Child Care & Early Education
RESEARCH CONNECTIONS

ICPSR 35519

National Survey of Early Care and Education (NSECE), 2012

NSECE Project Team (National Opinion Research Center)

Codebook for Workforce Public-Use File

ICPSR
P.O. Box 1248
Ann Arbor, Michigan 48106
www.icpsr.umich.edu

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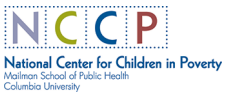

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NSECE User's Guide

Workforce

National Survey of **Early Care** & **Education**

OPRE

NORC at the UNIVERSITY of CHICAGO

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1. Introduction to the NSECE Workforce Main Public-use Data File

1.1 Introduction

This guide provides information on the National Survey of Early Care and Education (NSECE) main public-use data files. The NSECE is funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for Children and Families (ACF), US Department of Health and Human Services. The project team is led by NORC at the University of Chicago, with partners Chapin Hall at the University of Chicago and Child Trends, as well as other collaborating individuals and organizations. The primary purpose of the study is to provide a comprehensive picture of both the availability and use of early care and education in the United States.

The NSECE consists of a set of four integrated, nationally representative surveys that were conducted in 2012. These were surveys of 1) households with children under 13, 2) home-based providers 3) center-based providers, and 4) the center-based provider workforce. Together they characterize the supply of and demand for early care and education in the nation and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints.
This data collection effort has resulted in three types of data products that will be useful to researchers, policy firms, and government agencies with questions on ECE-related topics. Exhibit 1.1 below provides an overview of each NSECE data product.

Exhibit 1.1. Characteristics of the NSECE Data Products

	Quick Tabulation	Main Public-use Data Files	Restricted-use Data Files
Total No. of Files	6	5	4
Access to Files	Unrestricted use	Unrestricted Use	Restricted Use
Expected Users	Agency staff, policy firms, and researchers exploring data	Academic researchers with programming knowledge and statistical expertise	Academic researchers with programming knowledge and statistical expertise
Approximate number of variables per file	Less than 200	200 – 16,000	20 – 200
Type of Data	▪ Some questionnaire response data ▪ Some created variables ▪ Community characteristics from ACS data ▪ No identifying information	▪ All questionnaire response data represented subject to disclosure considerations ▪ Extensive created variables ▪ Community characteristics from ACS data ▪ No identifying information	▪ Questionnaire response data with disclosure risk ▪ PSU and state identification where possible ▪ SSU identifiers (linking variables, not actual location

1.2 NSECE Main Public-use Data Files

This guide has been developed as a companion to the main public-use data files with a separate volume for each of the four surveys. These public-use data files are the most comprehensive including nearly all of the questionnaire response data along with a number of created variables and community characteristics data that will facilitate analysis on key ECE topics. They will be of interest to a wide

audience of researchers investigating various topics related to early care and education in the US. Below we provide a brief description of each file:

- Household Survey Data File:
  - Data from 11,629 households across the US with children under age 13.
  - Unique components include data on search for care, cost of care for child-provider pairs, and detailed data on child care usage.
  - These data will help to answer such research questions as 1) Who is caring for America's children when they are not with their parents and do families with different demographic characteristics have different preferences or different patterns of usage? 2) How do families search for care and how does this vary by age of children, characteristics of parents, location, and availability of licensed slots per population? 3) How and how much do families pay for care? and 4) How many families of different characteristics receive public financial support for ECE, and how does this vary by age of child and type of care utilized?
- Household Calendar Data File
  - Child-level data file with care schedule in 15-minute increments for an entire week along with the parental work schedule.
  - File can be linked to the Household Survey data file for analysis in conjunction with household characteristics.
  - These data will help to answer questions on: 1) How parents coordinate work and school schedules with early care and education usage? 2) What types of nonparental care are most common and at what times of the day? 3) To what extent do different types of care solve or present schedule coordination problems?
- Center-based Provider Survey Data File
  - Data on 8,265 center-based providers across the US caring for children under age 13.
  - Data file includes center-based programs of various types along with enrollment and characteristics of children served, staffing, prices charged, hours of operation, price of care, participation in government programs and staff compensation and professional development policies.
  - Selected segments of the center-based provider questionnaire mirror the home-based provider questionnaire to allow for comparisons across provider types on enrollment, program participation, prices charged for care as well as other topics.
  - These data will answer such questions as 1) What kind of early care and education is available across communities throughout the country? 2) How well does the available supply of early care and education support parents' employment? 3) How do different types of providers vary in their characteristics of care and affordability? and 4) How many and what types of providers participate in quality improvement efforts such as staff quality ratings and professional development?
- Home-based Provider Survey Data File
  - Data on 5,986 home-based providers across the US caring for children under age 13. These include 3,934 listed home-based providers (those providers identified on state and national registration lists) and 2,052 unlisted home-based providers (those who look after children at least 5 hours a week in a home-based setting and are not on a registration list).

  - As noted above, portions of the home-based questionnaire are consistent with the center-based provider instrument, allowing for comparison across provider types on selected measures. Other sections of the home-based questionnaire are comparable to the Workforce Questionnaire (see below) so that users are able to construct a more complete picture of the ECE workforce.
  - These data will answer such questions as 1) What kind of early care and education is available across communities throughout the country? 2) How well does the available supply of early care and education support parents' employment? 3) How do different types of providers vary in their characteristics of care and affordability? and 4) Who are the individuals working in early care and education? What are their experiences in terms of employment characteristics, classroom activities, and professional development? What are their attitudes, orientations, and stress and depression levels?
- Workforce Survey Data File.
  - Data on 5,556 paid ECE workers centers across the US caring for children under age 13.
  - Data users can link the workforce data file back to the center-based provider data to gain additional context for the classroom staff's experiences.
  - The data will answer such questions as 1) Who are the individuals working in early care and education and 2) what are their experiences in terms of employment characteristics, classroom activities, and professional development?

1.3 NSECE Documentation Available for Data Users

There are a number of different resources available to data users that will help support use of these data files. These resources include documentation created specifically to accompany the main public-use files as well other items produced by the study that may be useful. Below we provide an overview of these items and where they can be found.

User's Guides

The NSECE has produced 5 user's guides, one for each survey, and a fifth for overarching topics. These guides were created to be used with the five public-use and four restricted-use data files. These include the following information:

- Variable-level documentation in a questionnaire format for the public-use and restricted-use data files
- Helpful discussion of sampling, data collection methodology, data file contents, and key analytic issues
- Key descriptive tables
- "How-to" memos
- Some example statistical programming code

There is also a fifth user's guide that addresses more technical issues as they pertain across data files. These are available on the ICPSR NSECE site: http://www.icpsr.umich.edu/icpsrweb/ICPSR/studies/35519

Quick Tabulation Data File User's Manuals

The six quick tabulation data files each have an associated user's manual. These include study description and survey background, and key points for using the data file. In addition, the manuals

include a variable list organized by construct, and a codebook containing detailed variable descriptions with variable-level statistics. The codebook includes frequencies or statistical summaries of values realized in the data, as well as lengthy explanations of how variables were constructed. These are also available on the ICPSR NSECE site noted above.

NSECE Survey Questionnaires

The four questionnaires for each survey and the two screeners we fielded in 2012 are available on the OPRE website on the NSECE page. http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014

Research Briefs-

The NSECE has produced several research products on various topics. These briefs make use of NSECE data from the multiple files and key findings on topics of interest. These documents can help researchers understand how the sample can be properly described and how specific analysis challenges can be handled when using these data. The tabulations in these products can also help users confirm their use of the data.

These research products are available on the OPRE site.

NSECE Summary Data Collection and Sampling Methodology

The NSECE produced a report summarizing the data collection and sampling methodology. This document is located on the OPRE NSECE site noted above.

Additional Tools

Please check the ICPSR NSECE page regularly for additional tools and resources.

1.4 Workforce Main Public-use Data File

This volume is the companion for the Workforce Survey Data File.

The primary purpose of this guide is to familiarize users with the NSECE and orient them to the data available for analysis. This guide will also provide detailed information on the workforce survey main public-use data file including background on the data collection procedures for this survey, the construction of variables specific to this file, the use of weights for this data file, and relationships between this file and the others. In addition to this guide, users may want to consult the manual for the workforce quick tabulation data file which contains detailed variable descriptions and other useful information.

The workforce questionnaire is the simplest of the NSECE survey instruments, but these data represent a signal contribution of the study. No nationally representative survey of paid ECE workers has ever been done, yet many of the pressing ECE policy questions require better understanding of home-based care providers' qualifications, access to professional development, motivation for working in the field, and nature of participation in the labor market as well as the extent to which paid home-based providers are more generally available for expanding and improving the overall ECE supply. Some of the workforce questionnaire data will allow tabulation by provider program characteristics (such as enrollment size, type of care, geographic location, for-profit/nonprofit status, and participation in government programs) of factors that have been found in the literature to predict observed quality. These factors include staff

qualifications and compensation, use of curricula, availability of professional development, and children's activities while in care.

The sections of the questionnaire were:

Introduction

- Respondent consent
- Program and classroom/group confirmation

Section A. Attitudes and Experiences

- Years of experience providing care for children and tenure in the program
- Education and certification
- Continued education workshops/seminars
- Professional associations and identification
- Reason for working with young children

Section B. Employment schedule and compensation

- Role and responsibilities
- Hours worked and compensation
- Medical benefits
- New job searches
- Work with special needs children

Section C. Activities

- Number of times classroom/group meet and their activities
- Curriculum used and planning
- Activities performed and how often

Section D. Staff Attitudes and Orientation to Caregiving

- Attitude about caregiving: modernity scale
- Interactions with children and parents
- Language spoken with children and parents
- Perceived leadership and morale
- Stress and depression scales

Section E. Personal Characteristics

- Personal characteristics
- Household information
- Income source and range
- Receipt of public financial assistance

2. Workforce Survey Sample Design and Data Collection

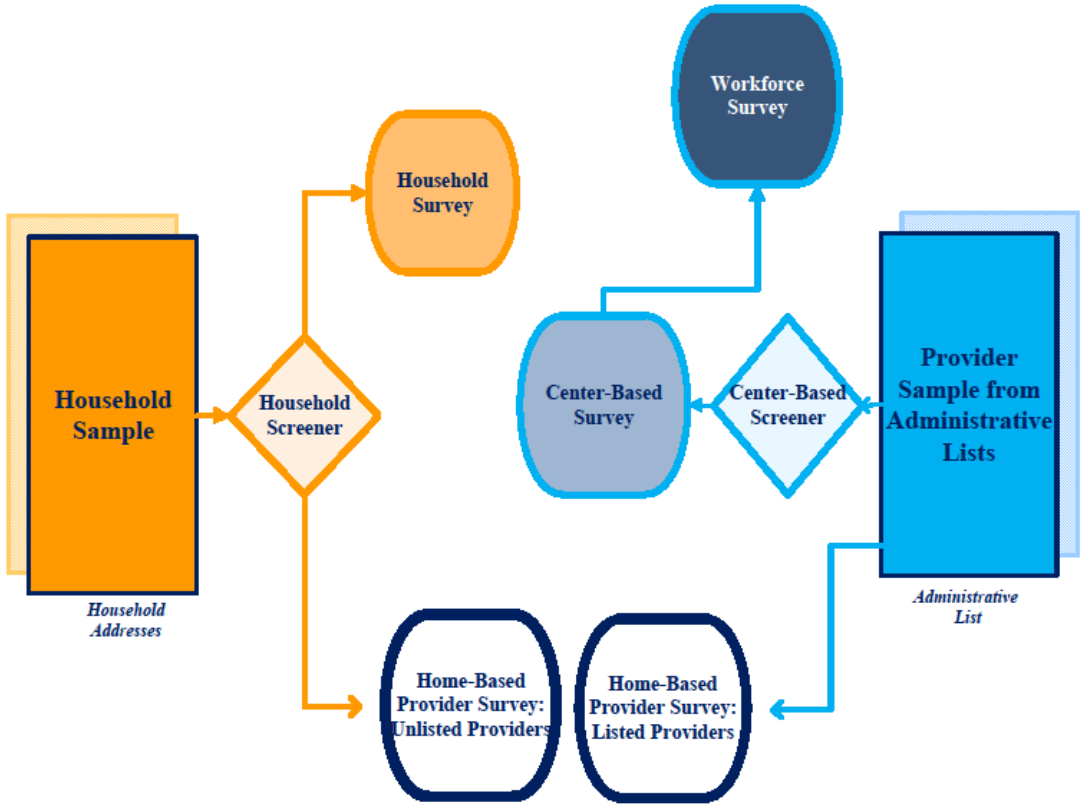
This chapter provides background on the study design and the data collection procedures for the Workforce Survey along with weighted and unweighted response rates.

2.1 Sample Design

Exhibit 2.1 provides an overall schematic of the NSECE sample types and questionnaires. The NSECE is a coordinated set of four nationally representative surveys pertaining to the supply of and demand for early care and education in the United States, including the individuals working directly with children. There are two primary sources of sample for these four surveys. A household sample was constructed as a hybrid between an address-based sample of housing units selected from the Delivery Sequence File (DSF) maintained by the US Postal Service and a freshly listed sample of housing units in a small number of locations where the DSF lacked adequate coverage to support a high-quality sample. Using a household screener, eligible households were identified for the household questionnaire and for the home-based provider questionnaire from this household sample.

In order to draw a nationally representative sample of the supply of early care and education, the project constructed a sampling frame of "listed" providers from administrative lists. This frame was built through compiling and geo-coding all available state-level and national lists of providers of early care and education collected from various agencies in all 50 states and the District of Columbia. These lists of providers included licensing, regulation, and license-exempt lists, as well as lists of providers in specific programs such as offering Head Start or public pre-kindergarten. Three different surveys used this sample source. Center-based providers of early care and education to children not yet in kindergarten were selected through a center-based screener for the center-based provider questionnaire. From the center-based providers who completed a center-based provider interview, respondents were selected for the workforce questionnaire. Also from the administrative lists, home-based providers were selected for the home-based provider survey. Note that the home-based provider survey includes sample from both sample sources: the household (for unlisted providers) and the administrative lists (for listed providers).

Exhibit 2.1. NSECE Sample Types and Questionnaires



The NSECE sample design is a multistage probability design. In the first stage, 219 primary sampling units (PSUs) were selected across all 50 states and DC. PSUs were allocated to states by size based on the population of children under age 18 within each state. In the second stage, secondary sampling units (SSUs) were selected for the household sample. Because the experiences of low-income families are of special interest in public policy addressing early care and education/school-age (ECE/SA), the NSECE sample design included a low-income oversample. SSUs were selected disproportionately from areas in which at least 40 percent of households had income below 250 percent of federal poverty guidelines. Altogether, 755 SSUs were selected, with 537 SSUs in these lower-income areas and 218 in areas with lower densities of low-income households.

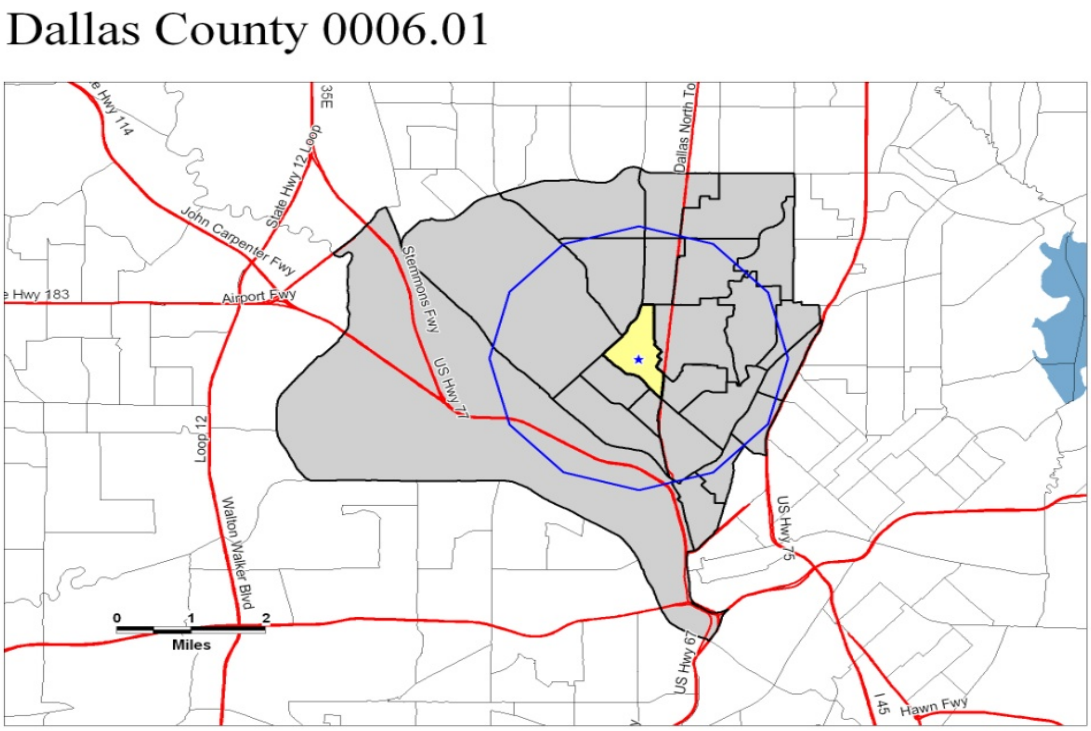
The NSECE sample design introduces the concept of a provider cluster to generate nationally representative estimates while capturing the very local nature of how families seek and use ECE/SA, how providers seek and serve children, and how these things together affect the context in which ECE utilization occurs. The map below depicts a hypothetical cluster using a location in Dallas, Texas. The SSU is the central yellow area, which represents the cluster's core of households, while the gray shaded areas depict the remainder of the cluster. Households in the yellow core (generally one or a small number of adjacent census tracts) were sampled for inclusion in the household and home-based provider questionnaires. The provider sampling frame built from administrative lists was used to sample listed providers, including center-based programs and home-based ECE providers, from throughout the gray and yellow portions of the cluster, approximating the locations from which the centrally located households might seek ECE services. The gray portion comprises all census tracts that overlap within a

circle of two miles centered at the population centroid of the yellow core. The use of the provider cluster allows us to document the interaction of the supply of and the demand for early care and education where it occurs—in local communities—while simultaneously capturing data that efficiently construct national estimates.

