people) who did this?

- 1 . . . YES
- 2 . . . NO → **SKIP TO IR32**

IR19. IS RESPONSE TO IR5 or IR10 “MORE THAN ONE”?

- 1 . . . YES → **SKIP TO IR25**
- 2 . . . NO

IR20. How old was the person who did this?

- 1 . . . UNDER 12
- 2 . . . 12–17
- 3 . . . 18–24
- 4 . . . 25–29
- 5 . . . 30+
- 6 . . . DON’T KNOW

IR21. Was the person who did this drinking or on drugs, or don't you know?

- 1 ... YES (DRINKING OR ON DRUGS)
- 2 ... NO (NOT DRINKING OR ON DRUGS) → **SKIP TO IR22**
- 3 ... DON'T KNOW → **SKIP TO IR22**

IR21a. Which was it? (Drinking or on drugs?)

- 1 DRINKING
- 2 ON DRUGS
- 3 BOTH
- 4 DRINKING OR ON DRUGS, COULD NOT TELL WHICH

IR22. Was the person who did this someone (you/he/she) had seen or known before, or was the person a stranger (you/he/she) had never seen before?

- 1 ... SEEN OR KNOWN BEFORE
- 2 ... STRANGER → **SKIP TO IR32**
- 3 ... DON'T KNOW → **SKIP TO IR32**

IR23. How well did (you/he/she) know the person who did this? Would you say (you/he/she)...

- 1 ... Knew the person by sight only
- 2 ... Had met before, but (you/they) did not know each other well
- 3 ... Had met before, and knew each other well

IR24. Did the person who did this to (you/him/her) live in this housing development?

- 1 ... YES
 - 2 ... NO
- } **SKIP TO IR32**

IR25. How many people were there?

_____ NUMBER OF OFFENDERS

_____ DON'T KNOW NUMBER OF OFFENDERS

IR26. How old was the youngest person who did this?

- 1 ... UNDER 12
- 2 ... 12–17
- 3 ... 18–24
- 4 ... 25–29
- 5 ... 30+ → **SKIP TO IR28**
- 6 ... DON'T KNOW

IR27. How old was the oldest?

- 1 ... UNDER 12
- 2 ... 12–17
- 3 ... 18–24
- 4 ... 25–29
- 5 ... 30+
- 6 ... DON'T KNOW

IR28. Were any of them drinking or on drugs, or don't you know?

- 1 ... YES (DRINKING OR ON DRUGS)
- 2 ... NO (NOT DRINKING/NOT ON DRUGS) → **SKIP TO IR29**
- 3 ... DON'T KNOW → **SKIP TO IR29**

IR28a. Which was it? (Drinking or on drugs?)

- 1 DRINKING
- 2 ON DRUGS
- 3 BOTH (DRINKING AND ON DRUGS)
- 4 DRINKING OR ON DRUGS, COULD NOT TELL WHICH

IR29. Had (you/he/she) seen or known any of them before, or were they all strangers (you/he/she) had never seen before?

- 1 ... SEEN OR KNOWN *AT LEAST ONE* BEFORE
- 2 ... STRANGER → **SKIP TO IR32**
- 3 ... DON'T KNOW → **SKIP TO IR32**

IR30. How well did (you/he/she) know the people who did this? Would you say (you/he/she)...

- 1 ... Knew all of them by sight only
- 2 ... Had met at least one of them before, but (you/he/she) did not know any of them well
- 3 ... Knew at least one of them well

IR31. Were any of the people who did this to (you/him/her) residents of this housing development?

- 1 ... YES
- 2 ... NO

IR32. When (INCIDENT) happened (the last time), was anything stolen or taken without permission that belonged to (you/him/her) or someone else who lives (here/there) with (you/him/her)?

- 1 ... YES → **SKIP TO IR37**
- 2 ... NO
- 3 ... DON'T KNOW

IR33. When that happened (the last time), did the (person/any of the people) who did this *attempt* to take something that belonged to (you/him/her) or someone else who lives (here/there) with (you/him/her)?

- 1 ... YES
- 2 ... NO → **SKIP TO IR41**
- 3 ... DON'T KNOW → **SKIP TO IR41**

IR33a. What did the (person/people) who did this try to take from (you/him/her)? (CODE ALL THAT APPLY.) Anything else?

- 1 CASH
- 2 PURSE
- 3 WALLET
- 4 CREDIT CARDS, CHECKS, BANK CARDS
- 5 CAR OR OTHER MOTOR VEHICLE

- 6 PART OF MOTOR VEHICLE (TIRE, HUBCAP, ATTACHED TAPE DECK, ATTACHED CB RADIO, ETC.)
- 7 BICYCLE OR PARTS
- 8 TV, STEREO, OTHER HHLD APPLIANCES
- 9 . . . SILVER, CHINA, ART OBJECTS
- 10 . . . JEWELRY
- 11 . . . JACKETS OR SHOES
- 12 . . . PERSONAL EFFECTS (OTHER CLOTHING, TOYS, ETC.)
- 13 . . . HANDGUN (PISTOL, REVOLVER) OR OTHER FIREARM (RIFLE, (SHOTGUN)
- 14 . . . OTHER (SPECIFY _____)
- 15 . . . DON'T KNOW

IR34. INTERVIEWER: DID OFFENDER(S) TRY TO TAKE CASH, PURSE, OR A WALLET?

- 1 . . . YES
- 2 . . . NO → **SKIP TO IR36**

IR35. When (INCIDENT) happened (the last time), was the (cash/purse/wallet) on (your/his/her) person, for instance, in a pocket or being held?

- 1 . . . YES
- 2 . . . NO

IR36. When that happened (the last time), was there anything (else) that the (person/people) who did this tried to take directly from (you/him/her), for instance, from (your/his/her) pocket or hands, or that (you were/he was/she was) wearing? (EXCLUDE PROPERTY NOT BELONGING TO SUBJECT OR OTHER HHLD MEMBER.)

1 ... YES.

2 ... NO → **SKIP TO IR41**

IR36a. When that happened, what did the (person/people) who did this try to take directly from (you/him/her)? (DO NOT INCLUDE CASH/PURSE/WALLET. EXCLUDE PROPERTY NOT BELONGING TO SUBJECT OR OTHER HHLD MEMBER.)

4 CREDIT CARDS, CHECKS, BANK CARDS

5 CAR OR OTHER MOTOR VEHICLE

6 PART OF MOTOR VEHICLE (TIRE, HUBCAP, ATTACHED TAPE DECK, ATTACHED CB RADIO, ETC.)

7 BICYCLE OR PARTS

8 TV, STEREO, OTHER HHLD APPLIANCES

9 SILVER, CHINA, ART OBJECTS

10 . . . JEWELRY

11 . . . JACKETS OR SHOES

12 . . . PERSONAL EFFECTS (OTHER CLOTHING, TOYS, ETC.)

13 . . . HANDGUN (PISTOL, REVOLVER) OR OTHER FIREARM (RIFLE, SHOTGUN)

14 . . . OTHER (SPECIFY _____)

15 . . . TRIED TO TAKE EVERYTHING MARKED IN IR32a DIRECTLY FROM SUBJECT

SKIP TO IR41.

IR37. When that happened (the last time), what was taken that belonged to (you/him/her) or someone else who lives (here/there) with (you/him/her)? (CODE ALL THAT APPLY.) Anything else?

- 1 . . . CASH
How much cash was taken? \$_____.00
- 2 . . . PURSE
Was any cash taken? How much? \$_____.00
- 3 . . . WALLET
Was any cash taken? How much? \$_____.00
- 4 . . . CREDIT CARDS, CHECKS, BANK CARDS
- 5 . . . CAR OR OTHER MOTOR VEHICLE
- 6 . . . PART OF MOTOR VEHICLE (TIRE, HUBCAP, ATTACHED TAPE DECK,
ATTACHED CB RADIO, ETC.)
- 7 . . . BICYCLE OR PARTS
- 8 . . . TV, STEREO, OTHER HHLD APPLIANCES
- 9 . . . SILVER, CHINA, ART OBJECTS
- 10 . . PORTABLE ELECTRONIC AND PHOTOGRAPHIC GEAR
- 11 . . CLOTHING, FURS, LUGGAGE, BRIEFCASE
- 12 . . JEWELRY, WATCH
- 13 . . TOYS, SPORTS, AND RECREATION EQUIPMENT (NOT LISTED ABOVE)
- 14 . . OTHER PERSONAL AND PORTABLE OBJECTS
- 15 . . HANDGUN (PISTOL, REVOLVER) OR OTHER FIREARM (RIFLE, SHOTGUN)
- 16 . . TOOLS, MACHINES, OFFICE EQUIPMENT
- 17 . . FOOD OR LIQUOR
- 18 . . OTHER (SPECIFY _____)
- 19 . . DON'T KNOW

IR38. INTERVIEWER: DID OFFENDER(S) TAKE CASH, OR PURSE/WALLET WITH CASH INSIDE?

- 1 ... YES
- 2 ... NO → **SKIP TO IR39**

IR38a. Was the (cash/purse/wallet) on (your/his/her) person, for instance, in a pocket or being held?

- 1 YES
- 2 NO

IR39. When that happened (the last time), was there anything (else) the (person/people) who did this took directly from (you/him/her), for instance, from (your/his/her) pocket or hands, or that (you were/he was/she was) wearing?

- 1 ... YES
- 2 ... NO → **SKIP TO IR40**

IR39a. When that happened (the last time), what did the (person/people) who did this take directly from (you/him/her)? (DO NOT INCLUDE CASH/PURSE/WALLET. EXCLUDE PROPERTY NOT BELONGING TO SUBJECT OR OTHER HHL D MEMBER.)

- 4 CREDIT CARDS, CHECKS, BANK CARDS
- 5 CAR OR OTHER MOTOR VEHICLE
- 6 PART OF MOTOR VEHICLE (TIRE, HUBCAP, ATTACHED TAPE DECK, ATTACHED CB RADIO, ETC.)
- 7 BICYCLE OR PARTS
- 8 TV, STEREO, OTHER HHL D APPLIANCES
- 9 SILVER, CHINA, ART OBJECTS
- 10 PORTABLE ELECTRONIC AND PHOTOGRAPHIC GEAR
- 11 CLOTHING, FURS, LUGGAGE, BRIEFCASE
- 12 JEWELRY, WATCH

- 13 . . . TOYS, SPORTS AND RECREATION EQUIPMENT (NOT LISTED ABOVE)
- 14 . . . OTHER PERSONAL AND PORTABLE OBJECTS
- 15 . . . HANDGUN (PISTOL, REVOLVER) OR OTHER FIREARM (RIFLE, SHOTGUN)
- 16 . . . TOOLS, MACHINES, OFFICE EQUIPMENT
- 17 . . . FOOD OR LIQUOR
- 18 . . . OTHER (SPECIFY _____)
- 19 . . . DON'T KNOW
- 20 . . . EVERYTHING MARKED IN IR36 WAS TAKEN DIRECTLY FROM SUBJECT

IR40. INTERVIEWER: WAS 2, 3, OR 5-18 CODED IN IR37?

- 1 . . . YES
- 2 . . . NO → **SKIP TO IR41**

IR40a. Not counting any stolen cash, checks, or credit cards, how much money was (PROPERTY) worth?

\$_____.00

IR41. Were the police told, or did they find out somehow, that this had happened?

- 1 ... YES
- 2 ... NO → **SKIP TO IR42**
- 3 ... DON'T KNOW → **SKIP TO IR45**

IR41a. How did the police find out about it? (INDICATE FIRST APPLICABLE CODE.)

