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Abstract:

As part of the National Crime Victimization Survey (NCVS) Redesign Research and Development Program, the Bureau of Justice Statistics (BJS) engaged with RTI International on a number of research tasks designed to produce knowledge and findings toward improving participation and the measurement of victimization among youth ages 12 to 17. The NCVS is the nation's primary source of information on criminal victimization. Each year, data are obtained from a nationally representative sample of households including persons age 12 or older. This report summarizes the following research tasks and how they can be used to inform improvements to the NCVS: (1) secondary data analysis, (2) cognitive interviewing, and (3) a proxy study.

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NCVS Juvenile Testing and Redesign Report

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NCVS Redesign Research and Development Program Report Series

The Bureau of Justice Statistics (BJS) maintains a robust research program geared toward assessing and improving the measurement of key criminal victimization estimates in the National Crime Victimization Survey (NCVS) and its supplements. BJS has undertaken research in several areas to increase the efficiency, reliability, and utility of the NCVS.

The *NCVS Instrument Redesign and Testing Project*, a major multiyear effort, is one such research and development effort. It is designed to revamp the existing core survey instrument, which was last updated in 1992. The overarching objective of the project is to develop and assess a new instrument through a large-scale national field test. The project aims to modernize the core NCVS instrument, including improving the victimization screener and flow and logic of the instrument, as well as providing new measures of police performance and community safety and expanded measures of correlates of victimization and victim help-seeking.

Under its broader NCVS Redesign Research and Development Program, BJS has also conducted additional research to support the instrument redesign work. This report describes testing efforts designed to enhance juvenile participation in the NCVS and to improve the NCVS's measurement of juveniles' experiences with victimization. It details the methodology and findings from a series of interrelated cognitive interviewing and testing efforts of juveniles and their parents. The testing was conducted online in 2020 and was informed by analyses of data and quality metrics derived from the current NCVS instrument. The report examines input from youth and their parents on factors that would likely encourage or hinder participation in the NCVS, the suitability of the NCVS Redesign Field Test version of the instrument for youth as well as youth comprehension of the survey items, and the alignment of responses to the field-test version of the survey between parents and youth.

This report and others developed under the NCVS Redesign Research and Development Program are part of BJS's efforts to finalize a new core survey instrument.

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Executive Summary

For years, youth participation in the National Crime Victimization Survey (NCVS), the nation's primary source of information on criminal victimization, has been declining. Interviewing youth about their crime and victimization experiences presents a number of challenges that could impact data completeness and quality. The Bureau of Justice Statistics (BJS) is redesigning the NCVS, and RTI International has collaborated with BJS on several aspects of the redesign. One focus area entails conducting research that produces knowledge and findings with the potential to inform BJS's efforts to improve participation and therefore the measurement of victimization among youth ages 12–17 in the NCVS.¹

To address concerns related to youth participation in the NCVS and the quality of the data collected from them, BJS and RTI undertook three related tasks throughout 2020. Task 1 entailed the analysis of existing NCVS data (2009–2018) to assess a variety of estimates and indicators for juveniles in the NCVS, including response rates, sample sizes, victimization rates, item-level nonresponse or missingness, and proxy interview rates by a number of factors or covariates, including age, household characteristics, interview characteristics (e.g., mode, presence of guardians), time in the NCVS sample, interview number, and bounding factor methods.

Tasks 2 and 3 included an inter-related set of activities involving primary data collection designed to produce recommendations on improving survey validity and response rates. Task 2 focused on data validity by investigating youth understanding of the NCVS questions. The primary aim was to determine if revisions were needed for youth of certain ages to enable better question comprehension and improve youth participation in NCVS for juvenile respondents. In addition, Task 2 identified potential improvements to NCVS methods and materials for recruiting adults and youth. Task 3 involved estimating the effectiveness of parent proxy reporting by comparing victimization rates produced from parent (proxy) interviews with those produced from child self-report interviews within parent-child pairs (dyads).

The data and findings resulting from the secondary analysis (Task 1) provided BJS with a more detailed understanding of the data collected from juveniles participating in the NCVS and helped identify research activities that could be undertaken in Tasks 2 and 3 to improve the NCVS design and methods for engaging and collecting data from juveniles.

The cognitive interviewing (Task 2) yielded many useful recommendations, which include several strategies that parents and youth thought would help maximize youth NCVS participation. For example, it was determined that recruitment materials should appeal to parents' and youth's ability to contribute to society, research, and the creation of national crime statistics. The cognitive interviews also indicated that youth were able to answer the majority of the NCVS interview questions without difficulty and that youth did not find the survey questions overly sensitive or invasive.

The proxy study (Task 3) results indicate that at the population level, parent (proxy) reports generally produce similar victimization estimates for children as those that would have been produced had the children been interviewed directly. This was certainly the case for theft and sexual assault victimization,

¹ Several of the tasks described in this document build on recommendations included in a 2015 working paper: *Interviewing Juveniles: Background, Options, and Implications for the NCVS*. In addition, tasks were informed by an initial round of cognitive interviews conducted with juveniles by RTI for BJS in 2019.

although the small number of sexual assault victims suggests caution should be taken when interpreting this finding. When considering estimates for physical attacks experienced by children; however, the findings suggest that parent (proxy) reports may generate *higher* victimization estimates than those that would have been produced had the children been interviewed directly. The proxy study findings are generally encouraging, as a proxy report is preferable to a nonresponse if the alternative is to exclude a 12– to 17–year-old from the NCVS. The reality is that children in this age group are often unavailable when the household respondent is being interviewed. Although interviewing children directly is the preferred approach and every effort should be made to increase participation in the NCVS by youth, proxy reporting should remain a viable option even with its limitations. Together, these tasks yield information that BJS can use to inform their efforts to redesign and improve participation and the measurement of victimization among youth ages 12–17 in the NCVS.

NCVS Juvenile Testing and Redesign Report

1 Introduction

1.1 Background

As part of the National Crime Victimization Survey (NCVS) Redesign Research and Development Program, the Bureau of Justice Statistics (BJS) engaged with RTI International on a number of research tasks designed to produce knowledge and findings toward improving participation and the measurement of victimization among youth ages 12–17.² The NCVS is the nation's primary source of information on criminal victimization. Each year, data are obtained from a nationally representative sample of households including persons age 12 or older. This report summarizes the research tasks and how they can be used to inform improvements to the NCVS. Specifically, the tasks include (1) secondary data analysis, (2) cognitive interviewing, and (3) a proxy study. This section provides some background on several key (and inter-related) challenges associated with collecting NCVS data from this age group.

The primary challenges are related to declining response rates among juvenile respondents and concerns about the quality and validity of data collected about the victimization of juveniles, either from the youth themselves or from their parents who report on behalf of their children via proxy interviewing. The reality is that response rates have been declining for all surveys (not just the NCVS) and respondent groups over the years. As response rates for adults in the NCVS decline, it is understandable that response rates for their children would decline as well. In view of these challenges, BJS set out to identify and test potential ways to improve response rates among parents and youth, which is the fundamental purpose of the research presented in this report. Similarly, the rate of proxy interviewing in the NCVS has increased over time, and there are concerns that the resulting data could impact victimization rates if parents are knowingly or unknowingly providing false positive or false negative responses during proxy interviews. Every effort should be made to determine whether proxy interviewing is a credible and valid source of information on victimization experienced by juvenile sample members in the NCVS, which can be used by BJS to inform potential changes and improvements to the current methodology.³

1.1.1 Response Rates

Response rates among youth who are eligible for the NCVS are consistently lower than rates for other age groups. Prior research assessed the quality of NCVS data collected from 12– to 17-year-olds from 2007 through 2012, summarized findings from the research literature relevant to NCVS's consideration of child and adolescent population coverage and potential redesign efforts, and offers lessons learned from other large-scale child and adolescent surveys. Furthermore, this research compared the overall response rate among youth with that of young adults age 18 or older and found that respondents ages 18 years or older had a much higher response rate (85.9%) than those ages 12–13 (56.8%) and those

² Throughout this report, the terms “youth” and “juveniles” are intended to have the same meaning and are used interchangeably to refer to children who are 12–17 years old. The term “children” is also used, especially in the context of references to parents.

³ See *National Crime Victimization Survey, 2016 Technical Documentation* (pp. 24–25) for more information on the NCVS methodology: <https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/ncvstd16.pdf>

ages 14–17 (66.1%), excluding proxy interviews across all age groups⁴. This finding held true even when the adult group was restricted to young adults who were 18–25 years old (74.5%), suggesting that sample members who are younger than 18 are unique and should be the target of any efforts to improve response rates.

Low response rates are a concern because they introduce the potential for nonresponse error and bias, which may be especially problematic when these problems disproportionately impact certain groups that are likely to be compared with other groups (e.g., juveniles vs. adults). Therefore, it is important to understand the reasons for nonresponse and develop strategies for increasing participation among this age group. Nonresponse may stem from parental refusal, youth refusal, or lack of a youth's availability to participate in the interview. Parental and youth refusal could potentially be minimized by developing a better understanding of their concerns (e.g., conducting the interview in private without the parent present or scheduling availability to participate in the interview), then developing data collection protocols and materials that could alleviate these concerns. Understanding the role of respondent fatigue among youth is also important because this affects nonresponse at subsequent waves.⁵ RTI's 2015 analyses⁶ found some evidence of fatigue among adolescent respondents within a given interview wave, but a more rigorous assessment both within a given NCVS wave and over time in sample (TIS) is needed.

BJS considered youth's lack of availability as an issue that could potentially be addressed through expanded use of proxy interviews (which are currently allowable for youth ages 12–13), but first wanted to better understand potential drawbacks to such an approach. As described in more detail below, potential bias associated with proxy interviews could introduce validity concerns. Therefore, it is important to evaluate the benefits (in the form of increased participation) and consequences (in the form of any bias potentially introduced) associated with proxy interviews for younger (ages 12–13) and older (ages 14–17) juveniles.

1.1.2 Validity

In the NCVS, youth ages 12–17 are interviewed using the same protocol⁷ and instruments used with adults age 18 or older. Interviewing youth about crime and victimization poses a variety of challenges regarding measurement issues, such as instrument development, measurement error, and data quality. Youth may have limited cognitive ability and experience and thus may not understand critical items and concepts. Age-appropriate adaptations may be needed to ensure sufficient validity for interviews conducted with juveniles. Therefore, comprehensive cognitive testing of NCVS items with juveniles is critical to understanding how youth of different ages (e.g., 12–13-year-olds, 14–15-year-olds, 16–17-year-olds) understand and interpret questions and formulate their response, and to identifying what adaptations are necessary to improve the validity of data provided by youth.

⁴ The tasks described in this document build on recommendations included in this 2015 internal report to BJS: *Interviewing Juveniles: Background, Options, and Implications for the NCVS*, RTI International. In addition, the tasks were informed by an initial round of cognitive interviews conducted with juveniles by RTI for BJS in 2019.

⁵ The NCVS is a household panel survey and interviews each panel every six months for seven waves, or 3.5 years.

⁶ 2015 working paper: *Interviewing Juveniles: Background, Options, and Implications for the NCVS*.

⁷ 2019 Interviewing Manual for Field Representatives:

<https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/manual2019.pdf>

The use of proxy interviews for young juveniles also relates to validity. In the NCVS, the use of proxy interviews for 12–13-year-olds has been high; approximately 33.7% of NCVS data are gathered via proxy.⁸ Furthermore, proxy interviews among youth ages 12 to 13 were associated with significantly lower victimization rates than youth self-reports, which could indicate bias. Therefore, additional research was needed to quantify the bias associated with the use of proxy interviewing and to assess this bias relative to the benefits of allowing proxy interviews (including allowing them with 14–17-year-olds to address some of the nonresponse discussed previously).

1.2 Overview of NCVS Juvenile Research Tasks

To guide efforts that could increase response rates and data completeness and to improve the validity of the data gathered from youth in the NCVS, BJS and RTI undertook three related tasks. Task 1 entailed the analysis of existing NCVS data from 2009–2018 for juvenile respondents to understand issues affecting response rates and validity among juveniles, the results of which informed activities undertaken in Tasks 2 and 3. Tasks 2 and 3 were an inter-related set of activities involving primary data collection to produce recommendations designed to improve survey validity (by guiding potential revisions to question wording for youth and quantifying any bias associated with proxy interviewing) and response rates (by directly addressing concerns that parents have about their child’s participation and aspects that may increase youth’s likelihood of participating).

1.2.1 Task 1 – Secondary Analysis

This task entailed comprehensive, secondary analysis of existing NCVS data to assess a variety of estimates and indicators for juveniles in the NCVS, including response rates, sample sizes, victimization rates, item-level nonresponse/missingness, and proxy interview rates by a number of factors or covariates, including age, household characteristics, interview characteristics (e.g., mode, presence of guardians), TIS, interview number, and bounding factor methods.⁹

Using NCVS data from 2009 to 2018, researchers conducted within-interview and cross-wave analyses to assess the quality of the data collected from juveniles, relative to adult respondents, and identify factors that covaried with quality. The research team also assessed the extent of telescoping that occurs with juveniles, the impact of bounding adjustments for juveniles, and the association between respondent fatigue and interview mode (e.g., assess whether item-level missing data are more likely with youth interviewed over the phone vs. in person).

The data and findings presented in the secondary analysis section of this report are designed to produce a more detailed understanding of these issues among juvenile NCVS participants, compare NCVS response rates for youth with other national surveys, and produce other findings that BJS can potentially use to improve methods and data quality for juveniles in the NCVS redesign. The secondary analysis results were also used to help inform the research activities undertaken in Tasks 2 and 3, which will collectively help BJS improve the design and methods used in the NCVS for engaging and collecting data from juveniles. These research activities include Task 2 (Cognitive Interviewing of the Revised NCVS

⁸ Taken from a 2015 working paper: *Interviewing Juveniles: Background, Options, and Implications for the NCVS*.

⁹ In addition to the prior juvenile analyses conducted in 2015, these secondary analyses were informed by knowledge gained from research conducted by RTI on behalf of BJS on the NCVS bounding adjustment, interview fatigue among adult respondents, and quality measures in the NCVS. See *National Crime Victimization Survey, 2016 Technical Documentation* (pp. 24–25) for more information on the bounding adjustment factor:

<https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/ncvstd16.pdf>

Instrument and Parental Review of NCVS Recruitment Methods and Materials) and Task 3 (Assess the Impact of Parent (Proxy) vs. Child Self-Report on Victimization Rates), described below. Although the secondary analysis involved using existing data that were collected with the survey instrument currently being used in the NCVS, Tasks 2 and 3 used a revised survey instrument (see below).

1.2.2 Task 2 – Cognitive Interviewing of the Revised NCVS Instrument and Parental Review of NCVS Recruitment Methods and Materials

This task focused on data validity by investigating youth understanding of the redesigned NCVS survey questions and by determining how NCVS methods and materials for recruiting youth and obtaining parental consent could be improved based on parental feedback. Prior to this effort, Westat worked with BJS on redesigning and testing the survey instrument with the general population.¹⁰ The work conducted and described herein focused on issues pertaining to youth comprehension and parental consent. The primary aim was to determine if revisions were needed for youth of certain ages to enable better question comprehension in NCVS juvenile respondents. This work originally began in Spring 2019 when the research team conducted 19 cognitive interviews (see report in **Appendix A**), and then paused to include revisions to the redesigned NCVS instrument. Once additional revisions were made, the research team developed and implemented the Task 2 research plan. The research team conducted a total of 106 cognitive interviews using the revised survey instrument with 12–17-year-old youth. These 106 interviews were conducted in two phases to enable additional revisions to questions based on findings and recommendations developed along the way.

Recruiters enrolled eligible families (beginning with the parent) via convenience methods (described in **Section 3.3** for Tasks 2 and 3). Trained RTI cognitive interviewers interviewed juveniles virtually over Zoom. Cognitive interviewers administered the full NCVS screener to youth and the Crime Incident Report (CIR) to those who reported one or more victimizations within the past 12 months, on the most recent and most serious incident. In-depth probes captured detailed information about juveniles' comprehension of the NCVS questions and ability to recall information and identified problematic questions.

Cognitive interviews facilitated the research team's understanding of juveniles' comprehension of the revised NCVS items and recommended potential modifications for this age group overall and for specific age ranges. In most cases, these modifications involved being more specific or direct in what the question was asking. This report includes combined findings and recommendations from both phases of interviewing (see **Section 3**). Individual reports with more specific findings for each phase of cognitive interviewing are also included as **Appendices B** and **C**.

The parent of the participating adolescent met with a separate interviewer to review and provide feedback on NCVS recruitment methods and materials. For this activity, BJS provided updated redesign materials for use in the field for the full NCVS, including recruitment contact materials, and RTI developed a new recruitment brochure targeted specifically at parents of youth ages 12–17. Interviewers presented parents who participated in an interview with a series of recruitment materials to solicit feedback on specific aspects of the materials that would make them more (or less) likely to allow their child to participate in the NCVS. During their cognitive interviews, youth were also asked

¹⁰ See *National Crime Victimization Survey Redesign Field Test Topline Report: Comparing Condition 1 and Condition 2 by Interleaving Treatment* (NCJ 303980, BJS, Month 2022).

about their motivation for participating in a crime study, to understand the decision-making process among both youth and parents.

1.2.3 Task 3 – Assess the Impact of Parent (Proxy) vs. Child Self-Report on Victimization Rates

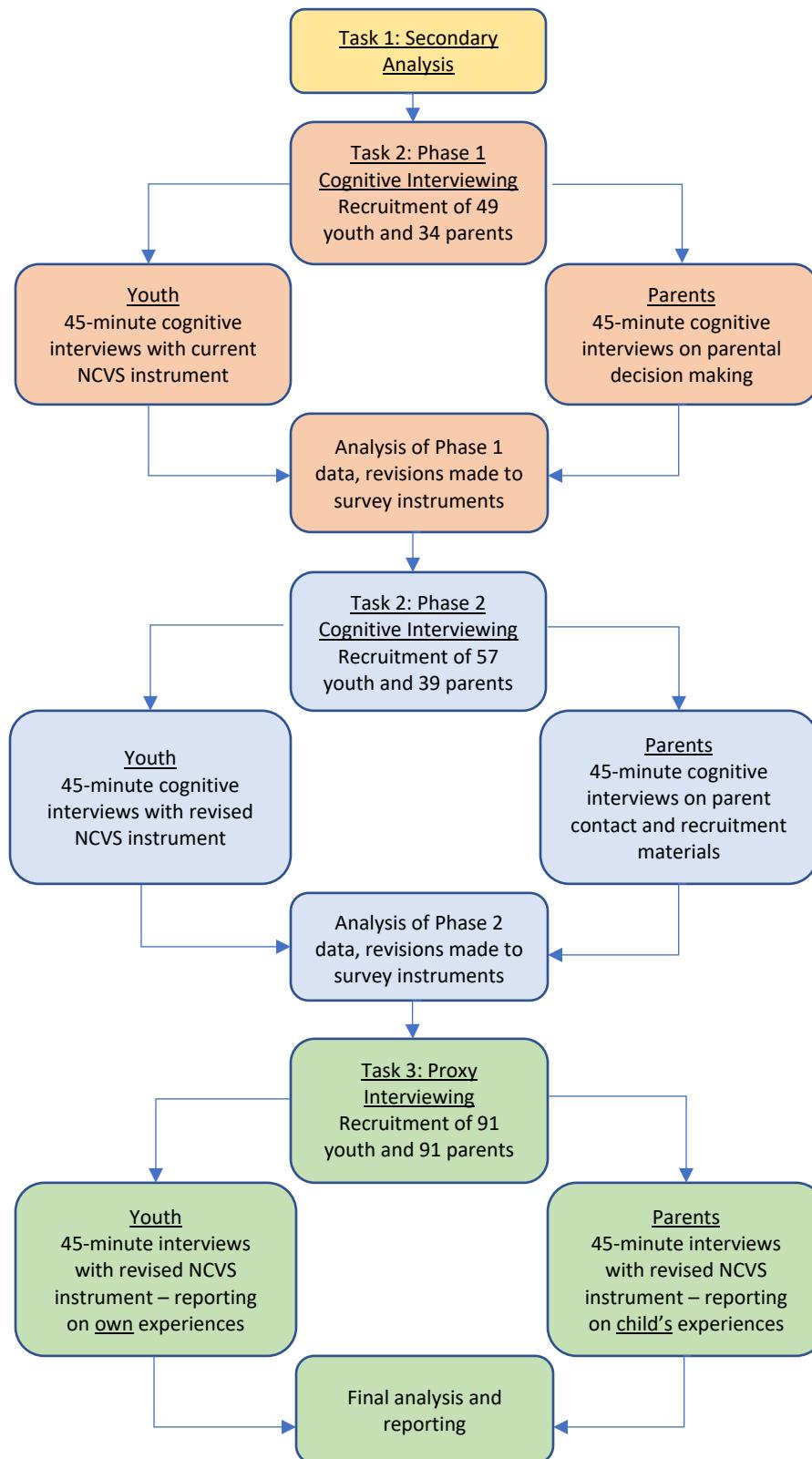
This task estimated the effectiveness of parent proxy reporting by comparing victimization rates produced from parent (proxy) reports with those produced from child self-reports within parent-child pairs. RTI recruited eligible families using the same recruitment procedures as Task 2. Though the NCVS currently only allows parents to proxy report for youth ages 12–13 (barring any other proxy conditions¹¹), this study had parents proxy report for all youth ages 12–17 with the goal of understanding proxy reporting for youth more generally. Among the families recruited for Task 3, interviewers conducted separate, private interviews with the parent and child about the child’s victimization experiences. The protocol called for a two-person interview team so that the parent and child could be interviewed concurrently by separate interviewers.

Unlike the cognitive interview task, which focused on the most serious incident and entailed an in-depth discussion of each item with the respondent, interviewers administered the full NCVS instrument in the proxy study to both children and parents following current NCVS procedures. At the end of the interviews, interviewers asked both parents and children how they felt about the parent’s ability to answer questions about the child’s victimization experiences. Data analyses assessed the level of agreement between the parent and the child on the child’s victimization experience (e.g., categorization as a victim of each crime type, level of agreement on key incident characteristics), using the child’s self-report as the “gold standard” against which the parent’s reports were compared. The results yielded an estimate of the potential extent of bias (e.g., undercounting) associated with proxy interviews, if any, and assessed this against the benefits of proxy interviewing.

Figure 1-1 shows the flow of the research tasks. The sections that follow describe the methods, findings, and recommendations generated from each task.

¹¹ NCVS procedures allow proxy interviewing only under the following conditions: (1) a parent does not want the interviewer to interview a child ages 12–13, (2) a household member who is 12 or older is temporarily absent and will not be back to the address until after the interview closeout date, and (3) a household member who is 12 or older is considered physically or mentally incapacitated.

Figure 1-1: Overview of NCVS Juvenile Research Tasks



2 Secondary Data Analysis (Task 1)

For the secondary analysis task, analysts examined data completeness and quality for juveniles in the NCVS compared with adult respondents. They focused on six broad areas: response rates, sample representativeness, proxy interviewing, data quality and completeness, and victimization rates. The analysts used NCVS data from 2009 to 2018 and conducted within-interview and cross-wave analyses to assess the quality of the data collected from juveniles and identify factors that covaried with quality, relative to adult respondents. A response rate comparison for juveniles with other national studies is also included.

This section of the report provides a detailed assessment of some of the issues associated with the survey data collected from juveniles in the NCVS. The information provided by these secondary data analyses, when coupled with the outcomes from the other research tasks, is designed to inform BJS efforts to improve methods and data quality for juvenile data collection efforts. Multiple tables and figures, along with bulleted lists of takeaways, are presented after the methods section below. In addition to these tables, corresponding tables in **Appendix D** present sample sizes (for response rates tables) or numbers of respondents (for other tables).

2.1 Secondary Data Analysis Methods

This task set out to conduct secondary analyses of existing NCVS data to assess a variety of indicators as they relate to juvenile respondents in the NCVS, including response rates, proxy reporting rates, item missingness, the impact of bounding adjustments, and variation in victimization rates. All tables and results presented in this section were created using publicly available NCVS data.

1. *Response rates.* Analysts take a detailed look at response rates and how they vary by a number of factors, including by age group (e.g., 12–14-year-olds compared with 15–17-year-olds) and juveniles compared with young adults (18–24-year-olds); over time; TIS; and interview number. They also compare response rates for juveniles in the NCVS with juveniles in other large studies and present juvenile response rates by various household characteristics.
2. *Sample representativeness.* The NCVS is designed to yield nationally representative victimization estimates. One component of the secondary data analysis involves assessing the extent to which the NCVS sample of youth is, in fact, representative of juveniles in the United States. Analysts compare the juvenile samples in the NCVS to U.S. Census Bureau American Community Survey (ACS) data on a range of demographic and household characteristics to assess sample representativeness and whether the weighting scheme employed by the NCVS does a sufficient job of adjusting for any observed differences. The ACS is an annual cross-sectional survey with a sample of approximately 3.5 million addresses and 167,000 group quarters that is conducted each year¹² and is a source of accurate and timely data used by local governments and businesses for planning and programming.¹³ ACS data are often used as a gold standard comparison when estimating the representativeness of a sample, like the one used for the NCVS.

¹² Taken from U.S. Census Bureau data (Tables B98001 and B98002):

<https://data.census.gov/cedsci/table?q=B98001%20&tid=ACSDT1Y2019.B98001>

<https://data.census.gov/cedsci/table?q=b98002&tid=ACSDT1Y2019.B98002>

¹³ See the ACS Information Guide here: https://www.census.gov/content/dam/Census/programs-surveys/acs/about/ACS_Information_Guide.pdf

3. *Proxy interviewing.* In the NCVS, some juvenile respondents are not interviewed directly, but an adult in the household completes what is known as a proxy interview, in which the adult responds on behalf of the juvenile. The secondary data analysis considers the rate of proxy reporting over time and by age group to understand the magnitude of proxy reporting.
4. *Data quality and completeness.* The research team previously undertook a complete review of the quality measures used by BJS to represent the level of error in NCVS estimates. In this report, the research team compared the quality of data received from youth to all NCVS respondents to determine if it is higher, lower, or similar. This component of the analysis consists of a detailed assessment of missing data (e.g., “don’t know” or “refused” responses) for person- and incident-level items, by victimization status and by age group, including comparisons of these indicators of possible signs of fatigue among juveniles and young adults.
5. *Victimization rates.* To better understand the quality and validity of data collected from juveniles in the NCVS and factors that might be associated with variation in victimization rates for juveniles, the team analyzed victimization rates by a number of factors, including age group, interview characteristics, the impact of applying a bounding factor adjustment for telescoping, and the type of bounding factor adjustments applied. The NCVS is a panel survey whereby the first interview wave (i.e., TIS-1) is unbounded, and all subsequent interviews are bounded. A bounded interview allows an interviewer to be more certain that any reported victimizations occurred during the 6-month reference period. To account for the likelihood that respondents are telescoping-in victimizations (i.e., reporting victimizations that occurred before the 6-month reference period), the NCVS implements a “bounding adjustment” into the survey incident weights. This adjustment is the same for all violent incidents and property incidents, respectively, regardless of the victim’s age.¹⁴ In this assessment, we evaluate whether the rate of telescoping among juveniles differs enough from adults to warrant a separate adjustment factor and whether such an adjustment factor is practical to implement.

The secondary analysis efforts used NCVS data from 2009 to 2018 to describe and assess the data collected from juveniles and identify factors that covaried with participation, quality, and completeness relative to older NCVS respondents and juveniles in other large, national studies. The results provide a fairly detailed understanding of some of the issues associated with the survey data collected from juveniles in the NCVS. This information, when coupled with the outcomes from the other research tasks, is intended to help inform BJS efforts to improve methods and data quality for juveniles in the NCVS redesign.

¹⁴ See *National Crime Victimization Survey, 2016 Technical Documentation* (pp. 39–40) for more detailed information on bounding adjustments:

<https://bjs.ojp.gov/sites/g/files/xyckuh236/files/media/document/ncvstd16.pdf>

2.2 Response Rates

In **Table 2-1** and **Figure 2-1**, we examine response rates over time and by age group¹⁵ to assess the potential for nonresponse bias. If groups have differential nonresponse rates, the potential for nonresponse bias across groups increases accordingly.¹⁶

Table 2-1: Response rates over time by age group, 2009–2018

Year	Response Rates by Age Group									
	All Ages		12–14		15–17		18–20		21–24	
2009	87.0	%	72.2	%	67.2	%	72.0	%	79.8	%
2010	87.5		74.9		70.9		74.9		80.7	
2011	87.9		75.3		70.5		73.8		80.2	
2012	86.8		75.5		70.1		73.5		78.2	
2013	87.6		73.2		68.6		76.6		80.0	
2014	87.3		73.9		69.2		73.8		78.9	
2015	86.4		69.1		64.5		72.0		78.1	
2016	~		~		~		~		~	
2017	83.8		61.4		57.9		67.5		73.2	
2018	82.1		58.3		55.0		64.1		71.6	
2009–2018	85.8		69.3		65.1		71.3		77.2	

Note: Response rates by age are not available in 2016. Data from 2016 not included in overall response rates for 2009–2018.

See *Criminal Victimization 2016, Revised*.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

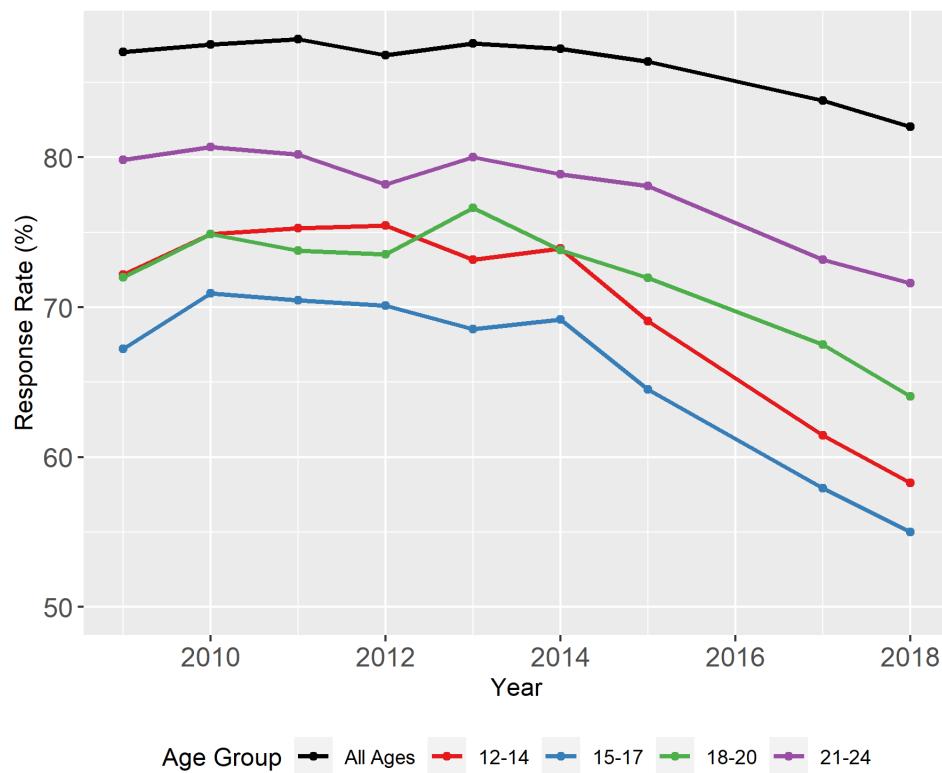
¹⁵ Using the public use file, it is not possible to calculate 2016 response rates. The 2016 NCVS bulletin states the response rate among all eligible persons from responding households was 84% in 2016:

(<https://www.bjs.gov/content/pub/pdf/cv16.pdf>)

¹⁶ See *Indicators of School Crime and Safety, 2018* for more information:

(<https://nces.ed.gov/pubs2019/2019047.pdf>)

Figure 2-1: Response rates by age group, 2009–2018



Note: See **Table 2-1** for estimates.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-1** and **Figure 2-1** include the following:

- The age group of 15–17 has the lowest response rate across all years from 2009 to 2018.
- Response rates among the juvenile age groups are declining faster over time than the young adult age groups, especially in 2017 and 2018, decreasing at a rate of 5.1% for those ages 12–14, 15–17, and 18–20 while decreasing at a rate of 2.1% for those ages 21–24.

The NCVS implements a rotating panel design with sampled households remaining in the sample for 3.5 years. All eligible persons in the sampled household are interviewed every 6 months for a total of seven interviews. Each of these scheduled interviews is referred to as a TIS. An interview number (INTNUM) is used to describe which interview it is for an individual or household. The TIS and INTNUM can differ if there is nonresponse for an interview or if people move. Consider the following scenario. A person in a sampled household who responds at the first interview has both a TIS and INTNUM of 1. When they do not respond 6 months later, their TIS=2 and INTNUM=1. When the sampled household member completes the survey 6 months after that, TIS=3 and INTNUM=2. If a person never responds, their INTNUM stays at 0 for all TIS, and mathematically, anyone with INTNUM=0 has a response rate of 0% because they never responded.

Currently, the NCVS weighting methodology adjusts person and household weights with both a bounding adjustment factor and a TIS adjustment factor to create a victimization weight. A bounding factor is used to adjust for telescoping error, which can occur when respondents recall events that occurred outside the reference period of interest. This bounding adjustment factor is applied to TIS-1 incidents only because those interviews are not bounded in time by a previous interview. Additionally, there is a TIS adjustment factor implemented when a large number of new cases are added to the sample, which occurred as part of the 2016 sample redesign. Each of these factors is calculated for violent and property crimes and is then applied across all age groups. Response rates are compared by these features to examine if age group-specific weighting adjustment factors should be considered. Additionally, later in this report, these alternative bounding factors are calculated and compared. **Table 2-2** and **Figures 2-2** and **2-3** present response rates by TIS and INTNUM, by age group.

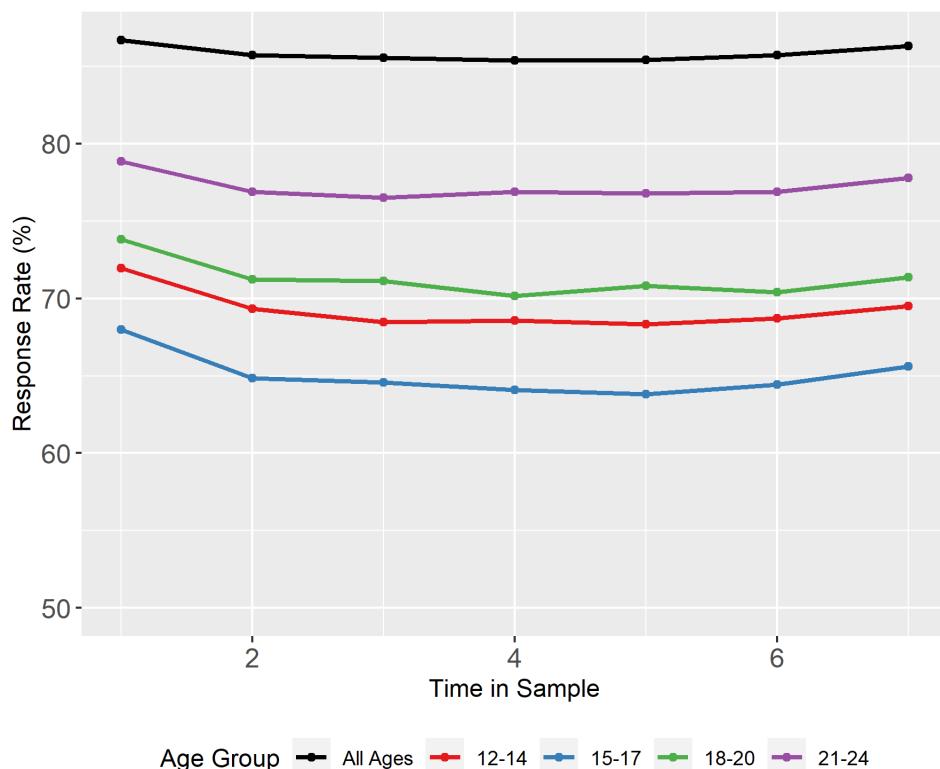
Table 2-2: Response rates by TIS, INTNUM, and age group, 2009–2018

TIS	Response Rates by Age Group ^a				
	All Ages	12–14	15–17	18–20	21–24
1	86.7 %	72.0 %	68.0 %	73.8 %	78.9 %
2	85.7	69.3	64.9	71.2	76.9
3	85.5	68.5	64.6	71.1	76.5
4	85.4	68.6	64.1	70.2	76.9
5	85.4	68.3	63.8	70.8	76.8
6	85.7	68.7	64.4	70.4	76.9
7	86.3	69.5	65.6	71.4	77.8
INTNUM					
1	88.4	82.8	71.7	82.6	87.4
2	90.9	86.6	77.2	83.2	89.3
3	93.3	89.7	82.1	84.2	90.2
4	95.0	92.5	86.6	87.1	91.8
5	96.9	96.4	91.1	91.8	93.7
6	98.6	99.5	96.8	96.1	97.2
7	100.0	100.0	100.0	100.0	100.0

^a Response rates by age are not available in 2016. Data from 2016 not included in overall response rates for 2009–2018. See *Criminal Victimization 2016, Revised*.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

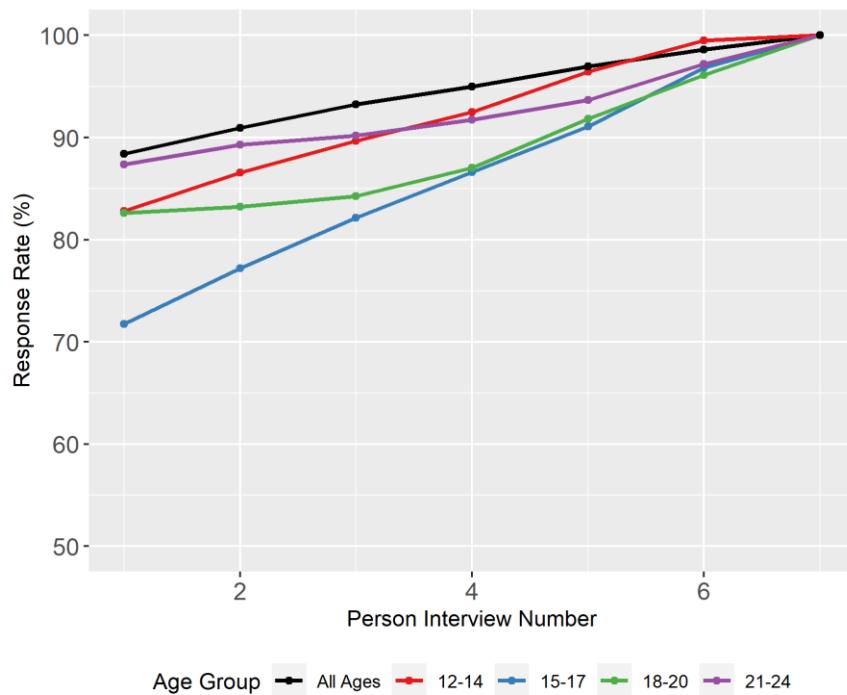
Figure 2-2: Response rate by TIS



Note: See **Table 2-2** for estimates.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Figure 2-3: Response rates by INTNUM



Note: See **Table 2-2** for estimates.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-2**, **Figure 2-2**, and **Figure 2-3** include the following.

- Response rates dip a small amount after TIS-1 but then remain fairly constant, and this pattern remains largely the same across age groups.
- The response rate by INTNUM shows that the retention rate among participating juveniles is relatively high, although it is still the lowest for 15–17-year-olds. Together, these results indicate that juveniles who participate initially are highly likely to continue to participate.

In addition to comparing the NCVS response rates over time and by age group, in **Table 2-3** response rates are compared with other studies that include juveniles in their samples to evaluate how NCVS performs compared to other studies with this potentially difficult to reach group.

Table 2-3: Juvenile response rates in similar large-scale studies

Study name	Study purpose	Juvenile population	Survey mode	Response rate
National Crime Victimization Survey	Estimate violent and property criminal victimization rates among those age 12 or older	Nationally representative household sample of juveniles 12–17 years	Interviewer-administered, in person or telephone	58.3% (ages 12–14), 55.0% (ages 15–17), 2018
National Survey of Child and Adolescent Well-Being (NSCAW)	Understand safety, permanency, and well-being outcomes for children reported as being subjects of child maltreatment	National sample of children 7–14 years old (at baseline) who had been reported as subjects of maltreatment	Interviewer-administered, in person	Baseline: 66% 82%–83% waves 3, 4 77% at wave 5

(cont.)

Table 2.3: Juvenile response rates in large-scale studies, cont.

Study name	Study purpose	Juvenile population	Survey mode	Response rate
National Survey of Drug Use and Health (NSDUH)	Provide national estimates of substance use, mental disorders, and behavioral health service use	Nationally representative household sample of juveniles 12–17 years	Interviewer-administered, in person	Weighted response rate for juveniles (2018): 73.9%
The Florida Youth Cohort Study (FYCS)	Track tobacco-related beliefs, attitudes, and experiences of Florida youth	Florida-based household sample of youth 12–16 years old at baseline	Interviewer-administered, telephone	Baseline: 61% Follow-up waves: 69% wave 2 61% wave 3 84% wave 4 51% wave 5
Strengths and Difficulties (SDQ) Calibration Study	Pilot methods for making national estimates about the prevalence of serious emotional disturbance among children ages 4–17	Juveniles 12–17 years whose parents had completed a clinical interview	Interviewer-administered, telephone	Cross-sectional survey in 2011–2012: 67%

Key takeaways from **Table 2-3** include the following:

- Baseline response rates for most of these studies are higher than they were in the NCVS in 2018, ranging from 61% in FYCS to 73.9% for 12–17-year-olds in NSDUH, compared with 58.3 for 12–14-year-olds and 55.0% for 15–17-year-olds in the NCVS.
- Both the NSDUH and NCVS sample households and non-institutional group quarters and include both juveniles and adults. NSDUH is the most similar to the NCVS in terms of how it goes about sampling and including juveniles, so it is perhaps the most appropriate comparison study. That said, NSDUH does not include all eligible members of the household but a random sample of 0 to 2 people age 12 and older, and NSDUH uses a cross-sectional as opposed to a panel design. The other studies in the table recruit youth exclusively.

2.3 Sample Representativeness

The NCVS samples all people age 12 or older in selected households, but because of differential nonresponse, the proportion of younger sample members may differ from national data and estimates. The ACS is a large representative sample of households and people in group quarters in the United States, which includes people of all ages in the household. The composition of the sample of persons age 12 or older from the ACS is compared to the NCVS to examine whether juveniles are underrepresented in the NCVS. The comparisons are made using raw, unweighted sample counts.

Then, the coverage rates are explored for the NCVS. The coverage rate is calculated as the size of the estimated population in the NCVS compared to the size of the population in the ACS, which is more precise due to its larger sample size. Coverage rates are calculated using weighted estimates, and a coverage rate close to 100% indicates the weighted estimates from the NCVS are near the ACS.

Finally, the research team examined the household characteristics of juvenile respondents. Both sample representativeness and response rates are calculated for juveniles in responding households. Several characteristics are examined, including location within or around metropolitan statistical areas (MSAs), household income, and household structure, including the number of adults, the number of juveniles

(age 12+), and the household composition. **Tables 2-4** and **2-5** compare NCVS respondents to ACS respondents, and **Table 2-6** presents the number of respondents, percentage of the sample, and response rate by various NCVS sample member characteristics.

Table 2-4: Comparison of the average number of youth respondents and youth as a percentage of the total sample in the United States according to the NCVS and ACS, by demographic characteristics, 2014–2018

Demographic characteristic	NCVS			ACS ^d		
	2014–2018		Number of respondents	2014–2018		Percentage of total sample
	Number of respondents	Percentage of total sample		%	Number of respondents	
All persons ages 12–17	62,580	6.3	6.3	1,162,417	8.7	8.7 %
Sex						
Male	31,956	6.8	6.8	596,046	9.3	9.3
Female	30,624	5.8	5.8	566,371	8.2	8.2
Race/ethnicity						
Non-Hispanic White ^a	34,589	5.0	5.0	682,488	7.4	7.4
Non-Hispanic Black ^a	7,535	7.0	7.0	120,996	9.6	9.6
Hispanic ^b	14,936	10.8	10.8	236,153	13.3	13.3
Non-Hispanic Asian, Native Hawaiian, Pacific Islander ^a	3,326	6.4	6.4	59,100	8.1	8.1
Other ^{a,c}	2,194	12.7	12.7	63,680	16.6	16.6

^a Excludes Hispanic or Latino persons.

^b Includes persons of all races.

^c Includes persons identified as American Indian or Alaska Native and two or more races.

^d The ACS is restricted here to the population ages 12 or older in housing units or non-institutionalized group quarters.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2014–2018 Public-Use Files and U.S. Census Bureau, American Community Survey, 2014–2018 Public Use Microdata Sample Files

Table 2-5: Comparison of the estimated number of 12– to 17-year-olds in the United States according to the ACS and NCVS, by demographic and household characteristics, 2014, 2016, and 2018

Characteristic	2014			2016			2018		
	NCVS	ACS ^d	Coverage	NCVS	ACS	Coverage	NCVS	ACS	Coverage
All persons ages 12–17	25,134,447	24,937,072	100.8 %	25,043,606	24,869,411	100.7 %	24,917,161	25,091,604	99.3 %
Sex									
Male	12,880,602	12,720,523	101.3	12,767,989	12,725,898	100.3	12,688,320	12,864,842	98.6
Female	12,253,845	12,216,549	100.3	12,275,617	12,143,513	101.1	12,228,841	12,226,762	100.0
Race/ethnicity									
Non-Hispanic White ^a	13,363,645	13,455,981	99.3	12,831,082	13,160,215	97.5	12,963,222	12,943,955	100.1
Non-Hispanic Black ^a	3,903,387	3,453,843	113	3,657,873	3,370,271	108.5	3,367,086	3,325,026	101.3
Hispanic ^b	5,806,511	5,662,172	102.5	6,316,527	5,853,762	107.9	6,093,471	6,215,021	98.0
Non-Hispanic Asian, Native Hawaiian, Pacific Islander ^a	1,246,982	1,171,564	106.4	1,446,366	1,215,742	119	1,586,685	1,251,427	126.8
Other ^{a, c}	813,923	1,193,512	68.2	791,757	1,269,421	62.4	906,698	1,356,175	66.9
Household income ^d									
Under \$15,000	1,803,377	2,125,425	84.8	2,222,224	1,797,121	123.7	1,836,392	1,572,340	116.8
\$15,000–34,999	4,065,771	4,145,011	98.1	5,415,883	3,769,159	143.7	4,762,116	3,490,475	136.4
\$35,000–49,999	3,028,357	2,988,136	101.3	3,797,398	2,880,115	131.8	3,570,149	2,715,131	131.5
\$50,000–74,999	3,197,229	4,409,936	72.5	4,003,733	4,245,450	94.3	4,254,481	4,101,619	103.7
\$75,000 or more	7,238,742	11,217,846	64.5	9,604,367	12,129,248	79.2	10,494,023	13,154,185	79.8
No. of persons in household									
2	1,652,719	1,470,414	112.4	1,721,270	1,421,967	121.0	1,739,987	1,398,839	124.4
3	5,597,555	4,948,511	113.1	5,473,304	4,906,657	111.5	5,122,844	4,826,003	106.2
4	8,305,664	8,078,441	102.8	8,707,560	8,048,097	108.2	8,458,360	8,144,094	103.9
5 or more	9,578,509	10,382,839	92.0	9,123,578	10,437,935	87	9,571,955	10,660,115	90

^a Excludes Hispanic or Latino persons.

^b Includes persons of all races.

^c Includes persons identified as American Indian or Alaska Native and two or more races.

^d Income is imputed in 2016 and 2018 on the NCVS but not in 2014. The unknown category is not shown as there were no unknown incomes for households in the ACS.

^e ACS is restricted to population age 12 or older in housing units or non-institutionalized group quarters.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2014–2018 Public-Use Files and U.S. Census Bureau, American Community Survey, 2014–2018 Public Use Microdata Sample Files

Table 2-6: Average annual number, percentage, and response rate of youth by household characteristics, 2014–2018

Household characteristics	Number of respondents	Percentage of total sample	Response rate
All persons ages 12–17	62,580	6.3 %	67.6 %
Location of residence			
Within principal city of MSA	17,727	5.7	69.2
In MSA but not principal city	35,588	6.6	66.7
Outside of MSA	9,265	6.1	68.0
Household income			
Under \$15,000	4,975	5.2	69.7
\$15,000–34,999	12,087	6.2	71.1
\$35,000–49,999	8,833	6.1	70.4
\$50,000–74,999	9,991	5.8	67.0
\$75,000 or more	24,035	7.0	65.4
Number of adults in household			
1	12,495	5.0	74.6
2	36,389	6.5	67.3
3 or more	13,597	7.1	62.6
Number of youth age 12+ in household			
1	35,352	28.4	70.5
2	21,743	43.1	65.3
3 or more	5,485	52.1	59.9
Household composition			
One male adult	1,944	2.1	70.5
One female adult	9,347	6.7	72.9
Married adults	31,263	7.0	67.4
Two adults	2,142	1.8	70.9
More than two adults	17,884	8.8	64.8

MSA = metropolitan statistical area.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2014–2018 Public-Use Files.

Key takeaways from **Table 2-4** include the following.

- The ACS has a larger percentage of the sample in the 12–17 age group than the NCVS. Both the ACS and NCVS use similar sampling frames from the U.S. Census Bureau, and both include all people in the household, so the difference is attributable to differential nonresponse. The ACS has one household respondent who responds on behalf of everyone, whereas the preference in the NCVS is for individuals to answer for themselves.
- The underrepresentation of juveniles in NCVS sample is spread across the various sex and race/ethnicity categories.

Key takeaways from **Table 2-5** include the following:

- Coverage rates of juveniles are very close to 100% overall and for each sex.
- Coverage rates in the NCVS are lower for non-Hispanic, other race juveniles—this includes Native Americans, Alaska Natives, and people of two or more races. Non-Hispanic black juveniles are overrepresented in the NCVS.

- Income was imputed in the NCVS beginning in 2015, which explains the coverage rate differences between 2014 and 2016. Examining the 2016 and 2018 data only reveals that lower-income ranges are overrepresented for juveniles in the NCVS.
- Larger households (five or more people) are underrepresented for juveniles in the NCVS.

Key takeaways from **Table 2-6** include the following:

- Juveniles represent a similar sample proportion and have similar response rates by location of residence.
- In terms of the number of adults in the household, juveniles make up a larger part of the sample in households with three or more adults. Response rates are the highest when there is only one adult in the household.
- In terms of the number of youth in the household, response rates are highest when there is only one child in the household.
- With regard to household composition, response rates are lowest for married adult households and those with more than two adults. Juveniles make up a smaller portion of the sample for households with one male adult and those with two unmarried adults.

2.4 Proxy Reporting

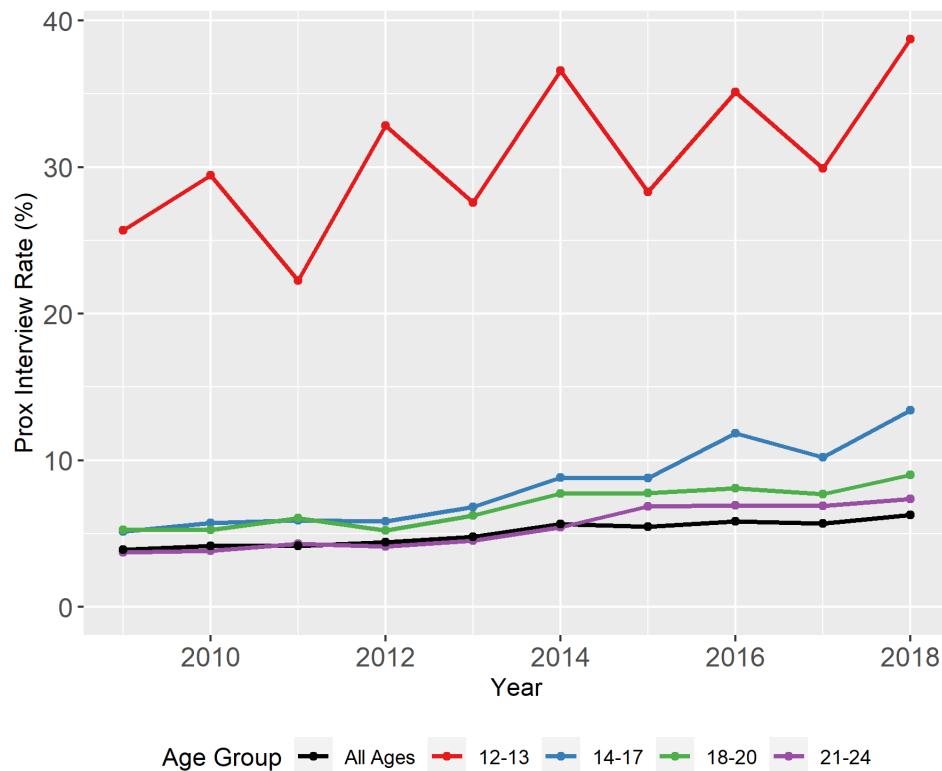
We examined the proxy interview rate by age among respondents in **Table 2-7** and **Figure 2-4**. The NCVS allows proxy interviews for 12–13-year-olds if the parent refuses to let the interviewers survey the child in private. However, this is not a reason for a proxy interview for other age groups. Other reasons can include when a youth is (1) physically/mentally unable to answer and (2) temporarily absent and will not return before closeout. Proxy interview rates and reasons for proxy interviews are compared by age group.

Table 2-7: Proxy interview rates over time by age group, 2009–2018

Year	Proxy Interview Rates by Age Group					
	All Ages	12–13	14–17	18–20	21–24	
2009	3.9 %	25.7 %	5.1 %	5.3 %	3.7 %	
2010	4.2	29.5	5.7	5.3	3.8	
2011	4.1	22.3	5.9	6.0	4.3	
2012	4.4	32.8	5.8	5.2	4.1	
2013	4.8	27.6	6.8	6.2	4.5	
2014	5.6	36.6	8.8	7.7	5.4	
2015	5.5	28.3	8.8	7.8	6.9	
2016	5.8	35.1	11.8	8.1	6.9	
2017	5.7	29.9	10.2	7.7	6.9	
2018	6.3	38.7	13.4	9.0	7.4	
2009–2018	5.2	31.0	8.4	7.0	5.6	

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Figure 2-4: Proxy interview rate by age group among respondents



Note: See **Table 2-7** for estimates.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-7** and **Figure 2-4** include the following.

- The proxy rate for 12–13-year-olds is much higher than any other age group, as expected because a valid reason for parents to deny access to a child and choose a proxy interview is that a youth is 12–13 years old.
- Between 2009 and 2018, the proxy interview rate increased by over 50% for 12–13-year-olds by over 100% for 14–17-year-olds.
- The somewhat erratic pattern that appears for 12–13-year-olds is present but less noticeable for other age groups because of the scale of the graphic. In general, proxy rates are increasing over time for all age groups.
- In recent years, 14–17-year-olds have had a slightly higher proxy interview rate than respondents who are 18+. It is not immediately clear why this is happening, but it could be because of changes in protocols, field representatives allowing more proxy interviews for older youth, or parents changing their behavior. We explore this possibility with data presented in **Table 2-8** below.

Table 2-8: Proxy interview reason among proxy respondents over time and age group, 2009–2018

	Percent											2009–2018
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018		
All Ages												
Age 12–13	15.7	%	17.7	%	12.1	%	18.8	%	13.2	%	15.0	%
Physically/mentally unable to answer	41.8		38.3		41.2		39.3		40.0		36.6	
Temporarily absent	42.3		43.7		46.4		41.6		46.5		48.1	
12–13												
Age 12–13	89.7	%	91.0	%	85.1	%	92.3	%	87.0	%	89.7	%
Physically/mentally unable to answer	4.6		3.1		4.9		2.9		5.0		4.2	
Temporarily absent	5.7		5.7		10.0		4.8		7.8		6.0	
14–17												
Physically/mentally unable to answer	34.1	%	27.8	%	29.1	%	26.7	%	29.3	%	27.8	%
Temporarily absent	64.5		71.7		70.1		71.4		70.5		71.6	
18–20												
Physically/mentally unable to answer	27.5	%	23.5	%	23.6	%	26.5	%	22.5	%	23.4	%
Temporarily absent	71.7		74.7		75.7		73.5		77.2		76.1	
21–24												
Physically/mentally unable to answer	34.0	%	28.4	%	30.2	%	27.5	%	28.3	%	23.9	%
Temporarily absent	65.6		69.9		69.5		72.5		70.8		75.4	

Note: A small number of records (less than 1%) do not include a reason for proxy, so percentages do not always sum to 100%.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

A key takeaway from **Table 2-8** includes the following.

- In looking at the reasons for proxy interview, the data do not suggest that the increase in the proxy interview rate for 14–17-year-olds is necessarily driven by an increase in parents reporting that their 14–17-year-old is either physically/mentally unable to answer or temporarily absent, as the proportion of proxy interviews attributed to these reasons does not change much over time.

2.5 Data Quality and Completeness

One aspect of data quality is survey item completeness. Some respondents may not answer all questions. The NCVS does impute some variables and the public-use files include both the original reported values as well as the imputed (allocated) values. First, item missing rates are calculated for person-level items by victimization status and age group. Then item missingness is calculated on incident-level characteristics, which only includes victims. There are some limitations in calculating the item response rates. For example, if an item was supposed to be skipped by design, there is not always an indication that the variable was out of scope and should be missing. As a result, variables that were supposed to be skipped and be blank are labeled missing in these calculations. **Tables 2-9, 2-10, and 2-11** present the rate of item missingness by different respondent age groups.

Table 2-9: Item missingness rates for person-level items by victimization status and age group, 2009–2018

Item	Victims of Violence Item Missingness Rates by Age Group				
	12–14 (N=884)	15–17 (N=700)	18–20 (N=901)	21–24 (N=1,230)	12+ (N=13,107)
V3013: AGE (ORIGINAL)	0.0	0.0	0.0	0.0	0.0
V3017: SEX (ORIGINAL)	0.0	0.0	0.0	0.0	0.0
V3020: EDUCATIONAL ATTAINMENT	0.2	0.3	0.9	0.4	0.7
V3023A: RACE RECODE (START 2003 Q1)	0.0	0.0	0.0	0.0	0.0
V3024: HISPANIC ORIGIN	0.0	0.0	0.1	0.2	0.1
V3031: HOW LONG AT THIS ADDRESS (MONTHS)	0.0	0.0	0.0	0.0	0.0
V3032: HOW LONG AT THIS ADDRESS (YEARS)	0.3	0.0	0.7	0.3	0.5
V3033: HOW MANY TIMES MOVED IN LAST 5 YEARS	0.9	0.8	0.3	0.5	1.5
V3071: HAVE JOB OR WORK LAST WEEK ^a	0.2	0.9	0.6	0.5	0.5
V3072: HAVE JOB OR WORK IN LAST 6 MONTHS ^a	0.3	1.8	1.9	1.2	
V3073: DID JOB/WORK LAST 2 WEEKS OR MORE ^a	5.7	5.1	5.6	6.3	
V3074: WHICH BEST DESCRIBES YOUR JOB ^a	1.7	1.9	1.3	1.7	
V3075: IS EMPLOYMENT PRIVATE, GOVT OR SELF ^a	1.7	1.9	1.4	1.5	
V3076: IS WORK MOSTLY IN CITY, SUBURB, RURAL ^a	1.7	1.7	1.2	1.2	
V3_V4526H3A: DEAF / HAVE SERIOUS DIFFICULTY HEARING ^b	0.0	0.0	0.7	0.5	0.4
V3_V4526H3B: BLIND / HAVE SERIOUS DIFFICULTY SEEING ^b	0.0	0.0	0.7	0.5	0.4
V3_V4526H5: DIFFICULT: LEARN, REMEMBER, CONCENTRATE ^b	0.0	0.0	0.7	0.5	0.5
V3_V4526H4: LIMITS PHYSICAL ACTIVITIES ^b	0.0	0.0	0.7	0.5	0.6
V3_V4526H6: DIFFICULT: DRESSING, BATHING, GET AROUND HOME ^b	0.0	0.0	0.7	0.5	0.5
V3_V4526H7: DIFFICULT: GO OUTSIDE HOME TO SHOP OR DR OFFICE ^{b,c}		0.0	0.7	0.5	0.6
V3083: CITIZENSHIP STATUS ^{a,d}	0.0	0.0	0.9	0.6	0.6
V3084: SEXUAL ORIENTATION ^{a,d}		0.0	0.0	0.0	0.1

(cont.)

Table 2-9: Item missingness rates for person-level items by victimization status and age group, 2009–2018, cont.

Item	Victims of Violence				
	Item Missingness Rates by Age Group				
	12–14 (N=884)	15–17 (N=700)	18–20 (N=901)	21–24 (N=1,230)	12+ (N=13,107)
V3085: GENDER IDENTITY AT BIRTH ^{a,d}	0.0	0.0	0.0	0.0	0.1
V3086: CURRENT GENDER IDENTITY ^{a,d}	1.3	1.3	0.6	0.6	0.7

^a Only asked of respondents 16 or older.

^b Started 2016 Q3.

^c Only asked of respondents 15 or older.

^d Started 2017 Q1.

Age in table columns is determined by the imputed age variable V3014: AGE (ALLOCATED) because there is no missingness. The variable V3013: AGE (ORIGINAL) is subject to a very small amount of missingness (<0.1%).