OPRE made available to the states the opportunity to supplement their NSECE samples for the purpose of increasing state-specific sample sizes and analytic power. The states of New York and Illinois both exercised this option to supplement. The 219 PSUs and 755 SSUs in the final sample reflect an expansion of the number of PSUs by two and the number of SSUs by 14 relative to what would have been allocated in the absence of supplementation.

Additional information about the design of the NSECE sample is available in the Revised Sampling Report and Addendum prepared during the design phase of this study: http://www.acf.hhs.gov/sites/default/files/opre/revised_sampling.pdf.

Exhibit 2.2. Hypothetical Provider Cluster



Provider sampling. The NSECE team built a comprehensive file of early care and education (ECE) programs serving children under age 13 in the 50 states and the District of Columbia. In each state, the child care licensing unit, division, or department was contacted and asked to provide all available lists of licensed, registered, or otherwise compiled child care providers. To supplement state lists and cover common exemptions, we also collected the following national lists:

- Department of Defense child care
- General Services Administration child care on federal property
- National Association for the Education of Young Children accredited programs

- Boys and Girls Clubs of America
- YMCA child care and afterschool programs
- Office of Head Start national list of programs

We also included a proprietary list of all elementary schools in the nation offering at least one grade K through 8 and any early childhood program operated by a public school district. These were included as potential providers of early care and education (for example, pre-kindergarten or school-age care), although regular elementary school itself was not sufficient to qualify for the Center-Based Provider survey.

Child care licensing list collection occurred primarily from February to June 2011. We obtained child care licensing lists from all 50 states and Washington, DC. We also documented all list types and exemptions in each state. The common lists obtained for states were Home-based family or group care and center care. Pre-K lists were collected primarily from April to August 2011. We collected 45 pre-K lists, including three states for which a separate pre-K designation was available in child care licensing lists. Six states did not have a pre-K list available (Arizona, Arkansas, Idaho, Mississippi, Montana, and Wyoming). In most cases, a list did not exist because there was no coordinated state-level funding program for pre-K. With the exception of Montana, where programs serving children over age three and primarily educational in purpose were exempt from licensing requirements, pre-K programs operating outside of public schools should have been included in licensing lists though not separately designated. Mississippi also exempted from licensing Head Start programs operating in public schools.

Afterschool list collection occurred primarily from May to September 2011, though it commenced earlier in the year and then was concentrated in July and August. We obtained 31 afterschool lists, including three states for which a separate license type or code was included in child care licensing lists. There are no states that exempt school-age care for which we were unable to obtain a list.

From the comprehensive file, we extracted a sampling frame consisting of all unique addresses housing at least one provider on the sampling frame within the pool of selected provider clusters within each PSU. The ultimate sampling unit for the center-based providers was the organization operating an ECE program at an address. For locations/addresses with multiple programs, we rostered the programs and a single organization operating one or more eligible programs was randomly selected for interview.

In the Center-based Provider questionnaire, (1) we asked for the age groups served and selected one age group at random, (2) we asked for a roster of up to eight classrooms within the selected age group and selected one classroom at random from among the listed classrooms, and (3) we asked for names of each instructional staff person who worked at least five hours the prior week in the selected classroom and selected one Workforce respondent whose job title is not in the “other” category with a probability proportional to hours worked in last week. That person was asked to complete the Workforce interview. Note that workers might have been selected from school-age classrooms as well as classrooms with younger children.

2.2 Workforce Survey Data Collection

The workforce survey sample comprised one classroom-assigned instructional staff person from each center-based provider who completed a center-based provider interview. Workforce respondents were drawn from the center-based provider questionnaire data, in which all staff members had been enumerated from a randomly selected classroom. The survey was available for completion by web, computer-assisted interview (CAI) with a field interviewer in person or by phone, and by paper-and-

pencil self-administered questionnaire (PAPI SAQ). The interview was available in English and Spanish (CAI and PAPI SAQ only).

After completing the center-based provider interview, field interviewers attempted to talk with the selected workforce respondent, introduce the study, and provide the web access information if they were unable to complete at that time. If the center-based provider completed by web or if the workface respondent was unavailable at the time the center-based provider interview was completed, mailings were sent to the sampled individuals to inform them that they have been selected to participate in a study and provide them with their web access information. Field interviewers were assigned these cases and required to follow up with these sampled classroom staff members to answer questions and encourage them to complete in whatever mode best suited them.

Advance letters were sent out on a rolling basis to workforce sample members throughout the field period as their associated center-based questionnaire was completed. Mailings began in mid-January 2012. The advance letter included information about the study, pin and password information and URL link for access to the web survey. Cases where field interviewers were able to conduct and complete the workforce questionnaire in-person, immediately following the center-based Provider questionnaire were not sent advance letters. Within approximately 10 days, workforce respondents were sent a follow-up postcard if the respective workforce survey had not been completed. In an effort to gain additional completes, we began mailing PAPI SAQs to any workforce respondent that had not previously completed or responded to the web survey invitation on April 6, 2012. The last batch of mailings was sent in early June 2012.

Altogether, 5,556 interviews were completed with workforce respondents using Web, paper-and-pencil, telephone, and in-person modes. A total of 7,230 center-based provider questionnaires were completed with adequate data to sample a workforce respondent, for a weighted screener completion rate of 88.1 percent. From these, 5,556 eligible workforce employees completed a Workforce interview, yielding a weighted interview completion rate of 80.7 percent. The overall weighted response rate is 71.2 percent.

The unweighted and weighted response rates are presented in the exhibits below.

Exhibit 2.3. Workforce Unweighted Response Rates

	Rate	Numerator	Denominator
Screener completion rate	87.48%	7,230	8,265
Interview completion rate	80.25%	5,556	6,923
Response rate	70.20%		

Exhibit 2.4. Workforce Weighted Response Rates

	Rate	Numerator	Denominator
Screener completion rate	88.13%	124,889	141,709
Interview completion rate	80.73%	95,577	118,387
Response rate	71.15%		

3. Documentation and Data File Conventions

The main public use data file includes raw questionnaire data as well as a series of derived variables created by the NSECE team to help facilitate analysis. The derived variables may be a cleaner, simplified versions of variables containing raw data or they may be more complex, created using multiple variables from the public-use or restricted-use data files.

3.1 Variable-level Documentation

In the questionnaire section of the variable-level documentation, users will find information about many aspects of the survey questionnaire and its relationship to variables in the data files. These aspects include:

- Variable name as found in data files
- Question text, including text fills and presentation differences across data collection mode
- Response options, including those created and coded after data collection
- Skip patterns and eligibility notes
- Notes about disclosure protection undertaken for variables

In order to provide flexibility for respondents and reduce burden, the NSECE interviews were administered in a variety of modes: 1) Computer-assisted personal interview (CAPI), 2) Computer-assisted telephone interview (CATI), 3) web self-administered questionnaire (Web), and 4) paper-and-pencil self-administered questionnaire (PAPI SAQ). Not all surveys used all data collection modes. Questions were the same across all modes used for a questionnaire wherever possible. The documentation indicates instances where there were mode-related administration differences, for example, in question presentation, presence of code frames, possibility of skipped items, etc. The main data file includes a variable that indicates the mode of completion.

This multi-mode design affects the data in other ways. First, respondents who completed in a self-administered mode could choose not to answer any question and move to the next item without recording any response. These instances have been recorded in the data as invalid skips. By contrast, interviewers were required to record some response (Don't know/refused) to advance in the instrument. Secondly, responses of "don't know" and "refused" could not recorded separately. Respondents were presented with one response option labeled Don't Know/Refused, and this was selected for either response.

3.1.1 Question Text

Some questions in NSECE instruments were designed to verify data from the sample file or another instrument (like a screener) or to follow up on a response from an earlier question. Depending on the purpose, these questions would pull data from a separate data source or from questionnaire response data to populate the question text with the item for verification. In the case of the workforce questionnaire, for instance, data collected from the center-based provider interview was used to confirm that we were talking to the selected workforce respondent. The documentation clearly marks these "text-fills" using brackets and indicates what data populated the field.

WF_C1_AGEGROUP

C1_1. This questionnaire asks about your work at [SAMPLED PROGRAM NAME FROM CB PROVIDER INTERVIEW].We selected you for this survey based on time you spent in a classroom or group for [AGE GROUP ASSOCIATED WITH RANDOMLY SELECTED GROUP (CB_F3GROUPNAME) FROM CB PROVIDER INTERVIEW] children. Is that the age group that you work with most often?

1.	Yes	➔ SKIP TO A1
2.	No	➔ ASK C1_2
3.	Don't know/Refused/No answer	➔ SKIP TO A1

Most questions were presented one at a time on a single screen for CAPI or web self-administration. In some circumstances, however, the computer-assisted instrument presented multiple questions on a single page when they were part of a question series. This format helped reduce respondent burden, improve data consistency and facilitate the interview. The variable-level documentation indicates which question series were presented on a single screen in a grid and includes a screenshot of those questions in the appendix.

3.1.2 Response Options and Variable Values

Response options provided during the interview are available in the documentation and are included beneath the question text. When response options are in in lower case, interviewers read them aloud to the respondent following the question. When response options are capitalized, they were not read aloud. When respondents completed by web and PAPI SAQ, response options were available unless the documentation indicates that responses were collected verbatim in self-administered modes.

In some cases, responses were collected verbatim in self-administered modes while the CAPI instrument included code frames. When data were collected differently in self-administered modes, the documentation indicates how the questions differed.

Responses to questions could also include invalid skips, out-of-expected-range values, unexpected/irrelevant answers to the question, responses made by those who should have skipped the question, partial/complete answers, and so forth. Many of these invalid responses were assigned set-aside, special values that indicate different types of invalid responses.

Commonly employed reserve codes used for several variables include:

-1	"Don't know/Refused"
-2	Not applicable
.	Missing/No Response

Not all variables, however, use the reserve codes listed above. Variables with a fixed code frame may use a positive value to indicate "don't know/refused." This is usually the highest value in the code frame. Please consult the variable entry to verify reserve codes and their meaning.

For reserve codes and other types of responses, the variable-level documentation indicates what meaning is associated with each numeric value of a variable that might appear in the data file.
A number of questions asked respondents to provide additional detail when they selected "other" as a response. These Other/specify responses were coded back into the code frame that was originally

included with the question where possible; new categories were developed and appended to the original code frame when needed.

New categories developed during the coding process are clearly marked in the variable codeframe. The example below shows how variable documentation might look for a question after the other/specify coding has been completed. Categories 1-5 constitute the original code frame included with the question. Categories 6 and 7 were developed after data collection as part of the coding process as indicated by the labels "other recoded to" and "added". *It is important to note that any category with a label of "added" or "other recoded to" was not available for respondents during the administration of the interview.*

CB_A8_PROFIT_R2
(R) CB_A8_PROFIT_R

A8A. Is your program for profit, not for profit, or is it run by a government agency?

1.	FOR PROFIT	➔ SKIP TO A9
2.	NOT FOR PROFIT	➔ GO TO A8B
3.	RUN BY A GOVERNMENT AGENCY	➔ GO TO A8B
4.	OTHER (Specify_____)	➔ GO TO A8B
5.	DON'T KNOW/REFUSED/NO ANSWER	➔ GO TO A8B
6.	Other recoded to: for profit	
7.	Added: combination for profit/government sponsored	

As we coded the specify responses for this survey item, we saw that many of the specify responses indicated that they did not fit into one single category offered in the initial list of responses but had program that was a combination of two - both for profit and government funded. Therefore, we developed a new category and added it to the code frame for the question. This is now category 7 in the list of response options. In addition, several specify responses indicated that the program was "for profit", but they had not initially selected this option. In order to avoid confounding the skip patterns and counts for subsequent variables, we created a new category for these responses (category 6) and labeled it "other recoded to". This label signals that these for-profit programs would not follow the same questionnaire path as the other cases that initially selected the original for profit response (category 1).

Once an "other" response has been coded into a new category, the original 'other response no longer appears in the data. In some cases, the new category may already have been selected in the data (for example, in a code-all-that-apply question) so that the 'other' response is not replaced with an alternate value.

3.1.3 Questionnaire Pathing, Question Eligibility, and Item Non-response

Not all questions in the questionnaire were asked of every respondent. The instruments were programmed to route groups of respondents around questions that did not apply, could be logically inferred, or were not asked for other reasons such as limiting respondent burden. *It is crucial that researchers using the main public use data files carefully study the appropriate universe for each question and determine appropriate treatment of each variable value within the data file.*

The questionnaire design may not call for respondents to answer a given question for a variety of reasons. These include:

- The response may be logically inferred from a prior question. For example, an individual who did not work last week does not need to be asked how many hours she worked last week. We know that the answer is 0 hours. The valid skip in the hours worked variable can be set to 0 for many analyses.
- The question does not apply to the person. For example, the same person cannot specify what fraction of days last week she was late to work, since she did not have any days of work. This person would likely be excluded from most analyses of workers in the past week.
- The question may have been omitted in an effort to limit respondent burden. For example, in the NSECE Household Survey, section B questions about each member of the household are not asked of each household member. Although each person does have a race and ethnicity, those items were not collected. The valid skips in these variables affect the appropriate interpretation of the race and ethnicity variables, which pertain only to the respondent and not to the full set of household members.
- A sample subgroup may have been exempted from a question because of sensitivity or difficulty of interpretation. For example, home-based providers who only care for children with whom they have a prior personal relationship were not asked questions about licensing or certification. Depending on the specific analysis, this omission may or may not be relevant to researchers.

We recommend that researchers review all valid and invalid skips for possible recoding before using a variable in analysis.

The variable-level documentation has three main tools to assist users with understanding question eligibility and pathing through the instrument. These are: 1) the original skip logic that was specified at the time of questionnaire design and programmed into computer-assisted instruments, 2) specification of 'variables affecting eligibility for this item', which point users to specific prior questionnaire items from which large numbers of respondents may been diverted away from a given question, and 3) reserve codes and values within the data.

See the example below for CB_A8_PROFIT_R2 and CB_A8_SPONSOR. A red arrow will point to eligibility statements which are included below the variable name.

In the data file, valid skips are coded missing. In SAS, this will appear as "." in numeric variables. A valid skip is one in which the respondent would not have been given the opportunity to answer a question because of the questionnaire logic. Invalid skips are instances in which respondents were asked a question but they did not provide a response. This occurs more frequently in self-administered modes, where they are coded to be the same value as DON'T KNOW/REFUSED. Depending on the specific variable, this value could change. Unfortunately, we cannot distinguish DON'T KNOW/REFUSED from invalid skips.

The example below from the center-based provider questionnaire illustrates how this works. The eligibility statement associated with CB_A8_SPONSOR indicates that the prior question (CB_A8_PROFIT_R2) determined who was eligible to be asked the question about sponsorship. The skip instructions after the response options show how respondents were directed for each possible response. When CB_A8_PROFIT_R2 is 1, CB_A8_SPONSOR is "." to indicate that this question was validly skipped. When CB_A8_PROFIT_R is not 1, all invalid skips for CB_A8_SPONSOR are coded to 3, the DON'T KNOW/REFUSED value for CB_A8_SPONSOR.

CB_A8_PROFIT_R2
(R) CB_A8_PROFIT_R

A8A. Is your program for profit, not for profit, or is it run by a government agency?

1.	FOR PROFIT	➔ SKIP TO A9
2.	NOT FOR PROFIT	➔ GO TO A8B
3.	RUN BY A GOVERNMENT AGENCY	➔ GO TO A8B
4.	OTHER (Specify_____)	➔ GO TO A8B
5.	DON'T KNOW/REFUSED/NO ANSWER	➔ GO TO A8B
6.	Other recoded to: for profit	
7.	Added: combination for profit/government sponsored	

NOTES:

In order to protect against disclosure, some categories listed above have been collapsed into broader groups. Categories 4, 5, and 7 have been grouped together; category 6 has been grouped with category 1. The resulting codeframe is included below:

1. For profit
2. Not for profit
3. Run by government agency
4. Other/DK/Refused/No Answer

The original variable is available in the NSECE CB restricted-use data file.

CB_A8_SPONSOR

Variables affecting eligibility for this item: **CB_A8_PROFIT_R**

A8B. Is your program independent or is it sponsored by another organization? A sponsoring organization may provide funding, administrative oversight or have reporting requirements; however, organizations that are solely funding sources should not be considered sponsors.

1.	INDEPENDENT	➔ SKIP TO A11
2.	SPONSORED	➔ GO A8C
3.	DON'T KNOW/REFUSED/NO ANSWER	➔ GO TO A11

3.1.4 Disclosure Treatment

A number of variables presented a risk for disclosure and these have been treated to prevent disclosure. We have chosen options that preserve as much of the original response data as possible while still protecting our respondents. Several procedures have been used:

1. Topcoding
2. Binning
3. Suppression
4. Collapsing categories

When a variable has been treated for disclosure, the documentation describes how the variable was treated. Please see section 3.4 below for additional details on disclosure treatment during preparation of NSECE data files.

3.2 Other Data File Conventions

3.2.1 Variable Naming Conventions

The NSECE data files make use of some standard variable naming conventions.

- Data file identification: Variables begin with a prefix indicating the data file to which a variable belongs. For instance, the names of variables in the workforce public-use data file begin with "WF_" (WF_A7_Location) while variables in the center-based data file begin with "CB_".
- Question number: If the variable contains data reported directly in response to a survey question, then the question number will be embedded in the variable name. If it is a derived variable that combines data from multiple sources, then a question number will likely be absent.
- Descriptive statement: Finally, there is a descriptive statement that provides some summary of the variable topic or content.
- Additional conventions. Sometimes variables include additional indicators in the name to signal that a variable has undergone certain procedures. For example, TC can be appended to a name to indicate that top-coding has been done to minimize the risk of disclosure.