- 1 INTERVIEW SUBJECT → **SKIP TO IR44**
- 2 OTHER HHL D MEMBER → **SKIP TO IR44**
- 3 SOMEONE OFFICIAL CALLED POLICE (GUARD, APT. MANAGER, SCHOOL OFFICIAL, ETC.) → **SKIP TO IR44**
- 4 SOMEONE ELSE → **SKIP TO IR44**
- 5 POLICE WERE AT SCENE → **SKIP TO IR45**
- 6 OFFENDER WAS A POLICE OFFICER → **SKIP TO IR45**
- 7 SOME OTHER WAY (SPECIFY _____) → **SKIP TO IR45**

IR42. What was the reason it was not reported to the police? (Can you tell me a little more?) (CODE ALL THAT APPLY.) Any other reason? {STRUCTURED PROBE: Was the reason because (you/he/she) dealt with it another way, it wasn't important enough to (you/him/her), insurance wouldn't cover it, police couldn't do anything, police wouldn't help, or was there some other reason?}

DEALT WITH ANOTHER WAY

- 1 ... REPORTED TO ANOTHER OFFICIAL (GUARD, APT. MANAGER, SCHOOL OFFICIAL, ETC.)
- 2 ... PRIVATE OR PERSONAL MATTER OR TOOK CARE OF IT MYSELF OR INFORMALLY; TOLD OFFENDER'S PARENT

NOT IMPORTANT ENOUGH TO RESPONDENT

3 ... MINOR OR UNSUCCESSFUL CRIME, SMALL OR NO LOSS, RECOVERED PROPERTY

4 ... CHILD OFFENDER(S), "KID STUFF"

5 ... NOT CLEAR WAS A CRIME OR THAT HARM WAS INTENDED

INSURANCE WOULDN'T COVER

6 ... NO INSURANCE, LOSS LESS THAN DEDUCTIBLE, ETC.

POLICE COULDN'T DO ANYTHING

7 ... DIDN'T FIND OUT UNTIL TOO LATE

8 ... COULD NOT RECOVER OR IDENTIFY PROPERTY

9 ... COULD NOT FIND OR IDENTIFY OFFENDER, LACK OF PROOF

POLICE WOULDN'T HELP

10 .. POLICE WOULDN'T THINK IT WAS IMPORTANT ENOUGH, WOULDN'T WANT TO BE BOTHERED OR GET INVOLVED

11 .. POLICE WOULD BE INEFFICIENT, INEFFECTIVE (THEY'D ARRIVE LATE OR NOT AT ALL, WOULDN'T DO A GOOD JOB, ETC.)

12 .. POLICE WOULD BE BIASED, WOULD HARASS/INSULT SUBJECT, CAUSE SUBJECT TROUBLE, ETC.

13 .. OFFENDER WAS POLICE OFFICER

OTHER REASON

- 14 .. DID NOT WANT TO GET OFFENDER IN TROUBLE WITH THE LAW
- 15 .. WAS ADVISED NOT TO REPORT TO POLICE
- 16 .. AFRAID OF REPRISAL BY OFFENDER OR OTHERS
- 17 .. DID NOT WANT TO OR COULD NOT TAKE TIME, TOO INCONVENIENT
- 18 .. OTHER (SPECIFY _____)
- 19 .. SUBJECT NOT PRESENT OR DOESN'T KNOW WHY IT WASN'T REPORTED

IR43. INTERVIEWER: IS MORE THAN ONE REASON MARKED?

- 1 ... YES
- 2 ... NO → **SKIP TO IR45**

IR43a. Which of these would you say was the most important reason why this was not reported to the police?

- _____ CODE
- 20 ... NO ONE REASON IS MORE IMPORTANT } **SKIP TO IR45**

IR44. Did the police come when they found out that this had happened?

- 1 ... YES
- 2 ... NO → **SKIP TO IR45**
- 3 ... DON'T KNOW → **SKIP TO IR45**
- 4 SUBJECT WENT TO POLICE → **SKIP TO IR45**

IR44a. How soon after the police found out did they respond? Was it within 5 minutes, within 10 minutes, an hour, a day, or longer? (MARK FIRST CATEGORY RESPONDENT IS SURE OF.)

- 1 WITHIN 5 MINUTES
- 2 WITHIN 10 MINUTES
- 3 WITHIN 1 HOUR
- 4 WITHIN 1 DAY
- 5 LONGER THAN 1 DAY
- 6 DON'T KNOW HOW SOON

IR45. INTERVIEWER: IS THIS A HHL-D-LEVEL INCIDENT REPORT?

1 ... YES → COMPLETE NEXT HHL-D LEVEL INCIDENT REPORT:

IF ALL HHL-D LEVEL INCIDENT REPORTS ARE COMPLETED,
COMPLETE PERSON-LEVEL SCREENER WITH THE HHL-D SCREENER
RESPONDENT.

2 ... NO

INTERVIEWER CHECKPOINT:

COMPLETE NEXT INCIDENT REPORT FOR THIS SUBJECT.

OR

IF ALL NECESSARY INCIDENT REPORTS HAVE BEEN COMPLETED FOR THIS
SUBJECT, COMPLETE PERSON-LEVEL SCREENER FOR THE NEXT PERSON
LISTED ON THE HHL-D ROSTER.

APPENDIX D

Tables of Random Digits

TABLES OF RANDOM DIGITS

67245	57739	71894	05092	98422	66427	44532	99528	98140	28542
16668	92606	61965	80165	49762	38869	56878	21188	60837	15300
81072	42106	11961	45102	24938	47764	78635	93276	37506	12058
30978	25139	26356	79764	32142	41757	21431	02019	26488	59223
29627	83125	17542	04131	65456	40501	97604	58716	92269	66697
81962	75304	22151	09897	38030	79085	28701	41588	22546	12761
26296	88598	73403	96617	43268	01470	98074	19969	22792	85476
11146	25544	84381	98928	42862	01967	04583	28670	88746	48857
57117	90192	25254	78992	27324	75203	93820	84260	56712	06536
97513	00339	78752	08299	59886	34316	60136	44376	33010	87203
34249	49500	33957	94626	80843	79329	56928	67173	05498	94094
77756	61009	60548	15162	66132	65045	93348	10605	02498	48439
40571	36272	93886	93664	68719	80015	28345	51392	09187	28382
90087	24569	14500	45689	32876	56768	71861	90872	85153	02809
68470	72812	59247	92965	36492	01564	82282	66677	78747	91349
92314	92521	96195	23104	47846	03038	70660	38955	07479	58041
20675	77855	25127	41707	53922	60349	11610	32152	64094	26517
83013	86452	36206	77551	44833	75023	83774	13586	34596	49473
35944	83776	57641	11694	76808	18707	02818	25940	22639	89168
41641	49817	35066	84171	64106	61938	39751	71367	14302	45560
59131	24022	88481	84407	07186	76409	77997	99118	76609	85909
50483	20272	97072	12145	14267	11918	48939	88105	94849	08017
92044	49651	39029	58146	98605	39318	05544	06006	99686	86441
49084	25574	63204	73486	13897	03045	33080	67900	46838	68163
32447	67437	83344	38746	89235	51922	07933	17686	21388	93225

TABLES OF RANDOM DIGITS *(Continued)*

35656	83624	16225	10824	30288	76696	95626	17603	27278	20472
33939	90576	60557	17891	85294	18528	33618	23047	21159	41620
53132	71864	37661	78843	34824	95848	18205	68886	89177	32559
48656	42723	41890	41573	66283	87294	96486	53435	76962	31992
60131	37548	25942	20221	21199	52813	85833	97845	39473	52592
87753	86939	91368	37994	01473	52708	51653	53636	03576	35186
31519	49224	42553	29513	14715	06673	92863	48713	87600	03697
67784	32191	40336	15042	22340	27932	44842	29116	84322	81967
38817	71055	76042	45593	13220	72254	30991	61345	04309	67486
59398	59634	13215	57218	26355	48081	77237	18034	76210	61453
55215	44403	59066	79667	83179	79595	98577	03862	55429	13817
04460	95197	25214	51106	20173	17018	08238	14692	99356	68749
14252	62973	60027	08104	56222	82763	36385	20833	29628	10087
40240	83556	74334	06092	58657	95385	22749	03571	96578	99525
98743	01514	03616	56372	78053	87064	70998	97591	16926	65779
85240	83785	31102	57306	36277	01340	81035	42910	09632	17791
45574	46659	27270	53948	93560	58240	32977	03306	70135	34785
42465	36649	33992	31040	79312	59165	81152	36392	48492	19199
73627	35535	79488	79938	07219	57037	02070	22286	75668	54172
34886	86421	01357	67274	27030	71650	65300	23664	01896	69378
52998	63612	19651	16074	04575	70509	95420	51569	87284	41693
60937	24831	20441	99220	39065	95945	82663	49286	50481	19663
97357	55869	29861	50831	03127	19918	21486	42788	38729	63074
28874	21369	20578	06009	21097	94368	51062	91612	20575	29354
23613	09659	83689	72036	41942	57834	29378	03434	43779	69085

TABLES OF RANDOM DIGITS *(Continued)*

30396	98447	83164	49150	24371	75859	71709	50313	22447	15800
16070	75724	06317	43550	26981	14090	39788	86931	71238	74595
42741	51296	00106	89205	57864	68934	98178	46570	41227	13107
65054	17778	53973	19860	27591	01120	90071	06282	20911	23027
22627	91572	24086	28027	98933	31229	23211	15624	98940	82331
82717	78674	21958	00186	86874	31009	74613	97950	28599	81511
75712	56352	61859	35814	03970	67973	57173	91634	76552	88446
65484	85108	49765	34574	81999	56637	70267	70384	66118	63641
52131	04919	20600	44303	42334	23121	12567	49861	40066	29154
06504	94015	91102	17295	73525	24957	47855	16530	05237	74161
41316	17184	62135	57595	13171	98844	41646	78863	25202	46094
93196	63695	44633	92409	85388	21072	05769	39043	77992	31487
56300	21779	96703	98158	39771	54903	91895	26359	22186	39379
74128	03792	21810	77911	13144	91648	80589	59049	68186	55493
69351	51212	05281	42220	00107	67190	93366	31315	35248	37416
20028	87343	31850	26063	18846	56733	41373	15962	04943	51039
16111	33302	83977	97126	98960	20165	96320	17902	84301	02544
75784	35531	75635	22232	55090	08938	16084	71493	38873	54202
28678	39144	06207	76826	09964	86410	52277	79360	44237	03854
37068	32466	36250	20705	06382	89177	59983	54960	98103	02920
98420	59172	98122	14456	96363	85156	02390	61871	44378	18625
64559	55762	78561	43041	84114	86191	77376	14345	69781	81692
44871	08579	18847	10388	56176	81489	20722	51064	12869	97011
01244	92117	77689	55755	56072	61719	55611	77953	69803	09146
54696	55404	33220	61249	08728	51593	15466	18796	15980	85881