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Table 2-10: Item missingness rates for person-level items by victimization status and age group, 2009–2018

Item	Non-Victims				
	Item Missingness Rates by Age Group				
	12–14 (N=60,598)	15–17 (N=57,543)	18–20 (N=58,383)	21–24 (N=82,366)	12+ (N=1,737,515)
V3013: AGE (ORIGINAL)	0.0	0.0	0.0	0.0	0.0
V3017: SEX (ORIGINAL)	0.0	0.0	0.0	0.0	0.0
V3020: EDUCATIONAL ATTAINMENT	0.9	0.5	0.9	1.0	1.6
V3023A: RACE RECODE (START 2003 Q1)	0.0	0.0	0.0	0.0	0.0
V3024: HISPANIC ORIGIN	0.0	0.1	0.2	0.2	0.2
V3031: HOW LONG AT THIS ADDRESS (MONTHS)	0.0	0.0	0.0	0.0	0.0
V3032: HOW LONG AT THIS ADDRESS (YEARS)	0.9	0.9	1.5	1.2	1.4
V3033: HOW MANY TIMES MOVED IN LAST 5 YEARS	3.1	3.1	3.2	2.8	4.5
V3071: HAVE JOB OR WORK LAST WEEK ^a	0.4	0.8	0.8	0.8	0.9
V3072: HAVE JOB OR WORK IN LAST 6 MONTHS ^a	0.5	1.4	2.5	2.5	2.0
V3073: DID JOB/WORK LAST 2 WEEKS OR MORE ^a	8.7	8.0	11.7	11.7	21.2
V3074: WHICH BEST DESCRIBES YOUR JOB ^a	2.3	2.5	2.5	2.5	3.4
V3075: IS EMPLOYMENT PRIVATE, GOVT OR SELF ^a	2.1	2.1	1.9	1.9	2.8
V3076: IS WORK MOSTLY IN CITY, SUBURB, RURAL ^a	2.1	2.0	1.6	1.6	2.3
V3_V4526H3A: DEAF / HAVE SERIOUS DIFFICULTY HEARING? ^b	0.2	0.2	0.3	0.2	0.4
V3_V4526H3B: BLIND / HAVE SERIOUS DIFFICULTY SEEING ^b	0.2	0.2	0.3	0.2	0.4
V3_V4526H5: DIFFICULT: LEARN, REMEMBER, CONCENTRATE ^b	0.3	0.2	0.3	0.3	0.5
V3_V4526H4: LIMITS PHYSICAL ACTIVITIES ^b	0.3	0.2	0.3	0.3	0.5
V3_V4526H6: DIFFICULT: DRESSING, BATHING, GET AROUND HOME ^b	0.3	0.2	0.3	0.3	0.5
V3_V4526H7: DIFFICULT: GO OUTSIDE HOME TO SHOP OR DR OFFICE ^{b,c}		1.0	0.5	0.4	0.7
V3083: CITIZENSHIP STATUS ^{a,d}	0.4	0.3	0.4	0.5	0.6
V3084: SEXUAL ORIENTATION ^{a,d}		0.2	0.2	0.2	0.2

(cont.)

Table 2-10: Item missingness rates for person-level items by victimization status and age group, 2009–2018, cont.

Item	Non-Victims				
	Item Missingness Rates by Age Group				
	12–14 (N=60,598)	15–17 (N=57,543)	18–20 (N=58,383)	21–24 (N=82,366)	12+ (N=1,737,515)
V3085: GENDER IDENTITY AT BIRTH ^{a,d}	0.2	0.2	0.2	0.2	0.2
V3086: CURRENT GENDER IDENTITY ^{a,d}	0.6	0.6	0.6	0.6	0.8

^a Only asked of respondents 16 or older.

^b Started 2016 Q3.

^c Only asked of respondents 15 or older.

^d Started 2017 Q1.

Age in table columns is determined by the imputed age variable V3014: AGE (ALLOCATED) because there is no missingness. The variable V3013: AGE (ORIGINAL) is subject to a very small amount of missingness (<0.1%).

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-10** include the following.

- Overall, item missingness rates are low for all age groups and survey items.
- None of the items examined in **Table 2-10** have higher missingness rates for juveniles than for other age groups. In other words, juvenile respondents seem no more likely to leave survey items blank.
- Non-victims seem to have higher missingness rates than victims for the following survey items:
 - o V3073: DID JOB/WORK LAST 2 WEEKS OR MORE (21.2% vs 6.3%).
 - o V3074, V3075, V3076 (other job questions).

Table 2-11: Item missingness rates for incident-level items by age group for victims of violent crime, 2009–2018

Item	Item Missingness Rates by Age Group				
	12–14 (N=826)	15–17 (N=593)	18–20 (N=545)	21–24 (N=2,618)	12+ (N=16,275)
V4013: INCIDENT OCCUR WHILE AT CURRENT ADDRESS	85.4	85.2	82.8	56.1	77.4
V4014: MONTH INCIDENT OCCURRED	0.0	0.0	0.0	0.0	0.0
V4015: YEAR INCIDENT OCCURRED	0.0	0.0	0.0	0.0	0.0
V4016: HOW MANY TIMES INCIDENT OCCUR LAST 6 MOS	1.0	0.5	0.4	0.8	0.7
V4017: HOW MANY INCIDENTS	1.3	0.5	0.4	0.8	1.0
V4018: ARE INCIDENTS SIMILAR IN DETAIL	95.8	95.1	96.7	97.4	95.8
V4019: ENOUGH DETAIL TO DISTINGUISH INCIDENTS	95.8	95.3	96.7	97.5	95.9
V4021B: ABOUT WHAT TIME DID INCIDENT OCCUR	0.2	0.3	0.0	0.6	0.5
V4022: IN WHAT CITY, TOWN, VILLAGE	0.0	0.2	0.0	0.4	0.3
V4023: SAME COUNTY AND STATE AS RESIDENCE	85.4	83.3	78.9	67.3	74.8
V4023B: INDIAN RESERVATION/LANDS	0.5	1.7	0.7	1.2	1.2
V4024: WHERE DID INCIDENT HAPPEN	0.0	0.0	0.0	0.0	0.0
V4025: DID OFFENDER HAVE A RIGHT TO BE THERE	95.2	92.1	91.2	79.6	78.3
V4026: DID OFFENDER GET INSIDE	99.4	98.1	98.2	95.0	93.9
V4027: DID OFFENDER TRY TO GET INSIDE	99.8	99.5	99.6	98.7	98.4
V4028: EVIDENCE OF FORCIBLE ENTRY	99.5	98.1	98.2	95.0	94.0
V4029: LI WHAT WAS EVIDENCE OF FORCIBLE ENTRY	100.0	99.7	99.8	98.7	98.5
V4040: HOW DID OFFENDER GET IN	99.6	98.5	98.3	96.2	95.7
V4041A: WAS IT YOUR SCHOOL	58.4	66.4	76.9	97.5	93.6
V4041B: WHAT PART SCHOOL BUILDING HAPPEN	59.7	66.8	77.2	98.3	95.5
V4041C: WAS AREA OPEN TO PUBLIC	30.3	44.5	55.2	70.7	65.3
V4042: INCIDENT OCCUR INDOORS, OUTDOORS, BOTH	5.4	8.3	8.8	21.6	22.4

(cont.)

Table 2-11: Item missingness rates for incident-level items by age group for victims of violent crime, 2009–2018, cont.

Item	Item Missingness Rates by Age Group				
	12–14 (N=826)	15–17 (N=593)	18–20 (N=545)	21–24 (N=2,618)	12+ (N=16,275)
V4043: HOW FAR FROM HOME	0.5	0.0	0.4	1.1	0.6
V4044: RESPONDENT PRESENT (ORIGINAL)	0.0	0.0	0.0	0.0	0.0
V4046: WHICH HH MEMBERS PRESENT (ORIGINAL)	0.0	0.0	0.0	0.0	0.0
V4048: DID YOU PERSONALLY SEE AN OFFENDER	0.8	2.4	1.1	0.9	0.9
V4049: DID OFFENDER HAVE A WEAPON	0.0	0.0	0.0	0.0	0.0
V4050: LI WHAT WAS WEAPON	86.9	83.8	80.9	74.7	77.8
V4065: LI WHAT HAPPENED	100.0	99.8	99.8	99.5	99.4
V4077: LI HOW OFF THREATENED OR TRIED TO ATTACK	62.1	54.8	51.2	48.4	43.5
V4093: LI HOW ATTACKED	37.9	45.4	49.0	52.1	57.1
V4110: LI INJURIES SUFFERED	37.9	45.4	49.0	52.1	57.1
V4123: INJURIES FROM WEAP OTHER THAN GUN/KNIFE	95.6	95.8	94.7	93.5	94.1
V4127: RECEIVED MEDICAL CARE FOR INJURY	73.5	74.7	70.1	72.4	75.5
V4128: LI WHERE WAS MEDICAL CARE RECEIVED	92.3	89.7	88.6	89.7	89.2
V4137: STAY OVERNIGHT AT HOSPITAL	99.5	99.2	99.6	99.4	99.3
V4139: COVERED BY MEDICAL INSURANCE	92.6	90.2	89.0	90.1	89.5
V4140: TOTAL AMOUNT OF MEDICAL EXPENSES	92.6	90.7	89.0	90.3	89.6
V4141: IDEA OF SELF-PROTECTIVE ACTION	0.0	0.0	0.0	0.0	0.0
V4142: TOOK SELF-PROTECTIVE ACTION DURING INC	44.1	46.4	48.6	49.1	47.9
V4143: LI SELF-PROTECTIVE ACTIONS TAKEN	49.2	45.5	43.1	38.9	41.5
V4161: LI SP ACTION BEFORE, AFT, DURING INJURY	83.9	83.5	80.0	81.4	84.1
V4167: LI HOW DID SP ACTIONS HELP	67.1	62.7	65.0	58.1	57.8
V4176: LI HOW DID SP ACTIONS HURT SITUATION	92.5	90.9	87.7	90.0	92.0
V4184: ANYONE BESIDES RESP AND OFFENDER PRESENT	8.8	10.5	10.6	6.3	7.2
V4185: DID ACTIONS OF OTHERS HELP	33.1	34.4	37.8	44.3	46.8
V4186: LI HOW OTHERS' ACTION HELPED	78.7	76.1	74.7	77.2	79.1
V4194: DID ACTIONS OF OTHERS WORSEN SITUATION	33.5	35.1	38.2	44.7	47.1
V4195: LI HOW OTHERS' ACTION WORSEN SITUATION	92.6	89.5	92.5	92.7	94.3
V4203: ANY OTHERS HARMED OR ROBBED	31.6	33.1	36.9	43.5	45.9
V4204: NO. OTHERS HARMED OR ROBBED (ORIGINAL)	91.6	90.6	88.3	89.0	90.3
V4206: NO. HH MEMBS HARMED/ROBBED (ORIGINAL)	91.3	90.6	87.9	90.3	91.5
V4208: RESP USE PHYSICAL FORCE AGAINST OFF	0.0	0.0	0.0	0.0	0.0
V4209: WHO FIRST USED PHYSICAL FORCE	89.1	92.2	86.2	89.5	91.5
V4210: KNOW ANYTHING ABOUT OFFENDER(S)	100.0	100.0	100.0	100.0	100.0
V4211: HOW CERTAIN ABOUT INFO ON OFFENDER(S)	100.0	100.0	100.0	100.0	100.0
V4212: LI HOW LEARNED ABOUT OFFENDER(S)	100.0	100.0	100.0	100.0	100.0
V4224: LI WHAT HAPPENED2	100.0	100.0	100.0	100.0	100.0
V4234: ONE OR MORE THAN ONE OFFENDER	2.2	2.7	2.6	2.0	2.2
V4235: KNOW ANYTHING ABOUT ANY OFFENDERS	99.3	99.0	99.4	98.4	98.8
V4236: SINGLE OFFENDER SEX	24.9	32.0	30.6	20.9	20.2
V4237: SINGLE OFFENDER AGE	27.4	35.1	32.8	24.3	23.1
V4237A: SINGLE OFFENDER HISPANIC/LATINO ^a	28.6	35.9	34.9	22.5	22.8
V4238: SINGLE OFFENDER GANG MEMBER	28.5	35.6	33.6	24.4	23.4
V4239: SINGLE OFFENDER DRINKING/DRUGS	28.6	35.6	33.6	24.2	23.4
V4240: SINGLE OFF DRINKING OR DRUGS (WHICH)	96.1	93.3	87.5	68.5	73.3
V4241: SINGLE OFFENDER STRANGER	24.3	30.7	30.3	22.4	20.7
V4242: SINGLE OFF WOULD RESP RECOGNIZE OFF	93.7	88.0	85.9	73.4	76.7
V4243: SINGLE OFF HOW WELL KNOWN	31.6	44.2	45.0	49.8	44.8
V4244: SINGLE OFF KNOW WHERE OFFENDER IS	85.5	81.8	77.8	75.2	74.4
V4245: SINGLE OFF HOW DID RESP KNOW OFFENDER	40.8	53.1	55.4	56.3	53.1
V4247: SINGLE OFF ONLY CRIME AGAINST RESP OR HH	27.5	34.7	32.8	24.1	23.0
V4249: MULTIPLE OFFENDERS SEX	81.8	75.5	76.7	83.8	85.0
V4250: MULTIPLE OFFENDERS MOSTLY MALE OR FEMALE	96.1	97.1	95.4	96.2	95.8

(cont.)

Table 2-11: Item missingness rates for incident-level items by age group for victims of violent crime, 2009–2018, cont.

Item	Item Missingness Rates by Age Group				
	12–14 (N=826)	15–17 (N=593)	18–20 (N=545)	21–24 (N=2,618)	12+ (N=16,275)
V4251: MULTIPLE OFFENDERS AGE OF YOUNGEST	82.4	75.9	78.0	84.1	85.4
V4252: MULTIPLE OFFENDERS AGE OF OLDEST	82.6	76.1	78.9	85.3	87.7
V4252A: MULTIPLE OFFENDERS HISPANIC/LATINO ^a	83.6	76.1	79.6	86.4	86.4
V4252B: MULTIPLE OFFENDERS HISPANIC/NON-HISPANIC ^a	94.9	91.7	94.3	96.8	96.9
V4253: MULTIPLE OFFENDERS GANG MEMBER	82.3	75.7	77.8	84.2	85.3
V4254: MULTIPLE OFFENDERS DRINKING/DRUGS	82.3	75.9	78.0	84.1	85.3
V4255: MULTIPLE OFF DRINKING OR DRUGS (WHICH)	99.3	96.3	96.7	94.0	95.5
V4256: MULTIPLE OFFENDERS ALL STRANGERS	82.2	75.5	77.2	84.1	85.1
V4257: MULTIPLE OFFENDERS COULD RECOGNIZE	96.6	92.1	89.4	90.6	92.0
V4258: LI MULT OFF HOW WELL KNOWN	85.6	83.5	87.9	93.5	93.1
V4263: MULTIPLE OFF: RESP KNOWS HOW TO FIND	94.6	90.9	88.8	92.0	92.8
V4264: LI RELATION TO MULTIPLE OFFENDERS	88.6	86.5	91.6	95.6	95.1
V4279: LI MULTIPLE OFFENDER RACE	81.5	74.7	74.7	83.3	84.5
V4285: MULTIPLE OFFENDER RACE OF MOST ^b	95.1	96.9	96.1	97.3	97.8
V4285A: MULTIPLE OFFENDER RACE OF MOST ^a	98.1	97.2	98.6	98.7	98.5
V4286: MULTIPLE OFFENDERS ONLY CRIME	82.3	75.5	78.0	84.2	85.3
V4287: SOMETHING TAKEN (ORIGINAL)	0.1	0.3	0.0	0.8	0.5
V4289: ATTEMPTED THEFT (ORIGINAL)	4.5	5.7	10.5	10.8	8.9
V4291: LI WHAT DID OFFENDER TRY TO TAKE	97.5	97.5	96.3	96.4	96.3
V4310: OWNER OF ATTEMPTED THEFT ITEMS	97.5	97.5	96.3	96.4	96.4
V4314: THEFT ITEMS IN/ATTACHED TO MOTOR VEHICLE	97.5	97.6	96.5	96.5	96.4
V4315: CASH/WALLET ON PERSON (ORIGINAL)	99.8	98.8	98.5	98.4	98.3
V4317: OTHER ITEMS ON PERSON	97.5	97.5	96.3	96.5	96.4
V4321: VALUE OF CASH TAKEN	95.8	94.6	89.7	90.2	91.8
V4322: LI TYPE PROPERTY TAKEN	95.8	94.6	89.7	90.2	91.8
V4351: OWNER(S) OF STOLEN PROPERTY/MONEY	95.8	94.8	90.3	90.3	91.9
V4355: PERMISSION TO USE CAR EVER BEEN GIVEN	100.0	100.0	99.8	99.7	99.6
V4356: DID OFFENDERS RETURN CAR THIS TIME ^c	100.0	100.0	100.0	100.0	100.0
V4357: WERE STOLEN ARTICLES IN MOTOR VEHICLE	95.8	94.6	90.3	90.5	92.2
V4357A: HOW MANY HANDGUNS WERE TAKEN	100.0	100.0	100.0	100.0	99.9
V4357B: HOW MANY OTHER TYPES OF FIREARMS WERE TAKEN	100.0	100.0	100.0	100.0	99.9
V4358: CASH/WALLET ON PERSON (ORIGINAL)	99.4	99.2	98.0	95.1	95.8
V4360: OTHER ITEMS ON PERSON	95.9	94.8	90.1	90.2	91.9
V4364: VALUE OF PROPERTY TAKEN	96.7	95.6	92.7	92.8	94.0
V4365: LI HOW DID RESPONDENT DECIDE VALUE	96.4	94.9	90.6	91.5	92.9
V4374: STOLEN ITEMS OR MONEY RECOVERED	95.8	94.8	90.8	90.8	92.1
V4375: VALUE OF CASH RECOVERED	99.3	99.0	98.2	99.1	99.1
V4376: LI TYPE OF PROPERTY RECOVERED	97.7	98.1	97.2	98.3	98.2
V4384: ITEM OTHER THAN CASH, CHECKS RECOVERED	97.7	98.0	96.1	97.7	97.9
V4385: VALUE OF PROPERTY AFTER RECOVERED	97.9	98.5	98.0	98.7	98.6
V4386A: THEFT REPORTED TO INSURANCE CO	96.0	94.9	90.8	90.9	92.2
V4387: ANYTHING DAMAGED	0.0	0.0	0.0	0.0	0.0
V4388: DAMAGED ITEMS REPAIRED OR REPLACED	97.6	97.1	92.8	92.2	92.6
V4389: COST TO REPAIR/REPLACE DAMAGED ITEM	98.2	98.1	96.1	95.5	96.4
V4390: AMT PAID TO REPAIR/REPLACE DAMAGED ITEM	99.4	99.0	96.7	96.7	96.3
V4391: LI WHO PAID FOR REPAIRS	97.6	97.3	93.0	92.6	93.5
V4399: REPORTED TO POLICE	0.4	0.0	0.0	1.1	0.5
V4400: HOW DID POLICE FIND OUT	71.3	61.7	56.0	49.9	44.0
V4401: LI REASON NOT REPORTED	25.7	34.2	39.4	43.4	48.9
V4422: MOST IMPORTANT REASON NOT REPORTED	27.2	34.7	40.9	44.3	49.8
V4423: LI REASON FOR REPORTING TO POLICE	96.5	91.4	89.7	75.0	69.9

(cont.)

Table 2-11: Item missingness rates for incident-level items by age group for victims of violent crime, 2009–2018, cont.

Item	Item Missingness Rates by Age Group				
	12–14 (N=826)	15–17 (N=593)	18–20 (N=545)	21–24 (N=2,618)	12+ (N=16,275)
V4437: MOST IMPORTANT REASON FOR REPORT	96.7	91.4	90.1	75.4	70.3
V4438: POLICE CAME WHEN NOTIFIED	79.4	69.6	64.8	62.3	56.9
V4439: HOW SOON DID POLICE RESPOND	84.9	75.7	71.7	68.1	64.4
V4440: LI TYPE OF POLICE RESPONSE	81.8	71.3	67.3	64.4	59.8
V4451: LATER CONTACT WITH POLICE	78.1	66.9	61.7	59.3	53.3
V4452: POLICE OR RESPONDENT CONTACTED	93.5	86.0	87.2	85.7	84.2
V4453: IN PERSON OR BY PHONE	93.5	86.0	87.2	85.7	84.2
V4454: LI POLICE FOLLOWUP	93.5	86.0	87.2	85.7	84.1
V4465: COMPLAINT SIGNED	78.1	66.9	61.7	59.3	53.4
V4466: ARRESTS OR CHARGES MADE	78.1	66.9	61.7	59.3	53.3
V4467: HELP FROM VICTIM AGENCIES	0.4	0.3	0.0	1.3	0.8
V4468: WAS VICTIM AGENCY GOVT OR PRIVATE	92.4	90.2	94.3	93.2	91.8
V4469: CONTACT WITH OTHER AUTHORITIES	78.1	66.9	61.7	59.3	53.4
V4470: LI OTHER AUTHORITY CONTACTED	97.5	93.3	95.6	94.1	92.1
V4477: EXPECT FURTHER ACTION FROM AUTHORITIES	78.1	66.9	61.7	59.3	53.4
V4478: ACTIVITY AT TIME OF INCIDENT	0.0	0.0	0.0	0.0	0.0
V4479: EMPLOYED AT TIME OF INCIDENT	0.0	0.0	0.0	0.0	0.0
V4480: MAJOR ACTIVITY DURING WEEK OF INCIDENT	1.8	4.2	15.0	61.7	57.5
V4501: OTHER HH MEMBERS LOST TIME FROM WORK	0.0	0.0	0.7	26.2	29.0
V4502: NO. DAYS LOST BY OTHER HH MEMBERS	94.3	94.9	96.5	98.3	98.2
V4503: MEANS OF TRANSPORTATION	82.1	83.3	77.8	84.3	86.9
V4504: NO. TIMES INCIDENT OCCURRED LAST 6 MOS	96.6	95.4	96.9	97.6	96.3
V4505: WHY DONT KNOW HOW MANY TIMES OCCURRED	100.0	100.0	100.0	100.0	100.0
V4506: MONTH(S) INCIDENT OCCURRED, QUARTER 1	97.3	97.3	97.4	98.2	97.1
V4507: MONTH(S) INCIDENT OCCURRED, QUARTER 2	97.5	96.0	97.6	98.1	97.2
V4508: MONTH(S) INCIDENT OCCURRED, QUARTER 3	97.0	96.6	98.2	98.4	97.2
V4509: MONTH(S) INCIDENT OCCURRED, QUARTER 4	97.3	96.0	97.4	98.1	97.1
V4510: INCIDENTS OCCUR IN SAME PLACE	96.6	95.4	96.9	97.6	96.4
V4511: INCIDENTS DONE BY SAME PERSON	96.6	95.4	96.9	97.6	96.3
V4512: LI OFFENDER RELATION TO RESPONDENT	96.7	95.4	96.9	97.6	96.5
V4524: SAME THING HAPPEN EACH TIME	96.6	95.4	96.9	97.6	96.3
V4525: IS TROUBLE STILL GOING ON	96.6	95.6	96.9	97.6	96.4
V4526: SERIES CRIME DESCRIPTION	96.6	95.6	96.9	97.6	96.3
V4526AA: SUSPECT INCIDENT JUST DISCUSSED WAS HATE CRIME OR CRIME OF PREJUDICE OR BIGOTRY ^d	0.3	0.4	0.0	1.0	0.6
V4526A: HATE CRIME: RACE	92.0	93.3	89.2	94.2	92.8
V4526B: HATE CRIME: RELIGION	92.0	93.3	89.2	94.2	92.8
V4526C: HATE CRIME: ETHNICITY	92.0	93.3	89.2	94.2	92.8
V4526D: HATE CRIME: DISABILITY	92.0	93.3	89.2	94.2	92.8
V4526E: HATE CRIME: GENDER	92.0	93.3	89.2	94.2	92.8
V4526F: HATE CRIME: SEXUALITY	92.0	93.3	89.2	94.2	92.8
V4526G: HATE CRIME: ASSOCIATE	92.0	93.3	89.2	94.2	92.8
V4526H: HATE CRIME: PERCEPTION	92.0	93.3	89.2	94.2	92.8
V4526HA1: EVIDENCE OF HC - OFFENDER TARGET YOU FOR CHARACTERISTICS/RELIGIOUS BELIEFS ^d	91.7	94.5	89.1	94.4	92.8
V4526HA2: EVIDENCE OF HC - OFFENDER USE ABUSIVE LANGUAGE ^d	96.0	96.2	95.3	97.1	96.5
V4526HA3: EVIDENCE OF HC - OFFENDER USE HATE SYMBOLS ^d	96.0	96.2	95.3	97.1	96.5
V4526HA4: EVIDENCE OF HC - POLICE CONFIRM YOU TARGETED FOR CHARACTERISTICS/RELIGIOUS BELIEFS ^d	96.0	96.2	95.3	97.1	96.5

(cont.)

Table 2-11: Item missingness rates for incident-level items by age group for victims of violent crime, 2009–2018, cont.

Item	Item Missingness Rates by Age Group				
	12–14 (N=826)	15–17 (N=593)	18–20 (N=545)	21–24 (N=2,618)	12+ (N=16,275)
V4526HA5: EVIDENCE OF HC - KNOW IF OFFENDERS PREVIOUSLY DID SIMILAR CRIMES ^d	96.0	96.2	95.3	97.1	96.5
V4526HA6: EVIDENCE OF HC - DID INCIDENT OCCUR NEAR HOLIDAY, EVENT, LOCATION ASSOCIATED WITH PARTICULAR GROUP ^d	96.0	96.2	95.3	97.1	96.5
V4526HA7: EVIDENCE OF HC - HAVE OTHER HC HAPPENED TO YOU OR IN NEIGHBORHOOD ^d	96.0	96.2	95.3	97.1	96.5
V4526HA8: EVIDENCE OF HC - BELIEVE INCIDENT WAS HC BUT NOT ENOUGH EVIDENCE ^d	96.0	96.2	95.3	97.1	96.5
V4526HA9: EVER TELL POLICE YOU THOUGHT INCIDENT WAS A HC ^d	100.0	100.0	99.8	99.4	99.1

^a Started 2012 Q1.

^b Ended 2011 Q4.

^c Ended 2016 Q4.

^d Started 2010 Q1.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-11** include the following.

- The item missingness data presented in **Table 2-11** are fairly consistent across age groups, with a few exceptions.
 - Fewer missing data are seen among juveniles for items V4041A, V41041B, and V4041C, which ask where an incident happened (and specifically about school).
 - Some items have very high missingness rates across the board, which may be because of skip patterns not always being incorporated or accounted for in the analysis. As stated earlier, some variables that were supposed to be skipped and be blank are labeled missing in these calculations.

2.6 Victimization Rates

Victimization rates may be influenced and potentially biased by a variety of factors including interview mode, who is present during the interview, and how many times an individual has taken the survey.

These features are explored by age group to determine if any of these factors impact juveniles differently from other age groups. **Tables 2-12** presents violent victimization rates by various interview characteristics.

Table 2-12: Violent victimization rates by interview characteristics and age group, 2009–2018

	Violent Victimization Rates by Age Group				
	All Ages	12–14	15–17	18–20	21–24
Total	21.5	41.8	30.9	36.2	33.7
Interview type					
Self-respondent	22.0	44.3	30.9	37.8	35.4
Proxy	13.6	34.0	31.5	17.9	8.8
Interview mode					
Personal	26.6	48.6	35.6	40.3	40.3
Telephone	17.4	35.7	26.9	31.8	25.8

(cont.)

Table 2-12: Violent victimization rates by interview characteristics and age group, 2009–2018, cont.

	Violent Victimization Rates by Age Group				
	All Ages	12–14	15–17	18–20	21–24
Interview type and mode					
Personal, self-respondent	27.4	54.2	35.2	41.6	42.4
Telephone, self-respondent	17.6	34.4	27.1	33.4	26.9
Personal, proxy	12.7	26.4	40.5	21.0	5.3
Telephone, proxy	14.3	39.0	24.9	15.7	11.9
Presence of others during interview^a					
No one present	30.8	47.0	31.9	52.8	49.2
Household member age 12 or older	20.9	49.7	37.6	24.1	26.8
Household member under age 12	31.0	38.4	49.6	56.3	45.7
Non-household member	33.8	24.7	90.2	57.3	67.9
Someone was present—can't say who	30.5	43.6	32.1	74.7	49.4
Don't know if someone else was present	7.3	0.0	9.6	18.6	7.4

^a Among self-respondent, personal interviews only. These categories are not mutually exclusive, and more than one type of person could be present during the interview.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-12** include the following:

- Proxy interviews have lower victimization rates than self-respondents, and there are more proxy interviews for the youngest age group (12–14). The youngest group has the biggest difference in victimization rates between proxy and self-respondents.
- For the youngest age group (12–14), the victimization rate is lower when a non-household member is present compared with the other age groups. The opposite is true for the 15–17 age group (i.e., more likely). Less than 3% of interviewers reported the presence of a non-household member.
- Whether someone was present during the personal interview varied by age. Those ages 12–14 had someone present 80% of the time, and it was 72% of the time for those ages 15–17, 52% for those ages 18–20, and 49% for those ages 21–24. Because the NCVS asks questions about personal and sensitive matters, the presence of someone during the interview has the potential to influence juvenile respondents and bias responses and estimates.

Respondents in the NCVS participate in up to seven interviews. Survey fatigue over time has been discussed as a possible explanation for why victimization rates decrease as people stay in the survey longer. Victimization rate by INTNUM is examined to look at this pattern by age group, for adjusted and unadjusted estimates, in **Table 2-13** and **Figure 2-5**.

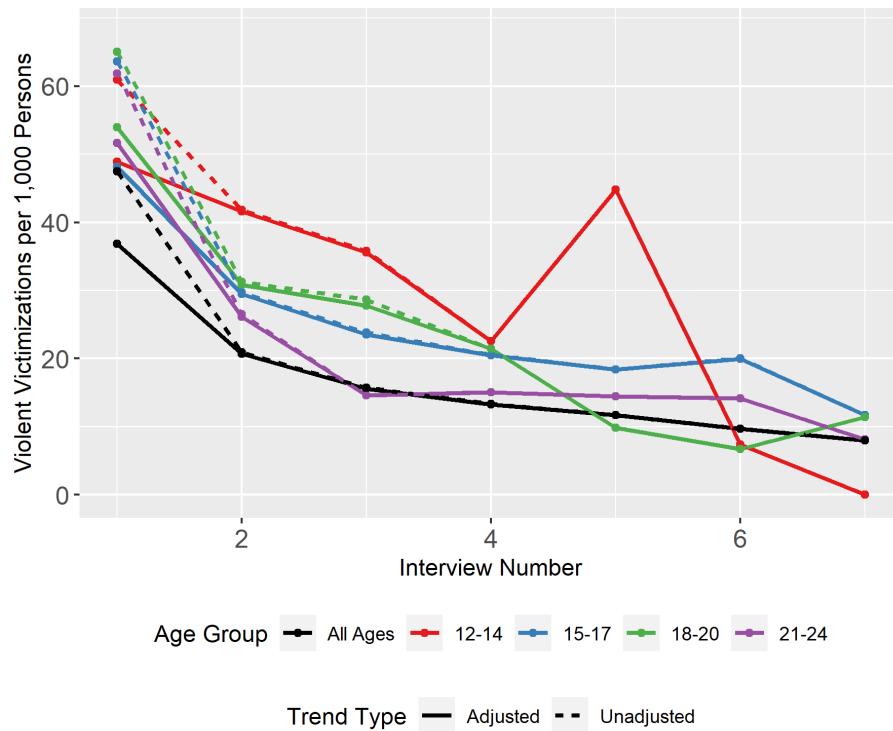
Table 2-13: Violent victimization rates by INTNUM and age group comparing standard (bounding and TIS) adjustment with no adjustments, 2009–2018

Interview Number	Adjusted estimates ^a					Unadjusted estimates				
	All Ages	12–14	15–17	18–20	21–24	All Ages	12–14	15–17	18–20	21–24
1	36.9	48.9	48.2	53.9	51.6	47.5	61.0	63.6	65.0	61.8
2	20.7	41.6	29.4	30.8	26.1	20.9	41.8	29.7	31.2	26.5
3	15.5	35.6	23.5	27.7	14.6	15.7	35.8	23.8	28.6	14.6
4	13.3	22.6	20.5	21.5	15.1	13.3	22.6	20.5	21.5	15.1
5	11.7	44.8	18.4	9.9	14.5	11.7	44.8	18.4	9.9	14.5
6	9.7	7.4	20.0	6.7	14.1	9.7	7.4	20.0	6.7	14.2
7	8.0	0.0	11.7	11.4	8.1	8.0	0.0	11.7	11.4	8.1

^a With standard bounding and TIS adjustment factors.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Figure 2-5: Violent victimization rates by INTNUM and age group comparing standard (bounding and TIS) adjustment with no adjustments, 2009–2018



Note: See **Table 2-13** for estimates.

^a With standard bounding and TIS adjustment factors.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-13** and **Figure 2-5** include the following.

- All violent victimization rates decrease as the number of interviews increases.
- For interview 5, the increase in the victimization rate for the youngest age group does not follow this trend. The sample size for this analysis is, however, small (see **Table D-5** in **Appendix D**),

suggesting the need to examine confidence intervals and exercise caution in comparing these rates without standard errors.

The NCVS adjusts for potential telescoping using a bounding adjustment on their TIS-1 interview. As discussed previously, telescoping occurs when a person reports an event that happened before the reporting period, which is within the last 6 months for the NCVS. This adjustment is the same for all respondents regardless of age. Victimization rates are calculated with and without the adjustment factor to enable assessment of the potential impact on the rates. **Table 2-14** and **Figure 2-6** present violent victimization rates for various age groups by adjustment type and TIS.

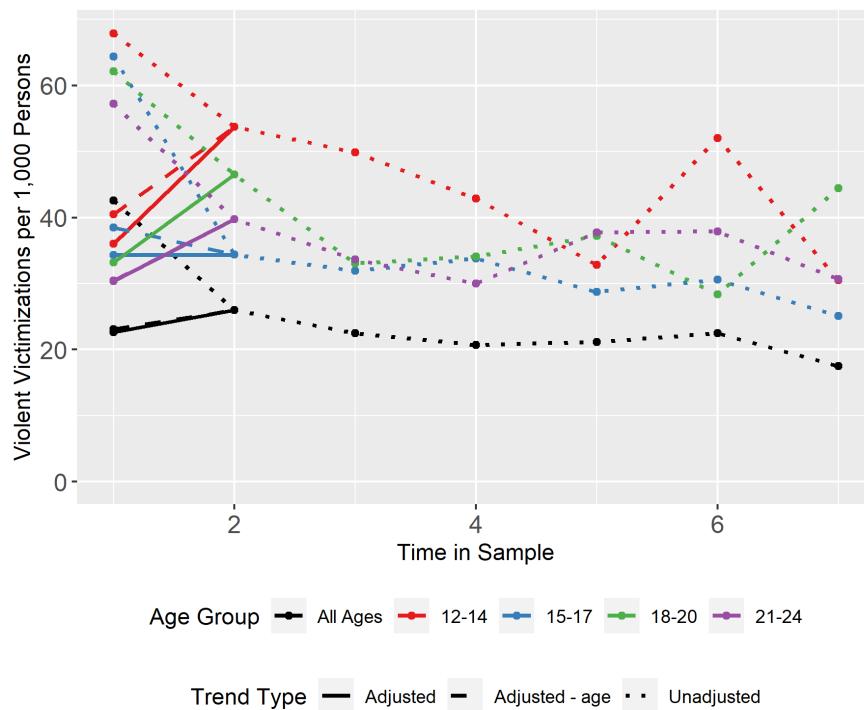
Table 2-14: Violent victimization rates by TIS, type of adjustment, and age group, 2009–2018

TIS	Violent Victimization Rate				
	All Ages	12–14	15–17	18–20	21–24
Adjusted	22.6	36.0	34.3	33.2	30.3
Adjusted—age specific ^a	23.1	40.5	38.4	33.2	30.4
Unadjusted	42.6	67.8	64.4	62.2	57.2
2	26.0	53.8	34.4	46.5	39.8
3	22.5	49.8	31.9	33.0	33.6
4	20.7	42.8	33.8	34.1	30.0
5	21.2	32.8	28.8	37.2	37.7
6	22.5	52.0	30.6	28.4	37.9
7	17.5	30.5	25.1	44.5	30.7

^a Bounding factor calculated for ages 12–17 and age 18+ separately.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Figure 2-6: Violent victimization by TIS, age, and adjustment



Note: See **Table 2-14** for estimates.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-14** and **Figure 2-6** include the following:

- Using an age-specific bounding factor, TIS-1 rates for ages 12–17 are adjusted less than a uniform bounding factor.
- For adults, the age-specific and uniform bounding factors are very close to one another.
- Using an age-adjusted bounding factor results in a higher overall violent victimization rate (across age groups) for TIS-1 than using the uniform bounding factor.
- Estimated telescoping is less extreme for juveniles than adults, and the bounding adjustment factor for juveniles was typically larger than that for adults.

Using the same methodology used to calculate the NCVS bounding factor across all ages, an age-specific bounding factor was calculated and applied to the victimization estimates to determine if telescoping might differ by age group, which it does, suggesting that an age-specific adjustment factor may be appropriate. **Tables 2-15** and **Figure 2-7** present violent victimization rates for various age groups by bounding factor method.

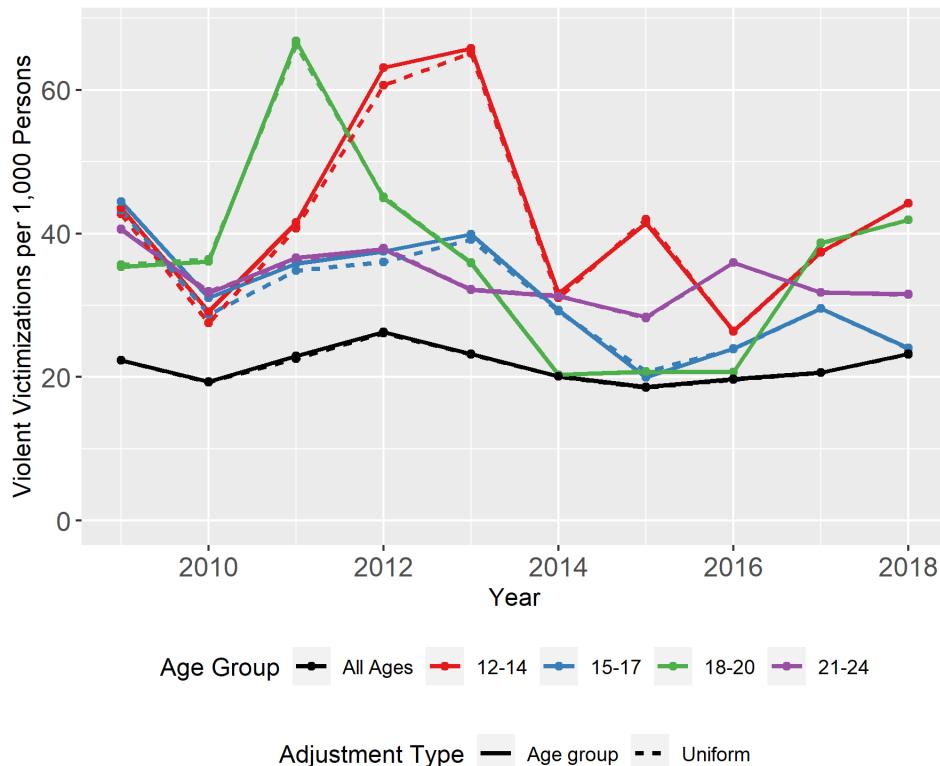
Table 2-15: Victimization rates by bounding factor method and age group, 2009–2018

Year	Uniform bounding factor (current method)					Age group-specific bounding factor ^a				
	All Ages	12–14	15–17	18–20	21–24	All Ages	12–14	15–17	18–20	21–24
2009	22.3	42.7	43.2	35.7	40.7	22.3	43.5	44.4	35.4	40.5
2010	19.3	27.5	28.8	36.4	31.9	19.4	29.1	31.0	36.1	31.7
2011	22.6	40.7	34.9	66.2	36.2	22.9	41.5	35.8	66.8	36.6
2012	26.1	60.6	36.0	45.1	37.9	26.3	63.1	37.5	45.0	37.8
2013	23.2	65.1	39.2	35.9	32.2	23.2	65.8	39.9	35.9	32.2
2014	20.1	31.0	29.2	20.3	31.3	20.1	31.6	29.3	20.3	31.3
2015	18.6	42.0	20.8	20.7	28.2	18.6	41.5	19.9	20.8	28.4
2016	19.7	26.3	23.9	20.7	35.9	19.7	26.4	24.0	20.7	36.0
2017	20.6	37.4	29.5	38.7	31.7	20.6	37.5	29.6	38.7	31.8
2018	23.2	44.2	24.0	41.9	31.5	23.2	44.2	24.0	41.9	31.6
2009–2018	21.5	41.8	30.9	36.2	33.7	21.6	42.5	31.6	36.2	33.7

^a Bounding factor calculated for 12–17 and age 18+ separately.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Figure 2-7: Victimization rate by age group and bounding factor method



Note: See **Table 2-15** for estimates.

Source: Bureau of Justice Statistics, National Crime Victimization Survey, 2009–2018 Public-Use Files.

Key takeaways from **Table 2-15** and **Figure 2-7** include the following:

- Using adjustments specific for juveniles vs. adults seems to have relatively little impact on adjusted victimization rates (note that dotted lines and solid lines are very close to one another), but these are only initial findings and additional research is necessary.
- During this decade, victimization rates are relatively flat when looking at the age 12+ population, but there is more fluctuation across the 12–14 and 18–20 age groups.

2.7 Secondary Analysis Conclusions

This section summarizes the secondary analysis conclusions. It should be stated that although these conclusions focus on juvenile respondents, some of them apply to other or all age groups and are true of the NCVS in general. Response rates for juvenile respondents in the NCVS have typically been lower than they are for adults. Response rates have been declining over time for all age groups, but the decline has been more precipitous for juvenile respondents.

Response rates are considerably lower for 15–17-year-old youth than they are for 12–14-year-old youth, which corresponds with the fact that proxy interviewing by parents is more prevalent for the youngest (12–13-year-old) NCVS respondents. In other words, if the proxy interview rate for 12–14-year-olds was lower, the response rate for 12–14-year-olds might also be lower and comparable with 15–17-year-olds. The rate of proxy interviewing has been increasing over time for older youth in the NCVS, however. The

variation in response rates and the downward response rate trend, especially for juveniles, led to and informed Task 2, which involved cognitive interviewing and identifying methods that parents and youth thought could improve juvenile participation in the NCVS.

In terms of relationships across response rates and the number of times a youth has been part of the NCVS sample and the number of interviews a youth has completed in the NCVS, the trends do not differ from those for older respondents. Rates of item missingness for juvenile respondents in the NCVS are extremely low, just as they are for older respondents.

In terms of representativeness, youth of both sexes and various races/ethnicities are underrepresented in the NCVS relative to the ACS; however, coverage for youth with various characteristics is largely good, indicating that the weighting scheme used by the NCVS is, for the most part, effective in yielding a representative sample of juvenile NCVS respondents. Response rates for youth do not vary much by household characteristics, but youth with fewer adults and fewer other children in the household tend to respond at higher rates. Larger households with more members have lower response rates and are underrepresented in the NCVS.

Several interview characteristics seem to be associated with violent victimization rates, although these patterns appear to be largely true for older respondents as well. Proxy interviewing is correlated with considerably lower violent victimization rates than when youth are interviewed directly themselves. This finding led to and informed Task 3, which involved a proxy study in which victimization rates that result from parent (proxy) interviews are compared with victimization rates that result from youth being interviewed directly. Similarly, telephone-based interviewing is associated with lower violent victimization rates than in-person interviewing. Whether someone else was present during the interview is associated with the resulting violent victimization rate; however, there is not a consistent pattern in this relationship across age groups.

In terms of telescoping and the application of bounding adjustment factors to offset it, juvenile violent victimization rates seem to be less impacted by telescoping but are impacted more by the application of the standard bounding adjustment factor. However, using an age-specific bounding factor does not impact rates much and is not recommended due to the additional complexity implementation involves.

Together, these findings bolster the need for additional research into areas of potential concern, in the form of the following research questions that BJS and RTI set out to address with the work described in the remainder of this report under Tasks 2 and 3.

- What could be done to improve comprehension of the NCVS questions by juveniles in the NCVS, which could, in turn, improve data completeness and validity and increase confidence in the victimization estimates for juveniles?
- What could be done to the NCVS recruitment methods and materials to increase participation (response) rates in this NCVS?
- How much does the use of proxy interviewing, the rate of which has been increasing over time, impact victimization estimates for juvenile respondents?

3 Cognitive Interviewing of the Revised NCVS Instrument and Parental Review of NCVS Recruitment Methods and Materials (Task 2)

3.1 Background

Interviewing youth (ages 12–17) about crime and victimization poses a variety of potential measurement challenges. By virtue of their cognitive and psychosocial development, juveniles may not interpret survey questions in the same way as adults. Youth may also have limited cognitive ability and experience and thus may not understand critical items and concepts. Victimization is also a potentially sensitive topic. For these reasons, age-appropriate adaptations may be needed to ensure sufficient validity of interviews conducted with youth. Lack of youth participation (be it the child’s decision or parent’s lack of consent) has also been a concern that could result in nonresponse bias and measurement error. To assess these concerns and learn more about problems potentially introduced in juveniles’ data, BJS and RTI developed a study plan to conduct cognitive interviews of youth and their parents to learn more about question comprehension, participant motivation, and information delivery for parents.

This task uses revised NCVS questions from a national field test¹⁷ and includes an assessment of parent perceptions regarding NCVS recruitment, followed by the proxy interview study (Task 3). The interviews conducted for this task were conducted in two phases to allow early information learned in the first phase of interviews to inform instrument modifications that could then be tested in the second phase.

The original intent for Tasks 2 and 3 was to conduct in-person interviews with juveniles and their parents. These interviews were to take place at locations around the country where RTI has an office location to use as an interviewing facility. RTI offices were intended to be used to provide legitimacy and reassurance to parents who may be uneasy about their child talking alone with a stranger. Preparations were underway to begin in-person interview recruitment in February 2020 when it became evident that the COVID-19 pandemic was going to be a national issue. Shutdowns and travel restrictions quickly went into place, and in consultation with BJS, the RTI project team adjusted the data collection approach to make all interviews virtual, employing innovative new methods of recruiting participants, obtaining consent, securing privacy, and observing participant levels of distress. These methods are described below.

In this section, we discuss the recruitment methods used for Tasks 2 and 3, describe the interviewing methods used in both juvenile and parent interviews, and provide detailed findings and recommended revisions as a result of the interviews. This section also includes the rationale for the revisions and the final item wording as approved by BJS. Individual cognitive interview participant information, findings, and recommendations for Phase 1 and Phase 2 of the study are presented in **Appendices B** and **C**, respectively. Detailed findings from interviews with parents about study contact materials are located in **Appendix E**, with summary findings presented in this section.

3.2 Overview of the Cognitive Interview Task

This task was conducted in Summer and Fall 2020. It included 106 cognitive interviews with juveniles (ages 12–17) conducted by RTI to test the redesigned field test version of the NCVS and to improve the

¹⁷ For more information on the field test, see https://www.reginfo.gov/public/do/PRAViewDocument?ref_nbr=201907-1121-005

measurement of youth victimization. The cognitive interviewing study comprised two phases. Phase 1 interviews ($n=49$) took place over 6 weeks in June/July and involved cognitive testing on the redesigned field instrument. Phase 2 interviews ($n=57$) took place over 4 weeks in August/September and comprised cognitive interviews of the same instrument but with revisions made based on findings and recommendations from the first phase of interviewing.

During both phases of juvenile cognitive interviewing, parents who completed the screener and provided consent for their child to participate were invited to an interview to review recruitment materials and discuss parents' decisions to let their child participate in a survey like NCVS. A total of 65 parents completed a parent interview across Phases 1 and 2 during the same time frames. Phase 1 parent interviews ($n=34$) focused on parents' thought processes in allowing their child to participate, their concerns, and what materials may be helpful when making this decision. In the Phase 2 interviews ($n=39$), parents provided feedback on brochures and other contact materials RTI developed in consultation with BJS based on the Phase 1 parent interview findings.

3.3 Recruitment Methods

RTI used a single recruitment effort to recruit and select families for the Cognitive Interviewing and Proxy Tasks.

3.3.1 Recruitment Platforms

Recruitment began in June 2020 after a delayed start because of the COVID-19 pandemic. Originally, interviews were to be conducted in person, and recruitment would have been clustered in cities and areas where RTI offices were available as interviewing facilities. Once shutdowns and travel bans were put in place, RTI altered the approach to developing methods of online interviewing and a broader, national online recruitment approach. RTI then developed a virtual recruitment strategy targeted at parents of youth ages 12–17 through online platforms.

The majority of participants were identified from social media advertisements on Facebook. Ads were also placed on sites like Reddit, Pinterest, and Instagram, but those did not yield results, so they were abandoned. MTurk began as our primary recruitment mode (described below) but was soon phased out in favor of Facebook ads because they proved to be more effective and less costly. Additionally, toward the latter half of recruitment, the research team added language to our recruitment email asking parents to also forward the eligibility survey link to any other parents with children ages 12–17 who might be interested. All recruitment methods took parents to a single online eligibility form where responses were then used to select families and specific children.

MTurk

MTurk is a crowdsourcing platform where a requester (e.g., a social science researcher) can post work opportunities (e.g., survey participation) called Human Intelligence Tasks (HITs). When a HIT is posted on the platform, interested MTurk workers accept and complete the task in exchange for prespecified incentives. Requesters are given the opportunity to review work done on the task before the incentive is delivered to the worker. Cases that pass a requester's data quality checks are approved on Amazon's MTurk system (i.e., paid the incentive), whereas cases that do not meet data quality standards are rejected (i.e., not paid).

Recruitment on MTurk took place in June 2020 and consisted of three HITs. RTI's recruitment strategy was to place a HIT for completing the eligibility survey that was visible only to English-speaking workers

located in the United States. Workers who accepted the survey participation HIT were redirected to the online eligibility form. Everyone who completed the eligibility form was provided a small incentive (\$0.25) regardless of their eligibility to participate in an interview. Very few people who completed the form were found to be eligible, and even fewer responded when a recruiter reached out to them. Comparatively, other methods resulted in many more eligible and willing participants, so recruiters ceased this method of recruitment early on.

Facebook

Facebook for Business allows researchers to post advertisements (e.g., links to surveys) to the Facebook social media platform. Facebook is an attractive recruitment platform for researchers because of its widespread use. Furthermore, each advertisement campaign can be targeted (i.e., shown to) individuals with prespecified characteristics (e.g., age, gender, location, interests).

Facebook charges the researcher each time a user clicks the advertisement (e.g., accesses the eligibility form), so the advertisement is shown to users until the prespecified budget for the advertisement campaign is spent. In the context of survey research, Facebook only tracks the number of times a link is clicked via the advertisement. Users can copy and share the link without restriction. Therefore, unlike MTurk, Facebook does not allow the researcher to control the number of individuals who access a link directly.

RTI posted an advertisement for the eligibility form using Facebook for Business (see the example ad in **Appendix F**). A recruiter created a graphic with information about the study that took prospective participants to the eligibility form when clicked. The Facebook advertisement ran from June 2020 to December 2020 and was used for recruitment for both phases of the cognitive interviews and the proxy study.

The advertisement campaign was targeted to recruit male and female Facebook users between ages 25–55 living in the United States. The age range was chosen to maximize efficiency since those ages were most likely to have children in our target range. Initially, the advertisement campaign used filters to target Facebook users identifying as parents; however, this resulted in few views, so this filter was removed. The ad text specifically referenced parents of teenagers and noted the topic of the study and mentioned the goal of conducting virtual interviews with youth. Like with MTurk, individuals who clicked the advertisement on Facebook were redirected to our online eligibility form.

3.3.2 Determining Eligibility

The online study eligibility form (see **Appendix G**) was programmed using Voxco Acuity software. This form collected parent reports on demographics for all youth in the household between the ages of 12–17; each child's experiences with theft, attacks, and unwanted sexual contact in the past 12 months; household characteristics (the number of adults, household income) and questions intended to determine whether the household could meet the technological requirements to facilitate video interviews (e.g., devices, internet access); and parent willingness to let their child participate in an interview. Parents were also informed that they could participate in a separate interview. For the Task 2 Cognitive Interviews, it was optional for the parent to participate in a separate interview (the parent recruitment materials interview). For Task 3 (Proxy Study), it was required that both the child and parent be willing to participate in an interview for the family to be eligible.

Once a parent completed the online eligibility form, recruiters reviewed the data and decided which families to contact, keeping in mind the need for variation in demographics and most serious crime type. Youth who were victims were prioritized over non-victims, and more serious crime types were prioritized over less serious crime types. In descending order, our hierarchy of most serious crime type was as follows: none, theft, attack, and unwanted sexual contact.

3.3.3 Respondent Selection and Outreach

Over the course of the project, RTI recruiters reached out to 699 parents (153 in Phase 1; 205 in Phase 2; 341 for proxy study) who responded to the recruitment advertisements. Ultimately, this outreach resulted in 353 interviews (106 cognitive interviews, 65 parent interviews, 182 proxy interviews [91 parent-child pairs]). Once selected based on the eligibility form, recruiters contacted parents via email to schedule an initial call. This email included the consent forms for the parent's pre-review. During the initial calls, the recruiter verified that the parent understood the study (including the information in the consent forms), verbally obtained parental consent, confirmed that the child would have a private location for participation in the interview, and confirmed that the child had access to a reliable device with both audio and video capabilities.

For the proxy study, parents were asked to confirm they could meet these technological requirements to ensure the child and parent could be interviewed simultaneously. The proxy interviews were scheduled to take place at the same time to ensure data integrity and interview independence because staggered interviews could result in respondents conveying to one another how they answered the questions. One objective of this call was for recruiters to make sure parents understood the survey content and the sensitive types of questions their child would be asked and understood the reasoning behind the way some questions are asked, especially those that are more personal or sensitive, so they could make completely informed decisions about their child's participation. After the recruiters obtained verbal parental consent, the child and parent (when applicable) were then scheduled for interviews. To document the verbal consent received on the call, parents were sent a link to an electronic version of the consent form and were required to fill it out before the child could participate in the interview.

3.4 Participant Information

Table 3-1 breaks down the demographics reported by parents in the eligibility form for all 106 youth who were interviewed across both phases. Demographic information was not collected on parent participants.

Table 3-1: Cognitive interview sample, by demographic characteristics of Phase 1 and Phase 2 participants

Demographic characteristics	Total		
	Count	Percent	%
Total	106	100	%
Child Sex			
Male	45	42	%
Female	61	58	
Age			
12	19	18	%
13	21	20	
14	15	14	
15	15	14	
16	23	22	
17	13	12	
Race/Ethnicity ^a			
Hispanic	30	28	%
White	66	62	
Black	31	29	
American Indian/Alaska Native	6	6	
Asian	9	8	
Native Hawaiian/Other Pacific Islander	3	3	
Other	12	11	
More than one race	28	26	
Household Income			
Below \$30,000	18	17	%
Above \$30,000	82	77	
Prefer not to say	6	6	

^a Race/Ethnicity numbers do not sum to total because participants could choose more than one.

Youth participants were recruited based on information their parent provided about their victimization, and there were noticeable discrepancies in how a participant was categorized at recruitment (in the eligibility form) and their final categorization after completing the interview (see **Tables 3-2 and 3-3**). Almost half of participants ended up reporting a different type of “most serious” victimization than what their parent had reported (as the most serious victimization) in the eligibility form (e.g., a parent indicated that the child’s most serious type of victimization was theft, but the child endorsed being the victim of a sexual assault during the interview). A quarter of all participants were recruited as “non-victims” but endorsed some type of victimization during the interview. In addition, there were situations in which the parent and child were thinking of different incidents that were the same incident type.

Table 3-2: Cognitive interview participants’ most serious victimization, recruited vs. self-reported

Most Serious Victimization	Recruited Most Serious Victimization		Self-Reported Most Serious Victimization		%
	Count	Percent	Count	Percent	
Total	106	100	106	100	%
Theft	24	23	22	21	
Attack	12	11	31	29	
Unwanted sexual contact	7	7	9	8	
Break-in	0	0	1	1	
None	63	59	43	41	

Table 3-3: Cognitive interview participants' most serious victimization, victim vs. non-victim

Most Serious Victimization	Count	Percent	%
Recruited Type (R) ≠ Self-reported Type (S)	50	47.0	
Non-victim (R) → Victim (S)	26	25.0	
Victim (R) → Non-victim (S)	6	6.0	

3.5 Interviewing Methods

All youth and parent interviews were conducted by experienced RTI staff who first completed a training on the interview guides, handling emotional distress situations, logistics of virtual interviewing, and all study protocols. All interviews were conducted via video-interviewing through Zoom, a secure, online videoconference platform and facilitated by an RTI interviewer. Both interviewers and participants were required to be in a private setting during the interview and were encouraged to wear headphones.

Participants were told they needed to keep their video on, and interviewers were trained to stop the interview if the participant lost video capabilities. Video was required so the interviewer would be able to assess the participant for signs of distress and possibly pick up any non-verbal cues provided.

Interviewers had an Emotional Distress Protocol (**Appendix H**) to follow if they detected signs of distress. The interviews lasted about 45 minutes, and participants were provided with a \$40 Amazon.com gift card to help offset the costs of data usage from participating in the virtual interview. The gift cards were provided in the form of gift card codes that were either emailed or texted to the participant or the parent, based on the participant's preference. Below we describe the interviewing methods specific to the juvenile or parent interviews.

3.5.1 Juvenile Cognitive Interviews

Before the start of the interview, verbal assent was obtained from the juvenile and the interviewer signed an assent form declaring that they went over the assent with the participant and they had agreed to participate. All interviewers used a cognitive interview protocol that was based on the most recent version of the NCVS programming specifications provided by BJS. The protocol development resulted in reformatting the programming specifications for in-person, pencil-and-paper administration. Using this protocol, interviewers asked juvenile participants the NCVS survey questions as they were written, then followed up with both scripted and unscripted probes to evaluate the participants' understanding of the survey questions. Interviewers were encouraged to use spontaneous probing when needed to further understand the incident the participant was referencing, especially if they had difficulty answering any of the questions. Probing was done both concurrently and retrospectively.

Survey questions were revised before Phase 2 based on the findings and recommendations from the Phase 1 interviews (see **Appendix B** for Phase 1 Cognitive Interview Report). These revisions were agreed upon by BJS and RTI. Phase 2 procedures were identical to Phase 1 with one exception. During Phase 1, interviewers discovered that 45 minutes was not enough time to get through all the modules for most victims. As a result, if a participant was identified in Phase 2 as a victim based on how they answered the NCVS screening questions in the interview, they were asked if they would be interested in participating in a second 45-minute interview in which they would receive another \$40 Amazon.com gift card. If the participant said yes, another interview was scheduled, and parent permission was confirmed. Twenty-one participants reported being victims and completed two interviews. As a result, more data

were collected in Phase 2, not only because of a greater number of participants but also because some participants completed 90 minutes of interviewing as opposed to just 45 minutes.

Similar to Phase 1, a report with findings and recommendations was created after the completion of Phase 2 (see **Appendix C** for Phase 2 Cognitive Interview Report). These recommendations were reviewed by BJS and discussed with RTI. The final changes to the survey questions for this testing effort are presented in this report.

3.5.2 Parental Review of Recruitment Materials and Procedures

During the Phase 1 parent interviews, the interviewer described the NCVS recruitment and data collection procedures and asked questions to elicit participant feedback about each step in the outreach and recruitment process to help guide recommendations for NCVS modifications to increase participation from youth respondents. During the Phase 2 parent interviews, the interviewer shared their screen and showed participants materials from the lead mailing, including the lead letter, a Q&A document, and the existing NCVS brochure. The interviewer then displayed a newly developed brochure (drafted by RTI) for parents that included additional information about youth participation. This brochure was developed based on recommendations provided by parents in the first phase of parent cognitive interviews, which focused on the type of information parents would want to know. Following these displays, the interviewer then asked questions about the effectiveness of the brochure, followed by additional questions about recruitment and scheduling.

3.6 Review of Recruitment Materials and Procedures and Reasons for Participation

The parent component was developed to gather information from parents on their decision to let their child participate in a study like NCVS and determine what kind of information they would want as parents and in what format. The findings from this study were intended to enhance understanding about how to increase participation of youth ages 12–17 by increasing parent consent and youth interest. Along with the parent study focus on contact and recruitment materials, both juveniles and parents were asked about their decision to participate/allow their child to participate at the beginning of their interviews. This section provides a summary of the parent interview findings and recommendations followed by reasons provided by parents and youth for participating in this study. The report from the Phase 2 parent interviews that provided more specific feedback on drafted contact materials can be found in **Appendix E**.

3.6.1 Parent Interviews – Review of Recruitment Materials and Procedures

The primary purpose of the parent interviews was to review, modify, and test NCVS data collection protocols and recruitment materials to see what approaches would be most closely associated with higher participation among parents and youth. For this activity, BJS provided updated redesign recruitment and communication materials for use in the field for the NCVS Redesign Field Test. RTI reviewed these materials and recommended adaptations for use with juveniles, including the development of a brochure to highlight the importance of NCVS interviews with youth.

Brochure Findings and Recommendations

In Phase 1, parents agreed that it would be helpful to see a brochure specific to the importance of youth participation in the NCVS and that it could help increase participation (although not all parents indicated they and their children would read such a brochure). The feedback they provided about potential brochure content was used to create a draft brochure (**Appendix I**) to share with parents in Phase 2.

When interviewers spoke with parents in Phase 2, reactions to the newly developed brochure were overwhelmingly positive. There was some confusion about the intended audience of the brochure as it was worded. It appeared that it would be helpful to have separate brochures for parents versus youth. If separate brochures are not advisable, the brochure could be lengthened to include a youth-focused section.

According to parents, the brochure design could be strengthened by using brighter colors, eye-catching graphics, and more casual fonts. Any youth-focused components should use bullets or icons rather than long sentences. The brochure content was perceived to be comprehensive. Parents felt that some important aspects should be emphasized, including the importance of the study, confidentiality, and how the information will be used. If possible, some participants would appreciate notifications of reports resulting from the study—mentioning this possibility in a brochure could be helpful. The language used in the brochure was generally deemed to be clear and understandable. Some specific wording changes are suggested in **Appendix E**. There were also some concerns about acronyms needing to be defined more often.

According to parents, the layout of the back cover should offer multiple avenues for obtaining more information. By dropping the images of the report covers in the parent-focused brochure (mentioned by many participants as not effective), more space can be made for web links, QR codes, or text that can provide more information. Pointers to social media need to be more than icons and include URLs or profile information.

Other Communication and Interview Procedure Findings and Recommendations

According to parents, having a social media presence can be a powerful recruitment strategy, but the content may need to vary by platform (with parents more likely to visit official websites, Facebook, and Twitter, whereas youth are more likely to visit Instagram, Snapchat, TikTok, and YouTube, as well as “fun” websites). Once created, accounts on these platforms will need to offer fresh content and a way for youth to engage with them.

In both rounds of interviews, we learned that parents would find it helpful to better understand the topics of the interviews or be able to see example questions. This may be helpful content to include in the Q&A document or provide in a separate link.

Based on the interview findings, some modifications to the NCVS procedures that might make parents more comfortable with allowing their child to participate or otherwise facilitate youth participation include mentioning information about field representatives’ background checks (and possibly providing a supervisor’s contact information) in the lead mailing and setting up a scheduling portal.