3.2.2 Looped Variables

The NSECE instruments sometimes collect data in a loop pattern, and these data follow specific naming conventions to make the correct links across these variables. When data are collected in a loop, the instrument first establishes a list and then proceeds through a series of questions for each item listed in succession. In the center-based provider questionnaire, for instance, we collect the characteristics of the teachers who work together in a classroom. In this question series, the instrument first establishes the list of teachers working in the classroom and then collects information about each teacher, asking all questions first about teacher 1 and then looping back to ask all questions about teacher 2 and so on through the list of teachers.

Naming conventions help data users pair data from follow-up questions with the right individual or group. All looped variables contain a numeric loop identifier as part of the name. Let's take the following example: CB_F4_STAFFNAME_R_X (X = 1-10). The X on the end of this variable indicates that it is part of a loop. The parenthetical information explains what values you might find in the place of X. This number is the loop identifier and allows you to connect other variables in the series with the appropriate individual or group. We collected the names of up to ten staff members associated with the randomly selected classroom.

CB_F4_STAFFNAME_R_X (X = 1 TO 10)
Variables affecting eligibility for this item: **CB_F4_MORE_X**

F4. Please enter first staff name.

Respondents originally provided staff names or initials. For disclosure reasons, this variable has been recoded and contains the loop number (X) in place of name/initials, indicating the iteration in which a staff person was reported.

-9 MISSING
-1. DON'T KNOW/REFUSED/NO ANSWER

In this instance, the variable indicates whether the respondent reported a staff member name. Subsequent variables in the question series with the same loop identifier will contain data associated with that individual. When looking at the two follow-up questions below data from variable CB_F4_CERT_1 and CB_F4_EXPERIENCE_R_1 provide information on certification and years of experience for she staff person named at CB_F4_STAFFNAME_R_1. Data associated with the individual reported at CB_F4_STAFFNAME_R_2 will be found in variables CB_F4_CERT_2 and CB_F4_EXPERIENCE_R_2.

CB_F4_CERT_X (X = 1 TO 10)
Variables affecting eligibility for this item: **CB_F4_MORE_X**, **SKIP LOGIC BOX 6**

F4h. Does [NAME] have some form of certification from a college or university to teach young children, or as a special education or elementary school teacher?

1. YES
2. NO
3. DON'T KNOW/REFUSED/NO ANSWER

CB_F4_EXPERIENCE_R_X (X = 1 TO 10)
(R) CB_F4_EXPERIENCE_X (X = 1 TO 10)
Variables affecting eligibility for this item: **CB_F4_MORE_X**, **SKIP LOGIC BOX 6**

F4l. How many years of experience does [NAME] have working with children under age 13? Please do not count any experience raising (his/her) own children.

Note that the number of loops is generally governed either by the maximum set within the questionnaire or by the maximum value achieved within the data. As a result, many loops are 'empty' because respondents may not have had responses to populate all loops. For example, a classroom with only two staff would still have ten loops in the data, but the final eight loops would appear as valid skips because there were no third through tenth staff members about whom to collect data.

3.2.3 Data Flags

Data flags accompany derived variables and provide information about disclosure, imputation, or specific assumptions used in creating the variable. Some flags identify cases that were suppressed, top coded, or capped to prevent disclosure. Other flags identify cases that were imputed and what source of information were imputed. For instance, see the variable below from the workforce data file. Respondents reported their wage in various units and all this information was combined to create a single hourly wage variable. A respondent may have reported wage, indicated this amount was paid to her on a weekly basis, but because she didn't report hours worked per week, we cannot calculate hourly wage based only on her

responses. Instead of not reporting any information on wage for this respondent, we relied on the reported wage and unit information and imputed hours worked per week using mean hours worked per week reported in the linked CB case for the same job title. In this case, the data quality flag for hourly wage has a value of 3, which indicates that we imputed hours worked per week.

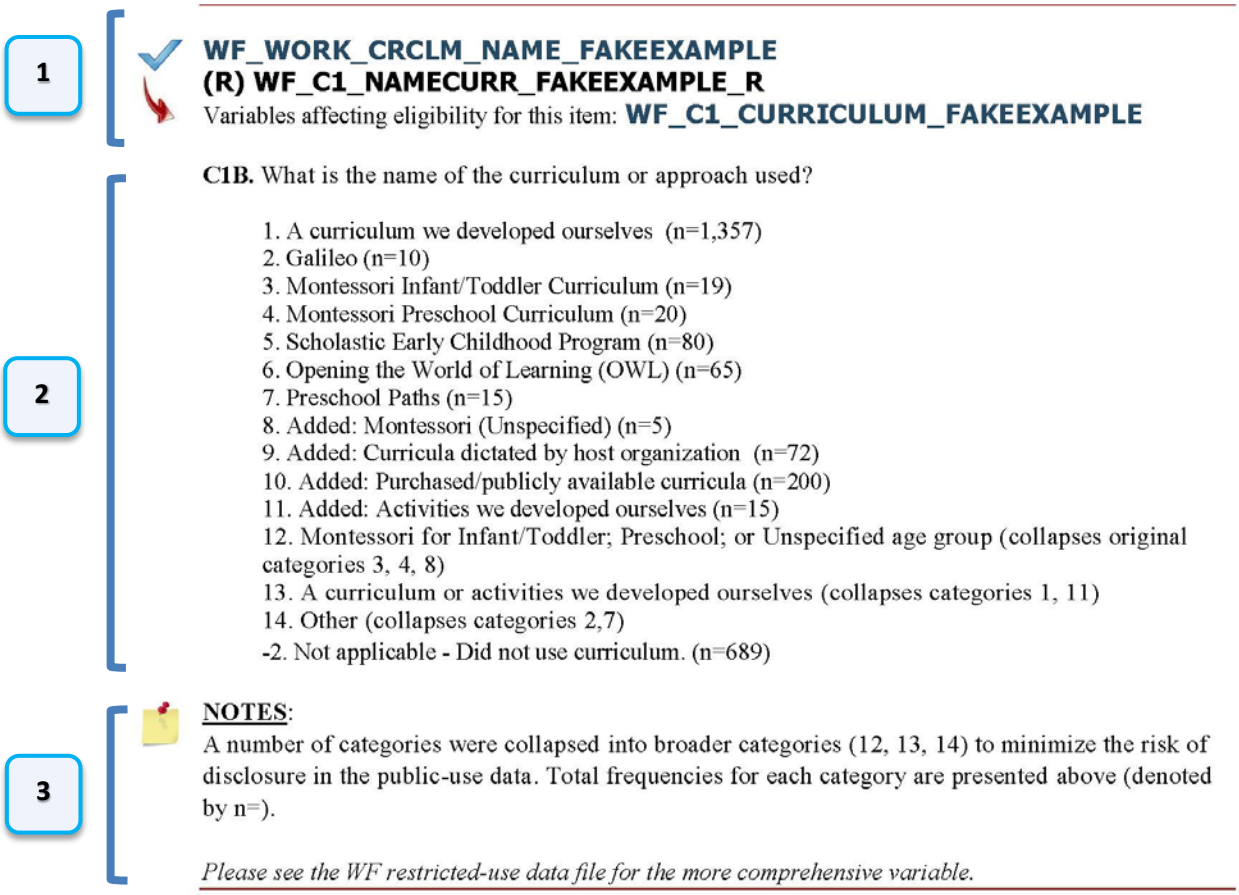
WF_FLAG_B4_IMPUTE (QT=WF_WORK_WAGE_IMP)

Imputation flag for B4 hourly wage. The flag tracks what imputation methods were used in the process of producing the created variable hourly wage.

1. Unit imputed for non-missing amount
2. Unit changed for outlier amount
3. Imputed hours worked per week
4. Imputed weeks open per year
5. Hours worked per day set to 6
6. Imputed amount from same job title in corresponding CB case

3.3 Understanding Variable Entries

On the following page we provide a sample variable entry along with a description of the central features. Because this documentation serves two data files and provides references to the quick tabulation data file, we have developed a series of symbols to help users identify variables.



1

WF_WORK_CRCLM_NAME_FAKEEXAMPLE
(R) WF_C1_NAMECURR_FAKEEXAMPLE_R
Variables affecting eligibility for this item: WF_C1_CURRICULUM_FAKEEXAMPLE

2

C1B. What is the name of the curriculum or approach used?

1. A curriculum we developed ourselves (n=1,357)
2. Galileo (n=10)
3. Montessori Infant/Toddler Curriculum (n=19)
4. Montessori Preschool Curriculum (n=20)
5. Scholastic Early Childhood Program (n=80)
6. Opening the World of Learning (OWL) (n=65)
7. Preschool Paths (n=15)
8. Added: Montessori (Unspecified) (n=5)
9. Added: Curricula dictated by host organization (n=72)
10. Added: Purchased/publicly available curricula (n=200)
11. Added: Activities we developed ourselves (n=15)
12. Montessori for Infant/Toddler; Preschool; or Unspecified age group (collapses original categories 3, 4, 8)
13. A curriculum or activities we developed ourselves (collapses categories 1, 11)
14. Other (collapses categories 2,7)
-2. Not applicable - Did not use curriculum. (n=689)

3

NOTES:
A number of categories were collapsed into broader categories (12, 13, 14) to minimize the risk of disclosure in the public-use data. Total frequencies for each category are presented above (denoted by n=).

Please see the WF restricted-use data file for the more comprehensive variable.

1

ENTRY NAME

This portion contains one or more variable names. Symbols are used in the entry name section to denote characteristics specific to the variable or question:

BLUE CHECK MARK This symbol indicates that the variable is also in the Quick Tabulation File. If the QT variable has a different name, it is denoted in parentheses and red text after the PU name. in the above example, the PU variable and QT variable share the same name.

(R) BLACK (R) This symbol indicates that there is a restricted use variable which contains additional information. In the above example, the restricted-use variable is WF_C1_NAMECURR_FAKEEXAMPLE_R

RED & WHITE ARROW This symbol indicates that eligibility is required for the respondent to answer or be directed to this question.

2

QUESTION TEXT/HOW VARIABLE CONSTRUCTED

If a survey item, this portion contains the original question, including the question number and text, and response options. New categories developed during the coding

process are clearly marked in the variable code frame; labels "other recoded to" and "added" indicate new categories. It is important to note that any category with a label of "added" or "other recoded to" was not available for respondents during the administration of the interview. Collapsed categories also were not available for respondents during the administration of the interview. If the variable is not a direct report from the survey instrument, this section will provide details on the variable was constructed.

If the variable has been derived, this section of the variable entry will describe how it was constructed.

3 **NOTES**

This section the entry contains any additional information relevant to the question or variable. For instance, the notes may contain information about how the variable has been treated to prevent disclosure or references to other related variables in the data files.

This symbol accompanies notes.

3.4 Disclosure Treatment in Preparation of NSECE Data Files

3.4.1 Disclosure Limitation Strategy

The NSECE presents a complex disclosure challenge in that is consists of four related surveys (HH, HB, CB, and WF) based on correlated geographic areas. Each file type presents its own set of disclosure risks. The data files for Center-based Providers presented a unique challenge. Centers were sampled at a relatively high rate from the population, they come from a smaller population than the other survey populations, and by their nature they are more identifiable. There is a large amount of publically available data describing centers, including government registries, licensing databases, and centers own marketing material and websites. This amount of information means that we had to be very conservative when treating CB variables and creating CB data files. It was also very important to consider how the connections between the data files, especially geographic ones, could lead to inadvertent re-identification risk of participating respondents.

Analyses of the sample and of survey data items indicated that the greatest disclosure risk stemmed from geographic disclosure or unintended geographic linking of the data files. For this reason, the core of the disclosure limitation strategy for the NSECE data files was ensuring that specific geography of the respondents, in all file types, was protected. Our analyses indicated that if geography remained uncertain it would be very difficult for an outside party to re-identify individual observations in the data files, and prevent unintended linking between the files. Conversely, geographic specificity would quickly lead to deductive disclosure of participating entities. All remaining disclosure limitation procedures were implemented with the assumption that geography would not be disclosed. Variables were treated not only to prevent disclosure of an individual record (even without the aid of geography), but also (as in the case of community characteristics variables) to ensure that the geography of the respondent was also adequately protected.

Another aspect of the disclosure limitation strategy was determining the appropriate level of access for each variable, or family of variables. NSECE data files feature 4 levels of access ranging from unrestricted use of publically available files with a limited number variables and extensive disclosure treatment, to highly restricted access to archived identifiable and untreated data. In between are two levels

of restricted use files varying degrees of disclosure treatment and linking between data files. The interest from the user community and the disclosure implications of variables, both on their own in combination with other variables, were considered when deciding which variables belonged at each level of access.

What Types of Variable Were Treated for Disclosure?

In general, variables that were determined to be known, or knowable, by outside parties and that made some observations unique or rare in the data were treated by various disclosure limitation techniques outlined in the following section. At the household level, these variables include individual and household demographics as well as detailed employment and family structure data. Disclosure treatment of variables describing ECE centers include staff and child demographic information, enrollment types and counts, curriculum, and funding sources. In addition, variables that may not be known by outsiders, but were considered to be sensitive, were also treated for disclosure. This includes data surrounding wages and income.

What Variables Didn't Get Treated?

Many variables in the NSECE did not require disclosure treatment. Variables that characterized the response to subjective questions were not considered to disclosive, and were not treated. Disclosure treatment was also not applied to variables and portions of the data where observations were not rare or unique. As long as there were an adequate number of similar observations for a given dimension, disclosure treatment was not applied.

3.4.2 Summary of Disclosure Limitation Methods

Removal of Direct Identifiers

The first steps taken to prevent disclosure were the removal of all direct identifiers of any sampled household or child care center, or any member of that unit, from the data. This includes, but is not limited to, the removal of all names, addresses, telephone numbers, or any other directly identifying variables. In addition the removal of names or any other identifying information of family or staff members associated with a sampled household or child care center were removed and replaced with non-identifying numbers to be used to distinguish between members of the same household or center.

Top Coding

Top coding was one of the primary methods of disclosure limitation used in the NSECE. Top coding was generally applied to the top 1 or 2 percentiles of non-zero, non-missing values for many continuous variables. Monetary values, such as rates, wages and income were usually top coded if they were larger than the 99th percentile, while other values such as enrollment counts were top coded if they exceeded the 98th percentile. There were some instances where the number of top coded observations was capped to avoid a large number (substantially more than 1 or 2 percent) of observations from being top coded. Top coded observations were coded to the median value of all observations selected for top coding.

In most cases top coding was applied unconditionally across the entire data set. There were some instances where top-coding was applied conditionally using combinations of two or more categorical variables to define a subset of observations prior to top coding. An example of this is WF_WORK_WAGE, where a combination of urban/rural, auspice and education was used to define sub-groups prior to defining the percentiles that guided top coding. This was done to ensure that these conditional variables could not be used to disclose WF_WORK_WAGE for a single observation.

Suppression of Large Sums

If the sum of several count variables exceeded a maximum threshold then all component variables contributing to that very large sum were suppressed. An example of this is the sum of CB_AGECAT_TOTENROLL_TC_[0, 1, 2, 3, 4, 5, SA]. If the sum of these 7 variables exceeded the maximum threshold, then all seven values were suppressed. This procedure was used to prevent the re-identification of observations at the high end of an implied distribution in the data.

Percentages in Place of Counts

One method that was used to prevent disclosure via large values and combinations of values, such as enrollments, was to express these numbers as percentages of the total. For example the percentage of children enrolled full time by age group is reported in the CB data as a percentage of the overall enrollment by age group. This allows the proportion of full time enrollments to be studied without directly disclosing the total number of full time children in each age group at each center. The denominator of these percentages is often presented in the data though it may be top coded or suppressed for disclosure reasons. When present, this allows the calculation of the counts these percentages represent, but since the total may be altered, and the percentage may be rounded, this count may only represent an estimate of the true count.

Recoding and Coarsening

Recoding was commonly used for high dimensional categorical variables in the data, or any categorical variable where some levels were rare. This allowed the nature of the most common values to be studied while protecting the rarest values in the data. A common example is language, where English and Spanish and a combination of the two are presented, but all other language are combined into the 'other' category.

Coarsening is the recoding of continuous variables into bins, or groups, converting it into a categorical variable. This is done when precise values may result in disclosure, but a range of the variable can still be useful to the analyst. This is prevalent in the distance variables presented in the HH file. In this case ranges were used because it was determined that precise combinations of distances presented a significant disclosure risk.

Suppression of Sparse Data

There are instances in the data, where the number of observations with non-missing values for some variables is so small that all values are suppressed to protect those observations from disclosure. This occurred most frequently with home-based providers, where the number of observations for some subsets of providers was fairly small, with some variables very sparsely populated. In these cases the variables may have been completely suppressed from public use files and available only in restricted use, or values for some portions of the data were suppressed from public use and available only in restricted use.

Interview Timing Data

Data detailing when interviews occurred and how much time was spent on each section is available on the PUF. The only information suppressed was for interviews that occurred at the very beginning or end of the interview period. This was essentially a top and bottom coding of interview data. In order to ensure this information was protected, all dates were also removed from the timestamps that mark the completion of each section.

Community Characteristics Variables

A limited number of variables derived from American Community Survey variables are included in the data files. Only a limited number of variables could be included in public use data while still protecting

the geographic identity of the observations. The variables included were chosen based on analytic interests that had been expressed by potential users of the files and by the sponsoring agency. The weighted ACS values included are the result of a complex geographic weighting procedure, and were also coarsened to limit the number of unique combinations of values observed in the data. Community characteristics variables may appear in categorical form in public use data, with underlying continuous measures of the characteristics available in restricted use files.