TABLES OF RANDOM DIGITS *(Continued)*

52081	26139	61758	66273	12328	04909	53200	64021	01536	82671
81477	49686	01200	31003	65857	40448	38842	32030	01222	32129
15241	60895	89616	92384	60451	26752	15250	56792	49936	60950
99346	31636	40619	80336	61309	88479	38707	53465	20607	39286
15736	17163	19984	31377	99529	18786	82278	48868	44261	24556
39028	41142	91213	77236	78883	03739	60836	03795	72995	57293
60436	21051	36615	61401	89298	18066	35160	04793	20365	47422
21100	39179	23315	43835	99763	65612	44356	76878	03496	89884
29164	73009	45049	25396	54029	01752	23527	22445	15636	36465
19782	11062	43543	03338	76293	85047	32216	03598	37654	36306
35354	81104	67518	10784	86624	20373	11113	96989	22775	98761
32121	71393	80069	84684	28991	23312	30772	51914	32560	81122
86616	85085	31163	60948	10577	10465	61944	15819	58095	54980
55594	65622	68715	00894	52569	40383	51467	15224	42920	54971
18450	61169	02688	50104	35811	44691	99214	71707	73509	86476
50673	93284	96891	81334	10961	83756	12993	08900	68935	93240
30584	45503	45263	35709	13344	28579	58865	22338	88429	40205
90296	85804	81419	26104	64065	46140	74809	02767	42776	67299
36858	49968	20005	28746	39026	00144	28918	91399	34560	39036
23358	09585	02765	84470	67070	78312	90030	19972	01244	53378
50546	85847	20278	50403	31209	09140	10551	06433	62241	75192
34736	43666	22488	61415	39757	16638	21308	94119	76045	68669
25230	73142	90976	80098	21863	55672	62132	22115	83256	75145
04435	64588	60051	49639	05172	14937	83444	71212	59558	59950
83957	11836	10319	25106	13150	04506	58600	12264	42100	96562

TABLES OF RANDOM DIGITS *(Continued)*

34136	16752	44188	86735	72691	21009	14651	23452	49659	50169
83365	90048	52738	05835	97749	09260	23229	41146	81008	72213
66964	39289	63650	80289	25460	33076	41011	18591	23561	10766
23930	43240	56340	24924	84250	90488	38152	94402	47831	26658
24475	98393	62271	12667	24777	10433	25179	83055	99383	13127
95918	75831	93362	13817	34912	95136	09654	89917	11983	87868
36033	35418	23841	80618	06372	20952	32839	31378	38395	46607
87237	89021	09986	81092	07224	95411	12613	60339	30679	01978
49360	46942	72772	87869	19273	28290	08311	39279	92827	32989
97156	28980	10745	33877	90683	77101	55845	31444	52378	94384
40661	14876	22982	14220	23674	44580	68705	76634	49237	11975
84054	49192	64608	12013	19736	89752	84769	11392	70061	24204
47175	90658	28223	70701	82961	56531	28148	68607	73944	38840
18228	82209	41223	14643	93635	02090	71662	77985	06326	10904
51866	73995	07689	18697	36155	69227	94738	44770	06767	51684
55549	61530	32101	99898	56285	97856	56735	03587	71848	65028
60465	26512	06094	37711	93980	70329	88329	68092	42991	51329
27001	83798	35014	20598	61932	93837	55850	81020	84802	99686
08859	07441	89193	94525	14537	57912	66766	60739	68170	77566
96178	94891	54943	70764	25940	18069	81466	52270	39930	34044
48111	39769	29451	09218	87952	68825	41294	74510	99950	61433
83869	06894	73088	07444	40263	39501	09361	58610	69963	64946
34363	96396	07910	72668	35189	32536	08165	76259	42674	82982
65986	10468	26585	06724	43978	34781	23240	25456	34427	93535
91821	67616	21020	37105	30869	92279	83548	28488	62418	74317

TABLES OF RANDOM DIGITS *(Continued)*

89438	11598	89667	38630	62977	95706	03188	36326	76168	28559
77773	85122	91339	30175	36119	22570	45210	31184	23369	32867
25647	60418	21026	22386	66644	82247	41957	38643	68172	73496
84621	34875	10980	28939	75619	56019	47625	65792	11356	75738
87713	71293	61331	05184	56440	52842	32400	93744	28394	88714
78190	71002	71637	05103	56488	31990	10861	17632	89784	52026
09539	16886	88864	40505	34705	27841	86557	57149	11748	84167
17511	86501	97697	89529	92169	33149	32835	04044	49463	67800
72816	80258	82558	26316	41752	03002	29230	83269	66208	31658
10701	77809	29675	37148	88810	83962	38306	03998	69114	97191
23255	93006	94555	17667	39827	20424	94420	24952	20917	03663
21451	65497	64388	46740	79345	62435	28991	24333	03771	68821
36402	20821	42532	23641	07916	74437	00019	28688	15747	48501
93491	31441	13859	80854	57704	53894	59289	37790	86243	74899
43957	87508	84845	40566	56426	18181	87668	95451	89621	18893
19367	57413	56546	96874	72954	53505	44428	31533	21453	89685
13285	47685	01838	87925	81168	17318	83607	23539	16436	86557
58591	04428	62619	17907	72358	88058	93704	71307	85029	39586
65916	14164	94444	89306	38464	46508	14264	19413	53290	25905
88726	31151	01774	63608	19785	08646	15051	00532	71762	50882
13213	26207	19603	96277	16741	05969	67166	67786	84926	18751
28580	32120	91553	04492	64780	71460	05868	18779	25656	00094
88982	95393	31120	28849	76334	02621	00380	48996	48220	62682
72922	53120	61280	14485	95014	50798	84053	07639	89059	35105
71662	20953	68391	65728	76770	50456	17266	93271	45232	13555

TABLES OF RANDOM DIGITS *(Continued)*

87949	59115	26885	48261	76540	67250	69705	03936	27536	52568
51343	98859	77231	10765	55295	34116	85842	97783	09346	90710
21397	90842	30562	73877	98000	40627	50655	78125	48864	92845
54696	95594	14946	57540	39628	54643	76085	86416	33326	89169
53676	73107	27956	57494	20694	10757	86038	48807	58577	73570
94874	80302	51391	61287	38416	15559	29084	00561	96030	74125
78508	94303	87162	28094	47554	75403	48748	34074	88055	52322
57623	65457	91297	51592	21052	84757	88940	58760	49212	66688
01471	88847	22546	63509	90082	34417	27537	81276	78832	83479
56630	31877	06048	64380	13625	26616	22899	65479	79981	20991
11007	36386	08337	75843	27540	04107	87426	40549	71226	48472
13800	42667	40126	69080	60458	43770	64013	84353	74995	19477
03349	93402	13553	06802	55871	02407	27703	72561	48133	42058
01671	11035	07864	22980	80966	41272	57170	28174	64753	06117
03256	73958	56436	67065	62431	39966	42632	62098	50007	64558
95109	56469	85869	92437	75247	07991	61978	40298	13680	95928
53836	33349	48308	73775	63914	78428	15655	17685	11627	47730
39738	44020	47067	43087	65291	22992	29165	34968	61791	23772
45973	07439	33376	54625	83694	20820	62147	61875	23486	05060
30225	06808	17020	79382	88931	25161	99236	55826	06939	75330
48696	47848	65291	11347	92041	75466	74646	74889	35710	77634
98014	69017	77734	71813	48685	74263	57740	70488	69408	49023
51030	17514	75080	91358	64390	57071	85030	23219	37432	28959
08977	74518	29047	97823	94506	78403	67420	87834	42808	07409
21505	95583	74871	35313	50310	40276	84274	74856	30193	47387

TABLES OF RANDOM DIGITS *(Continued)*

59194	09027	95922	55416	24241	82080	46090	63488	59691	67029
07018	07060	88620	48003	84230	31965	16964	34111	92276	32569
73200	05593	73557	37240	19234	19096	28630	48741	86405	99776
46734	88412	19026	16702	03396	16670	46516	20257	45810	58363
05301	26761	40576	13411	02878	97999	93548	53189	61538	35320
36152	65014	41346	65478	84555	60726	07330	13110	24848	73686
33571	46821	95900	34459	75245	49179	11803	05389	46844	71967
78161	44180	84830	33956	94288	43309	06813	31490	07711	97636
94066	38451	01908	64090	69638	20737	54123	47303	14824	79774
20052	26570	05211	85872	70027	00458	60955	56721	09413	55319
00484	57605	64046	34389	48121	89777	11187	75108	33959	41227
22529	04107	68388	76058	51757	49532	62224	62292	79798	31688
14404	75561	09931	89617	22953	98962	80488	89682	97597	03493
63774	21261	49373	98920	26269	08355	35041	16397	72502	08743
18272	71603	84738	09388	48067	23894	49263	54108	06669	41549
98771	50426	61004	76628	61992	52656	31833	47668	39947	43970
91298	27860	31471	58946	74178	67433	55753	19881	43869	23713
19500	56665	82021	05754	01258	14458	84546	55134	52173	12758
75668	51707	31215	17005	35169	97476	87846	03375	56650	58207
27079	16258	07794	81774	68361	78623	92282	08533	06293	77161
80545	24879	86229	10892	61706	73041	63523	04833	42006	45161
38888	93148	39953	40155	54192	28299	40901	19839	14067	70994
21699	30407	78677	26087	37626	56003	74996	85167	49451	81181
33723	74969	27375	77381	24537	74480	55351	09835	60898	67577
17892	29656	52847	22758	32771	67862	27008	97917	99106	66429

APPENDIX E

Lead Letter Examples

EXAMPLE DATA COLLECTION CONTRACTOR LEAD LETTER

DATE

Dear Resident:

The NAME OF PHA is requesting your assistance in an important research project. Your household has been randomly selected for participation in the STUDY NAME. The purpose of this study is to measure crime victimization and assess the effects of crime prevention programs tried by the Public Housing Authority (PHA). The information you provide will be kept strictly confidential, except as required by state law for incidents such as child abuse. The information you provide will only be used for this research project. No individual person or family will be identified to the PHA or any other agency in reports or data files. Your participation is voluntary, and you may refuse to answer any question. We have met with officers of your Residents Council, and they have endorsed this study. Your cooperation is important.

A field interviewer from CONTRACTOR NAME will contact your household to ask you to participate in this survey. The interview should take only 20 minutes of your time. We appreciate your help, and hope that this will be an interesting experience for you.

Thank you in advance for your cooperation. If you have any questions, the interviewer will be glad to answer them, or you may call me toll free at my office at PHONE NUMBER weekdays from 8:30 a.m. to 5:00 p.m.

Sincerely,

NAME
TITLE

EXAMPLE PHA LEAD LETTER

DATE

Dear Resident:

We are writing to tell you about a research project that we are conducting in the NAME OF DEVELOPMENT. We feel this is an important project for your development and encourage you to participate if you are asked. The purpose of this project is to measure crime victimization in NAME OF DEVELOPMENT and to assess the effects of crime prevention programs implemented by the housing authority. This will help housing authorities better understand both major and minor crime problems in public housing and determine the effectiveness of crime prevention programs.

Interviewers from NAME OF CONTRACTOR will be visiting selected households to ask them to participate in this survey. Not every household in DEVELOPMENT NAME will be contacted. Therefore, if you are contacted, it is important that you participate so we will have as much information as possible to make an accurate assessment of crime victimization in your development. If your household is not selected, it is not due to any specific reason; it is simply the "luck of the draw." Even if your household is not selected, you can help by making the interviewers feel welcome in your community.

The interviewers can be identified by a picture ID card that they will wear at all times while working in NAME OF DEVELOPMENT. If someone knocks on your door who wants to conduct an interview with you and you do not see the ID badge, do not hesitate to ask for identification. The interviewers will also be introduced as a group to the residents at a special meeting on DATE at TIME at LOCATION.

Interviewers from CONTRACTOR NAME will begin their work on DATE. The interview should take only about 20 minutes. You are supposed to receive a letter from CONTRACTOR NAME if your household has been selected to participate.

We will receive the information from the survey in a form that will not allow us to identify any individual or household. We have worked with the executive members of your Tenant Council to inform them about this study and to help develop some of the procedures.

If you have any questions about this, you may call the Housing Manager, NAME, at PHONE NUMBER or contact NAME, Tenant Council President, at PHONE NUMBER. Again, thank you for helping with this important research project. This is one of the things we are doing to try and make DEVELOPMENT NAME a safer place to live.