If BJS is considering having Census field representatives contact youth directly to schedule interviews, they should know that interviewers found that direct contact with children should only be attempted after the parent has developed a rapport with the interviewer, after parent permission has been obtained (and this process should explain to parents how the child’s contact information will be protected), and, critically, only with the parent included on the representative’s communication with the child. Texting (in a group message with the parent) was perceived to be much more effective, particularly for young children, than emailing.

Finally, when parents were asked about the acceptability of alternative modes of interview administration (if they were hypothetically available in the NCVS), including web-based surveys and videoconferencing, parents felt that these modes would likely be acceptable to youth (and perhaps more acceptable than the existing modes of in-person and telephone interviewing). Some parents felt that web-based surveys may work better for older youth (16–17), whereas videoconferencing and in-person interviewing may be more appealing to younger youth.

3.6.2 Reasons for Participating in the NCVS Juveniles Study

When parents and youth were asked about their motivations to participate, their responses were recorded and analyzed for themes. The findings from this line of questioning are provided below for both parents and youth.

Parent Reasons for Participating

Upon providing consent for their child to participate in the study, parents were asked what factors led them to decide to participate. Responses were coded into the five themes below, which are not mutually exclusive because parents could have provided several reasons for allowing their child's participation.

1. *The opportunity was interesting and seemed like it would be beneficial to the child (51%).* The most common reason parents provided for their child's participation was that the opportunity sounded interesting or that they felt participation would be somehow beneficial to their child. Some parents noted their (or their child's) general interest in research, social science, sociology, criminal justice, or juvenile justice. Others felt that the opportunity would be beneficial specifically because the child had experienced criminal victimization and that it would be helpful for them to talk about their experiences, with a few noting that the child had negative experiences with the justice system. Some parents simply felt that it would be a good opportunity for the child to voice their opinion or that it would be a good learning experience for the child.
2. *The child's participation would make an important contribution to research/society (28%).* In addition to any benefits to their child specifically (reflected in reason #1 above), some parents noted the importance of this research and felt that their child's participation would be beneficial to society and foster improvements to research or crime prevention. Some of these parents noted that they or their child wanted to make a difference and help their community. Some parents felt that getting youth perspectives was really important, with a few noting that because their child had experienced victimization, they thought the child's perspective could be very beneficial.
3. *The financial incentive (21%).* Some parents noted that the reason for providing permission for the child to participate was the \$40 Amazon.com gift card offered for participation. Most parents simply noted that their child wanted the gift card; others noted that it was a good opportunity for their child to earn some money.
4. *The family has done other research studies (11%).* Some parents noted that their decision to allow their child to participate was based on the parent's or the child's previous experience participating in focus groups or interviews for research studies.
5. *Other reasons (10%).* A few parents provided other reasons for allowing their child to participate. Some noted that they had been told about the opportunity from a friend. A few noted that the

opportunity did not seem “too negative” or that they were not worried about the topics that would be covered. One noted that the opportunity seemed legitimate, and another indicated that they had heard of RTI.

Juvenile Reasons for Participating

Upon agreeing to participate, youth were asked about what factors led them to decide to participate. Responses were coded into the five themes below, which are not mutually exclusive because youth could have provided several reasons for participating. Interestingly, the top three reasons for participation provided by youth are consistent with the parents’ reasons outlined previously. However, the order of the top two themes is reversed (i.e., for youth, the benefits to society were more influential than the personal benefits whereas for parents, the benefits to their child were more influential than the benefits to society). Additionally, a common reason for participating among youth was simply that their parent had told them about the opportunity.

1. *Desire to help* (39%). The most common reason youth provided for their decision to participate in the study was that they wanted to help other people, including other youth. Some noted that they wanted to make things safer for others, with a few noting that the crimes covered in the study happen to lots of people or had happened to their friends. Some noted that the study was very important or that research generally was important, so they wanted to be useful and help the study. One noted that they wanted to make sure the government could support youth, and one noted that it was important to make sure different voices are heard.
2. *Desire to be heard* (34%). Some youth participated because they thought the opportunity sounded interesting and like a good learning experience for them. Several specifically noted that they wanted their voice to be heard and liked expressing their opinion generally. A few specifically noted that their participation was based on a desire to process what had happened to them personally (in terms of crime incidents).
3. *The financial incentive* (30%). Some youth indicated that the \$40 Amazon.com gift card was a factor in their participation. Some noted that they wanted to purchase something for themselves, and others noted that they wanted to purchase something for someone else.
4. *Parent told them about it* (23%). Some youth simply indicated that they participated because their parent had told them about the opportunity.
5. *Other* (14%). Other reasons for participating were boredom (with some youth noting that during the pandemic, they were stuck at home and had limited opportunities for social interaction), the fact that the opportunity “did not seem hard,” or that the child had participated in research studies before. Some youth could not articulate why they chose to participate.

3.7 Juvenile Cognitive Interviews Findings and Recommendations

Both question-specific and overarching themes arose during the analysis of each phase of interviewing. Findings that are not related to an individual question are presented first, followed by specific question findings and recommendations, organized by the NCVS module.

3.7.1 General Survey Feedback

Phase 1 General Survey Feedback

Participants were generally engaged and cooperative throughout the interviews. The virtual modality worked well, with the interviewers able to monitor the participant's level of engagement and distress. Respondents were thoughtful in their reflections on the survey when they reached the end. Responses varied when participants were asked about whether the survey questions are personal and invasive but that seemed to depend on whether they had experienced victimization. Some participants did not find the survey personal but hypothesized that others would. The questions related to sexual assault appeared to be perceived as the most sensitive, even for non-victims.

Few participants said they found the survey questions to be challenging. At that point in the interview, most participants who did report challenges could not remember which questions were confusing or challenging. Only a few participants thought being able to enter responses into the laptop themselves would be helpful; they elaborated that the sexual assault questions or questions with long responses might be good for that. Participants shared many challenges their peers might face in doing an in-person survey, with discomfort or nerves being the most common. They also noted that they thought some youth would have busy schedules, and others would not be truthful in their responses to the interviewer. Participants were generally positive about the possibility of taking the survey online, but some said they would prefer talking with the interviewer. There does not appear to be a one-size-fits-all approach in terms of preferred survey mode.

Phase 2 General Survey Feedback

Similar to Phase 1, participants in Phase 2 were generally engaged and cooperative throughout the interviews. The virtual modality worked well, with the interviewers able to monitor the participant's level of engagement and distress. A few participants—all of whom were sexual assault victims—exhibited signs of emotional distress. Two of these participants began crying when they were providing their narrative at the end of the survey. Both participants were 16 years old and had been able to answer the survey questions without incident up to that point. Another participant, a 12-year-old sexual assault victim, was only able to answer questions up through the Sexual Assault Screener. By the end of the screener, the respondent was just sitting there silently and not answering the questions until the interviewer reminded them that they did not have to answer any questions they did not want to. Eventually, the participant dropped off the call for a few minutes but later rejoined. The respondent had clearly been crying so the interviewer stopped the interview at that point.

Aside from those incidents, participants provided thoughtful feedback on the questions and shared when they were confused or did not know how to answer a question. Participants commented on the questions being professional but noted that questions regarding sexual assault, emotions, and details of their past experiences seemed very personal, though non-invasive. Participants' ratings of how personal the survey was varied on a scale from 1 to 10 (1 = "not personal at all" and 10 = "very personal"). About two-thirds of participants gave a rating from 1–5, whereas about one-third of participants gave a rating from 6–10. Of participants who gave a lower rating, they noted things like the questions being "professional" and that the survey did not seem very personal or invasive to them because they personally did not experience attacks, threat of violence, theft, or sexual assault. Of participants who rated the survey higher on the scale, many of them noted that questions regarding sexual assault, attacks, disability, their reactions and opinions about the police, and their emotions regarding certain

instances seemed very personal. However, many participants said they understood the purpose of the questions, so they found them more personal than invasive. A few participants thought questions related to sexual assault and attacks would be more comfortable if asked on a computer instead of in person, but the vast majority of participants felt comfortable answering all of them with an interviewer.

More than half of participants said they would complete the survey if it was an online survey. About a quarter said they preferred the interviewer interaction, and the rest of the participants did not have a preference. Those who said they would complete the survey online felt it would be more comfortable and convenient, but they also mentioned that youth may forget to take the survey online. Consistent with Phase 1 findings, there appear to be varying opinions on the preferred mode of data collection.

3.7.2 Question-Specific Findings and Recommendations

Throughout the cognitive interviewing protocol, participants were probed on specific questions and encouraged to share their thoughts even when the interviewer did not specifically ask for their feedback. The questions for which feedback was provided are described below, along with a summary of Phase 1 and Phase 2 findings and recommendations for revisions. Reports for Phases 1 and 2 with more detailed information can be found in **Appendices B** and **C**.

Household/Personal Characteristics

Household Characteristics

H26¹⁸

Original Question:

How many people age 18 or older live with you?

In Phase 1, some participants provided responses that did not answer the question, such as listed or gave ages of household members instead of a number. At that point, the question wording was revised to ask, “**What is the total number of people age 18 or older who live with you?**”

When that version of the question was used in Phase 2, it worked well. A few participants provided the same type of responses, but the research team unearthed a new finding. A few participants in Phase 2 had divorced parents and spent time at both houses. They had difficulty answering this and some subsequent questions because different people were living at each household. The Phase 2 recommendation was to add the word “here,” so youth knew to think about the people living in the house they were currently being interviewed in.

Proposed Revision:

What is the total number of people age 18 or older who live with you (IF AGE<18: here)?

H2719

Original Question:

Not counting yourself, how many other people under the age of 18 live with you?

¹⁸ The Household Characteristics module is not in the NCVS Redesign Instrument Specifications so these changes were not reflected in the revised specs.

¹⁹ The Household Characteristics module is not in the NCVS Redesign Instrument Specifications so these changes were not reflected in the revised specs.

A number of participants in Phase 1 provided responses such as “sister” or listed the ages or included themselves. As a result, the question wording was changed for Phase 2 to **“Not counting yourself, what is the total number of people under the age of 18 who live with you?”**

In Phase 2, most participants had no difficulty answering this question. One participant initially included themselves in their response but then self-corrected and changed their answer. The same issue with multiple households was found as one participant provided people under the age of 18 that lived with them at two different houses, due to divorced parents. The Phase 2 recommendation was to add the word “here”, so youth knew to think about the people living in the house they were currently being interviewed in.

Proposed Revision:

Not counting yourself, what is the total number of people under the age of 18 who live with you (IF AGE<18: here)?

H2820

Original Question:

Is anyone who lives with you...

	Yes	No
a. Ages 0 to 11?	1	2
b. Ages 12 to 14?	1	2
c. Ages 15 to 17?	1	2

Some of the younger participants (12–13) in Phase 1 included themselves when answering this question. No changes were made to this question, but the same issue was found in Phase 2 where participants were either including themselves or asking if they should include themselves. The Phase 2 recommendation was to include “Not counting yourself” as was done in previous questions and adding “here” for juveniles.

Proposed Revision:

Not counting yourself, is anyone who lives with you (IF AGE<18: here) ...

	Yes	No
a. Ages 0 to 11?	1	2
b. Ages 12 to 14?	1	2
c. Ages 15 to 17?	1	2

²⁰ The Household Characteristics module is not in the NCVS Redesign Instrument Specifications so these changes were not reflected in the revised specs.

Person Characteristics I

PC1

Original Question:

How long have you lived at your current address?

- 1 LESS THAN 6 MONTHS**
- 2 AT LEAST 6 MONTHS, BUT LESS THAN 1 YEAR**
- 3 AT LEAST 1 YEAR, BUT LESS THAN 5 YEARS**
- 4 5 YEARS OR MORE**

In Phase 1, some participants had difficulty answering this question because they were not sure how long they had lived at their current house. Some said they knew because their parents reminded them on the anniversaries or they heard their parents talking about it. Others who had been there less than a year had difficulty deciding if it had been more or less than 6 months. When an interviewer gave them a holiday and asked if it was before or after that, it seemed to help participants select their answers.

After Phase 1, the question was revised to provide probes for juveniles participants such as “**Have you heard your parents or others talk about how long you’ve lived at this address? What did they say?**” For those who were not sure if it had been at least 6/12 months or not, the question was revised to ask, “**Do you know if this was before or after (PICK HOLIDAY: Thanksgiving/4th of July/Valentine’s Day, etc.)?**” Part of this recommendation was to include this instruction on part of the instrument where a participant may have to discern a month or timeframe when something occurred. Other than questions specifically listed here, this probe was not added throughout the programming specs as BJS may want to discuss where and how to add this type of probing instruction. All the participants in Phase 2 were able to answer this question without difficulty.

Proposed Revision:

How long have you lived at your current address?

IF NEEDED (FOR JUVENILES), ASK: Have you heard your parents or others talk about how long you’ve lived at this address? What did they say?

IN THIS SECTION IF R IS NOT SURE ABOUT THE TIME IN THE PAST 12 MONTHS, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS: Do you know if this was before or after (PICK HOLIDAY: Thanksgiving/4th of July/Valentine’s Day, etc.)?

- 1 LESS THAN 6 MONTHS**
- 2 AT LEAST 6 MONTHS, BUT LESS THAN 1 YEAR**
- 3 AT LEAST 1 YEAR, BUT LESS THAN 5 YEARS**
- 4 5 YEARS OR MORE**

PC3

Original Question:

Have you been homeless or without a regular place to stay at any time in the past 12 months, that is, since (DATE 12 MONTHS AGO)?

- 1 Yes**
- 2 No**

In Phase 1, only one participant answered yes to this question but said that they were staying with a grandparent and not actually homeless. In an attempt to mitigate this from happening again, we emphasized “***homeless or without a regular place to stay***” in Phase 2. The results from Phase 2 testing were the same; one person was staying with a family member between homes and answered yes. However, it appeared the addition of emphasis did not result in new confusion, so the recommendation was to leave it emphasized.

Proposed Revision:

Have you been *homeless or without a regular place to stay* at any time in the past 12 months, that is, since (DATE 12 MONTHS AGO)?

- 1 Yes
- 2 No

PC6

Original Question:

AT ANY TIME during the past 12 months, that is, since (DATE 12 MONTHS AGO), did you have a job or work at a business?

- 1 Yes
- 2 No

One participant in Phase 1 had difficulty answering this question because they were unsure if they should count jobs they had done for their mother. The question was revised for Phase 2 to include the information also provided in P5C, “***Do not include volunteer work or work around the house.***” This addition worked well in Phase 2, so it was retained.

Proposed Revision:

AT ANY TIME during the past 12 months, that is, since (DATE 12 MONTHS AGO), did you have a job or work at a business? *Do not include volunteer work or work around the house.*

- 1 Yes
- 2 No

PC6A

Original Question:

Have you worked at this same job for all of the past 12 months?

- 1 Yes
- 2 No

In Phase 1, participants (ages 16–17) had difficulty answering this question because some of them were new to the workforce. Others did not have the same need to hold a job as adults do. One participant had not worked in the past 7 days but had worked over the last summer and was confused by this question because they did not hold that job “all of the past 12 months,” only during the appropriate season. This question was changed after Phase 1 to ask, “***When you were working in the past 12 months, did you have the same job?***”

When this question was asked in Phase 2, none of the participants had those same issues. One participant was unsure how to answer this question when they held multiple jobs, but no changes were recommended in Phase 2.

Proposed Revision:

When you were working in the past 12 months, did you have the same job?

- 1 Yes
- 2 No

PC7

Original Question:

At any time in the past 12 months, have you been unemployed?

- 1 Yes
- 2 No

In Phase 1, some participants had difficulty answering this question because at that age (16–17) working is often optional, so they did not always consider themselves unemployed. One participant got their first job in the last year, and although they were not working the entire 12-month time frame, they also did not consider themselves to be “unemployed” in the past 12 months.

For Phase 2, a definition of unemployment was added to the question: “***Unemployed means you were looking for and able to work but were not able to find employment.***” This definition appeared to help clarify what was meant by unemployment. One participant talked about being unemployed but because they were not looking for work, they answered “No” to this question. The Phase 2 recommendation was to maintain the inclusion of the definition. However, in the interest of brevity and to make sure all self-report respondents would read the definition, it was decided to simply replace the term “unemployed” with the definition provided.

Proposed Revision:

At any time in the past 12 months, were you looking for and able to work but not able to find employment?

- 1 Yes
- 2 No

Screener

Theft Screener

S_03

Original Question:

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

In the past 12 months did anyone...

S_03A1-7		
S_03A1. Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?	Yes	No
S_03A2. Steal something that you wear, like clothing, jewelry, or shoes?	Yes	No
S_03A3. Steal something in your home, like a TV, computer, tools, or guns?	Yes	No
S_03A4. Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose or lawn furniture?	Yes	No
S_03A5. Steal something out of a vehicle, such as a package or groceries?	Yes	No
S_03A6. (IF H28a=1*) Steal something belonging to the children who live here?	Yes	No
S_03A7. Steal anything else that belongs to you, including things that were stolen from you at work or at school?	Yes	No

Participants in Phase 1 had difficulty with this question because of recall. Though they were asked about the past 12 months, they often thought in terms of their most recent school year. A unique situation was uncovered in which a participant had items stolen from them in a video game that they purchased with real money. As a result, an instruction was added for interviewers in case this should occur again: ***"(IF NEEDED, TELL R: Do not include virtual items that may have been stolen in a game or online.)"*** Per previous findings, the instructions telling interviewers to probe on timelines based on holidays was also included.

In Phase 2, some interesting and unique situations occurred, such as someone counting a package being misdelivered as a theft and a participant talking about a stolen basketball prior to this question, then answering no to all of the items listed because the participant did not think the basketball fit into any of the listed items. There were also incidents reported that challenged the way the questions were worded, such as a computer (listed in S_03A3) being stolen from a vehicle (listed in S_03A5) or something stolen out of a car (S_03A5) but the car was in the garage when it happened (S_03A4). In both of these cases, the items that were stolen belonged to a parent or "the family" and not the participant individually. Some participants were also confused by question S_03A6 asking about things "belonging to the children who live here." Participants inconsistently counted themselves or their siblings when answering this question. Recommendations from Phase 2 included skipping S_03A6 and all other references to "children who live here" for juveniles and adding "of yours" to questions to avoid participants reporting items that do not directly belong to them being stolen.

Proposed Revision:

S_03. The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, (16+: at work or) school, or somewhere else. Do not include incidents that were accidental or when you knew someone was playing.

(IF NEEDED, TELL R: Do not include virtual items that may have been stolen in a game or online.)

In the past 12 months did anyone...

S_03A1-7	Yes	No
S_03A1. Steal something of yours that you carry, like a cell phone, money, a wallet, purse, or backpack?	Yes	No
S_03A2. Steal something of yours that you wear, like clothing, jewelry, or shoes?	Yes	No
S_03A3. Steal something of yours in your home, like a TV, computer, tools, or guns?	Yes	No
S_03A4. Steal something of yours from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose or lawn furniture?	Yes	No
S_03A5. Steal something of yours out of a vehicle, such as a package or groceries?	Yes	No
S_03A6. (IF AGE>17 AND H28a=1*) Steal something belonging to the children who live here?	Yes	No
S_03A7. Steal anything else that belongs to you, including things that were stolen from you at work or at school?	Yes	No

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentine's Day, etc.)?

Attack Screener

S_06A

Original Question:

The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were (IF AGES 16+: at work,) at school, or away from home.

(IF ANY THEFT INCIDENTS WERE FLAGGED AS “ATTACK” IN PREVIOUS SECTIONS, SAY: Other than the attacks or threatened attacks you have already mentioned,) In the past 12 months, did anyone attack or try to attack you...

S_06A1-4			
S_06A1. With a weapon, such as a gun or knife?	Yes	No	
S_06A2. With something else used as a weapon, like a baseball bat, scissors, or a stick?	Yes	No	
S_06A3. By throwing something at you, such as a rock or bottle?	Yes	No	
S_06A4. By hitting, slapping, grabbing, kicking, punching, or choking you?	Yes	No	

In Phase 1, most participants were able to answer this question, though a few were unsure whether they should include certain incidents. For example, one participant reported a time when they were hit with a ball during dodgeball whereas other participants said they had been hit by siblings, but they had not included those times when thinking about this question. Another participant included a threat that was made on a video game. After Phase 1, a statement was added for clarification on what not to include. Because of some confusion discovered on S_06A8, the beginning of this question was also altered for Phase 2 to read: **“The next few questions ask about any physical attacks against you personally. These could have been done by someone you know, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or someone you don’t know. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.”**

The instructions telling interviewers to probe on timelines based on holidays were also included in Phase 2. The Phase 2 participants were able to answer this revised question better than those in Phase 1. One participant included an incident with their sister in Phase 2 where it was clear their younger sister was playing around, but aside from that incident, the revised language appeared to help most participants. The recommendation from Phase 2 was to continue to use the revised wording. However, again due to findings from S_06A8, the extra wording taken from there was removed from S_06A and returned to S_06A8.

Proposed Revision:

The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were (IF AGES 16+: at work,) at school, or away from home. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.

(IF ANY THEFT INCIDENTS WERE FLAGGED AS “ATTACK” IN PREVIOUS SECTIONS, SAY: Other than the attacks or threatened attacks you have already mentioned,) In the past 12 months, did anyone attack or try to attack you...

S_06A1-4			
S_06A1. With a weapon, such as a gun or knife?	Yes	No	
S_06A2. With something else used as a weapon, like a baseball bat, scissors, or a stick?	Yes	No	
S_06A3. By throwing something at you, such as a rock or bottle?	Yes	No	
S_06A4. By hitting, slapping, grabbing, kicking, punching, or choking you?	Yes	No	

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentine's Day, etc.)?

S_06A5

Original Question:

In the past 12 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime.

- 1 Yes
- 2 No

Because of the similarity of the questions, the research team decided that the additional information about what types of incidents to include, which was added to S_06A, should also be added to S_06A5 before Phase 2. The question worked well in Phase 2, and the new instructions were recommended to be maintained.

Proposed Revision:

In the past 12 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.

- 1 Yes
- 2 No

S_06A6

Original Question:

In the past 12 months, did anyone THREATEN to physically attack you, but not actually do it, (IF YES TO ANY Q'S IN THIS SECTION SO FAR [S_06A1- 5], say: do not include incidents you have already mentioned)?

- 1 Yes
- 2 No

The majority of participants understood what a “threatened attack” meant and did not have difficulty answering this question. Some participants pointed out that threats can happen online via social media and previous questions had revealed threats occurring over video games. After Phase 1, the question was revised to consider those types of threats and to clarify what should be counted saying, **“Only include threats from social media or gaming platforms if the threat was to do you physical harm.”** Participants did not seem to have difficulties answering this question in Phase 2.

Proposed Revision:

In the past 12 months, did anyone THREATEN to attack you, but not actually do it, (IF YES TO ANY Q'S IN THIS SECTION SO FAR [S_06A1- 5], say: do not include incidents you have already mentioned)? Only include threats from social media or gaming platforms if the threat was to do you physical harm.

- 1 Yes
- 2 No

S_06A8

Original Question:

People sometimes don't think of attacks by someone they know, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or any other person you've met or known.

(IF YES TO ANY ITEM IN THIS SECTION SO FAR [S_06A1-6], SAY: Other than what you have already mentioned) In the past 12 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

- 1 Yes
- 2 No

When probing on this question in Phase 1, it was revealed that some people were thinking of people like family members and friends for the first time when they heard this question. As a result, the introductory text describing who participants should be thinking about was moved to S_06A5 in hopes of bringing attention to those types of relationships earlier in the screener.

For Phase 2, the beginning of this question simply read: "**People sometimes don't think of attacks by someone they know.**" In Phase 2, most participants thought about people they knew, but some were thinking about strangers or "everyone." As a result, after Phase 2 it was decided that the question be reverted to its original language, which also reverted S_06A5 back to its original language as well.

Proposed Revision:

People sometimes don't think of attacks by someone they know, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or any other person you've met or known.

(IF YES TO ANY ITEM IN THIS SECTION SO FAR [S_06A1-6], SAY: Other than what you have already mentioned) In the past 12 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

- 1 Yes
- 2 No

Unwanted Sexual Contact Screener

S_07Y Introduction

Original introduction text:

The next questions are about any sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

(If 16+) Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you knew well, someone you casually knew, or a stranger and can happen to both men and women.

(if under 16) Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

In both Phases 1 and 2, participants were able to understand the introduction and what the questions were going to ask about. In Phase 1 and then again in Phase 2, it became clear that some participants, particularly younger ones, had difficulty describing what they thought “confidential” meant. One younger participant said confidential meant “important.” Because the understanding of the word confidential is very important, particularly in this series of questions, it was decided after Phase 2 to expand a little on what was meant by confidential by saying, **“The information you provide is confidential, meaning your information will be kept private.”**

Final introduction text:

The next questions are about any sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential, meaning your information will be kept private.

(If 16+) Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you knew well, someone you casually knew, or a stranger and can happen to both men and women.

(If under 16) Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

S_7DD2

Original Question:

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

- 1 Yes → ASK S_07DD3
- 2 No

S_07DD3. Which incident was this part of?

(Month & description)

In Phase 1, one participant had multiple incidents of the same type that occurred within the same week. When referring to the different incidents, saying something like “The unwanted touching incident in January” was not specific enough because there was more than one unwanted touching incident in January. In an attempt to mitigate this issue, instructions were added for Phase 2 that provided interviewers a way to identify multiple incidents of the same type in the same month. This change was clear to the one participant in Phase 2 to whom it applied, so the recommendation was to keep it. This change was made to all Screener S_XXDD2 questions.

Proposed Revision:

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

- 1 Yes → ASK S_07DD3
- 2 No - Code as Sexual Assault (SA) → Tell R: I am going to refer to this as the (second/third/fourth) most recent incident in [MONTH]. IF SECOND INCIDENT: I will call the previous incident the most recent incident in [MONTH].

Other Crimes

S_08 And S_08a

Original Question:

To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 12 months, that is, since (DATE 12 MONTHS AGO) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

- 1 Yes
- 2 No

S_08a. Please describe what else happened to you since (DATE 12 MONTHS AGO).

In Phase 1, a participant answered "Yes" to S_08 and in S_08a described an altercation in which their parent was involved. Because this survey only wants to capture the individual's own experiences, the word "**personally**" was added to S_08a. There were no problems with this question in Phase 2, so the revised wording was kept.

Proposed Revision:

S_08a. Please describe what else happened to you, personally, since (DATE 12 MONTHS AGO).

Part 2: Victim CIR

What Happened: Module SA – Unwanted Sexual Contact

SA_1

Original Question:

- SA_1.** In this particular incident...
- Did you have unwanted vaginal sex [IF MALE: with a woman]? Yes No
 - Did you have unwanted oral or anal sex? [READ IF NEEDED: Oral sex means that someone put their mouth or tongue on a vagina, anus or penis. Anal sex is a man or boy putting his penis in someone else's anus.] Yes No
 - Was there unwanted penetration of sexual body parts with a finger or object? Yes No
 - Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way? Yes No

In Phase 2, there was some confusion among several participants around the term “penetration.” When asked what it meant, some said they were uncomfortable, and others said they did not know what it meant. After Phase 2, we recommended adding a definition in SA_1c, which is the first time the term “penetration” is described.

Proposed Revision:

- SA_1.** In this particular incident...
- Did you have unwanted vaginal sex [IF MALE: with a woman]? Yes No
 - Did you have unwanted oral or anal sex? [READ IF NEEDED: Oral sex means that someone put their mouth or tongue on a vagina, anus or penis. Anal sex is a man or boy putting his penis in someone else's anus.] Yes No
 - Was there unwanted penetration of sexual body parts with a finger or object? [READ IF NEEDED: Penetration means that someone put a finger or object inside a sexual body part.] Yes No
 - Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way? Yes No

SA_1f

Original Question:

SA_1f. You said that there was (FILL WITH ALL YES RESPONSES FROM A-D ABOVE:

- unwanted vaginal sex,
 - unwanted oral or anal sex,
 - unwanted penetration with a finger or object
 - unwanted sexual touching)
- ...that you did not want to happen.

Did the offender penetrate or touch YOUR sexual body parts, were you forced to penetrate or touch the OFFENDER'S sexual body parts, or did BOTH happen?

- 1 The offender penetrated or touched you
- 2 You were forced to penetrate or touch the offender
- 3 Both

In Phase 2, two issues were evident with this question. First, one participant seemed to focus on the term “penetrate” and did not hear the term “touch.” This participant initially answered “neither,” but

after hearing the question repeated, realized their misunderstanding. Second, several participants struggled to describe what penetrate meant. After Phase 2 testing, we recommended putting “touch” first and providing a definition of penetrate to use if needed. Note that the definition of penetrate will need to be slightly different for this question because here it needs to include all types of penetration (including oral, anal, and vaginal penetration).

Proposed Revision:

SA_1f. You said that there was (fill with ALL yes responses from a-d above:

- unwanted vaginal sex,
 - unwanted oral or anal sex,
 - unwanted penetration with a finger or object
 - unwanted sexual touching)
- ...that you did not want to happen.

Did the offender touch or penetrate YOUR sexual body parts, were you forced to touch or penetrate the OFFENDER’S sexual body parts, or did BOTH happen? [READ IF NEEDED: Penetrate means that someone put a penis, tongue, finger, or object inside a sexual body part or mouth.]

- | | |
|---|----------------------------------------------------|
| 1 | The offender penetrated or touched you |
| 2 | You were forced to penetrate or touch the offender |
| 3 | Both |

SA_2

Original Question:

SA_2*. During the incident...

- | | | |
|--------------------------------------------------------------------------------------------------------------------|-----|----|
| a. Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon? | Yes | No |
| b. Did the offender threaten to physically hurt you or someone close to you? | Yes | No |
| c. Were you blacked out, unconscious, or asleep? | Yes | No |
| d. Were you unable to consent because you were too drunk or high? | Yes | No |

In Phase 2, we learned that some participants were not sure how to answer this question because they both said the offender blocked their way so they were not sure if that should count in SA_2a. A few participants also had difficulty answering SA_2c because they either blacked out either after the incident or during the incident but not the entire time. As a result, we realized victims could be blacked out, unconscious, or asleep at any point during the incident, even if not continuously. We recommended adding “blocking” to SA_2a and “at any point” to SA_2c.

Proposed Revision:

SA_2*. During the incident...

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------|-----|----|
| a. Did the offender use physical force, such as holding, pinning, or blocking you, hitting or kicking you, or using a weapon? | Yes | No |
| b. Did the offender threaten to physically hurt you or someone close to you? | Yes | No |
| c. Were you blacked out, unconscious, or asleep at any point? | Yes | No |
| d. Were you unable to consent because you were too drunk or high? | Yes | No |

SA_3E

Original Question:

SA_3E. Did the offender verbally THREATEN to have vaginal sex, have oral or anal sex, or have sexual penetration with a finger or object when you did not want it to happen?

- 1 Yes**
- 2 No**

In Phase 1, one participant felt that this question was “worded weird,” and it appeared that this was due to the existence of too many uses of the term “have” in the question. We therefore reworded this question in Phase 2 to make it flow more smoothly. When tested in Phase 2 there were no difficulties understanding the types of sexual contact listed. Therefore, we recommended keeping the wording recommended after Phase 1.

Proposed Revision:

SA_3E. Did the offender verbally THREATEN to have vaginal, oral, or anal sex, or THREATEN sexual penetration with a finger or object when you did not want it to happen?

- 1 Yes**
- 2 No**

What Happened: Module A – Attack/Threatened Attack

A1

Original Question:

A1. You said someone (attacked or tried to attack you/threatened to attack you) during the (most recent) incident in [MONTH].] Did the offender(s) have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

- 1 Yes**
- 2 No**

In Phase 2, most participants were able to answer this question. However, one participant struggled with this question because they were threatened and the offender told them they had a weapon and would use it, but the participant never saw the weapon. This participant was not sure if they should count it if the offender **said** they had a weapon as opposed to if they actually brandished one. We recommended adding language that covers situations in which a weapon was involved, even if it was not seen by the participant

Proposed Revision:

A1. You said someone (attacked or tried to attack you/threatened to attack you) during the (most recent) incident in [MONTH].] Did the offender(s) have or say they had a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick?

- 1 Yes**
- 2 No**

A7

Original Question:

A7. How did the offender(s) TRY or THREATEN to attack you? By... *Mark one answer in each row.*

- | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| a. | saying they would attack or kill you? | Yes | No |
| b. | (IF R SAID THE OFFENDER HAD A WEAPON IN A1) threatening
you with a weapon? | Yes | No |
| c. | (IF R SAID THE WEAPON WAS A BLUNT OBJECT OR SOMETHING
ELSE IN A2=D OR E) trying to attack you with a weapon other
than gun, knife or sharp object? | Yes | No |
| d. | throwing something at you? | Yes | No |
| e. | following you or surrounding you? | Yes | No |
| f. | trying to choke you? | Yes | No |
| g. | trying to hit, slap, knock down, grab, hold, trip, jump, or push
you? | Yes | No |
| h. | Something else | Yes | No |

?

In Phase 1, one participant chose “**Something else**” and indicated that the offender threatened to have their brother attack the participant. We therefore added a new response option to test in Phase 2: “**threatening to have someone else attack or kill you**.” We did not encounter any additional concerns or questions from participants in Phase 2 interviews and recommended keeping this new response option for both adults and juveniles.

Proposed Revision:

A7. How did the offender(s) TRY or THREATEN to attack you? By... *Mark one answer in each row.*

- | | | | |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| a. | saying they would attack or kill you? | Yes | No |
| b. | threatening to have someone else attack or kill you? | Yes | No |
| c. | (IF R SAID THE OFFENDER HAD A WEAPON IN A1) threatening
you with a weapon? | Yes | No |
| d. | (IF R SAID THE WEAPON WAS A BLUNT OBJECT OR
SOMETHING ELSE IN A2=D OR E) trying to attack you with a
weapon other than gun, knife or sharp object? | Yes | No |
| e. | throwing something at you? | Yes | No |
| f. | following you or surrounding you? | Yes | No |
| g. | trying to choke you? | Yes | No |
| h. | trying to hit, slap, knock down, grab, hold, trip, jump, or push
you? | Yes | No |
| i. | Something else | Yes | No |

?

A9

Original Question:

A9. [IF SA AND OFFENDER USED PHYSICAL FORCE DURING (SA2A=YES*) SAY: Earlier you said the offender used physical force (IF R SAID THE OFFENDER HAD A WEAPON IN A1*, ADD: and had a weapon) during the incident.] Did the offender(s) [IF R SAID THE OFFENDER HAD A WEAPON IN A1*, SAY: also] do any of the following?

- | | | |
|----------------------------------------------------|-----|----|
| a. Hit you, slap you, or knock you down | Yes | No |
| b. Grab, hold, trip, jump, or push you | Yes | No |
| c. Hit you with an object other than a gun | Yes | No |
| d. Throw something at you | Yes | No |
| e. Choke you | Yes | No |
| f. Do something else to attack you? (If so, what?) | Yes | No |
-

During Phase 2, some participants mentioned being confused about A9_a (hit with an object other than a gun). Some of them had experienced being hit by the offender's hand or being hit with a water bottle, but all were unsure whether those should be included in A9_c. After Phase 2, it was recommended to clarify A9_c by changing the first word to "attack" so participants will not be confused by the word "hit."

Proposed Revision:

A9. [IF SA AND OFFENDER USED PHYSICAL FORCE DURING (SA2A=YES*) SAY: Earlier you said the offender used physical force (IF R SAID THE OFFENDER HAD A WEAPON IN A1*, ADD: AND HAD A WEAPON) during the incident.] Did the offender(s) [IF R SAID THE OFFENDER HAD A WEAPON IN A1*, SAY: also] do any of the following?

- | | | |
|----------------------------------------------------|-----|----|
| a. Hit you, slap you, or knock you down | Yes | No |
| b. Grab, hold, trip, jump, or push you | Yes | No |
| c. Attack you with an object other than a gun | Yes | No |
| d. Throw something at you | Yes | No |
| e. Choke you | Yes | No |
| f. Do something else to attack you? (If so, what?) | Yes | No |
-

A10

Original Question:

A10. Did the offender steal or try to steal something that belonged to you during this incident?

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

In Phase 2 testing, one participant noted that they were incapacitated during the attack and did not know if the offender stole or tried to steal something. Another participant thought an offender tried to steal a piece of food during the attack, but they were unsure. We therefore recommended adding "**To the best of your knowledge**" (or, as an alternative, "**As far as you know**") at the beginning of the question to encourage responses from participants who may not be sure.

Proposed Revision:

A10. To the best of your knowledge, did the offender steal or try to steal something that belonged to you during this incident?

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

What Happened: Module T – Theft

T2a

Original Question:

T2a. You said someone stole something from you during the (most recent) incident in (fill: MONTH). What was stolen? Select all that apply.

If S_03A1=1* (something that you carry) or S_03A5=1* (something out of a vehicle), read:

- 1 Cash
- 2 Credit cards, a check, or bank cards
- 3 A purse or wallet
- 4 A backpack, briefcase, or luggage
- 5 A cell phone
- 6 A tablet, a laptop, or other personal electronics

If S_03A2=1* (something that you wear) or S_03A3=1* (something in your home), read:

- 7 Clothing, furs, or shoes
- 8 Jewelry, a watch, or keys

If S_03A3=1* (something in your home) read:

- 9 A TV, a computer, or appliances
- 10 Other home furnishings, such as china or rugs
- 11 A handgun or other firearm
- 12 Tools, machines, or office equipment

If S_03A4=1* (Something from your property) or S_03A6=1* (something belonging to the children) read:

- 13 A bicycle or bicycle parts
- 14 A garden hose or lawn furniture
- 15 Toys, or sports and recreation equipment

If S_03A5=1* (something out of a vehicle), read:

- 16 Something you kept in your vehicle, such as a GPS device or a phone charger
- 17 A package or groceries

For all, read:

- 18 Something else

During Phase 2, one participant did not know how to report their stolen PlayStation controller, so they selected “Something Else.” We recommended revising response option 9 to “A TV, a computer, gaming equipment or appliances.”

Proposed Revision:

T2a. You said someone stole something from you during the (most recent) incident in (fill: MONTH). What was stolen? Select all that apply.

If S_03A1=1* (something that you carry) or S_03A5=1* (something out of a vehicle), read:

- 1 Cash
- 2 Credit cards, a check, or bank cards
- 3 A purse or wallet
- 4 A backpack, briefcase, or luggage
- 5 A cell phone
- 6 A tablet, a laptop, or other personal electronics

IF S_03A2=1* (something that you wear) or S_03A3=1* (something in your home), read:

- 7 Clothing, furs, or shoes
- 8 Jewelry, a watch, or keys

IF S_03A3=1* (something in your home) read:

- 9 A TV, a computer, gaming equipment, or appliances
- 10 Other home furnishings, such as china or rugs
- 11 A handgun or other firearm
- 12 Tools, machines, or office equipment

IF S_03A4=1* (Something from your property) or S_03A6=1* (something belonging to the children) read:

- 13 A bicycle or bicycle parts
- 14 A garden hose or lawn furniture
- 15 Toys, or sports and recreation equipment

IF S_03A5=1* (something out of a vehicle), read:

- 16 Something you kept in your vehicle, such as a GPS device or a phone charger
- 17 A package or groceries

For all, read:

- 18 Something else

[Consequences I: Injury](#)

CI1

Original Question:

CI1. During the incident, [IF R REPORTED BEING SHOT OR STABBED SAY: besides being (shot and/or stabbed)] were you physically injured in any (IF R REPORTED BEING SHOT OR STABBED, ADD: other) way? Injuries include things such as bruises, black eyes, cuts, broken bones or more serious injuries.

1. Yes
2. No

In Phase 2, multiple participants reported physical assaults but also that they were not injured. This included one participant who reported being punched multiple times. We therefore recommended rephrasing the question for juveniles to ask about being “hurt” and injured.

Proposed Revision:

CI1. During the incident, [IF R REPORTED BEING SHOT OR STABBED SAY: besides being (shot and/or stabbed)] were you physically (IF UNDER 18: hurt or) injured in any (IF R REPORTED BEING SHOT OR STABBED, ADD: other) way? Injuries include things such as bruises, black eyes, cuts, broken bones or more serious injuries. (IF UNDER 18: Please include times when you were hurt, even if there were no physical marks.)

1. Yes
2. No

CI2

Original Question:

CI2. Were you injured in any of these ways?

1. Broken or cracked bones
2. Broken nose
3. Dislocated joints
4. A concussion
5. Knocked unconscious
6. Injury from sexual intercourse, such as to vagina or anus
7. Internal injuries, such as internal bleeding or damage to internal organs
8. Some other way

In Phase 2 testing, one sexual assault victim had difficulty reporting “vaginal bleeding” and felt that it was not one of the response options. It was recommended to clarify that vaginal or anal bleeding should be included in response option 6.

Proposed Revision:

CI2. Were you injured in any of these ways?

1. Broken or cracked bones
2. Broken nose
3. Dislocated joints
4. A concussion
5. Knocked unconscious
6. Injury from sexual intercourse, such as to vagina or anus, including bleeding
7. Internal injuries, such as internal bleeding or damage to internal organs
8. Some other way

CI7a

Original Question:

CI7a. Where did you receive this care?

1. At your home or the home of a relative, friend, or neighbor
2. At a hospital emergency room (ER) or an emergency clinic
3. At some other kind of medical or dental place
4. Somewhere else (SPECIFY)_____

In Phase 2, one participant struggled to choose a response, eventually choosing “Somewhere else” because they visited the nurse’s office at their school. We therefore recommended adding a response option for juveniles that was specifically “at school or on school property.”

Proposed Revision:

CI7a. Where did you receive this care?

- 1 At your home or the home of a relative, friend, or neighbor
- 2 (IF UNDER 18: At school or on school property)
- 3 At a hospital emergency room (ER) or an emergency clinic
- 4 At some other kind of medical or dental place
- 5 Somewhere else (SPECIFY) _____

[Location Series](#)

[LO_T](#)

Original Question:

LO_T. About what time did the incident happen?

- 1 After 6am – 12 noon
- 2 After 12 noon – 3pm
- 3 After 3pm – 6pm
- 4 After 6pm – 9pm
- 5 After 9pm – midnight
- 6 After 12 midnight – 6am
- 7 During the day, but don’t know what time
- 8 During the night, but don’t know what time
- 9 Don’t know whether day or night

During Phase 1 testing, one participant provided an answer (which turned out to be inaccurate) before hearing the response options. We therefore added a statement to this and other questions where a list of response options would be read to the participant: “**A list of options will be read to you.**” In Phase 2, this addition seemed to work well in all of the questions where it was included, and we recommended retaining it.

Proposed Revision:

LO_T. About what time did the incident happen? A list of options will be read to you.

- 1 After 6am – 12 noon
- 2 After 12 noon – 3pm
- 3 After 3pm – 6pm
- 4 After 6pm – 9pm
- 5 After 9pm – midnight
- 6 After 12 midnight – 6am
- 7 During the day, but don’t know what time
- 8 During the night, but don’t know what time
- 9 Don’t know whether day or night

LO_3

Original Question:

LO_3. Where did the incident happen?

1. Inside your home
2. In a common area where you live, such as a stairwell, hallway, or storage area
3. On your porch, lawn, garage, or other part of (your property/your building's property)
4. Inside somewhere else where you were staying overnight or longer
5. (IF AGES 16+) At your place of work
6. (IF AGES 12–18 AND R IS A REGULAR STUDENT) At school, on school property or on a school bus
7. Somewhere else

Similar to the issue with LO_T, during Phase 1 testing, a participant initially responded with “on my phone” upon hearing the question and before response options could be provided. Before Phase 2, we added “**A list of options will be read to you**” and did not encounter this issue again. We therefore recommended keeping this statement.

Proposed Revision:

LO_3. Where did the incident happen? A list of options will be read to you.

1. Inside your home
2. In a common area where you live, such as a stairwell, hallway, or storage area
3. On your porch, lawn, garage, or other part of (your property/your building's property)
4. Inside somewhere else where you were staying overnight or longer
5. (IF AGES 16+) At your place of work
6. At school, on school property or on a school bus
7. Somewhere else

LO_4

Original Question:

LO4. Was it your school?

- 1 Yes
- 2 No

During Phase 2, which took place during the summer months, one of the participants was confused because at that time they were switching from elementary to middle school, but the incident took place at their elementary school. We therefore recommended modifying the question to include “**...at the time of the incident**”.

Proposed Revision:

LO4. Was it your school at the time of the incident?

- 1 Yes
- 2 No

Victim-Offender Relationship

VO10

Original Question:

VO10. At the time of the incident, which of the following BEST describes how you knew the offender?

- 1 (IF AGES 16+) A spouse or ex-spouse
- 2 Someone you were romantically involved with, dating, or casually seeing at the time of the incident
- 3 An ex-boyfriend, ex-girlfriend, (IF AGES 16+: former fiancé), or someone you were no longer dating or seeing
- 4 A relative
- 5 Someone else

During Phase 1, it was evident that there was not a good place for a participant to include an offender who was a friend and that option 5 (“someone else”) was expected to serve as a very significant “catchall” response option. We therefore recommended adding in examples for the “someone else” response option (“such as a friend, acquaintance, neighbor, or other non-relative”), which we tested in Phase 2. Most participants said they had no difficulty selecting an answer for this question in Phase 2, but it was clear that some participants still struggled because they did not know what “acquaintance” meant and did not want to classify the offender as a friend because of the nature of the offense. We therefore recommended adding a few additional examples in response option 5 like “schoolmate” and “co-worker,” for similar situations with adults.

Proposed Revision:

VO10. At the time of the incident, which of the following BEST describes how you knew the offender?

- 1 (IF AGES 16+) A spouse or ex-spouse
- 2 Someone you were romantically involved with, dating, or casually seeing at the time of the incident
- 3 An ex-boyfriend, ex-girlfriend, (IF AGES 16+: former fiancé), or someone you were no longer dating or seeing
- 4 A relative
- 5 Someone else such as a friend, acquaintance, (IF IN SCHOOL: classmate,) (IF 16+: co-worker) neighbor, or other non-relative

Offender Characteristics

OC2

Original Question:

OC2. How old would you say the offender was?

- | | | |
|---|-------------|-------------|
| 1 | Under 18 | |
| 2 | 18 to 24 | Skip to OC3 |
| 3 | 25 to 34 | Skip to OC3 |
| 4 | 35 or 54 | Skip to OC3 |
| 5 | 55 or older | Skip to OC3 |
| 6 | Don't know | Skip to OC3 |

During Phase 2, a few participants said they knew the offender's age at the time of the incident but were not sure of their current age at the time of the interview. We therefore recommended adding "**at the time of the incident**" to the question so all participants are thinking about the offender's age at the same time.

Proposed Revision:

OC2. How old would you say the offender was at the time of the incident?

- | | | |
|---|--------------------|-------------|
| 1 | Under 18 | |
| 2 | 18 to 24 | Skip to OC3 |
| 3 | 25 to 34 | Skip to OC3 |
| 4 | 35 or 54 | Skip to OC3 |
| 5 | 55 or older | Skip to OC3 |
| 6 | Don't know | Skip to OC3 |

OC2a

Original Question:

OC2a. Would you say the offender was...

- | | |
|---|-------------------|
| 1 | Under 12 |
| 2 | 12 to 14 |
| 3 | 15 to 17 |
| 4 | Don't know |

Some participants in Phase 1 had difficulty answering this question when they did not know the offender's exact age. In Phase 2, those who were not certain of the offender's age felt confident guessing because offenders were either in the same grade as them or going to their school. We recommended adding "**to the best of your knowledge.**"

Proposed Revision:

OC2a. To the best of your knowledge, would you say the offender was...

- | | |
|---|-------------------|
| 1 | Under 12 |
| 2 | 12 to 14 |
| 3 | 15 to 17 |
| 4 | Don't know |

Self-protection

SP1

Original Question

SP1. Which of the following describes how you reacted during the incident?

- 1 **Did you not do anything, freeze, or not move?**
- 2 **Did you do what the person told you to do?**
- 3 **Did you do something or try to do something to protect yourself or your belongings?**
- 4 **Did you do or try to do something else during the incident?**

When this question was tested in Phase 1, some participants seemed to interpret it as asking what they did during the incident, whereas others seemed to view the question as asking how they reacted after the incident (i.e., if they did something about it). One participant was unsure whether reporting the incident would count as doing something to protect themselves or their belongings, while another participant thought that SP1_1 was worded awkwardly because the question asks what they *did* but that option asks what they *did not* do. Participants also provided suggestions of other things a person might do in a situation like the one they were in resulting in a revision of SP1_3 to “**...of your belongings, such as yelling for help or moving or running away?**” The phrase “during the incident” was also changed to “**at the time that the incident was happening.**”

When the revised question was tested in the Phase 2 interviews, the edits to SP1_3 appeared to be effective because no participants felt they did not have a place to include their response. However, some new problems became evident with SP1_1 in Phase 2. Some participants were unsure if their reaction, described as being in shock, would count under SP1_1. Another participant who described doing nothing endorsed SP1_4 citing that the incident was over quickly. It became evident that these responses described involuntary responses to fear, and it was not clear how to categorize those. We therefore recommended revising SP1_1 to ask, “**Did you react by freezing, not moving, or not doing anything?**” One participant did not endorse SP1_2 because they felt it meant they gave in, so they responded based on feelings, not on actions. Participants were also confused about incidents in which the offender did not make any requests of them. As a result of the Phase 2 findings, we revised SP1_1 and SP1_2.

Proposed Revision:

SP1. Which of the following describes how you reacted at the time that the incident was happening?

- 1 **Did you react by freezing, not moving, or not doing anything?**
- 2 **If applicable, did you do what the person told you to do?**
- 3 **Did you do something or try to do something to protect yourself or your belongings, such as yelling for help or moving or running away?**
- 4 **Did you do or try to do something else during the incident?**

SP2

Original Question:

SP2. You said that you took some action during the incident. What did you do? {Anything else?}

Mark all that apply.

- 1 **You threatened or attacked the offender**
- 2 **You ducked or tried to avoid the offender(s)**
- 3 **You chased or warned the offender(s) off**
- 4 **You argued, reasoned, or pleaded with the offender(s)**
- 5 **You got away or tried to get away, hid, or locked a door**
- 6 **You called the police or a guard**
- 7 **You tried to get someone else's attention**
- 8 **You held onto your belongings**
- 9 **You stalled or distracted the offender(s)**
- 10 **Something else**

Like similar questions with extensive response options, some participants in Phase 1 had difficulty answering this question because they were unaware of the long list of response options that were about to be read. When asked to answer based on the response list read to them, one participant even omitted a response they had previously provided. The instruction “**A list of options will be read to you**” was added to this question. This did not appear to introduce any new problems in Phase 2 so we recommended keeping it, but it will not fully resolve the difficulty with the format of this question.

Proposed Revision:

SP2. You said that you took some action during the incident. What did you do? A list of options will be read to you. {Anything else?} Select all that apply.

- 1 You threatened or attacked the offender
- 2 You ducked or tried to avoid the offender(s)
- 3 You chased or warned the offender(s) off
- 4 You argued, reasoned, or pleaded with the offender(s)
- 5 You got away or tried to get away, hid, or locked a door
- 6 You called the police or a guard
- 7 You tried to get someone else's attention
- 8 You held onto your belongings
- 9 You stalled or distracted the offender(s)
- 10 Something else

SP3A

Original Question:

SP3A. Did you take (that action/any of these actions) ...

- | | | | |
|----|-----------------------------------|-----|----|
| a. | Before you were injured | Yes | No |
| b. | After you were injured | Yes | No |
| c. | At the same time you were injured | Yes | No |

During Phase 2, one interviewer observed that the phrasing of this question stem was a bit awkward and that they reiterated the action(s) the participant took when reading it. Another interviewer noted that if the participant had only endorsed SP1_1 (i.e., that they took no action), the phrasing of this question sounded strange. We therefore recommend revising this question stem to read “**Did you react in this way...**” to encompass a broader array of reactions.

Proposed Revision:

SP3A. Did you react in this way...?

- | | | | |
|----|-----------------------------------|-----|----|
| a. | Before you were injured | Yes | No |
| b. | After you were injured | Yes | No |
| c. | At the same time you were injured | Yes | No |

SP3b

Original Question:

SP3b. Overall, do you think that what you did helped the situation, made it worse, or had no impact?

- 1 Helped the situation
- 2 Made the situation worse
- 3 Had no impact on the situation

During Phase 2 testing, some participants found this question difficult to answer citing a difference in helping the situation at the time versus helping the situation overall and not knowing what their reaction did to the situation because they did not know what the offender was thinking. We therefore recommended revising the question stem to read “**Based on your knowledge of the offender and the situation, do you think your reaction helped the situation, made it worse or had no impact?**”

Proposed Revision:

SP3b. Based on your knowledge of the offender and the situation, do you think your reaction helped the situation, made it worse, or had no impact?

- 1 Helped the situation
- 2 Made the situation worse
- 3 Had no impact on the situation

SP6

Original Question

SP6. Who took these actions? Select all that apply.

- 1 Someone who was with you
- 2 Someone who was with the offender(s)
- 3 Someone else

During Phase 2 testing, some participants had difficulty understanding response option 1 because it was unclear who should be considered “with you,” especially since the offender was in the same room. After Phase 2, we recommended changing the wording to “**Someone you were with.**”

Proposed Revision:

SP6. Who took these actions? Select all that apply.

- 1 Someone you were with
- 2 Someone who was with the offender(s)
- 3 Someone else

Police Involvement Series

PI2a

Original Question

Why did you decide not to contact the police? Mark all that apply.

- 1 You didn't think it was important enough to report
- 2 You didn't think the police would do anything about it
- 3 You weren't sure who did it
- 4 It was too personal to report
- 5 You told a parent or other adult relative
- 6 You took care of it yourself
- 7 You reported it to an official other than the police
- 8 You didn't think the police would believe you
- 9 You didn't want to get into trouble with the police
- 10 You didn't want the offender to get in trouble or face harsh consequences
- 11 You were worried the offender might get back at you

12 You weren't sure it was a crime

13 Some other reason

Most participants in Phase 1 were able to answer this question without difficulty. One participant pointed out that they selected “**some other reason**” because instead of contacting the police, they told a school administrator. As a result, we added “**such as a teacher or administrator**” to response option 7 for Phase 2. No participants in Phase 2 had any difficulty with response option 7 with the new addition, whereas in Phase 2 it became evident that the way the question was worded was difficult for some juveniles because it assumed they are able or expected to contact the police when something happens. Also, if an incident happens at school, they may report it to an administrator but then not know if the administrator contacted the police. A few other participants did not understand what “too personal to report” meant. The recommendations from Phase 2 were to take out the word “decide” for juveniles as it may not always be their decision and to add “or embarrassing” to response option 4.

Proposed Revision:

Why did you (IF AGE>17 decide) not (to) contact the police? A list of options will be read to you. Mark all that apply.

- 1 You didn't think it was important enough to report**
- 2 You didn't think the police would do anything about it**
- 3 You weren't sure who did it**
- 4 It was too personal or embarrassing to report**
- 5 You told a parent or other adult relative**
- 6 You took care of it yourself**
- 7 You reported it to an official other than the police, such as a teacher or administrator**
- 8 You didn't think the police would believe you**
- 9 You didn't want to get into trouble with the police**
- 10 You didn't want the offender to get in trouble or face harsh consequences**
- 11 You were worried the offender might get back at you**
- 12 You weren't sure it was a crime**
- 13 Some other reason**

PI2C

Original Question

Did you report the incident to a school official or School Resource Officer?

- 1 Yes**
- 2 No**

One participant in Phase 2 answered this question “No” though they previously spoke of telling a vice principal. When asked, they said they were not sure who to consider a school official. The recommendation from Phase 2 was to add more detailed information on who to include in this question.

Proposed Revision:

Did you report the incident to a school official, such as a teacher, counselor, or principal, or a School Resource Officer?

- 1 Yes**
- 2 No**

Consequences II: Socio-emotional Problems

CS3

Original Question

How upsetting has the incident been to you?

- 1 Not at all upsetting**
- 2 Mildly upsetting**
- 3 Moderately upsetting**
- 4 Severely upsetting**

In Phase 1, one of the participants had difficulty answering this question because they were not sure whether to answer for how they felt at the time or how they feel now. After Phase 1, the word “Overall” was added at the beginning of the question. In Phase 2, participants continued to have the similar issues, but no more changes were made.

Proposed Revision:

Overall, how upsetting has the incident been to you?

- 1 Not at all upsetting**
- 2 Mildly upsetting**
- 3 Moderately upsetting**
- 4 Severely upsetting**

Victim Services (VS) Series

VS1b

Original Question

(IF YES TO VS1A, SAY: Other than [IF POLICE FOUND OUT ABOUT THE INCIDENT, PI1=YES, SAY: the police or] family/friends) Have you told anyone in the following positions about the incident who you thought might be able to help you? A list of options will be read to you. Select all that apply.

- 1. Teacher, school counselor, or school administrator**
- 2. (AGES 16+) Employer, supervisor, or human resources personnel**
- 3. Medical or mental health professional**
- 4. Representative of a religious or community organization**
- 5. Security guard or personnel, other than the police**
- 6. Other(specify) _____**
- 7. No, have not told anyone in a leadership or professional position.**

In Phase 2, a few participants answered this question contradictory to things they had previously shared. When probed, it appears at least one participant had not heard a relevant response option. It was recommended that this question be changed to a forced-choice (yes/no) question as opposed to an “all that apply” question.

Proposed Revision:

(IF YES TO VS1A, SAY: Other than [IF POLICE FOUND OUT ABOUT THE INCIDENT, PI1=YES, SAY: the police or] family/friends) Have you told anyone in the following positions about the incident who you thought might be able to help you?

- | | | |
|-------------------------------------------------------------------------|------------|-----------|
| A. Teacher, school counselor, or school administrator | Yes | No |
| B. (AGES 16+) Employer, supervisor, or human resources personnel | Yes | No |
| C. Medical or mental health professional | Yes | No |

D. Representative of a religious or community organization	Yes	No
E. Security guard or personnel, other than the police	Yes	No
F. Other(specify) _____	Yes	No
H. No, have not told anyone in a leadership or professional position	Yes	No

VS2

Original Question

Besides any help you might have gotten from friends or family, have you received the following kinds of professional services because of the incident?

A. Hotline, helpline, or crisis line intervention?	Yes	No
B. Counseling, therapy, support groups, or help from a mental health provider?	Yes	No
C. (IF R REPORTED BEING HIT IN A3* OR EXPERIENCED ANY TYPE OF SEXUAL CONTACT IN SA1A-E* AND ENDORSED ONE OF THE TACTICS IN SA2A-E* OR REPORTED ANY PHYSICAL INJURY IN CI1*) Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?	Yes	No
D. (IF R EXPERIENCED ANY TYPE OF SEXUAL CONTACT IN SA1A-E* AND ENDORSED ONE OF THE TACTICS IN SA2A-E*) Sexual assault exam by a doctor, nurse or other medical professional?	Yes	No
E. Free or low-cost legal services from an attorney?	Yes	No
F. Help with the legal process, such as with police interviews, preparing for or going to court, or enforcement of your rights?	Yes	No
I. Help filing for a restraining, protection, or no-contact order?	Yes	No

One participant in Phase 1 hesitated when answering this question because previously it had been determined that they had not received medical care or told anyone else about the incident. No changes were made between Phases 1 and 2. In Phase 2, one participant who was a sexual assault victim shared that they were only tested for sexually transmitted diseases and did not know how to include that here. Another participant reported a family member, contrary to the instructions provided. After Phase 2, recommendations were made to clarify who to exclude from their responses and adding in "or medical" to response option D.

Proposed Revision:

Not counting any help you might have gotten from friends or family, have you received the following kinds of professional services because of the incident?

A. Hotline, helpline, or crisis line intervention?	Yes	No
B. Counseling, therapy, support groups, or help from a mental health provider?	Yes	No
C. (IF R REPORTED BEING HIT IN A3* OR EXPERIENCED ANY TYPE OF SEXUAL CONTACT IN SA1A-E* AND ENDORSED ONE OF THE TACTICS IN SA2A-E* OR REPORTED ANY PHYSICAL INJURY IN CI1*) Help or advocacy with medical care or medical exams, including accompanying you to a medical exam?	Yes	No
D. (IF R EXPERIENCED ANY TYPE OF SEXUAL CONTACT IN SA1A-E* AND ENDORSED ONE OF THE TACTICS IN SA2A-E*) Sexual assault or medical exam by a doctor, nurse or other medical professional?	Yes	No

E. Free or low-cost legal services from an attorney?	Yes	No
F. Help with the legal process, such as with police interviews, preparing for or going to court, or enforcement of your rights?	Yes	No
J. Help filing for a restraining, protection, or no-contact order?	Yes	No

Non-Victims

Police Ask-All Items

PQ2

Original Question

During the past 12 months, that is, since [DATE 12 MONTHS AGO] have you...

- | | Yes | No |
|----------------------------------------------------------------------------------------------------------------|-----|----|
| a. been stopped by the police when (IF 16+: you were driving or when) you were a passenger in a motor vehicle? | 1 | 2 |
| b. been stopped or approached by the police for some other reason? | 1 | 2 |
| c. been at a community meeting, neighborhood watch, or other activities where the police took part? | 1 | 2 |

In Phase 2, it was brought to our attention that juvenile participants are often around police officers in school or school-related events, and they were not sure where to include that here. A fourth response option was recommended only for juveniles, asking “**been around police at school or school-related events?**”

Proposed Revision:

During the past 12 months, that is, since [DATE 12 MONTHS AGO] have you...

- | | Yes | No |
|----------------------------------------------------------------------------------------------------------------|-----|----|
| a. been stopped by the police when (IF 16+: you were driving or when) you were a passenger in a motor vehicle? | 1 | 2 |
| b. been stopped or approached by the police for some other reason? | 1 | 2 |
| c. been at a community meeting, neighborhood watch, or other activities where the police took part? | 1 | 2 |
| d. (IF RSTUDENT=1: been around police at school or school-related events?) | 1 | 2 |

PQ3a, PQ3d, PQ3e, PQ3f

Original Questions

The next questions ask for your views of the police in your area (IF NO CONTACT REPORTED IN PQ1 OR PQ2, SAY: even though you may not have had direct contact with them recently).

Please draw on everything you know about them and give your best judgments when you respond to these questions.

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

1. Very respectfully
2. Somewhat respectfully
3. Neither respectfully nor disrespectfully
4. Somewhat disrespectfully
5. Very disrespectfully

PQ3d. How effective are the police at preventing crime in your area?

PQ3e. How much do you trust the police in your area?

PQ3f. Taking everything into account, how would you rate the job the police in your area are doing?

Some participants had difficulty answering these questions (and other police-related questions) because of their limited interaction with the police. One participant heard the preface “In your opinion” in later questions and felt that would have made answering these questions about police easier. After Phase 1, “**In your opinion**” was added to these questions to encourage participants to respond to the best of their ability. A few participants in Phase 2 continued to have difficulty answering these questions because of lack of police interaction, but no further changes were recommended.