4. Analyzing Workforce Survey Data

4.1 Sampling Weights and Variance Estimation

4.1.1 Workforce Respondent

Respondents for the workforce questionnaire were sampled from the center-based provider data. The center-based provider instrument randomly selected one classroom from a selected age group and asked a series of detailed questions about it. This included gathering a list of teachers along with their characteristics and roles in the classroom. The workforce respondent was randomly selected from this list of teachers and caregivers for participation in the workforce survey. To be selected as a respondent, the individual had to work at least five hours a week in the randomly selected classroom. In some cases, the selected respondent had left the center before the interview could be completed. In these instances, another respondent was randomly selected from the list of teachers and caregivers associated with the selected classroom in the center-based provider interview.

4.1.2 Sampling Weights

Variables in the Workforce Main Public-use Data File are appropriately used with the Workforce Sampling Weight, WF_METH_WEIGHT. When used with the 4,744 cases who work with children birth through age five, not yet in kindergarten, the sum of the weights is 999607.942 and represents all teachers, aides and assistants working at least five hours a week in center-based ECE programs with children birth through age five, not yet in kindergarten in the US.

Due to various aspects of the NSECE sampling design, including a 50-state sample, oversampling of low-income areas, and overlapping provider clusters, we advise against any interpretation of estimates based on unweighted data. Rather, users should use the sampling weight variable WF_METH_WEIGHT to generate representative estimates.

The Workforce Quick Tabulation File includes 4,744 cases. The Workforce Main Public-use File contains 5,655 cases, including all those in the Workforce Quick Tabulation file. As described in Chapter 4, there are cases in the main public-use file of workers who work with school-age children within centers also serving children birth through age five years, or who work in centers that are licensed to serve children birth through age five years, but did not report any enrollment of this age group at the time of the center-based provider interview. Applying the WF_METH_WEIGHT to the full Workforce Main Public-use File generates estimates for teachers, assistants and aides working in centers serving or licensed to serve children age birth through age five. Estimates for workers serving school-age children are limited to centers that serve or are licensed to serve younger children as well.

The 5,655 workers in the Workforce Main Public-use File derive from the 8,265 center-based providers completing the center-based provider questionnaire. Workforce file sampling weights take into account the weights of the center-based providers from which they were spawned, the number of workers at those providers that were eligible for the workforce survey, as well as non-response in the workforce survey. For this last factor, the workforce weight reflects the weight of the worker's own center-based provider as well as the weights of other center-based providers for which a workforce interview was not completed, so that the sum of workforce weights for individuals working with children age 5 years and under corresponds to the sum of center-based provider weights for providers serving children age 5 years and under.

4.1.3 Analyses with Center-based Provider Data

The Workforce Main Public-use Data File contains a small number of variables that come from the center-based provider survey data. These variables can be identified by the variable name which begins with WF_CB_ (e.g., WF_CB_SERVE_1YR). These variables serve to provide some information about the center that employs the Workforce respondent.

The workforce data can also be linked directly to center-based provider data through the variable CB_METH_CASEID that appears in both the workforce data file and center-based provider data files. This linking will allow users to incorporate more information about the provider where the workforce respondent cares for children. Data from the center-based provider files can be appropriately merged into the workforce data files and analyzed using WF_METH_WEIGHT to describe the context in which ECE workers serve children. Neither WF_METH_WEIGHT nor CB_METH_WEIGHT can be used with variables from the workforce data files to generate center-level estimates. For center-level estimates pertaining to workforce characteristics, researchers should use information in the center-based provider data files about centers' staffing.

4.1.4 Design-corrected Standard Errors

The NSECE employed a complex, stratified sample design with clustering. Most statistical software packages will compute standard errors assuming simple random sampling unless the analyst takes steps to estimate design-corrected standard errors that will take into account clustering and other aspects of the sample design. Design-corrected standard errors can be estimated using standard statistical programs by specifying the (first-level) strata variable to be WF_METH_VSTRATUM, and the (second-level) cluster variable to be WF_METH_VPSU. The VSTRATUM and VPSU variables have been constructed to proxy the NSECE sample design while masking to guard against disclosure risk of respondent identities.

For accurate estimation of standard errors, it is important that the entire data file be used in analysis, rather than using a subset file that includes only cases contributing data directly to the analysis. For example, an analysis of male respondents should be conducted on a data file that includes both male and female respondents, but with male respondents selected using commands such as 'subpop' in STATA or 'where' in SAS. Dropping the female respondents from the analysis data file in this example results in overestimation of standard errors.

5. Variable-level Documentation

Derived Variables

Methodological Variables

WF_METH_VPSU

Constructed cluster variable (namely, Primary Sampling Unit PSU) used in variance estimation. This variable can be used as a proxy for second-level sample selection to correct standard errors for clustering in the sample design. The accompanying variable for first-level selection is WF_METH_VSTRATUM.

WF_METH_VSTRATUM

Constructed stratum variable used in variance estimation.

This variable can be used as a proxy for first-level sample selection to correct standard errors for clustering in the sample design. The accompanying variable for second-level selection is WF_METH_VPSU.

WF_METH_FILEVERSION

Date when data file last updated

WF_BEGINTIMESTAMP_R

Start time of interview

WF_METH_CASEID

8-digit ID beginning with 9

WF_COMPLETE_DATE

Date of completion of workforce interview

WF_METH_WEIGHT

The sampling weight is used in conjunction with **WF_METH_VPSU** and **WF_METH_VSTRATUM** to create point and variance estimates that describe eligible center-based staff in the U.S.

CB_WF_R_RESELECTED_CV

When the original randomly selected WF respondent was no longer available to complete the survey, another WF respondent was randomly selected from the list of eligible staff working in the randomly selected center-based classroom/group. We re-selected a WF respondent when the original respondent became unavailable due to illness, leave of absence or separation of employment from the CB program.

0. No
1. Yes

CB_METH_CASEID

8-digit ID of the CB provider case that spawned the workforce respondent

---

WF_MODE_NEW_R

1. CAPI
2. Web
3. PAPI SAQ

WF_REGION

1. Northeast
2. Midwest
3. South
4. West

(R) WF_ENDTIME_R

End time of interview

WF_ELAPSEDTIME

Length of interview

Age Categories Served

WF_SERVE_3YRS (QT = WF_CLASSRM_UNDER3)

Flag for WF serving Age Category under 3 years old

0. No
1. Yes

WF respondents were asked if the Age Group randomly selected in the center-based provider interview is the Age Group they worked with the most. If WF respondents indicated that it was not, the respondents were asked to identify the Age Group they work with most often from among Infants/Toddlers, Pre-School, and School Age (**WF_C1_MOSTOFTEN**). If the respondent reported which Age Group he/she works with most often (**WF_C1_MOSTOFTEN**), the respondent was flagged as serving that Age Group. If the respondent indicated that he/she works with the randomly selected Age Group the most (**WF_C1_AGEGROUP**), the respondent was flagged as serving all (up to 3) Age Categories spanned by the randomly selected Age Group.

ORIGINAL VARIABLES USED: WF_C1_MOSTOFTEN, CB_F1RANDOMNUM, CB_AGEGP_SERVE_[1-6]_[0-5, sa]

WF_SERVE_3TO5YRS (QT = WF_CLASSRM_3TO5)

Flag for WF serving Age Category 3 to 5 years old, not in Kindergarten

0. No
1. Yes

See description for variable **WF_SERVE_3YRS**

ORIGINAL VARIABLES USED: WF_C1_MOSTOFTEN, CB_F1RANDOMNUM, CB_AGEGP_SERVE_[1-6]_[0-5, sa]

WF_SERVE_0TO5YRS

Flag for WF serving Age Category 0 to 5 years old, not in Kindergarten

0. No
1. Yes

See description for variable **WF_SERVE_3YRS**

ORIGINAL VARIABLES USED: WF_TOTCOUNT_3YRS, WF_TOTCOUNT_3TO5YRS

WF_SERVE_SCHOOLAGE (QT = WF_CLASSRM_SA)

Flag for WF serving Age Category school age, including Kindergarten

0. No
1. Yes

See description for variable **WF_SERVE_3YRS**

ORIGINAL VARIABLES USED: WF_C1_MOSTOFTEN, CB_F1RANDOMNUM, WF_C1_MOSTOFTEN, CB_F1RANDOMNUM, CB_AGEGP_SERVE_[1-6]_[0-5, sa]

CB_AGECAT_SERVE_[0, 1, 2, 3, 4, 5, SA] (QT = WF_CB_SERVE_[1YR, 2YR, 3YR, 4YR, 5YR, INF, SA])

Indicates whether provider serves the following Age Categories: under 1, 1, 2, 3, 4, and 5 (not in Kindergarten) year olds as well as school-aged children (in Kindergarten).

If at least one of the six Age Groups serves the Age Categories listed above, the provider is considered as serving the Age Category.
Provider serves [Age Category]

-98. Age Group Cannot be Interpreted
-97. Age Group Blank
0. No
1. Yes

ORIGINAL VARIABLE USED: CB_AGEGP_SERVE_[1-6]_[0, 1, 2, 3, 4, 5, SA]

NOTES:

Please reference chapter four of the user's guide for further information regarding Age Groups and Age Categories.

CB_AGECAT_SERVE_[0TO3, 3TO5, 0TO5]

These are broader Age Categories that span 0 to under 3 year olds, 3 to 5 year olds (not in Kindergarten), and 0 to 5 year olds (not in Kindergarten).

If the provider serves under 1, 1, 2, 3, 4, and 5 (not in Kindergarten) year olds that falls under each of the broader Age Categories, the provider is considered as serving the broader Age Category.
Provider serves [Age Category]

-98. Age Group Cannot be Interpreted
-97. Age Group Blank
0. No
1. Yes

ORIGINAL VARIABLES USED: CB_AGECAT_SERVE_[0, 1, 2, 3, 4, 5]

NOTES:

Please reference chapter four of the user's guide for further information regarding Age Groups and Age Categories.

CB_AGECAT_SERVE_UNKNOWN

Number of Age Groups for a provider where the Age Categories served cannot be determined.

If the value is "0," all age groups were assigned Age Categories.
Number of Age Groups for Provider in which the Age Categories Served is Unknown

ORIGINAL VARIABLES USED: CB_AGEGP_SERVE_UNKNOWN_[1-6]

NOTES:

Please reference chapter four of the user's guide for further information regarding Age Groups and Age Categories.

CB_AGECAT_SPAN_2

Number of Age Categories provider serves of the following two categories:

0 to 5 years old, not in Kindergarten
School Age, including Kindergarten

-98. Age Group Cannot be Interpreted
-97. Age Group Blank

ORIGINAL VARIABLES USED: CB_AGECAT_[0TO5, SA]

NOTES:

Please reference chapter four of the user's guide for further information regarding Age Groups and Age Categories.

CB_AGECAT_SPAN_3

Number of Age Categories provider serves of the following three categories:

Under 3 years old
3 to 5 years old, not in Kindergarten
School Age, including Kindergarten

-98. Age Group Cannot be Interpreted
-97. Age Group Blank

ORIGINAL VARIABLES USED: CB_AGECAT_[0TO3, 3TO5, SA]

NOTES:

Please reference chapter four of the user's guide for further information regarding Age Groups and Age Categories.

CB_AGECAT_SPAN_7

Number of Age Categories provider serves of the following seven categories:
<1 year old
1 year old
2 year old
3 year old
4 year old
5 year old, not in Kindergarten
School-age, including Kindergarten

-98. Age Group Cannot be Interpreted
-97. Age Group Blank

ORIGINAL VARIABLES USED: CB_AGECAT_[0, 1, 2, 3, 4, 5, SA]

NOTES:

Please reference chapter four of the user's guide for further information regarding Age Groups and Age Categories.

Worker Attitude Information

WF_PMS_T_IMP (QT = WF_ATTITUDES_PMS_TRAD)

Parental Modernity Scales – Traditional Belief Subscale, with imputation for missing data. Scores across traditional belief item scores are added up. Possible range for subscale is 5 to 25. Imputation and subscale calculation procedure:

1. For each respondent, calculate mean across non-missing items (i.e. the row mean).
2. Round imputed row means to 2 decimal places.
3. Replace missing item scores with the calculated row mean for respondent
4. Sum up all traditional belief item scores for each respondent

ORIGINAL VARIABLES USED: WF_D1_OBEY, WF_D1_RIGHT, WF_D1_OBEDIENCE, WF_D1_BEBAD, WF_D1_OBEYTEACH

NOTES:

Please refer to chapter 4 of the user's guide for more information on this variable.

This variable contains imputed data for missing items and is to be used in conjunction with the **WF_ATTITUDES_PMS_TRAD_IMP** flag variable, which indicates the number of missing PMS traditional belief items that were replaced by imputed data per respondent.

This variable has been used in analysis with different terminology.

WF_PMS_P_IMP (QT = WF_ATTITUDES_PMS_PROG)

Parental Modernity Scales – Progressive Belief Subscale, with imputation for missing data. Scores across progressive belief item scores are added up. Possible range for subscale is 5 to 25. Imputation and subscale calculation procedure:

1. For each respondent, calculate mean across non-missing items (i.e. The row mean).
2. Round imputed row means to 2 decimal places.
3. Replace missing item scores with the calculated row mean for respondent
4. Sum up all progressive belief item scores for each respondent

ORIGINAL VARIABLES USED: WF_D1_IDEAS, WF_D1_POV, WF_D1_DISAGREE, WF_D1_DISPARENTS, WF_D1_PRETENDING

NOTES:

Please refer to chapter 4 of the user's guide for more information on this variable.

This variable contains imputed data for missing items and is to be used in conjunction with the **WF_ATTITUDES_PMS_PROG_IMP** flag variable, which indicates the number of missing PMS traditional belief items that were replaced by imputed data per respondent.

This variable has been used in analysis with different terminology.

WF_PMS_TTL_IMP (QT = WF_ATTITUDES_PMS_TOT_TRAD)

Parental Modernity Scales – Total Traditional Belief Scales, with imputation for missing data. Traditional belief scores and the reverse scores of the progressive items are summed up. Possible range for the total scale is 10 to 50.

Imputation and subscale calculation procedure:

1. Reverse code all progressive belief subscales (e.g., 5 becomes 1, 4 becomes 2, and so forth)
2. Impute missing progressive belief subscale scores. First, for each respondent, calculate mean across non-missing items (i.e. the row mean).
3. Round imputed row means to 2 decimal places.
4. Replace missing progressive belief subscale scores with the imputed row mean for each respondent.

5. Sum up the traditional belief subscale and the imputed reversed progress belief subscale score for each respondent

ORIGINAL VARIABLES USED: WF_D1_OBEY, WF_D1_RIGHT, WF_D1_OBEDIENCE, WF_D1_BEBAD, WF_D1_OBEYTEACH, WF_D1_IDEAS, WF_D1_POV, WF_D1_DISAGREE, WF_D1_DISPARENTS, WF_D1_PRETENDING

NOTES:

Please refer to chapter 4 of the user's guide for more information on this variable.

This variable contains imputed data for missing items and is to be used in conjunction with the **WF_ATTITUDES_PMS_TOT_TRAD_IMP** flag variable, which indicates the number of missing PMS traditional belief items that were replaced by imputed data per respondent.

This variable has been used in analysis with different terminology.

WF_K6_IMP

Kessler Distress (K6) Scales, with imputation for missing data. Possible range is 0 to 24. Imputation and subscale calculation procedure:

1. Reverse code all item scores (e.g., 5 becomes 0, 4 becomes 1, and so forth)
2. Impute missing K6 scores. First, for each respondent, calculate mean across non-missing items (i.e. the row mean).
3. Round imputed row means to 2 decimal places.
4. Replace missing K6 scores with the imputed row mean for each respondent.
5. Sum up all K6 scores for each respondent.

ORIGINAL VARIABLES USED: WF_D10_SAD, WF_D10_NERVOUS, WF_D10_FIDGET, WF_D10_HOPELESS, WF_D10_EFFORT, WF_D10_WORTHLESS

WF_K6_IMP_FLAG

Number of imputed items used in construction of Kessler Distress (K6) Scores for each respondent

0 No item was imputed
1-5 Number of items imputed
-99 All six items are missing (scale was not calculated)

ORIGINAL VARIABLES USED: WF_D10_SAD, WF_D10_NERVOUS, WF_D10_FIDGET, WF_D10_HOPELESS, WF_D10_EFFORT, WF_D10_WORTHLESS

NOTES:

This variable is to be used in conjunction with **WF_K6_IMP**. Use this variable to identify the cases where the Kessler Distress Score was computed using the imputed data.

WF_PMS_T_IMP_FLAG (QT = WF_ATTITUDES_PMS_TRAD_IMP)

Number of imputed items used in construction of Traditional Belief Subscale for each respondent

0 No item was imputed
1-4 Number of items imputed
-99 All five items are missing (scale was not calculated)

ORIGINAL VARIABLES USED: WF_D1_OBEY, WF_D1_RIGHT, WF_D1_OBEDIENCE, WF_D1_BEBAD, WF_D1_OBEYTEACH

NOTES:

This variable is to be used in conjunction with **WF_ATTITUDES_PMS_TRAD**. Use this variable to identify the cases where the PMS traditional belief subscale score was computed using the imputed data.

WF_PMS_P_IMP_FLAG (QT = WF_ATTITUDES_PMS_PROG_IMP)

Number of imputed items used in construction of Progressive Belief Subscale for each respondent

0 No item was imputed
1-4 Number of items imputed
-99 All five items are missing (scale was not calculated)

ORIGINAL VARIABLES USED: WF_D1_IDEAS, WF_D1_POV, WF_D1_DISAGREE, WF_D1_DISPARENTS, WF_D1_PRETENDING

NOTES:

This variable is to be used in conjunction with **WF_ATTITUDES_PMS_PROG**. Use this variable to identify the cases where the PMS progressive belief subscale score was computed using the imputed data.