Sincerely,

NAME
NAME
NAME

APPENDIX F

Bulletin Board Flyer

EXAMPLE BULLETIN BOARD FLYER

IMPORTANT NOTICE

DATE

Dear Resident,

This is to inform you about a research project that is being conducted in DEVELOPMENT NAME. We feel this project is a worthwhile effort and encourage you to participate if you are asked. The title of the research is the STUDY NAME. It is being conducted by the PHA NAME. The purpose of this project is to measure crime victimization in our development and to assess the effects of crime prevention programs tried by the housing authority. This will help PHA NAME better understand both major and minor crime problems in our community and determine how effective crime prevention programs are.

Interviewers from CONTRACTOR NAME will be contacting selected households to ask them to participate in this survey. Therefore, if you are contacted, it is important that you participate so the PHA NAME will have as much information as possible. If your household is not selected, it is not due to any reason; it is simply the "luck of the draw." Even if your household is not selected, you can help by making the interviewers feel welcome in our community.

The interviewers can be identified by an ID card with their picture on it that they are to wear at all times while working at DEVELOPMENT NAME. If someone knocks on your door who wants to conduct an interview with you and you do not see the ID badge, do not hesitate to ask for identification. The interviewers will also be introduced as a group to the residents at a special meeting at TIME on DATE at LOCATION.

Interviewers from CONTRACTOR NAME will begin working on DATE. The interview should take only about 20 minutes. You are supposed to receive a letter from CONTRACTOR NAME if your household has been selected to participate.

Executive members of your residents' council have discussed this project with the PHA NAME and encourage you to participate. The information from the survey will be prepared in a way that will not allow users of the data to identify any individual or household.

If you have any questions about this you may call the residents' council at PHONE NUMBER or contact an executive member of the residents' council. Again, thanks for helping with this important research project. This is one of the things we are doing to try and make DEVELOPMENT NAME a safer place to live.

Sincerely,

President

APPENDIX G

Consent Forms

RESPONDENT CONSENT

You have been selected as part of a sample of approximately NNN households in this development to take part in a survey of crime victimization of residents of this public housing development being done by your Public Housing Authority. The purpose of this study is a first step in the evaluation of upcoming crime intervention programs planned by your Public Housing Authority. This will help determine better ways to prevent such crimes. The interview will take about 20 minutes of your time. During the interview, you will be asked questions about your background and education, and about different kinds of crimes that might have happened to you.

Taking part in the interview is strictly voluntary. Services that you or your family receive will not depend on or be affected by your participation in the survey. Also, your participation will not affect your right to live in this housing development.

Your signature below shows that the purposes and procedures for the STUDY NAME interview have been fully explained to you and that you agree to participate.

If you have any questions about this interview, you may contact NAME at PHONE NUMBER.

Date: _____/_____/_____

Person ID Number: _____

Signature of Interviewer: _____

PARENTAL CONSENT FOR A MINOR'S PARTICIPATION

Your child, _____, has been selected as part of a sample of approximately NNN households in this development to take part in a survey of crime victimization of public housing residents being done by the PHA NAME. This study is the first step in an evaluation of upcoming crime intervention programs planned by the Public Housing Authority (PHA). The interview will take about 20 minutes of your child's time. During the interview, your child will be asked questions about his/her background and education, and about different kinds of crimes that might have happened to him/her.

Taking part in the interview is strictly voluntary. Services that you or your family receive will not depend on or be affected by your child's participation in the survey. Also, his/her participation will not affect your right, or your child's right, to live in this housing development.

Your child can skip any questions which s/he does not wish to answer. There is no penalty if your child chooses to skip any question or any part of the interview. Your child can refuse to participate in the study at any time without penalty. All of your child's answers will be kept confidential, except as required by State or Federal law, such as in the case of child abuse. No personal identifying information from this survey will be provided to the PHA. You will not be shown your child's responses and the interview will be conducted in private.

Your signature below shows that the purposes and procedures for the interview have been fully explained to you and that you agree to let your child participate.

If you have any questions about this interview, you may contact NAME at PHONE NUMBER.

Date: _____/_____/_____

Name of Minor: _____

Person ID Number: _____

Signature of Parent/Guardian: _____

Signature of Interviewer: _____

MINOR RESPONDENT CONSENT

You have been selected as part of a sample of approximately NNN households in this development to take part in a survey of crime victimization of public housing residents being done by your Public Housing Authority. The purpose of this study is the first step in the evaluation of upcoming crime intervention programs planned by your Public Housing Authority. This will help determine better ways to prevent such crimes. The interview will take about 20 minutes of your time. During the interview, you will be asked questions about your background and education, and about different kinds of crimes that might have happened to you.

Taking part in the interview is strictly voluntary. Services that you or your family receive will not depend on or be affected by your participation in the survey. Also, your participation will not affect your right to live in this housing development.

You can skip any questions which you do not wish to answer. There is no penalty if you choose to skip any question or any part of the interview. You can refuse to participate in the study at any time without penalty. All of your answers will be kept confidential and your name will not be linked with the survey answers. The only exception to this rule is if you say that you are currently being abused. Your parents will not be given your responses and the interview will be conducted in private.

Your signature below shows that the purposes and procedures for the STUDY NAME interview have been fully explained to you and that you agree to participate.

If you have any questions about this interview, you may contact NAME at PHONE NUMBER.

Date: _____/_____/_____

Person ID Number: _____

Signature of Respondent: _____

Signature of Interviewer: _____

APPENDIX H

Interviewer Training Agenda

**AGENDA
FIELD INTERVIEWER TRAINING
VICTIMIZATION SURVEY OF PUBLIC HOUSING RESIDENTS**

Day 1

8:30 a.m.	Introduction and Background
9:30 a.m.	Preparing for Contact
11:00 a.m.	Contacting and Obtaining Information
12 noon	LUNCH
1:00 p.m.	Conducting the Interview
	Overview Interviewer Skills Interviewing Techniques Questionnaire Conventions
3:15 p.m.	Overview of Questionnaires
	Description of Questionnaires Explanation of Relationships
4:00 p.m.	Demonstration Interview

Day 2

8:30 a.m.	Round-Robin Interview, with question-by-question specifics
	Household-Level Screener Person-Level Screener Incident Report Form
9:30 a.m.	Practice Interviews
11:00 a.m.	Quality Control, Administrative Procedures, and Review
12 noon	LUNCH
4:00 p.m.	Meet With Residents at Development

APPENDIX I
Interviewer Manual

**VICTIMIZATION SURVEY OF
PUBLIC HOUSING RESIDENTS**

FIELD INTERVIEWER MANUAL

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APPENDIXES

Appendix A Question-by-Question Specifications

1. INTRODUCTION

1.1 Study Background

1.2 Data Collection Contractor

1.3 Project Organization

1.4 Overview of Interviewing Process

For each selected household, we basically want to determine whether or not the household and/or its residents have been victimized by specific crimes during the past 6 months. If so, we want to obtain details about such incidents. To accomplish this, you will contact selected households and administer a household-level screener to determine if any crimes against the household have occurred and a person-level screener to determine if any of the individuals have been victimized. If there have been incidents, you will then complete an incident report for each incident to obtain the details. The flow chart in exhibit 1-1 shows the process you will follow while conducting the interview.

1.5 Summary of Field Interviewer's Responsibilities

This manual provides a detailed description of the tasks you will be required to complete for this survey. Adherence to prescribed procedures and duties is of paramount importance to the success of the study. A summary of your responsibilities follows:

- Read this manual and complete the home study exercises prior to training.

- Attend the field interviewer training session.

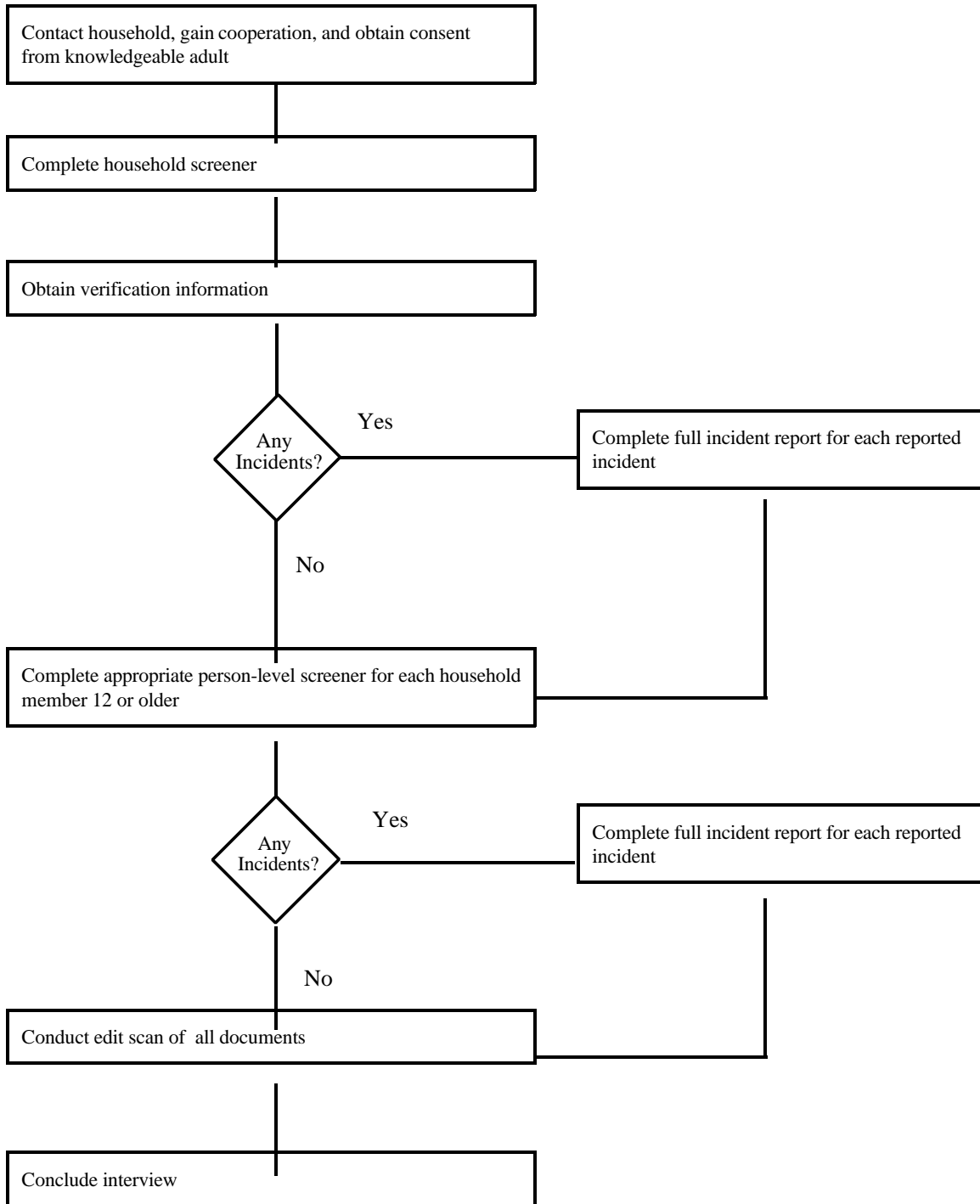
- Conduct household-level screenings of selected residences in assigned areas within the data collection schedule.

- Administer the person-level screening questionnaires to appropriate household residents.

- Maintain records of your data collection activities.

- Review the status of all cases during a weekly telephone conference with your supervisor.

Exhibit 1-1 Flowchart of Interviewing Process



- Maintain the confidentiality of all survey data and materials at all times.

- Complete and submit weekly production, time, and expense reports (PT&Es) and other administrative forms in a timely manner and according to prescribed schedules.