Proposed Revisions:

The next questions ask for your views of the police in your area (IF NO CONTACT REPORTED IN PQ1 OR PQ2, SAY: even though you may not have had direct contact with them recently).

Please draw on everything you know about them and give your best judgments when you respond to these questions.

In your opinion, how respectfully do you think the police in your area treat people?

1. Very respectfully
2. Somewhat respectfully
3. Neither respectfully nor disrespectfully
4. Somewhat disrespectfully
5. Very disrespectfully

PQ3d. In your opinion, how effective are the police at preventing crime in your area?

PQ3e. In your opinion, how much do you trust the police in your area?

PQ3f. Taking everything into account, in your opinion, how would you rate the job the police in your area are doing?

[Person Characteristics II](#)

PC17 & PC18

Original Questions

What kind of work (do/did) you do, that is, what (is/was) your occupation? (For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)

PC18: What (are/were) your usual activities or duties at this job? (For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)

Juveniles who had jobs pointed out that these examples were not very helpful for them, considering they do not have these career-type jobs. It was recommended after Phase 1 to make the examples more appropriate to juveniles. There were no problems with these questions in Phase 2.

Proposed Revisions:

PC17: What kind of work (do/did) you do, that is, what (is/was) your occupation? (For example: [IF AGE>17: registered nurse, personnel manager, supervisor of order department, secretary, accountant] [IF AGE <18: server, cashier, customer service, lawn care, childcare]).

PC18: What (are/were) your usual activities or duties at this job? (For example: [IF AGE >17: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records] [IF AGE<18: waiting tables, selling retail items, mowing yards, watching children]).

3.8 Conclusions

The interviews conducted in Task 2 generated important information about motivations to participate, means of communication, and the juveniles' understanding of the NCVS questions. In addition to the specific wording recommendations listed previously, we offer several overarching conclusions based on the Task 2 findings.

3.8.1 Strategies for Maximizing Youth Participation in the NCVS

First, several strategies for maximizing youth participation in the NCVS may be fruitful based on input provided by parents and youth. When communicating with parents about their child's participation in the NCVS, a brochure geared toward youth could be useful to encourage participation. Parents suggested either creating separate brochures for youth and parents to communicate the importance of youth participation or including a youth-focused section in the parent brochure. Although the brochure developed by RTI for this purpose was well-received, several modifications suggested by parents would improve the brochure, including defining acronyms and using colors and bullets. It was also suggested that fewer images be used and clearer links to avenues of communication (e.g., social media) be provided, with channels that are designed to engage youth.

Parents also recommended that communications to NCVS families explain that interviewers receive background checks and include contact information for a supervisor. In addition, parents thought it was critical that interviewers do not communicate directly with youth until after the parent has been consulted and that the parent be included on all child communications. Parents also thought more innovative ways of interviewing youth, such as videoconferencing and web surveys, should be considered.

When considering what factors may be influential for encouraging youth participation, recruitment materials should appeal to youth's ability to contribute to society, research, and national crime statistics as such factors were frequently listed as a motivating factor by parents and youth for youth's participation in the study. Youth also found the idea of helping other youth appealing. Youth and parents thought BJS could appeal to youth's desire to be heard by emphasizing this as an opportunity for them to share their experiences and their voice.

3.8.2 NCVS Interview Questions

Youth were able to answer the majority of the NCVS interview questions without difficulty. If youth did have difficulty answering questions, it was often related to topics that are not part of their daily concerns or frame of reference (e.g., unemployment, distance between locations). Some questions about theft were difficult for youth to answer when "household" items were involved, such as cars or lawn equipment, because those items did not belong to them personally; however, as a household member they felt some ownership. Questions about dates and timelines (i.e., how long ago something happened) were difficult for youth but using universal reference points such as holidays and school schedules helped them answer those types of questions with more accuracy and confidence. Juveniles also had concerns answering some questions when they were not sure of their answers (e.g., questions

about ages, community policing), but acknowledging that they do not need to be certain of their responses by adding “To the best of your knowledge” or “In your opinion” to the beginning of questions appeared to help.

Overall, youth did not find the survey questions overly sensitive or invasive. When asked about the most sensitive questions, both victim and non-victim participants thought the unwanted sexual contact questions were the most sensitive. In our interviews, a few sexual assault victims experienced instances of emotional distress during the interview, confirming the need for interviewers to be trained on navigating distress reactions experienced by youth.

4 Assess the Impact of Parent (Proxy) vs. Child Self-Report on Victimization Rates (Task 3)

4.1 Introduction and Purpose

Under the current NCVS field procedures, proxy interviews are completed when a household member is temporarily absent during the data collection period, when a household member is mentally or physically incapacitated, or when parents refuse consent for their 12–13-year-old to participate in an interview. Specific criteria for proxy respondents are in place; proxy respondents must be a member of the same household as the sample member, at least 18 years or older, knowledgeable about the person for whom they are responding, and have already completed their own NCVS interview.²¹

The use of proxy interviews for 12–13-year-olds is high and appears to be increasing for older age groups over time.²² Victimization rates are significantly lower for youth proxy interviews than youth self-reported victimization rates.²³ These lower victimization rates may be a result of proxy reporting challenges such as parents' lack of knowledge about incidents that happened to their children and parents' reluctance to disclose incidents that have happened in the home or that involve themselves or other family members as perpetrators.

This study is the first to assess the effectiveness of proxy reporting by interviewing parent-child pairs about the child's victimization experiences and using the child's report as the "gold standard" to assess the accuracy of parent (proxy) reports. It investigates differences in child self-reporting compared with a parent proxy reporting for the current proxy allowable ages of 12–13 and 14–17 to inform decisions about proxy interviewing going forward (e.g., whether proxy interviewing is an appropriate option from a validity perspective or whether the allowable proxy ages should be expanded).

RTI conducted 182 proxy interviews with 91 parent-child pairs as part of the NCVS Juveniles Study for BJS. This study was completed over an extremely condensed timeframe (a 5.5-week period in Fall 2020) and generated data about victimization levels and incident detail from parents and children to determine similarities and differences in the information they report. The proxy study assessed the comparability of victimization estimates produced from parent (proxy) reports compared with child self-reports to better understand within-pair agreement. This report summarizes the methods used in the proxy interview study and provides detailed findings and recommendations.

4.2 Methods

As previously described, proxy interview participants were recruited online through Facebook advertisements targeted to parents of children ages 12–17 and, later, via word of mouth. Interested parents completed an online eligibility survey, and RTI recruiters contacted those who met study eligibility criteria, keeping in mind diverse demographic and crime type needs. Before scheduling interviews, parents had a phone call with a recruiter to discuss the study, ensure they understood the consent procedures, and confirm they had the technological capabilities to have both parent and child

²¹ See *National Crime Victimization Survey: Interviewing Manual for Field Representatives. Part A, Chapter 2. Page A2-12-13: Rules for Proxy Respondents and When to Accept a Proxy Interview*:

<https://www.bjs.gov/content/pub/pdf/manual2019.pdf>

²² Taken from a 2015 internal report: *Interviewing Juveniles: Background, Options, and Implications for the NCVS (unpublished)*; unpublished analyses conducted by RTI, 2020: *NCVS Juvenile Secondary Data Analysis*.

²³ Taken from unpublished analyses conducted by RTI, 2020: *NCVS Juvenile Secondary Data Analysis*.

attend simultaneous virtual interviews. Interviews for parents and youth were scheduled to take place at the same time to ensure data integrity and interview independence, because staggered interviews could result in respondents conveying to one another how they answered the questions. More detailed information on the recruitment process can be found in **Section 3.3**. This section summarizes demographic information on the proxy study participants and describes the methods used to conduct the proxy interviews and analyze the data.

4.3 Participant Information

Table 4-1 breaks down the demographics reported by parents in the eligibility form for the 91 children who were interviewed for the proxy study. The research team did not collect demographic data on the parent participants, but it was observationally noted that 90 of the parents were women while 1 was a man.

Table 4-1: Demographics and victimization type of child survey participants

Demographic characteristics	Total		
	Count	Percent	%
Child Sex	TOTAL	91	100
Male	51	56	%
Female	39	43	
Other	1	1	
Age			
12	20	22	%
13	12	13	
14	18	20	
15	16	18	
16	11	12	
17	14	15	
Race/Ethnicity ^a			
Hispanic	17	19	%
White	64	70	
Black	35	38	
American Indian/Alaska Native	4	4	
Asian	0	0	
Native Hawaiian/Pacific Islander	4	4	
Other ^b	2	2	
More than one race	21	23	
Household Income			
Below \$30,000	24	26	%
Above \$30,000	63	69	
Prefer not to say	4	5	
Most Serious Victimization (Recruited)			
Theft	10	10	%
Attack	14	15	
Unwanted sexual contact	11	12	
Break-in	0	0	
None	56	62	

^a Race/Ethnicity numbers do not sum to total because participants could choose more than one.

^b “Other” was provided as a response option on the race question, but no further probing was done to identify which race(s) respondents were included in this category.

4.4 Interview Procedures

All interviews were conducted via Zoom, and participants were required to be in a private setting during the interview and encouraged to wear headphones. Participants were told they needed to keep their video on, and interviewers were instructed to stop the interview if the participant lost video capabilities. Video was required so the interviewer would be able to assess the participant for signs of distress and possibly pick up any non-verbal cues provided. Interviewers had an Emotional Distress Protocol (*see Appendix H*) to follow if they detected signs of distress.

All interviews were conducted by experienced RTI staff who first completed a training on the proxy field test instrument and all study protocols. Training included instructing interviewers to follow the same guidelines as the participants and complete the interview in a private setting. Children and parents were interviewed simultaneously but separately (by two separate interviewers), with each in a private location. Before beginning the interview, interviewers asked participants to confirm that their location was private and requested that participants communicate if the setting was no longer private at any time during the interview.

Before the start of each child interview, the interviewer read over the child assent form and allowed the respondent to ask questions. Once the interviewer obtained verbal assent, the interviewer signed an assent form declaring that they went over the assent with the participant and the child had agreed to participate. The child and parent interviews were facilitated via computer-assisted personal interviewing.

The most recent version of the NCVS instrument, field-tested through a separate NCVS redesign task, was programmed and used with some modifications recommended as a result of the Cognitive Interviews task findings. This instrument asked about experiences within the past 12 months using an interleaf approach, which included a set of victimization screening questions for each crime type followed by a limited set of follow-up questions in the screener itself and then a detailed CIR for each incident. The instrument was programmed such that the screening questions to classify the respondent as a victim of various crime types and to rely on this classification to determine which CIR modules are covered. Children were asked to report on their own experiences. Parents were asked to report on their child's experiences to the best of their knowledge. No probes were asked during the interview, and interviewers followed standard field interviewing practices to mimic the actual NCVS administration procedures and questions as closely as possible.

The interviews were scheduled to take no longer than 45 minutes, including a short debriefing at the end of the interview. This required interviewers to truncate the interview approximately 40 minutes into the interview slot; therefore, in many interviews with individuals reporting more than one victimization, the interviewer could not go through the entire instrument for each incident (some incidents were skipped altogether). The study team knew ahead of time that participants who reported a victimization incident would be asked follow-up questions about each incident whereas non-victims would not receive those questions. As a result, non-victim interviews were expected to be completed faster than victim interviews, so parents and children were told that each may receive different questions and that the interviews would not necessarily conclude at the same time. This was done to protect the privacy of participants so neither parent nor child would question if one interview took significantly longer to complete.

The parent interview debrief questions (found in *Appendix J*) assessed how confident parents were in reporting on their child's experiences and which sections/questions were problematic for them to answer. The child interview debrief questions assessed whether children thought their parents knew about the experiences reported in the interview and whether certain types of questions would be harder or easier for parents to answer on behalf of their children. Parents and children were both asked whether, in general, parents would be better at answering questions on behalf of younger versus older children.

Each parent and child participant received a \$40 Amazon.com gift card for participating in the 45-minute interview. Following each interview, recruiters sent the gift card code within 2 business days to the email address or cell phone number (via text) provided by the participant. RTI recruiters tracked the distribution of all study compensation via a tracking spreadsheet. All gift card codes were listed along with spaces for information on how and when the code was issued. As recruiters sent a gift card code, they marked the date it was sent, to which study ID they sent it, and whether it was sent via text or email.

4.5 Data Analysis

Analysis of the interview data consisted of first developing syntax to define each type of crime based on the NCVS instrument and classifying the child's status according to each interview. For this study, the types of crime were designated as none, theft, attack, or unwanted sexual contact, which do not exactly match the crime victimization categories measured in the NCVS.

Next, the number and percentage of children who experienced each crime type (theft, physical attack, and sexual assault) based on child self-reports and parent (proxy) reports are summarized across the sample. These estimates are reported for the overall sample and separately by child age group (12–13, 14–15, and 16–17). The tables break down victimization estimates generated from parent (proxy) reports and child self-reports and show the agreement in the child's victimization status within parent-child pairs.

The main statistical test used for assessing parents' ability to serve as proxy reporters for children (and specific age groups of children) was the McNemar's test which tests whether the marginal proportions on a table are the same.²⁴ This test, which compares the consistency between victimization rates produced from parent (proxy) reports with those produced from child self-reports, was deemed to be the most useful for informing decisions about the extent to which NCVS estimates of child victimization based on parent (proxy) reports differ from those that would be generated by children themselves and for understanding whether discrepant estimates (i.e., estimates that differ from the gold standard of the child's self-report) tend to reflect parent over- or underreporting relative to the child-generated estimates (*Table 4-2*), where the percentage of parent reports is compared with the percentage of child reports. Conceptually, McNemar's test assesses whether any overreporting or underreporting on the part of the parents relative to the children's reports (see *Tables 4-3, 4-4, 4-5, and 4-6*) is statistically

²⁴ See McNemar, Q. (1947). Note on the sampling error of the difference between correlated proportions or percentages. *Psychometrika*, 12(2), 153–157; SAS Institute. (2019). *SAS/STAT 15.1 User's Guide: Tests and Measures of Agreement*. SAS Institute Inc.

https://documentation.sas.com/doc/en/pgmsascdc/9.4_3.4/statug/statug_freq_details78.htm

significant at the aggregate level (e.g., across all parents and children in the study). It does not test for congruence within parent-child pairs.

The McNemar's test was conducted for victimization estimates reported for the overall sample and separately by child age group. However, it should be noted that the small sample size within each age group and low prevalence of most crime types reduce the statistical power of comparisons within each age group, particularly for 16–17-year-olds. The values in each table used for the significance testing are shaded in gray.

Table 4-2: Illustration of analytic approach

		Child reported victimization?		Percentage Victimized According to Parent
		Yes	No	
Parent reported child was a victim?	Yes	Parent reporting is in agreement	Parent is overreporting	Percentage Victimized According to Parent
	No	Parent is underreporting	Parent reporting is in agreement	
				Percentage Victimized According to Child

Several additional analyses were also conducted, including the most serious crime type, the number of crime incidents reported, and incident-level characteristics. Specifically, parent and child reports of the most serious crime type experienced by the child were compared, which involved an extension of McNemar's test called the Bowen's symmetry test. To assess differences in the number of incidents reported by parents and children, paired t-tests were used. Finally, parent and child reports regarding incident characteristics among victims were explored. Specifically, for pairs in which both the child and parent indicated that the child had experienced a particular crime type (and therefore received the CIR modules for that particular crime type, time permitting) and within the same 3-month period, incident-specific comparisons were conducted to assess the degree of agreement on key incident characteristics (e.g., month of incident, location, perpetrator).

Project staff conducted descriptive analyses of the debriefing data gathered at the end of the interviews, and staff also summarized quantitative results and synthesized qualitative responses. Some of the analyses of debriefing data also used interview data to assess whether qualitative perceptions differed based on how children and parents answered the actual interview questions.

4.6 Findings

This section presents the results of the quantitative analyses of interview data first, with a focus on the similarity in the victimization estimates generated from parent (proxy) reports and child self-reports. Specifically, each subsection presents findings for the child's victimization status for each crime type (based on parent and child reports and summarizing the results of the McNemar's test, which conveys whether the victimization estimates generated from parent reports differ significantly from those generated from child self-reports), the most serious crime type and total number of incidents reported, and incident characteristics. Next, the results of the debriefing data are presented, summarizing child and parent perceptions of the parent's ability to report on the child's experiences.

4.6.1 Victimization Status

The first set of analyses compared parent and child reports of the child's victimization status for each major crime type covered in the interview (**Table 4-3**). Differences by age group are shown in **Tables 4-4, 4-5, and 4-6** however, the small sample size within each age group and low prevalence of most crime types reduce the statistical power of comparisons within each age group, particularly for 16–17-year-olds. The tables show the number and percentage of children classified as a victim and non-victim for each crime type, based on child report and parent (proxy) report. Therefore, they can be used to understand the victimization rates produced by parent (proxy) reports and child self-reports and the extent of agreement between parents and children on the child's victimization status. The tables also show the results of the McNemar's tests for whether the victimization rates produced by parent reports are statistically different from those produced by child self-reports. The values in each table used in the significance testing are shaded in gray.

Table 4-3: Concordance tables and McNemar's test by crime type, all ages

Theft ^a		Parent				TOTAL			p-value
		Victim		Non-victim					
Child	Count	Percent	Count	Percent	Count	Percent	%		
Victim	24	26.4 %	14	15.4 %	38	41.8 %			0.8527
Non-victim	15	16.5	38	41.8	53	58.2			
TOTAL	39	42.9	52	57.1	91	100.0			

Attack ^b		Parent				TOTAL			p-value
		Victim		Non-victim					
Child	Count	Percent	Count	Percent	Count	Percent	%		
Victim	24	26.4 %	9	9.9 %	33	36.6 %			0.0411
Non-victim	20	22.0	38	41.8	58	63.7			
TOTAL	44	48.4	47	51.6	91	100.0			

Unwanted sexual contact ^c		Parent				TOTAL			p-value
		Victim		Non-victim					
Child	Count	Percent	Count	Percent	Count	Percent	%		
Victim	3	3.3 %	7	7.7 %	10	11.0 %			0.5637
Non-victim	5	5.5	76	83.5	81	89.0			
TOTAL	8	8.8	83	91.2	91	100.0			

^a Includes theft and attempted theft.

^b Includes attack, attempted attack, and threatened attack.

^c Includes completed, attempted, and threatened unwanted sexual contact.

Table 4-4: Concordance tables and McNemar's test by crime type, ages 12–13

Theft ^a		Parent				TOTAL			p-value
		Victim		Non-victim					
Child		Count	Percent	Count	Percent	Count	Percent		
Victim		7	21.9 %	4	12.5 %	11	34.4 %		
Non-victim		3	9.4	18	56.3	21	65.6		
TOTAL		10	31.3	22	68.8	32	100		0.7055

Attack ^b		Parent				TOTAL			p-value
		Victim		Non-victim					
Child		Count	Percent	Count	Percent	Count	Percent		
Victim		6	18.8 %	4	12.5 %	10	31.3 %		
Non-victim		6	18.8	16	50	22	68.8		
TOTAL		12	37.5	20	62.5	32	100		0.5271

Unwanted sexual contact ^c		Parent				TOTAL			p-value
		Victim		Non-victim					
Child		Count	Percent	Count	Percent	Count	Percent		
Victim		0	0.0 %	2	6.3 %	2	6.3 %		
Non-victim		1	3.1	29	90.6	30	93.7		
TOTAL		1	3.1	31	96.9	32	100.0		0.5637

^aIncludes theft and attempted theft.

^bIncludes attack, attempted attack, and threatened attack.

^cIncludes completed, attempted, and threatened unwanted sexual contact.

Table 4-5: Concordance tables and McNemar's test by crime type, ages 14–15

Theft ^a		Parent				TOTAL			p-value
		Victim		Non-victim					
Child		Count	Percent	Count	Percent	Count	Percent		
Victim		8	23.5 %	5	14.7 %	13	38.2 %		
Non-victim		10	29.4	11	32.4	21	61.8		
TOTAL		18	52.9	16	47.1	34	100		0.1967

Attack ^b		Parent				TOTAL			p-value
		Victim		Non-victim					
Child		Count	Percent	Count	Percent	Count	Percent		
Victim		9	26.5 %	2	5.9 %	11	32.4 %		
Non-victim		9	26.5	14	41.2	23	67.6		
TOTAL		18	52.9	16	47.1	34	100		0.0348

Unwanted sexual contact ^c		Parent				TOTAL			p-value
		Victim		Non-victim					
Child		Count	Percent	Count	Percent	Count	Percent		
Victim		3	8.8 %	1	2.9 %	4	11.8 %		
Non-victim		4	11.8	26	76.5	30	88.2		
TOTAL		7	20.6	27	79.4	34	100.0		0.1797

^aIncludes theft and attempted theft.

^bIncludes attack, attempted attack, and threatened attack.

^cIncludes completed, attempted, and threatened unwanted sexual contact.

Table 4-6: Concordance tables and McNemar's test by crime type, ages 16–17

Theft ^a		Parent									
Child		Victim			Non-victim			TOTAL			p-value
		Count	Percent	%	Count	Percent	%	Count	Percent	%	
Victim		9	36	%	5	20	%	14	56	%	
Non-victim		2	8		9	36		11	44		
TOTAL		11	44		14	56		25	100		0.2568

Attack ^b		Parent									
Child		Victim			Non-victim			TOTAL			p-value
		Count	Percent	%	Count	Percent	%	Count	Percent	%	
Victim		9	36	%	3	12	%	12	48	%	
Non-victim		5	20		8	32		13	52		
TOTAL		14	56		11	44		25	100		0.4795

Unwanted sexual contact ^c		Parent									
Child		Victim			Non-victim			TOTAL			p-value
		Count	Percent	%	Count	Percent	%	Count	Percent	%	
Victim		0	0.0	%	4	16.0	%	4	16.0	%	
Non-victim		0	0.0		21	84		21	84.0		
TOTAL		0	0.0		25	100.0		25	100.0		~

~ Not applicable

^a Includes theft and attempted theft.

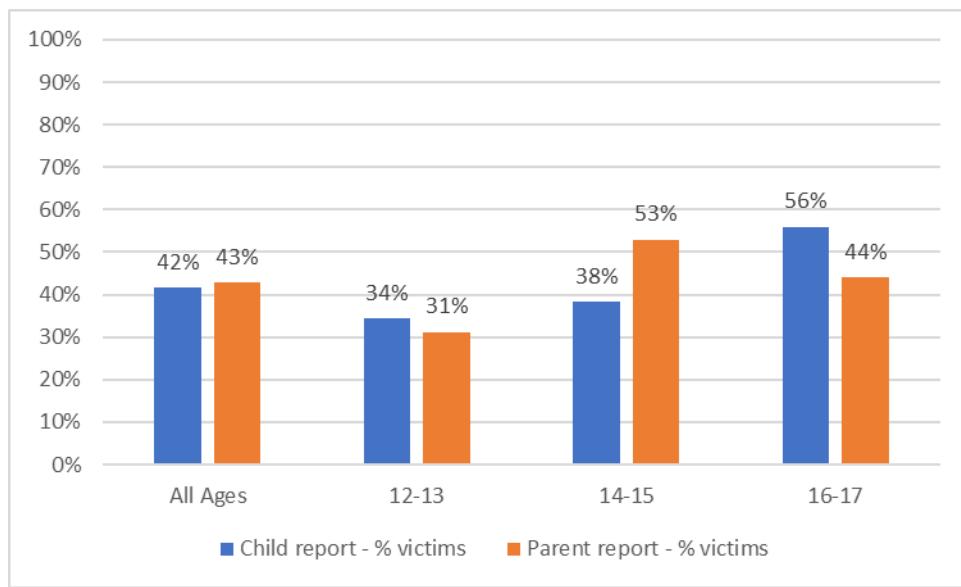
^b Includes attack, attempted attack, and threatened attack.

^c Includes completed, attempted, and threatened unwanted sexual contact.

Theft

Figure 4-1 shows the overall percentage of parents and children who reported that the child experienced a theft or attempted theft in the past 12 months. Overall, 42% of children (and 43% of parents) reported that the child experienced a theft or attempted theft in the past 12 months. The prevalence of theft was highest among the 16–17-year-old age group, with 56% of children (and 44% of parents) reporting that the child had experienced a theft during the reference period. About 34% of children in the 12–13-year-old age group (31% of parents) and 38% of children (53% of parents) in the 14–15-year-old age group reported a theft.

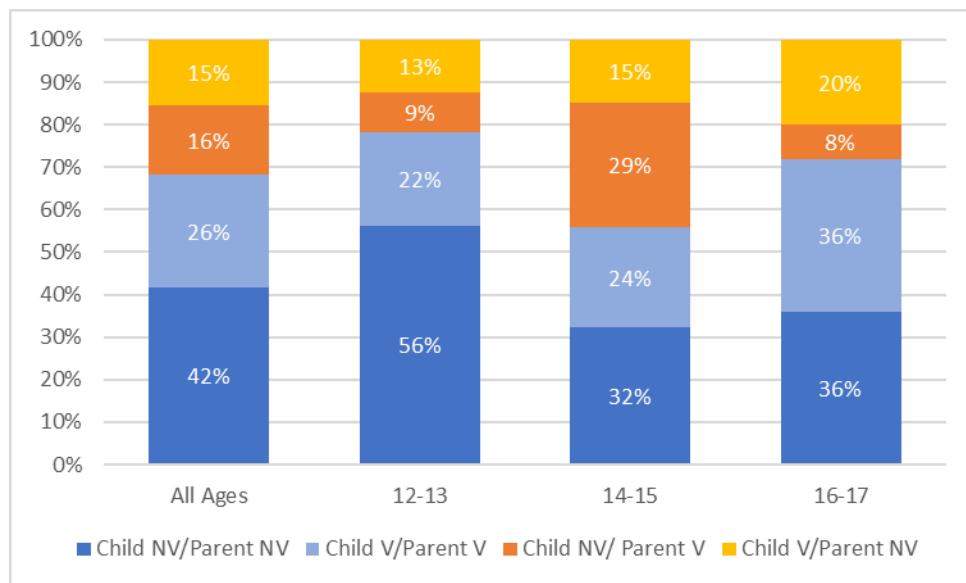
Figure 4-1: Percentage of children and parents who reported any theft



When the equivalence of the theft victimization estimates produced from parent (proxy) reports and child self-reports was assessed, McNemar's test was not statistically significant. This means there was no statistically significant underreporting or overreporting of theft by parents compared with the children's reports. This was true for all child age groups.

Figure 4-2 illustrates the within-pair agreement in parent and child reports of the child's experiences with theft. The extent of agreement is shown for the total sample as well as specific age groups. Overall, agreement within parent-child pairs was about 68%, with most agreement reflecting a non-victim categorization from both the parent and child. Specifically, both the parent and the child answers resulted in the child being classified as a non-victim of theft for 42% of parent-child pairs and as a theft victim for 26% of parent-child pairs. Agreement was highest for the 12–13-year-old age group, for which 78% of pairs were classified the same way, and lowest for the 14–15-year-old age group, for which 56% of pairs were classified the same way (**Figure 4-2**). When examining pairs in which there was disagreement, parent overreporting (16.5%) and underreporting (15.4%) were equally likely.

Figure 4-2: Parent/child pairs victimization agreement by age group: Theft

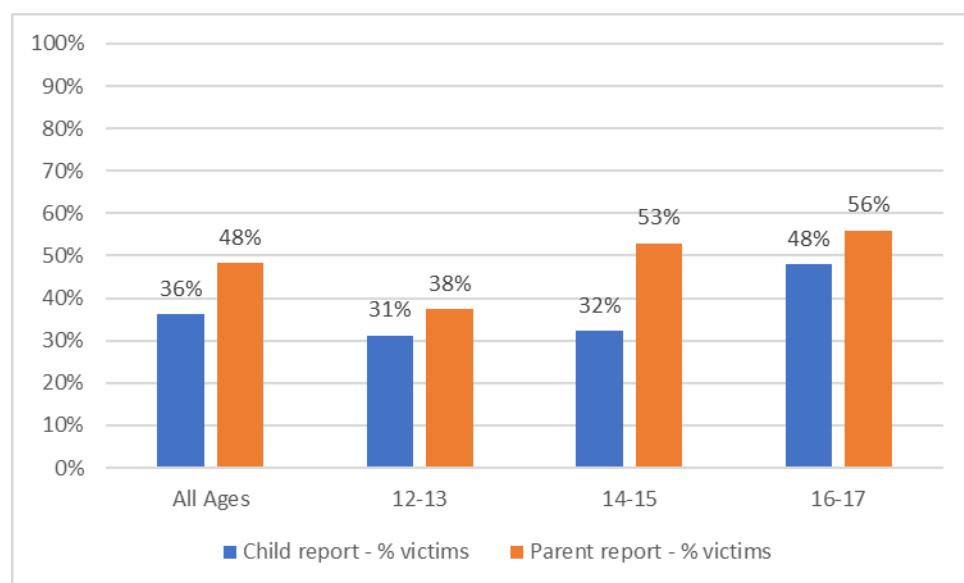


NV = non-victim; V = victim.

Attacks

The prevalence of physical attacks reported by parents and children in the interviews in the past 12 months, including attempted and threatened attacks, is shown in **Figure 4-3**. Overall, parents were consistently more likely than children to report that their child had experienced a physical attack during the reference period. Just over 36% of children (and 48% of parents) reported that the child had experienced an incident classified as a physical attack during the reference period. Attacks appear to be experienced more by older children, with 48% of 16–17-year-olds (and 56% of parents) reporting an attack, compared with 31% of 12–13-year-olds (38% of parents) and 32% of 14–15-year-olds (53% of parents).

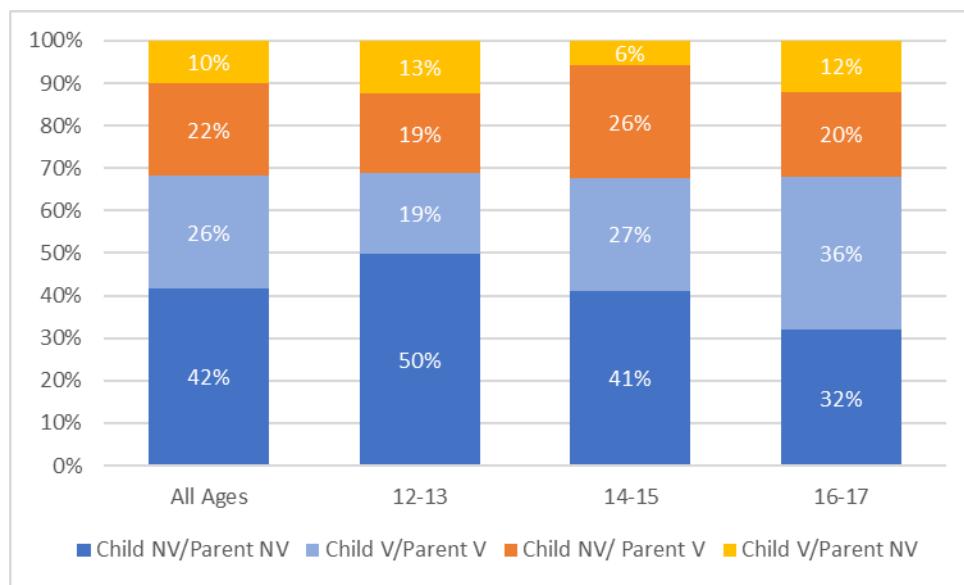
Figure 4-3: Percentage of children and parents who reported any attack



When examining the similarity in victimization estimates generated from parent (proxy) and child self-reports for physical attack, a statistically significant difference was evident ($p<0.05$) based on McNemar's test. Specifically, parents appeared to overreport physical attacks relative to child self-reports. When examining the results for the three age groups of children, the test was significant ($p<0.05$) only for the 14–15-year-old age group, which had the largest sample size and therefore the most statistical power.

Parent-child agreement for the child's status as a victim or non-victim of physical attack was 68% overall (i.e., two-thirds of parent-child pairs answered the interview questions in a manner that led to the same classification for the child's status as a victim or non-victim of physical attacks). Most of the agreement reflected the status of non-victim (42%), but both the parent and child reported that the child was a victim of physical attack for 26% of pairs. Of the pairs without agreement, the most common pattern was parent overreporting, which was the case for 22% of pairs. Parent underreporting only occurred in 10% of pairs. Parent-child agreement on the child's status as a victim or non-victim of physical attack was about the same for all three age groups, as shown in **Figure 4-4**.

Figure 4-4: Parent/child pairs victimization agreement by age group: Attack

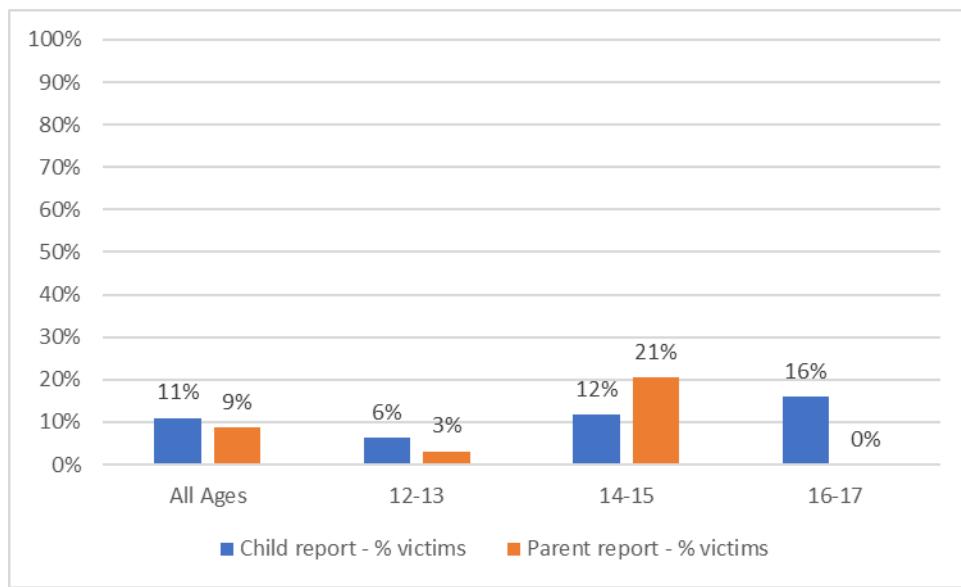


NV = non-victim; V = victim.

Unwanted Sexual Contact

For unwanted sexual contact, which included any type of unwanted sexual contact experienced by the child in the past 12 months, 11% of children and 9% of parents reported in the interview that the child had experienced this type of victimization within the reference period (**Figure 4-5**). The prevalence by age group is also shown in **Figure 4-5**. Reports of unwanted sexual contact were higher for older age groups, based on child report. Specifically, 6% of 12–13-year-olds (and 3% of their parents) reported unwanted sexual contact in the past 12 months, compared with 12% of 14–15-year-olds (21% of their parents) and 16% of 16–17-year-olds (0% of their parents).

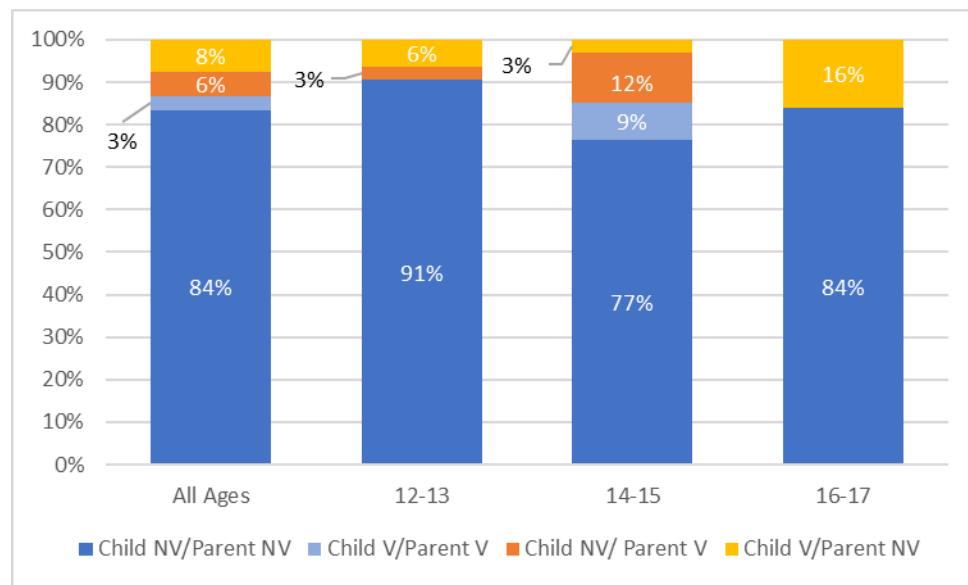
Figure 4-5: Percentage of children and parents who reported any unwanted sexual contact



When examining the similarity of victimization estimates for unwanted sexual contact based on parent and child reports (**Table 4-3**), the McNemar's test was not statistically significant. This indicates that there was no statistically significant underreporting or overreporting of this crime type by parents compared with the child's report. This pattern was evident for 12–13-year-olds and 14–15-year-olds. For these age groups, estimates of sexual assault produced from parent (proxy) and child reports did not differ significantly. The test could not be conducted for 16–17-year-olds because no parents reported that their child had experienced unwanted sexual contact.

Figure 4-6 illustrates the within-pair agreement in parent and child reports of the child's experiences with unwanted sexual contact. The extent of agreement is shown for the total sample as well as specific age groups. Overall, agreement within parent-child pairs was about 87%, with most agreement reflecting a non-victim categorization from both the parent and child. Specifically, both the parent and the child gave answers that resulted in the child being classified as a non-victim of sexual assault for 84% of parent-child pairs, and only 3% reflected a classification as a sexual assault victim by both the parent and child. The level of agreement was 91% for 12–13-year-olds, 85% for 14–15-year-olds, and 84% for 16–17-year-olds. When examining pairs in which there was disagreement, it appears that parent underreporting (7.5%) was slightly more likely than overreporting (5.5%).

Figure 4-6: Parent/child pair victimization agreement by age group: Unwanted sexual contact



NV = non-victim; V = victim.

4.6.2 Most Serious Crime and Number of Incidents Reported

Next, the research team examined the similarity of parent and child reports of the most serious crime experienced by the child, categorized by the interview based on how the respondent completed the victimization screening questions in the interview. The order of the crime types used for this study from least serious to most serious was as follows.

- None (non-victim)
- Theft
- Attack
- Unwanted sexual contact

When the similarity in reports by parents and children of the most serious crime was assessed, the results of the Bowen's test did not reach statistical significance for the overall sample or for any specific age group. This means that there were no significant differences between parent and child reports of the most serious crime type experienced by the child. These results are shown in **Table 4-7**.

Table 4-7: Comparing most serious crime and Bowen's Test

Parent																
All ages																
Child	TOTAL			No crime		Theft		Attack		Unwanted sexual contact		p-value				
	Count	Percent	%	Count	Percent	Count	Percent	Count	Percent	Count	Percent					
TOTAL	91	100.0	%	34	37.4	%	9	9.9	%	40	44.0	%	8	8.8	%	0.1140
No crime	40	44.0		23	25.3		4	4.4		11	12.1		2	2.2		
Theft	16	17.6		5	5.5		2	2.2		7	7.7		2	2.2		
Attack	25	27.5		6	6.6		2	2.2		16	17.6		1	1.1		
Unwanted sexual contact	10	11.0		0	0.0		1	1.1		6	6.6		3	3.3		
Parent																
Age: 12–13																
Child	TOTAL			No crime		Theft		Attack		Unwanted sexual contact		p-value				
	Count	Percent	%	Count	Percent	Count	Percent	Count	Percent	Count	Percent					
TOTAL	32	100.0	%	17	53.1	%	3	9.4	%	11	34.4	%	1	3.1	%	0.7471
No crime	17	53.1		12	37.5		1	3.1		4	12.5		0	0.0		
Theft	5	15.6		2	6.3		1	3.1		1	3.1		1	3.1		
Attack	8	25.0		3	9.4		1	3.1		4	12.5		0	0.0		
Unwanted sexual contact	2	6.3		0	0.0		0	0.0		2	6.3		0	0.0		
Parent																
Age: 14–15																
Child	TOTAL			No crime		Theft		Attack		Unwanted sexual contact		p-value				
	Count	Percent	%	Count	Percent	Count	Percent	Count	Percent	Count	Percent					
TOTAL	34	100.0	%	9	26.5	%	3	8.8	%	15	44.1	%	7	20.6	%	0.1736
No crime	16	47.1		7	20.6		2	5.9		5	14.7		2	5.9		
Theft	6	17.6		1	2.9		1	2.9		3	8.8		1	2.9		
Attack	8	23.5		1	2.9		0	0.0		6	17.6		1	2.9		
Unwanted sexual contact	4	11.8		0	0.0		0	0.0		1	2.9		3	8.8		
Parent																
Age: 16–17																
Child	TOTAL			No crime		Theft		Attack		Unwanted sexual contact		p-value				
	Count	Percent	%	Count	Percent	Count	Percent	Count	Percent	Count	Percent					
TOTAL	25	100.0	%	8	32.0	%	3	12.0	%	14	56.0	%	0	0.0	%	0.1736
No crime	7	28.0		4	16.0		1	4.0		2	8.0		0	0.0		
Theft	5	20.0		2	8.0		0	0.0		3	12.0		0	0.0		
Attack	9	36.0		2	8.0		1	4.0		6	24.0		0	0.0		
Unwanted sexual contact	4	16.0		0	0.0		1	4.0		3	12.0		0	0.0		

When looking at the number of crime incidents by crime type reported by parents and children, it appears that parents reported a slightly larger number of incidents than children for attacks (including completed and threatened attacks) and thefts, yet a slightly lower number of incidents for sexual assaults (see **Table 4-8**).

However, none of these differences were statistically significant based on both paired t-tests and Wilcoxon signed-rank sum tests. The paired t-test assumes normality, which is unlikely to hold with these count data and this sample size, so the Wilcoxon signed-rank sum test is used when this assumption cannot be met. The Wilcoxon signed-rank sum test considers the parent-child pairs and tests if the median difference is significantly different from 0.

Table 4-8: Comparing incident counts between parent and child pairs

Type of crime	Average			p-value ^a	p-value ^b
	Parent	Child	Difference of Pairs		
TOTAL	1.67	1.46	0.21	0.2838	0.3260
Unwanted sexual contact	0.09	0.18	-0.09	0.1451	0.1396
Attack	0.85	0.67	0.18	0.1839	0.2582
Completed	0.18	0.08	0.10	0.0948	0.1305
Threatened	0.09	0.05	0.03	0.4084	0.5811
Unknown	0.58	0.54	0.04	0.7409	0.6788
Theft	0.74	0.62	0.12	0.2946	0.3492
Completed	0.07	0.10	-0.03	0.4943	0.6152
Attempted	0.08	0.09	-0.01	0.7832	0.9844
Unknown	0.59	0.43	0.16	0.1204	0.1226

^a Paired t-test.

^b Wilcoxon signed-rank sum test.

4.6.3 Crime-Specific Incident Characteristics

The research team analyzed incident characteristics reported by the parents and children for the most recent occurrence of each crime type (theft, attack, and unwanted sexual contact) (see **Tables K-1** through **K-9** in **Appendix K**). These analyses are limited to pairs for which both the parent and the child reported that the crime type occurred. This left 23 cases of theft (out of 24 cases of theft where the parent and child agreed that victimization occurred), 16 cases of attack (out of 24 cases of attack where the parent and child agreed that victimization occurred), and three cases of unwanted sexual contact for analysis (out of three cases of unwanted sexual contact where the parent and child agreed that victimization occurred). Because of this restriction and item-specific missing data, the research team did not conduct significance tests (not all CIR modules could be covered for each reported incident within the 45-minute time window of the interview, which necessitated skipping some questions or ending the interview early).

Regarding incident timing (e.g., quarter or 6-month period) for theft incidents, it appears that more recent incidents were associated with greater parent-child agreement. For example, of the 12 theft incidents that the child indicated took place within the past 6 months, 10 of their parents also indicated that the incident took place during that period. This agreement did not appear evident with attack incidents (for which only 56% of parents whose child indicated that the incident took place within the

past 6 months also reported this timing), and the extremely small number of sexual assault incidents for which this analysis could be conducted precludes any comparison of parent-child reports.²⁵

4.6.4 Other Incident Characteristics

Finally, for incidents that were determined to be in agreement in terms of both the parent and child reporting an incident of the same crime type that occurred in roughly the same period (e.g., within 3 months), the research team attempted to examine congruence in parent and child reports of key incident characteristics, including the incident location, number of offenders, whether the offender(s) was known to the child, the victim-offender relationship, whether the child sustained any injury during the incident, whether the police were involved, and whether the child experienced serious problems (at work or school and with family and friends) as a result of the incident (see **Tables L-1** through **L-5** in **Appendix L**). However, only 41 matched pairs were identified out of 112 incidents reported by children and 130 incidents reported by parents. Of these matched incident pairs, some incidents did not have incident-level data beyond incident type and date of occurrence leaving only 14 pairs of matches with incident characteristics that could be compared credibly.

Interestingly, congruence between parent and child reports appears to be high for nearly all of these incident-level characteristics. The specific classification of incidents the child considered to take place in a “common area” by parents was somewhat incongruent, but the agreement on the other location types was quite strong, along with the other incident characteristics shown in the table (i.e., number of offenders; whether the offender(s) was known to the child; the victim-offender relationship; whether the child sustained any injury during the incident; whether the police were involved; and whether the child experienced serious problems at work, school, or with family and friends).

4.6.5 Respondent Perceptions of Parents’ Ability to Serve as Proxy Respondents

Child Perceptions

After the NCVS questions were covered in the interview, the interviewer asked children how much they think their parent or guardian knows about the experiences they talked about in the interview. Some participants who did not report any victimization skipped this question. As shown in **Table 4-9**, more than half the children (56%) said during the debrief that their parent knew about “all of” the experiences they had shared in the interview. However, for these children, only half of their parents provided responses in the interview (regarding the child’s victimization experiences, particularly the most serious incident experienced) that were consistent with the child’s own responses. Not surprisingly, among the youth who indicated that their parents only knew about “some of” or “very little about” the experiences they talked about in the interview, even fewer had a most serious crime classification that agreed with their parent’s report (36%–44%).

²⁵ Although the research team attempted to examine the specific type of theft (whether completed or attempted) and attack (whether actual or threatened) incidents, item-level missing data preclude this comparison.

Table 4-9: Whether parent knows about child's experiences and parent-child agreement on most serious incident

	TOTAL		Parent/child agree on most serious incident			
	Count	Percent	Yes	Percent	No	Percent
TOTAL	82	100.0 %	37	45.1 %	45	54.9 %
My parents know about all the experiences I talked about in this interview	46	56.1	23	50.0	23	50.0
My parents only know about some of the experiences I talked about in this interview	25	30.5	9	36.0	16	64.0
My parents know very little about the experiences I talked about in this interview	9	11.0	4	44.4	5	56.6
My parents do not know about any of the experiences I talked about in this interview	2	2.4	1	50.0	1	50.0

Responses to perceptions of parents' knowledge of children's experiences with crime varied by age, but no clear pattern emerged. Most participants who said their parents knew about all the experiences credited communication and good relationships with their parents. For example, "Me and my mom are close and we tell each other everything," and "I think they would know most of what goes on in my life. I tell them pretty much everything."

Of those who said their parents did not know about all of their experiences, some shared they had not told their parent because they felt the incident was minor—"I didn't tell them about the incident because it wasn't a big deal so she doesn't know about it." A few youth shared they did not tell their parent about unwanted sexual contact, stating "I tell my mom everything except sexual experiences because she gets uncomfortable about those things" and "She knows about the physical assault, she doesn't know about the sexual assault." Others stated they did not communicate with their parent in general: "Because we're not so close, so they don't know everything that goes on,"; "Mom doesn't know most things, I bottle things up – don't tell her everything,"; and "Because I have not told her about a lot of it. She doesn't know about anything I talked about here."

Interviewers also asked youth how good of a job parents would do at answering the same questions they were asked in the interview. Most children (90%) were positive about their parents' ability to answer interview questions accurately, with responses split between "very good" and "pretty good." When comparing these perceptions with actual agreement between the parent and child on the child's most serious incident (as reported in the interview), agreement was similar (about 50%) for youth who thought their parent would do a "very good" or "pretty good" job but lower (22.5%) for those who felt their parent would not do a very good job (see **Table 4-10**).

Table 4-10: Child's opinions on how good a job their parent did answering questions and parent-child agreement on most serious incident

	TOTAL		Parent/child agree on most serious incident				
	Count	Percent	Yes	Percent	No	Percent	
TOTAL	88	100	%	41	46.6	%	
A very good job	39	44.3		19	48.7	20	51.3
A pretty good job	40	45.5		20	50.0	20	50.0
Not a very good job	9	10.2		2	22.5	7	77.8

Of the nine participants who said their parent would not do a very good job, five of them were ages 16–17, two were 15-year-olds, and two were 12-year-olds. They all cited the fact that their parent did not know enough about their experiences to answer these questions. One participant shared that their parent knew about the incident but would not do a very good job responding to questions, “Because...I shared my reaction, but not how I was feeling emotionally.” The rest said their parent would not do a good job because they would not know about some incidents—“I live with my mom; my dad lives separately. I didn’t tell my mom stuff about that guy. She would get mad at me.” Of those who said their parent would do a “pretty good job,” many made similar comments about their parent not knowing about all of the incidents or not knowing enough details about the incident to do a good job responding. As one participant explained, “She doesn’t really know exactly when they happened and where. She knew who it was.” A few other participants were concerned with their parent’s recall abilities, such as, “I told her about all of them. She might have forgot about some of the parts.”

Interviewers asked youth—for the incidents the parent knew about—whether there were any questions parents might be *better* at answering than they were. Answers were split pretty evenly across age groups with about half of each age group saying yes and about half saying no. Of the youth who said yes (47%), many mentioned that parents would be better at answering questions about dates, times, the police, and out-of-pocket expenses. For example, when asked when the most recent incident of a crime type occurred, the parent reported May 2020, whereas the child waffled back and forth between May 2020 and May 2019. The child finally decided it was May 2019 (which was outside of the 12-month time frame). After the interview, the child said their parent would have been better at answering that question. Some also said that their parent would be better at explaining things or providing certain details. Other youth asserted that parents would have been better answering questions about specific incidents such as, “the whole car/break-in incident” or “the ones about the lawn/garage.” One participant shared that the tools that had been stolen belonged to their dad, so he would have been the better person to answer those questions. Incidents involving household or family belongings and not the child’s personal possessions were often the ones youth thought someone else would be better at answering.

Interviewers also asked whether there were any questions parents might have a *harder* time answering on the child’s behalf. Overall, 45% of child participants said their parent would have a harder time answering some of the questions. Those participants reported that questions about feelings, sexual assault incidents, threats or attempts, or things that happened at school would be the most difficult for parents to answer. In relation to threats or attempts, one child participant vocalized, “I wouldn’t tell her something was stolen unless it actually happened.”

Some youth also mentioned that parents would have a harder time answering questions about incident or offender details, as articulated by one participant, “I didn’t go into too much detail with them about what happened, just the basics.” Another participant said, “She’d probably answer with her opinion but not what actually happened...the way she sees the story.”

[Child perceptions of the appropriateness of proxy responses for younger vs. older children](#)

Interviewers asked children whether parents would generally be able to answer the interview questions more accurately for certain age groups of children than others (e.g., younger vs. older). Most participants (60%) felt parents would be able to answer questions more accurately for younger ages, citing reasons such as older children not sharing as much with their parents or not being honest with them, older children spending more time apart from their parents, and younger children not being as good at answering the interview questions themselves. One participant shared, “Starting at 13 or 14, kids stop talking to their parents as much.”

Of those who said parents would be better suited to respond for older children, reasons given were that older children tell their parents more things, parents ask more questions of older children, and younger ages may not be able to recount events or communicate to parents as well. Participants explained, “They might not process information correctly. Their account, if they do tell their parents, might not be fully understood,” and “At that point [16+] they [parents] are keeping a closer eye on the kid and they care more about their future at that point.”

Some participants said age did not matter or named factors other than age such as the relationship between the parent and child—“I don’t think there’s a difference by age groups, it’s more to do with the connection with your parents. More about the relationship with the parent.” A few youth said parents might think they are able to respond on behalf of their child, but in reality they are not as good as they think they are.

[Parent Perceptions](#)

After the parent interviews ended, parents were asked how easy or difficult it was for them to provide accurate answers to questions about their child’s criminal victimization experiences. Their responses are summarized in **Table 4-11**. Very few parents (12%) found answering the questions at all difficult, with only two parents describing it as very difficult. When assessing these perceptions against actual parent-child agreement on the most serious incident experienced by the child (as reported in the interview), parent ratings of question difficulty did not appear to be associated with actual congruence between parents’ and children’s answers to the interview questions. Over half (55%) of parents who thought the questions were “very easy” to answer had answered the interview questions consistently with their child’s answers, which was the same level of agreement as parents who found it “somewhat difficult” (56%) or “difficult” (50%).

Table 4-11: Parents' Ratings of Question Difficulty and Parent-Child Agreement on Most Serious Incident

	TOTAL		Parent/child agree on most serious incident					
	Count	Percent	Yes	Percent	No	Percent	%	
TOTAL	91	100.0	%	44	48.4	%	47	51.6
Very easy	51	56.0		28	54.9		23	45.1
Somewhat easy	29	31.9		10	34.5		19	65.5
Somewhat difficult	9	9.9		5	55.6		4	44.4
Difficult	2	2.2		1	50.0		1	50.0

Interviewers also asked parents how confident they were in their responses to the interview questions about their child's experiences with crime. As shown in **Table 4-12**, almost all parents (96%) felt either very or somewhat confident in their responses. Interestingly, the four parents who said they were not as confident in their responses were all parents of 15-year-olds (data not shown). There were no other differences based on the age of the child. Similar to perceptions of question difficulty, there was no association between parents' confidence in their answers and the extent of actual agreement with their child's answers in the interview (based on the child's most serious crime classification). Parents who were "very confident" and "not very confident" were equally likely to have reported consistent responses as their child.

Table 4-12: Parents' Confidence in Their Answers and Parent-Child Agreement on Most Serious Incident

	TOTAL		Parent/child agree on most serious incident					
	Count	Percent	Yes	Percent	No	Percent	%	
TOTAL	91	100.0	%	44	48.4	%	47	51.6
Very confident	58	63.7		32	55.2		26	44.8
Somewhat confident	29	31.9		9	31.0		20	69.0
Not very confident	2	2.2		1	50.0		1	50.0
Not at all confident	2	2.2		2	100.0		0	0.0

Among the parents who said they were very confident, most cited having a good relationship, communicating openly, spending all their time together (especially because of the pandemic), having witnessed or being involved in handling the incident, or feeling that they "just know" their child. Participants gave examples like, "I have a close relationship with my daughter, and we've talked about some of these issues before." Other parents explained, "To keep her safe, I don't let her go anywhere without me except school," and "[I] was there when it all happened – was the one to deal with it."

Despite the high level of confidence reported by parents, parents seemed to recognize that they may not know everything going on with their child when asked why they picked those answers. Even those who felt confident in their responses qualified their responses with a small shadow of doubt when reflecting on their children telling them about these things. One participant who said they were very confident in their responses said, "I don't think any of those things have happened to him in the past year. I would hope he would share those things with me." Similarly, another participant who did not feel confident in their responses shared, "He has never told me about that kind of stuff. I doubt it has happened, but it could have, and I just don't know. This is also why answering the questions was somewhat difficult. I don't ask him those types of questions, but I would hope he would tell me." A few parents shared that it was difficult for them to consider that these types of things may have happened to their child and not be aware of it, such as, "they got me thinking about 'wow, maybe that is going on

with my child and I don't know it.'" Another voiced, "the thought of that stuff happening to him and me not knowing crossed my mind as something hard to hear."

Conversely, some parents said they expressed less confidence in their responses because they knew they were not aware of everything that happens to their children or they were not confident in the details, such as the exact date or how their child felt about an incident. These feelings were expanded upon when participants were asked which questions were the most difficult to answer. At the end of one interview; however, a participant shared, "I realize I should have asked more questions... [the survey asked about] things I didn't think to ask."

When asked which questions were most difficult to answer, about one-third of parents said that accurately answering questions about incident occurrence was difficult. These parents also said they were unclear about whether certain incidents would be considered a crime (e.g., fights with siblings) or what their child would consider to be a crime. One participant shared "Well, I know they play around in school sometimes," indicating her uncertainty about whether to count something as an attack. Another participant said the only difficulty they had was with "the brother one – if pounding on each other might count as an attack." Some parents expressed hesitation when asked about any other crimes that had happened because they were unsure what their children would consider "other crimes." When asked which questions were difficult, one parent indicated "anything else he might consider as a crime...he may consider bullying as a crime."

Other parents said they struggled more to answer detailed questions about incidents accurately, with most mentioning dates or times but others referencing details about offenders or witnesses and police involvement. A few parents said it was difficult for them to answer questions about their child's feelings accurately. Interviewers also asked a follow-up question about how comfortable they felt answering questions about what their child felt or thought, to which some more parents expressed both discomfort and uncertainty. One parent shared, "Some of them (the questions) I definitely felt confident with but she also puts on a very strong 'happy' front, and yet she's got a lot of stuff going on under the surface. She's not one to drag me down with any negative feelings she might be having." Another parent mentioned having to "go off my own read."

[Parent perceptions of the appropriateness of proxy responses for younger vs. older children](#)

Finally, the parents were asked whether, in general, parents would be able to answer the interview questions more accurately for certain age groups of children than others (e.g., younger vs. older). The majority (60%) said parents would be able to answer questions more accurately for younger ages—nearly the same percentage of children who responded to the same question.

Similar to responses from child participants, some parents felt it depended upon other factors, such as the relationship the parent had with the child, not the age of the child. One parent explained, "If it were my daughter who is 19, I would not have confidence because she doesn't share much." Another said, "It depends on your environment and who the kids hang out with. It has more to do with other factors than age." A participant who used to be a teacher shared, "[I] would think it'd be easier to know what's going on with younger kids, but nowadays there's so much kids are experiencing that they don't tell parents...[I] would not be surprised about anything."

Of those who said age did make a difference, the majority said it would be easier to report on younger ages, though many were thinking about elementary and tween-age children. Among those who said

parents would be better able to respond for younger children, the reasons they gave were that older children do not share as much with their parents or are not honest with them and that older children are more independent or spend more time apart from their parents. One parent articulated, “the confidence would kind of wane the older the kids got because there’s so much about their circle that we’re limited to knowing about, depending on how much they’re willing to disclose. When they’re younger, we are so much of that circle...we are the gatekeepers of who is in and out. As they’re older, there’s so much we don’t know.” Some parents used school instead of age to describe differences in reporting—“Probably pre-teens would have an easier time than high school students. Middle school age is probably easier to answer those questions.” The general feeling was that younger teens talk to their parents more than older teens.

4.7 Conclusions and Implications

4.7.1 Parent–Child Agreement on Child’s Victimization Status

The results of the quantitative comparisons of parent and child interview data generally revealed that aggregate estimates of children’s victimization status are similar when generated by parent (proxy) reports as to when generated from the children’s own reports. The statistical tests used to assess the comparability of victimization rates produced by parent (proxy) report and child self-report were not significant for theft and sexual assault. This suggests that parent (proxy) reports for 12–17-year-old sample members in the NCVS will generally produce population-level victimization estimates similar to those that would have been generated had the children been interviewed themselves.

However, this was not true for physical attacks, for which the McNemar’s test was statistically significant ($p<0.05$) for the total sample and for the 14–15-year-old age group. For this crime type, parent-generated estimates appeared to reflect an *overcount* relative to child-generated estimates, suggesting that population-level victimization estimates for physical attacks among children will be higher when parent (proxy) reports are used than those that would have been generated had the children been interviewed themselves. This finding was particularly pronounced for the 14–15-year-old age group (which was also the largest group in the study and therefore the group for which statistical power to detect significant differences was highest). The directionality of the findings for physical attack (e.g., that parents overreported such incidents) is interesting and contradicts what one might expect, which is that parents are likely to underreport the child’s victimization experience because of lack of knowledge about incidents that happen or reluctance to disclose incidents that occurred in the home or involving family members. However, parents of all child age groups appeared to be more likely to report that their child experienced a physical attack than the children’s own reports (and they reported a larger—but not significantly larger—number of attack incidents than their children). Compared with 36% of children, 48% of parents reported that their child had experienced an incident classified as a physical attack during the reference period. Parents reported an average of 0.85 physical attacks compared with 0.67 reported by children. Possible explanations for parent overreporting are discussed in the following section.

In addition to raising concerns about using parent (proxy) reports to develop accurate population-level estimates for children’s rates of physical attack victimization, the level of within-pair agreement also poses questions about the ability of any given proxy interview to accurately reflect the selected sample member’s (child’s) experiences. For theft and physical attacks, only about two-thirds of parent-child pairs provided consistent answers about the child’s victimization status. The lowest congruence was

found for 14–15-year-olds regarding their status as victims of theft, where within-pair agreement on the child’s victimization status was only 56%. Interestingly, the within-pair congruence analyses did not show that parent-child agreement was consistently higher for any particular age group of children based on the analyses conducted. A larger study conducted over a longer period would be needed to definitively determine whether parent-child agreement is greater or weaker for different age groups of children. When study participants were directly asked their perceptions about the accuracy of parent (proxy) reporting by child age in the post-interview debrief, over half (60% of both parents and children) said that parents would be able to answer questions more accurately for younger ages, with children attributing this to older children being less likely to share information with their parents and spending more time apart from their parents. However, several respondents—both parents and children—indicated that the accuracy of parent reports depended on factors other than age, such as the type of relationship the parent had with the child.

4.7.2 Plausible Explanations for Parent-Child Disagreement

The original premise for the study was that the child’s report should be considered the gold standard (i.e., the response against which parent reports should be compared to determine the accuracy of parent reports), given that they are the only ones with firsthand knowledge of their experiences and that parents are only aware of what they have directly observed or been told to them by their child or someone else. With this premise, when a parent’s responses deviate from the child’s, the discrepancy would be considered either “overreporting” or “underreporting” and would be viewed as reflective of bias. However, in conducting the proxy study, including listening to respondents’ deliberations when selecting an answer to the victimization screening questions and probing for their thoughts in the post-interview debrief, it became evident that the child’s response is not always the best response and that discrepancies between parents’ and children’s responses can be caused by several factors: parents’ lack of knowledge about their child’s experiences, parents’ answering untruthfully because of the mistaken impression that the study was limited to crime victims, and differences in how parents and children interpret the screening questions or the incidents.