WF_PMS_TTL_IMP_FLAG (QT = WF_ATTITUDES_PMS_TOT_TRAD_IMP)

Number of imputed items used in construction of Total Scale for each respondent

0 No item was imputed
1-9 Number of items imputed
-99 All ten items are missing (scale was not calculated)

ORIGINAL VARIABLES USED: WF_D1_OBEY, WF_D1_RIGHT, WF_D1_OBEDIENCE, WF_D1_BEBAD, WF_D1_OBEYTEACH, WF_D1_IDEAS, WF_D1_POV, WF_D1_DISAGREE, WF_D1_DISPARENTS, WF_D1_PRETENDING

NOTES:

This variable is to be used in conjunction with **WF_ATTITUDES_PMS_TOT_TRAD**. Use this variable to identify (>0) the cases where the PMS total traditional belief subscale was computed using the imputed data.

Worker Career and Characteristic Information

WF_EXPERIENCE_R
(R) WF_EXPERIENCE

Worker Experience, in Years

-1. DK/REF

Individual's self-reported years of experience in ECE. If the individual did not report experience level, this variable was supplemented with the director-reported experience level for the individual.

ORIGINAL VARIABLES USED: WF_A2_PAIDEXP_YEAR_CV, CB_F4_LOOPN_CV, CB_F4_EXPERIENCE_[1-10]

NOTES:

In order to protect against disclosure, some responses were grouped into broader categories:

-1 Don't Know/Refused
0. - Less than 1 year
1. 1 year
2. 2 years
3. 3 years
4. 4 years
5. 5 years
6. 6 years
7. 7 years
8. 8 years
9. 9 years
10. 10 years
11. 11 to 15 years
12. 16 to 20 years
13. 21 to 25 years
14. 26 years or more

Please see the NSECE Workforce restricted-use data file for the more comprehensive variable.

WF_EXPERIENCE_C (QT = WF_CAREER_EXPERIENCE)

Years caring for children <13 years old

-1. DK/REF
1. <5 years
2. >5 to 10 years
3. >10 to 15 years
4. >15 to 20 years
5. >20 to 25 years
6. >25 years

Categorical variable of the individual's self-reported years of experience in ECE. If the individual did not report experience level, this variable was supplemented with the director-reported experience level for the individual.

ORIGINAL VARIABLE USED: WF_EXPERIENCE

WF_CHAR_EDUC
(R) WF_EDUCATION

Highest education level obtained

1. Less than High School
3. GED or High School Equivalency
4. High School Graduate
5. Some College Credit, No Degree
6. Associate Degree--AA, AS
7. Bachelor's Degree--BA, BS, AB
8. Graduate or Professional Degree
-1. DK/REF
-4. No degree obtained; may have some HS or college education

Categorical variable on individual's self-reported education level: HS or less, some college, and Bachelor's degree or more. If the individual did not report an education level, this variable was supplemented with the director-reported education level for the individual.

ORIGINAL VARIABLES USED: WF_A3_HIGHGRADE, CB_F4_LOOPN_CV, CB_F4_DEGREE_[1-10]

NOTES:

In order to minimize the risk of disclosure, categories 1 (8th Grade or Less) and 2 (9th – 12th Grade, no Diploma) have been combined in the public-use variable.

Please see the NSECE Workforce restricted-use data file for the more comprehensive variable.

WF_MAJOR (QT = WF_CHAR_EDUC_MAJOR)

Relevancy of degree major in early care and education

-7. No answer
-2. Not applicable

-1. DK/REF
1. ECE Majors
2. ECE-Related Majors
3. Education-Related Majors
4. Not ECE or education-related

This variable indicates whether a WF respondent's major is ECE, related to education, related to ECE, or not related to either ECE or education. The 2010 NCES CIP coding frame was used to crosswalk the major code to the major title. Please note that, if a major was still classified as "Other" (97.0001) or "Undeclared/undecided/basic courses" (98.0001) in **WF_A5_MAJOR_R**, these were considered not directly related to either ECE or education (category 4 in this variable). This variable is only available for those that have at least some college-level education. In other words, only respondents who answered 5 ("Some college credit but no degree"), 6 ("Associate degree"), 7 ("Bachelor's degree"), or 8 ("Graduate or professional degree") in **WF_A3_HIGHGRADE**) were asked about their majors.

ORIGINAL VARIABLES USED: WF_A5_MAJOR_R

WF_CHAR_RACE

(R) WF_E4_RACE_CV

This variable indicates the race of the questionnaire respondent.

1. White Only (n= 3289)
2. African American Only (n= 1202)
3. Asian Only (n= 206)
4. NHOPI Only (n= 28)
5. AI/AN Only (n= 55)
6. Other Specify: _____ (n=60)
7. Multi-Race (n=133)
8. Other, including categories 4-7
-1. Don't Know/ Refused/ No answer (n=583)

This variable has combined multiple race variables from **WF_E4_RACE_X_R (X=1 TO 7)** into one categorical race variable. Cases were coded as 7 multi-race when two or more races had been selected in E4. Missing was left as '.' When all race variables were -1 (DK/REF), created variable was set at -1 (DK/REF).

NOTES:

This variable has been recoded to minimize the risk of disclosure. Categories 4 through 7 have been grouped into category 8. Total frequencies for each category are also presented (denoted by n=).

Please see the NSECE Workforce restricted-use data file for the more comprehensive variable and original response data.

Employment Information for WF Respondents

WF_COST_REIMBURSEMENT

Assistance with direct or indirect costs for improving your skills

-99. Question not asked
-1. DK/REF
0. No
1. Yes
-7. No answer

If R reported "No" to A7a (**WF_A7_WORKSHOP)** and A7e (**WF_A7_COMMCOLL)** then the value for this variable was changed to -99 (Question not asked).

ORIGINAL VARIABLES USED: WF_A8B_TUITION, WF_A8B_OTHERCOST, WF_A7_WORKSHOP, WF_A7_COMMCOLL

WF_HOURS

Hours worked per week: Full-Time or Part-Time

1. Full-Time
2. Part-Time

Self-reported hours per week usually worked at the program for WF respondent. If the WF respondent did not indicate how many hours they worked per week in the classroom, the director-reported hours per week the individual worked is supplemented. If a person reported to work 35 hours or more, then that was classified as full-time. If a person worked less than 35 hours, then that was categorized as part-time.

ORIGINAL VARIABLES USED: WF_B1_HOURSWORK, CB_F4_HPW_[1-10], CB_F4_LOOPN_CV

WF_HOURS_C2 (QT = WF_WORK_HRS_CAT)

Hours worked per week (Categorical Variable)

1. 20 hours or less
2. 21 to 30 hours
3. 31 to 35 hours
4. 36 to 39 hours
5. 40 hours
6. Over 41 hours

Categorical variable of self-reported WF respondent's hours usually worked per week. Director-reported hours from center-based provider interview were used to supplement when data is unavailable or missing.

ORIGINAL VARIABALE USED: WF_HOURS_CONT

NOTES:

In order to minimize the risk of disclosure, categories 6 (41 to 45 hours) and 7 (Over 45 hours) have been combined. Please see the NSECE Workforce restricted-use data file for the more comprehensive variable.

WF_HOURS_CONT_R
(R) WF_HOURS_CONT

Hours worked per week (Continuous variable)

Continuous variable of WF respondent's hours usually worked per week. Self-reported hours were used; however, director-reported hours from the center-based provider interview were used to supplement when data was unavailable or missing.

ORIGINAL VARIABLES USED: WF_B1_HOURSWORK, CB_F4_HPW_[1-10], CB_F4_LOOPN_CV

NOTES:

In order to minimize the risk of disclosure, hours greater than 40 have been grouped into a category, More than 40 hours (41).

Please see the NSECE Workforce restricted-use data file for the more comprehensive variable and original response data.

WF_WORK_WAGE
(R) WF_B4_PAY_HOWMUCH_HOURLY_CV

Hourly wage for WF respondent.

-4. Not enough information to calculate hourly wage

WF respondents were asked how much they make before taxes and deductions (**WF_B4_PAY_HOWMUCH**). In addition, they were asked the frequency of their pay (**WF_B4A_B_PER_R**) such as per hour, per day, per week, etc. These variables were combined with the number of hours the WF respondent reported working per week (**WF_B1_HOURSWORK**), the days open per week from the Center-based survey, and the weeks the center is open per year from the center-based survey (**CB_B6_WEEKS**) to create this variable.

All responses were converted to hourly wage using WF Respondents reported wage before taxes and deductions (**WF_B4_PAY_HOWMUCH**) and reported unit (**WF_B4A_B_PER_R**).

ORIGINAL VARIABLE USED: WF_B4_PAY_HOWMUCH, WF_B4A_B_PER_R, CB_B6_WEEKS, CB_B1_5E_WEEKRATE_X, PTYPE, AND WF_B1_HOURSWORK PSU CB_HRSOPEN_R_X, WF_B6_TITLE_R, CB_F4_SALARY_HOURLY_CV, CB_F4_TYPETEACH_R, CB_H5_TITLE_R, CB_H5_RSALARY_HOURLY_CV

NOTES:

For disclosure reasons, this variable was top coded to $58.65. Wage and price variables were top coded conditional on several sub-groups defining urban/rural, auspice and education. Sub-groups were first examined for adequate size, and sub-groups were defined in order to meet a minimum size requirement. We then examined the values to be top coded by sub group and determined minimum values for each sub group. These values were used to find the minimum top-coding threshold for each observation. Every observation that had a value above the top-coding threshold was placed in the top-coding pool. The median value of this pool was then used as the top coded value for every observation within the pool.

For additional explanation on the construction of this variable, see chapter 4.

Original response data is available in the NSECE WF restricted-use data file.

WF_FLAG_B4_IMPUTE (QT=WF_WORK_WAGE_IMP)

Imputation flag for B4 hourly wage. The flag tracks what imputation methods were used in the process of producing the created variable hourly wage.

7. Unit imputed for non-missing amount
8. Unit changed for outlier amount
9. Imputed hours worked per week
10. Imputed weeks open per year
11. Hours worked per day set to 6
12. Imputed amount from same job title in corresponding CB case

NOTES:

This variable should be used in conjunction with **WF_WORK_WAGE**.

CB_WF_ROLE

Worker role

1. Aide
2. Assistant teacher
3. Teacher or instructor
4. Lead teacher
6. DK/REF
7. Owner
9. Director
11. Para-Educator or Para-Professional
13. Director or Asst. Director/Lead Teacher

26. Site Manager or Program Manager or Center Manager or Manager
32. Principal
38. Director or Asst. Director/Teacher
39. Owner/Director
66. Curriculum Coordinator
89. Administrative Assistant/Secretary

The director-reported role of the WF respondent. If the director did not provide a role for the CB worker, this variable was supplemented with the worker-reported role.

ORIGINAL VARIABLES USED: CB_F4_LOOPN_CV, CB_F4_TYPETEACH_R_[1-10], CB_H6A_ROLE_R_CV, WF_B6_TITLE_R

NOTES:

Please see chapter 4 for additional information on the construction of this variable.

WF_WKCG_FTPT (QT = WF_WORK_FT)

Full-Time/Part-Time status of Caregivers and workers

1. Full-time worker
2. Part-time worker

ORIGINAL VARIABLES USED: WF_PAID, WF_HOURS

WF_REVIEW

Substantive supervision
Received formal review/feedback on performance at least once a year or in the past 12 months

-7. No Answer
-1. DK/REF
1. Yes
0. No

If workers report discussing how to improve skills helping children learn (**WF_D7_LEARN**), how to improve skills working with children's behavior (**WF_D7_BEHAVIOR**), OR receiving formal review/feedback on their performance (**WF_D8_FEEDBACK**) in the past 12 months, the worker is considered as having received substantive supervision. Otherwise, if the worker reports not receiving any of these, the worker is considered as not having received substantive supervision.

ORIGINAL VARIABLES USED: WF_D7_LEARN, WF_D7_BEHAVIOR, WF_D8_FEEDBACK

Community Characteristics

(R) CB_COM_POV_DENSX

Community poverty density

CB_COM_POV_DENSX is the raw variable used in the construction of **CB_COM_POV_DENS.** This raw variable contains the percentage of the population at or below the Federal Poverty Line (FPL) in the community where the provider's center is located. These raw percentages are categorized in the variable **CB_COM_POV_DENS** to identify whether the community has a high, medium, or low concentration of population living in poverty:

1. High poverty (>20% of HH below FPL)
2. Moderate-poverty (13.9-20% of HH below FPL)
3. Low-poverty (0-13.8% of HH below FPL)

WF_CB_COMM_POVERTY_DENSITY

Community poverty density

1. Low
2. Moderate
3. High

This variable is an indicator of the "density" of low-income population in the community where the provider's center is located. The raw data is from external data sources.

Raw variables were extracted from 2005-09 American Community Survey (ACS) database (primarily income-to-poverty ratio counts from ACS), and were anchored by U.S. census tract.

Poverty density is determined by the percentage of the total population with income below certain levels. The weighted percentage of households (HH) in the local community that are below the Federal Poverty Level (FPL) was used to categorize the local community:

1. High Poverty (>20% of HH below FPL),
2. Moderate-Poverty (13.9-20% of HH below FPL), &
3. Low-Poverty (0-13.8% of HH below FPL).

Communities characteristics were computed with reference to the U.S. census tract.

Weighted child population averages were computed across the census tracts that comprise each sampling cluster.

The first half of the weighting structure came from a created distance metric: census tracts where the providers and/or households interviewed for the NSECE were identified as "anchor census tracts." The other census tracts that were part of the cluster were also identified. With the created distance metric, the

created weights are inversely proportional to the distance between the child population centroid of the "anchored" census tract, and each one of the child population centroids of the other census tracts that form the cluster. Weights are inversely proportional to the distance between the population centroid of the "anchored" tract and each reference census tract in a two-mile radius.

The second half of the weighting structure came from the population size of the census tracts and is directly proportional to population size.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income to poverty ratio for population	This variable is available by age group. We added all the age groups for each income ratio category to create the variables.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R)_003_RURAL_URBAN_CONTINUUM_CODEX

Community classification in the urban/rural spectrum

1. County in metro area, pop 1 million or more
2. County in metro area, pop 250k to 1 million
3. County in metro area, pop 250k or less
4. Nonmetro county w/ urban pop 20k or more, adj. to metro area
5. Nonmetro county w/ urban pop 20k or more, not adj. to metro area
6. Nonmetro county w/ urban pop 2,500-19,999, adj. to metro area
7. Nonmetro county w/ urban pop 2,500-19,999, not adj. to metro area
8. Nonmetro county rural or less than 2,500 urban pop, adj. to metro area
9. Nonmetro county rural or less than 2,500 urban pop, not adj. to metro area

_003_RURAL_URBAN_CONTINUUM_CODEX is the raw variable used in the construction of the restricted use variable **WF_CB_COMM_METRO**. This raw variable captures the original Rural-Urban Continuum Codes (RUCC) of the community where the provider's center is located. The 9 codes were categorized into the following for **WF_CB_COMM_METRO**:

1. Metro urban areas (RUCC values 1, 2, & 3)
2. Non-metro urban areas (RUCC values 4, 5, & 6)
3. Rural areas (RUCC values 7, 8, 9)

(R) WF_CB_COMM_METRO

PSU classification in the urban/rural spectrum

1. Metro Urban
2. Non-Metro Urban
3. Rural

This variable classifies the Primary Sample Unit (PSU) of the provider's center on the urban/rural spectrum. This variable utilizes external raw data from the 2003 USDA-Rural-Urban Continuum Codes (RUCC) & U.S. census-tract.

The RUCC classifies counties into 9 levels. These 9 RUCC values were aggregated into the three categories: Metro Urban, Non-Metro Urban and Rural.

The RUCC forms "a classification scheme that distinguishes metropolitan counties by the population size of their metro area, and nonmetropolitan counties by degree of urbanization and adjacency to a metro area.[…] Each county in the U.S. is assigned one of the 9 codes." (ers.usda.gov/data-products/rural-urban-continuum-codes)

The nine codes are defined as follows:

1. County in metro area with 1 million population or more
2. County in metro area of 250,000 to 1 million population
3. County in metro area of fewer than 250,000 population
4. Nonmetro county with urban population of 20,000 or more, adjacent to a metro area
5. Nonmetro county with urban population of 20,000 or more, not adjacent to a metro area
6. Nonmetro county with urban population of 2,500-19,999, adjacent to a metro area
7. Nonmetro county with urban population of 2,500-19,999, not adjacent to a metro area
8. Nonmetro county completely rural or less than 2,500 urban population, adj. to metro area
9. Nonmetro county completely rural or less than 2,500 urban population, not adj. to metro area

NSECE PSUs were assigned RUCC codes. Most PSUs in NSECE are counties. For PSUs containing more than one county, RUCC was assigned based on most populated county.

The 9 RUCC values were aggregated to 3 groups that are mutually exclusive and used to categorize the PSUs:

a. PSUs with assigned RUCC values 1, 2 and 3 were merged in a single category as Metro Urban Areas
b. PSUs with assigned RUCC values 4, 5 and 6 were merged in a single category as Non-Metro Urban Areas

c. PSUs with assigned RUCC values 7, 8 and 9 were merged in a single category as Rural

The raw data was formed with basic tables from the USDA website:
http://www.ers.usda.gov/data-products/rural-urban-continuum-codes.aspx#.uztwaeoufai

(R) URBAN_RATIOX

PSU classification in the urban/rural spectrum

URBAN_RATIOX is the raw variable used in the construction of **WF_CB_COMM_URBAN_DENSITY**. This raw variable contains the ratio of urban population against the total population in provider communities. After examining the distribution of the ratio across all NSECE communities, the ratios were categorized into the following for the **WF_CB_COMM_URBAN_DENSITY** variable:

a. Areas with high density of urban population (values of 1.00 to 0.85 of the urban-to-total distribution)

b. Areas with moderate density of urban (values of .84 to .30 of the urban-to-total distribution)

c. Areas with high density of rural population (values of .29 to .00 of the urban-to-total distribution)

WF_CB_COMM_URBAN_DENSITY

Community classification in the urban/rural spectrum

1. High density of urban pop
2. Moderate density urban pop
3. High density of rural pop

This variable classifies the density of urban/rural population of the Primary Sampling Unit (PSU) where the provider's center is located.