1.6 Importance of Confidentiality

The identity of respondents, as well as the information recorded on all instruments, is confidential and must *not* be divulged to anyone other than authorized project staff. To be certain that you understand the importance of confidentiality and agree to honor the confidentiality requirements of this study, you will be asked to sign a contractual agreement to this effect (provide exhibit).

When conducting fieldwork, *emphasize* confidentiality to survey participants. Explain to them that names will not be associated with any of the information they provide and that none of the information will be disclosed in a manner that identifies them to anyone other than authorized staff. When conducting the interview, seek privacy so that the respondent's sense of confidentiality is reinforced. If someone enters the room, you may pause, allowing the respondent an opportunity to direct the individual to leave or to instruct you to continue. Your sensitivity, in any given situation, can only enhance the quality of the interview.

You must use extreme care to protect the identity of respondents, residences, and the data provided. Do not leave materials in automobiles open to inspection for any passerby. Keep all project materials in the

trunk of your car. Completed or unused materials are not to be given to anyone who is not involved in the survey. Duplication of materials is *not* permitted.

1.7 Adherence to Project Procedures

Your signature on the data collection agreement does more than indicate that you will keep all data that you collect confidential. It certifies that you will carry out all project procedures precisely as they are presented in this manual and during field interviewer (FI) training. There are to be no short-cuts, no deviations from procedures, and no exceptions to the rules. It is *very* important that you understand and agree to this policy, and understand that failure to comply could result in your termination of employment as an FI on this project.

1.8 Data Collection Schedule

CONTRACTOR TO INSERT SCHEDULE HERE.

Exhibit 1-2
Data Collection Confidentiality Agreement

PROVIDED BY DATA COLLECTION CONTRACTOR

1.9 Use of Manual

This manual is a source of the information you will need to carry out your work assignment. It should be *carefully* studied as you prepare for fieldwork. It is yours to keep and carry with you while you are conducting your project activities. Thus, you may annotate it as you see fit to assist your understanding of the contents and procedures.

You may, however, have questions or encounter field situations for which you do not find an answer in this manual. When in doubt about any field situation, contact your supervisor.

CONTRACTOR PROVIDE DETAILS.

1.10 Abbreviations

As an additional general aid, a list of abbreviations used throughout this manual and other project materials is provided in exhibit 1–3.

Exhibit 1–3
List of Abbreviations

ACF	Assignment Control Form
FI	Field Interviewer
FS	Field Supervisor
HHLD	Household
NIR	Noninterview Report Form
PHA	Public Housing Authority
PT&E	Production, Time, and Expense Report
R	Respondent

2. PREPARING FOR CONTACT

2.1 Overview of Preparing for Contact

It is important that you be well prepared before making your initial contact with a residence. To be well prepared you must be knowledgeable of the purpose of the survey, and be thoroughly familiar with the household-level screener, the person-level screener, and the incident report. This warrants a very close review of this manual and all procedures outlined in it. Resolve any questions that you have regarding survey procedures *before* contacting your first residence.

2.2 Scheduling Fieldwork

One of your most important responsibilities is to *plan* fieldwork carefully in order to maximize the effectiveness of your time in the field. The following are general rules to apply in planning your work:

- Plan to spend a *minimum* of 4 hours working in the field on each trip (travel time to and from the community should *not* be included as part of the 4 hours).

- Plan your itinerary so that you can visit as many residences as possible during a trip to a community.

- Make a *minimum* of five attempts to complete each interview.

Another important factor is the timing of your fieldtrips. Plan your trips so that you will be in the neighborhood at times when the chances of finding a respondent at home are best.

2.3 Organizing Your Materials

2.3.1 Project Materials

For each case assigned to you, you will receive an assignment envelope containing the household-level screener and the appropriate person-level screeners with identifying information (labels) either already on the forms or enclosed in the envelope. Before leaving on a trip to the field, be sure that you have all the materials and supplies you will need. You will be provided with an expandable folder to carry the materials you will need for each fieldtrip. These materials should *always* include:

- This field interviewer manual.

- Extra copies of the appropriate lead letters.

- Your identification badge.

- Assignment envelopes containing the prelabeled forms (or labels and instruments) for each selected housing unit you plan to visit.

- Appropriate extra screeners and incident report(s).

- Consent forms.

- Assignment control form.

- A printout of the sample.

- An extra PT&E or means to note your time, mileage, and any other expenses during the time you are working on this project.

2.3.2 Lead Letters

Before you begin fieldwork, we will send a lead letter to each residence.

PROVIDE EXAMPLE.

2.3.3 Screeners and Incident Reports

For each housing unit, there are two levels of information: the household level and the person level.

- Questions concerning the household as a whole are asked once per selected residence. These *household-level screening* questions ask about crime incidents such as vandalism or burglary of the housing unit or a vehicle.
- Questions concerning the individual members of the household are asked for each resident age 12 or older. These *person-level screening* questions ask about incidents of crime directed at the person, such as personal threats or assaults.

You will use separate screening questionnaires to collect household-level and person-level information.

For any incidents reported in either screening form, the incident report obtains details for each incident.

2.3.4 Assignment Control Form

You will receive an ACF which lists each case that has been assigned to you. The ACF lists all the identifying information for a case, including the name and age of known, eligible household members.

This tool is helpful in organizing your work and in reporting to your supervisor. Your supervisor will also have a copy of this form.

2.3.5 Cover Page for Household-Level Screener

The household-level screener contains the identifying information on the cover page, an example of which is shown in exhibit 2–1. The label contains the identification information needed to contact the selected residence.

The middle section of the cover page lists the pending and final result codes. Pending result codes, codes 01–18, indicate that the case has *not* been finalized. Final result codes, codes 20–80, indicate the interview has been completed, or that your supervisor agrees that the case is finalized as a complete noninterview. Explanations for the codes are provided in exhibit 2–2.

The final section of the cover page is the record of contacts in which you document all attempts to complete the case. Include the date, day of the week, and time of each contact. Also record the appropriate pending or final result code and any notes that would be of assistance to you or another interviewer in following up that case. Be sure to record your ID number. Note that this record of contacts section continues on the inside front cover.

Exhibit 2-1
Cover Page for the Household-Level Screener

Exhibit 2–2 Result Codes

Pending Codes (case not finalized):

10	Appointment for interview	A mutually agreeable time has been established to interview the respondent. Be sure to record the date and time for your reference and for the respondent.
11	No one at (HU) Plan additional visits at different times of the day on different days of the week.	
12	Respondent unavailable, call back	Attempt to find a convenient time to contact the respondent and make an appointment for that contact.
13	Breakoff (partial interview)	If possible, schedule an appointment to complete the interview.
14	Physically/mentally incapable	If respondent's incompetence seems temporary, return at a more convenient time. If difficulty is permanent, but the respondent is capable of participating, provide as much assistance as you can. Attempt to get another household member to serve as proxy respondent.
15	Language barrier (Specify _____)	If you do not speak the language, contact your supervisor. Specify the respondent's language in the comments section. There can be <i>no</i> interpreters for an interview.
16	Refusal	Make all possible attempts to convert the refusal without antagonizing the respondent. Complete refusal report and contact your supervisor for further instructions.
17	Parental refusal for 12–17-year-old	Make all possible attempts to convert the refusal without antagonizing the parent. Complete Nonresponse Report and contact your supervisor for further instructions.
18	Other (specify in comments)	For any other pending cases, provide a detailed explanation of the circumstances.

Exhibit 2–2 Result Codes (Continued)

Final interview codes will be assigned after you have *completed* the interview with the selected respondent or when your supervisor determines that you should no longer pursue the interview. Final interview codes and their definitions are provided below:

50/60	Interview complete	Good work!
51/61	No one at HU after repeated visits	Be sure you have made visits on different days of the week and at different times of the day. A <i>minimum</i> of one attempt plus four callbacks must be made before the code can be considered final.
52/62	Respondent unavailable after repeated visits	Contact other housing unit members or neighbors to obtain a day and time the respondent is usually at home. If respondent will be away for duration of study, attempt to obtain proxy interview.
53/63	Breakoff (partial interview)	If after repeated attempts the rest of the interview is not completed, forward all completed materials to _____.
54/64	Physically/mentally incapable	Use this code if the respondent is physically/mentally unable to answer the questions, and you are not able to conduct proxy interview.
55/65	Language barrier (Specify _____)	Use this code if the case cannot be completed due to a language barrier. Specify the housing unit language in the space provided.
56/66	Refusal	Without antagonizing the respondent, attempt to convert. Discuss the situation with your supervisor prior to assigning this code. Provide details in comments section and record of contacts.
67	Parental refusal for 12–17-year-old	Without antagonizing the parent, attempt to convert. Discuss the situation with your supervisor prior to assigning this code. Provide details in comments section and record of contacts.
58	Unit vacant	There is obviously no one living in this unit. Assign only after making repeated visits and discussing the situation with your supervisor.
59/69	Other (specify in comments)	For any other situations, provide a detailed explanation of the circumstances.
75	Respondent no longer resident	The person named on the label no longer resides at the unit.

2.3.6 Cover Page for Person-Level Screeners

The cover page for the person-level screener (see exhibit 2–3) is very similar to the household-level screener cover page; it contains an identification label and sections for result codes and record of contacts. For persons age 12–17, a reminder will be printed indicating parental consent is required. However, we may not always have the age of all residents, or the age may not be correct. Therefore, for all persons under age 18 you need to verify the age before conducting the interview.

The person ID number consists of the household number followed by a sequential number assigned for each expected member of the household.

As with the household-level screener, use the person-level screener cover page to document all attempts to complete the case.

Exhibit 2–3
Cover Page for the Person-Level Screener

PERSON-LEVEL SCREENER

[LABEL]

Pending Codes		Final Codes	
10	Appointment for interview	60	Person-level interview complete
11	No one at HU	61	No one at HU after repeated visits
12	Respondent unavailable, call back	62	Respondent unavailable after repeated visits
13	Breakoff (partial interview)	63	Breakoff (partial interview)
14	Physically/mentally incapable	64	Physically/mentally incapable (no proxy available)
15	Language barrier (Specify: _____)	65	Language barrier (Specify _____)
16	Refusal	66	Refusal
17	Parental refusal	67	Parental refusal for 12–17-year-old
18	Other (Specify in comments)	69	Other (specify in comments)
		75	Respondent no longer resident

Date	Day	Time	Comments	Result Code	Interviewer
		am pm			
		am pm			
		am pm			
		am pm			

2.4 Knowing the Study

Another critical part of your advance preparation is to make sure you know as much as you can about the study. You will be asked all kinds of questions by all kinds of people. Some will be curious, some may be hostile. Your manner and the answers you provide can be enough to convince the respondent to participate.

Chapter 1 of this manual contains important background information on this study. Review this information and be familiar with it. Another source is exhibit 2–4, which lists commonly asked questions and possible responses. Think of questions you might ask if you were a respondent. Be prepared to answer those types of questions. If this manual does not provide all the information you need, ask your supervisor.

Exhibit 2-4
Answers to Common Questions

<u>Question</u>	<u>Possible Response</u>
Why me? Why was I chosen?	You were randomly selected from people living in households that are part of two public housing communities in the _____ area.
Will my answers be kept private?	Absolutely! The confidentiality of your answers will be maintained by the research team. The answers you give will be combined with those from hundreds of others, and the results will be reported in percentages, averages, and other statistics. No individual or family is identified.
Who is (Contractor)?	TO BE PROVIDED
How long will it take?	The average time is about 20 minutes, depending on your experiences. I think you'll be surprised at how quickly the time passes.
What's this all about?	PROVIDE EXPLANATION

3. CONTACTING AND OBTAINING PARTICIPATION

3.1 Initial Approach

The confidence you exude as a result of your careful preparation will increase your chances of obtaining participation and completing the interview with the household. In addition, there are other procedures that should increase your chances of completing the interview.