First, and most obviously, “underreporting” on the part of the parent can certainly be because of parents’ lack of knowledge about something their child experienced. Although evidence of parent underreporting at the aggregate level for any crime type was not found, this did occur within some pairs at the parent-child pair level. For these pairs, in which the child reported a victimization and the parent did not, this disagreement potentially reflects a false negative and a source of bias when relying on the parent (proxy) report. Based on the child debrief questions at the end of the interview, just over half of children (57%) indicated that their parent knew about *all* of the experiences they talked about in the interview whereas 30% said their parent knew about some.

The most serious incident data, however, show that even parents who knew about *all* of the experiences only agreed with their child on the most serious incident roughly half the time. Thus, there certainly are incidents about which parents have incomplete or even no knowledge, particularly for very minor incidents, threats or attempts, sexual assault incidents, and things that happened at school, which children indicated their parents were unaware of in the debriefing questions. And some parents were clearly aware, in the debriefing questions, that they may not know everything going on with their child.

A second explanation for parent-child disagreement, which could explain parents’ overreporting of physical attacks, is the possibility that some parents answered the victimization screening questions in

the interview affirmatively only to be consistent with how they had completed the online study eligibility form (when they first learned about the study), and not necessarily truthfully. Because the study recruitment materials were framed as a study about children's experiences with criminal victimization, it is possible that some parents misunderstood that their child needed to be a crime victim to be eligible for the study (however, the eligibility form stated: "Your answers to these questions will not affect whether your family is eligible, so please answer honestly"). That misperception, coupled with the financial incentive offered, may have led some parents to complete the study eligibility form inaccurately. During the interview, they then felt the need to answer the victimization screening questions in the proxy interview consistently, and the child may or may not have been aware of this. Unfortunately, this possibility cannot be ruled out, and an estimate of how commonly it may have occurred cannot be developed.

A final explanation for parent-child disagreement, and one that affects both "underreporting" and "overreporting" on the part of the parent, is that some parents and children may simply be interpreting the victimization screening questions in the interview, or the incidents themselves, differently. The NCVS screening questions are quite nuanced and subject to interpretation. For example, the wording of some of the attack questions (e.g., "hitting, slapping, grabbing, kicking, punching, or choking") could include common sibling behavior, and the instrument does not provide guidance about whether to include such incidents. The research team learned from the cognitive interview component of this study that some respondents decide to exclude such behaviors when answering, whereas others do not. If children tend to downplay the seriousness of physical altercations relative to their parents, this might explain the finding that parents overreported physical attacks. In this study, interviewers noted that respondents often "thought out loud" or sought clarification from the interviewer when selecting their answer.²⁶ In some cases, one respondent in the pair may have picked up on (or had a better cognitive grasp of) a certain part of the question that the other did not. Similarly, one respondent in the pair may have had a different recollection of when the incident happened than the other, which could have led them to exclude or include the incident when answering.

Like other quantitative surveys that use multiple screening questions to ultimately classify a respondent into one of two categories, one discrepancy in the NCVS screening questions between a parent and child could lead to a different classification of the child's status as a victim or non-victim. For example, the determination of whether the child is a victim of theft is based on answers to eight screening questions. A parent and child could both answer "no" to seven of the questions, but for the 8th (e.g., "...did anyone steal something that you wear, like clothing, jewelry, or shoes"), a slightly ambiguous incident (e.g., a child's shoes were taken without permission by a friend for a few days and then returned) that is counted by one member of the pair as a "yes" and the other as a "no" results in a discordant answer on the child's classification as a theft victim even though the parent and child could have both known that the incident occurred and roughly when it happened. Therefore, a significance test based on the child's classification as a crime victim does not necessarily tell us everything about the extent of actual bias in proxy reporting (compared with the objective truth). Parent-child discrepancies could reflect situations in which parents are actually *more* accurate respondents than their children, or vice versa.

²⁶ For example, several respondents verbalized uncertainty about whether fights with siblings should be counted in the physical attack screener, and some were unsure whether thefts needed to be limited to items that belonged to the child (or whether items belonging to any family member could be counted).

4.7.3 Implications

Although this study has several limitations, including the small sample size (particularly for the 12–13- and 16–17-year-old age groups) and convenience sampling approach used (which reduces the representativeness of the study sample)—both of which were employed because of the extremely condensed data collection timeline—the findings yield several useful insights. First, the results suggest that at the population level, parent (proxy) reports will generally produce similar victimization estimates for children as those that would have been produced had the children been interviewed. This was certainly the case for theft and sexual assault victimization, although the small number of sexual assault victims requires extreme caution when interpreting this conclusion.

However, when considering estimates for physical attacks experienced by children, the findings from this study suggest that parent (proxy) reports may generate higher victimization estimates than those that would have been produced had the children been interviewed. Additional research with a larger sample of families is needed to replicate this finding. If the finding remains, one option is to develop statistical adjustments that can be applied to physical attack victimization estimates based on parent (proxy) reports. Another option might be to generate separate estimates for physical attack victimization rates derived by parent (proxy) reports vs. self-reports could be developed to include in NCVS bulletins and reports.²⁷

Another implication is that although parent (proxy) reports may generate similar population-level estimates of victimization rates as those generated from child self-reported data, they may have limited utility at the individual level. The fairly low parent-child agreement within pairs for theft and physical attacks (68%) suggests that caution is needed when using parent (proxy) reports to understand what is actually happening for a given household sample member (or for analyses that use individuals as the unit of analysis).

Certainly, if the alternative to proxy interviewing is to miss out on obtaining information for 12–17-year-old household members, a proxy report is preferable to a nonresponse given that children in this age group are often unavailable when the household respondent is being interviewed. In the debriefing interviews, the vast majority of children (90%) were positive about their parents' ability to accurately answer interview questions, and almost all parents (96%) felt either "very" or "somewhat" confident in their responses. Furthermore, when the parent and child were in agreement in reporting that a specific incident (based on crime type) happened within the same 3-month period, the parent and child provided very similar answers regarding key incident characteristics (e.g., incident location, number of offenders, victim–offender relationship). However, parents clearly do not know everything about the child's incident characteristics. In the debriefing comments, nearly half of children (45%) felt that their parent would have a harder time answering some of the questions than they would themselves, including questions about feelings, and some parents did report struggling to accurately answer detailed questions about incidents (with a few also referencing questions about their child's feelings). This limitation should be kept in mind when examining detailed incident-level characteristics obtained by proxy reporting.

²⁷ However, the decreased statistical precision for the proxy reports (given the much smaller sample sizes) and potential confusion this might cause limit the practicality of this strategy.

It should also be noted that the concerns raised by this study regarding parents' overreporting of physical attack victimization estimates and relatively low within-pairs agreement would be less problematic in the actual NCVS. First, the NCVS uses a 6-month reference period as opposed to the 12-month reference period used in this study. Although this study cannot speak to this directly, the analysis of congruence on incident-level characteristics did find that for theft incidents, more recent incidents were associated with greater parent-child agreement in reporting the month in which the incident took place than less recent incidents. Logic would also suggest that a narrower reference period would eliminate some of the recall-related uncertainty about whether a particular incident should be counted in the screening questions. Second, the lack of a financial incentive and pre-study eligibility determination (e.g., an online eligibility form) in the NCVS would eliminate the possibility of parents having a reason to report a crime that did not actually happen to their child (which could not be ruled out in this study).

In sum, the benefits of proxy reporting should be weighed against the disadvantages. The recent secondary analyses of NCVS data show that proxy reporting appears to be increasing over time among 15–17-year-olds. Because this is the age group with the lowest response rates, which is concerning given the broader pattern of declining response rates over time among children, a greater use of proxy interviewing would allow more children's experiences to be reflected in the NCVS than there would be by only directly interviewing children and would encourage greater overall participation of household members in the NCVS. However, interviewing children directly is the preferred approach, and efforts should be made to increase participation in the NCVS by youth, such as those related to recruitment discussed in this report, to avoid some of the limitations of proxy reporting.

5 NCVS Juvenile Testing and Redesign Report: Overall Conclusions

The results of the three research tasks undertaken as part of the NCVS Instrument Redesign and Implementation efforts for juveniles can be used to inform improvements to the measurement of victimization among juveniles ages 12–17 in the NCVS.²⁸ The secondary analysis results identified several areas of potential concern and for which additional research could inform NCVS adjustments and improvements (Task 1). The cognitive interviewing of juveniles and parental review of recruitment methods and materials identified many ways in which the NCVS questions and approach to recruitment could be improved (Task 2). Finally, the proxy study used youth self-reports as the gold standard to assess the extent to which victimization rates for juveniles might be impacted by the use of proxy interviewing by parents (Task 3). Overall task conclusions are summarized below.

5.1 Task 1 (Secondary analysis) Conclusions

Response rates for juvenile respondents in the NCVS have always been lower than they are for adults, and the decline in response rates over time has been more precipitous for juveniles. As has always been the case, the 15–17-year-old age group has the lowest response rate. Response rates for youth do not vary much by household characteristics, but youth with fewer adults and fewer other children in the household tend to respond at higher rates. In terms of sample representativeness, despite concerns about low response rates, it appears that through weighting the NCVS does a good job of representing juveniles of both sexes and various races/ethnicities in the United States.

Based on several years of NCVS data, proxy interviewing seems to yield considerably lower violent victimization rates than when youth are interviewed by interviewers, as does telephone-based interviewing compared with in-person interviewing. Continued efforts to interview youth directly and use in-person interviewing, at least for first interviews, seem justified.

Telescoping appears to be less of a problem with juveniles than it is for older respondents, and an age-adjusted bounding factor might be more appropriate than the standard bounding factors, at least for juveniles. Finally, rates of item missingness for juvenile respondents in the NCVS are extremely low, just as they are for older respondents. This finding is encouraging and indicates that current procedures to maximize item-level response are sufficient.

5.2 Task 2 (Cognitive Interviewing of the Revised NCVS Items, and Parental Review of the NCVS Recruitment Methods and Materials) Conclusions

Through the in-depth primary data collected for Task 2, the research team learned about youth's ability to understand and respond to NCVS interview questions, parent and youth attitudes toward participation, and parent communication preferences. Interviewers completed over 100 cognitive interviews with juveniles (conducted in two rounds to allow for question edits to be incorporated and tested after the first round) and, as summarized in this report, identified a number of item-specific wording recommendations that will likely improve the quality of data provided by juvenile respondents. Interview findings also generated some broader interview recommendations, such as using holidays as anchors to help juveniles remember dates. Encouragingly, the questions generally worked well, and

²⁸ Several of the tasks described in this document build on recommendations included in a 2015 working paper: *Interviewing Juveniles: Background, Options, and Implications for the NCVS*. In addition, tasks were informed by an initial round of cognitive interviews conducted with juveniles by RTI in 2019.

juveniles did not find the interview questions to be exceedingly sensitive, with the unwanted sexual contact questions consistently viewed as the most sensitive and personal. Many youth were not comfortable answering questions about policing in their community because they had not had much interaction with police in their lives. Making the recommended revisions related to these and other findings will increase question comprehension for youth ages 12–17, thereby increasing the validity and utility of NCVS data.

To gain youth participation as respondents in the NCVS, communication with parents is key. Based on parent feedback in the first round of parent interviews, the research team developed and tested a brochure that could be used in the NCVS to communicate the importance of youth participation in the NCVS to parents. This brochure was well-received and could be further refined (both in terms of content and design) based on feedback provided by parents. They also provided feedback on other key “messaging” needed to gain parent buy-in and parent preferences for communication with youth once parent permission has been obtained. By speaking to both parents and youth about their reasons for participating in the NCVS, they illuminated what may help motivate other youth to participate in the NCVS. These lessons can be leveraged when developing the brochure and other recruitment methods and materials.

5.3 Task 3 (Assess the Impact of Parent (Proxy) vs. Child Self-Report on Victimization Rates) Conclusions

Finally, through the primary data collected from parent-child pairs through the proxy task (Task 3), it was evident that parent (proxy) reports for 12–17-year-olds generated statistically similar victimization estimates as those generated from child self-reports. This is encouraging and suggests that parent (proxy) reports could be used for the entire NCVS 12–17-year-old age group to generate population-level victimization estimates similar to those that would have been produced had the children been interviewed. However, for physical attacks, parent-generated estimates may reflect an *overcount* relative to child-generated estimates, particularly for the 14–15-year-old age group. In the current study, the parent-generated estimates of physical attack victimization were significantly higher than those generated from child self-reports for the total sample and for the 14–15-year-old age group.

It was also evident that despite fairly high confidence on the part of parents and youth in parents’ ability to answer questions about the youth’s experiences with crime (based on the debriefing questions asked to understand parent and youth perceptions of parents as proxy reporters on the child’s experience), the level of within-pair agreement between parents and children was low enough to raise questions about the ability of any given proxy interview to reflect the selected sample member’s (child’s) experiences accurately. For theft and physical attacks, only about two-thirds of parent-child pairs provided consistent answers about the child’s victimization status. Discrepant responses between parents and children can be caused by several factors, including parents’ lack of knowledge about their child’s experiences, parents’ answering untruthfully because of the mistaken impression that the proxy study was limited to crime victims (a limitation applicable to this particular study that should not be a concern with the actual NCVS), and differences in how parents and children interpret the screening questions or the incidents themselves.

A larger study would be needed to replicate these findings, determine whether parent-child agreement is stronger or weaker for different age groups of children and if parent overreporting (or

underreporting) is confirmed to be an issue, and assess solutions (e.g., statistical adjustments, different reporting procedures).

Appendix A.

Cognitive Interviewing of Juveniles for the National Crime Victimization Survey (NCVS) – Preliminary Round 1 Report (INTERIM DELIVERABLE)

DRAFT

Cognitive Interviewing of Juveniles for the National Crime Victimization Survey (NCVS) – Preliminary Round 1 Report

Prepared by RTI International

May 10, 2019

Sarah Cook, Christine Lindquist, and Christopher Krebs

INTRODUCTION

This report provides a summary of what was learned from the 19 juvenile cognitive interviews conducted by RTI with the first version of the redesigned National Crime Victimization Survey (NCVS) instrument. Interviews took place in the Research Triangle Park (RTP), NC; Fort Mill, SC; Baltimore, MD; and Portland, OR between February and March 2019 (at which point RTI was asked to suspend interviewing pending substantial changes to the instrument that were anticipated). These preliminary findings may be of use to BJS when incorporating the next round of changes to the NCVS instrument.

RECRUITMENT

All juvenile recruitment was done through a parent. Participants were recruited via two methods: Mechanical Turk and Peach Jar. Mechanical Turk is an online crowdsourcing platform where workers can complete nominal tasks for small payments. For our purposes, we posted a Mechanical Turk task for parents in our target locations (mentioned above) to complete an online screener survey for their child to participate in an in-person interview.

Peach Jar is a system of virtual flyers that are used by schools and school districts around the country. Parents sign up for Peach Jar at their child's school for no cost and receive flyers that have been approved by their child's school and/or district. As a non-profit research company, we were permitted to submit flyers (pending district approval) with a link to the online screener survey to middle schools and high schools in our target locations. Similar to Mechanical Turk, these flyers asked parents to complete the online screener survey for their child to participate in an in-person interview.

Once parents completed the online web screener, our recruiter called those who were eligible for the study to schedule in-person interviews with the child. Eligibility was based on our need for demographic diversity as well as child victimization (and type of victimization). All children 12–15 were required to have a parent come in and sign an informed consent form. Youth ages 16–17 were allowed to bring in a pre-signed consent form if they drove themselves to the interview.

Table 1 shows the distribution of participants at each location, as well as demographic information and victimization type (as indicated in the online screener filled out by a parent and as reported by the child

during the actual interview, which sometimes differed, as shown by bolding). Four of our recruited ‘non-victims’ (according to parents’ proxy reporting) ended up as ‘victims’ once the participants heard the survey questions and self-reported their experience, and one of our recruited ‘victims’ (based on parent report) ended up as a nonvictim during the interview.

Table 1. Participant Characteristics (by Age)

Location	Age	Gender	Race	Recruited Victimization Type (Parent reported)	Final Victimization Type (Child reported)
Baltimore (MD)	12	Female	White	Theft	Theft
RTP (NC)	12	Female	White	None	None
RTP (NC)	12	Male	White	Attack	Attack
Baltimore (MD)	13	Female	White	None	None
Portland (OR)	13	Female	Black	Attack	Theft
Fort Mill (SC)	14	Male	Black	Theft	Attack
Fort Mill (SC)	14	Female	Black	None	None
Fort Mill (SC)	14	Female	Hispanic	None	Attack
Portland (OR)	14	Male	Asian	None	Attack
Portland (OR)	14	Male	White	None	Theft
Fort Mill (SC)	15	Female	Multi-racial	Theft	SV
RTP (NC)	15	Female	White	None	None
RTP (NC)	15	Male	White	Theft	None
RTP (NC)	16	Female	White	None	None
RTP (NC)	16	Female	Multi-racial	SV	SV
Fort Mill (SC)	17	Male	White	None	Attack
RTP (NC)	17	Male	White	None	None
RTP (NC)	17	Male	White	None	None
RTP (NC)	17	Female	Asian	Theft	Theft

METHODS

Prior to the conduct of any interviews, all interviewers completed two trainings, one on the cognitive interview protocol and one on the study’s emotional distress protocol and adherence to the study’s human subject’s protection protocol.

All interviews were conducted using a cognitive interview protocol that was based on the most recent version of the redesigned instrument provided by BJS, which was reformatted for in-person, pencil-and-paper administration. In addition, a number of probes were developed to elicit an understanding of how respondents interpreted specific terms or questions. In addition to the pre-determined probes, interviewers were encouraged to use spontaneous probing when needed to further understand the participant’s thinking.

Due to age, time, and victimization constraints, some modules were tested more than others. The below modules either were not tested or were tested only once during this round.

- **Not tested:**
 - What Happened – Break-ins (B)
 - Victim Services – (VS)
- **Tested only with one respondent:**
 - What Happened – Sexual Violence (SV)
 - Workplace Violence (WV)
 - Consequences: Economic (CE)

Prior to the start of the interview, both parental consent and juvenile assent were obtained. Juvenile participants were provided with \$25 cash in appreciation for their time. Parents were provided with a parent survey to take while their child was in the interview. Those who completed the parent survey received \$10 cash in appreciation for their time. All study protocols were approved by the Institutional Review Board (IRB) at RTI.

FINDINGS AND RECOMMENDATIONS

This section summarizes key findings and recommended changes to specific survey items for which any problems or issues were identified. Items not discussed below did not appear to be problematic based on the preliminary round of interviews conducted.

Main Protocol

H15 – Are you male or female?

- 1 *Male*
 2 *Female*

One participant said we “should include a nonbinary or other option because not everyone conforms to male or female.”

Recommendation: If this item is to continue being used, consider adding in an option for “You identify in some other way” for all NCVS respondents. Note that P33 in the redesigned NCVS instrument, which is not asked of youth, does include “none of these” as a response option (in addition to transgender).

H27 – Not counting yourself, how many other people under the age of 18 live with you?

When asking how many people 18 or older and under the age of 18, a few participants noted that they had older siblings in college that sometimes live with them. Another participant said their dad lived with them some of the time, but not all of the time.

Recommendation: Clarify if respondents should be including people who only live there some of the time, or only people who live in the house all of the time.

H28 – Is anyone who lives with you...

		<i>Yes</i>	<i>No</i>
1	Ages 0 to 11?	1	2
2	Ages 12 to 14?	1	2
3	Ages 15 to 17?	1	2

Some participants weren't sure if they should count themselves in this question (it asks if anyone who lives with them is a certain age).

Recommendation: Add "Not counting yourself, ..."

P3a – Which of the following BEST describes the type of housing where you are currently living?

- 1 Single-family home or townhouse**
- 2 A building with 2 or more apartments or units**
- 3 Mobile home**
- 4 A boat, RV, van, etc.**

Though all participants were able to answer this question, when probed about what the term "single-family home" meant to them, most participants provided questionable descriptions. A lot of participants described a "single-family home" as one that had a certain number of bedrooms and bathrooms. Some participants knew that a townhouse was one that was connected to other houses. One participant said a single-family home was a "normal house". Most participants were able to describe "a building with 2 or more apartments or units".

Recommendation: Continue to probe on juveniles' ideas of the different types of homes.

P6a – Have you worked at this same job for all of the past 6 months?

- 1 Yes**
- 2 No**

A few participants had worked at high school concession stands and had difficulty answering whether they had worked continuously. These jobs were ad-hoc. Also, participants received this question if they answered yes to P5 ("In the past 7 days, did you have a job or work at a business?"). It asks if they worked the same job for all of the past 6 months, but they had only indicated working the past 7 days. While they may have only worked at one place in the past 6 months, they could have only had the job for 2 months, in which case this question does not make sense.

Recommendation: Consider adding a definition for "continuous" and/or add instructions for ad-hoc jobs. Consider changing this question to asking how long the respondent has worked at that job. If their response is less than 6 months, ask P7 ("At any time in the past 6 months, have you been unemployed?")

THEFT SCREENER

S_03A1-7 – The questions below ask about different things that might have been stolen from you. This may have happened to you while you were at home, (15+: at work or) school, or somewhere else.

In the past 12 months did anyone steal...

<i>S_03A1-7*</i>	<i>Yes</i>	<i>No</i>
<i>S_03A1. Something that you carry, like a cell phone, money, a wallet, purse, or backpack?</i>	<i>Yes</i>	<i>No</i>
<i>S_03A2. Something that you wear, like clothing, jewelry, or shoes?</i>	<i>Yes</i>	<i>No</i>
<i>S_03A3. Something in your home, like a TV, laptop, tools, or guns?</i>	<i>Yes</i>	<i>No</i>
<i>S_03A4. Something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose or lawn furniture?</i>	<i>Yes</i>	<i>No</i>
<i>S_03A5. Something out of a vehicle, such as a package or groceries?</i>	<i>Yes</i>	<i>No</i>
<i>S_03A6. (IF H28a=1*) Something belonging to the children who live here?</i>	<i>Yes</i>	<i>No</i>
<i>S_03A7. Did anyone steal anything else that belongs to you?</i>	<i>Yes</i>	<i>No</i>

A few participants included trivial losses such as pencils and other school supplies that they felt were stolen. One participant listed 10 things that were stolen over the reference period, including pencils and a computer mouse. They were not sure how to answer the question that asked if they could provide details on each one separately (S_O3C2).

One participant answered yes to both S_03A1 and S_03A2 but only a single item was stolen. The participant had a watch stolen (something you wear) but it was in his backpack at the time it was stolen (something that you carry).

One participant noted that S_03A5 does not specify if this should be something stolen out of “your” vehicle or someone else’s. In contrast, the other questions in this list specify “your home” or “your porch”.

Those who had younger siblings were asked S_03A6 (“Something belonging to the children who live here?”). One of those participants said they were thinking of both their younger sibling and themselves as they considered themselves a “child that lived here”.

Recommendation: Consider switching the order of S_03A1 and S_03A2 so respondents can accurately report items like watches and jewelry that may have been in a purse or bag. Add in “your” to S_03A5 (i.e., “your vehicle”). Clarify if S_03A6 should be asked of respondents under 18.

S_03b – {IF YES TO ANY IN S_03A1- S_03A7: Other than what you have already mentioned,} In the past 12 months, did anyone TRY to steal anything that belongs to you (IF H28a=1: or the children who live with you), but not actually steal it?*

- 1 Yes
- 2 No

When probed, about half of the participants said they would not include items siblings tried to take while the other half said they would include such things.

One participant had earlier revealed (in S_03A) that someone had stolen her Beats earbuds at school but she told the administrators and they were returned to her by the end of the day. She did not count this as a theft because she got her earbuds back. Similarly, when asked about an attempted theft (S_03B), she did not consider the incident to be an attempted theft either. Therefore, as the survey currently stands, this incident would not have been captured at all.

Recommendation: In S_03B, clarify if attempted theft (and theft in S_03A) by a sibling that they live with should count in their responses (e.g., a sibling trying to take clothes without asking). State whether or not respondents should include incidents where their items were returned to them.

THEFT INCIDENT FORM

S_03D - [IF S_03C1>1, DISPLAY FOR 2ND AND ADDITIONAL INCIDENTS: You said that someone (IF YES TO ANY IN S_03A1-S_03A7: stole/(IF NEEDED: or) IF S_03B=YES: tried to steal) something (FILL ANSWER FROM S_01C1 times) in the past 6 months.] In what month did the (most recent/next most recent) incident happen? If you don't remember the exact month, please give your best estimate.

One participant who had multiple thefts became confused what asked about the “next most recent incident” (S_03D). At first, they thought they had listed the incidents in the wrong order, but then realized they had done it correctly (i.e., events provided occurred in November, then October).

Recommendation: Instead of “next most recent” consider simpler terms, such as “the incident before the one we just talked about”.

ATTACK SCREENER

S_06A1-4 –The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were (IF AGES 15+: at work,) at school, or away from home.

(If any theft incidents were flagged as “attack” in previous sections, say: Other than the attacks or threatened attacks you have already mentioned,) in the past 12 months (POINT TO 12M DATE), did anyone attack or try to attack you...

<i>S_06A1-4*</i>		
<i>S_06A1. With a weapon, for instance, a gun or knife?</i>	<i>Yes</i>	<i>No</i>
<i>S_06A2. With something else used as a weapon, like a baseball bat, scissors, or a stick?</i>	<i>Yes</i>	<i>No</i>
<i>S_06A3. By throwing something at you, such as a rock or bottle?</i>	<i>Yes</i>	<i>No</i>
<i>S_06A4. By hitting, slapping, grabbing, kicking, punching, or choking you?</i>	<i>Yes</i>	<i>No</i>

Similar to the theft screener, some participants endorsed being attacked in incidents that may be seen as trivial, such as being tripped by a classmate. This participant endorsed S_06A5 (“use any force”) and was asked the CIR for this incident. She endorsed questions that asked about being “knocked down” and “tripped”.

When probed what they considered a weapon, many participants included hands or fists as weapons. Though that is not the intended meaning of the term as it is used in this question, the description did not seem to confuse any of the participants when answering the question. None of the participants endorsed being attacked with a weapon and referred to that weapon as hands/fists. Many participants also noted that “anything can be a weapon” and one participant did not feel like the examples were really necessary.

One participant shared that their dad came after them with a broom, but they were able to grab the broom. This participant said they had forgotten about the broom until they were providing the narrative of what happened (this was a scripted probe in the protocol). He said that he should go back and change his answer to S_06A2 to ‘yes’ (had previously answered ‘no’).

Recommendation: Leave as is for now. If further testing shows others forgetting about the use of weapons, we can address the issue at that time.

S_06A6 - In the past 12 months, did anyone THREATEN to attack you, but not actually do it, (IF YES TO ANY [S_06A1- 5]: do not include incidents you have already mentioned)?*

- 1 Yes
- 2 No

Some participants said they would not count a threat over social media when answering this question, but most would have if it had happened to them.

Recommendation: Leave as is.

SEXUAL VIOLENCE SCREENER

S_07A1-4 – The next questions are about any sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

Some of these questions are very personal and could be upsetting. Remember that you can skip any question you don't want to answer. Just let me know that you'd rather not answer the question and I will skip ahead. Also, remember that you can stop the interview at any time and no one will be upset with you. How are you doing so far?

Sexual contact includes someone touching your private parts, unwanted kissing, or sex. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

(If any previous incident was flagged as “SV”, say: Other than the unwanted sexual contact you have already mentioned,) in the past 12 months (POINT TO 12M DATE)...

<i>S_07A1-4*</i>	<i>Yes</i>	<i>No</i>
<i>S_07A1. Did anyone touch or grab your private parts when you didn't want them to – or TRY to do this?</i>		
<i>S_07A2. Did anyone force you to have sexual contact by holding you down with his or her body weight, pinning your arms, hitting or kicking you, or using some other type of force – or TRY to do this?</i>		
<i>S_07A3. Did anyone threaten to hurt you or someone close to you if you did not have sexual contact?</i>		
<i>S_07A4. Did anyone have sexual contact with you – or try to have sexual contact with you – while you were passed out, asleep, or unable to consent because you were drunk or high?</i>		

Overall, the juveniles we interviewed handled the sexual violence questions very well and seemed to understand what the questions were asking. They all provided acceptable definitions of “did not consent to” and “did not want to happen”, as well as what was meant by “The information you provide is confidential” (which we probed on specifically).

When asked what it means to be passed out or unable to consent (S_07A4), most participants referenced parties, drinking, and being drugged. When probed specifically on terms such as “passed out”, “unconscious”, and “blacked out”, not all participants could distinguish a difference between the three, but they understood what they meant collectively. When asked about being “unable to consent because you were drunk or high”, many participants referenced not being in your right mind or under the influence. They understood that this was different than being unconscious due to drugs or alcohol.

Recommendation: Leave as is.

OTHER CRIME SCREENER

S_08 – To make sure this survey has captured everything that has happened to you, is there anything (else) that you might think of as a crime that happened to you, personally, in the past 12 months, that is, since (DATE 12 MONTHS AGO) that you haven’t mentioned? It could be something you called the police about, or something you didn’t report to the police.

- 1 Yes**
- 2 No**

Other possible crimes that were suggested were bullying, human trafficking, fraud, and arson.

Recommendation: Leave as is.

VCIR

*CIR1 – For these next questions, please focus on what happened in the incident (in **FILL MONTH/YEAR OF INCIDENT IF PROVIDED**) when you said [DISPLAY ALL KNOWN INFORMATION ABOUT INCIDENT USING TEXT BELOW IN BULLETED LIST – PULL FROM INTERLEAVING AND DE-DUPING INFORMATION FOR EACH INCIDENT].*

Some of the next questions will refer to the “offender(s),” which means, the person or people who did this to you.

When asked what they thought of when they heard “offender”, the majority of participants answered along the lines of “the person who did it”.

Recommendation: Leave as is.

Victimization Incident Reports

Attack – What Happened

A0 - For the next questions, only focus on the (MONTH) incident when someone attacked or threatened you. Did someone actually attack you, try to attack you, or threaten to attack you during this incident?

- 1 Attacked / Tried to attack**
- 2 Threatened to attack**

Two participants reported being victims of sexual violence. Both were confused when they received question A0. The question language asks the respondent to focus on “the incident when someone attacked or threatened you.” Both participants had to have it explained to them that the sexual violence incident we just asked about was also the “attack” we were referring to in these questions. One participant said she would have understood what we meant if we had said “sexual attack”.

Also, A0 asks for the respondent to clarify if this was an attack/attempted attack or a threatened attack. This question is already asked in S_06D so it is redundant and should be skipped for anyone who received S_06D.

Recommendation: Revise the question wording to include an explanation that the sexual violence incident is also the attack incident or revise the entire module to have fills for “sexual attack” to appear for sexual violence victims. Skip this question for anyone who previously answered S_06D.

Location

L3 – Where did the incident happen?

- 1 *Inside your home*
- 2 *(If R lives in a building with 2 or more apartments/units, P3a=2*) In a common area where you live, such as a stairwell, hallway, or storage area*
- 3 *On your porch, lawn, garage, or other part of (If R lives in a single-family home/townhome, P3a=1*, fill: your property; If R lives in a building with 2+ apartments/units, P3a=2*, fill: your building's property)*
- 4 *Inside somewhere else where you were staying overnight or longer*
- 5 *(IF AGES 15+) At your place of work*
- 6 *At school*
- 7 *Somewhere else*

One participant answered that this happened at a school but was a little unsure of his answer because it did not happen at his school. It occurred at an elementary school across the street from his house where he was playing basketball. He was further confused because Loc3 then asks, “You said this happened at school,” which sounds like it means while he was in school.

Recommendation: Revise L3 and Loc3 to say “At a school” instead of “At school” so respondents are not confused if the incident occurred at a school they do not attend.

Loc1 – Did this happen in the city, town or village where you live (now)?

- 1 *Yes*
- 2 *No*

The question asks if the incident happened “...where you live (now)?” One participant has moved since the incident occurred and this caused some confusion for her. She lived in location A and the incident took place in a neighboring town, location B. She now lives in location B, but it was not the place where she was living at the time of the incident. She answered “yes” to this question, but she was not sure if that was the correct answer. This confusion trickles down to Loc8 as well.

Recommendation: Leave as is (assuming the intent of the question is to not take where the respondent lived at the time of the incident into consideration).

Loc2 – Which of the following BEST describes where this happened.

- 1 *At, in or near someone else's home*
- 2 *At a business, such as a store, restaurant, bar, or office building*
- 3 *At a public building, such as a hospital or library*
- 4 *In a parking lot or garage*
- 5 *In an open area, on the street, or on public transportation*
- 6 *Or somewhere else? (specify) _____*

One incident occurred at a church. The participant asked if that counted as a business. She was not sure if she should count a church as a “business, such as a store, restaurant, bar, or office building” or as “somewhere else”. She counted it as “somewhere else”.

Recommendation: Leave as is.

Loc8 – How far from your home was it?

- 1 *A mile or less*
- 2 *More than a mile up to five miles*
- 3 *More than 5 miles up to fifty miles*
- 4 *More than 50 miles*

The same participant from Loc1 (above) was not sure how to answer this question because it asks, “How far from your home was it?” and she did not know if she was supposed to answer with her current home, or the home she lived at when the incident happened. She also did not know how far away the location was and she asked the interviewer how long it would take to drive 50 miles down the interstate. The interviewer told her it would take about 45 minutes to drive the speed limit 50 miles and she then confidently selected an answer.

Recommendation: Specify if they are supposed to consider their current home, or their home at the time of the incident.

Victim-offender Relationship

VO9 – Did you know how the offender might be found, for instance, where he/she lived, worked, went to school, or spent time?

- 1 *Yes*
- 2 *No*

In two instances, the offender was the participant’s father and in one, it was a classmate at school. Asking this question was awkward considering the participants went to the same school or lived in the same house as the offender.

Recommendation: Consider moving this question after VO10a and only asking this of certain offender types.

VO10 – At the time of the incident, which of the following BEST describes how you knew the offender?

- 1 (IF AGES 15+) A spouse or ex-spouse
- 2 Someone you were romantically involved with, dating, or casually seeing at the time of the incident
- 3 (IF AGES 15+) An ex-boyfriend, ex-girlfriend, former fiancé, or someone you were no longer dating or seeing (IF AGES 12–14) An ex-boyfriend, ex-girlfriend, or someone you were no longer dating or seeing
- 4 A relative
- 5 Someone else

A few participants noted that the offender options on this question were mostly about current or former romantic relationships. One participant took a minute to realize a classmate would fall under “Someone else”.

Recommendation: Add in more response options, such as coworker, classmate, friend, etc. like the response options in VO11.

VO1a - Do you know who (the offender was/the offenders were)?

- 1 Yes
- 2 No

and VO6 – Was the offender someone you knew, even slightly, or a complete stranger?

- 1 Someone you knew
- 2 Complete stranger

Participants are first asked (VO1a) if they knew who the offender was, then are asked (VO6) if the offender was someone they knew, even slightly, or a complete stranger. This was redundant and it seems only one of these questions should be asked.

Recommendation: Revise skip instructions so participants are only receiving VO1a

Self-Protection

SP2 – You said that you took some action during the incident. What did you do? Mark all that apply.

- 1 You threatened or attacked the offender**
- 2 You ducked or tried to avoid the offender(s)**
- 3 You chased or warned the offender(s) off**
- 4 You argued, reasoned, or pleaded with the offender**
- 5 You got away or tried to get away, hid, or locked a door**
- 6 You called the police or a guard**
- 7 You tried to get someone else's attention**
- 8 You held onto your belongings**
- 9 You stalled or distracted the offender(s)**
- 10 Something else**

In the incident where a participant was tripped at school, she reported that one of the actions she took during the incident was “You held onto your belongings.” She explained that she chose that option because she was falling and did not want her books and papers to be scattered across the floor. However, this response option seems to be aimed at avoiding theft.

Recommendation: Consider adding skip logic such that “You held onto your belongings” is included as a response option for theft incident reports.

SP4 – Besides you and the offender(s), was anyone ELSE present during the incident? (Only include those ages 12 or older)?

- 1 Yes**
- 2 No**

One participant was not sure how to answer this question because other people were in the building, but they were not in the same room when it happened.

Recommendation: Leave as is. Continue testing to see if this is confusing for other participants.

Non-Victims

Police Items Introduction – Next are some questions about experiences you may have had with the police in your area during the past 6 months, that is, since [DATE 6 MONTHS AGO; POINT TO CALENDAR]. Please include experiences with police officers, sheriff's deputies, or state troopers, but not with guards or other security personnel who are not part of the police.

Participants were asked what kinds of people they thought they should not include based on the introduction. The only difficulty was whether to count School Resource Officers (SROs). Participants did not agree whether SROs should be counted or not.

Recommendation: Specify if SROs should be considered in this section.

PQ3c – In your opinion, how fairly do the police in your area treat people, regardless of who they are?

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

Though all participants understood this question, one felt that it was too broad. He asked if we were referring to people being treated fairly specifically during arrest.

Recommendation: Leave as is.

PQ3d – How effective are the police at preventing crime in your area?

- 1 *Very effective*
- 2 *Somewhat effective*
- 3 *Neither effectively nor ineffective*
- 4 *Somewhat ineffective*
- 5 *Very ineffective*

Participants were asked what was meant by “how effective” the police are in their area. Some, but not all participants understood what this meant. Responses that showed a lack of understanding were along the lines of how they [police] respond when a crime occurs, if they are equally arresting people and stopping crimes with efficiency, if they are listening to complaints and if they are attentive when someone reports a threat.

Recommendation: Consider using easier vocabulary for younger respondents. For example, “How good or bad are the police at preventing crime in your area?” with a 5-point scale from good to bad.

General – Some participants had difficulty answering questions about the police because they have not had much contact (direct or indirect) with the police. This may be a topic that should be skipped for juveniles.

Overall

The majority of respondents appeared to have little difficulty completing the interviews.²⁹

²⁹ Two participants (in different locations) were noted by interviewers to have overall difficulty with the survey. They took a long time to answer questions, looked confused at times, and had to think about a lot of their answers. Both interviewers suggested there may be some learning disabilities present. Though it took them a long time to answer the questions and they often provided brief answers or simply said “I don’t know”, most of the answers they did provide seemed correct.

At the end of the interview, participants were asked to rate the survey on a scale of 1 to 10 with 10 being “very personal and invasive” and 1 being “not personal at all”. Eleven people rated the survey a 5 or lower. The following ratings were reported:

Table 2. Survey Ratings

Rating	Number of Participants ³⁰
1	1
2	0
3	5
4	2
5	3
6	3
7	2
8	0
9	2
10	0
Total	18

Some of these participants noted that they did not find the content very personal, but it would depend upon the respondent’s experiences. This sentiment was provided by both victims and non-victims. The sexual assault questions were the ones that participants found the most personal and invasive. Almost all participants said answering the questions on a computer instead of with an interviewer would make no difference to them. Those who said otherwise gave reasons such as victims may prefer it on a computer (this was said by a non-victim) and that some of the questions with multiple answers (where we used showcards) would be better on a computer. Neither of these participants had personal concerns for privacy or topic sensitivity.

³⁰ One participant did not answer this question.

Appendix B.
NCVS Juveniles (12–17) Cognitive Interviewing
Phase 1: Findings and Recommendations (INTERIM DELIVERABLE)

DRAFT

NCVS Juveniles (12–17) Cognitive Interviewing

Phase 1: Findings and Recommendations

July 2020

RTI International

DRAFT

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<i>If you are the parent or guardian of a 12–17-year old and think that you and your child might be interested in participating in these video interviews, please click NEXT and complete this short survey.</i>	2
0. How did you learn about this study?	2
<input type="checkbox"/> Amazon Mechanical Turk.....	2

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<input type="checkbox"/> Facebook	2
<input type="checkbox"/> Instagram	2
<input type="checkbox"/> Twitter	2
<input type="checkbox"/> Pinterest	2
<input type="checkbox"/> Reddit	2
<input type="checkbox"/> Flyer in your community	2
<input type="checkbox"/> Other (specify) _____	2
1. Below, please list the <i>first</i> name of each child age 12–17 that you think might be willing to participate in this study:.....	2
Child 1: First Name _____	2
Child 2: First Name _____	2
Child 3: First Name _____	2
Child 4: First Name _____	2
Child 5: First Name _____	2
[Create: CHILD1_NAME, CHILD2_NAME, CHILD3_NAME, CHILD4_NAME, CHILD5_NAME, from responses. If no children listed, go to ineligible.]	2
2. During the last 12 months, did any of the following happen to any of the children you listed? Your answers to these questions will not affect whether your family is eligible, so please answer honestly. <i>Mark all that apply.</i>	2
[Only provide rows for each child listed in Q1]	2
[ENDORSED=1, BLANK=0]	3
3a_1. What is [CHILD1_NAME]'s current age?	3
3c_1. Is [CHILD1_NAME] of Hispanic, Latino, or Spanish origin?	3
3d_1. What is [CHILD1_NAME]'s race? <i>Mark all that apply.</i>	3
4. How many adults over the age of 18 have lived in your household in the past 12 months? [drop down box –10]	4
5. Thinking about all of the people who lived in your household in the past 12 months, which category represents the TOTAL combined income? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in your household who are 14 years of age or older.....	4
<i>The final questions are about the technology available for the video interview.</i>	4
6a. Does your family have access to a device that has both audio and video capabilities, such as a smartphone, desktop, laptop, or tablet?	4
6b. Can you access the internet on at least one of these devices?	4

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6c. Is there a private space(s) in your home where the device(s) can be used for a 45-minute video interview? 4

IF 6A=1 AND 6B=1 AND 6C=1, CLASIFY AS “ELIGIBLE”. ELSE, CLASSIFY AS “INELIGIBLE”..... 5

INELIGIBLE. *Based on the information you provided, it does not look like your family will be able to participate in the video interviews. Thank you very much for your interest!*
5

ELIGIBLE. *Thank you! If your family is eligible, an RTI recruiter will contact you via email in the next two weeks to schedule a 15-minute phone call to talk more about the study. Please provide your contact information below so that we can reach you..... 5*

First name 5

Email 5

Phone 5

Appendix H. Distressed Respondent Protocol 1

Appendix I. NCVS Draft Youth Brochure 1

Appendix J. NCVS Juveniles Proxy Study Debrief Questions. 1

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1 Participant Demographics

RTI completed 49 virtual cognitive interviews with 12–17-year-olds during June and July 2020. A total of 57 interviews were scheduled, but 8 participants never showed up for their interview. The demographics of the 49 juveniles who participated in an interview are in the table below.

	Count	Percentage		
Sex				
Male	23	47%		
Female	26	53%		
Age				
12	10	20%		
13	12	24%		
14	6	12%		
15	5	10%		
16	11	22%		
17	5	10%		
Race/Ethnicity³¹				
Hispanic	13	27%		
White	33	67%		
Black	14	29%		
Asian	4	8%		
HI/PI	1	2%		
AI/AN	1	2%		
Other	6	12%		
R chose more than one race	19	39%		
HH Income				
Below 30,000	13	27%		
Above 30,000	35	71%		
Prefer not to say	1	2%		
Victimization³²		Recruited Victimization		Self-reported Victimization
Theft	13	27%	9	18%
Attack	8	16%	15	31%
SA	3	6%	3	6%
None	25	51%	22	45%
Recruited/Self-reported Victimization				
Recruited ≠ Self-reported	21	43%		
Non-victim → Victim	7	14%		
Victim → Non-victim	4	8%		

³¹ Respondents could choose multiple races so these do not add up to 100%.

³² Respondents could choose multiple victimization types so these do not add up to 100%.

2 General Survey Feedback

Participants were generally engaged and cooperative throughout the interviews. The virtual modality worked well, with the interviewers able to monitor the participant's level of engagement and distress. Respondents were thoughtful in their reflections on the survey when they got to the end. When asked about how personal and invasive the survey questions are, responses varied, but that seemed to depend on whether they had experienced victimization. Some participants did not find the survey personal but hypothesized that others would. The questions related to sexual assault appeared to be perceived as the most sensitive, even for nonvictims. Not many participants said they found the survey questions to be challenging. At that point in the interview, most participants who did report challenges could not remember which questions were confusing or challenging. Only a few participants thought being able to enter responses into the laptop themselves would be helpful; they elaborated that the sexual assault questions or questions with long responses might be good for that. Participants shared many challenges their peers might face in doing an in-person survey, with discomfort or nerves being the most common. They also noted that they thought some kids would have busy schedules and others would not be truthful in their responses to the interviewer. Participants were generally positive about the possibility of taking the survey online, but some said they would prefer talking with the interviewer. There does not appear to be a one-size-fits-all approach in terms of survey mode.

3 Specific Question Findings

The remainder of this document presents question-specific recommendations and additional information learned during the interviews. Only the questions with recommended changes or findings we felt BJS should be aware of are included.

3.1 Household/Personal Characteristics

3.1.1 Household Characteristics

H26. How many people ages 18 or older live with you?

A few participants had difficulty answering this question. Some participants responded by listing out the other people who lived with them (e.g. "my parents"; "grandfather, grandmother, and mom") instead of providing a number. When someone who had listed three adults had been asked for a number, they said "three, but including me 4". One participant answered "0" because they assumed we were already aware of their mother living with them. These issues occurred in youth ages 12–16.

Recommendation: Consider revising question for all ages to ask, "What is the total number of people age **18 or older** who live with you?"

Proposed Revision: Implement above recommendation.

H27. Not counting yourself, how many other people under the age of 18 live with you?

H28. Is anyone who lives with you...

	Yes	No
a. Ages 0 to 11?	1	2
b. Ages 12 to 14?	1	2
c. Ages 15 to 17?	1	2

The majority of participants had no issue responding to these questions. Similar to H26, some participants provided a list of household members as opposed to a number in H27. Two participants reported having others under the age of 18 living with them, but then answered no to all of the age categories listed in question H28. One of those participants recanted their response to H27 after being probed and stated that it was just them and their mom living in the household. The other participant got confused and thought H27 was the same as H26. Two participants answered this question by stating "sister" rather than a number. After being probed by the interviewers as to what number they would put, both participants correctly answered one. One participant included themselves when answering H28. All of these errors occurred with 12–13-year-olds.

Recommendation: Consider revising H27 for all ages to ask, "Not counting yourself, what is the total number of people **under the age 18** who live with you?"

Proposed Revision: Implement the above recommendation.

3.1.2 Person Characteristics I

P1C. How long have you lived at your current address?

- 1 LESS THAN 6 MONTHS**
- 2 AT LEAST 6 MONTHS, BUT LESS THAN 1 YEAR**
- 3 AT LEAST 1 YEAR, BUT LESS THAN 5 YEARS**
- 4 5 YEARS OR MORE**

Participants were probed on how they know how long they have lived at their current address. Many of them stated they remembered based on what grade they were in when they moved there, or they estimated more than 5 years because they had lived in the same house since they were a baby. Several participants also mentioned that they were not completely sure of the date and based their response on what they have heard their parents say. Conversely, other participants felt it was easy to remember when they moved and that they had no issue coming up with the timeframe.

Two participants had difficulty determining the time frame for living at their current address as they had moved in the last year. The interviewer probed further asking if it was before or after Christmas and the participants were both able to select answers after providing that anchor. Participants of all ages had these difficulties.

Recommendations: Train field representatives to find a holiday or event roughly 6 months prior to the interview to help those who have moved in the past year. Also, consider asking youth who are having difficulty answering this question if they have heard their parents talking about how long they have lived at that address.

Proposed Revision: Add instructions to the survey questions for interviewers to ask whether they have heard their parents or others talk about how long they lived at that address for youth who are having

difficulty coming up with a timeline. For those who are having difficulty discerning within a year, include instructions for interviewers to use holidays as anchors.

For example: IF R CANNOT PICK A MONTH, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS “Do you know if this was before or after New Year’s Day? Were you living there during Thanksgiving/4th of July/Valentine’s Day/etc.?”

P3C. Have you been homeless or without a regular place to stay at any time in the past 12 months, that is, since (DATE 12 MONTHS AGO)?

- 1. Yes
- 2. No

Participants generally had no issue responding to this question. One participant responded yes to this question, but then explained that they were living with her grandmother and were not actually homeless.

Recommendations: Consider emphasizing “homeless or without a regular place to stay” for juveniles. Emphasis may be presented in specs or materials as bolded, capitalized, or underlined depending on the survey mode and training preferences.

Proposed Revision: Put the following text in bold: “homeless or without a regular place to stay”

P6C. AT ANY TIME during the past 12 months, that is, since (DATE 12 MONTHS AGO), did you have a job or work at a business?

- 3 Yes
- 4 No

Most participants had no issue responding to this question. One participant was unsure of how to answer this question because they had done odd jobs for their mother. When the interviewer probed the participant by asking how they would respond if she were not there, they responded no.

Recommendations: Include the same italicized text as in P5C for juveniles: *Do not include volunteer work or work around the house.*

Proposed Revision: Implement the above recommendation

P6A. Have you worked at this same job for all of the past 12 months?

- 3 Yes
- 4 No

P7C. At any time in the past 12 months, have you been unemployed?

- 3 Yes
- 4 No

These questions were only asked of 16–17-year-olds and were confusing to some participants because of their need and ability to be employed differing from that of adults. One participant was confused by P6A and indicated that they had not worked at the same job for 12 months because they had only started this job six months ago, and it was their first job. Another participant had not worked in the past

7 days but had worked in the past 12 months. The concern (for both adults and juveniles) is if someone says they did NOT work in the last 7 days (P5C), but they had worked in the past 12 months (P6C). Then we ask “Have you worked at the same job for all of the past 12 months?” (underlined here for emphasis). It sounds like we are asking “Did you work at this job continuously for the entire 12 months?” Since we already know they have not worked in the past 7 days, we know they did not work at this job “for all of” the last 12 months (they may have worked at it for the past 11 months and 3 weeks, but not 12 months). When asked P7C, one participant said no because they did not consider themselves to be unemployed prior to starting their current (first) job. Another participant said they guessed they were unemployed, but it was obvious that they had not thought of themselves as such since they are currently still a dependent.

Recommendations: Revise P6A to ask, “When you were working in the past 12 months, did you have the same job?”. On P7C, include a definition of unemployed. (For example: Unemployed means you were looking for and able to work but were not able to find employment.)

Proposed Revision: Implement the above recommendation.

3.2 Screeners

3.2.1 Theft Screener

Throughout the Theft Screener, youth asked questions about whether they should consider times when siblings took something from them. There were also questions about minor incidents, such as someone taking their pencil at school. It would be helpful if BJS decided how they wanted to count these small incidents and if there were a threshold for what should or should not be counted. Siblings taking things from each other while both still minors in the same house is not usually considered a crime by most but could still be included given the way these questions are worded.

Recommendation: For juveniles, consider revising the question wording for theft to either only count if something was “stolen by someone outside of your household” or ask if “something of value” was stolen.

Proposed Revision: Add “Do not include incidents that were accidental or when you know someone was playing.” To the end of the S_03 gate question.

S_03. The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, (at work or) school, or somewhere else.

In the past 12 months did anyone...

S_03A1-7		
S_03A1. Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?	Yes	No
S_03A2. Steal something that you wear, like clothing, jewelry, or shoes?	Yes	No
S_03A3. Steal something in your home, like a TV, computer, tools, or guns?	Yes	No
S_03A4. Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose or lawn furniture?	Yes	No
S_03A5. Steal something out of a vehicle, such as a package or groceries?	Yes	No

S_03A6. (IF H28a=1*:) Steal something belonging to the children who live here?	Yes	No
S_03A7. Steal anything else that belongs to you, including things that were stolen from you at work or at school?	Yes	No

Participants did not have difficulty understanding the questions, but they did have difficulty with recall in the timeframe given. Though participants were given up to 12 months (as opposed to 6 months as done in the NCVS), some participants thought further back than 12 months when answering this question. The most common timeframe participants gave was the current or past school year.

A few participants got confused when asked S_03A6 and included themselves when answering the question, even though that response was only read if there were children 11 or younger living in the house.

One participant reported being a victim of theft due to someone stealing things of theirs in a video game. They were playing Fortnite in Battle Royale mode and spent (actual) money to get a pack of (virtual) items for the game. Someone else in the game stole those items from them. This type of theft may or may not be of interest to BJS.

Recommendations: In order to help youth accurately internalize the timeframe provided, we suggest using a calendar of the past 6 months with major holidays on it (e.g. 4th of July, Thanksgiving, Valentine's Day) so youth can visually see what 6 months looks like. For those who will be responding over the telephone, we suggest using the holidays as timeframes. For example, "6 months ago was January 21, 2020, so that was after New Year's but before Valentine's Day." We recommend using these calendars or "holiday anchors" throughout the NCVS for youth. BJS may also want to consider adding a clarification about whether the respondent should include or exclude virtual items that were stolen.

Proposed Revision: Add in an instruction for interviewers to read if needed: Do **not** include virtual items that may have been stolen in a game or online. For those who are having difficulty discerning whether this happened in the correct timeframe, include instructions for interviewers to use holidays as anchors.

3.2.2 Attack Screener

S_06A. The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were (IF AGES 16+: at work,) at school, or away from home.

(If any theft incidents were flagged as "attack" in previous sections, say: Other than the attacks or threatened attacks you have already mentioned, in) In the past 12 months, did anyone attack or try to attack you...

S_06A1-4		
S_06A1. With a weapon, such as a gun or knife?	Yes	No
S_06A2. With something else used as a weapon, like a baseball bat, scissors, or a stick?	Yes	No
S_06A3. By throwing something at you, such as a rock or bottle?	Yes	No

S_06A4. By hitting, slapping, grabbing, kicking, punching, or choking you?	Yes	No
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In general, participants were able to answer these questions, but a few participants did have issues when trying to decide whether or not to include an incident as an attack. One participant wanted to answer Yes to S_06A1, but stated it was not with a weapon, but something like a weapon. They were then asked S_06A2, where they said Yes and then changed their answer to S_06A1 from Yes to No. Another participant was unsure about how to answer S_06A2 because they were attacked with a shoe, and not specifically a bottle or rock, as was used in the examples in the question. When the item was re-read to them, they responded with "Yes". Another participant hesitated on S_06A2 because no one attacked them with a weapon, but someone did show them a weapon at school. The participant eventually responded "No" to this item.

One participant specifically said they were not including play attacks with friends, while another participant did include getting a dodgeball thrown at them during a game as an "attack". Both of these participants were 12 years-old. Three other participants stated that they had been hit by their siblings but did not count those as incidents. Finally, a participant had been stabbed with a pencil, but said that they would not include that as an attack.

Most participants understood that "attack" referred to a physical act of aggression against another person, with one participant also mentioning online or cyberattacks, and two participants including verbal or mental assaults. Eight participants included attempts or intent to do physical harm. Participants felt the examples provided for things that could be used as a weapon were adequate, though about half of the participants noted that anything heavy could be used as a weapon. A handful of participants mentioned a pencil as something else that someone could use as a weapon; because youth are already thinking of such weapons in answering, we do not think that "pencil" needs to be added to the examples in "something else used as a weapon.".

Those who said yes to being attacked or threatened with an attack in the past 12 months were including primarily physical fights with siblings, followed by physical fights with friends or other youth about the same age or a little older, one person reported being threatened on TikTok, and one who classified getting hit with a ball as part of a game of dodgeball as an attack.

When asked what is meant when someone tries to attack someone, most participants used the wording "tried" or "trying" to physically harm someone. A few participants expanded further and said it is when someone tried/attempted/planned to physically harm someone, but did not go through with it, either through changing their mind, or being stopped by someone else. Participants mentioned parks, home and in and around school as places where kids most likely could be attacked.

Recommendations: For all juveniles (and possibly adults), revise the question to say "In the past 12 months, did anyone attack or try to attack you in any of the following ways? Do **not** include incidents that were accidental or when you knew someone was playing."

Proposed Revision: Implement the revised recommendation from S_06A6 ("Do **not** include threats and do not include incidents that were accidental or when you knew someone was playing"). Also, add additional probes to see how helpful the examples are. Change second sentence in the introduction to

"These could have been done by someone you know, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or any other person you've met or known."

Revised S_06A1-4:

*S_06A(1-4). The next few questions ask about any physical attacks against you personally. These could have been done by someone you **know**, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or someone you **don't know**. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.*

(If any theft incidents were flagged as "attack" in previous sections, say: Other than the attacks or threatened attacks you have already mentioned, in) In the past 12 months, did anyone attack or try to attack you...

S_06A6. In the past 12 months, did anyone THREATEN to physically attack you, but not actually do it, (if yes to any q's in this section so far [S_06A1- 5], say: do not include incidents you have already mentioned)?

- 1 Yes
- 2 No

Most participants understood that a "threatened attack" meant conveying the intent to do harm without going through with it. A few participants mentioned these threats could be conveyed through social media or text. About two-thirds of participants said that they would include threats over social media or text while the rest said they would not. Some of the descriptions of "try to attack" and "threaten to attack" seemed to overlap and it was not clear that all youth knew the distinction.

Recommendations: Add a clarification to S_06A1-4 informing juveniles not to include threats. Given the previous recommendation, we suggest something like "Do not include threats and do not include incidents that were accidental or when you know someone was playing."

On S_06A6, add in a clarifying statement telling juveniles (or everyone), "Only include threats from social media or gaming platforms if the threat was to do you physical harm." This recommendation comes from previous incidents reported as occurring virtually or in video games (e.g. Fortnite) where shooting, fighting, and attacking are part of the game.

Proposed Revision: Modify new clarification to S_06A1-4 and S_06A5 to "Do not include threats and do not include incidents that were accidental or when you know someone was playing." For S_06A6, add in a clarifying : "Only include threats from social media or gaming platforms if the threat was to do you physical harm."

S_06A8. People sometimes don't think of attacks by someone they know, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or any other person you've met or known.

(if yes to any item in this section so far [S_06A1-6], say: Other than what you have already mentioned) In the past 12 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

- 1 Yes**
- 2 No**

Participants described “physical force” in much the same way as they described an “attack”, with the majority of participants saying that it meant doing physical harm to someone. Some participants described it as trying to hurt someone and a few participants went so far as to say that it meant getting physical with someone to persuade them to do something or control them.

The majority of participants also acknowledged they had been thinking of the types of people detailed in S-06A8 in previous questions, but about a quarter of participants responded that this question made them include family members and friends when they had not previously. One participant said they had thought about family members in previous questions but did not include incidents with them, while another participant said they had previously thought of friends, but not family.

Recommendations: No changes are recommended. This question is included to share the findings of the usefulness of the examples in this question.

Proposed Revision: Move the following text to replace the statement on locations in the introductory text prior to S_06A1-4: “These could have been done by someone you know, like a boyfriend or girlfriend, someone (AGES 16+: at work or) at school, a friend, a family member, a neighbor, or any other person you’ve met or known.”

Revised S_06A:

S_06A8. People sometimes don’t think of attacks by someone they know.

*[S_06A1-6], say: Other than what you have already mentioned) In the past 12 months, has anyone **you know** used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.*

ATTACK INCIDENT FORM

S_06C.

ATTACK One

When did the incident happen? If you don’t remember the exact month, please give your best estimate.

IF 2 OR MORE: I will ask about (if 2-4 incidents, fill: each of these incidents; if 5+ incidents, fill: the four most recent incidents), starting with the most recent. When did the most recent incident happen? If you don’t remember the exact month, please give your best estimate.

IF ATTACK SERIES: I will ask about the most recent incident that happened. When did the most recent incident happen? If you don’t remember the exact month, please give your best estimate.

- 1 Before June, 2019**
- 2 June, 2019**
- 3 July, 2019**
- 4 August, 2019**

- 5 **September, 2019**
- 6 **October, 2019**
- 7 **November, 2019**
- 8 **December, 2019**
- 9 **January, 2020**
- 10 **February, 2020**
- 11 **March, 2020**
- 12 **April, 2020**
- 13 **May, 2020**
- 14 **June, 2020**

Most participants who were probed on this question said that they remembered the date of their most recent incident by using an event, such as winter break, or by checking text messages where the incident was mentioned. Some participants knew specifically how long ago their incidents happened and, conversely, others could not remember at all and had to answer “Don’t know”. The ones who said “Don’t know” were ages ranging from 15–17. When responding to this question for multiple incidents, participants said it was harder to remember the dates of the least recent event(s).

Recommendations: We encourage the use of a calendar for this and all similar questions when dates are involved.

Proposed Revision: Will add probes on this and other questions for interviewers to use holidays as anchors when determining a timeline.

3.2.3 Unwanted Sexual Contact Screener

S_07Y. The next questions are about any sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

(If 16+) Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you knew well, someone you casually knew, or a stranger and can happen to both men and women.

(if under 16) Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

The majority of participants were clear on what “DID NOT CONSENT TO” and “DID NOT WANT TO HAPPEN” meant, using words and phrases such as non-consensual sexual contact/sexual contact without permission, unwanted sexual contact/touching that you did not want or like, sexual contact that you did not say yes to or said no to, rape, or forced sexual contact. A few participants thought the paragraph meant situations where someone was not aware of what was going on or was not able to think clearly. Several participants said the two phrases meant the same thing.

Most participants understood that “confidential” meant that no one would share their responses, their responses would be kept private/not made public (just between them and the study team, and, in one

instance, “the government”, and their responses would not be attached to them. A few participants thought confidential meant that there are no right or wrong answers/any answer is okay, they did not have to say anything they did not want to, and that their interview will be recorded. Only a few participants said they did not understand the meaning of confidential.

Most participants understood what the introduction was telling them, using words such as “sexual assault”, “rape”, “sexual harassment”, or unwanted sexual touching (i.e., “touching without consent”, “touching that they did not like”). A few participants thought the paragraph was telling them that information collected would be kept safe and that sexual assault happens to both girls and boys. Additionally, participants did not have any difficulty understanding what it meant to “casually know” someone.

Recommendations: None.

Proposed Revision: No action.

(If any previous incident was flagged as “SA”, say: Other than the unwanted sexual contact you have already mentioned,} in the past 12 months...

S_07A1-4	Yes	No
S_07A1. Did anyone touch, grab, or kiss your (if 16+: sexual body parts against your will; if under 16: private parts when you didn't want them to)– or TRY to do this?		
S_07A2. Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force – or TRY or THREATEN to do this?		
S_07A3. Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?		
S_07A4. Did anyone have sexual contact with you – or try to have sexual contact with you – while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?		

Most participants understood that sexual contact while passed out, unconscious, asleep, or unable to consent meant not being in their right mind, being unresponsive or unaware of the situation due to being intoxicated from a substance. A few participants gave examples of being unconscious or passed out unrelated to substances (e.g., being hit over the head).

Recommendations: None.

Proposed Revision: No action.

S_07B1. In the past 12 months, how many times did someone have or try to have these types of sexual contact with you?

- 1 Once
- 2 Two or more times (If selected, follow up with “How many times?” and ENTER NUMBER:
_____)

S_07B2. Do you recall enough details about each incident to be able to distinguish them from each other?