This urban ratio category variable, WF_CB_COMM_URBAN_DENSITY, gives us 3 cuts along a continuum of density of urban population to classify communities.

After examining the distribution of the ratio of urban population/total population in all NSECE communities (using the community characteristics data), NSECE communities were classified across the urban-rural spectrum as follows:

a. Areas with high density of urban population (values of 1.00 to 0.85 of the urban to total distribution)

b. Areas with moderate density of urban (values of .85 to .30 of the urban to total distribution)

c. Areas with high density of rural population (values of .29 to .00 of the urban to total distribution)

The raw variables employed to build the NSECE community characteristics data (which were examined for this variable) were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

See details in description of variable **WF_CB_COMM_METRO**

WF_COMM_W_R_BLACK_RC

Categorized version of ratio between population of black or African American only/non-Hispanic and total population (weighted)

1. <= 0.02
2. > 0.02 and <= 0.12
3. > 0.12

Anchoring on the census tract where each sampled household/provider was located, communities characteristics were computed with reference to all neighboring census tract located in a two miles radius. For the NSECE community characteristics represent weighted averages of census tract counts of populations, with weights inversely proportional to distance between the anchored census tract and each reference census tract located in a two miles radius. The raw variables employed to build the NSECE community characteristics variables were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population black or African American only/non-Hispanic (weighted)
- Denominator: Total population (weighted)

To prevent disclosure, this ratio was subsequently recoded into three categories: Less or equal than 0.02; 0.02 to less or equal than 0.12; and larger than 0.12.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B03002	Non-Hispanic, Black Non-Hispanic, Hispanic	Can get the total population in the census tract by adding the Hispanic and Non-Hispanic variables

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

WF_COMM_W_R_HISPANIC_RC

Categorized version of ratio between population of Hispanic or Latino and total population (weighted)

1. <= 0.05
2. > 0.05 and <= 0.21
3. > 0.21

Anchoring on the census tract where each sampled household/provider was located, communities characteristics were computed with reference to all neighboring census tract located in a two miles radius. For the NSECE community characteristics represent weighted averages of census tract counts of populations, with weights inversely proportional to distance between the anchored census tract and each reference census tract located in a two miles radius. The raw variables employed to build the NSECE community characteristics variables were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population Hispanic or Latino (weighted)
- Denominator: Total population (weighted)

To prevent disclosure, this ratio was subsequently recoded into three categories: Less or equal than 0.05; 0.05 to less or equal than 0.21; and larger than 0.21.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B03002	Non-Hispanic, Black Non-Hispanic, Hispanic	Can get the total population in the census tract by adding the Hispanic and Non-Hispanic variables

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

WF_COMM_W_R_IN_PRSCHL_PUBLIC_RC

Categorized version of ratio between children 3 years and over enrolled in public nursery school or preschool and all children 3 years and over enrolled in nursery school or preschool (public and private) (weighted)

1. <= 0.52
2. > 0.52 and <= 0.72
3. > 0.72

Anchoring on the census tract where each sampled household/provider was located, communities characteristics were computed with reference to all neighboring census tract located in a two miles radius. For the NSECE community characteristics represent weighted averages of census tract counts of populations, with weights inversely proportional to distance between the anchored census tract and each reference census tract located in a two miles radius. The raw variables employed to build the NSECE community characteristics variables were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Number of children enrolled in nursery school, preschool; public (weighted)
- Denominator: Number of children enrolled in nursery school, preschool (public and private) (weighted)

To prevent disclosure, this ratio was subsequently recoded into three categories: Less or equal than 0.52; 0.52 to less or equal than 0.72; and larger than 0.72.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B14002	School attendance	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

WF_COMM_W_R_F_LABOR_FORCE_RC

Categorized version of ratio between females age 16 and older who are in the labor force and females age 16 and older who are employed (weighted). The reciprocal of these ratios (e.g. 1/1.1=0.91) represent the proportion of females who are employed out of those in the labor force.

1. <= 1.07
2. > 1.07 and <= 1.1
3. > 1.1

Anchoring on the census tract where each sampled household/provider was located, communities characteristics were computed with reference to all neighboring census tract located in a two miles radius. For the NSECE community characteristics represent weighted averages of census tract counts of populations, with weights inversely proportional to distance between the anchored census tract and each reference census tract located in a two miles radius. The raw variables employed to build the NSECE community characteristics variables were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total number of females who are in the labor force (ages 16 and older) (weighted)
- Denominator: Total number of females employed who are in the labor force (ages 16 and older) (weighted)

To prevent disclosure, this ratio was subsequently recoded into three categories: Less or equal than 1.07; 1.07 to less or equal than 1.1; and larger than 1.11.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B23001	Employment status by sex (total labor force and employed)	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

WF_COMM_W_R_RECENT_IMMIGRANTS_RC

Categorized version of ratio between foreign born/not a US citizen/in the US since 2000 or later and total population (weighted)

1. <= 0.05
3. > 0.05

Anchoring on the census tract where each sampled household/provider was located, communities characteristics were computed with reference to all neighboring census tract located in a two miles radius. For the NSECE community characteristics represent weighted averages of census tract counts of populations, with weights inversely proportional to distance between the anchored census tract and each reference census tract located in a two miles radius. The raw variables employed to build the NSECE community characteristics variables were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population: foreign born/not a US citizen/in the US since 2000 or later (weighted)
- Denominator: Total population (weighted)

To prevent disclosure, this ratio was subsequently recoded into two categories: Less or equal than 0.05; and larger than 0.05.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B03002	Non-Hispanic, Black Non-Hispanic, Hispanic	Can get the total population in the census tract by adding the Hispanic and Non-Hispanic variables
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

Anchoring on the census tract where each sampled household/provider was located, community characteristics were computed with reference to all neighboring census tracts overlapping with a circle of two miles radius centered at the population centroid of the anchor tract. Community characteristics are weighted averages of census tract counts of populations, with weights inversely proportional to distance between the anchored census tract and each reference census tract located in a two miles radius. The raw variables employed to build the NSECE community characteristics variables were census tract variables extracted from 2005-2009 American Community Survey (ACS) database. The raw data was formed with basic tables from the 2005-2009 5-years averages ACS from the American FactFinder website (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml).

ACS 2009 5-year files are used because they are the latest data files that use the tract boundaries used for the NSECE sample selection and design. Tracts drawn using 2010 boundaries will not match the NSECE provider clusters and would not maintain the relationships of provider tracts to household tracts embedded within the survey design.

(R) WF_COMM_W_R_BLACK

Continuous version of ratio between population of black or African American only/non-Hispanic and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population black or African American only/non-Hispanic (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the race and ethnicity counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B03002	Non-Hispanic, Black, Hispanic	Total population in the census tract can be found by summing the Hispanic and Non-Hispanic variables.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_HISPANIC

Continuous version of ratio between population of Hispanic or Latino and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population Hispanic or Latino (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the race and ethnicity counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B03002	Hispanic	Total population in the census tract can be found by summing the Hispanic and Non-Hispanic variables.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_IN_PRESCHOOL_PRIVATE

Continuous version of ratio between children 3 years and over enrolled in private nursery school or preschool and all children 3 years and over enrolled in nursery school or preschool (public and private) (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Number of children enrolled in nursery school, preschool; private (weighted)
- Denominator: Number of children enrolled in nursery school, preschool (public and private) (weighted)

The primary input data for the creation of this variable were the school attendance counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B14002	School attendance	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_IN_PRESCHOOL_PUBLIC

Continuous version of ratio between children 3 years and over enrolled in public nursery school or preschool and all children 3 years and over enrolled in nursery school or preschool (public and private) (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Number of children enrolled in nursery school, preschool; public (weighted)
- Denominator: Number of children enrolled in nursery school, preschool (public and private) (weighted)

The primary input data for the creation of this variable were the school attendance counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B14002	School attendance	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_F_LABOR_FORCE

Continuous version of ratio between females age 16 and older who are in the labor force and females age 16 and older who are employed (weighted). The reciprocal of these ratios (e.g. 1/1.1=0.91) represent the proportion of females who are employed out of those in the labor force.

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total number of females who are in the labor force (ages 16 and older) (weighted)
- Denominator: Total number of females employed who are in the labor force (ages 16 and older) (weighted)

The primary input data for the creation of this variable were the employment status counts by sex downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B23001	Employment status by sex (total labor force and employed)	Total population in the census tract can be found by summing across gender and labor force status.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_RECENT_IMMIGRANTS

Continuous version of ratio between foreign born/not a US citizen/in the US since 2000 or later and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population: foreign born/not a US citizen/in the US since 2000 or later (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the race and ethnicity and immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LESS_50

Continuous version of ratio between population of individuals in households with income to poverty ratio less than .50 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio less than .50 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_50_LESS_74

Continuous version of ratio between population of individuals in households with income to poverty ratio between .50 and .74 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between .5 and .74 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_75_LESS_99

Continuous version of ratio between population of individuals in households with income to poverty ratio between .75 and .99 and total population (weighted)
To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between .75 and .99 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_100_LESS_124

Continuous version of ratio between population of individuals in households with income to poverty ratio between 1.00 and 1.24 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 1.00 and 1.24 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_125_LESS_149

Continuous version of ratio between population of individuals in households with income to poverty ratio between 1.25 and 1.49 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 1.25 and 1.49 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_150_LESS_174

Continuous version of ratio between population of individuals in households with income to poverty ratio between 1.50 and 1.74 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 1.50 and 1.74 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_175_LESS_184

Continuous version of ratio between population of individuals in households with income to poverty ratio between 1.75 and 1.84 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 1.75 and 1.84 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_185_LESS_199

Continuous version of ratio between population of individuals in households with income to poverty ratio between 1.85 and 1.99 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 1.85 and 1.99 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_200_LESS_299

Continuous version of ratio between population of individuals in households with income to poverty ratio between 2.00 and 2.99 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 2.00 and 2.99 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_300_LESS_399

Continuous version of ratio between population of individuals in households with income to poverty ratio between 3.00 and 3.99 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 3.00 and 3.99 (weighted)

- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_400_LESS_499

Continuous version of ratio between population of individuals in households with income to poverty ratio between 4.00 and 4.99 and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio between 4.00 and 4.99 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_MORE_500

Continuous version of ratio between population of individuals in households with income to poverty ratio of 5.00 or greater and total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population living in households with income to poverty ratio 5.00 or greater (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_MED_EARN_FEMALE

Weighted average median earnings of female workers ages 16 years old and over.

Note that the variable is average median earnings across census tracts in the community, not the median earnings in the community.

The primary input data for the creation of this variable were the earnings values downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B20017	Median earnings (females)	Variables have a ceiling of 250,000 and floor of 2,500

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_MED_INC_FEMALE

Weighted average median income of female workers age 15 years old and over having income in past 12 months

Note that the variable is average median income across census tracts in the community, not the median income in the community.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B19326	Median income (females)	Population 15 and over with income in the past 12 months.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_MEDIAN_EARNINGS

Weighted average median earnings of all workers ages 16 years old and over

Note that the variable is average median income across census tracts in the community, not the median income in the community.

The primary input data for the creation of this variable were the earnings counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B20017	Median earnings (male and female)	Variables have a ceiling of 250,000 and floor of 2,500

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_MEDIAN_INCOME

Weighted average median income of all workers ages 15 years old and over having income in past 12 months

Note that the variable is average median income across census tracts in the community, not the median income in the community.

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B19326	Median income (males and females)	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LIVING_SINCE_B_1969

Continuous version of ratio between population of foreign born individuals entering U.S. before 1969 and all foreign born individuals (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population of all foreign born individuals entering U.S. before 1969 (weighted)
- Denominator: Total foreign-born population (weighted)

The primary input data for the creation of this variable were the immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LIVING_SINCE_1970_79

Continuous version of ratio between population of foreign born individuals entering U.S. from 1970 to 1979 and all foreign born individuals (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population of all foreign born individuals entering U.S. after 1970 and before 1979 (weighted)
- Denominator: Total foreign-born population (weighted)

The primary input data for the creation of this variable were the immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LIVING_SINCE_1980_89

Continuous version of ratio between population of foreign born individuals entering U.S. from 1980 to 1989 and all foreign born individuals (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population of all foreign born individuals entering U.S. after 1980 and before 1989 (weighted)
- Denominator: Total foreign-born population (weighted)

The primary input data for the creation of this variable were the immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LIVING_SINCE_1990_99

Continuous version of ratio between population of foreign born individuals entering U.S. from 1990 to 1999 and all foreign born individuals (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population of all foreign born individuals entering U.S. after 1990 and before 1999 (weighted)
- Denominator: Total foreign-born population (weighted)

The primary input data for the creation of this variable were the immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LIVING_SINCE_2000_04

Continuous version of ratio between population of foreign born individuals entering U.S. between 2000 and 2004 and all foreign born individuals (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population of all foreign born individuals entering U.S. after 2000 and before 2004 (weighted)
- Denominator: Total foreign-born population (weighted)

The primary input data for the creation of this variable were the immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_LIVING_SINCE_2005

Continuous version of ratio between population of foreign born individuals entering U.S. since 2005 and all foreign born individuals (weighted)

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population of all foreign born individuals entering U.S. since 2005 (weighted)
- Denominator: Total foreign-born population (weighted)

The primary input data for the creation of this variable were the immigration counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B05005	Recent immigrant	

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_NO_BLACK

Ratio of individuals who are non-black or African American/non-Hispanic and total population (weighted). This variable will sum to 1 with WF_COMM_W_R_BLACK and WF_COMM_W_R_HISPANIC.

To create this variable, the ratio between the following two variables was first calculated:

- Numerator: Total population non-black or African American only/non-Hispanic (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the race and ethnicity counts downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B03002	Non-Hispanic, Black Non-Hispanic, Hispanic	Total population in the census tract can be found by summing the Hispanic and Non-Hispanic variables.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_ONLY_ENGLISH

Ratio of individuals who only speak English at home to total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:
- Numerator: Total population of individuals who only speak English at home (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the language counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B16002	English speaking households	Can get total households from this variable

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_W_R_TOTAL_CHILD_6_ONE_P

Ratio of individuals who are children under the age of 6 and who have exactly one parent to total population (weighted)

To create this variable, the ratio between the following two variables was first calculated:
- Numerator: Total population of individuals who are children under the age of 6 and who have exactly one parent (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the children counts by age and type of household downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B09002	Children by age and type of Household	ACS data are provided by age group and type. All variables that are married, male-only, or female-only and age groups under 6 are included.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_POVERTY_PERCENT

Continuous version of community poverty density (weighted)

The community poverty density variable identifies for the community where the household/provider is located the concentration of population living in poverty (i.e. at or below the Federal Poverty Line (FPL)).

To create this variable, the ratio between the following two variables was first calculated:
- Numerator: Total population of individuals in households with income to poverty ratio of less than 1.00 (weighted)
- Denominator: Total population (weighted)

The primary input data for the creation of this variable were the income to poverty ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
B17024	Income ratio for population	ACS data are provided by age group. All age groups were summed to construct the numerator.

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

(R) WF_COMM_URBAN_RATIO

Continuous version of community classification in the urban/rural spectrum (weighted)

The community poverty density variable identifies for the community where the household/provider is located the concentration of population living in urban areas as reported in the 2000 Census.

The primary input data for the creation of this variable were the urban/rural ratios counts of population downloaded from the ACS.

Census Table Name	Raw Variables	Notes on calculation
P002	Urban/rural population	This is from 2000 Census, not 2005-2009 ACS

Source: American FactFinder (http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)

Items from Center-based Provider Questionnaire

The following variables were used to calculate qualifications for the WF respondent random selection process.

CB_F4_LOOPN_CV

Row number of selected WF respondent on CB_F4 roster

Select observations in this loop of the CB_F4 series to extract responses to the F4 series of questions provided by the CB. This variable will be missing if the WF respondent was selected from the H6 roster in the CB questionnaire. See variable below for a description of the H6 roster.

CB_H6A_ROLE_R_CV

Selected WF respondent's role reported in CB_H6 roster.

1. Aide
2. Assistant teacher
3. Teacher or instructor
4. Lead teacher
6. Don't Know/Refused
7. Added: Owner
9. Added: Director
11. Added: Para-Educator or Para-Professional
13. Added: Director or Asst. Director/Lead Teacher
26. Added: Site Manager or Program manager or Center Manager or Manager
32. Added: Principal
38. Director or Asst. Director/Teacher
39. Owner/Director
66. Curriculum Coordinator
89. Added: Administrative Assistant/Secretary

At the conclusion of the CB questionnaire before the WF respondent is selected, the instrument gives the R an opportunity to list any additional people who regularly work in the classroom randomly selected at F3. The WF respondent is then selected from the individuals listed in CB_F4 and those listed in CB_H6 roster (if they qualify as a WF respondent). If the selected WF respondent was enumerated in the CB_F4 series, this variable will be missing.

CB_H6B_STAFFHOURS_CV_R

(R) CB_H6B_STAFFHOURS_CV

Selected WF respondent's hours worked per week reported in CB_H6 roster.

As with **CB_H6A_ROLE_R_CV**, if the selected WF respondent was enumerated in the CB_F4 series, this variable will be missing.

NOTES:

In order to protect against disclosure, responses of 41 hours or more were grouped into one category. See the NSECE Workforce restricted-use data file for the original variable.

Data from the center-based provider survey on the classroom/group from which the selected WF respondent was sampled.

CB_F3_YOUNGMONTHS_R

F3a. First, how old is the youngest child in [CB_F3GROUPNAME]?