As mentioned, we will send a lead letter to each residence that was selected. You will be provided with a supply of these letters to hand out to residents that don't remember receiving the letter. Also, we have met with the residents' council at each location and the councils have endorsed this study. This endorsement is mentioned in the lead letters and you may want to stress this endorsement when making initial contact at the household. (We will provide you with a list of key names during training.)

You should approach the door confidently and with a positive attitude. Be sure your identification badge is easily noticed. Ask to speak to a household member age 18 or older.

Your introduction to the respondent should be as brief and clear as possible, using language that is easily understandable. The household-level screener provides an introduction for your use (exhibit 3-1).

Although it is not necessary that you read the introduction verbatim, you *must* convey the key points contained in the introduction along with the following information to the resident:

- Their residence was chosen randomly.

- The information they provide will be handled in the strictest confidence (except as noted in the consent form).

- The study is collecting information on victimization of public housing residents.

3.2 Informed Consent

Before we can accept a respondent's consent to complete the interview, we must be sure that he/she has been given all the information necessary to make a completely informed and knowledgeable decision. The respondent's right to informed consent is a critical component of every legitimate survey. Current legislation related to many federally funded research projects, including the Victimization Survey of Public Housing Residents, requires that a potential respondent be expressly informed of:

- The purposes of the study.

- The expected length of the interview.

- The procedures that will be followed.

Exhibit 3-1
Introduction on Household-Level Screener

INTRODUCTION:

Hello, my name is (YOUR NAME), and I'm from (YOUR COMPANY). We are contacting persons in your neighborhood for a crime victimization survey sponsored by the (PHA DEVELOPMENT). You should have received a letter from us explaining the study.

IF LETTER NOT RECEIVED, HAND PERSON COPY AND ALLOW TIME FOR READING. THEN SAY:

Let me read you our consent form which explains some of the details about the study and about your rights as a respondent.

READ CONSENT FORM.

- Any discomforts, risks, or benefits that might be associated with participation.

- The fact that consent may be withdrawn and participation discontinued at any time (i.e., that participation is voluntary).

- Sources from which additional information about the study can be obtained.

This information must be made available to each potential respondent either verbally or in writing so that the individual can base his/her decision to participate or not to participate on full knowledge of the study and the consequences of involvement.

All of this information is provided in the consent forms (see exhibits 3–2 and 3–3). Each respondent must be given a consent form to read and then must indicate an understanding and willingness to participate. If you encounter a person who cannot read, you will need to read it to him/her. For respondents age 12–17, the parent giving consent must sign a parental consent for the minor’s participation. The minor respondent must also sign a respondent consent form. Add your signature and the date to each signed consent form.

**Exhibit 3-2
Respondent Consent**

RESPONDENT CONSENT

You have been selected as part of a sample of approximately NNN households in this development to take part in a survey of crime victimization of residents of this public housing development being done by your Public Housing Authority. The purpose of this study is a first step in the evaluation of upcoming crime intervention programs planned by your Public Housing Authority. This will help determine better ways to prevent such crimes. The interview will take about 20 minutes of your time. During the interview, you will be asked questions about your background and education, and about different kinds of crimes that might have happened to you.

Taking part in the interview is strictly voluntary. Services that you or your family receive will not depend on or be affected by your participation in the survey. Also, your participation will not affect your right to live in this housing development.

Your signature below shows that the purposes and procedures for the STUDY NAME interview have been fully explained to you and that you agree to participate.

If you have any questions about this interview, you may contact NAME at PHONE NUMBER.

Date: _____/_____/_____

Person ID Number: _____

Signature of Interviewer: _____

Exhibit 3-3
Parental Consent for a Minor's Participation

MINOR RESPONDENT CONSENT

You have been selected as part of a sample of approximately NNN households in this development to take part in a survey of crime victimization of public housing residents being done by your Public Housing Authority. The purpose of this study is the first step in the evaluation of upcoming crime intervention programs planned by your Public Housing Authority. This will help determine better ways to prevent such crimes. The interview will take about 20 minutes of your time. During the interview, you will be asked questions about your background and education, and about different kinds of crimes that might have happened to you.

Taking part in the interview is strictly voluntary. Services that you or your family receive will not depend on or be affected by your participation in the survey. Also, your participation will not affect your right to live in this housing development.

You can skip any questions which you do not wish to answer. There is no penalty if you choose to skip any question or any part of the interview. You can refuse to participate in the study at any time without penalty. All of your answers will be kept confidential and your name will not be linked with the survey answers. The only exception to this rule is if you say that you are currently being abused. Your parents will not be given your responses and the interview will be conducted in private.

Your signature below shows that the purposes and procedures for the STUDY NAME interview have been fully explained to you and that you agree to participate.

If you have any questions about this interview, you may contact NAME at PHONE NUMBER.

Date: _____/_____/_____

Person ID Number: _____

Signature of Respondent: _____

Signature of Interviewer: _____

3.3 Overcoming Objections

Most individuals are friendly and willing to cooperate but it is to be expected that a few individuals will have concerns, objections, or fears. What may appear to be a refusal to cooperate may be, in reality, only an expression of concern or a need for more information about the study, the procedures, or the background of the research. The following points will be helpful in reducing or eliminating refusals when making contacts:

- Do not invite refusals. An air of apology or defeat can trigger a refusal.

A friendly, confident, and positive manner, assertive but not aggressive, usually will have positive effects.

- *Listen* carefully to the respondent's comments and try to determine the basis for his/her objections. Target your responses to those objections.
- A little more detail about the study, the procedures, confidentiality, or time involved may answer unasked questions. Sometimes the best technique is to simply ask, "Is there something I can explain to you about your participation in this study that is bothering you?"

- Often, the public is apprehensive about participating in a survey. People have sometimes agreed to participate in a so-called survey only to find themselves involved in disguised sales promotions. Use of the words *study*, *research*, and/or *interview* are helpful. Assure the respondent that you are not selling anything.

- When you encounter a respondent whom you feel is making an appointment to conduct an interview at a later date with no intention of keeping the appointment (unstated refusal), suggest that he/she try a few of the questions now, to see how it goes.

Exhibit 3–4 contains common reasons given by respondents for refusing an interview. Your responses need to address the reasons for refusing. It is important to listen to the respondent’s comments and tailor your response to his/her need for information.

Another approach to obtain cooperation for this survey is to explain that the residents’ council of this development fully supports this study. Mentioning this council’s approval may be enough to convince a reluctant respondent to participate. We will provide you with the names of the members of the council, if a potential respondent feels the need to check with one of them before participating. For most hesitant respondents, just knowing of the council’s approval should be sufficient.

Exhibit 3–4 Countering Refusals

<u>Reason for Refusal</u>	<u>Response</u>
“No time—ever”	Acknowledge to the respondent your awareness that he/she is a busy person who is likely involved in many activities. Stress that you can schedule the interview at <i>any</i> convenient time and will take a very short time—usually less than one-half hour.
“Don’t like surveys—waste of time and taxpayers’ money”	<p>Stress the importance of survey research in the formulation of public policy and the evaluation of existing policies. This study is designed to quantify crime problems in public housing developments so the responsible PHA can implement programs to combat the types of problem areas.</p> <p>Issues of personal and household safety are of great importance. Explain this is a great way to help learn about levels of crime in their housing developments. Explain the importance of participation by every respondent since each person’s experiences with crime are important in understanding the problems and potential solutions in the area.</p>
Lack of trust/intrusion of privacy, confidentiality	Assure the respondent of confidentiality by explaining the design of the survey and the administration. Stress that our interest is only in the <i>aggregate</i> of all responses—not individual answers.

Should you not be able to overcome someone's objections, and the person simply will not consent to the interview, then accept the refusal as courteously and graciously as possible and thank the person for his/her time. Do not pressure, argue, or otherwise alienate him/her. Your goal should be to leave the door open for someone else to attempt to contact him/her and secure a promise of cooperation. Immediately after the incident, enter detailed notes describing the situation in the comments section of the record of contacts for that case. Include who you spoke with and specific concerns he/she expressed. Also indicate in your comments how firm you think the refusal is. This will help you to adequately and objectively describe the situation to your supervisor. Do not rely on memory to recount the events; writing notes down will help you in subsequent contacts (or will help any other interviewer who may be asked to follow your lead).

Do not allow refusals to affect your positive approach to interviewing. All interviewers experience an occasional refusal. It is not necessarily a reflection of your ability as an interviewer. It can be discouraging, but learn to "roll with the punches" and quickly get back into stride.

3.4 Tips on Obtaining Participation

To be successful at interviewing, you must develop your own particular style, and then interact with potential respondents in a manner that is comfortable for you. However, when you are developing your style, please keep the following tips in mind:

- A *positive attitude* is crucial when interacting with potential respondents. You need to feel confident about yourself and your knowledge of the survey, thus creating a positive atmosphere. If, on the other hand, you approach the door with an air of uncertainty, the potential respondent may:
 - Question the validity of the survey.
 - View the survey negatively and minimize its importance.
 - Be more likely to say “no” when asked to participate.

If you are not excited and knowledgeable about the study, the potential respondent is not likely to be interested in participating.

- *Persistence* is the key to decreasing nonresponse. For not-at-home cases, you must make attempts at different times of the day and on different days of the week. If necessary, talk to a neighbor to find out a time when the potential respondent is most likely to be at home.
- If you are unable to persuade the potential respondent to participate during one of your visits, say, “I’ll contact you when you are not so busy,” or “I’ll come back the next time I’m in the neighborhood.” These statements leave the door open for recontact, since they imply a respect for the person’s reason to not participate at this time.

- It is very important that you stress the *confidentiality* of the survey; for example, the answers are only reported in aggregate form and individual names are never associated with the answers. Names and associated answers to the questionnaires will not be given to the Housing Authority.
- Every potential respondent must be made to feel that he/she is critical to the overall success of the survey. And, they must know that they are unique; that is, due to the precise nature of the sampling procedures, no one selected for the survey can be replaced by someone else.
- Many people today are very busy, and do not have a lot of free time. They do not wish to spend what free time they do have answering long surveys. Therefore, if you are questioned about the length of the interview, try something like, “The length varies and depends on the individual; we should be able to get through it fairly quickly. Let’s start and see how it goes.”
- Finally, you must provide thorough documentation of all attempted contacts in the record of contacts section. Record the details of what happened during each contact. It may provide you with useful information should you have to initiate further contacts, such as refusal conversion attempts. Review your documentation prior to the next contact and plan and organize your approach. For example, if a potential respondent said he/she had a sick child and did not have time to participate, begin your recontact with, “I hope your child is feeling better.” Or,

perhaps you are in a situation where a husband refused for his wife. In this instance, try to stop by when you think the husband is not at home. The wife may be willing to participate if contacted directly.

3.5 Use of Escorts

The neighborhoods included in our sample represent lower socioeconomic levels. If you feel there is an increased risk of personal danger, the use of escorts may be warranted. In both developments, we have talked with groups of residents who indicated some level of escort at the start of the survey may be helpful. If so, escorts will be members of the residents' council and will travel with you into the development but won't accompany you to the door. If you still feel uncomfortable after several work days, contact other FIs so you can go into the development together. If necessary, we can check into continuing to have residents' council escorts.

With our heavy emphasis on confidentiality, we want our approach to the actual household to be as nonthreatening as possible. We do not want to alienate respondents but we also do not want interviewers placed in dangerous situations.