- 1 Yes
- 2 No

One participant shared that 3 separate incidents happened during the course of one week in June 2020. She was able to describe each incident individually, considering it had happened only a few weeks prior.

Recommendations: None.

Proposed Revision: No action.

SA INCIDENT FORM

Only 3 participants endorsed being the victim of a sexual assault and received the SA Incident Form. The participant who shared they had been victimized 3 times in the same month was able to answer for each of them separately, but when it came time to follow up with the “What Happened” section and beyond, referring to someone having “unwanted sexual contact with you during the incident in June” did not discern which incident of the 3 we were asking about. Recommendations are made to address this issue in the SA Incident Form (see comments under S_07DD3), but we recommend applying them to both adult and juvenile Theft and Attack Incident Forms as well, considering this issue is not related to age or the nature of the crime.

S_07C2. Did this incident happen before, after, or on [DATE 6 MONTHS AGO]?

- 1 It happened before (6M DATE)
- 2 It happened after or on (6M DATE)
- 3 I don't know

One participant struggled a bit recalling when the incidents occurred (but used personal references such as coloring their hair to anchor the month timeframe).

Recommendations: Use a calendar when asking juveniles about time frames.

Proposed Revision: Will add probes on this and other questions for interviewers to use holidays as anchors when determining a timeline.

S_07DD2. Is this incident part of any other incident you have already mentioned?

- 1 Yes → Ask S_07DD3
- 2 No

S_07DD3. Which incident was this part of?

(Month & description)

These questions are intended to separate incidents to make sure they are not counted twice, but they may also be used to distinguish multiple incidents that occur during the same month.

Recommendations: Add in an item for those who say “No” on subsequent loops (not the “most recent” incident) that reads, “Ok. I am going to ask you some more questions about this incident later. When I

do, I am going to refer to your most recent incident as the “most recent incident in June” and this one as the “second most recent incident in June”. Develop these scripts for incidents 3 and 4, identifying which incident it will be known as.

Include fills for all [most recent/second most recent, etc.] incidents when referencing “the incident in [MONTH]”.

Proposed Revision: Implement the above recommendation.

3.2.4 Other Crimes

S_08. To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 12 months, that is, since (DATE 12 MONTHS AGO**) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.**

- 1 Yes
- 2 No

Participants had no issue responding to the questions in the other crimes section. Participants offered up a wide range of other crimes that could happen to an individual that had not been included thus far in the survey. These crimes included including

- Stalking
- Robbery
- Fraud
- Identity theft
- Trespassing
- Kidnapping
- Drugging someone
- Scamming someone
- Blackmailing someone
- Harassing someone verbally
- Murder

There was also a major focus on cybercrimes like cyberstalking, cyberbullying, and stealing money from people online.

Recommendations: No changes are recommended. For juveniles, consider the fact that cybercrimes are prevalent crime topics in their lives. The recommendation in S_06A6 (to add in “Only include threats from social media or gaming platforms if the threat was to do you physical harm.”) should help juveniles understand we are not interested in “cyber” events.

Proposed Revision: No action (on this question).

S_08a. Please describe what else happened to you since (DATE 12 MONTHS AGO**).**

Only one participant responded “yes” to S_08. After being asked to provide a narrative for what they were referring to the participant shared the situation did not happen to them, but to their parents. One of their parents got into an altercation with one of their friend’s parents.

Recommendations: In an attempt to prevent juveniles from sharing incidents that they were not directly involved in, consider adding in “personally” after “you” in this question.

Proposed Revision: Implement recommendation above.

3.3 Victims

3.3.1 What Happened: Module SA – Unwanted Sexual Contact

Only one participant completed this module. These findings and recommendations are based on what was learned in their situation.

SA_1f. You said that there was (fill with ALL yes responses from a-d above):

- unwanted vaginal sex,
 - unwanted oral or anal sex,
 - unwanted penetration with a finger or object
 - unwanted sexual touching)
- ...that you did not want to happen.

Did the offender penetrate or touch YOUR sexual body parts, were you forced to penetrate or touch the OFFENDER'S sexual body parts, or did BOTH happen?)

- 1 The offender penetrated or touched you
- 2 You were forced to penetrate or touch the offender
- 3 Both

The participant understood what “penetrate” meant and knew that had not happened to them.

SA_2*. During the incident...

- | | | |
|--------------------------------------------------------------------------------------------------------------------|-----|----|
| a. Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon? | Yes | No |
| b. Did the offender threaten to physically hurt you or someone close to you? | Yes | No |
| c. Were you blacked out, unconscious, or asleep? | Yes | No |
| d. Were you unable to consent because you were too drunk or high? | Yes | No |

The participant had some hesitation on this question due to the language in option d. They said there is a difference between being tipsy but still aware of what is going on and being unable to consent. They were not sure if they should say yes to this question because they were under the influence but felt like they were still in control.

Recommendations: This may not be a large enough concern to make edits, but it is something to be aware of. We could add in another question before d. asking if they were drunk or high at the time, then follow that with d., asking if they were too drunk or high to consent.

Proposed Revision: No action, given concern that respondents might hesitate to answer if there is a potential implication they are at fault for being drunk/high.

SA_3E. Did the offender verbally THREATEN to have vaginal sex, have oral or anal sex, or have sexual penetration with a finger or object when you did not want it to happen?

- 1 Yes
- 2 No

The participant felt that this question was “worded weird” but could not articulate what was weird about it. The interviewer speculates it is the existence of too many “haves”.

Recommendations: Reword the question to ask “Did the offender verbally THREATEN to have vaginal, oral, or anal sex, or threaten sexual penetration with a finger or object when you did not want it to happen?”

Proposed Revision: Implement recommendation above.

3.3.2 What Happened: Module A – Attack/Threatened Attack

A7. How did the offender(s) TRY or THREATEN to attack you? By... *Mark one answer in each row.*

i.	saying they would attack or kill you?	Yes	No
j.	(If R said the offender had a weapon in A1) threatening you with a weapon?	Yes	No
k.	(If R said the weapon was a blunt object or something else in A2=d or e) trying to attack you with a weapon other than gun, knife or sharp object?	Yes	No
l.	throwing something at you?	Yes	No
m.	following you or surrounding you?	Yes	No
n.	trying to choke you?	Yes	No
o.	trying to hit, slap, knock down, grab, hold, trip, jump, or push you?	Yes	No
p.	Something else	Yes	No

?

One ‘threatened attack’ participant indicated “Something else” as their response to this question and specified that their offender threatened them by saying they would get their brother to attack them.

Recommendations: Consider adding a response option for both juveniles and adults that says “threatening to have someone else attack or kill you”.

Proposed Revision: Implement recommendation above.

3.3.3 What Happened: Module T - Theft

There were no problems with the “What Happened: Theft” module. Theft incidents were easily classified into categories, with stolen items including a charger stolen from a car, a bike stolen from a yard, a pencil stolen from someone’s room by a sibling, a stolen PlayStation and stolen cell phones.

3.3.4 Location Series

LO_T. About what time did the incident happen?

- 1 **After 6am – 12 noon**
- 2 **After 12 noon – 3pm**
- 3 **After 3pm – 6pm**
- 4 **After 6pm – 9pm**
- 5 **After 9pm – midnight**
- 6 **After 12 midnight – 6am**
- 7 **During the day, but don't know what time**
- 8 **During the night, but don't know what time**
- 9 **Don't know whether day or night**

One participant responded to this question saying “afternoon” before hearing the response options. Once the response options were read, they chose the “After 6pm-9pm” option, which is considered by most to be after the afternoon.

Recommendations: Add a showcard for in-person interviews to help participants select a time frame. This will also cut down on time if interviewers receive a response such as “9pm” and then have to find out which response option (3 or 4) is appropriate.

Proposed Revision: Instead of a showcard, add the following statement in the question “A list of options will be read to you.”

LO_3*. Where did the incident happen?

- 1 **Inside your home**
- 2 **In a common area where you live, such as a stairwell, hallway, or storage area**
- 3 **On your porch, lawn, garage, or other part of (your property/your building's property)**
- 4 **Inside somewhere else where you were staying overnight or longer**
- 5 **(IF AGES 16+) At your place of work**
- 6 **(IF AGES 12–18 and R is a regular student) At school, on school property or on a school bus**
- 7 **Somewhere else**

Similar to LO_T, one participant initially responded with “on my phone” upon hearing the question (before they could be read the response options) and then provided a new answer.

Recommendations: Consider adding a showcard for this question as well.

Proposed Revision: Instead of a showcard, add the following statement in the question “A list of options will be read to you.”

LO1_1b. Did this happen on an American Indian Reservation or on American Indian Lands?

- 1 **Yes**
- 2 **No**

One participant (14 years-old) shared that they did not know what an American Indian Reservation or American Indian Lands were.

Recommendations: Consider adding a “Don't know” option to this question for juveniles. Granted, that option could refer to not knowing if the location was on a Reservation or not knowing what a

Reservation is. Alternatively, the question could be left as is with the knowledge that some youth may be unable to respond.

Proposed Revision: No action, given BJS preference for avoiding “don’t know” options.

LO8. How far from your home was it...

- 1 **A mile or less**
- 2 **More than a mile up to five miles**
- 3 **More than 5 miles up to fifty miles**
- 4 **More than 50 miles**

A few participants easily responded to this question, using their knowledge of how much time it takes to travel to the location or its proximity to their bus stop as a guide. One participant struggled with this question, saying they had no clue how far their home was from where the incident occurred.

Recommendations: Add in an option for “I don’t know how far it was from my home.” This could be beneficial for both juveniles and adults as either may be taken someplace they are unfamiliar with or could be incapacitated and unable to remember.

Proposed Revision: No action, given BJS preference for avoiding “don’t know” options.

3.3.5 Victim-Offender Relationship

VO10. At the time of the incident, which of the following BEST describes how you knew the offender?

- 1 **(IF AGES 16+) A spouse or ex-spouse**
- 2 **Someone you were romantically involved with, dating, or casually seeing at the time of the incident**
- 3 **An ex-boyfriend, ex-girlfriend, (IF AGES 16+: former fiancé), or someone you were no longer dating or seeing**
- 4 **A relative**
- 5 **Someone else**

One participant responded to this question with “a friend” and was re-read the response options. They chose ‘Someone else’ after this prompt. Two participants were asked what they thought the differences were between the first three response options. One participant (16 years old) said that all three were deep relationships as compared to the other response options but could not really say how they were different from one another. Another participant (14 years old) just replied that they were not sure. One interviewer’s assumption about the confusion with the differences in the first 3 response options is that the first response option could fit into options 2 and 3. Up until this point, all the participant has reported is whether they knew the person well. Though the next question (VO10a) gets at more detailed information, the respondent does not know that is coming. They only see this question that seems a little unbalanced as there are 3 options for someone you are or have been in a relationship with (usually that is a relatively small number for people), 1 option for people related to you (probably more relatives than relationship partners), and 1 option for everyone else in the world.

We also think participants are used to a *some other/someone else* option as being a catchall or “other” option when you have a circumstance that does not fit. However, a friend is so common it seems like it should “fit” into the answer options and may also be what is throwing them off.

Recommendations: Add in examples for the “Someone else” response option like “such as a friend, acquaintance, neighbor, or other non-relative”.

Proposed Revision: Implement the above recommendation.

VO21. Had you ever lived with any of them?

- 1 Yes
- 2 No **Skip to next module**

VO22. Were you living with any of them at the time of this incident?

- 1 Yes
- 2 No

One participant said answering these questions made them feel ‘kind of uncomfortable’. This is not surprising as there were instances of juveniles saying that their offender was a parent in the first round of cognitive interviews in 2019.

Recommendations: No changes are recommended. This finding is something we should try to explore more if possible. BJS should keep in mind that these situations are not unlikely with juvenile respondents.

Proposed Revision: Interviewers will look for signs of discomfort, angst, or difficulty answering questions about the “offender” in instances where the offender is a member of the nuclear family.

3.3.6 Offender Characteristics

OC2a. Would you say the offender was...

- 1 Under 12
- 2 12 to 14
- 3 15 to 17
- 4 Don’t know

One participant was unsure, saying it was either 14 or 15. This participant ended up answering “Don’t know”.

Recommendations: Add in a probe for those who say they do not know how old the offender is, such as “If you aren’t sure, make your best guess.”

Proposed Revision: No action, given BJS preference to avoid adding “don’t know” responses.

OC4. What race or races was the offender? You may select more than one. Was the offender... *Mark all that apply.*

- 1 White
- 2 Black or African American
- 3 American Indian or Alaska Native

- 4 Asian
- 5 Native Hawaiian or Other Pacific Islander
- 6 Don't know

One participant had to have the response options re-read to them, answered “Mexican”, and, when probed, did not think any of the response options covered this response. This person had previously reported that the offender was Hispanic in OC3.

Recommendations: Add in an “Other” option. Other RTI studies (NSDUH, in particular) have run into this same issue. What they have done is have the interviewer repeat the response options and, if the R still insists on a response such as “Mexican” or “Hispanic”, the interviewer marks “Other” and moves on to the next question.

Proposed Revision: No action.

3.3.7 Self-protection

SP1. Which of the following describes how you reacted during the incident?

5 Did you not do anything, freeze, or not move?	Yes	No
6 Did you do what the person told you to do?	Yes	No
7 Did you do something or try to do something to protect yourself or your belongings?	Yes	No
8 Did you do or try to do something else during the incident?	Yes	No

All participants interpreted this question as asking what they did or how they reacted to the incident, however some seemed to interpret it as asking what they did *during* the incident, whereas others seemed to view the question as asking how they reacted *after* the incident (if they *did something about it*). One participant was unsure whether reporting would count as doing something to protect oneself or one’s belongings – they felt that it should count. Another participant thought that option 1 was worded awkwardly and the interviewer had to repeat it a few times. They were confused because the question asks what they did but then the first option is in terms of what they *did not do*.

Some participants suggested other things that a person might do in a situation like the one they were in including running away, standing back when someone got closer, alerting a teacher or getting someone else involved, hitting, fighting with, or throwing something at the offender.

Recommendations: Include examples on response option 3 since so many juveniles listed options that they felt “were not included” but would have clearly fallen into that category. Examples may be “...your belongings, such as yelling for help or moving or running away?” For juveniles, consider rewording the question to ask “Which of the following describes how you reacted at the time the incident was happening?” Considering some of the responses provided to the theft questions (e.g. something stolen from a backpack/locker etc.) and the fact that this question assumes a person-to-person interaction, add in a response option for “I wasn’t there at the time.”

Proposed Revision: Include the additional examples listed above. Change “during the incident” to “at the time that the incident was happening”.

SP2. You said that you took some action during the incident. What did you do? {Anything else?} Mark all that apply.

- 1 You threatened or attacked the offender
- 2 You ducked or tried to avoid the offender(s)
- 3 You chased or warned the offender(s) off
- 4 You argued, reasoned, or pleaded with the offender(s)
- 5 You got away or tried to get away, hid, or locked a door
- 6 You called the police or a guard
- 7 You tried to get someone else's attention
- 8 You held onto your belongings
- 9 You stalled or distracted the offender(s)
- 10 Something else

Some participants had difficulty answering this question while others did not. One participant listened to all of the response options, then tried to list all of the ones that applied to them. After they gave their answer, the interviewer went back and read each response and had the participant answer "Yes" or "No". When done this way, the participant included response option 1, which they had previously omitted. They said they threatened to scream.

Recommendations: Include a showcard for these response options when conducting interviews in person.

Proposed Revision: Instead of a showcard, add the following statement in the question "A list of options will be read to you."

SP3b. Overall, do you think that what you did helped the situation, made it worse, or had no impact?

- 1 Helped the situation
- 2 Made the situation worse
- 3 Had no impact on the situation

Though most participants felt fine answering this question, a few felt differently. One participant said they were unsure how they felt about it. Another participant said, "It's a deep question and going to trigger a lot of people."

Recommendations: No changes to the question but be aware that this may spark emotional distress in some juveniles.

3.3.8 Hate Crimes

HC2*. Do you think this was a hate crime targeted at you?

- 1 Yes
- 2 No

One participant (13 years-old) interpreted "hate crime" to mean stereotyping or gender-typing a person. Another participant (16 years-old) described a "hate crime" as an incident in which a person acts out against you or someone you know because of their beliefs, race, or sexual orientation.

Recommendations: Continue to test Hate Crime questions to consider if these should be skipped for juveniles.

Proposed Revision: No actions.

3.3.9 Police Involvement Series

PI2a. Why did you decide not to contact the police? *Mark all that apply.*

- 1 You didn't think it was important enough to report
- 2 You didn't think the police would do anything about it
- 3 You weren't sure who did it
- 4 It was too personal to report
- 5 You told a parent or other adult relative
- 6 You took care of it yourself
- 7 You reported it to an official other than the police
- 8 You didn't think the police would believe you
- 9 You didn't want to get into trouble with the police
- 10 You didn't want the offender to get in trouble or face harsh consequences
- 11 You were worried the offender might get back at you
- 12 You weren't sure it was a crime
- 13 Some other reason

One participant reported “Some other reason” for not contacting the police because they reported it to a school administrator.

Recommendations: For juveniles, add in to option 7 “, such as a teacher or administrator”

Proposed Revision: Implement above recommendation. Add the following statement in the question “A list of options will be read to you.”

3.3.10 Consequences II: Socio-emotional Problems

CS3. How upsetting has the incident been to you?

- 1 Not at all upsetting
- 2 Mildly upsetting
- 3 Moderately upsetting
- 4 Severely upsetting

When asked this question one participant said “At the time, it was severely upsetting.” The interviewer reread the question and response options and they said, “Oh...then moderately upsetting.”

Recommendations: If the purpose of the question is to get an “average” of how upsetting the incident has been, consider starting the question with “Overall, how upsetting...”

Proposed Revision: Implement above recommendation.

CS4. I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer. *Mark one answer in each row.*

	Didn't feel this way	Yes, for less than 1 month	Yes, for 1 month or more
a. Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shocked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Fearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Anxious or panicked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Less confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Annoyed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One participant whose most recent incident was less than a month ago had some difficulty with this question. For the feelings they had but do not have any more, they answered (correctly) "Yes, for less than 1 month". For feelings they still had and were dealing with, they answered "Yes, for 1 month or more", however it had not been a month since the incident.

Recommendations: Decide if incidents that occurred less than 1 month ago should be handled differently when they get to this question.

Proposed Revision: Probe further on this issue during Phase 2 with respondents on whether different framing (such as 1. Yes, initially and Yes, for some time after the incident or 2. Yes, for some time after and Yes, for a long time after.) would be more fitting for their response.

3.3.11 Victim Services (VS) Series

VS2. Besides any help you might have gotten from friends or family, have you received the following kinds of professional services because of the incident?

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| G. Hotline, helpline, or crisis line intervention? | Yes | No |
| H. Counseling, therapy, support groups, or help from a mental health provider? | Yes | No |
| I. (if R reported being hit in A3* or experienced any type of sexual contact in SA1a-e* and endorsed one of the tactics in SA2a-e* or reported any physical injury in CI1*) Help or advocacy with medical care or medical exams, including accompanying you to a medical exam? | Yes | No |
| J. (If R experienced any type of sexual contact in SA1a-e* and endorsed one of the tactics in SA2a-e*) Sexual assault exam by a doctor, nurse or other medical professional? | Yes | No |
| K. Free or low-cost legal services from an attorney? | Yes | No |
| L. Help with the legal process, such as with police interviews, preparing for or going to court, or enforcement of your rights? | Yes | No |
| M. Help filing for a restraining, protection, or no-contact order? | Yes | No |

One participant seemed to hesitate when responding to a few of the options here. The interviewer noticed that they did seem a little awkward to ask because it had already been established in the interview that they had not had injuries or sought out medical attention, did not tell law enforcement

and did not tell anyone in any other position of authority. Options VS2A and B were the only two questions that seemed to make sense. This person had seen a therapist.

Recommendations: No changes are recommended. This question was included to alert BJS to possible difficulties with this question.

Proposed Revision: We will add additional probes to this question and prioritize getting additional feedback here.

3.4 Non-Victims

3.4.1 Police Ask-All Items

As a note, some participants shared that they had difficulty answering some questions because they have had only limited interactions with the police. The Likert scales were also reported by interviewers to be time-consuming to read for each question.

Next are some questions about experiences you may have had with the police in your area during the past 12 months, that is, since [DATE 12 MONTHS AGO]. Please include experiences with police officers, sheriff's deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.

PQ1_1. During the past 12 months, have you contacted the police in your area to report a crime, disturbance or suspicious activity?

- 1 Yes
- 2 No

Most, but not all, participants were clear that they should be focusing on police only when responding to these questions (as opposed to security guards, etc.). Some juveniles were not clear that certain types of guards or security should be excluded. Though the introduction does say not to include other personnel who are not part of the police, juveniles may not be aware of what types of authorities with badges/uniforms are or are not part of the police.

Recommendations: No changes are recommended. This question is included to make BJS aware of this finding.

**PQ3a. The next questions ask for your views of the police in your area (If no contact reported in PQ1 or PQ2, say: even though you may not have had direct contact with them recently).
Please draw on everything you know about them and give your best judgments when you respond to these questions.**

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

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

Participants understood that they should be honest and clear when answering the question (in reference to the final sentence of the instructions). One respondent indicated that she could not answer

this question because of her very limited interaction with the police in her current neighborhood (to which she had recently moved). In answering later questions, which begin with “in your opinion”, she felt more confident answering because she felt that “in your opinion” allowed for hearsay and public sentiment.

Recommendations: For juveniles, add a “Don’t know” option to the Likert scale questions. Another option would be to add “In your opinion” to the beginning of all the Likert scale questions to encourage youth to share their sentiment.

Proposed Revision: We will add “In your opinion” to the beginning of all the Likert scale questions.

PQ3f. Taking everything into account, how would you rate the job the police in your area are doing?

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

Participants varied in terms of the distance from their home they considered (i.e., their “area”). Some participants considered their neighborhood, while others considered as far out to their entire town or city.

Recommendations: Consider whether a specified “area” would be preferred to the interpretation of juveniles, keeping in mind some of them had difficulty estimating distance in the Location module.

Proposed Revision: No action, given that this is a known challenge.

3.4.2 Community Measures

CA1b. (How worried are you about) being threatened or attacked in your local area?

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

Similar to the Police Ask-All Module, participants responses to what they considered their “local area” varied. Participants identified the following as their “local area”:

- Their entire town
- Only their neighborhood
- Three surrounding cities
- Multiple neighborhoods, however, not their entire town
- The community around them

- A few participants expressed confusion or frustration in not knowing what constitutes their local area, especially if they live in a big city.

Recommendations: Consider whether a specified “local area” would be preferred to the interpretation of juveniles, keeping in mind some of them had difficulty estimating distance in the Location module.

Proposed Revision: No action, given that this is a known challenge.

CM2A. How often does concern about crime prevent you from doing things you would like to do?

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

One participant expressed confusion from this question. At first the participant responded ‘Every day’, but then asked the interviewer to clarify whether the question was regarding only their local area or the whole world. The participant changed their answer to ‘Never’ because the question did not specify a location and they were considering the whole world at first. Their response “Never” referred to their “local area”.

Recommendations: Include a geographic anchor to let participants know the locations they should be considering when answering this question.

Proposed Revision: No action, given that this is a known challenge.

3.4.3 Person Characteristics II

PC17: What kind of work (do/did) you do, that is, what (is/was) your occupation? (For example: registered nurse, personnel manager, supervisor of order department, secretary, accountant)

One participant struggled with the examples as they were not very applicable to a teenager.

Recommendations: For juveniles (or all respondents), revise job examples to include jobs like server cashier, customer service, lawn care, child care, etc.

Proposed Revision: Implement recommendation above.

PC18: What (are/were) your usual activities or duties at this job? (For example: patient care, directing hiring policies, supervising order clerks, typing and filing, reconciling financial records)

One participant struggled with the examples as they were not very applicable to a teenager.

Recommendations: For juveniles (or all respondents), revise activities to include duties like waiting tables, selling retail items, mowing yards, watching children, etc.

Proposed Revision: Implement recommendation above.

PC25: The next questions are about your background.

Are you Hispanic or (Latino/Latina)?

- 1 **Yes**

2 No

One participant asked if Latina meant half Mexican. They stated they were half Mexican. The interviewer asked what they would answer if the interviewer was not there. The participant then answered “no”.

Recommendations: No changes are recommended. This question is included to further highlight issues with responding to ethnicity (see also OC4).

PC26: Which one or more of the following would you say is your race? *Select one or more.*

- 1 **White**
- 2 **Black or African American**
- 3 **American Indian or Alaska Native**
- 4 **Asian**
- 5 **Native Hawaiian or other Pacific Islander**

One participant thought the interviewer had asked them to select which one they were “more” of. The interviewer had to repeat the question.

Recommendations: Change the instructions to “Select all that apply” to be consistent with other questions in the survey.

Proposed Revision: No action, based on the need to use language required by OMB.

Appendix C.
NCVS Juveniles (12–17) Cognitive Interviewing. Phase 2: Findings and
Recommendations (INTERIM DELIVERABLE)

DRAFT

NCVS Juveniles (12–17) Cognitive Interviewing

Phase 2: Findings and Recommendations

October 2020

RTI International

DRAFT

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<i>If you are the parent or guardian of a 12–17-year old and think that you and your child might be interested in participating in these video interviews, please click NEXT and complete this short survey.</i>	2
0. How did you learn about this study?	2
<input type="checkbox"/> Amazon Mechanical Turk.....	2

<input type="checkbox"/> Facebook	2
<input type="checkbox"/> Instagram	2
<input type="checkbox"/> Twitter	2
<input type="checkbox"/> Pinterest	2
<input type="checkbox"/> Reddit	2
<input type="checkbox"/> Flyer in your community	2
<input type="checkbox"/> Other (specify) _____	2
1. Below, please list the <i>first</i> name of each child age 12–17 that you think might be willing to participate in this study:.....	2
Child 1: First Name _____	2
Child 2: First Name _____	2
Child 3: First Name _____	2
Child 4: First Name _____	2
Child 5: First Name _____	2
[Create: CHILD1_NAME, CHILD2_NAME, CHILD3_NAME, CHILD4_NAME, CHILD5_NAME, from responses. If no children listed, go to ineligible.]	2
2. During the last 12 months, did any of the following happen to any of the children you listed? Your answers to these questions will not affect whether your family is eligible, so please answer honestly. <i>Mark all that apply.</i>	2
[Only provide rows for each child listed in Q1]	2
[ENDORSED=1, BLANK=0]	3
3a_1. What is [CHILD1_NAME]'s current age?	3
3c_1. Is [CHILD1_NAME] of Hispanic, Latino, or Spanish origin?	3
3d_1. What is [CHILD1_NAME]'s race? <i>Mark all that apply.</i>	3
4. How many adults over the age of 18 have lived in your household in the past 12 months? [drop down box –10]	4
5. Thinking about all of the people who lived in your household in the past 12 months, which category represents the TOTAL combined income? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in your household who are 14 years of age or older.....	4
<i>The final questions are about the technology available for the video interview.</i>	4
6a. Does your family have access to a device that has both audio and video capabilities, such as a smartphone, desktop, laptop, or tablet?	4
6b. Can you access the internet on at least one of these devices?	4

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6c. Is there a private space(s) in your home where the device(s) can be used for a 45-minute video interview? 4

IF 6A=1 AND 6B=1 AND 6C=1, CLASIFY AS “ELIGIBLE”. ELSE, CLASSIFY AS “INELIGIBLE”..... 5

INELIGIBLE. *Based on the information you provided, it does not look like your family will be able to participate in the video interviews. Thank you very much for your interest!*
5

ELIGIBLE. *Thank you! If your family is eligible, an RTI recruiter will contact you via email in the next two weeks to schedule a 15-minute phone call to talk more about the study. Please provide your contact information below so that we can reach you..... 5*

First name 5

Email 5

Phone 5

Appendix H. Distressed Respondent Protocol 1

Appendix I. NCVS Draft Youth Brochure 1

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1 Participant Demographics and Reasons for Participating

RTI completed 57 virtual cognitive interviews with 12–17-year-olds during August and September 2020. A total of 65 interviews were scheduled, but 8 participants never showed up for their interview.

1.1 Demographics

The demographics of the 57 juveniles who participated in an interview are in the table below.

	Count	Percentage		
Sex				
Male	22	39%		
Female	35	61%		
Age				
12	9	16%		
13	9	16%		
14	9	16%		
15	10	18%		
16	12	21%		
17	8	14%		
Race/Ethnicity³³				
Hispanic	17	30%		
White	33	58%		
Black	17	30%		
Asian	5	9%		
HI/PI	2	4%		
AI/AN	5	9%		
Other	6	11%		
R chose more than one race	9	16%		
HH Income				
Below 30,000	5	9%		
Above 30,000	47	82%		
Prefer not to say	5	9%		
Most Serious Victimization		Recruited Victimization		Self-reported Victimization
Theft	11	19%	13	23%
Attack	4	7%	16	28%
SA	4	7%	6	11%
Break-in	0	0%	1	2%
None	38	67%	21	37%
Recruited/Self-reported Victimization				
Recruited Type ≠ Self-reported Type	29	51%		
Non-victim → Victim	19	33%		
Victim → Non-victim	2	4%		

³³ Respondents could choose multiple races so these do not add up to 100%.

1.2 Reasons for Participating

Prior to beginning the interviews, we probed both the parents and the children on their decision to participate in a crime study.

1.2.1 Parent Reasons

Upon providing consent for their child to participate in the study, parents were asked what factors led them to decide to participate. Responses were coded into the 5 themes below, which are not mutually exclusive as parents could have provided several reasons for allowing their child's participation.

1. The opportunity was interesting and seemed like it would be beneficial to the child (51%). The most common reason parents provided for their child's participation was that the opportunity sounded interesting and/or that they felt their child's participation would be beneficial to him/her. Some parents noted their (or their child's) general interest in research, social science, sociology, criminal justice, or juvenile justice. Others felt that the opportunity would be beneficial specifically because the child had experienced criminal victimization and that it would be helpful for them to talk about their experiences, with a few noting that the child had negative experiences with the justice system. Some parents simply felt that it would be a good opportunity for the child to voice his or her opinion or that it would be a good learning experience for the child.
2. Their child's participation will make an important contribution to research/society (28%). In addition to any benefits to their child specifically (reflected in reason #1 above), some parents noted the importance of this research and felt that their child's participation would be beneficial to society and foster improvements to research and/or crime prevention. Some of these parents noted that they and/or their child wanted to make a difference and help their community. Some parents felt that getting youth's perspectives was really important, with a few noting that because their child had experienced victimization, they thought the child's perspective could be very beneficial.
3. The financial incentive (21%). These parents noted that the reason for providing permission for the child to participate was the \$40 Amazon.com gift card offered for participation. Most simply noted that their child wanted the gift card; others noted that it was a good opportunity for their child to earn some money.
4. The family has done other research studies (11%). Some parents noted that their decision to allow their child to participate was based on the parent's, and in some cases the child's, previous experience participating in focus groups or interviews for research studies.
5. Other reasons (10%). A few parents provided other reasons for allowing their child to participate. Some noted that they had been told about the opportunity from a friend. A few noted that the opportunity did not seem "too negative" or that they were not worried about the topics that would be covered. One noted that the opportunity seemed legitimate and another indicated that they had heard of RTI. From among the youth whose parents provided consent for them to be invited to participate, youth were asked to provide assent for their participation.

1.2.2 Youth Reasons

Upon agreeing to participate, youth were asked about what factors led them to decide to participate. Responses were coded into the 5 themes below, which are not mutually exclusive as youth could have provided several reasons for participating. Interestingly, the top three reasons for participation provided by youth are consistent with the parents' responses. However, the order of the top two themes is reversed (i.e., for youth, the benefits to society were more influential than the personal benefits,

whereas for parents, the benefits to their child were more influential than the benefits to society). Also, for youth, a common reason for participating was simply that their parent had told them about the opportunity.

1. Desire to help (39%). The most common reason youth provided for their decision to participate in the study was that they wanted to help other people, including other youth. Some noted that they wanted to make things safer for others, with a few noting that the crimes covered in the study happen to lots of people or had happened to friends of theirs. Some noted that the study was very important or that research generally was important and that they want to be useful and help the study. One noted that they wanted to make sure the government could support youth, and one noted that it was important to make sure different voices are heard.
2. Desire to be heard (34%). Some youth participated because they thought the opportunity sounded interesting and like a good learning experience for them. Several specifically noted that they wanted their voice to be heard and liked expressing their opinion generally. A few specifically noted that their participation was based on a desire to process what had happened to them personally (in terms of crime incidents).
3. The financial incentive (30%). These youth indicated that the \$40 Amazon.com gift card was a factor in their participation. Some noted that they wanted to purchase something for themselves and others noted that they wanted to purchase something for someone else.
4. Parent told them about it (23%). Some youth simply indicated that they participated because their parent had told them about the opportunity.
5. Other (14%). Other reasons for participating were boredom (with some youth noting that during the pandemic, they were stuck at home and had limited opportunities for social interaction), the fact that the opportunity “did not seem hard”, or that the child had participated in research studies before. Some youth could not articulate why they chose to participate.

2 General Survey Feedback

Similar to Phase 1, participants in Phase 2 were generally engaged and cooperative throughout the interviews. The virtual modality worked well, with the interviewers able to monitor the participant's level of engagement and distress. A few participants—all of whom were sexual assault victims—exhibited signs of emotional distress. Two of these participants began crying when they were providing their narrative at the end of the survey. Both participants were 16 years old and had been able to answer the survey questions without incident up to that point. Another participant, a 12-year old sexual assault victim, was only able to answer questions up through the Sexual Assault Screener. By the end of the screener, the respondent was just sitting there silently and not answering the questions until the interviewer reminded them they did not have to answer any questions they did not want to. Eventually, the participant dropped off the call for a few minutes, but later rejoined. They had clearly been crying so the interviewer stopped the interview at that point.

Aside from those incidents, participants provided thoughtful feedback on the questions and shared when they were confused or did not know how to answer a question. Participants commented on the questions being professional, but noted that questions regarding sexual assault, emotions, and details of their past experiences seemed very personal, though non-invasive. Participants ratings of the survey on a scale from 1 to 10 varied (1= "not personal at all" and 10= "very personal"). About two-thirds of participants gave a rating from 1-5, whereas about one-third of participants gave a rating from 6-10. Of participants who gave a lower rating, they noted things such as the questions being "professional" and that the survey did not seem very personal or invasive to them because they personally did not experience attacks, threat of violence, theft, or sexual assault. Of participants who rated the survey higher on the scale, many of them noted that questions regarding sexual assault, attacks, disability, their reactions and opinions about the police, and their emotions regarding certain instances seemed very personal. However, many participants said they understood the purpose of the questions, so they found them more personal than invasive. A few participants thought questions related to sexual assault and attacks would be more comfortable if asked on a computer instead of in-person, but the vast majority of participants felt comfortable answering all of them with an interviewer.

More than half of participants said they would complete the survey if it was an online survey. About a quarter said they preferred the interviewer interaction, and the rest of the participants did not have a preference. Those who said they would complete the survey online felt it would be more comfortable and convenient, but they also mentioned that kids may forget to take the survey online. Consistent with Phase 1 findings, there appear to be varying opinions on the preferred mode of data collection.

3 Specific Question Findings

The remainder of this document presents question-specific recommendations and additional information learned during the interviews. Note that we only focus on questions that were revised after Phase 1, questions with new recommended changes, or questions with findings we felt BJS should be aware of. Each section also begins with the number of participants who received the section. The ages of the participants are included when it seemed relevant. There were very few places where thoughts, concerns, or uncertainty were consistent among certain ages. These consistencies usually presented with either younger (12–13) or older (16–17) participants.

3.1 Household/Personal Characteristics

3.1.1 Household Characteristics

of Rs - 57

Overall, most participants did not have difficulty answering the questions in the Household Characteristics section. The main difficulty discovered in this section was for participants whose parents were divorced and the participant lived in two homes.

H26. What is the total number of people age 18 or older who live with you?

A few participants had difficulty answering this question for the same reasons in Phase 1 (e.g. listed or gave ages of household members instead of a number, did not include themselves). One new finding is that a few participants had divorced parents and spent time at both houses. They had difficulty answering this and some subsequent questions because different people were living at each household.

Recommendation: For juveniles, add “here” to the end of the question so they know to answer about the house they are currently being interviewed in.

Proposed Revision: Implement above recommendation.

H27. Not counting yourself, what is the total number of people under the age of 18 who live with you?

Most participants had no difficulty answering this question. One participant initially included themselves in their response but then self-corrected and changed their answer. Another participant provided people under the age of 18 that lived with them at two houses, due to divorced parents.

Recommendation: For juveniles, add “here” to the end of the question so they know to answer about the house they are currently being interviewed in.

Proposed Revision: Implement above recommendation.

H28. Is anyone who lives with you...

	Yes	No
a. Ages 0 to 11?	1	2
b. Ages 12 to 14?	1	2
c. Ages 15 to 17?	1	2

The majority of participants were able to answer this question without difficulty. A few participants asked if they should include themselves in this question and a few more participants did include themselves when answering this question.

Recommendation: Consider adding the phrase “Not counting yourself” similar to H27. For juveniles, add “here” to the end of the question so they know to answer about the house they are currently being interviewed in.

Proposed Revision: Implement above recommendation.

3.1.2 Person Characteristics I

of Rs - 57

Participants were able to answer the questions in this section with little to no difficulty. It appears some of the changes made after Phase 1, such as using holidays as anchors and providing more information on how to think about the questions, were helpful to participants.

P1C. How long have you lived at your current address?

IF NEEDED (FOR JUVENILES), ASK: Have you heard your parents or others talk about how long you've lived at this address? What did they say?

IN THIS SECTION IF R IS NOT SURE ABOUT THE TIME IN THE PAST 12 MONTHS, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS: Do you know if this was before or after (**PICK HOLIDAY:** Thanksgiving/4th of July/Valentines Day, etc.)?

- 1 LESS THAN 6 MONTHS
- 2 AT LEAST 6 MONTHS, BUT LESS THAN 1 YEAR
- 3 AT LEAST 1 YEAR, BUT LESS THAN 5 YEARS
- 4 5 YEARS OR MORE

All of the participants in Phase 2 were able to answer this question without difficulty. When asked how they knew how long they had lived at that address, participants said they knew because their parents brought it up, based on their age or grade level when moving to the house, because of milestones such as getting a pet, or simply based on their own knowledge. Some participants were able to determine how long they had been at their current address by using holidays suggested by the interviewers based on the new probes, such as the 4th of July (~6 months ago) and Halloween (~12 months ago).

Recommendations: No changes recommended; keep the new instructions.

Proposed Revision: No action.

P3C. Have you been *homeless or without a regular place to stay* at any time in the past 12 months, that is, since (DATE 12 MONTHS AGO**)?**

- 1 Yes
- 2 No

One participant had trouble answering this question. They stated their family stayed with a family member for a while before moving into their home. The interviewer asked the participant how they would answer if they were answering on their own (without the interviewer's assistance), and they stated they would answer yes.

Recommendations: No changes recommended; it appears the addition of emphasis did not relieve the issue of participants answering yes when staying with someone else but it also did result in new confusion.

Proposed Revision: No action.

P6C. AT ANY TIME during the past 12 months, that is, since (DATE 12 MONTHS AGO**), did you have a job or work at a business? Do not include volunteer work or work around the house.**

- 1 Yes**
- 2 No**

All of the participants were able to respond to this question without problems.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

P6A. When you were working in the past 12 months, did you have the same job?

- 1 Yes**
- 2 No**

Participants who received this question did not seem to have the same concerns about having not worked all of the past 12 months as they did in Phase 1. However, some participants were not sure how to answer this question because they had more than one job. Another participant said their job responsibilities changed depending on the day, thus interpreting “job” to mean their duties, not their position of employment.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

P7C. At any time in the past 12 months, have you been unemployed? Unemployed means you were looking for and able to work but were not able to find employment.

- 1 Yes**
- 2 No**

None of the Phase 2 participants had the same questions about what it meant to be unemployed like the Phase 1 participants had. One participant specifically talked about being “unemployed” but not looking for work and therefore not considering themselves unemployed in this question. One participant said this question was hard to answer because they had difficulty remembering dates, and another shared that they were unemployed due to the COVID-19 pandemic.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

3.2 Screeners

3.2.1 Theft Screener

of Rs - 57

The theft screening generally worked well with the changes incorporated after Phase 1. A few participants were not sure where to count a few theft incidents. Some participants struggled with the time frame of events or the number of events that took place. At least a third of participants were including themselves when thinking about “something belonging to the children who live here” and most were thinking of their siblings, if they had siblings. In a few instances, participants did not consider something theft if they felt it was not a big deal, such as \$3 being stolen.

S_03. The next questions ask about different things that might have been stolen from you. This may have happened to you while you were at home, (16+: at work or) school, or somewhere else. Do not include incidents that were accidental or when you knew someone was playing.

(IF NEEDED, TELL R: *Do not include virtual items that may have been stolen in a game or online.*)

In the past 12 months did anyone...

S_03A1-7		
S_03A1. Steal something that you carry, like a cell phone, money, a wallet, purse, or backpack?	Yes	No
S_03A2. Steal something that you wear, like clothing, jewelry, or shoes?	Yes	No
S_03A3. Steal something in your home, like a TV, computer, tools, or guns?	Yes	No
S_03A4. Steal something from your porch, lawn, garage, or other part of your property, such as a bicycle, garden hose or lawn furniture?	Yes	No
S_03A5. Steal something out of a vehicle, such as a package or groceries?	Yes	No
S_03A6. (IF H28a=1*:) Steal something belonging to the children who live here?	Yes	No
S_03A7. Steal anything else that belongs to you, including things that were stolen from you at work or at school?	Yes	No

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING

HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentines Day, etc.)?

The majority of participants did not have difficulty answering these questions. However, some participants did have questions or provided contradictory information. One participant stated they had their basketball stolen before the interviewer started asking questions in this section, but they answered no to all S_03A1-7 questions. When the interviewer asked where their basketball would fit, they said “none of them”. One participant noted they had \$3 stolen from them and asked if this would qualify for S_03A1. The interviewer asked if they would include it if the interviewer was not there and they said no. One participant said there was a package that was misdelivered to a neighbor and the neighbor opened it, knowing it was not for them. When confronted, the neighbor returned the package. The participant considered this theft. A few participants struggled with whether to count something if they were not sure who stole it or whether the item was stolen or just missing (e.g. a weedwhacker was missing but the participant said they did not know for sure if it was stolen). Some participants struggled with time frames but were better able to pinpoint if it was within the past 12 months when the interviewer prompted them with “was it before or after X holiday?”

There were a few instances where it was not clear how to report something that was stolen from a car. In one instance, a participant reported being unsure how to answer S_03A3 and S_03A5 because a laptop computer was stolen (A3), but it was stolen from their mom's car (A5). Another participant had difficulty answering S_03A4 and S_03A5 because something was stolen from their car (A5), but their car was in the garage (A4). When participants were asked about "something belonging to the children who live here" (A6) about a third of participants reported counting themselves. One asked if "the children who live here" meant children in the neighborhood.

When probed, the majority of participants said they were not thinking about times when a sibling stole something from them. A few participants said they had thought about times when their siblings took something from them but **did not** include that in their answers to S_03A1-7. Of the participants who stated they thought about their siblings, they all said they did not think a sibling stealing from them was as serious as someone else stealing from them. Though they did not include items siblings stole from them, based on the incidents described it appears that youth do report on household items being stolen, even if they are not directly the juvenile's property (e.g. a package, a computer)

Recommendations: We propose not asking A6 of juveniles because the question stem asks about something being stolen from "you", not others. It is also unclear whether juveniles should count themselves in that question if they are a child themselves. The logic indicates that they should only answer for children younger than 12, but the question does not state that specifically.

Also, to avoid juveniles reporting theft of items that are not theirs, consider adding "...of yours" to A1-5 e.g., "Steal something of yours that you carry such as..."; "Steal something of yours that you wear..."

Proposed Revision: Implement above recommendation.

Theft Incident Form

S_03E. Still thinking about this (MONTH) [or, if no date: most recent] incident when someone (stole/tried to steal) something, did anyone break in, or try to break in, to your home or another building on your property as part of this incident?

- 1 Yes
- 2 No

No one reported having difficulties answering this question. One participant reported that the item stolen was from a car and that the person "broke into" the car, but they said no to this question given the current wording.

Recommendations: No changes recommended. This finding was included to document that the specific wording in this question seems to be understood by juveniles.

Proposed Revision: No action.

S_03D. You said that someone (FILL: stole/tried to steal) something ___ times in the past 12 months. In what month did the (second/third/fourth) most recent incident happen? If you don't remember the exact month, please give your best estimate.

- 1 Yes
- 2 No

Only a few participants reported multiple thefts. Two participants said it was harder to remember the earlier incidents. One of them said they could not specify months for any of the remaining six

incidents—only that it was “back when school was still a thing.” One 12-year old participant listed the older incident first and the more recent incident second.

Recommendations: No changes recommended. This finding was included to document that some youth have difficulty identifying multiple incidents and timelines.

Proposed Revision: No action.

3.2.2 Attack Screener

of Rs - 57

This screener generally worked well. A few participants were not sure whether or not to include fighting with siblings as an attack, and one incorrectly included a 4-year-old sibling’s play-fighting as an attack (despite the addition of “Do not include threats and do not include incidents that were accidental or when you knew someone was playing”). The majority of participants were thinking of school, home and anywhere outside when thinking of where these incidents would take place, and most were thinking of strangers, family members, classmates, and even friends as potential offenders. Most participants also seemed to understand the concept of ‘trying’ to attack and a ‘threatened’ attack. Participants also seemed to understand they should only include online threats of physical harm.

S_06A. The next few questions ask about any physical attacks against you personally. These could have been done by someone you know, like a boyfriend or girlfriend, someone (IF AGES 16+: at work or) at school, a friend, a family member, a neighbor, or someone you don’t know. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.

(**If any theft incidents were flagged as “attack” in previous sections, say:** Other than the attacks or threatened attacks you have already mentioned, in) In the past 12 months, did anyone attack or try to attack you...

S_06A1-4*		
S_06A1. With a weapon, such as a gun or knife?	Yes	No
S_06A2. With something else used as a weapon, like a baseball bat, scissors, or a stick?	Yes	No
S_06A3. By throwing something at you, such as a rock or bottle?	Yes	No
S_06A4. By hitting, slapping, grabbing, kicking, punching, or choking you?	Yes	No

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING

HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentines Day, etc.)?

Most participants did not have difficulty with these questions. For S_06A3, a 12-year-old participant answered yes to this item, even though they said it was their younger sister throwing something at them that she did not mean to throw (and that it was a game). Another participant was not sure how to answer this item and reported that someone hit their head with a water bottle but did not throw the bottle as described in the question. They did not want to answer yes to A3 because they were not sure what other questions were going to follow that might be more relevant to the situation.

In S_06A4, a participant asked if that would include siblings. The interviewer asked the participant if they would include siblings. The participant said, “siblings fight, but it’s not actual fighting” and confirmed that they would not count what their siblings did. The interviewer re-read the language about

not including incidents that were accidental/someone was playing and asked if the participant heard that. They said yes, though when asked if incidents from siblings would be accidental/playing they said no. One participant responded to this item with "Only my siblings," and when probed whether they would include that as a yes or no, they responded "no". Therefore, most respondents were not counting low-level incidents by siblings as attacks.

When asked about the types of places they were thinking about when answering these questions, participants responded with school, the outdoors or a park, home, parties, a friend's house, work, and "anywhere parents aren't". Most participants also reported thinking about strangers when answering these questions, though some said they were not thinking of strangers. Other people participants thought about were classmates, friends or family, adults, ex-friends, and "bad people". Some participants who were victims said they were thinking about their attacker. Based on these responses, it appears some participants answered probes on "who and what" they were thinking about by talking about the incidents they experienced and not "who and what" on a broader, more general level. This seems to be due to the testing environment and not a concern with the question wording.

Recommendations: Continue to use the revised question wording. Even though one participant still included an incident with a sibling that appeared to be an accident, the revised question wording did seem to clarify the question for juveniles.

Proposed Revision: Due to changes on S_06A8, the first two sentences are being reverted to the original version: *The next few questions ask about any physical attacks against you personally. These may have happened at your home or while you were (IF AGES 16+: at work,) at school, or away from home.* All other revisions

S_06A5. In the past 12 months, did anyone attack or try to attack you or use force against you in any other way? Please mention it even if you are not certain it was a crime. Do not include threats and do not include incidents that were accidental or when you knew someone was playing.

- 1 Yes
- 2 No

Most of the participants who answered this question seemed to understand the concept of what is meant by trying to attack someone. Participants used the word "try" or "tried" when describing what this question meant. Some also included the concept that the offender failed in their attempt. A few participants did use the words "threatened" or "threatening" when answering. Four participants described this concept as the offender "being mad at you". Two 12-year-olds described "tried to attack" as actually being attacked, but not hurt.

This question made one participant think of an incident where they were put in a chokehold and could barely breathe, although they had earlier said no to item S_06A4, which referenced choking. Even though they remembered this incident on this question, they still answered no because they were not certain that it happened within the past 12 months.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

S_06A6. In the past 12 months, did anyone THREATEN to attack you, but not actually do it? Only include threats from social media or gaming platforms if the threat was to do you physical harm.

- 1 Yes

2 No

The majority of participants understood what a “threatened attack” meant. When describing the question a few participants mentioned threats via text, social media, or gaming platforms and cyberbullying as ways they could be threatened, but all seemed to understand the difference between a threat in a game and a threat to do harm in real life.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

S_06A8. People sometimes don't think of attacks by someone they know.

(If yes to any item in this section so far [S_06A1-6*], say: Other than what you have already mentioned) In the past 12 months, has anyone you know used any kind of physical force against you? Examples are if someone you know choked you, slapped you, hit you, attacked you with a weapon, or otherwise physically hurt you.

- 1 Yes**
- 2 No**

The participant with the younger sister again answered yes to this question because their 4-year old sister had kicked her. They acknowledged that their sister was playing but maintained that their answer to this question was yes. When asked who they should be thinking about when answering this question, the majority of participants described people they knew such as friends, family members, and classmates. A few participants mentioned “bad people” while some others shared that they were not really sure how to answer our probe (though they did not have difficulty answering the question.) A few participants gave responses that included strangers or “everyone”.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: Due to concerns of participants not focusing on someone they know, reverting this question back to the original wording: “People sometimes don't think of attacks by someone they know, like {a current or former spouse or partner/a boyfriend or girlfriend}, someone {at work or at school/at school}, a friend, a family member, a neighbor, or any other person you've met or known.”

ATTACK INCIDENT FORM

S_06C.

ATTACK One

When did the incident happen? If you don't remember the exact month, please give your best estimate.

IF 2 OR MORE: I will ask about (if 2-4 incidents, fill: each of these incidents; if 5+ incidents, fill: the four most recent incidents), starting with the most recent. When did the most recent incident happen? If you don't remember the exact month, please give your best estimate.

IF ATTACK SERIES: I will ask about the most recent incident that happened. When did the most recent incident happen? If you don't remember the exact month, please give your best estimate.

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentines Day, etc.)?

- 1 Before August, 2019**

- 2 August, 2019**
- 3 September, 2019**
- 4 October, 2019**
- 5 November, 2019**
- 6 December, 2019**
- 7 January, 2020**
- 8 February, 2020**
- 9 March, 2020**
- 10 April, 2020**
- 11 May, 2020**
- 12 June, 2020**
- 13 July 2020**
- 14 August 2020**

Most respondents had no difficulty placing their incident in a month. One participant first said, "probably close to winter", then "maybe October". The interviewer used the method of supplying holidays to help the participant orient themselves. They were able to use Halloween and Thanksgiving to help the participant determine the month of the incident. Another participant estimated the incident month by using the reference point of when school started to determine it happened a month later.

Recommendations: No changes recommended; keep the new tactic of using holidays and milestones to help anchor participants.

Proposed Revision: No action.

3.2.3 Unwanted Sexual Contact Screener

of Rs - 57

Participants indicated that they generally understood what the questions in this module would be about. Some participants were unable to articulate the difference between lack of consent and unwanted contact. Some participants were not fully clear on what confidentiality meant as it was used in the introductory text. It was difficult for a few participants to remember when the incident happened, but this was not unique to incidents in this section.

S_07Y. The next questions are about any sexual contact in the past 12 months that you DID NOT CONSENT TO and that YOU DID NOT WANT to happen. The information you provide is confidential.

(If 16+) Sexual contact includes touching of your sexual body parts, or any type of sexual penetration with a body part or object. It also includes making you touch or penetrate someone else. This could have been done by someone you knew well, someone you casually knew, or a stranger and can happen to both men and women.

(if under 16) Sexual contact includes someone touching your private parts, unwanted sex, or making you do these kinds of things to them. This could have been done by someone you know well, someone you casually know, or a stranger and can happen to both boys and girls.

Similar to Phase 1, participants were able to provide good descriptions of what the introduction was telling them. Some participants described this introduction as talking about sexual assault or rape, but those were mostly older youth (16–17) that used that type of language. A few of the younger participants said they were not sure how to describe the introduction.

When describing consent, participants largely focused on how the victim felt. They mentioned specific aspects of consent, including “said no,” “didn’t say yes,” or “didn’t give my permission/approval.” Some participants mentioned being unable to consent, such as being asleep, unable to say no or yes, and unable to provide explicit consent. Many of the participants talked about the sexual contact being unwanted or mentioned verbal consent. Some participants focused more on the offender’s actions describing things like “use of force”, “taking advantage” and someone doing something “against your will”.

Most participants were able to describe confidentiality and what it meant in the context of this survey. A few of the younger respondents said they did not know what it meant or gave an incorrect answer (e.g. it means “important”).

Recommendations: Though only a few participants were unsure of what confidential meant, we feel it is a very important part of collecting accurate data in this section. We recommend expanding slightly on the second sentence to “The information you provide is confidential, meaning your information will be kept private.”

Proposed Revision: Implement above recommendation.

(If any previous incident was flagged as “SA”, say: Other than the unwanted sexual contact you have already mentioned,) in the past 12 months...

S_07A1-4

S_07A1. Did anyone touch, grab, or kiss your (if 16+: sexual body parts against your will; if under 16: private parts when you didn't want them to)– or TRY to do this?

Yes No

S_07A2. Did anyone force you to have sexual contact by holding you down with his or her body, pinning your arms, hitting or kicking you, or using some other type of force – or TRY or THREATEN to do this?

Yes No

S_07A3. Did anyone threaten to physically hurt you or someone close to you if you did not have sexual contact?

Yes No

S_07A4. Did anyone have sexual contact with you – or try to have sexual contact with you – while you were passed out, unconscious, asleep, or unable to consent because you were drunk or high?

Yes No

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING

HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentines Day, etc.)?

Most respondents had no issues with these questions. Two participants hesitated over question S_07A1 because they were not sure whether being spanked or slapped on the butt would be considered sexual contact. One decided to count it; the other did not. The one who counted it expounded that it was their dad who spanked them and they had heard he was a pedophile. One participant hesitated over S_07A4 because they had sex after getting high with a friend and wondered whether they were really able to consent. They decided to count that as a yes, but they seemed uncomfortable for the remainder of the modules.

Almost all of the participants were able to provide examples or explanations for what it means to be “passed out, unconscious, asleep, or unable to consent because you were drunk or high.” A few of the younger participants (12–13) said they did not know or could not think of examples.

Recommendations: No changes recommended.

Proposed Revision: No action.

SA INCIDENT FORM

S_07C*.

SA One

In what month did the incident happen? If you don't remember the exact month, please give your best estimate.

IF 2 OR MORE: I will ask about (if 2-4 incidents, fill: each of these incidents; if 5+ incidents, fill: the four most recent incidents), starting with the most recent. In what month did the most recent incident happen? If you don't remember the exact month, please give your best estimate.

IF SA SERIES: I will ask about the most recent incident. In what month did the most recent incident happen? If you don't remember the exact month, please give your best estimate.

- 1 Before August, 2019
- 2 August, 2019
- 3 September, 2019
- 4 October, 2019
- 5 November, 2019
- 6 December, 2019
- 7 January, 2020
- 8 February, 2020
- 9 March, 2020
- 10 April, 2020
- 11 May, 2020
- 12 June, 2020
- 13 July 2020
- 14 August 2020

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA USING HOLIDAYS SUCH AS: Do you know if this was before or after (HOLIDAY: Thanksgiving/4th of July/Valentines Day, etc.)?

One participant struggled to pinpoint a timeframe. This participant stated that it was all a blur. The interviewer suggested thinking about holidays (e.g., "was it before or after Christmas?"). The participant said it was before Christmas, which they knew because they got a cell phone for Christmas but did not have one at the time of the incident. The interviewer asked whether thinking about the weather would be helpful when trying to pinpoint a month. The participant said it was very hot at the time and was then able to say, "I think it was during summer break, toward the end - probably August." They said later it was upsetting to pinpoint such details when talking about the incident and "it was traumatic, and I was very upset, and it's still upsetting." Another participant was able to pick a month because they knew it was during finals.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

S_7DD2*. Is this incident part of any other incident you have already mentioned?

- 1 Yes
- 2 No - Code as Sexual Assault (SA) → Tell R: I am going to refer to this as the (second/third/fourth) most recent incident in [MONTH]. IF SECOND INCIDENT: I will call the previous incident the most recent incident in [MONTH].

There was some confusion in Phase 1 about how to track multiple incidents that took place in the same month. Only one participant fell into this scenario in Phase 2, but they said it was not confusing to refer to the incidents as such.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

3.2.4 Other Crimes

of Rs - 55

In general, participants did not have any difficulties answering these questions.

S_08. To make sure this survey has captured everything that has happened to you, is there anything else that you might think of as a crime that happened to you, personally, in the past 12 months, that is, since (DATE 12 MONTHS AGO) that you haven't mentioned? It could be something you called the police about, or something you didn't consider reporting to the police.

- 1 Yes
- 2 No

S_08a. Please describe what else happened to you personally since (DATE 12 MONTHS AGO).

Two participants answered “yes” to this question. The events they described were a sexual assault and when someone was sent pornography on their phone via a text and they did not want it. The interviewer probed the participant who reported a sexual assault here and found that it was the same incident they had just reported. The interviewer believed the confusion was because of the way we had the protocol set up in that we asked all the Screeners first, then we asked the Incident Forms. In the actual NCVS, the participant would have been asked more questions about their sexual assault incident before being asked about any other crimes. The interviewer thinks the participant trying to report it twice was a result of the testing. No other interviews encountered a situation like this. One other participant shared that someone had brought a gun to school but when probed said they would not include that in this question. Unlike in Phase 1, we did not receive reports of incidents happening to other people, so the addition of the word “personally” seems to have been helpful.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

3.3 Part 2: Victim CIR

3.3.1 Introduction

of Rs - 33

Only a few participants received questions SC1 and SC2. Of these, one participant said they could not remember many details of the last 6 incidences that had occurred in the past 12 months. Another participant, a young sexual assault victim, became emotionally distressed upon hearing these questions.

SC1. Earlier, you said this type of thing happened to you more than once in the past 12 months. Did all of these incidents happen in the same place, did some of them happen in the same place, or did they all happen in different places?

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

SC2. Were all of these incidents done by the same offender, were some of them done by the same offender, or were they all done by different offenders?

- 1 All by same offender
- 2 Some by same offender
- 3 All by different offenders

Two participants responded to this question. One participant stated it was “pretty easy” to remember details of the event. The other participant could not remember any specific details about the last six incidents during the past 12 months.

A third participant, a 12-year old sexual assault victim, was asked these questions but was uncomfortable answering them and began to shut down. They shared that they had experienced multiple instances in the last two months and, after an extremely long pause, answered SC1 as “all in the same place”. When the interviewer asked SC2, the participant sat there and did not say anything. Finally, the interviewer reminded the participant that they did not have to answer any question they did not want to and the participant said they wanted to pass. The interviewer ended up stopping the interview after this.

Recommendations: No changes recommended. We wanted to include this information to inform BJS that these questions may be triggering for emotional distress in cases of repeated abuse.

Proposed Revision: No action.

3.3.2 What Happened: Module SA – Unwanted Sexual Contact

of Rs - 5

Participants ranging in ages 14–17 received this module and generally understood the purpose of it. Although they expressed discomfort, most were willing to share responses. One older participant (16) asked to skip most questions. There was some confusion among several respondents around the words “penetrate” and “forcibly.” A few participants also struggled to answer if they were blacked out, unconscious or asleep because the question assumes a constant state of consciousness/unconsciousness. When asked at the end of the module if any questions in this section were confusing or unclear, no one answered affirmatively.

SA_1*. In this particular incident...

- a. Did you have unwanted vaginal sex [if male: with a woman]? Yes No
- b. Did you have unwanted oral or anal sex? [READ IF NEEDED: Oral sex means that someone put their mouth or tongue on a vagina, anus or penis. Anal sex is a man or boy putting his penis in someone else's anus.] Yes No
- c. Was there unwanted penetration of sexual body parts with a finger or object? Yes No
- d. Was there unwanted sexual contact, such as touching or kissing of sexual body parts, or grabbing, fondling, or rubbing up against you in a sexual way? Yes No

When asked how they felt about answering these questions, a few participants described feeling "a little nervous, anxious", "kind of uncomfortable", and "bringing it back up is hard". One talked about the importance of being able to help other people and create awareness. Another participant said the language was confusing and they understood "85%" of the descriptions, but not the word penetration.

One participant said the detail was helpful (though uncomfortable).

Recommendations: In response to juvenile participants possibly not understanding what penetration means, consider adding a description for juveniles such as "READ IF NEEDED: Penetration means that someone put a finger or object inside a sexual body part"

Proposed Revision: Implement above recommendation.

SA_1f. You said that there was (fill with ALL yes responses from a-d above):

- unwanted vaginal sex,
- unwanted oral or anal sex,
- unwanted penetration with a finger or object
- unwanted sexual touching)
...that you did not want to happen.

Did the offender penetrate or touch YOUR sexual body parts, were you forced to penetrate or touch the OFFENDER'S sexual body parts, or did BOTH happen?)

- 1 The offender penetrated or touched you
- 2 You were forced to penetrate or touch the offender
- 3 Both

One participant originally answered neither. After hearing the question repeated (because they had responded affirmatively to the question about unwanted touching), they said that they only heard the part about penetrate and did not hear the term "touch". Another participant initially answered, "they forced me" (rather than selecting one of the provided options) and followed up with, "they touched me.". The interviewer prompted with, "did they penetrate or touch you?" and the participant said, "Yes."

Participants generally struggled to describe what penetrate meant. Only one participant could provide a specific description ("to insert something into your body"), and they were very embarrassed about discussing both the survey question and the probe. One participant said, "Well, that's really awkward... it means, like, to have sex with another person." One participant defined it as "To force or to put something that doesn't belong without permission. To break the skin or something. Pretty much, forcing sex." This participant had already said they did not know what penetration meant and struggled with all

of the questions that mentioned penetration. One participant simply said they did not know how to explain it.