_____ years _____ months
Range: 0-18 Range: 0-11
-1. DON'T KNOW/REFUSED/NO ANSWER

Variable created by combining **CB_F3_YOUNGYR**, **CB_F3_YOUNGYRMTH** and **CB_F3_YOUNGYRMTH2**. When both Year and Month were -1 (DK/REF), number Months was set to -1. When Year or Month was -1, Number of Months was based on the variable that was not -1 (even if it was missing).

CB_F3_OLDMONTHS_R

F3b. How old is the oldest child in [CB_F3GROUPNAME]?
CB_F3_OLDYR, CB_F3OLDMTH, and CB_F3_OLDMTH2

years months
Range: 0-18 Range: 0-11
-1. DON'T KNOW/REFUSED/NO ANSWER

Variable created by combining **CB_F3_OLDYR**, **CB_F3_OLDMTH** and **CB_F3_OLDMTH2**. When both Year and Month were -1 (DK/REF), number Months was set to -1. When Year or Month was -1, Number of Months was based on the variable that was not -1 (even if it was missing).

CB_F3_SCHOOLAGE

F3b1. Is this a school-age classroom?

1. Yes
2. No
3. Don't know/Refused/No answer

CB_F3_HSPK

F3i. Does this classroom include children who are enrolled in Head Start or pre-kindergarten?

1. Yes
2. No
3. Don't know/Refused/No answer

Workforce Questionnaire

WF_QUEXLANG

Please select the language in which you would like to conduct the interview.

1. ENGLISH
2. SPANISH

INTRODUCTION INTRO

This study is about the experiences of people who work in early care and education programs for children under age 13. It is funded by the U.S. Department of Health and Human Services, and conducted by NORC at the University of Chicago. Your participation in this study will help the government better support the people who care for our nation's children.

This interview takes about 20 minutes, and your participation is voluntary. You may choose not to answer any questions you don't wish to answer, or end the interview at any time. We have systems in place to protect your identity and keep your responses private. There is only a small chance that your information could be accidentally disclosed. For that reason we avoid questions that could cause difficulty for you. This study also has a federal certificate of confidentiality from the government which protects researchers and other staff from being forced to release information that could be used to identify participants in court proceedings. You should understand, however, that we would take necessary action to prevent serious harm to children, including reporting to authorities.

WF_CONSENT

Parts of this interview may be recorded for quality control purposes. This will not compromise the strict confidentiality of your responses. May I continue with the recording?

1. R consents to participate in the survey
2. R consents to participate in the survey but does not want to be recorded

WEB: Thank you for taking part in this study, which is about the experiences of people who work in early care and education programs for children under age 13. It is funded by the U.S. Department of Health and Human Services, and conducted by NORC at the University of Chicago. Your participation in this study will help the government better support the people who care for our nation's children.

This interview takes about 20 minutes, and your participation is voluntary. You may choose not to answer any questions you don't wish to answer, or end the interview at any time. We have systems in place to protect your identity and keep your responses private. There is only a small chance that your information could be accidentally disclosed. For that reason we avoid questions that could cause difficulty for you. This study also has a Federal Certificate of Confidentiality from the government which protects researchers and other staff from being forced to release information that could be used to identify participants in court proceedings.

Please enter your login ID and password below and then click the "Continue" button.

You can click on the 'PREVIOUS' button to go back and change your answers if needed. Clicking 'STOP' will save your responses and allow you to return to the last question you answered the next time you access the survey.

Please enter your login ID and password below.

WF_C1_AGEGROUP

C1_1. This questionnaire asks about your work at [SAMPLED PROGRAM NAME FROM CB PROVIDER INTERVIEW].We selected you for this survey based on time you spent in a classroom or group for [AGE GROUP ASSOCIATED WITH RANDOMLY SELECTED GROUP (CB_F3GROUPNAME) FROM CB PROVIDER INTERVIEW] children. Is that the age group that you work with most often?

1. Yes → SKIP TO A1
2. No → ASK C1_2
3. Don't know/Refused/No answer → SKIP TO A1

WF_C1_MOSTOFTEN

Variables affecting eligibility for this item: **WF_C1_AGEGROUP**

C1_2. What age group do you work with most often?

1. Infant and Toddler (birth to age 3)
2. Pre-school (age 3 years to kindergarten)
3. School-age (kindergarten and older)
4. Don't know/Refused/No answer

Section A. Attitudes and Experiences

WF_WORK_YRS
(R) WF_A1_LENGTH_YEAR_CV

A1. The first questions are about your experiences providing early or school-age care and education and your training to do this work.

How long have you worked in your program?

Years **(R) WF_A1_LENGTH_YEAR**	Months **(R) WF_A1_LENGTH_MONTH**
-1. Don't know/Refused/No answer	-1. Don't know/Refused/No answer

NOTES:

In order to protect against disclosure, some responses were grouped into broader categories:

-1. DK/REF/No answer
1. Less than half a year (0-6 months)
2. 7-12 months
3. 1 year
4. 2 years
5. 3 years
6. 4 years
7. 5 years
8. 6 years
9. 7 years
10. 8 years
11. 9 years
12. 10 years
13. 11 to 15 years
14. 16 to 20 years
15. 21 to 25 years
16. 26 or more years

Please see the NSECE Workforce restricted-use data file for the more comprehensive variable and original response data.

(R) WF_A2_PAIDEXP_YEAR_CV

A2. How many years of paid experience do you have working with children other than your own, who are under age 13? Please include any paid experience in a home or center-based setting, including relatives, or paid experience you may have from another country.

Years	Months
(R) WF_A2_PAIDEXP_YEAR	**(R) WF_A2_PAIDEXP_MONTH**
-1. Don't know/Refused/No answer	-1. Don't know/Refused/No answer

NOTES:

See the more comprehensive variable **WF_EXPERIENCE_R** for WF respondent's years of experience.

WF_A2_HBPAID (QT = WF_CAREER_HBPAID)

A2a. Since you turned 18, have you done paid work with children under age 13 in a home-based setting?

1. Yes
2. No
3. Don't know/Refused/No answer

(R) WF_A3_HIGHGRADE

A3. What is the highest grade or level of schooling that you have ever completed?

CAPI: INTW read codeframe, only when necessary.

1. 8th grade or less	➔ SKIP TO A6
2. 9th-12th grade no diploma	➔ SKIP TO A6
3. GED or high school equivalency	➔ SKIP TO A6
4. High school graduate	➔ SKIP TO A6
5. Some college credit but no degree	
6. Associate Degree (AA, AS)	
7. Bachelor's Degree (BA, BS, AB)	
8. Graduate or Professional Degree	
9. Don't know/Refused/No answer	➔ SKIP TO A6

NOTES:

Please use **WF_CHAR_EDUC** for WF respondent's educational attainment.

(R) WF_A5_MAJOR_R

Variables affecting eligibility for this item: **WF_A3_HIGHGRADE**

A5. What was your major for the highest degree you have or have studied for?

13.1202	Elementary education
13.1001	Special education
42.2703	Child development or psychology
13.1210	Early childhood education or early or school-age care
97.0001	Other (SPECIFY:_____)
98.0001	Added: Undeclared/undecided/basic courses
99.0001	Added: None/ Not applicable
-1.	Don't know/Refused/No answer

NOTES:

Respondents were presented with the first five categories in the list above for their response options during the interview across all modes. If they selected Other, they were asked to specify their response. Degree programs listed in the specify field were coded into the Classification of Instructional Programs (CIP) for year 2010 (http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55). CIP codes were also assigned to the majors in the original list of response options during post-processing to facilitate tabulations and analysis. This variable contains the values listed above as well as additional CIP codes corresponding to the degree program provided in the specify field.

WF_A6_STATECERT (QT = WF_CAREER_CERT)

A6. Do you have a Child Development Associate (CDA) certificate or state certification to teach young children, special education or elementary school?

1. Neither State Certification nor CDA
2. State Certification Only
3. Child Development Associate (CDA) Certificate Only
4. Both CDA and State Certification
5. Don't know/Refused/No answer

A7. In the past 12 months, have you done any of the following to improve your skills or gain new skills in working with children? **(***GRID: question format shown in Appendix 6.1.*)

1. Yes
2. No
3. Don't know/Refused/No answer

WF_A7_WORKSHOP (QT = WF_PROFDEV_WRKSHP)

A. Participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?

WF_A7_COACH (QT = WF_PROFDEV_COACH)

B. Participated in coaching, mentoring or ongoing consultation with a specialist?

WF_A7_VISIT (QT= WF_PROFDEV_VISIT)

C. Made visits to classrooms in other programs?

WF_A7_MEET (QT= WF_PROFDEV_MEETING)

D. Attended a meeting of a professional organization (such as Zero-to-Three, Association for Education of Young Children; Association for Family Child Care, National After School Association, or another group)?

WF_A7_COMMCOLL (QT = WF_PROFDEV_COURSE)

E. Enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?

WF_A7_WORKSHOP_SESSIONS (QT= WF_PROFDEV_WRKSHP_TYPE)

A7a_1. Was that a single workshop or a series of several sessions?

1. Single workshop
2. Workshop series

3. Don't know/refused/no answer

SKIP LOGIC BOX 1

If R answers YES to any of **WF_A7_WORKSHOP**, **WF_A7_COACH, WF_A7_VISIT**, **WF_A7_MEET** or **WF_A7_COMMCOLL** then ask **WF_A8_ACTIVITIES.**

If R answers NO or Don't Know/ Refused to all of these, then skip to **WF_A9_PROFASSC.**

WF_A8_ACTIVITIES (QT = WF_PROFDEV_GROUP)

Variables affecting eligibility for this item: **SKIP LOGIC BOX 1**

A8a. Did you participate in any of these activities as part of a group from your program?

1. Yes
2. No
3. DON'T KNOW/REFUSED/NO ANSWER

A8B. During the past 12 months, did you receive any of the following types of assistance with the costs of improving your skills, either from your employer or from a local or state agency, college or university? (GRID: *question format shown in Appendix 6.1.*)

1. Yes
2. No
3. Don't know/refused/no answer

WF_A8B_TUITION (QT = WF_PROFDEV_HELP_TUITION)

Variables affecting eligibility for this item: **SKIP LOGIC BOX 1**

1. Assistance with direct costs such as tuition or registration fees

---

WF_A8B_OTHERCOST (QT = WF_PROFDEV_HELP_COST)

Variables affecting eligibility for this item: **SKIP LOGIC BOX 1**

1. Help with other costs of participation such as travel or child care for your own children

---

WF_A8B_RELEASE (QT = WF_PROFDEV_HELP_TIME)

Variables affecting eligibility for this item: **SKIP LOGIC BOX 1**

1. Release time to participate in the activity

WF_PROFDEV_TOPIC
(R) WF_A8C_MAINTOPIC_R

Variables affecting eligibility for this item: **SKIP LOGIC BOX 1**

A8C. What would you say was the main topic of the most recent activity you participated in to improve or gain skills in working with children? For example, was it focused on health and safety, working with families, preparing children to do well in school, techniques for discipline and classroom management, or some other topic?

CAPI: INTW read codeframe, only when necessary.

WEB/PAPI SAQ: R entered responses, without codeframe options listed. Verbatim responses were later coded back into the original codeframe.

1. Health and safety in the classroom (n=959)
2. Cognitive development, including early reading or math (n=495)
3. Doing well in school, including homework assistance, instruction or co-curricular activities (n=377)
4. Helping children's social or emotional growth, including how to behave well (n=971)
5. Physical development and health (n=173)
6. How to work with families (n=300)
7. Serving children with special physical, emotional or behavioral needs (n=356)
8. Working with children who speak more than one language (n=54)
9. Planning activities that meet the needs of the whole class (n=194)
10. Other (n=36)
11. Added: Multi-topic geared to certification, accreditation, standards/QRIS (n=88)
12. Added: Multi-topic geared to general skills (includes developmentally appropriate practice) (n=123)
13. Added: Degree preparation (n=14)
14. Added: Child protection: abuse prevention, reporting (n=55)
15. Added: Program management and leadership (n=42)
16. Added: Specific curriculum or teaching methods/technology (n=494)
17. Added: Child/classroom monitoring and assessment (n=99)
18. Added: Diversity skills: culture, language (n=28)
19. Added: Art, music, dance, expression (n=48)
20. Added: N/A: Responded about type of training, sponsorship or source of support, rather than content (n=19)
21. OTHER, including categories 10, 13, 15, 18, 19, and 20

-1. Don't know/Refused/No answer (n=149)
-2. Not applicable – didn't attend workshop/training to report on (n=482)

NOTES:

In order to minimize the risk of disclosure, categories 10, 13, 15, 18, 19 and 20 were grouped together into category 21 (Other). Total frequencies for each of the original response categories are also presented above (denoted by n=).

Please see the NSECE Workforce restricted-use data file for the more comprehensive variable and original response data.

WF_A9_PROFASSC (QT = WF_CAREER_PROFASSOC)

A9. Are you a member of a professional association focused on caring for children (such as the National Association for the Education of Young Children, the National Family Child Care Association, the National Institute on Out of School Time, a religiously identified child care organization, or a similar organization)?

1. Yes
2. No
3. Don't know/Refused/No answer

WF_A10_UNION (QT = WF_CAREER_UNION)

A10. Are you a member of a union (such as Service Employees International Union, American Federation of Teachers, American Federation of State, County and Municipal Employees (AFSCME) or the Teamsters)?

1. Yes
2. No
3. Don't know/Refused/No answer

WF_A11_REASON (QT = WF_CAREER_REASON)

A11. Which one of the following best describes the main reason that you work with young children? (*CODE ONE ONLY).*

1. It is my career or profession
2. It is a step towards a related career
3. It is my personal calling
4. It is a job with a paycheck
5. It is work I can do while my own children are young
6. It is a way to help children
7. It is a way to help parents
8. None of these reasons apply
9. Don't know/Refused/No answer

(R) WF_ATIME_R

Section A Timestamp

Section B. Employment Schedule and Compensation

These next questions are about your work hours and compensation.

(R) WF_B1_HOURSWORK

B1. Approximately how many hours per week do you usually work at this program?

Number of hours _____

-1. Don't know/Refused/No answer

NOTES:

For data on hours worked, please see **WF_HOURS_CONT_R** in the derived variables section.

WF_WORK_CLASSES
(R) WF_B1_NUMCLASS

B1a. How many different classrooms or groups do you work with during a usual week?

_____ Number

-1. DON'T KNOW/REFUSED/NO ANSWER

NOTES:

In order to protect against disclosure, responses that are higher than 4 have been grouped into one category of "4 or more".

Original response data is available in the NSECE WF restricted-use data file.

WF_B2_MONTHSCARE (QT = WF_WORK_MONTHS)

B2. How many months out of the last twelve have you worked at this or another child care program?

_____ Number

-1. Don't know/Refused/No answer

(R) WF_B4_PAY_HOWMUCH

B4. How much are you paid before taxes and deductions?

CAPI: INTW probed for best estimate, when needed.

$ _____

-1. Don't know/Refused/No answer

NOTES:

Original response data is available in the NSECE Workforce restricted-use data file. Please see **WF_WORK_WAGE** for the WF respondent's hourly wage.

(R) WF_B4A_B_PER_R

Is it per?

1. Hour	➔ GO TO B5
2. Day	➔ GO TO B5
3. Week	➔ GO TO B5
4. Month	➔ GO TO B5
5. Year	➔ GO TO B5
6. OTHER (Please specify: _____)	➔ ASK B4_other
7. Don't know/Refused/No answer	➔ GO TO B5
8. Added: Bi-weekly	
9. Added: Bi-monthly	
10. Added: Per session/class	
11. Added: Volunteer/no pay	
12. Added: Ten month/school year contract	
13. Added: No meaningful figure/rate provided (e.g., salary, stipend, etc.)	

NOTES:

Original response data is available in the NSECE Workforce restricted-use data file. Please see **WF_WORK_WAGE** for the WF respondent's hourly wage.

WF_B5_DISABLE (QT = WF_WORK_DISABLED)

B5. In this job, do you work mostly with children who have mental, physical or other disabilities or delays?

1. Yes
2. No
3. DON'T KNOW/REFUSED/NO ANSWER

(R) WF_B6_TITLE_R

B6. What is your title at this program?