3.6 Working Safely

Here are some general safety tips on working safely and smartly:

Area

- Be aware of the area—assess the situation and observe people. Stay alert and tuned in to your surroundings. Don't daydream. Know where you are going and walk purposefully.
- Observe the nearest telephone, business, police station, fire station or public building, and know their hours of operation.
- Put possessions in the trunk of your car *prior* to entering the area. Don't leave *things* visible in the car.
- Children are your best friends—talk to them. Children can help pass along information about who you are.
- If anyone inquires who you are, briefly tell them your name, position, and what you are doing. They may pass the word along.

- Park your car in a convenient area. Move it as necessary as you work. Do *not* leave articles in your car. Instead, lock them in the trunk.

- Avoid taking shortcuts through dark or wooded areas. Avoid walking where there are tall hedges or shrubs.

Dress

- Don't wear jewelry.

- Don't carry a purse. Put your keys, a couple of dollars, and change for a pay phone in a pocket.

- Keep your FI ID visible.

- Keep dress professional—not too casual.

Multiunit Buildings

- Carry a flashlight—apartment building hallways can be dark even during the daytime. Often lightbulbs are burned out or broken.

- Make noise, such as a low whistle, or rattle your keys as you walk in the hallway or up a stairway. You don't want to startle or surprise anyone who might be hanging around.

- Go right to the selected apartment and do your business—don't look interested in what people are doing in the hallway. Don't stare. You should acknowledge them with a nod, smile, or brief eye contact, but go directly to the apartment—that's your task.

- Ignore other things going on in the apartment building. Be aware, but don't concentrate on what's going on. Your main function is to find the selected apartment. If you look too interested people will think, "What do you want—what are you looking at?"

- When walking up stairs, look up.

4. INTERVIEWING

4.1 Overview

Once cooperation has been gained and the appropriate informed consent procedures have been completed, you are ready to begin the interview. This chapter provides directions on how to properly conduct these interviews. As explained previously, there is a household-level screener and a person-level screener. General items about these questionnaires are included in this chapter. Detailed question-by-question specifications for each document are located in the appendixes.

4.2 Important Interviewer Skills

4.2.1 Professional Attitude

You must establish the tone of interaction with the respondent and maintain unobtrusive control of the interview. A professional, task-oriented approach will assist you in obtaining high-quality data and in achieving control of the interview. Being overly friendly or too casual may divert the respondent from the role of providing information and may even result in biased answers. Too much rapport with a respondent frequently results in a good time for all, but a poor interview.

The proper relationship between an interviewer and a respondent is not a social one. It should be a professional relationship in which the interviewer assumes the roles of teacher and motivator. That is, you must teach the respondent his/her role, both by example and by showing approval of desired behavior. It is also up to you to motivate the respondent to perform his/her role throughout the interview. To do this you must assume a nonjudgmental, noncommittal, nonpersonal (but not impersonal) approach with the respondent and the subject matter of the survey. The respondent, in turn, must trust you enough to be comfortable revealing information that may be personal or sensitive in nature.

Studies have shown that more and better data are secured if the interviewer establishes a professional rapport with the respondent indicating that there is a task to accomplish. Attempts to develop a personal relationship with respondents (i.e., through being overfriendly) often result in the respondent considering you as a friend or peer. In such cases respondents may be afraid that their new friend may judge or condemn them if they truthfully reveal personal information or admit to unusual activities.

Respondents may feel that you will ask questions that are very personal or sensitive. Your approach to these questions can help respondents overcome their reluctance to answer them. You must let the respondent know that it is important to get this information for the survey. Also, you must *not* appear uncomfortable or embarrassed by the questions asked or the responses received. In summary, you must maintain a professional, task-oriented relationship with the respondent at all times, regardless of the content of the questions or answers.

4.2.2 Focusing the Respondent

An important task for the interviewer is to keep the respondent focused on the job at hand. The respondent must know what is required of him/her. As an interviewer, you are making two demands on the respondent: (1) that he/she *listens* to the question, and (2) that he/she answers in a way that is correct and *provides information* that satisfies the needs of the question. You need the respondent's attention in order to obtain the best and most complete information in a specific form:

- When asking for numbers or dates, you want the answer to be a number or a date.
- If you're asking for a category selection such as good, fair, or poor; agree or disagree; or true or false, you need for the answer to be one of those categories.
- If you're asking for a description of something such as the type of job in a business or industry, you need for the answer to be confined to that business or industry and to be as specific as possible.

During the course of the interview, and especially in the beginning, it is important to set a professional, task-oriented tone for the administration of the questionnaire and to train the respondent in satisfying the two basic demands. Some ways of accomplishing this are:

- Reading questions at a forthright pace and in a businesslike tone.
- Providing positive reinforcement when appropriate responses are given by saying “yes” or “thank you.”
- Providing no reinforcement when inappropriate responses are given by repeating the question or hesitating.

Focusing and training the respondent accomplishes a number of important goals. You will:

- Retain control of the interview.
- Encourage the respondent to listen and think about the questions *and* answers.
- Save your time.
- Save the respondent’s time.
- Leave the proper impression on the respondent that you got the job done and wasted as little of his/her time as possible.

4.2.3 Avoiding Bias

Because of the many variables associated with interviewing human subjects, maintaining neutrality is an integral part of your task. The following guidelines will help you avoid influencing responses:

- Don't assume answers ahead of time.
- Don't make judgements about the respondent's ability to understand questions.
- Don't suggest answers.
- Don't interpret questions, words, or answers.
- Don't give *your* opinions, even if asked.
- Make sure the respondent understands that we have no preference for one response over another.
- Don't rush the respondent.

4.3 General Interviewing Techniques

4.3.1 Asking the Questions

The following are rules for asking questions properly:

- Ask the questions using the *exact words* printed in the questionnaire.
- Ask the questions in the *exact order* in which they appear or as instructed. Whenever you are not to ask questions in sequence, a skip instruction will appear beside the response categories for the question asked.
- *Ask every question specified*, even when a respondent has seemingly provided the answer as part of the response to another question. The answer received in the context of one question may not be the same answer that will be received when the other question is asked.
- If the answer to a question indicates that the respondent did not understand the intent of the question, repeat the question. Do not try to explain the question, just reread it.
- Read the questions slowly, preferably at a pace of about two words per second.

- Do not suggest answers to the respondent. A respondent may rely on you to help with an answer to a question. Your job as an interviewer is to ask the questions, make sure the respondent understands the questions, and then record the responses. Do not assist the respondent in selecting responses.
- Read transition statements just as they are printed in the questionnaire. Transition statements are designed to inform the respondent of the nature of a question or a series of questions, to define a word, or to describe what is being asked by the question.
- Give the respondent plenty of time to recall past events.

4.3.2 Probing

At times, it will be necessary for you to probe to obtain a more complete or more specific answer from a respondent. To elicit complete, adequate answers, you often will need to use an appropriate neutral or nondirective probe. It is important *not* to suggest answers or lead the respondent. General rules for probing include:

- Repeat the *question* if the respondent misunderstood or misinterpreted the question. After hearing the question the second time, the respondent likely will understand what information is expected.

- Repeat the *answer* if the response is too vague to answer the question. For example, if you ask the respondent “What is your job?” and he/she answers “Marketing,” an effective probe would be “Marketing?”
- *Pause* to indicate to the respondent that you need more or better information. This is a good probe to use after you have determined the respondent’s response pattern.
- Use *neutral questions or statements* to encourage a respondent to elaborate on an inadequate response. Examples of neutral probes are “What do you mean?” “How do you mean?” “Tell me what you have in mind.” And, “Tell me more about...”
- Use *clarification probes* when the response is unclear, ambiguous, or contradictory. Be careful not to appear to challenge the respondent when clarifying a statement and always use a *neutral* probe. Examples of clarification probes are “Can you give me an example?” or “Could you be more specific?”

4.3.3 Recording Responses

Most of the questions have pre-coded responses. There are some questions, however, that are open-ended—that is, you must write in a response to the question. Some questions have pre-coded responses as well as an “Other” category. If the respondent’s answer does not fit into a pre-coded answer, *you must specify the response.*

The recording practices below must be followed at all times to ensure that the recorded responses accurately reflect the respondent's answers, and that the questionnaire data can be converted to machine-readable form.

- *Listen* to what the respondent says and record the appropriate answer *if* the response satisfies the objective of the question. If it doesn't appear to satisfy the objective, *repeat the question*.
- In recording answers to open-ended questions or "Other" categories, print the response verbatim—that is, write down *exactly* what the respondent says.
- In the left margin of the instrument, record your notes about any responses that don't quite fit in one of the response categories for that question. Your notes will help the editors/analysts in understanding points of confusion, difficulty, etc.
- Print legibly!
- Wrong code—If you mistakenly mark the wrong answer or if the respondent changes his/her mind, mark out the wrong answer, and then circle the correct answer code. *Do not erase!* An example of how to correct an answer is shown below:

- 1 Every day or almost every day.
- 2 A few times a week.
- 3 A few times a month.
- 4 Once a month or less.

- Recording ranges—For questions that have coded response categories to which the respondent gives a range that spans two or more response categories, you are to probe for one answer by saying, “Please be more specific,” or “Give me your best estimate.” If the respondent is *unable* to give a response that fits into only one of those response categories, make a note in the left margin.

4.4 General Questionnaire Conventions

The questionnaires use several different conventions, which will be discussed below. It is essential that you become familiar with these conventions so that you will be able to use them properly.

- *All* lowercase text or probes not in parentheses are *mandatory*. You *must* read them to the respondent. Typical of such text is the transition statement, such as:

IR1. You mentioned that (SPECIFY INCIDENT). Now, I am going to ask a few more questions about this.

- (Lowercase text in parentheses) signifies that the interviewer is to choose the more appropriate phrase, that is, different wording to be used for the question, depending on the respondent's characteristics or the answer to an earlier question. Usually, the different wordings are separated by a slash (/) within parentheses. An example of a commonly used fill is "(he/she)."

P4. Did (he/she) complete that (grade/year)?

- In situations other than the one discussed above, lowercase text in parentheses is *optional* text. This is wording that does not necessarily have to be read to the respondent. There are two circumstances where such optional wording is furnished:
 - When it might be helpful for the interviewer to be able to customize or clarify the question.

P13. (Other than any things you have already told me about) During the last 6 months, did anyone *try* to rob you by using force or threatening to harm you? Please count *only* those times when someone *tried* to rob you, not times when someone *actually did* rob you.

- When optional probes are offered to the interviewer.

IR42. What was the reason it was not reported to the police? (Can you tell me a little more?) (CODE ALL THAT APPLY.) Any other reason? {STRUCTURED PROBE:

Was the reason because (you/he/she) dealt with it another way, it wasn't important enough to (you/him/her), insurance wouldn't cover it, police couldn't do anything, police wouldn't help, or was there some other reason?}

- *Lowercase underlined* text signifies that it is to be spoken with emphasis. See example P13, above.
- Generally, text in ALL CAPITAL LETTERS signifies instructions for you, the interviewer, or a question to you, the answer to which will direct you to the next point in the questionnaire. Text in ALL CAPITAL LETTERS is *never to be read to the respondent*.

IR15. INTERVIEWER: ARE BOTH IR13 AND IR14 ANSWERS NO?

4.5 The Interview Process

With the considerable number of tests and variations in this study, a relatively simple interview has become complex. Deciding who needs to answer what questions on what document requires an understanding of the document differences.

4.6 Household-Level Screening

The household-level screener asks about incidents of crime with the housing unit or a vehicle belonging to a resident of the housing unit. Questions refer to incidents within the last 6 months. The 6-month reference period will always be _____. If the respondent has not lived in the housing community for 6 months, the reference period will be the actual length of time the person has lived in this community, such as 2 weeks, 6 weeks, or 4 months. Because of wording differences, the screening questions are included twice; once for residents of 6 months or more, and again for residents who have lived there less than 6 months.