Recommendations: In response to juvenile participants possibly not understanding what penetrate means, consider adding a description for juveniles such as “READ IF NEEDED: Penetrate means that someone put a penis, tongue, finger, or object inside a sexual body part or mouth.” Also, consider switching the order of the words and using “touch” first, e.g., “Did the offender touch or insert something into YOUR sexual body parts...”

Proposed Revision: Implement above recommendation.

SA_2*. During the incident...

- | | | |
|--------------------------------------------------------------------------------------------------------------------|-----|----|
| a. Did the offender use physical force, such as holding or pinning you, hitting or kicking you, or using a weapon? | Yes | No |
| b. Did the offender threaten to physically hurt you or someone close to you? | Yes | No |
| c. Were you blacked out, unconscious, or asleep? | Yes | No |
| d. Were you unable to consent because you were too drunk or high? | Yes | No |

On SA_2a, two participants were not sure how to answer this question because they both said the offender blocked their way so they could not move during the incident. One participant eventually answered yes to this question and the other was never able to select either yes or no.

Two participants had difficulty on SA_2c as well. One of them said they blacked out after the incident and the other said “most of the time”. The interviewer took that as a yes response and continued. The response of “most of the time” does illuminate that victims could be blacked out, unconscious, or asleep at any point during the incident but not continuously.

Recommendations: Add in ‘blocking’ to SA_2a, e.g., “...such as holding, pinning, or blocking you...”. Specify if BJS wants to capture if the participant was blacked out, unconscious, or asleep the entire time or at all during the incident.

Proposed Revision: Implement above recommendation. Also, add “at any point” to SA_2c.

SA_3E. Did the offender verbally THREATEN to have vaginal, oral, or anal sex, or threaten sexual penetration with a finger or object when you did not want it to happen?

- 1 Yes
2 No

Participants did not have difficulty understanding the types of sex listed here. One participant struggled with the question because they were focused on the types of sex and not that the interviewer was talking about threats.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

3.3.3 What Happened: Module A – Attack/Threatened Attack

of Rs - 21

Overall, participants were able to answer the questions in this section, but there was some confusion surrounding a couple of the questions that referenced using a weapon. One participant brought up that it may be difficult for ‘threatened attack’ victims to answer A1 if the offender said they would attack them with a weapon, but not actually produce it. Additionally, the A9 response option “Hit you with an

object other than a gun" caused some confusion for a few participants who were not sure what to include in that category. Lastly, one participant brought up that it may be difficult for victims who were incapacitated during their attack to answer these questions. When asked if the questions in this section were unclear or confusing, the majority of participants who went through this section offered up no concerns.

A1. You said someone (attacked or tried to attack you/threatened to attack you) during the (most recent) incident in [MONTH].] Did the offender(s) have a weapon such as a gun or knife, or something to use as a weapon, such as a baseball bat, scissors, or a stick ?

- 1 Yes
- 2 No

The majority of participants did not have difficulty answering this question. One participant spoke about a water bottle that was thrown but they were torn on whether to consider it a weapon or not because it is usually not a weapon, but could be used as one. Another participant struggled with this question because they were threatened and the offender told them they had a weapon and would use it, but the participant never saw the weapon. This participant asked if we wanted to know if the offender *said* they had a weapon, or if they actually brandished one.

Recommendations: If BJS wants to capture scenarios where a weapon was involved, even if it was not seen by the participant, consider adding that to the question, e.g., "Did the offender have or say they had a weapon..."

Proposed Revision: Implement above recommendation.

A7. How did the offender(s) TRY or THREATEN to attack you? By... **Mark one answer in each row.**

- | | | | |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| a | saying they would attack or kill you? | Yes | No |
| b | threatening to have someone else attack or kill you? | Yes | No |
| c | (If R said the offender had a weapon in A1) threatening you with a weapon? | Yes | No |
| d | (If R said the weapon was a blunt object or something else in A2=d or e) trying to attack you with a weapon other than gun, knife or sharp object? | Yes | No |
| e | throwing something at you? | Yes | No |
| f | following you or surrounding you? | Yes | No |
| g | trying to choke you? | Yes | No |
| h | trying to hit, slap, knock down, grab, hold, trip, jump, or push you? | Yes | No |
| q. i | Something else | Yes | No |

?

There were no concerns or questions from participants on A7 during the Phase 2 interviews.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

A9. [If SA and offender used physical force during (SA2a=yes*) say: Earlier you said the offender used physical force (If R said the offender had a weapon in A1*, add: and had a weapon) during the incident.] Did the offender(s) [if R said the offender had a weapon in A1*, say: also] do any of the following?

- | | | | |
|---|-------------------------------------------------|-----|----|
| a | Hit you, slap you, or knock you down | Yes | No |
| b | Grab, hold, trip, jump, or push you | Yes | No |
| c | Hit you with an object other than a gun | Yes | No |
| d | Throw something at you | Yes | No |
| e | Choke you | Yes | No |
| f | Do something else to attack you? (If so, what?) | Yes | No |
-

Three participants mentioned being confused about the “hitting with an object other than a gun” response option. Two had experienced being hit by the offender’s hand, and the third had been hit with a water bottle, but all were unsure whether those should be included in response option c. One participant asked if a hand would be considered an object in this question, even though they already said yes to A9a.

Recommendations: One way to possibly clarify A9c would be to change the first word in option c to “attack” so participants will not be confused by the word “hit”. E.g., “Attacked you with an object other than a gun”.

Proposed Revision: Implement above recommendation.

A10. Did the offender steal or try to steal something that belonged to you during this incident?

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

One participant was incapacitated during the attack and could not remember if the offender stole or tried to steal something. Another participant was ‘pretty sure’ the offender tried to steal a piece of food during the attack but was not completely sure. This participant did not feel able to choose a response to this question.

Recommendations: Consider adding “To the best of your knowledge” at the beginning of the question to encourage responses from participants who may not be sure. Adding a “Not sure” response may also be appropriate in this question.

Proposed Revision: Adding “To the best of your knowledge” to the question, with “As far as you know” as an alternative.

3.3.4 What Happened: Module T – Theft

of Rs - 12

Participants were able to answer these questions without difficulty. One participant could not find a category to describe the object that was stolen but utilized the “Something else” option.

T2a. You said someone stole something from you during the (most recent) incident in (fill: MONTH). What was stolen? Select all that apply.

If S_03A1=1* (something that you carry) or S_03A5=1* (something out of a vehicle), read:

- 1 Cash**
 - 2 Credit cards, a check, or bank cards**
 - 3 A purse or wallet**
 - 4 A backpack, briefcase, or luggage**
 - 5 A cell phone**
 - 6 A tablet, a laptop, or other personal electronics**

IF S_03A2=1* (something that you wear) or S_03A3=1* (something in your home), read:

- 7** Clothing, furs, or shoes
8 Jewelry, a watch, or keys

IF S 03A3=1* (something in your home) read:

- 9 A TV, a computer, or appliances**
 - 10 Other home furnishings, such as china or rugs**
 - 11 A handgun or other firearm**
 - 12 Tools, machines, or office equipment**

IF S_03A4=1* (Something from your property) or S_03A6=1* (something belonging to the children) read:

- 13 A bicycle or bicycle parts**
 - 14 A garden hose or lawn furniture**
 - 15 Toys, or sports and recreation equipment**

IF S_03A5=1* (something out of a vehicle), read:

- 16** Something you kept in your vehicle, such as a GPS device or a phone charger
17 A package or groceries

For all, read:

- 18 Something else

One participant wasn't sure how to report their stolen PlayStation controller, so they selected "Something Else".

Recommendations: One possible remedy would be to revise response option 9 to “A TV, a computer, gaming equipment or appliances”

Proposed Revision: Implement above recommendation.

3.3.5 What Happened: Module BI – Break-Ins

of Rs - 1

Only one participant responded to the questions about a break-in and they were able to answer all of the questions. When asked, they said they did not find anything about the questions unclear or confusing.

3.3.6 Consequences I: Injury

of Rs – 12

A few participants struggled with some of the questions, but participants were able to select responses for the most part. Though the descriptions of their incidents sounded like injuries should have been present, some participants answered no to CI1 stating they did not really have injuries. One participant was asked about out-of-pocket expenses and could not answer the question but indicated their parents would know. At the end of the module, participants did not identify any specific questions that were confusing or unclear.

CI1. During the incident, [if R reported being shot or stabbed say: besides being (shot and/or stabbed)] were you physically injured in any (if R reported being shot or stabbed, add: other) way? Injuries include things such as bruises, black eyes, cuts, broken bones or more serious injuries.

- 1 Yes**
- 2 No**

Most of the participants who were asked this question did not report injuries as a result of the incident. One participant said they were not sure whether the bruises that appeared later were due to the incident or not, so it was hard for them to say whether the injury happened during the incident. Another participant said they were “scuffed up” and “hurt” but did not consider that to be an “injury.” Similarly, a participant said they were not injured even though they reported being punched multiple times. One participant asked to have the question repeated, hesitated before responding, and said “not really.”

When asked how they thought about their injuries, one participant said they remembered thinking it did not hurt that badly and could have been worse. Another said they just thought back to what hurt that day.

Recommendations: In order to capture injuries in juveniles, consider rephrasing the question to ask about being “hurt” as well as injured. E.g., “During the incident, [if R reported being shot or stabbed say: besides being (shot and/or stabbed)] were you physically (IF UNDER 18: hurt or) injured in any (if R reported being shot or stabbed, add: other) way? Injuries include things such as bruises, black eyes, cuts, broken bones or more serious injuries. (IF UNDER 18: Please include times when you were hurt, even if there were no physical marks.)”

Proposed Revision: Implement above recommendation.

CI2. Were you injured in any of these ways?

- 1 Broken or cracked bones**
- 2 Broken nose**
- 3 Dislocated joints**
- 4 A concussion**
- 5 Knocked unconscious**
- 6 Injury from sexual intercourse, such as to vagina or anus**
- 7 Internal injuries, such as internal bleeding or damage to internal organs**
- 8 Some other way**

One sexual assault victim reported “vaginal bleeding” though noted it was not one of the response options.

Recommendations: Though it was only one participant to have this issue, it may be helpful to clarify whether vaginal bleeding should be included as some may consider it normal after intercourse and not a sign of injury. If it should be included, perhaps adding “, including bleeding” to the end of option 6.

Proposed Revision: Adding “including bleeding” to the end of option 6.

CI3. Did you face any other physical consequences as a result of this victimization?

1. Yes (specify) _____
2. No

One participant found this question a little confusing because the two previous questions (CI2 and CI2a) both had “other” response options, so they already reported all their injuries.

Recommendations: Consider if both this question and the “other” options on CI2 and CI2a are needed.

Proposed Revision: No action requested.

CI7a. Where did you receive this care?

- 1 At your home or the home of a relative, friend, or neighbor
- 2 At a hospital emergency room (ER) or an emergency clinic
- 3 At some other kind of medical or dental place
- 4 Somewhere else (SPECIFY) _____

One participant struggled to choose a response because they visited the nurse’s office at their school. They eventually chose “somewhere else.”

Recommendations: For juveniles, add a response option: “At school”

Proposed Revision: Adding a response option for “At school or on school property”

CI10. Have you had any out-of-pocket expenses for your medical or dental care that you do not expect to get paid back from insurance or some other source?

- 1 Yes
- 2 No

Only one participant received this question, but they said they would have to ask their parents.

Recommendations: For juveniles, add a response option: “Don’t know” as this is something juveniles generally may not know.

Proposed Revision: Implement above recommendation.

3.3.7 Location Series

of Rs – 38

Participants seemed to understand the questions regarding the time of day the incident took place, as well as where they were living at the time of the incident. For the most part, they were all able to answer questions about the location the incident took place, although there was one participant who had a hard time determining how to classify an online incident that occurred when they were at home. One participant was confused by the question referencing an American Indian Reservation or on American Indian Lands. Consistent with Phase 1 findings, when asked about mileage in question LO8, several participants struggled, indicating they knew how long it took to travel by walking, car or bus, but were not certain about the exact distance.

LO_T. About what time did the incident happen? A list of options will be read to you.

- 1 After 6am – 12 noon
- 2 After 12 noon – 3pm
- 3 After 3pm – 6pm
- 4 After 6pm – 9pm
- 5 After 9pm – midnight
- 6 After 12 midnight – 6am
- 7 During the day, but don't know what time
- 8 During the night, but don't know what time
- 9 Don't know whether day or night

Two participants could not remember the time of the incidents but they were both able to answer because they knew it was either day ("the sun was out") or night and were able to select options 7 and 8 respectively. The addition of the wording regarding a list of options being read to the participant appeared to work well throughout the instrument.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

LO_3. Where did the incident happen? A list of options will be read to you.

- 1 Inside your home
- 2 In a common area where you live, such as a stairwell, hallway, or storage area
- 3 On your porch, lawn, garage, or other part of (your property/your building's property)
- 4 Inside somewhere else where you were staying overnight or longer
- 5 (IF AGES 16+) At your place of work
- 6 At school, on school property or on a school bus
- 7 Somewhere else

One participant indicated this question was difficult because the threat occurred online, but they were inside of their home at the time. They decided their location at the time (inside their home) made sense and responded based on that.

Recommendation: BJS might want to consider adding an interview instruction that if the threat occurred online or on the phone, the location of the incident refers to the participant's location at the time the threat occurred.

Proposed Revision: No action requested.

LO1_1b. Did this happen on an American Indian Reservation or on American Indian Lands?

- 1 Yes
- 2 No

Similar to in Phase 1, one participant was confused by this question. They said, "I don't know what's considered that right now. National Parks?"

Recommendations: No changes recommended. We wanted to include this information BJS is aware that some juveniles continue to be uncertain of what constitutes an American Indian Reservation or American Indian Lands.

Proposed Revision: No action.

LO4. Was it your school?

- 1 Yes
- 2 No

One of the participants had a short pause before their response. At the time of the interview they were switching from elementary to middle school, and the incident took place at their elementary school. The participant ended up responding yes to the question.

Recommendations: The question could read, “Was it your school at the time of the incident?”

Proposed Revision: Implement above recommendation.

LO8. How far from your home was it...

- 1 A mile or less
- 2 More than a mile up to five miles
- 3 More than 5 miles up to fifty miles
- 4 More than 50 miles

Most participants were able to answer the question fairly easily. Several participants indicated they were not certain about the distance but could identify how much time it took to get there. Several participants indicated they were thinking about how long it took to walk or drive to the locations. Another participant thought about their school being a mile away and the incident occurring across the street. One participant said they knew the mileage because they had previously mapped it using Google Maps.

Recommendations: Other than adding an “Unsure” option, there are no recommended changes. BJS may just need to be aware of difficulties with youth answering this question.

Proposed Revision: No action.

3.3.8 Presence Series

of Rs – 7

Most participants who received this section had no difficulties answering the questions. Only one participant seemed to get confused when answering the PR1 (**Did you or anyone you live with see, hear, or have any contact with the offender(s) as the incident was happening?**) but after the question was repeated they were able to answer it.

3.3.9 Victim-Offender Relationship

of Rs – 26

Answers to probes indicated that most participants understood the terms and concepts used throughout this section, except for one respondent who did not understand the term ‘acquaintance’. One participant did bring up that VO2 may be difficult to answer for those threatened through online platforms in which only a screen name is known. Probing also uncovered that the response options and question wording for VO8 may need to be brought into alignment. When asked at the end of the module whether any questions were confusing or unclear at all, no participants shared any concerns.

VO1b. Do you know who (the offender was/the offenders were)?

- 1 Yes
- 2 No

One participant threatened through an online gaming platform had a hard time answering this question because they said they knew the offender's screenname, given that you cannot play anonymously, but they did not know who the individual was in real life. The participant said yes to VO1 and, in VO1b, reported not knowing anything about the offender and skipped out of the rest of the module.

Recommendations: No changes recommended. This finding was included to alert BJS of innovative threat mechanisms possible making this question difficult to answer for some.

Proposed Revision: No action.

VO8. Was the offender someone you knew by sight only, a casual acquaintance, or someone you knew well?

- 1 **Knew by sight only**
- 2 **Someone you knew, but not well** Skip to VO10
- 3 **Someone you knew well** Skip to VO10

All participants who received this question understood the difference between knowing someone by sight only and a 'casual acquaintance'. One participant had a difficult time answering the question because the offender was their father who has been in jail for a long time, so he is more than a casual acquaintance, but they were not sure they know him well. This participant also pointed out that the second response option uses different wording than the question wording. Another participant did not answer the question right away but said that they had talked with the offender a few grades ago and decided to answer that they did not really know him well. Lastly, a participant remarked that this question was strange to answer because they had already told the interviewer that the offender was their brother.

Recommendations: Revise the 2nd response option to "Casual acquaintance" to match the question wording.

Proposed Revision: No action requested.

VO10. At the time of the incident, which of the following BEST describes how you knew the offender?

- 1 (IF AGES 16+) **A spouse or ex-spouse**
- 2 **Someone you were romantically involved with, dating, or casually seeing at the time of the incident**
- 3 **An ex-boyfriend, ex-girlfriend, (IF AGES 16+: former fiancé), or someone you were no longer dating or seeing**
- 4 **A relative**
- 5 **Someone else such as a friend, acquaintance, neighbor, or other non-relative**

Most participants said they had no difficulty selecting an answer for this question. One participant said they kind of had difficulty, because they felt multiple response options could apply aside from the one that they chose. However, when probed, the participant could not identify the other options that made them feel this way. Another participant had difficulty selecting an answer because the offenders were their best friend's ex-boyfriend and his friends, which they would not consider a friend or even a friend of a friend. They used to be friends, but the participant no longer felt that title was appropriate. Lastly, a participant had a hard time answering because they did not know what 'acquaintance' meant and did not want to classify the offender as a friend because of the nature of the offense. They suggested we include 'classmate' as an option to offer a wider range of options. Aside from the one participant being

unsure of the word ‘acquaintance’, the additions to response option 5 seemed to alleviate the issues seen in Phase 1.

Recommendations: Add in additional examples response option 5 like “schoolmate” and, for similar situations with adults “co-worker”. E.g., “Someone else such as a friend, acquaintance, (IF IN SCHOOL: classmate,) (IF WORKS: co-worker,) neighbor, or other non-relative.

Proposed Revision: Implement above recommendation.

VO11. What was your connection, if any, to this person?

- 1 A friend of a friend
- 2 A schoolmate
- 3 A neighbor
- 4 (IF AGE 16+) A customer or client
- 5 (IF AGE 16+) A patient
- 6 (IF AGE 16+) Someone who worked at the same place as you
- 7 A teacher or school staff
- 8 Other – Specify
- 9 A stranger or someone of whom you have no knowledge

Though most participants did not have difficulty answering this question, two participants who had already said the offender was a stranger (VO6/VO7) felt like this question was awkward because they had already answered it.

Recommendations: Consider skipping participants past this question if VO6=2.

Proposed Revision: No action requested as this question is meant to capture additional information like workplace violence, etc.

VO21. Had you ever lived with any of them?

- 1 Yes
- 2 No Skip to next module

VO22. Were you living with any of them at the time of this incident?

- 1 Yes
- 2 No

In Phase 1, concerns were raised with participants whose offenders were family members answering these questions and it being uncomfortable for them. None of these concerns were encountered in Phase 2 interviews.

Recommendations: No changes recommended.

Proposed Revision: No change.

3.3.10 Offender Characteristics

of Rs – 22

Most participants were able to understand and answer the questions. The questions regarding the offender’s/offenders’ age(s) proved to be more difficult when the offender or offenders were over 18 years old. When asked at the end of the module whether any questions were confusing or unclear at all,

one participant shared that the race question may be considered racist since one should not classify another's race just by looking at them.

OC2. How old would you say the offender was?

- | | | |
|----------|--------------------|-------------|
| 1 | Under 18 | |
| 2 | 18 to 24 | Skip to OC3 |
| 3 | 25 to 34 | Skip to OC3 |
| 4 | 35 or 54 | Skip to OC3 |
| 5 | 55 or older | Skip to OC3 |
| 6 | Don't know | Skip to OC3 |

When answering this question, two participants mentioned knowing the age of the offender at the time of the incident, but they were not sure their age at the time of the interview. A few participants who said they were guessing the offender's age said they based it on how the offender looked (for example, "young, not old", "clean-cut, didn't look too young, not too old, middle-aged"). One participant struggled with this question because they knew the offender was the youngest of their mother's ex-boyfriends but did not know the offender's age.

Recommendations: Add in "at the time of the incident" to the question so all participants are thinking about the offender's age at the same time.

Proposed Revision: Implement above recommendation.

OC2a. Would you say the offender was...

- | | |
|----------|-------------------|
| 1 | Under 12 |
| 2 | 12 to 14 |
| 3 | 15 to 17 |
| 4 | Don't know |

Some participants in Phase 1 had difficulty answering this question when they did not know the offender's exact age. In Phase 2, those who were not certain of the offender's age felt confident guessing due to offenders either being in the same grade as them or going to their school.

Recommendations: No changes recommended.

Proposed Revision: Adding "To the best of your knowledge" to the beginning of the question.

**OC4. What race or races was the offender? You may select more than one. Was the offender...
Select all that apply.**

- | | |
|----------|--------------------------------------------------|
| 1 | White |
| 2 | Black or African American |
| 3 | American Indian or Alaska Native |
| 4 | Asian |
| 5 | Native Hawaiian or Other Pacific Islander |
| 6 | Don't know |

Similar to Phase 1, in Phase 2 one participant insisted that the race of the offender was "Mexican". When prompted again with the existing list, they again responded with "Mexican". At the end of this section when asked if they had any thoughts about the questions, one participant shared, "Maybe the race one (OC4) because you don't know everyone just by looking at someone, it's usually just skin color, which is racist."

Recommendations: Aside from adding in an “other” option, no changes recommended.

Proposed Revision: No action.

3.3.11 Self-protection

of Rs – 22

The response options provided under SP1 caused some confusion among participants. The question about the impact of the victim’s actions on the situation elicited a lot of feedback from participants. A handful of other respondents were unsure of how to respond because, as they explained, they could not have known how things might have been different had they reacted differently. Regarding response formats, participants overwhelmingly preferred a yes/no format for questions with long lists of response options.

SP1. Which of the following describes how you reacted at the time that the incident was happening?

- | | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1 | Did you not do anything, freeze, or not move? | Yes | No |
| 2 | Did you do what the person told you to do? | Yes | No |
| 3 | Did you do something or try to do something to protect yourself or your belongings, such as yelling for help or moving or running away? | Yes | No |
| 4 | Did you do or try to do something else during the incident? | Yes | No |

Some older (15–17) participants had trouble answering these questions. A few were unsure if their reaction would count under SP1_1. They described being in shock and, as one put it, they “didn’t know what to do or say”. Another participant whose description of the incident indicated that they did not take any action during the assault endorsed SP1_4 instead of the expected SP1_1, explaining that the incident was over quickly. These responses suggest that the language in SP1_1 may be confusing as it seems to indicate a clear decision to react a certain way (by deciding to do nothing), whereas these participants did not appear to have made a conscious decision to “freeze or not move”.

One participant did not endorse SP1_2 even though they had explained that they did what the perpetrator told them to do. This participant felt that endorsing this option indicated that they had given in to the perpetrator when they felt they had stood their ground. It appears their omission was based on feelings, not on actions. Several other participants expressed confusion over this option, observing that the incident they experienced did not involve the offender making any requests of them.

A few participants were unsure if their reaction would count under SP1_3. One explained that they tried to move during the interaction, and another could not remember if they walked away during or after the incident.

One participant who experienced a crime in a virtual space observed that no option properly captured their reaction. Aside from this participant, no other participants felt they did not have a place to include their response, implying that the edits to SP1_3 were helpful.

Recommendations: Consider revising SP1_1 to ask “Did you react by freezing, not moving, or not doing anything?” on SP1_2, it may be helpful to add “If applicable, did you do what...” and also provide an N/A option as a response. If online threats are frequent enough, BJS may want to consider an alternate question for those participants with reactions such as “Ignored the threat; Blocked the offender; Reported the offender online; etc.”

Proposed Revision: Revising SP1_1 and SP1_2 as described above. No action regarding online threats.

SP2. You said that you took some action during the incident. What did you do? A list of options will be read to you. {Anything else?} Select all that apply.

- 1 You threatened or attacked the offender
- 2 You ducked or tried to avoid the offender(s)
- 3 You chased or warned the offender(s) off
- 4 You argued, reasoned, or pleaded with the offender(s)
- 5 You got away or tried to get away, hid, or locked a door
- 6 You called the police or a guard
- 7 You tried to get someone else's attention
- 8 You held onto your belongings
- 9 You stalled or distracted the offender(s)
- 10 Something else

Some participants felt that it would be helpful and easier to respond to this question by answering yes/no to each option instead of selecting all that apply after the interviewer read the question.

Recommendations: Turn this and other questions with multiple-choice response options into forced-choice yes/no questions.

Proposed Revision: No action requested.

SP3A. Did you take (that action/any of these actions) ...

- | | | |
|--------------------------------------|-----|----|
| a. Before you were injured | Yes | No |
| b. After you were injured | Yes | No |
| c. At the same time you were injured | Yes | No |

One interviewer observed that the phrasing of this question stem was a bit awkward and that they reiterated the action(s) the participant took when reading it. Another interviewer noted that if the participant had only endorsed SP1_1 (i.e., that they took no action), the phrasing of this question sounded strange.

Recommendations: Consider revising this question stem to read "Did you react in this way..." to encompass a broader array of reactions.

Proposed Revision: Implement above recommendation.

SP3b. Overall, do you think that what you did helped the situation, made it worse, or had no impact?

- 1 Helped the situation
- 2 Made the situation worse
- 3 Had no impact on the situation

When asked how they felt about answering this question, two older (16–17) participants reported negative feelings about answering the question. One perceived the question as suggesting that they should have done something differently. Another reported that it was hard to acknowledge that their actions had no impact on the situation.

Some participants found this question difficult to answer, one of which hesitated in answering the question stating their actions during the incident may have helped in the short term, but in the long-term, the offenders held a grudge and the impact of their actions was not limited to the incident itself. Three others observed that it is hard to know what would have happened if they had reacted differently

and therefore hard to assess whether their reaction helped. As one put it, “you don’t know what the offender is thinking”.

Recommendations: It may be helpful to revise the stem of the question to read “Based on your knowledge of the offender and the situation, do you think your reaction helped the situation, made it worse or had no impact?”

Proposed Revision: Implement above recommendation.

SP4. Besides you and the offender(s), was anyone ELSE present during the incident? (Only include those ages 12 or older)?

- 1 Yes**
- 2 No**

One participant who was assaulted in the bathroom of a friend’s house was not sure how to answer this question. Their friend was in the house, but not in the bathroom when they were assaulted. Ultimately, this participant answered yes to this question because their friend was in the house.

Recommendations: Depending on the proximity BJS is looking for when asking if someone was “present”, it may be helpful to clarify if that means within earshot; within eyesight; something else?

Proposed Revision: No action requested.

SP6. Who took these actions? Select all that apply.

- 1 Someone who was with you**
- 2 Someone who was with the offender(s)**
- 3 Someone else**

Two participants had difficulty understanding response option 1 “Someone who was with you”. One of them said they did not know what that meant and the other, a 12-year old participant, thought of the offenders as being people who were with them during the incident.

Recommendations: It is a little unclear what does constitute someone being “with you”, but if it aligns with BJS’s goals, perhaps changing the wording to “Someone you were with”

Proposed Revision: Implement above recommendation.

3.3.12 Hate Crimes

of Rs – 26

Participants did not seem to have trouble with this section. Most participants had a good idea of what a hate crime is and understood what they were being asked.

HC2. Do you think this was a hate crime targeted at you?

- 1 Yes**
- 2 No**

None of the participants felt they were the victim of a hate crime. Almost all participants described a hate crime as a harmful act or threat against someone based on at least one of the following: their identity, sex, gender, sexual orientation, religion, and race. Only one participant reported not knowing what a hate crime was.

Recommendations: No changes recommended.

Proposed Revision: No action requested.

3.3.13 Police Involvement Series

of Rs – 29

Though most participants did not have difficulty answering these questions, some participants expressed concerns with answering these questions due to not having enough knowledge of the situation. In a few cases, participants said they told school officials about the incident, but they were unaware of what those officials did with the information. One participant pointed out that juveniles do not necessarily think about contacting the police when something happens. Regarding response format, respondents were fine with lists that had fewer options, but preferred the yes/no format for longer questions.

P12a. Why did you decide not to contact the police? A list of options will be read to you. *Mark all that apply.*

- 1 You didn't think it was important enough to report
- 2 You didn't think the police would do anything about it
- 3 You weren't sure who did it
- 4 It was too personal to report
- 5 You told a parent or other adult relative
- 6 You took care of it yourself
- 7 You reported it to an official other than the police, such as a teacher or administrator
- 8 You didn't think the police would believe you
- 9 You didn't want to get into trouble with the police
- 10 You didn't want the offender to get in trouble or face harsh consequences
- 11 You were worried the offender might get back at you
- 12 You weren't sure it was a crime
- 13 Some other reason

In conducting the interviews, it became evident that the question is worded based on the assumption that participants know their options for reporting and make conscious choices on whether to report to the police. When one respondent was prompted by the interviewer whether they did not report to the police because they had reported the incident to school staff (which the respondent had already noted), the respondent stated that they were not thinking about it like that. As a young person, it had not occurred to them that they should contact police. It was also brought up that in some incidents, like at school, it may be reported to school officials and they may not know what happens after that (i.e. if police were notified).

One participant was unsure of what was meant by “too personal to report”. Another participant, after hearing question P13, asked to return to this question because it prompted them to think of another reason why they did not report it to the police: “I was really embarrassed”.

Recommendations: For juveniles, take out the term “decide” for it to read “Why did you not contact the police?” On response option 4, revise it to say “It was too personal or embarrassing to report”

Proposed Revision: Implement above recommendation.

P12c. Did you report the incident to a school official or School Resource Officer?

- 1 Yes
- 2 No

One participant did not answer yes to this question even though their previous responses indicated that they should have. When asked why they answered no, they explained that they had reported the incident to the vice principal, and they had not fully thought through who might be included in "school official".

Recommendations: Consider revising the question to ask, "Did you report the incident to a school official, such as a teacher, counselor, or principal, or a School Resource Officer?".

Proposed Revision: Implement above recommendation.

3.3.14 Workplace Violence Series

Three participants received the Workplace Violence Series. These participants were able to answer the questions for themselves without any difficulties or confusion.

3.3.15 Consequences II: Socio-emotional Problems

of Rs – 25

Overall, participants understood the questions in this section. When asked how upsetting the incident was overall, some participants thought about how they felt at the time of the incident and some answered based on how they currently felt. When trying to capture specific feelings because of the incident, participants were split on which of the two alternative response options they preferred, but most endorsed an alternative over the current response options.

CS3. Overall, how upsetting has the incident been to you?

- 1 Not at all upsetting
- 2 Mildly upsetting
- 3 Moderately upsetting
- 4 Severely upsetting

In Phase 1, one of the participants had difficulty answering this question because they were not sure whether to answer for how they felt at the time or how they feel now. After adding in the word "Overall" at the beginning of the questions, participants continue to have the same struggle. One of the multiple participants who struggled with how to respond to this question suggested we be more straightforward about what we are asking (i.e. during the incident vs. now).

Recommendations: Consider if BJS wants to capture how the participant currently feels or how they felt at the time of the incident (or maybe in the week after the incident?) and specify this in the question.

Proposed Revision: No action requested.

CS4. I am going to read a list of things you may have felt because of the incident. For each, please tell me whether you didn't feel this way at all, you felt this way for less than a month, or you felt this way for a month or longer. *Mark one answer in each row.*

	Didn't feel this way	Yes, for less than 1 month	Yes, for 1 month or more
a. Angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Shocked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Fearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Depressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Anxious or panicked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f. Less confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Annoyed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participants were asked these questions, then asked how they would feel if the response options were different and used non-calendar timelines. Participants were asked if they thought it would be easier to respond to these questions if the response options had been:

Option1: 0. Didn't feel this way 1. Yes, initially 2. Yes, for some time after the incident

OR

Option 2: 0. Didn't feel this way 1. Yes, for some time after 2. Yes, for a long time after

Participants were split on which option they preferred (Option 1 or Option 2) but multiple participants endorsed either of those options as easier than the current response options using "1 month".

Recommendations: Use either Option 1 or Option 2, depending on which fits best with BJS's data goals.

Proposed Revision: No action requested.

3.3.16 Consequences II: Economic Consequences

of Rs – 15

Of all the participants asked these questions, only one showed any uncertainty. This participant asked the interviewer a number of questions about what things meant but was still able to answer the questions. None of the other participants made comments or showed confusion to the interviewers.

3.3.17 Victim Services (VS) Series

of Rs – 25

In general, it seems helpful to ask "yes" or "no" after the questions with multiple response options. One participant that was a sexual assault victim had difficulty answering about medical care after the assault because they did not get a sexual assault kit done but did receive care. When asked at the end of the module whether any questions were confusing or unclear at all, no participants shared any concerns.

VS1b. *(If yes to VS1a, say: Other than [if police found out about the incident, PI1=yes, say: the police or] family/friends) Have you told anyone in the following positions about the incident who you thought might be able to help you? A list of options will be read to you. Select all that apply.*

- 1 Teacher, school counselor, or school administrator**
- 2 (AGES 16+) Employer, supervisor, or human resources personnel**
- 3 Medical or mental health professional**
- 4 Representative of a religious or community organization**
- 5 Security guard or personnel, other than the police**
- 6 Other(specify) _____**
- 7 No, have not told anyone in a leadership or professional position.**

One participant volunteered they told their mother although the question says, "other than family/friends." Another participant only selected one of the options although the interviewer knew from earlier responses that two options were relevant. When asked, the participant said they did not hear the other option.

Recommendations: To mitigate participants not hearing response options, ask yes/no after each option instead of using a “select all that apply” approach.

Proposed Revision: Implement above recommendation.

VS2. Besides any help you might have gotten from friends or family, have you received the following kinds of professional services because of the incident?

- | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| a. Hotline, helpline, or crisis line intervention? | Yes | No |
| b. Counseling, therapy, support groups, or help from a mental health provider? | Yes | No |
| c. (if R reported being hit in A3* or experienced any type of sexual contact in SA1a-e* and endorsed one of the tactics in SA2a-e* or reported any physical injury in CI1*) Help or advocacy with medical care or medical exams, including accompanying you to a medical exam? | Yes | No |
| d. (If R experienced any type of sexual contact in SA1a-e* and endorsed one of the tactics in SA2a-e*) Sexual assault exam by a doctor, nurse or other medical professional? | Yes | No |
| e. Free or low-cost legal services from an attorney? | Yes | No |
| f. Help with the legal process, such as with police interviews, preparing for or going to court, or enforcement of your rights? | Yes | No |
| g. Help filing for a restraining, protection, or no-contact order? | Yes | No |

Most participants were able to answer these questions without difficulty or confusion. One participant who was a sexual assault victim shared that they got tested for sexually transmitted diseases but were not sure where that would fit in. Interestingly, this participant had not indicated reporting the incident to medical personnel in VS1. Another participant reported their mother in VS2_C, even though the instructions said to exclude friends or family.

Recommendations: If BJS would like to consider medical exams after a sexual assault (not necessarily for forensic evidence collection), then consider revising response option D to say “Sexual assault or medical exam by a doctor...”. Perhaps emphasize “Besides any help you might have gotten from friends or family” or revise the question wording to say “Not counting any help...” and emphasizing the “Not”.

Proposed Revision: Implement above recommendation.

3.3.18 Narrative

of Rs – 27

Most participants had no difficulty responding to these questions. Participants reported feeling fine, good, confident, and even bored when recounting their incident in the narrative. Some participants did have difficulty with the narrative, however. One participant said they were fine telling it now, but it might have been harder if they’d been asked to do it a week after it happened. Two participants, who were both sexual assault victims, began crying during their narrative. One of them began crying when describing a bystander who did nothing and the other shared that they “never really talked about it.” The participant who was upset about the bystander was more upset answering the narrative than they

were for the rest of the questions. The participant who had not talked about the incident said that they felt better talking about it.

Recommendations: No changes recommended. Interviewers will want to be prepared for possible distress when participants are giving the narrative.

Proposed Revision: No action.

DRAFT

3.4 Non-Victims

3.4.1 Police Ask-All Items

of Rs – 21

As with the Phase 1 interviews, the primary challenge with this section seemed to be a lack of direct interaction or knowledge about police “in your area,” which made it difficult for some participants to share their opinions about the police. Participants also defined “in your area” differently, with most assuming the city or town they live in, but others thinking about a smaller area, such as their neighborhood.

Next are some questions about experiences you may have had with the police in your area during the past 12 months, that is, since [DATE 12 MONTHS AGO]. Please include experiences with police officers, sheriff’s deputies, state troopers, or school resource officers, but not with guards or other security personnel who are not part of the police.

PQ1_1. During the past 12 months, have you contacted the police in your area to report a crime, disturbance or suspicious activity?

- 1 Yes
- 2 No

One participant was not clear whether they should include an incident when they called the police because of a snake in their backyard. They ended up deciding to include it and answered yes to this question. Participants were able to provide a lot of examples of disturbances and suspicious activity demonstrating that they understood what this question was asking.

Recommendations: The interviewers were unsure if the incident with the snake should count (perhaps as a disturbance). BJS may want to consider if they want to include incidents related to animal control, like a snake in the yard, or if this question should focus on incidents involving humans.

Proposed Revision: No action requested.

PQ2. During the past 12 months, that is, since [DATE 12 MONTHS AGO] have you...

	Yes	No
a. been stopped by the police when (IF AGE 16+: you were driving or when) you were a passenger in a motor vehicle?	1	2
b. been stopped or approached by the police for some other reason?	1	2
c. been at a community meeting, neighborhood watch, or other activities where the police took part?	1	2

Most participants were able to answer these questions without difficulty. One participant said police officers had been at events at their school and asked if that should count in PQ2_c. Another younger (13) participant said yes to PQ2_b because police were at a protest they attended, even though the police did not interact with them personally.

Recommendations: Consider adding a 4th response options for juveniles only: “d. been around police at school or school-related events?”

Proposed Revision: Implement above recommendation.

PQ3a. The next questions ask for your views of the police in your area (**If no contact reported in PQ1 or PQ2, say:** even though you may not have had direct contact with them recently).

Please draw on everything you know about them and give your best judgments when you respond to these questions.

In your opinion, how respectfully do you think the police in your area treat people?

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

Though adding in “In your opinion” seemed to help some participants answer these questions, there were still a few participants who reported having difficulty answering this question based on their lack of knowledge of the police, either due to lack of police presence or being new to the area. Another participant just said they were nice, without selecting an answer option.

Recommendations: No changes recommended; keep the new wording. This question is included to inform BJS of less but continuing difficulty with youth answering questions about police.

Proposed Revision: No action.

PQ3b. In your opinion, how much time and attention do the police in your area give to what people have to say?

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

Though adding in “In your opinion” seemed to help some participants answer these questions, there were still a few participants who reported having difficulty answering this question or being unsure based on their lack of involvement with the police. Another participant answered saying the time and attention the police gave was average.

Recommendations: No changes recommended; keep the new wording. This question is included to inform BJS of less but continuing difficulty with youth answering questions about police.

Proposed Revision: No action.

PQ3d. In your opinion, how effective are the police at preventing crime in your area?

1. Very effective
2. Somewhat effective
3. Neither effective nor ineffective
4. Somewhat ineffective
5. Very ineffective

A few participants felt unable to answer this question because they were not aware of crime in their area. Almost all of the participants understood what was meant by “effective” in this question.

Recommendations: No changes recommended; keep the new wording. This question is included to inform BJS of less but continuing difficulty with youth answering questions about police.

Proposed Revision: No action.

3.4.2 Community Measures

of Rs – 21

Similar to Phase 1, participants had a clear understanding of most of the questions, however they expressed confusion about what was meant by their “local area”. Responses to what their local area entails included towns, neighborhoods, neighboring cities, and locations participants frequented (e.g., school, home).

Participants identified the following as their “local area”:

- Their entire town
- Neighboring towns
- Their entire city
- Neighboring cities
- Their entire county
- Their entire neighborhood
- Neighboring neighborhoods
- The community around them
- Areas where they spend most of their time (school, home, grandparents’ home)
- Shopping areas in their town

Participants also appeared confused when asked about how their neighbors would react to certain things happening in the area. A few participants shared that all their neighbors go to work, so they would not be around to see anything during the day anyway.

CA1d. (How worried are you about) having something stolen from your porch, lawn, garage, or other part of your property?

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

Though most participants did not have difficulty answering this question, one participant noted that they live in an apartment and felt that this question did not apply to them.

Recommendations: No changes recommended. This question is included to inform BJS of situations where a participant may not have a porch, lawn, garage, or other [related] part of their property.

Proposed Revision: No action.

CA_1. Is there any place within a mile of your home where you would be afraid to walk alone at night?

- 1 **Yes**
- 2 **No**

Some participants shared they do not want to walk alone, either at night or at any time to any place, or if they do not know the area. One participant shared being afraid of animals such as mountain lions. Another participant (12) asked for clarification on whether this had to be a rational fear or if an irrational fear would count.

Recommendations: BJS may want to specify if the fear to walk alone at night is due to crime or other factors (e.g. wildlife).

Proposed Revision: No action requested.

CA4. If children or teenagers in your local area were skipping school and hanging out on a street corner, how likely is it that any of your neighbors would do something about it?

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

CA5. If children or teenagers were damaging others' property, how likely is it any of your neighbors would do something about it?

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

When they heard these questions, some participants commented that all of their neighbors would be at work during school hours so there would be no one there to see anything. A few participants needed the questions repeated because they were unsure what was being asked the first time. Some participants responded with more questions, such as if we are asking if the neighbors are interfering with their own stuff or someone else's stuff. Others said it depended on where you lived. Though some participants asked these questions, they were all able to provide an answer to the questions.

Recommendations: No changes recommended. BJS should just be aware that these questions seem a little vague to juvenile participants.

Proposed Revision: No action.

3.4.3 Person Characteristics II

of Rs – 19

PC9. Earlier you said you did not have a job or business last week. During the past 4 WEEKS, have you been ACTIVELY looking for work?

- 1 Yes
- 2 No

One participant shared that they got a job the day before the interview, so they said they had not had a job in the previous week (P5C) but clarified when they heard this question. They answered yes to this question because they had been actively looking. It was not clear, however, if the individual had been hired the day before or if they had started working the day before (or both).

Recommendations: No changes recommended. BJS may want to consider if distinctions between working and being hired are important.

Proposed Revision: No action.

PC10. Earlier you said you had a job or worked at a business at some time in the past 12 months. Did that (job/work) last 2 consecutive weeks or more?

- 1 Yes
- 2 No **Skip to PC19**

PC11. When did that job end?

____ / ____ / ____
MM/DD/YYYY

IN THIS SECTION, IF R IS NOT SURE ABOUT WHEN IT HAPPENED, PROBE TO GET AN IDEA

USING HOLIDAYS SUCH AS: Do you know if this was before or after (**HOLIDAY:** Thanksgiving/4th of July/Valentines Day, etc.)?

One participant was unable to select an end date. The interviewer probed with months, holidays and seasons, but the closest the participant would provide to a date was “the end of baseball season”

Recommendations: No changes recommended. This question is included to make BJS aware that some juveniles may have difficulty answering this question.

Proposed Revision: No action.

PC12. (PC5=1: Earlier you said you had a job or worked at a business last week. The next questions are about your current main job. Are you employed by...)

(PC10=1: The next questions are about your most recent job. Were you employed by...)

- 1 A private company, business, or individual for wages
- 2 The Federal government
- 3 A state, county, or local government
- 4 Self-employed in your own business, professional practice, or farm, or
- 5 Employed by a private not-for-profit, tax-exempt, or charitable organization?

One participant was unsure how to answer this question. Another selected the first option but shared they were not very certain of their answer. One participant selected option 5 but stated that they were not sure about their responses. They said they used a college employment program to help them get a job at a type of park.

Recommendations: No changes recommended. This finding is included to make BJS aware that some juveniles may have difficulty answering this question.

Proposed Revision: No action.

PC16. Is this mainly . . .

- 1 Agriculture
- 2 Forestry
- 3 Construction
- 4 Healthcare and Social Assistance
- 5 Manufacturing

- 6 Mining**
- 7 Oil and Gas Extraction**
- 8 Public Safety**
- 9 Services**
- 10 Transportation**
- 11 Warehousing**
- 12 Utilities**
- 13 Retail trade**
- 14 Wholesale trade**
- 15 Something else _____**

A few participants were unsure how to answer this question. They all selected either "Services" or "Healthcare and Social Assistance" but did not feel confident in their answers. One of the participants who selected Services said their job was taking tickets at a baseball park.

Recommendations: Consider providing examples of categories for juvenile respondents.

Proposed Revision: No action requested.

PC17: What kind of work (do/did) you do, that is, what (is/was) your occupation? (For example: server cashier, customer service, lawn care, child care)

PC18: What (are/were) your usual activities or duties at this job? (For example: waiting tables, selling retail items, mowing yards, watching children)

Participants did not report any problems answering these questions.

Recommendations: No changes recommended; keep the new wording.

Proposed Revision: No action.

PC35. Are you a citizen of the United States? That is, were you born in the United States, born in a U.S. territory, born of U.S. citizen parents, or did you become a citizen of the U.S. through naturalization?

- 1 Yes, born in the United States**
- 2 Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas**
- 3 Yes, born abroad of U.S. citizen parent or parents**
- 4 Yes, U.S. citizen by naturalization**
- 5 No, not a U.S. citizen**

Some participants just answered this question with "yes" and had to be probed to provide a response that fit in the categories below. One participant had trouble answering because they did not know what "naturalization" meant.

Recommendations: Consider revising the question to being a multiple-choice question using an explanation of what naturalization means:

Which of the following best describes your US citizenship status?

- 1. I was born in the United States**
- 2. I was born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas**
- 3. I was born abroad of U.S. citizen parent or parents**

4. I became a U.S. citizen by some other legal means (i.e. naturalization)
5. I am not a U.S. citizen

Proposed Revision: No action requested as this was taken from the ACS.

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Appendix D.
Complementary Secondary Data Analysis Tables

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Appendix D. Complementary Secondary Data Analysis Tables

The tables included herein correspond to the tables presented in the secondary analysis section of this report, and are numbered accordingly (i.e., not sequentially). These tables present corresponding sample sizes (for response rates tables) or numbers of respondents (for other tables), which might be of interest to some readers, but are less central to the purpose of the secondary data analysis section. These tables are placed here to streamline the main body of the report.

Table D-1. Sample sizes over time by age group, 2009–2018

Year	Sample Sizes by Age Group				
	All Ages	12–14	15–17	18–20	21–24
2009	157,796	7,339	7,838	7,100	8,479
2010	167,444	7,804	7,955	7,450	9,147
2011	162,867	7,343	7,669	7,021	9,115
2012	187,684	8,618	8,628	7,667	10,741
2013	182,699	8,277	8,104	7,160	10,106
2014	181,178	8,088	7,933	7,100	9,726
2015	189,711	8,024	8,144	7,589	9,941
2016	~	~	~	~	~
2017	285,904	11,787	11,927	11,374	14,678
2018	296,017	12,468	11,848	11,484	14,638
2009–2018	1,811,300	79,748	80,046	73,945	96,571

Note: Unable to calculate response rates in 2016. Data from 2016 not included in 2009–2018 response rates

Table D-2: Sample sizes by TIS, INTNUM, and age group, 2009–2012

TIS	Sample Sizes by Age Group				
	All Ages	12–14	15–17	18–20	21–24
1	272,480	11,872	11,979	11,522	15,116
2	268,618	11,678	11,922	11,032	14,701
3	261,179	11,492	11,458	10,654	13,944
4	257,225	11,339	11,367	10,310	13,485
5	255,072	11,227	11,291	10,245	13,482
6	249,954	11,079	11,044	10,129	13,057
7	246,772	11,061	10,985	10,053	12,786
INTNUM					
0	129,902	15,655	14,669	11,572	12,908
1	504,212	29,721	22,597	28,390	39,092
2	361,808	16,850	15,074	14,035	20,641
3	281,144	9,581	10,777	8,180	11,239
4	208,991	5,075	7,416	5,324	6,332
5	158,688	2,237	5,073	3,543	3,669
6	110,726	617	3,131	2,045	1,941
7	55,829	12	1,309	856	749

Note: Unable to calculate response rates in 2016. Data from 2016 not included in 2009–2018 response rates

Table D-3: Number of respondents over time by age group, 2009–2018

Year	Number of Respondents by Age Group				
	All Ages	12–13	14–17	18–20	21–24
2009	137,329	3,668	6,896	5,112	6,770
2010	146,567	4,020	7,464	5,580	7,381
2011	143,122	3,792	7,141	5,179	7,310
2012	162,937	4,483	8,069	5,638	8,398
2013	160,044	4,209	7,403	5,488	8,085
2014	158,089	4,091	7,378	5,241	7,671
2015	163,879	3,827	6,969	5,462	7,764
2016	196,186	4,232	8,151	6,549	8,996
2017	239,541	5,010	9,141	7,678	10,740
2018	242,928	5,048	8,733	7,357	10,481
2009–2018	1,750,622	42,380	77,345	59,284	83,596

Table D-4: Number of respondents by interview characteristics and age group, 2009–2018

		Number of Respondents by Age Group				
	Total	All Ages	12–14	15–17	18–20	21–24
Interview type						
Self-respondent		1,660,132	46,716	53,371	55,161	78,949
Proxy		90,490	14,766	4,872	4,123	4,647
Interview mode						
Personal		776,801	29,280	26,987	31,671	46,314
Telephone		973,821	32,202	31,256	27,613	37,282
Interview type and mode						
Personal, self-respondent		741,170	23,507	24,940	29,947	44,121
Telephone, self-respondent		918,962	23,209	28,431	25,214	34,828
Personal, proxy		35,631	5,773	2,047	1,724	2,193
Telephone, proxy		54,859	8,993	2,825	2,399	2,454
Presence of others during interview/a						
No one present		405,404	8,090	8,340	15,521	24,046
Household member age 12 or older		328,074	20,086	17,831	14,450	19,080
Household member under age 12		49,290	3,314	2,221	1,587	3,322
Non-household member		22,983	643	623	1,201	1,581
Someone was present - can't say who		5,458	204	173	324	391
Don't know if someone else was present		3,296	78	88	98	196

a/ Among self-respondent, personal interviews only

Table D-5: Number of respondents by interview number and age group, 2009–2018

Interview Number	Number of Respondents				
	All Ages	12–14	15–17	18–20	21–24
1	506,617	27,445	18,336	26,923	38,520
2	390,453	16,497	13,532	13,192	20,967
3	286,667	9,360	9,609	7,479	11,042
4	216,635	5,120	6,975	5,051	6,343
5	167,371	2,363	5,023	3,533	3,773
6	119,777	682	3,294	2,150	2,091
7	63,102	15	1,474	956	860

Table D-6: Number of respondents by TIS, type of adjustment, and age group, 2009–2018

TIS	Number of Respondents by Age Group				
	All Ages	12–14	15–17	18–20	21–24
Adjusted	1	268,968	9,589	9,210	9,682
Adjusted - age specific/a	1	268,968	9,589	9,210	9,682
Unadjusted	1	268,968	9,589	9,210	9,682
	2	262,360	9,047	8,761	8,999
	3	254,148	8,867	8,369	8,549
	4	247,005	8,653	8,145	8,173
	5	242,031	8,411	7,917	8,132
	6	238,528	8,382	7,856	7,855
	7	237,582	8,533	7,985	7,894
					11,070

a/ Bounding factor calculated for 12–17 and age 18+ separately

Table D-7: Number of respondents by bounding factors and age group, 2009–2018

Year	Number of Respondents				
	All Ages	12–14	15–17	18–20	21–24
2009	137,329	5,296	5,268	5,112	6,770
2010	146,567	5,843	5,641	5,580	7,381
2011	143,122	5,528	5,405	5,179	7,310
2012	162,937	6,503	6,049	5,638	8,398
2013	160,044	6,056	5,556	5,488	8,085
2014	158,089	5,980	5,489	5,241	7,671
2015	163,879	5,542	5,254	5,462	7,764
2016	196,186	6,226	6,157	6,549	8,996
2017	239,541	7,242	6,909	7,678	10,740
2018	242,928	7,266	6,515	7,357	10,481
2009–2018	1,750,622	61,482	58,243	59,284	83,596

Appendix E.
NCVS Juveniles: Parental Review of Recruitment Materials and Procedures
(INTERIM DELIVERABLE)

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NCVS Juveniles: Parental Review of Recruitment Materials and Procedures

Findings and Recommendations

October 2020

RTI International

DRAFT

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<i>If you are the parent or guardian of a 12–17-year old and think that you and your child might be interested in participating in these video interviews, please click NEXT and complete this short survey.</i>	2
0. How did you learn about this study?	2
<input type="checkbox"/> Amazon Mechanical Turk.....	2

<input type="checkbox"/> Facebook	2
<input type="checkbox"/> Instagram	2
<input type="checkbox"/> Twitter	2
<input type="checkbox"/> Pinterest	2
<input type="checkbox"/> Reddit	2
<input type="checkbox"/> Flyer in your community	2
<input type="checkbox"/> Other (specify) _____	2
1. Below, please list the <i>first</i> name of each child age 12–17 that you think might be willing to participate in this study:.....	2
Child 1: First Name _____	2
Child 2: First Name _____	2
Child 3: First Name _____	2
Child 4: First Name _____	2
Child 5: First Name _____	2
[Create: CHILD1_NAME, CHILD2_NAME, CHILD3_NAME, CHILD4_NAME, CHILD5_NAME, from responses. If no children listed, go to ineligible.]	2
2. During the last 12 months, did any of the following happen to any of the children you listed? Your answers to these questions will not affect whether your family is eligible, so please answer honestly. <i>Mark all that apply.</i>	2
[Only provide rows for each child listed in Q1]	2
[ENDORSED=1, BLANK=0]	3
3a_1. What is [CHILD1_NAME]'s current age?	3
3c_1. Is [CHILD1_NAME] of Hispanic, Latino, or Spanish origin?	3
3d_1. What is [CHILD1_NAME]'s race? <i>Mark all that apply.</i>	3
4. How many adults over the age of 18 have lived in your household in the past 12 months? [drop down box –10]	4
5. Thinking about all of the people who lived in your household in the past 12 months, which category represents the TOTAL combined income? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in your household who are 14 years of age or older.....	4
<i>The final questions are about the technology available for the video interview.</i>	4
6a. Does your family have access to a device that has both audio and video capabilities, such as a smartphone, desktop, laptop, or tablet?	4
6b. Can you access the internet on at least one of these devices?	4

6c. Is there a private space(s) in your home where the device(s) can be used for a 45-minute video interview? 4

IF 6A=1 AND 6B=1 AND 6C=1, CLASIFY AS “ELIGIBLE”. ELSE, CLASSIFY AS “INELIGIBLE”..... 5

INELIGIBLE. *Based on the information you provided, it does not look like your family will be able to participate in the video interviews. Thank you very much for your interest!*
5

ELIGIBLE. *Thank you! If your family is eligible, an RTI recruiter will contact you via email in the next two weeks to schedule a 15-minute phone call to talk more about the study. Please provide your contact information below so that we can reach you..... 5*

First name 5

Email 5

Phone 5

Appendix H. Distressed Respondent Protocol 1

Appendix I. NCVS Draft Youth Brochure 1

Appendix J. NCVS Juveniles Proxy Study Debrief Questions. 1

Appendix K. Proxy Tables K-1 to K-8 1

Appendix L. Proxy Tables 1

Appendix M. Sample Size Tables..... 1

Introduction

As part of the National Crime Victimization Survey (NCVS) Instrument Redesign and Implementation efforts, the Bureau of Justice Statistics (BJS) engaged with RTI International on several research tasks designed to produce knowledge and findings that can be used to improve the measurement of victimization among adolescents ages 12 to 17.³⁴ This report summarizes the findings from parent interviews.

The primary purpose of the parent interviews was to **review, modify, and test NCVS data collection protocols and recruitment materials to see what approaches are most closely associated with higher participation among parents and youth**. For this activity, BJS provided updated redesign materials for use in the field for the full NCVS, including distressed respondent protocols, informed consent materials, privacy protocols, and recruitment materials. RTI reviewed these materials and recommended adaptations for use with adolescents, including the development of a brochure to highlight the importance of NCVS interviews with youth.

The goals of the parent interviews included the following—

1. Query parents on how they would decide whether to allow their child to participate in a national crime survey such as the NCVS, including what their primary concerns might be among factors including time commitment, confidentiality, and topic sensitivity.
2. Discuss parents' willingness to allow direct communication between the field representative and their child(ren) (via cell phone, email, or other means) to schedule an interview if they are not at home during the time of the parent interview.
3. Discuss parents' thoughts on whether they think their child(ren) would participate in an interview, in person, over the phone, via videoconference, or in a self-administered web environment.
4. Elicit parents' opinions about various NCVS recruitment materials and how these materials might impact their decision-making regarding their child's participation.

Study Methodology

All parent interviews were conducted in conjunction with cognitive interviews RTI conducted with the children of these parents. Specifically, while the youth was being interviewed, a separate interviewer met with the parent to learn more about how parents might make decisions to allow their child(ren) to participate in the full NCVS if their household were to be selected.

During the **Phase 1** parent interviews, the interviewer described the NCVS recruitment and data collection procedures and asked questions about each “decision point” to help guide recommendations for modifications to the NCVS to increase participation from youth respondents.

During the **Phase 2** parent interviews, the interviewer showed participants materials from the lead mailing, including the lead letter, a Q&A document, and the existing NCVS brochure. The interviewer then displayed a draft brochure for parents that includes information about youth participation. This brochure was developed based on recommendations provided by parents in the first phase of parent

³⁴ Several of the tasks described in this document build on recommendations included in a 2015 working paper: *Interviewing Juveniles: Background, Options, and Implications for the NCVS*. In addition, those tasks were informed by an initial round of cognitive interviews conducted with adolescents by RTI in 2019.

cognitive interviews, which focused on the type of information parents would want to know. Following these displays, the interviewer then asked questions about the effectiveness of the brochure, followed by additional questions about recruitment and scheduling.

All youth and parent interviews were conducted by experienced RTI staff who first completed a training on the interview guides and all study protocols. The interviews were conducted via video-interviewing through a secure, online videoconference platform (e.g., Doxy.me, Zoom).³⁵ Interview participants each received a \$40 amazon.com electronic gift card for participating in the 45-minute interview.

Study Participants

For **Phase 1** of the parent cognitive interviews, RTI interviewers conducted video interviews with 34 parents of youth ages 12–17 who participated in a youth cognitive interview. For **Phase 2** of the parent cognitive interviews, RTI interviewers conducted video interviews with 39 parents of 64 youth ages 12–17 who participated in a youth cognitive interview. Twenty participants reported having one child; 19 said they had between two and four children between the ages of 12 and 17. The parents in Phase 2 reported the following ages of their children:

Child Age	Number of children reported by parents
12	12
13	8
14	13
15	8
16	12
17	11

NCVS Parent Interview Findings

Summary of Findings from the Phase 1 Parent Interviews

- Including a brochure specific to the importance of youth participation in the NCVS could help increase participation (although not all parents indicated they and their children would read such a brochure).
 - To be effective, the brochure would need to be visually appealing, concise, and cover the following topics: the purpose of the study (why it is being conducted), the funding agency, how the data will be used (in terms of protecting personal data and in terms of what will be reported in NCVS reports), and the impact of the NCVS data collection (including the importance of helping one's community by participating in this important data collection effort and NCVS statistics from previous years). To make parents more comfortable having their child interviewed in private by the field representative, the

³⁵ Doxy.me provides end-to-end encryption and its security protocols comply with HIPAA, GDPR, PHIPA/PIPEDA, & HITECH requirements. When interviews were conducted via Zoom, enhanced security features (including requiring a password to get into the meeting, having the host invite guests from the “waiting room”, and locking the meeting once the respondent has connected) were implemented.

brochure could also cover the fact that background checks have been conducted on all field representatives.

- Other suggestions provided by parents that are less feasible (or that might have unintended consequences) include: whether incentives for participation are provided, the time commitment, a list of survey topics and sample questions, the fact that interview questions can be skipped, and testimonials from other youth.
- Developing videos or websites and disseminating through social media (e.g., posting videos on social media apps) to encourage youth participation in the NCVS may be effective. However, we would need to explore how links to these resources could be provided to the child in advance.
- Some modifications to the NCVS procedures that might make parents more comfortable with allowing their child to participate or otherwise facilitate youth participation include:
 - Providing the field representatives with a handout that lists interview topics to share with parents upon request.
 - Including information about field representatives' background checks (and possibly a supervisor's contact information) in the lead mailing.
 - If BJS is considering having Census field representatives directly contact youth to schedule interviews, this should only be attempted after the parent has developed a rapport with the interviewer, after parent permission has been obtained (and this process should explain to parents how the child's contact information will be protected), and, critically, only with the parent included on the representative's communication with the child. Texting (in a group message with the parent) was perceived to be much more effective, particularly for young children, than emailing.
 - The alternative modes of interview administration that we asked parents about, including web-based surveys and videoconferencing, would likely be acceptable to youth (and likely more acceptable than the existing modes of in-person and telephone). Web-based surveys may work better for older children (16–17) and videoconferencing and in-person interviewing may be more appealing to younger children.

The Phase 1 findings guided the development of a brochure (that could potentially be included in the NCVS lead mailing) which was “tested” with parents in Phase 2. In addition, the findings suggested a few areas of further questioning for parents in Phase 2 interviews, including: (1) parents’ thoughts on the utility (and necessary features) of developing an NCVS website and videos encouraging youth participation, and how to disseminate information about this website and video to youth through social media, and how to share links to these sites to youth in advance of the interview, and (2) parents’ experiences with online portals for scheduling (as a replacement to texting or emailing).

Summary of Findings from the Phase 2 Parent Interviews

- Reactions to the newly developed brochure outlining the importance of youth participation in the NCVS were overwhelmingly positive. There was some confusion about the intended audience of the brochure as it was worded.

- At the risk of including too many attachments, it would be helpful to have separate brochures for parents versus youth. If separate brochures are not advisable, the brochure could be lengthened to include a youth-focused section.
- The design of the brochure could be strengthened by using brighter colors, eye-catching graphics, and more casual fonts. Any youth-focused components should use bullets or icons rather than long sentences.
- The content of the brochure is comprehensive. Some important aspects should be emphasized, including the importance of the study, confidentiality, and how the information will be used. If possible, some participants would appreciate notifications of reports resulting from the study—mentioning this possibility in a brochure could be helpful.
- As we learned in the first phase of interviews, parents would find it helpful to better understand the topics of the interviews or be able to see example questions. This may be helpful content to include in the Q&A document or provide a specific link to.
- The language used in the brochure is generally clear and understandable. Some specific wording changes are suggested below. There were also some concerns about acronyms needing to be defined more often.
- The layout of the back cover should offer multiple avenues for obtaining more information. By dropping the images of the report covers in the parent-focused brochure (mentioned by many participants as not effective), more space can be made for web links, QR codes, the ability to text for more information. Pointers to social media need to be more than icons and include URLs or profile information.
- Having a social media presence can be a powerful recruitment strategy, but the content may need to vary by platform (with parents more likely to visit official websites, Facebook, and Twitter, and youth more likely to visit Instagram, Snapchat, TikTok, and YouTube, as well as “fun” websites). Once created, these platforms will need to offer fresh content and a way for youth to engage with them.
- With regard to scheduling interviews with youth who agree to participate, parents continued to express concerns about having field representatives communicating directly with their children, especially younger children (12–14). Participants reacted positively to the idea of offering a scheduling portal.

Question-Specific Findings and Implications from the Phase 2 Parent Interviews

This section synthesizes the parents’ responses for each interview question and highlights the implications of the findings for NCVS field administration procedures.

1. First, what are your overall impressions of the brochure?

Of the 38 participants who answered this question, almost half elicited a positive reaction to the brochure (n=18) and thought the brochure was informative (n=17). Ten participants thought the brochure was visually appealing, specifically highlighting the images displayed with bulleted information, and 8 participants liked the format of the brochure. The brochure was easy to understand (n=7), direct/to the point (n=4), but repetitive of other info in previous brochures (n=4) for some. In comparison to the existing study brochure, some participants found the youth brochure more appealing for parents (n=7). However, there were mixed feelings about whether the youth brochure was a good fit for children. Five participants shared that the brochure would not be

appealing for children but three said it would be appealing. A handful of participants suggested the reading comprehension should be lowered ($n=3$) and the brochure should do a better job of highlighting why youth participation is so important by adding data on reported v. nonreported crimes ($n=2$). Lastly, three participants found the brochure intimidating due to language barriers and concerns with immigration status or mandatory reporting/child services.

Implications: These findings suggest that it would be helpful to clarify the intended audience of this brochure (i.e., parents vs. children).

2. Next, I'd like to ask about how visually appealing the brochure is, in terms of the way it looks, like the graphics, font, style, layout, and color scheme.

a. What are your thoughts about how the brochure looks?

Thirty-four of the 39 participants reported positive impressions of the brochure's "look". Among those with positive impressions, the most common feedback was that the layout and color scheme were good and that the graphics (e.g., icons, graph, photograph on cover) were helpful and eye-catching. Six participants reported that the document looked "professional" or "important", although one found this look to be a little intimidating. Four participants specifically commented that the font was easy to read, though one noted that a serif font might be more eye-catching to youth. Three participants reported that they liked the layout but felt there was too much information squeezed on the back page.

One minor point of confusion was the intended audience of the brochure. As one participant pointed out, the brochure looks like it is intended for youth, but the text is written with parents in mind. Participant responses often referenced the likely reactions of youth to the brochure, suggesting that some assumed it was designed with a youth audience in mind. One participant explained, "When I see youth participation, that seems like, okay kids here's what you need to know to do your portion of the survey."

One participant observed that it would be more appealing if the photo on the front cover featured a young boy as well as a girl. Another participant reported that the brochure reminded them of a medical brochure and that they would not want to read it.

b. Does the way it looks make you want to read the content?

In total, 30 participants reported that the brochure's "look" made them want to read it. Several of these participants specifically referenced the second page with the icons in their affirmative responses. Two others noted that the photo on the front cover is what would draw them in.

Of those who did not report that the brochure's look made them want to read it, three stated that the visual look did not make it seem especially exciting or compelling to them. As one put it, "It doesn't really have a hook. If it started out with the statement of unreported crime, then it might be more appealing or draw people in."

c. Do you have any suggestions for how we could improve the way it looks?

Eighteen participants offered recommendations for improving the brochure's look.

Regarding **color**, 5 participants agreed that the blue color used for the headers above the

paragraphs was too dull and that this made that text harder to read. Two others disliked the color scheme and suggested incorporating brighter colors.

With regard to the **text**, several participants recommended breaking the information on pages 1, 3, and 4 out into bullets, similar to the way that page 2 is formatted. Along similar lines, another participant recommended cutting the amount of text, explaining that many people in their community read at a low level.

Participants also had recommendations around **messaging**. One participant suggested adding phrases that would make the brochure more inviting such as “We want to hear from you” and “Your experiences matter”. A second suggested for the front cover moving “in the” below “youth participation” instead of on the same line. A third suggested making the text inviting parents to contact the Bureau with questions more encouraging. A fourth participant recommended changing the title on the cover to “What parents need to know about youth participation in the 2020 NCVS Survey” to more clearly convey that the brochure is written with parents in mind.

Regarding graphics, 2 participants suggested removing the images of publications on the back cover. Two others proposed making the Census Bureau logo more prominent. One suggested that a different image be used on the front cover to better convey the idea of “family”. Two others agreed that there should be more graphics to appeal to youth.

Implications: Like the first question, it appears that it would be helpful to clarify the intended audience of this brochure (i.e., parents vs. children). If a photo is used for the front cover, the image used will be important. Rather than showing an adult and a child (i.e., and interviewer and interviewee) in a specific location, it may be more effective to use an image that depicts children of multiple genders, ages, and races/ethnicities. Other specific recommendations to consider include:

- Revising the brochure title to “What parents need to know about youth participation in the 2020 NCVS Survey”
 - Simplifying the back page by removing images of publications and highlighting contact information for those with additional questions
 - Using brighter colors for the headers
 - Incorporating text with empowering messages, such as “Your experiences matter”
 - Increasing the size of the Census Bureau logo on the cover
3. Next, let's talk about the content in the brochure and how this would influence your decision about whether or not to allow your child/ren to participate in the NCVS interview. Pretend that your household had received this mailing and that you looked at the brochure. Do you think the information provided in the brochure is helpful when considering letting your child/ren participate?

A large majority of parents (36 out 39) explicitly said the information in the brochure is helpful. Aspects they cited as helpful include that it mentions confidentiality or privacy (8 participants), would be helpful to others/want to be helpful (5 participants), explains how the data will be used (5 participants), describes what the study is about (4 participants), describes interview options and logistics (3 participants), provides a voice for kids to share their experiences (3 participants), appears legitimate (2 participants), explains how the household was chosen (2 participants), offers a source

for unreported crimes (2 participants), appears safe (2 participants), offers a QR code (2 participant), mentions background checks (1 participant), and provides a clear age range (1 participant). Four participants mentioned concerns, including that it felt mandatory because of the affiliation with the Census Bureau, it seems burdensome, having the child meet alone with an interviewer, and the overly large age range. Two participants said the brochure was not particularly helpful or needed: one said older children (ages 16–17) could simply read the main brochure; the other thought the information was repetitive with the other documents. No changes appear to be needed based on these responses.

4. Is there any key information about the study that you think should be included? What else do you think parents would want to know about the study that isn't already in it?

Four participants wanted to know if it would be possible to receive a copy of the study findings when available. Four participants stressed the importance of confidentiality and privacy. Four participants suggested mentioning incentives if they would be offered but acknowledged the lack of incentive would not be helpful to include. Three participants suggested mentioning virtual/video-based interviews if that would be an option. Three participants said it would be helpful to emphasize that children do not have to have been victims to participate. Three parents suggested emphasizing the importance of having the child's perspective (since they do not always tell their parents what is happening with them). Three participants suggested including sample questions or a link to view the questions. Additional suggestions we heard from two participants included explaining why multiple interviews over time are needed, mentioning the ability to skip questions or stop the interview, describing the benefits to others, offering more examples of data (and more recent examples), and offering links to more data and studies. The following suggestions were mentioned once: include more on the purpose and importance of the study; list what the immediate next steps will be; mention that some questions could be upsetting (as was in the main study brochure), that resources are available if the respondent becomes distressed, that questions are less detailed for non-victims, that there is no mandatory reporting, and that participants will not be harmed; clarify that the study includes both crimes inside and outside the home; simplify and explain the importance of data; provide the materials in additional languages; emphasize that interviews will be scheduled at a time that is convenient to the parent/child. One parent also mentioned that they would want to have access to their child's responses (which of course is not possible due to confidentiality). Ten participants did not mention anything specific that should be added.

Implications: BJS might consider sending a printed copy of reports (or links via email) for households that participated (and mention that in the brochure). The brochure should list all possible interview modes (especially if a video option or online surveys are possible). There are some words and phrases in the brochure that are especially important to parents that could be emphasized using underline, bold, or italics. Such important information includes confidentiality, that non-victims are also included, and the importance of the child's perspective. As we heard in the first phase of parent interviews, it would be helpful to either add a list of topics in the materials or provide an obvious link where that information can be found.

5. Is there any information that you think is unnecessary? Anything that you would recommend removing?

Most participants (29 out of 39) said there was not any information that seemed unnecessary or should be removed. Nine parents suggested that the images of the publications are not helpful. Some said it was too small to see; two suggested that the publications were dated; and one noticed that the children on one of the covers appear to be younger than the age range targeted by the NCVS. One participant said that the victimization graph is too general because it would vary by area and that the percentages might be hard for some readers to understand. One participant expressed concern about information being used by the police, which could raise concerns for some parents. One parent suggested that the brochure provide a time range rather than an average length of interviews. Another suggested that “50 states and the District of Columbia” is not necessary to specify.

Implications: As noted in this question and question 1, the images of report covers may not be the best use of space because they are difficult to read and appear dated. Parents do report that knowing how the information is used is important, but the images do not effectively convey that information. Removing these images would create space for information parents suggested adding or creating an opportunity to introduce more bullets and white space.

6. Is there anything in the content of the brochure that made you uncomfortable or that raised concerns for you that you may not have had otherwise? Anything said in the brochure that might make you hesitate to allow your child/ren to participate in the interview?

Seventeen out 39 participants mentioned concerns the brochure raised for them or might raise for other parents. The highest concern (mentioned by six participants) would not necessarily serve as a barrier to participation (and, in fact, may highlight the importance of participation): the rate of violent victimization reported by young children depicted in the bar chart. These parents said they were surprised by the findings, and it raised concerns about crime in general (not about the study). Five participants mentioned concerns about the one-on-one private interviews. One of these parents said the graphic image made it look like the interviews would happen in public. Another said the mention of background checks raised red flags for them (i.e., “What kind of study is this that such protections are necessary?”). Four participants mentioned burden (either to the family or to the child). Two participants brought up terminology: One suggested that the word “rape” may be triggering, and the other found the term “child” off-putting when thinking of older youth. One participant mentioned concerns about distress and how interviewers would handle it if their child got upset during the interview. Twenty-two participants said the brochure did not raise concerns or make them hesitate to allow their child to participate.

Implications: Until the field representative can answer questions about the one-on-one interviews, it may be best to remove the phrase “one-on-one” from the description of interviews. We also recommend using the term “youth” consistently rather than switching that term with “children” (except for references to “my child” or “your child”). The word “rape” could be avoided by changing “assault and rape” to “physical and sexual assault.”

7. I'd like to get your feedback on the language used in the brochure. Do you think the information is described clearly? Are there certain words or descriptions that are confusing?

Nearly all the participants agreed that the information in the brochure is described clearly. Two participants said it was not sufficiently clear. Nine participants shared aspects that could be confusing or provided suggestions. Two participants said the sentence about interview length and timing was confusing. One suggested that a graphical representation would be better. Another asked whether the statement meant that an interviewer would be contacting them every six months. Two participants said that simpler language needs to be used throughout (although 11 other participants specifically mentioned how simple and clear the language is, including one person who said English was their second language). Two raised concerns about acronyms. One thought the NCVS acronym should be defined once per page. Two mentioned not being clear on what BJS stood for or what the agency does. One person suggested replacing "encompasses" with "includes." One person said it would be helpful to provide examples of violent crimes. One person noted that the brochure could be intimidating to Hispanic parents, especially with all the government agencies listed, and that it would be helpful to offer a Spanish translation of the brochure. One participant said that the concept of victimization may be difficult for children to understand. Another cited "victimization" as the most difficult word in the brochure but still understandable. One person shared that they were initially confused by the inclusion of motor vehicle theft as a crime type of interest but then remembered that older youth can drive.

Implications: Among the suggestions participants made, we recommend the following as especially promising:

- Consider spelling out BJS and not using that acronym.
- Replace "encompasses" with "includes."
- Remove "motor vehicle theft" since "theft" is already listed, and it is not applicable to most youth.

8. Some parents may choose to show the brochure to their child/ren. Let's think about what would happen if your child/ren were to see this brochure.

a. Do you think the information is described clearly enough for children your child/ren's age?

Of the 39 participants who answered this question, 29 agreed the information was described clearly enough for children their children's age to understand. Four participants, however, said it was written at too high of a level for their children to comprehend. Five participants felt that it would be easily understood for older children, but not for younger ones (ages 12–14). One participant replied with not sure, and another participant said parents would probably still need to explain the information to kids.

b. Are there certain words or descriptions that might be confusing to him/her/them?

Of the 32 participants who answered this question 22 said the brochure did not contain confusing words or descriptions. Of the remaining participants, 3 mentioned that the Federal agencies may raise questions with their children, and 3 said their children would probably not understand what the Census Bureau is. One of those participants replied that her twins were asking about that when they received the 2020 Census and she had to explain it to them, and they were still a little confused. This participant suggested adding a

sentence description of what the Census Bureau is. Three participants mentioned ‘victimization’ as a potential problem, and 1 participant said her child would ask what NCVS stood for, even though it is defined right there. One participant mentioned her oldest daughter struggles with reading skills and would get lost in the second paragraph, while another participant said it was too wordy and needed to be shortened. Lastly, one participant said, “nationally representative information about victimization” could be an issue with children and suggested to instead say “Collect information from victims of crimes from across the nation.” One participant suggested the word “rape” be replaced.

c. Is there anything else about the brochure that you think would make your child/ren more likely to read it?

Participants offered several suggestions. Several suggested incorporating more images, graphics, and icons; using brighter colors for the headers; and using less formal formatting and fonts. One participant suggested shorter sentences. Participants also suggested making the social media icons more prominent and emphasized. Eighteen participants said they could not think of anything else that would make their child/ren more likely to read the brochure.

d. Is there anything else that could be covered in the brochure that would make your child/ren more likely to participate in the study if they read it?

Regarding content, three participants suggested emphasizing the importance of their participation—that they can help change things and help other kids—something that shows they can make a difference. Several people suggested that more be said about how the data will be used and by whom. Another suggested that icons for all social media platforms be included. One participant suggested using questions, such as, “Do you feel like you can’t talk to your parents?” Another suggested that kids would be more likely to participate if they could take the survey online. One participant wondered whether it would be possible to offer certification of volunteer hours for the time it takes to participate in interviews.

Eighteen participants responded that there was nothing else that they could think of that would make their child/ren more likely to participate.

Implications: The responses indicate that a brochure could be helpful for youth to read, but the responses also indicate that language targeted directly to the youth (rather than the parent) would be more effective. Consistent with some earlier comments, using brighter colors, modern fonts and formatting, and compelling images and graphics would help the brochure be more engaging and draw youth in. Including links to social media profiles (and not just icons) would help youth explore information on platforms with which they are more comfortable. Any links on a youth-oriented brochure should link to youth-focused content on each platform. A youth-directed brochure could include less formal language and engaging questions as headers and incorporate the suggestion to use bullets rather than long sentences. A concern with the word “rape” was again mentioned (our suggestion to modify text accordingly appears under Question 6). We would not recommend replacing “collect nationally representative information about victimization” with “collect information from victims of crimes from across the nation” because the revised text may inadvertently imply that only victims would be interviewed.

9. Overall, do you think the brochure does a good job of encouraging parents to allow their child/ren to participate in the interview?

Of the 38 participants who answered this question, only two said the brochure did not do a good job of encouraging parents to allow their children to participate.

a. IF YES: Is there anything in particular that stands out?

Of those who said the brochure did a good job, five mentioned that the brochure contained a lot of good information, four singled out the graphs, three said they liked that their child will not be identified, three said the layout was great, two mentioned they liked the statistics or data, two pointed to the possibility of phone interviews, and two said that what their child would be asked to do was concise and straightforward.

b. IF NO: Can you say more about that? What would make it more encouraging?

One participant said the brochure was just too wordy and repetitive. If they were a working parent, they would throw it out, and suggested it would be better to receive a phone call and talk to a representative about it. The other participant that said no said that the packet being addressed to “current resident” will really throw people off. Even though it says, “Census Bureau,” most people do not know that the Census Bureau does any other project besides the every-10-year census.

Implications: These findings indicate that the draft brochure we tested would be effective with most parents. The negative responses to this question indicate that any mailing would be ignored (regardless of the effectiveness of the content), pointing to the importance of multiple modes of outreach during recruitment.

10. Can you think of anything else that could be done to the brochure to encourage parents to allow their child/ren to participate?

Eleven participants offered suggestions in response to this question. Most recommended highlighting certain aspects, including the importance of the study, potential impact of the study, expressions of appreciation for participating, who will use the data, participants’ rights, and ability to skip questions. One said it would be helpful to specify where the interviews would take place. Another said including all links would be helpful. One said making the brochure look friendlier and less official would be more encouraging. Another suggested ensuring one section of the brochure is directed to youth rather than the parent. Two participants suggested highlighting the incentive or compensation for participating. One of these parents also suggested having a popular celebrity appear in a commercial.

Implications: These findings also point to having separate communications geared toward the parent and child (although the idea of having a portion of the brochure directed to youth may work well if there are concerns about overloading the initial mailing). Consistent with a comment from question 9, having links for all social media profiles will be important. The suggestion to recruit a celebrity to advocate for the study is an interesting one. Although a broadcasted commercial would throw too wide of a net, it could be effective to include a YouTube video featuring one or more celebrities popular with kids on the study’s YouTube channel.

11. In addition to the brochure, some parents have suggested to us that it might be useful to develop an NCVS website, videos, and social media accounts directed toward youth. We are trying to figure out whether these would be useful and think through the best way to direct parents and youth to the online resources. As I described earlier, families are first contacted about the NCVS through a mailing that includes a lead letter, Question and Answer Sheet, and brochure, which are obviously hard copy materials. The new brochure for youth would also be a hard copy included in the mailing. We are thinking that the only way we could convey information about the online resources, like websites, videos, or social media accounts, would be to have the brochure include the website address or other text information about where to go for more information online. We included an example of how this would look in the new brochure.

If your family received the mailing about the NCVS from the Census Bureau, with the brochure for youth, and the brochure contained information about where to go for more information online, do you think that you would take the time to actually visit the website?

Of the 36 parents who answered this question, 25 said they would visit the website. Some said yes with the caveat that they would only check out the website if they were serious about allowing their kids to participate in the study. Some said they, as parents, would check out the website but their kids would be more interested in checking out a social media site. Many parents stated they would check out the website to make sure this was a legitimate survey and something they feel comfortable letting their kids participate in. One participant suggested putting the website on the outside of the envelope, so that it does not get trashed.

Some parents said they might visit the website, but it would depend. Some parents said it would depend on if their kids were interested in participating, then they would check out the website to get more info. One parent stated the URL was awfully long. Some said they would if they had questions after reading the brochure.

Some parents said they would not go to the website. One parent said they would not bother going to the website but thought it was a great way to engage kids. Some parents said they would not because they have the brochure and wouldn't feel the need for more information. One parent stated they would be more interested in going to a social media site like Facebook rather than a website.

a. What about using the QR code to access a website?

Responses to this question were split, with about half the participants saying they would use a QR code and half who said they would not. Some admitted they wouldn't know how to use a QR code unless instructed. Some said they wouldn't use it, but their kids might. Those who said they would use it, felt it was a quick and easy way to get to the website. A handful of parents suggested having both the URL and QR code available. One parent shared early in the interview that they found the QR code to be effective and "modern."

b. What about following NCVS social media accounts, as suggested by the social media icons on the brochure?

Many participants said they would visit the social media accounts, with Facebook being the most mentioned. Some parents said they did not use Twitter or Instagram. Some parents said they would not check out the social media accounts, but their kids would. One parent

stated they saw the icons for Facebook, YouTube, etc., (on the brochure) but did not know how to access the social media sites based on those icons. In other words, simply putting the icons is not helpful; you would need to include the social media handle alongside the icon. Some stated they would visit the sites but not follow them. A few parents said they would be more likely to visit the website than the social media accounts.

c. What if you could text “NCVS” to a short number to receive a link to the website?

Of the 35 parents who responded to this question, 25 said they would use this method. One parent mentioned that would be easy and they could leave the website link in their text messages so if they did not want to visit it right then they could always go back and visit it later. Some said they would like this better than the QR code. Some said yes but would be concerned about receiving unsolicited follow-up texts from the number. Ten participants said they would not use this method. One said they would prefer the QR code; some said they would rather just type in the URL.

Implications: If separate brochures are produced for parents and youth, the links, QR codes, and social media icons should be presented differently for each. For parents, having a QR code, link to the website, and the option to text would give parents multiple options. With Facebook being more popular among adults than kids, the parent brochure should include a Facebook icon, along with a link (and possibly a second QR code). For youth (whether in a separate brochure or in a youth-directed section of the parents' brochure), social media handles would be more effective, including Instagram, YouTube, and possibly Snapchat or TikTok.

12. If you were to share the brochure with your child/ren, do you think your child/ren would take the time to view the online materials?

Of the 35 participants that answered this question, 10 said that their child would not take the time to view the online materials, 13 said that their child would take the time to view the online materials, 9 said that one or some of their children would take the time to view the online materials while the other(s) would not, and 3 said that they were unsure if their child would take the time to view the online materials. Of the 10 participants who said their child would not view the online materials, 4 stated that they would have to tell their children to look at any online materials, and 3 stated that their child did not have their own social media accounts or computer to see the online materials. Of the 13 participants who said their child would view the online materials, 4 stated that they would have to tell their children to look at the materials, and 2 stated that their child would look at the materials on their own. Of the 9 participants that said one or some of their children would take the time to view the online materials while the other(s) would not, 3 participants stated that their children's personality would be the biggest factor in their engagement, with their extroverted children engaging and their introverted children not engaging. Additionally, 3 participants stated that their children's age would be the biggest factor in their engagement, with those older than 15 engaging while those under 15 would not engage. Three participants stated that their daughters would engage while their sons would not.

a. Can you think of anything that would make it more likely for your child/ren to view the online materials?

Of the 27 participants who answered this question, 8 said that they could not think of anything that would make it more likely for their child/ren to view the online materials while

17 participants provided suggestions for making it more likely for their child/ren to view the online materials. Five participants suggested having advertisements for the materials on social media, specifically TikTok. Four participants suggested including an incentive as a way to make their child/ren more likely to view online materials. All four of these participants mentioned that the incentive did not have to be monetary but could be something as simple as a sticker. Two participants suggested that it would be helpful to have examples of what other children have said or testimonials from other children who have participated. Additional suggestions included interactive videos, a kid-friendly mascot, including a QR code, advertising with video games, and sending texts directly to kids.

Implications: Potential strategies to consider from these responses include widening the social media platforms to include some of the newer areas, such as TikTok. Stickers could be a helpful thing to include in the initial mailing as a point of interest for youth, especially younger kids. As far as social media content, it may be difficult to include testimonials or quotes from kids who have participated but having younger voices in any videos or images may be helpful.

13. What types of online mechanisms to convey information to youth do you think would be most appealing to your child/ren?

Participants seemed to agree that various forms of social media would be the best way to convey information to their child/ren. Instagram and TikTok were the two most mentioned social media platforms (nine and seven participants respectively) while five participants mentioned YouTube and four mentioned Snapchat. Several others mentioned social media and websites and videos more broadly, without naming specific platforms. Parents mentioned the importance of being present on whatever platforms are trending with youth at the time and that Facebook is not as popular with youth as it would be with parents. One participant suggested it would be good to have a presence on platforms that parents use and kids use, since recruiting both is important.

a. For example, do you think your child/ren would be interested in viewing or exploring an NCVS website?

The responses for this question were pretty evenly split, with 10 participants responding Yes or Possibly, and 11 responding No, that their children would not be interested in viewing or exploring an NCVS website. Several parents mentioned the importance of dynamic, engaging content, with videos, especially on newer platforms such as TikTok.

b. If a video were posted on the NCVS website, or if NCVS had a YouTube channel with a video, would your child/ren take the time to watch it?

Of the 28 participants who responded to this question, 27 said their children would take time to watch a video that was posted on a website or YouTube. Only one participant said they would not watch a video on YouTube but might on TikTok.

c. Do you think your child/ren would take the time to search for and follow an NCVS social media account on Instagram, Twitter, Facebook, or other social media platforms?

Twenty-one participants believed their children would search for and follow NCVS on various social media platforms, while eight said their children would not. One suggested that their child might be more likely to follow NCVS if they would get a follow back. Another

suggested that their child might follow after they completed the survey to keep up with it and see what happens next.

d. What social media platforms would your child/ren be most likely to use for this purpose?

Twenty-two Participants believe their children would most likely use Instagram for this purpose, while 13 participants said TikTok, and 9 participants believe their children would use Snapchat. Some participants specifically mentioned Facebook and Twitter as being for “older” people.

Implications: Social media preferences change frequently among youth. A poll to assess the social media landscape should be conducted before the national roll-out of the NCVS. Facebook and Twitter should be utilized to target parents but should not be used as a primary means of recruiting youth.

14. Do you have any recommendations about how these online resources could be best designed to encourage youth to view them?

There were 22 responses to this question, with the six participants stating they would recommend the resources be interactive to encourage youth to view them. Other participants recommended videos, ads featuring other youth, and ads that were “colorful” as a strategy to encourage youth to view them.

a. For example, what kind of content or features would they need to include?

Seven participants suggested the content include additional information on the survey, or additional statistics regarding the topic. One participant suggested including a quiz of some type to engage youth. Another suggested having an empowering song.

b. For example, pictures, testimonials from kids who have participated, poll questions, video clips, games?

Sixteen participants believe testimonials from other kids who have participated in the study would be beneficial. Fourteen mentioned videos and video games as being effective strategies to reach youth. These participants mentioned the importance of seeing other kids in videos, rather than “a bunch of adults talking.” The idea of having a young celebrity talk about why the study is important was mentioned again.

c. What other suggestions do you have for format or style?

There were not many suggestions for format and style. Five participants mentioned keeping the wording of any material as simple as possible and not using too many words. A few other participants mentioned the benefits of using vibrant colors, some mentioned using a “fun font,” and several said pictures are more effective than words. One participant suggested a comic book-style format for information aimed at youth.

Implications: Branding on websites or social media profiles should be bright and compelling, with eye-catching graphics and heavy color saturation. Websites could include embedded videos and quizzes. Video-based platforms should feature videos with more youth than adults and possibly have one or more celebrities advocate for the study and consider seeking permission to use an empowering song or two. If testimonials are available or allowable, they would be a compelling element to include.

Feedback on options for scheduling

15. One final topic we wanted to ask about has to do with how the NCVS interviews get scheduled with children. Usually, the field representative from the Census Bureau comes to the family's house, interviews a parent, and during this interview, gets the names of all the household members who are 12 years old or older. The representative then tries to interview each of these household members at that time. Often, children are not at home during the first interview, and it is difficult to schedule follow-up interviews with them. Mostly, the field representatives try to call the parent back at their phone number and speak with the child to schedule the interview if he or she is at home. We have talked to some parents about having the field representative text or email the child and it sounds like most parents would agree to this as long as the parent was included in or copied on the communication with the field representative. But some parents have concerns about this and would prefer not to share their child's email address or cell phone number with the field representative. We wanted to ask whether you can think of any other ways that the field representative could schedule an interview with the child, especially ways that do not require the parent to share a cell phone number or email address with the field representative.

a. Can you think of any other strategies for this scheduling?

Suggestions for scheduling juvenile interviews varied. Overall, almost all participants agreed that they would not feel comfortable having field representatives contacting their children through email, text, or phone, especially if the parent or guardian was not cc'd and looped in. Only 2 participants felt comfortable with a field representative contacting their child through email without being cc'd. Twelve participants suggested having the field representative schedule the interview directly with the parents either by phone or email. Three participants suggested using social media (Facebook, Instagram, or Twitter) to schedule the interview with the child, because some parents have access to their child's social media accounts. Four participants suggested using an online portal that both the child and parent have access to, to schedule the interview. One participant suggested having the child's school disseminate this information to the parents and have the interviews scheduled through the school. Many participants also commented that if the parents or guardians are not included in scheduling the interview, the children will not remember to do the interview. One participant also stated they would not feel comfortable at all if a field representative came to their home.

b. Do you have any experience with online portals for scheduling?

Of the 26 participants who responded to this question, 17 stated they have had experience using an online portal for scheduling and 9 stated they did not have experience using online portals. Of the participants who had experience using online portals, many mentioned using them to schedule doctor's appointments, appointments for hair salons, at their child's school, through the DMV, USPS, and Google. Two participants also noted there has been an increase in scheduling through online portals due to COVID. Of the participants who have not used online portals, one said they feel more comfortable scheduling appointments over the phone, and one noted that scheduling through online portals seems like a lot of work. However, other participants said that scheduling through online portals seems like a good

idea. One participant noted, however, that only the parent should have access to scheduling their child's interview through the online portal.

Implications: These findings indicate that an online portal for scheduling would be helpful for most parents, even if they have not used them before. Traditional methods for arranging interviews should be available as a backup. As we learned in the round one parent interviews, few parents are comfortable having interviewers directly contact their children with being included in communications, and some prefer to handle all scheduling directly, especially for interviews with younger children.

16. Do you have any other thoughts about the study, the mailed or online materials, or anything else?

Seven participants had additional thoughts or comments, and 33 did not. Two participants said that addressing the initial mailing to "current resident" may result in some people throwing it out without looking at it. One suggested that it would be important to have materials translated into different languages. One participant emphasized the importance and accessibility of social media information. Another participant suggested having an endorsement from the Department of Education encouraging the participation of youth. One participant encouraged the use of as many options for the interviews as possible, including virtual interviews and having the survey online.

Implications: Most of these suggestions have been addressed elsewhere in this report, but the endorsement by the Department of Education could be a helpful point to include in the parent-focused materials.

Appendix F.
Example Facebook Ad

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Are you the parent of a teenager? (12-17 yrs old)

RTI International, a non-profit research company, is working with the U.S. Bureau of Justice Statistics to conduct research on the National Crime Victimization Survey (NCVS).

We are looking for youth ages 12-17 to participate in a 45-minute video interview about their experiences with different types of crimes. For each youth in the study, a parent or legal guardian may also be invited to be interviewed separately. Each participant who completes the interview will receive a \$40 Amazon.com Gift Card.

Interviews are private and confidential.

For more information and to complete a screener to see if your family might be eligible, [click here](#)

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Appendix G.
Online Eligibility Form

Attachment G. Screening Survey

RTI International, a non-profit research company, is working with the U.S. Bureau of Justice Statistics to conduct research on the National Crime Victimization Survey (NCVS).

We are looking for youth ages 12–17 who might be interested in participating in a secure video interview (done from the child's home or other private location of their choice) about their experiences with different types of crimes (even if they have not experienced any crimes). [FOR COGNITIVE INTERVIEW RECRUITMENT, FILL: In addition, the interview will cover how your child is understanding the survey questions and your child's opinions about the questions. This will help us learn whether the questions make sense to youth and are easy to answer, and make improvements to the questions so that all youth understand the questions in the same way.]

[FOR COGNITIVE INTERVIEW RECRUITMENT, FILL: We would also like to separately interview a select number of parents or legal guardians.] [FOR PROXY INTERVIEW RECRUITMENT, FILL: For each youth in the study, a parent or legal guardian will also be interviewed separately.] We will be doing interviews with [FOR COGNITIVE INTERVIEW RECRUITMENT, FILL: about 130 youth and 80 parents; FOR PROXY INTERVIEW RECRUITMENT, FILL: about 200 youth and parent pairs] around the country. A professional RTI interviewer will interview the youth and parent separately via a secure video interview that will take about **45 minutes**.

Youth and parents who participate in the interview will each receive a **\$40 Amazon.com Gift Card** to help cover costs associated with data and internet usage during the interview.

The interviews are private and confidential. They will be done using a secure, encrypted videoconferencing platform with security features in place to keep the interview completely private.

- The **youth interviews** will cover topics such as how safe youth perceive their community to be, their perceptions of the police, and whether or not they have experienced different types of crimes over the past 12 months, including having something stolen, being physically attacked or threatened, and experiencing unwanted sexual contact. Questions also cover details about these experiences (like when and where they happened) and how they affected the youth (like injuries or emotional harm). Some of the questions, such as those about sexual behaviors, use detailed language and cover topics and concepts that might make your child somewhat uncomfortable. The goal of this wording is only to ensure that the Bureau of Justice Statistics can collect accurate data by making sure people who respond to the survey are clear about what is being asked. If your child decides to participate, your child can skip any question and can stop the interview at any time.
- The **parent interviews** will cover one of two different topics. Some parents will be asked about their child's experiences with crimes, including the same types of questions that their child will be asked. Other parents will be asked about how they would make decisions about allowing their child to participate in a national crime survey, and what factors might make them more or less likely to allow their child to participate.

If you are the parent or guardian of a 12–17-year old and think that you and your child might be interested in participating in these video interviews, please click NEXT and complete this short survey.

0. How did you learn about this study?

- Amazon Mechanical Turk
- Facebook
- Instagram
- Twitter
- Pinterest
- Reddit
- Flyer in your community
- Other (specify) _____

1. Below, please list the *first* name of each child age 12–17 that you think might be willing to participate in this study:

Child 1: First Name_____

Child 2: First Name_____

Child 3: First Name_____

Child 4: First Name_____

Child 5: First Name_____

[Create: CHILD1_NAME, CHILD2_NAME, CHILD3_NAME, CHILD4_NAME, CHILD5_NAME, from responses. If no children listed, go to ineligible.]

2. During the last 12 months, did any of the following happen to any of the children you listed? Your answers to these questions will not affect whether your family is eligible, so please answer honestly. *Mark all that apply.*

[Only provide rows for each child listed in Q1]

During the last 12 months...	a. Someone stole or tried to steal something from this child.	b. Someone attacked or tried to physically attack this child.	c. Someone had unwanted sexual contact with this child.	d. None of these things happened to this child.
[CHILD1_NAME]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[CHILD2_NAME]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[CHILD3_NAME]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[CHILD4_NAME]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
[CHILD5_NAME]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[ENDORSED=1, BLANK=0]

[For each child listed here, loop 3a-3d.

For 3a-3d, loop and fill CHILD1_NAME, CHILD2_NAME, CHILD3_NAME, etc. for each child.]

3a_1. What is [CHILD1_NAME]'s current age?

1. Younger than 12

12

13

14

15

16

17

Older than 17

[If 3a=1 or 8 or blank, go to next child. If no more children, go to 4. If no information is provided for any children, go to ineligible.]

3b_1. What is [CHILD1_NAME]'s gender?

1. Male

Female

Don't know

3c_1. Is [CHILD1_NAME] of Hispanic, Latino, or Spanish origin?

1. Yes

No

3d_1. What is [CHILD1_NAME]'s race? *Mark all that apply.*

1. White

Black or African American

Asian

Native Hawaiian or other Pacific Islander

American Indian or Alaska Native

Other

4. How many adults over the age of 18 have lived in your household in the past 12 months? [drop down box –10]
5. Thinking about all of the people who lived in your household in the past 12 months, which category represents the TOTAL combined income? This includes money from jobs, net income from business, farm or rent, pensions, dividends, interest, Social Security payments, and any other money income received by the people in your household who are 14 years of age or older.
 1. Less than \$30,000

\$30,000 or more

Prefer not to answer

The final questions are about the technology available for the video interview.

6a. Does your family have access to a device that has both audio and video capabilities, such as a smartphone, desktop, laptop, or tablet?

1. Yes
2. No

6b. Can you access the internet on at least one of these devices?

1. Yes
2. No

6c. Is there a private space(s) in your home where the device(s) can be used for a 45-minute video interview?

1. Yes
2. No

IF 6A=1 AND 6B=1 AND 6C=1, CLASIFY AS “ELIGIBLE”. ELSE, CLASSIFY AS “INELIGIBLE”.

INELIGIBLE. *Based on the information you provided, it does not look like your family will be able to participate in the video interviews. Thank you very much for your interest!*

ELIGIBLE. *Thank you! If your family is eligible, an RTI recruiter will contact you via email in the next two weeks to schedule a 15-minute phone call to talk more about the study. Please provide your contact information below so that we can reach you.*

First name _____

Email _____

Phone _____

Appendix H.
Distressed Respondent Protocol

Attachment H. Distressed Respondent Protocol

Throughout the interview, the interviewers will employ a graduated response to detect and attend to respondent distress.

Detecting Distress Early

Two strategies to detect respondent distress will be used.

1. The interviewers will periodically check in on youth respondents' emotional state—regardless of the respondent's outward demeanor--by asking how they are doing with the interview so far and if they are okay. Check-ins are built into the youth instrument at specific sections (i.e., where questions are most sensitive and personal). These check-ins also prompt the interviewer to remind the respondent that they can skip any question if they would rather not answer it or stop the interview at any time.
2. The interviewers will be trained to recognize visible signs of emotional distress (e.g., shakiness in the voice, changes in volume, looking away, wringing hands, changes in demeanor) among all respondents, regardless of age.

Responding to the First Indication of Distress

Based on either strategy (i.e., should a participant answer that they are not okay or the interviewer detect visible signs of emotional distress), once emotional distress is evident, the interviewer will ask the respondent if he/she would like to take a break. Depending on the degree of apparent distress, the interviewer may also suggest skipping to the next module or ending the interview. If ending the interview is suggested by the interviewer, she will say that the respondent has completed enough of the interview to get the \$40 and that no one will be upset if they stop now. The interviewer may also use her own discretion at this point to go ahead and skip to the next module or end the interview. See "Ending the Interview" for additional discussion about how we will handle interviews terminated by the interviewer.

If the decision is made to simply take a break, the interviewer will be prepared to chat about another topic during a short break (and will turn off the audio recording during the break). Then, before resuming the interview, the interviewer will ask the respondent to please let her know if, at any point once they start the interview again, he/she would like to pause for a break, skip a question, or stop the interview.

Responding to Continued Distress

After the first instance of emotional distress, if the participant continues to show signs of distress (or indicates during the check-in prompts that he/she is not doing okay), the interviewer will end the interview (see "Ending the Interview").

Ending the Interview for Respondents who Have Become Distressed

If the interviewer decides to end an interview due to respondent distress, she will do so in a subtle way with no judgment (e.g., "The information you have given us in this interview has been really helpful and we don't have any more questions for you.") The interviewer will turn

off the audio recording (if the interview is being recorded) and try to chat about other topics to allow the respondent time to calm down.

The interviewer will also remind the respondent about the national resource list included with the consent form. The interviewer may also suggest to the youth that he/she may feel better about contacting one of the resources on the list to talk about their experiences or feelings because these organizations are there to help. If the youth had not received the list of resources via email, the interviewer could screen share them and encourage the youth to take a photo or write down some of the numbers/website addresses. (The parent should also have this list in their email.) The interviewer may also encourage the youth to contact his or her parent [if appropriate] or another supportive adult, such as a clergy member, adult family member, mentor, coach, or therapist.

Responding to Imminent Risk of Harm. There is no permissible breach of confidentiality for mandatory reporting purposes. Further, even if the situation appears to be an emergency and there is an imminent risk of harm to the child or another person, because we do not have the child's address (or last name), the interviewer will not be able to contact 911 or other appropriate resource. In this situation, the interviewer should tell the child that she cannot contact 911 because she is in a different city but if the child feels that he/she is in danger, they should hang up immediately and contact 911. The interviewer will contact the Principal Investigator for the study (Lindquist; cell # 919-270-0922) or Task Lead (Cook; cell # 919-452-0843) as soon as possible to inform them of crisis situations.

Documenting Respondent Distress

The interview team will check in via team meetings regularly during data collection. Interviewers will discuss incidents of respondent distress, including how the incident was detected, how the incident was handled, and the interviewer's perceptions about which question(s) (or module) appeared to cause the distress. Interviewers will also document incidents of respondent distress in the "completed interviews" spreadsheet.

Appendix I.
NCVS Draft Youth Brochure

DRAFT

Why is my child's participation important?

Youth participation in the NCVS is extremely important!

NCVS data provide crucial information about a range of topics, including crime and safety in schools and communities, trends in violent and property crime and the response of law enforcement to reports of victimization.

Regardless of whether or not your child has experienced crime, their participation in the NCVS can help researchers and public officials in your community and beyond better understand and address crimes against youth.

Your child's responses not only represent your household, but also hundreds of other similar households that are not surveyed.

Your child's participation contributes to local and national research and policy:

- Law enforcement, judicial, correctional and victim service agencies use NCVS data to improve their effectiveness and planning.
- The U.S. Department of Education uses NCVS data to measure the prevalence and nature of student victimizations at and away from school.
- Researchers use NCVS data to study trends in criminal victimization across geographic areas and demographic groups.

Recent NCVS Publications



For more information about the National Crime Victimization Survey, please visit:

www.census.gov/programs-surveys/ncvs.html

For questions about youth participation in the NCVS, please contact:

505-566-5989
NCVS@Census.gov



Youth Participation in the

2020 National Crime Victimization Survey

United States®
Census
Bureau

The National Crime Victimization Survey (NCVS)

What will my child be asked to do?

How will my child's data be used?

What is the National Crime Victimization Survey?

The National Crime Victimization Survey (NCVS) is a nationwide survey designed to obtain detailed information about experiences of criminal victimization, including theft, burglary, motor vehicle theft, robbery, assault and rape. The NCVS involves interviews of households scientifically sampled from all 50 states and the District of Columbia. All household members ages 12 and older are invited to participate in a series of interviews.

What is the purpose of the NCVS?

The purpose of the NCVS is to collect nationally representative information about criminal victimization. Unlike other national data collections on crime, the NCVS includes all experiences of criminal victimization both reported and not reported to the police.

Who conducts the NCVS?

The NCVS is conducted by the U.S. Census Bureau with funding from the Bureau of Justice Statistics (BJS) of the U.S. Department of Justice. The Census Bureau collects, edits, and processes the information. BJS conducts data analyses and publishes final results.

 As with the adults in your household, all children ages 12-17 will be invited to participate in the NCVS.

 Each participating youth will be asked to take part in a series of one-on-one interviews.

 Interviewers will ask about crimes the youth has experienced.

 Interviews take, on average, 25 minutes to complete and are conducted with participating children once every six months for three years.

 Interviews can be completed in-person or by phone.

 Interviewers are Census Field Representatives who have undergone background checks.

 Participation in the NCVS is voluntary. Permission from a parent or guardian is required for youth.

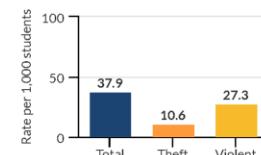
Will my child be identified?

All information provided by your child will be kept confidential. The Census Bureau and the Bureau of Justice Statistics are prohibited by federal law from releasing your child's responses in any way that could allow them to be identified.

What will be done with my child's data?

Your child's NCVS data will be stripped of all personally identifying information (e.g., name, address) and compiled with data provided by other participants into a final data set. This data set will be analyzed by the BJS and released to the public for use in statistical research. The chart below is an example of how NCVS data are used:

Rate of Victimization Against Students Aged 12 - 14 by Type of Victimization in 2017



Appendix J.
NCVS Juveniles Proxy Study Debrief Questions

DRAFT

NCVS Juveniles Proxy Study Debrief Questions

Child Questions

- I. NARRATIVE QUESTION IF AN INCIDENT GETS SKIPPED: Thinking about the [TYPE] that happened in [MONTH], would you mind describing the incident for me in your own words? Remember that you can skip any questions, including this one, if you don't want to answer or you don't recall particular details.

Debrief Questions

Those are all of the interview questions I have for you, but I do want to ask a couple of questions about whether you think your parents or guardians know about the experiences you talked about throughout this interview. The reason we are asking this is that in the actual NCVS study, parents are allowed to complete the interview for the child in certain cases, and we are trying to figure out whether most parents are able to provide accurate information about their child's experiences. I also want to remind you that we are NOT allowed to talk to your parents or guardians about what we talked about today.

1. How much do you think your parents or guardians know about your experiences that you talked about in this interview? Would you say...
 - a. My parents know about all the experiences I talked about in this interview
 - b. My parents only know about some of the experiences I talked about in this interview
 - c. My parents know very little about the experiences I talked about in this interview
 - d. My parents do not know about any of the experiences I talked about in this interview
2. How good of a job do you think your parents/guardians would do at correctly answering the same questions I asked you today? Would you say...
 - a. A very good job
 - b. A pretty good job
 - c. Not a very good job
3. Why did you say your parent/guardian would do [GOOD JOB ABOVE]?
4. For experiences your parent(s) know(s) about, are there certain types of questions I just asked that you think your parent or guardian would be better at answering than you were? Which ones? [IF NEEDED, QUESTIONS ABOUT FINANCES OR OFFICIAL REPORTS]
5. For experiences your parent(s) know(s) about, are there certain types of questions I just asked that you think your parent or guardian would have a hard time answering on your behalf? [IF NEEDED, QUESTIONS ABOUT WHAT YOU DID OR DIDN'T DO, OR HOW YOU FELT]
6. Do you think parents or guardians would be able to answer these questions more accurately for certain age groups of youth than for others? (i.e., younger vs. older?)
7. Do you have any other questions, comments, or concerns about today's interview?

Thank you for participating in this study. We have a \$40 Amazon.com Gift Card for you. Would you prefer for us to email or text this gift card to you?

EMAIL/CELL NUMBER -->

We realize that some of the topics covered are quite personal and can be difficult to think and talk about. We appreciate your willingness to be a part of this study and want you to know that we recognize the important contribution you have made. Sometimes when people have participated in a study like this, they realize that they are interested in following up on some of the issues that they have been asked about in the study with someone who is professionally trained to deal with these kinds of issues. The consent form we emailed your parent or guardian includes a list of national resources for you to contact if you would like to seek professional assistance. If you would like me to display the list on the screen, I would be happy to do that now – just let me know.

Parent Questions

I. NARRATIVE QUESTION IF AN INCIDENT GETS SKIPPED: Thinking about the [TYPE] that happened in [MONTH], would you mind describing the incident for me in your own words? Remember that you can skip any questions, including this one, if you don't want to answer or you don't recall particular details.

Debrief Questions

Those are all of the interview questions I have for you, but I do want to ask a couple of questions about how you felt about answering these questions for your child.

1. How easy or difficult was it for you to provide accurate answers to these questions about your child's criminal victimization experiences? Would you say...?
 - a. Very easy
 - b. Somewhat easy
 - c. Somewhat difficult
 - d. Very difficult
2. How confident were you in the answers you provided? Would you say...?
 - a. Very confident
 - b. Somewhat confident
 - c. Not very confident
 - d. Not at all confident
3. Why did you say you felt [CONFIDENCE PROVIDED]?
4. Which questions were the most difficult for you to answer accurately?
5. IF VICTIM: How comfortable did you feel answering questions about how your child felt or what your child thought?
6. Do you think parents or guardians would be able to answer these questions more accurately for certain age groups of youth than for others? (i.e., younger vs. older?)
7. Do you have any other questions, comments, or concerns about today's interview?

Thank you for participating in this study. We have a \$40 Amazon.com Gift Card for you. Would you prefer for us to email or text this gift card to you?

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We realize that some of the topics covered are quite personal and can be difficult to think and talk about. We appreciate your willingness to be a part of this study and want you to know that we recognize the important contribution you have made. Sometimes when people have participated in a study like this, they realize that they are interested in following up on some of the issues that they have been asked about in the study with someone who is professionally trained to deal with these kinds of issues. The consent form we emailed to you includes a list of national resources for you to contact if you would like to seek professional assistance. If you would like me to resend that list or display it on the screen, I would be happy to do that now – just let me know.

Appendix K.
Proxy Tables K-1 to K-8

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Table K-1. Comparison of most recent theft characteristics – when parent and child both report a theft

Child	Parent																
	TOTAL			Q4 2019			Q1 2020			Q2 2020			Q3 2020			Q4 2020	
	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent
TOTAL	23	100.0	%	2	8.7	%	3	13.0	%	5	21.7	%	5	21.6	%	8	37.8
Q4 2019	5	21.7		1	4.3		1	4.3		3	13.0		0	0.0		0	0.0
Q1 2020	5	21.7		1	4.3		1	4.3		0	0.0		1	4.3		2	8.7
Q2 2020	4	17.4		0	0.0		0	0.0		1	4.3		1	4.3		2	8.7
Q3 2020	4	17.4		0	0.0		0	0.0		1	4.3		2	8.7		1	4.3
Q4 2020	5	21.7		0	0.0		1	4.3		0	0.0		1	4.3		3	13.0

Table K-2. Comparison of most recent theft characteristics – when parent and child both report a theft

Child	Parent							
	TOTAL		More than 6 months ago		Less than 6 months ago			
	Count	Percent	Count	Percent	Count	Percent	%	
TOTAL	23	100.0	6	26.1	17	73.9	%	
More than 6 months ago	11	47.8	%	4	17.4	%	7	30.4
Less than 6 months ago	12	52.2		2	8.7		10	43.5

Table K-3. Comparison of most recent theft characteristics – when parent and child both report a theft

Child	Parent											
	TOTAL				Theft		Attempted Theft			Unknown		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	%	
TOTAL	23	100.0	1	4.3	3	13.0	19	82.6				
Theft	1	4.3	%	0	0.0	%	1	4.3	%	0	0.0	
Attempted Theft	5	21.7		0	0.0		2	8.7		3	13.0	

Unknown	17	73.9	1	4.3	0	0.0	16	69.6
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Table K-4: Comparison of most recent attack characteristics - when both report an attack

Child	Parent																	
	TOTAL			Q4 2019			Q1 2020			Q2 2020			Q3 2020			Q4 2020		
	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%
TOTAL	16	100.0	%	2	12.5	%	5	31.3	%	3	18.8	%	3	18.8	%	3	18.8	%
Q4 2019	1	6.3		0	0.0		1	6.3		0	0.0		0	0.0		0	0.0	
Q1 2020	6	37.5		0	0.0		2	12.5		2	12.5		0	0.0		2	12.5	
Q2 2020	3	18.8		0	0.0		0	0.0		1	6.3		2	12.5		0	0.0	
Q3 2020	5	31.3		2	12.5		1	6.3		0	0.0		1	6.3		1	6.3	
Q4 2020	1	6.3		0	0.0		1	6.3		0	0.0		0	0.0		0	0.0	

Table K-5: Comparison of most recent attack characteristics - when both report an attack

Child	Parent											
	TOTAL			More than 6 months ago			Less than 6 months ago					
	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%
TOTAL	16	100.0	%	7	43.8	%	9	56.3	%			
More than 6 months ago	7	43.8		3	18.8		4	25.0				
Less than 6 months ago	9	56.3		4	25.0		5	31.3				

Table K-6: Comparison of most recent attack characteristics - when both report an attack

Child	Parent											
	Threatened				Attack				Unknown			
	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%
TOTAL	16	100.0	%	3	18.8	%	2	12.5	%	11	68.8	%
Attack	4	25.0		1	6.3		0	0.0		3	18.8	

Threatened Attack	1	6.3	0	0.0	0	0.0	1	6.3
Unknown	11	68.8	2	12.5	2	12.5	7	43.8

Table K-7: Comparison of most recent unwanted sexual contact characteristics - when both report unwanted sexual contact

Child	TOTAL			Q4 2019			Q1 2020			Q2 2020			Q3 2020			Q4 2020			Parent
	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	
TOTAL	3	100.0	%	1	33.3	%	1	33.3	%	1	33.3	%	0	0.0	%	0	0.0	%	
Q4 2019	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		
Q1 2020	1	33.3		0	0.0		1	33.3		0	0.0		0	0.0		0	0.0		
Q2 2020	2	66.7		1	33.3		0	0.0		1	33.3		0	0.0		0	0.0		
Q3 2020	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		
Q4 2020	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		0	0.0		

Table K-8: Comparison of most recent unwanted sexual contact characteristics - when both report unwanted sexual contact

Child	TOTAL			More than 6 months ago			Less than 6 months ago			Parent
	Count	Percent	%	Count	Percent	%	Count	Percent	%	
TOTAL	3	100.0	%	2	66.7	%	1	33.3	%	
More than 6 months ago	2	66.7		2	66.7		0	0.0		
Less than 6 months ago	1	33.3		0	0.0		1	33.3		

Appendix L. Proxy Tables

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Table L-1: Comparison of incidents matched based on date and type - Location

Child	Location		Parent												
			Common area where living or on property			Inside where staying overnight			At work			At school		Elsewhere	
	TOTAL	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
TOTAL	14	100.0	%	2	14.3	%	3	21.4	%	0	0.0	%	5	35.7	%
Inside home	1	7.1		1	7.1		0	0.0		0	0.0		0	0.0	
Common area where living or on property	5	35.7		1	7.1		2	14.3		0	0.0		1	7.1	
Inside where staying overnight	2	14.3		0	0.0		1	7.1		0	0.0		0	0.0	
At work	0	0.0		0	0.0		0	0.0		0	0.0		0	0.0	
At school	3	21.4		0	0.0		0	0.0		0	0.0		3	21.4	
Elsewhere	3	21.4		0	0.0		0	0.0		0	0.0		1	7.1	
													2	14.3	

Table L-2: Comparison of incidents matched based on date and type – Number of offenders

Child	Number of offenders	Parent										
		TOTAL		One		More than one		Don't know				
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
TOTAL	14	100.0	%	11	78.6	%	1	7.1	%	2	14.2	%
One	11	78.6		11	78.6		0	0.0		0	0.0	
More than one	2	14.3		0	0.0		1	7.1		1	7.1	
Don't know	1	7.1		0	0.0		0	0.0		1	7.1	

Table L-3: Comparison of incidents matched based on date and type – Known offenders

<u>Known offenders</u>		Parent									
Child	TOTAL		Yes		No						
	Count	Percent	Count	Percent	Count	Percent					
	TOTAL	14	100.0	%	11	78.6	%	3	21.4	%	
Yes	10	71.4		10	71.4		0	0.0			
No	4	28.6		1	7.1		3	21.4			

Table L-4: Comparison of incidents matched based on date and type – Victim-offender relationship

Child	Parent												DK number or relationship		
	TOTAL			Intimates		Other relatives		Well-known/acquaintances		Strangers					
	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%	Count	Percent	%
TOTAL	14	100.0	%	1	7.1	%	1	7.1	%	9	64.3	%	1	7.1	%
Intimates	1	7.1		1	7.1		0	0.0		0	0.0		0	0.0	
Other relatives	1	7.1		0	0.0		1	7.1		0	0.0		0	0.0	
Well-known/ acquaintances	9	64.3		0	0.0		0	0.0		8	57.1		0	0.0	
Strangers	1	7.1		0	0.0		0	0.0		0	0.0		1	7.1	
DK number or relationship	2	14.3		0	0.0		0	0.0		1	7.1		0	0.0	
													1	7.1	

Table L-5: Comparison of incidents matched based on date and type – Other characteristics

Child		Parent					
		TOTAL		Yes		No	
		Count	Percent	Count	Percent	Count	Percent
Injury							
	TOTAL	8	100.0	%	3	37.5	%
	Yes	1	12.5		1	12.5	
	No	7	87.5		2	25.0	
Police Involvement							
	TOTAL	12	100.0	%	5	41.7	%
	Yes	5	41.7		4	33.3	
	No	7	58.3		1	8.3	
Serious problems with job, school or people at school/work							
	TOTAL	12	100.0	%	2	16.7	%
	Yes	2	16.7		1	8.3	
	No	10	83.3		1	8.3	
Serious problems with family members or friends							
	TOTAL	12	100.0	%	3	25.0	%
	Yes	4	33.3		2	16.7	
	No	8	66.7		1	8.3	

Appendix M.
Sample Size Tables

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Appendix M. Sample Size Tables

Table M-1: Response rates and sample sizes over time by age group, 2009–2018

Year	Sample sizes by age group				
	12–14	15–17	18–20	21–24	12+
2009	7,339	7,838	7,100	8,479	157,796
2010	7,804	7,955	7,450	9,147	167,444
2011	7,343	7,669	7,021	9,115	162,867
2012	8,618	8,628	7,667	10,741	187,684
2013	8,277	8,104	7,160	10,106	182,699
2014	8,088	7,933	7,100	9,726	181,178
2015	8,024	8,144	7,589	9,941	189,711
2016					
2017	11,787	11,927	11,374	14,678	285,904
2018	12,468	11,848	11,484	14,638	296,017
2009–2018	79,748	80,046	73,945	96,571	1,811,300

Note: Unable to calculate response rates in 2016. Data from 2016 not included in 2009–2018 response rates.

Table M-2: Response rates and sample sizes by TIS, INTNUM, and age group, 2009–2018

TIS	Sample sizes by age group				
	12–14	15–17	18–20	21–24	12+
1	11,872	11,979	11,522	15,116	272,480
2	11,678	11,922	11,032	14,701	268,618
3	11,492	11,458	10,654	13,944	261,179
4	11,339	11,367	10,310	13,485	257,225
5	11,227	11,291	10,245	13,482	255,072
6	11,079	11,044	10,129	13,057	249,954
7	11,061	10,985	10,053	12,786	246,772
INTNUM					
0	15,655	14,669	11,572	12,908	129,902
1	29,721	22,597	28,390	39,092	504,212
2	16,850	15,074	14,035	20,641	361,808
3	9,581	10,777	8,180	11,239	281,144
4	5,075	7,416	5,324	6,332	208,991
5	2,237	5,073	3,543	3,669	158,688
6	617	3,131	2,045	1,941	110,726
7	12	1,309	856	749	55,829

Table M-3: Proxy interview rate among respondents and sample sizes over time by age group, 2009–2018

Year	Sample sizes by age group				
	12–13	14–17	18–20	21–24	12+
2009	3,668	6,896	5,112	6,770	137,329
2010	4,020	7,464	5,580	7,381	146,567
2011	3,792	7,141	5,179	7,310	143,122
2012	4,483	8,069	5,638	8,398	162,937
2013	4,209	7,403	5,488	8,085	160,044
2014	4,091	7,378	5,241	7,671	158,089
2015	3,827	6,969	5,462	7,764	163,879
2016	4,232	8,151	6,549	8,996	196,186
2017	5,010	9,141	7,678	10,740	239,541
2018	5,048	8,733	7,357	10,481	242,928
2009–2018	42,380	77,345	59,284	83,596	1,750,622

Table M-4: Number of proxy interviews, over time and age group, 2009–2018

Age Group	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2009– 2018
All Ages	5,366	6,087	5,930	7,205	7,675	8,928	8,991	11,460	13,618	15,230	90,490
12–13	942	1,184	844	1,471	1,161	1,497	1,084	1,487	1,498	1,954	13,122
14–17	355	428	422	472	505	652	613	965	932	1,172	6,516
18–20	269	293	313	294	342	406	424	530	590	662	4,123
21–24	253	282	315	346	367	418	532	624	739	771	4,647

Table M-5: Violent victimization rates by interview characteristics and age group, 2009–2018

Characteristic	Sample sizes by age group				
	12–14	15–17	18–20	21–24	12+
TOTAL	61,482	58,243	59,284	83,596	1,750,622
Interview type					
Self-respondent	46,716	53,371	55,161	78,949	1,660,132
Proxy	14,766	4,872	4,123	4,647	90,490
Interview mode					
Personal	29,280	26,987	31,671	46,314	776,801
Telephone	32,202	31,256	27,613	37,282	973,821
Interview type and mode					
Personal, self-respondent	23,507	24,940	29,947	44,121	741,170
Telephone, self-respondent	23,209	28,431	25,214	34,828	918,962
Personal, proxy	5,773	2,047	1,724	2,193	35,631
Telephone, proxy	8,993	2,825	2,399	2,454	54,859
Presence of others during interview ^a					
No one present	8,090	8,340	15,521	24,046	405,404
Household member age 12 or older	20,086	17,831	14,450	19,080	328,074
Household member under age 12	3,314	2,221	1,587	3,322	49,290
Nonhousehold member	643	623	1,201	1,581	22,983
Someone was present - can't say who	204	173	324	391	5,458
Don't know if someone else was present	78	88	98	196	3,296

^a Among self-respondent, personal interviews only.

Proxy interviews allowed for people ages 12–13 and parent refusing permission, physically/mentally unable, or temporary absence.

Table M-6: Violent victimization by interview number and age group, 2009–2018

Interview number	Sample sizes				
	12–14	15–17	18–20	21–24	12+
1	27,445	18,336	26,923	38,520	506,617
2	16,497	13,532	13,192	20,967	390,453
3	9,360	9,609	7,479	11,042	286,667
4	5,120	6,975	5,051	6,343	216,635
5	2,363	5,023	3,533	3,773	167,371
6	682	3,294	2,150	2,091	119,777
7	15	1,474	956	860	63,102

Table M-7: Violent victimization by TIS, age, and adjustment type, 2009–2018

Type	TIS	Sample size				
		12–14	15–17	18–20	21–24	12+
Adjusted	1	9,589	9,210	9,682	13,513	268,968
Adjusted - age specific ^a	1	9,589	9,210	9,682	13,513	268,968
Unadjusted	1	9,589	9,210	9,682	13,513	268,968
	2	9,047	8,761	8,999	12,747	262,360
	3	8,867	8,369	8,549	12,072	254,148
	4	8,653	8,145	8,173	11,547	247,005
	5	8,411	7,917	8,132	11,488	242,031
	6	8,382	7,856	7,855	11,159	238,528
	7	8,533	7,985	7,894	11,070	237,582

^a Bounding factor calculated for 12–17 and age 18+ separately.

Table M-8: Victimization rate by age group and bounding factor method sample sizes

Year	Sample sizes				
	12–14	15–17	18–20	21–24	12+
2009	5,296	5,268	5,112	6,770	137,329
2010	5,843	5,641	5,580	7,381	146,567
2011	5,528	5,405	5,179	7,310	143,122
2012	6,503	6,049	5,638	8,398	162,937
2013	6,056	5,556	5,488	8,085	160,044
2014	5,980	5,489	5,241	7,671	158,089
2015	5,542	5,254	5,462	7,764	163,879
2016	6,226	6,157	6,549	8,996	196,186
2017	7,242	6,909	7,678	10,740	239,541
2018	7,266	6,515	7,357	10,481	242,928
2009–2018	61,482	58,243	59,284	83,596	1,750,622