For each incident reported, you will ask additional questions. To help you keep track, an incident checklist has been developed for the household-level screener (see exhibit 4–2). As you proceed through the screening form, record the number of times both in the space following the question *and* on the foldout checklist located at the back of the document.

For example, question H4a asks: “During the last 6 months, how many times did someone break into or somehow illegally get into your (apartment/home)?” If the answer is “one,” you would write “1” in the space below question H4a and record “1” beside the H4a on the checklist. By completing the checklist as you conduct the screening, you will easily keep track of how many incident reports, if any, must be completed.

At the conclusion of the household-level screener, obtain the verification information as discussed in Section 4.9. Then, proceed to complete the full incident report for each incident listed on the checklist. Be sure to carefully copy the household ID from the label on the household-level screener to the incident report. Also record the incident number: All incidents reported in the household-level screener will be numbered sequentially, beginning with “1.” A second reported incident would be “2,” and so on.

Exhibit 4–1 Steps in the Interview Process

1. Contact household and locate a knowledgeable member, age 18 or over, to be household respondent and obtain cooperation as explained in Chapter 3.
2. Complete household-level screener.
 - Obtain verification information.
 - Complete one incident report for *each* reported household-level incident.
3. Complete person-level screener for household-screening respondent.
 - Complete one full incident report for *each* reported person-level incident.
4. Contact next household member age 12 or older and obtain cooperation.
 - If person under age 18, obtain parental consent, then obtain the minor’s cooperation.
 - If parent refuses to consent, have parent complete the person-level screener for the minor, using the incident report for any incidents.
 - If person out of town through entire data collection period, *or* if person is physically or mentally incapable of completing the interview, have original household screening respondent (or other member of household age 18 or older) complete the person-level screener for that person, using the incident report for any incidents.
5. Complete person-level screener.
 - Complete one Incident Report for *each* reported person-level incident.
 - Mention verification procedures.
6. Repeat steps 4 and 5 until all residents age 12 and older have been interviewed.
7. Conduct scan edit.
8. Conclude interview.

Exhibit 4-2
Incident Checklist—Household-Level Screener

INCIDENT CHECKLIST FOR USE WITH THE HOUSEHOLD-LEVEL SCREENER

RECORD “NUMBER OF TIMES” REPORTED FOR EACH OF THE FOLLOWING ITEMS FROM THE HHL D LEVEL SCREENER.

INCIDENT TYPE	QUESTION NUMBER	NUMBER OF TIMES
Actual Break-in	H4a, H17a	_____
Attempted Break-in	H5a, H18a	_____
Outside Theft	H6a, H19a	_____
Attempted Theft	H8a, H21a	_____
Theft from Auto	H9a, H22a	_____
Vandalism	H11, H24	_____
COMPLETE INCIDENT REPORT FOR EACH OF THESE INCIDENTS.	TOTAL →	_____

4.7 Person-Level Screening

4.7.1 Screening the Household Respondent

Once the household-level screener and incident reports are completed, continue to interview the household respondent by completing the person-level screener.

Person-level screening questions ask about incidents of crime against the person, such as threats, attacks, and robberies. The reference period is the same as in the household-level screening: the past 6 months for residents who have lived there 6 months or longer, or, if less than 6 months, the actual length of time lived in the development.

As with the household-level screening, an incident checklist will help you keep track of the number of incident reports to complete. Completing the foldout checklist located at the back of the document as you proceed through the person-level screener will simplify the process. Exhibit 4–3 contains the person-level incident checklist.

Once the person-level screener for the household respondent is complete, immediately complete a separate incident report for *each* incident reported. Carefully copy the Person ID to the cover of the Incident Report. Beginning with 1, number the incident reports sequentially.

Then continue to complete a person-level screener with each eligible person. Use the incident checklist as described above, and complete a separate Incident Report for *each* reported incident, copying the person number to the cover, and numbering the incident reports sequentially. Remember, you must have parental consent before beginning an interview with someone under age 18. When finished, inform the respondent of the possibility he/she may be contacted to check on your work.

4.7.2 Handling Suspected Child Abuse

State and Federal laws require us to report child abuse to the proper authorities. Question P16 in the person-level screener asks explicitly about sexual abuse. There are also questions (P14 and P14a) about being attacked or hit. If, based on responses from a minor (or if the minor confides in you), you obtain firm information regarding abuse by an adult, then you need to notify your supervisor. Do so immediately while the details are fresh. In turn, your supervisor will take notes and notify the Data Collection Manager. You will be advised on the action you should take relating to the situation.

4.7.3 Handling Additional Eligible Residents

The rosters we have prepared for you on the ACFs containing the names and other information of the household members of the selected units are based on data from the PHAs. Obviously, changes may have occurred since these lists were given to us, and you need to be prepared to handle such changes.

The most likely type of change is a shift in the number of residents. If a listed person is no longer a resident at the selected unit, assign a final result code of 75 to the person-level screener and consider the case complete. If somehow you discover there are persons age 12 or older living in the residence who are not on the ACF and who do not have a labeled person-level screener, you will need to add them to the list. Since we are not conducting a formal listing of household members, we do not expect this situation to occur very often. However, should it occur, you will need to complete a person-level screener for the person, so be sure to always have a supply of blank questionnaires when you go to the field. Include on the person-level screener the household ID number. Also, be sure to add the person to your ACF and notify your supervisor.

A situation that may occur, but very infrequently (we hope!), will be a new family in the selected unit. If such a situation should occur at one of your sample units, get the names and ages of all occupants and the dates they moved in. Then interview all residents age 12 and older using blank questionnaires but the same ID numbers. Then contact your supervisor for additional instructions.

4.8 Verification Procedures

In order to be sure your work is completed accurately, a percentage of all respondents who complete an interview will be recontacted. These verification contacts will occur mainly by telephone, though mail may be used for respondents without telephones.

When finished with the household-level screener, ask for a telephone number using the instruction at the end of the household-level screener. Emphasize that this is for verification purposes only; we only want to verify the quality of our work, not verify the responses provided. Be sure to mention the verification procedures to all respondents, so they are aware of the possibility of another contact.

4.9 Postinterview Responsibilities

Be sure to thank the respondent for the time spent with you. Briefly scan the completed documents for omissions and incomplete items. If any are noticed, correct them immediately.

Complete the cover page on all appropriate documents, updating the record of calls and entering the final result codes. Be sure the correct case ID numbers are on each document.

Keep all completed documents for a household together in one envelope. After editing them at home, you will send them to your contractor on a weekly basis. More details on these procedures are provided in the next chapter.

5. REPORTING AND QUALITY CONTROL PROCEDURES

To ensure that the Victimization Survey of Public Housing Residents data meet the highest standards, the quality control procedures described below will be implemented.

5.1 Interviewer Field Edit

Before leaving the respondent's residence, scan edit each completed document for omissions and incomplete items. If such items are detected, correct them immediately.

As soon as possible after completing the interview, perform a thorough edit to be sure the documents are filled out correctly, completely, and legibly. Complete the following list of required edit checks:

- Check legibility of all entries so that all who review your notes can actually read them.

- Spell out any abbreviated words or other shortened phrases.

- Check that all instructions and skip patterns were followed.

- Be sure all ID information is copied correctly on all forms and that incident reports are properly numbered.

Once your edits are finished, send all completed, edited documents to your contractor, using the postage-paid envelopes provided with your supplies. Do this on a regular (weekly) basis.

5.2 Feedback on Quality

We will review all completed screeners and incident reports to ensure procedures were followed correctly. You will be given prompt feedback on the quality of your work.

5.3 Verifications

In order to assure your work is completed using proper procedures, a percentage of all respondents who complete an interview will be contacted. These verification contacts will occur mainly by telephone, though mail methods may be used for those respondents without telephones. Be sure to inform your respondents that they *may* be contacted by someone from your contractor, either by telephone or by mail.

5.4 Weekly Conference With Supervisor

You are required to report the status of each case in your assignment to your supervisor on a weekly basis. Your supervisor will schedule a time early each week for you to report. The information you

report must be up to date and accurate. Your production information will be compiled into reports to allow project staff to monitor the progress of the study.

Be sure to report on and discuss the following topics discussed in the remainder of this section.

5.4.1 Status of All Cases

Use your ACF to report easily to your supervisor. Have your updated ACF in front of you. Report the status of your assigned cases in an order that is satisfactory with your supervisor. You must report a result code for all cases in progress.

5.4.2 Refusal/Noninterview Cases

Discuss *all* potential noninterviews with your supervisor. Provide him/her with information about the circumstances that resulted in the refusal or unwillingness to cooperate. Your supervisor will need to know:

- Person contacted.
- Address.
- Reason for noninterview (*full details of situation*).

This information will help determine the best follow-up approach for the case. This may include additional action by you, another interviewer, or your supervisor.

5.4.3 Problems Encountered During the Week

Give details about problems that you have encountered and about any special situations you foresee.

Your supervisor will discuss strategies for working potential problem cases with you.

Discuss any doubts you have concerning your understanding of any study procedures. In turn, your supervisor will bring to your attention any problems identified by the review of your work.

5.4.4 Plan for Next Week's Workload

You need to share with your supervisor a plan for the upcoming week's workload. He/she will help tailor your plan to meet specific individual and project goals.

6. ADMINISTRATIVE PROCEDURES

6.1 Overview

Just as it is important for you to precisely follow instructions and procedures for administering the interview, it is equally important for you to adhere to administrative guidelines. Failure to do so is costly and time-consuming and often results in the replication of completed tasks. Failure to properly complete administrative forms can also affect the accuracy of reports, including your pay. Please be prompt and complete all administrative forms with care.

6.2 Terms of Employment

TO BE PROVIDED BY CONTRACTOR

6.3 Authorization for Expenses

Once you begin working, *prior* to incurring any expenditure greater than \$3.00 you must consult with your supervisor to obtain authorization. This is to control the budget and insure supervisor input in all decisions affecting fieldwork.

Need for authorization extends to use of escorts and any other support you feel is necessary to complete your task. Expenses incurred without prior authorization are subject to denial of reimbursement. So, *please obtain **prior** approval for any such expenditures.*

6.4 Filling Out the PT&E Report

All field staff must complete a production, time, and expense report (PT&E) and submit it in order to be paid. The PT&E provides the central office with a detailed summary of the tasks completed during a *1-week* period covered by the report and the time expended and expenses incurred in completing these tasks. Step-by-step instructions for completing this form are provided in the following section. An example of a properly completed PT&E is shown in exhibit 6-1. Please refer to these instructions and the example as you are completing your PT&E to be sure you are correctly making all required entries.

Instructions for Filling Out the PT&E

SPECIFIED BY CONTRACTOR.

Exhibit 6-1
Properly Completed PT&E

PROVIDED BY CONTRACTOR

The PT&E is to be maintained daily. Do not rely on your memory to complete it at a later date. It is essential to project management that each PT&E be completed *accurately* and submitted *on time*. Field efficiency and cost reports are prepared regularly by central office project staff. If your report is completed incorrectly or submitted late, it not only disrupts the project reporting schedule, but also will delay payment.

The PT&E is to be sent weekly via first-class mail to your supervisor for review and approval. Mail the original, yellow, and pink copies of your PT&E (with the required receipts attached) to your supervisor via first-class mail, no later than Monday of each week. Keep the gold copy for your records, and for reference during your weekly conference with your supervisor.

6.5 Escorts

For this project we are not anticipating the need for paid escorts (see Section 3.5 for details). Should paid escorts become necessary, this *must* be authorized by your supervisor. Verbal authorization must occur *prior* to your usage. You are responsible for paying for escort services based on an hourly rate negotiated with the escort and approved by your supervisor.