1. Director and Teacher	➔ GO TO B7
2. Program Coordinator	➔ GO TO B7
3. Lead Teacher or Lead Instructor	➔ GO TO B7
4. Teacher or Instructor	➔ GO TO B7
5. Assistant Teacher or Instructor	➔ GO TO B7
6. Aide	➔ GO TO B7
7. Something else (Please specify other ____)	➔ ASK B6_other
8. Don't know/Refused/No answer	➔ GO TO B7

9. Added: Teacher/Assistant Director
10. Added: Lead Teacher/Assistant Director
11. Added: Para-Educator or Para-Professional
12. Added: Site Supervisor or Campus Supervisor
13. Added: Group Supervisor
14. Added: Other Supervisor
15. Added: Assistant Supervisor
16. Added: Associate Teacher
17. Added: Co-Teacher
18. Added: Substitute Teacher
19. Added: Other Substitute, Floater, Break Person
20. Added: Group Leader/ Team Leader/Program Leader/Club Leader
21. Added: Administrator
22. Added: Education Assistant
23. Added: Childcare Provider or Caregiver
24. Added: Site Director or Director or Program Director or Center Director
25. Added: Assistant Director
26. Added: Site Manager or Program Manager or Center Manager or Manager
27. Added: Owner
28. Added: Volunteer
29. Added: Instructional Assistant
30. Added: Lead Teacher/Director
31. Added: Counselor/Lead Counselor
32. Added: Principal
33. Added: Assistant Coordinator
34. Added: Youth Development Professional
35. Added: Specialist (Unspecified)
36. Added: Nurse/Certified Nursing Assistant
37. Added: Librarian/Aide
38. Added: Supervisor/Teacher
39. Added: Owner/Director
40. Added: Coordinator/Teacher
41. Added: Assistant Director/Teacher/Floater/Coordinator
42. Added: Owner/Teacher
43. Added: Teaching Assistant/Paraprofessional
44. Added: Teaching Assistant/Assistant Director/Site Delegate
45. Added: Teacher/Administrative Assistant
46. Added: Assistant Director/Assistant Teacher
47. Added: Assistant/Supervisor
48. Added: Assistant Director/Group Leader
49. Added: Teacher/Aide
50. Added: Assistant Supervisor/Floater
51. Added: Assistant Teacher/Coordinator
52. Added: Administrative Assistant/Coordinator
53. Added: Leader/ Co-Coordinator
54. Added: Lead Teacher/Assistant Teacher/Lunch Program
55. Added: Childcare Provider/Assistant Teacher
56. Added: Director/Aide
57. Added: Administrator/Teacher Mentor
58. Added: Substitute/Aide
59. Added: Caregiver/Teacher

60. Added: Specialist/Assistant Director
61. Added: Office Assistant/Aide
62. Added: Principal/Teacher
63. Added: Lead Teacher/Interventionist
64. Added: On-Site Manager/Teacher
65. Added: Lead Teacher/Administrative Support
66. Added: Mentor
67. Added: Family Worker
68. Added: Social Worker
69. Added: Program Assistant
70. Added: Teachers Assistant
71. Added: Site Assistant
72. Added: Other Assistants (e.g., Special Needs, Hospital, Physical Therapy, etc.)
73. Added: Driver
74. Added: Child Development Associate
75. Added: Staff Member
76. Added: Worker (e.g., Student Worker, Youth Worker, Community Worker, etc.)
77. Added: Campus Leader
78. Added: Foster Parent
79. Added: Food Production
80. Added: Infant Toddler Family Educator
81. Added: Activities Provider
82. Added: Intern
83. Added: Attendant
84. Added: Home Visitor
85. Added: President
86. Added: Grandparents
87. Added: All Jobs
88. Added: Case Manager
89. Added: Administrative Assistant/Secretary
90. Added: Office Manager/Administrator
91. Added: Support Staff
92. Added: Assistant Site Facilitator
93. Added: Afterschool And/or Camp Director
94. Added: Administrative Director
95. Added: Director Of Community Engagement
96. Added: Financial Director
97. Added: Literacy Director
98. Added: Education Director
99. Added: Curriculum Coordinator
100. Added: Education Coordinator
101. Added: Recreation Coordinator
102. Added: Parent/Community Support Coordinator
103. Added: Treatment Coordinator
104. Added: Early Childhood Specialist
105. Added: Preschool Child Development Specialist
106. Added: Child Care Specialist
107. Added: Homework Specialist
108. Added: Adaptive Behavior Specialist
109. Added: Education Specialist
110. Added: Therapeutic Integration Specialist

111. Added: Speech Language Pathologist
112. Added: School Psychologist
113. Added: Special Education Teacher

NOTES:

Please see **CB_WF_ROLE** for the WF respondent's role in the center.

Original response data is available in the NSECE WF restricted-use data file.

WF_CHAR_HEALTH_INSRNCE

B7. What kind of health insurance or health care coverage do you have for yourself?

> ***CAPI***: INTW coded all categories that R mentioned. Categories were also used to probe, when needed.

(R) WF_B7_INSURANCE_R_1	Private health insurance plan from your employer or workplace
(R) WF_B7_INSURANCE_R_2	Private health insurance plan through your spouse or partner's employment
(R) WF_B7_INSURANCE_R_3	Private health insurance plan purchased directly
(R) WF_B7_INSURANCE_R_4	Private health insurance plan through a state or local government or community program
(R) WF_B7_INSURANCE_R_5	MEDICAID
(R) WF_B7_INSURANCE_R_6	MEDICARE
(R) WF_B7_INSURANCE_R_7	Military health care/VA or Champus/Tricare/Champ-VA
(R) WF_B7_INSURANCE_R_8	No coverage of any type
(R) WF_B7_INSURANCE_R_9	OTHER (Please specify other _____)
(R) WF_B7_INSURANCE_R_10	Added: Private health insurance plan through parents
(R) WF_B7_INSURANCE_R_11	Added: Private health insurance source unspecified
(R) WF_B7_INSURANCE_R_12	Added: Health Insurance through Union, College/University, or Church
(R) WF_B7_INSURANCE_R_13	Added: Supplemental Insurance Plan
(R) WF_B7_INSURANCE_R_14	Added: Charity care, Local clinic, Sliding scale, etc.
(R) WF_B7_INSURANCE_R_15	Added: Privately purchased limited coverage plan
(R) WF_B7_INSURANCE_R_16	Added: Coverage from another (possibly prior) employer
(R) WF_B7_INSURANCE_R_17	Added: Indian Health Services
(R) WF_B7_INSURANCE_R_18	Added: Other state/local public health insurance
(R) WF_B7_INSURANCE_R_19	Added: Means-based private insurance

NOTES:

This variable was constructed by analyzing and categorizing the different combinations of the 19 variables included in the original source question. Items 1-9 were included as response options in the original source question. Items 10-19 were added during the coding of the other/specify verbatim responses and then added to the codeframe.

The codeframe for this item is listed below:

-1. DK/REF/No answer
1. No coverage of any type
2. Private health insurance plan from your employer or workplace, only
3. Private health insurance plan from employer/workplace, other insurance type(s)
4. Private health insurance plan through your spouse or partner's employment
5. Private health insurance plan purchased directly
6. Private health insurance plan through a state or local govt or community program
7. Medicaid, Medicare, or Military health care/VA or CHAMPUS/TRICARE/CHAMP-VA
8. Other insurance or combination of other insurance types

WF_B9_NEWJOB (QT = WF_CAREER_SEARCH)

B9. In the past 3 months, have you done anything to look for a new job or an additional job?

1. Yes → ASK B9A
2. No → GO to Section C
3. Don't know/Refused/No answer → GO to Section C

WF_B9_REASON_R (QT = CAREER_SEARCH_WHY)

Variables affecting eligibility for this item: **WF_B9_NEWJOB**

CAPI: INTW used categories to probe, when needed.

WEB/PAPI SAQ: R entered responses, without codeframe options showing. Verbatim responses were analyzed and coded back into the original codeframe or when needed, additional categories were added to the codeframe.

B9a. What is the main reason you have looked for work?

1. To find a second job → Go to Section C
2. To find a job that pays more → Go to Section C
3. Worried that this job may end → Go to Section C
4. Hope to reduce commute or improve schedule → Go to Section C
5. To find improved work conditions in program → Go to Section C
6. Want to leave this field → Go to Section C
7. To see what else is available → Go to Section C
8. To find summer employment → Go to Section C
9. OTHER (Please specify other _____) → ASK B9_other
10. Added: To find job with benefits/insurance
11. Added: To find job that offers more work hours
12. Added: To find job in new area because moving/relocating
13. Added: To find job for professional growth and/or career advancement within field of child care (includes opening own child care business)
14. Added: To find job that is better fit with training/experience

-1. Don't know/Refused/No answer

NOTES:

Category 3 includes responses that indicate school or provider has already closed.

(R) WF_BTIME_R

Section B Timestamp

Section C. Activities

The next questions are about your activities with children.

WF_WORK_DAYS
(R) WF_C1_DAYSWORK

C1. Last week, how many days did you work at this program?

_____ Days
-1. DON'T KNOW/REFUSED/NO ANSWER

NOTES:

In order to minimize the risk of disclosure, responses that are more than 5 days a week have been grouped into a single category of "6 or more days a week".

Original response data is available in the NSECE WF restricted-use data file.

WF_C1_CURRICULUM (QT = WF_WORK_CRCLM)

C1A. Did you use a curriculum or prepared set of learning and play activities?

1. Yes → ASK C1B
2. No → GO TO C3
3. Don't know/Refused/No answer → GO TO C3

WF_WORK_CRCLM_NAME
(R) WF_C1_NAMECURR_R

Variables affecting eligibility for this item: **WF_C1_CURRICULUM**

C1B. What is the name of the curriculum or approach used?

1. A curriculum we developed ourselves (n=1560)
2. Bank Street Developmental Interaction Approach (n=43)
3. Galileo (n=8)
4. Innovations Series Curriculum (n=5)

5. Learning Games
6. Montessori Infant/Toddler Curriculum (n=27)
7. Montessori Preschool Curriculum (n=10)
8. Opening the World of Learning (OWL) (n=27)
9. Preschool Paths (n=37)
10. Project Approach (n=79)
11. Reggio Emilia Approach (n=31)
12. Scholastic Early Childhood Program (n=18)
13. The Creative Curriculuma for Infants and Toddlers (n=19)
14. The Creative Curriculuma for Preschool (n=10)
15. The High/Scope Curriculum for Preschool (n=22)
16. The High/Scope Curriculum for Infants and Toddlers (n=39)
17. The Program for Infant/Toddler Caregivers (PITC) Curriculum (n=46)
18. Waldorf Approach (n=297)
19. Other (n=835)
20. None (n=200)
21. Don't know/Refused/No answer (n=131)
22. Added: Teaching Strategies Gold (n=54)
23. Added: Tools of the Mind (n=18)
24. Added: Montessori (Unspecified) (n=17)
25. Added: High/Scope (Unspecified) (n=136)
26. Added: Creative Curriculum (Unspecified) (n=271)
27. Added: Teaching Strategies (Unspecified) (n=30)
28. Added: Curricula dictated by host organization (n=85)
29. Added: Purchased/publicly available curricula (n=732)
30. Added: Activities/activity planning (n=24)
31. The Creative Curriculum for Infant/Toddler; Preschool; or Unspecified age group (collapses original categories 13-14, 26)
32. High/Scope for Infant/Toddler; Preschool; or Unspecified age group (collapses categories 15-16, 25)
33. Other (collapses categories 19, 2-12, 17, 22-24, 27-30)

-2. Not applicable - Did not use curriculum. (n=745)

NOTES:

A number of categories were collapsed into broader categories (31, 32, and 33) to minimize the risk of disclosure in the public-use data. Total frequencies for each category are presented above (denoted by n=).

Please see the WF restricted-use data file for the more comprehensive variable.

WF_C3_PLAN (QT = WF_WORK_PLAN)

C3. Do you plan or help plan the daily activities of the children in this classroom or group?

1. Yes ➔ ASK C3A
2. No ➔ SKIP TO C4
3. Don't know/Refused/No answer ➔ SKIP TO C4

WF_C3_WHENPLAN (QT = WF_WORK_PLAN_WHEN)

Variables affecting eligibility for this item: **WF_C3_PLAN**

C3a. When do you plan daily activities?

1. While caring for children
2. Time while at work, but not caring for children
3. Don't make specific plans
4. Personal time when I am not at work
5. Don't know/Refused/No answer

WF_C3B3_TIMEPLAN (QT = WF_WORK_PLAN_TIME)

Variables affecting eligibility for this item: **WF_C3_PLAN**

C3b. How much time do you spend each week planning children's activities?

Hours per week _____

-1. Don't know/Refused/No answer

WF_WORK_SCREEN
(R) WF_C4_SCREEN

C4. Last week, when children were with you, how many days did they use something with a screen, such as a TV, computer or electronic game, even if it was for a short time?

_____ Number of days

-8. We never use anything with a screen

-1. Don't know/Refused/No answer

NOTES: In order to protect against disclosure, responses of six days or more were grouped into one category. See the NSECE Workforce restricted-use data file for the original variable.

SKIP LOGIC BOX 2

If R cares for children that are younger than school age (Kindergarten), as determined by **WF_C1_AGEGROUP, WF_C1_MOSTOFTEN**, then ask **G3_ECE**.

If R cares for children that are school age and older (Kindergarten and older), as determined by **WF_C1_AGEGROUP, WF_C1_MOSTOFTEN**, then ask **G3_SA**.

G3_ECE. These next questions are about activities that you may plan and do with children in your care. We will ask about some activities that are only appropriate for some age groups.

WEB/PAPI SAQ: R was asked to enter 0 if none of the activities listed were done with children any day last week, or if they were done, but they had not been planned.

How many days last week did you do any of the following with the children as a planned activity? (*GRID: question format shown in Appendix 6.1.*)

Days _____

WF_G3_ECE_ACTIVITY_R_A **(R) WF_G3_ECE_ACTIVITY_A**	Learning activities that you planned for child(ren) such as learning letters and reading or numbers and counting
WF_G3_ECE_ACTIVITY_R_B **(R) WF_G3_ECE_ACTIVITY_B**	Free time for children to read or explore on their own
WF_G3_ECE_ACTIVITY_R_C **(R) WF_G3_ECE_ACTIVITY_C**	Vigorous activity in games that you organize and supervise
WF_G3_ECE_ACTIVITY_R_D **(R) WF_G3_ECE_ACTIVITY_D**	Vigorous activity that the children select and do without direct supervision
WF_G3_ECE_ACTIVITY_R_E **(R) WF_G3_ECE_ACTIVITY_E**	Singing and movement planned in advance
WF_G3_ECE_ACTIVITY_R_F **(R) WF_G3_ECE_ACTIVITY_F**	Helping children with basic needs such as eating, toileting/diapering, or getting dressed

NOTES:

In order to protect against disclosure, responses of six days or more or more were grouped into one category. See the NSECE Workforce restricted-use data file for the original variable.

G3_SA. These next questions are about activities that you may plan and do with children in your care. We will ask about some activities that are only appropriate for some age groups.

How many days last week did you do any of the following with the children as a planned activity? (*GRID: question format shown in Appendix 6.1.*)

Days _____

WEB/PAPI SAQ: R was asked to enter 0 if none of the activities listed were done with children any day last week, or if they were done, but they had not been planned.

WF_G3_SA_ACTIVITY_R_A
(R) WF_G3_SA_ACTIVITY_A
Learning activities that you planned for child(ren) such as learning reading, math or science

WF_G3_SA_ACTIVITY_R_B
(R) WF_G3_SA_ACTIVITY_B
Free time for children to do homework or read on their own

WF_G3_SA_ACTIVITY_R_C
(R) WF_G3_SA_ACTIVITY_C
Vigorous activity in games that you organize and supervise

WF_G3_SA_ACTIVITY_R_D
(R) WF_G3_SA_ACTIVITY_D
Vigorous activity that the children select and do without direct supervision

WF_G3_SA_ACTIVITY_R_E
(R) WF_G3_SA_ACTIVITY_E
Free time for social activities or socializing with other

NOTES:

In order to protect against disclosure, responses of six days or more or more were grouped into one category. See the NSECE Workforce restricted-use data file for the original variable.

(R) WF_CTIME_R

Section C Timestamp

D1. Please indicate how much you personally agree or disagree with the following statements.

WF_D1_OBEY

In my opinion, children should always obey their parents. Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_RIGHT

In my opinion, children will not do the right thing unless they must. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree

4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_OBEDIENCE

In my opinion, the most important thing to teach children is absolute obedience to whomever is the authority. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_IDEAS

In my opinion, a child's ideas should be considered in family decisions. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_POV

In my opinion, children have a right to their own point of view and should be allowed to express it. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_DISAGREE

In my opinion, children should be allowed to disagree with their parents if they feel their own ideas are better. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_BEBAD

In my opinion, children will be bad unless they are taught what is right. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_OBEYTEACH

In my opinion, children should always obey the teacher. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_DISPARENTS

In my opinion, it is alright for a child to disagree with his or her own parents. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree

4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D1_PRETENDING

In my opinion, parents should go along with the game when their child is pretending something. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

D2. Please indicate the degree to which you agree/disagree with the following statements.

WF_D2_READ (QT = WF_ATTITUDES_TOO_YOUNG)

Preschool children are too young to benefit from activities that teach them how to read. Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D2_INVOLVED (QT = WF_ATTITUDES_STRCTR_PLAY)

Young children do best when teachers are actively involved in organizing their play and activities, rather than letting them decide their own activities. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree

6. Don't know/Refused/No Answer

WF_D2_FOCUS (QT = WF_ATTITUDES_HW_FOCUS)

After-school programs help children most when they focus on help with homework and other academically-oriented activities. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

WF_D2_SOCIAL (QT = WF_ATTITUDES_SOCIAL_FOCUS)

Children gain the most from after-school activities that focus on recreation and social interaction. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

1. Strongly Disagree
2. Disagree
3. Neither agree or disagree
4. Agree
5. Strongly agree
6. Don't know/Refused/No Answer

D3. How often did the following things happen to you last week at this program? (*GRID: question format shown in Appendix 6.1.*)

1. Never
2. Once
3. More than once
4. Don't Know/Refused/No Answer

WF_D3_LATE (QT = WF_WORK_PRNTS_LATE)

A. Parents came late to pick up their children. (Would you say never, once, or more than once in the last week?)

WF_D3_BLAME (QT = WF_WORK_PRNTS_BLAME)

B. Parents blamed their child's bad behavior on the program. (Would you say never, once, or more than once in the last week?)

WF_D3_BEHAVIOR (QT = WF_WORK_BEHAVIOR)

C. There were children with behavior problems that were hard to deal with. (Would you say never, once, or more than once in the last week?)

WF_D3_HAPPY (QT = WF_WORK_CH_HAPPY)

D. I knew the children are happy with me. (Would you say never, once, or more than once in the last week?)

WF_D3_STRESS (QT = WF_WORK_CH_STRESS)

E. There were major sources of stress in the children's lives that I couldn't do anything about (Would you say never, once, or more than once in the last week?)

WF_D3_APPRECIATE (QT = WF_WORK_PRNTS_APPRCTE)

F. I knew that I was appreciated by the parents. (Would you say never, once, or more than once in the last week?)

WF_D3_SOLVE (QT = WF_WORK_SOLVE_PROBLEMS)

G. I had the chance to solve difficult problems. (Would you say never, once, or more than once in the last week?)

WF_D3_MOVED (QT = WF_WORK_MOVE_CLASSROOMS)

H. I was moved to a different classroom or group of children. (Would you say never, once, or more than once in the last week?)

WF_D4_HAPPEN (QT = WF_WORK_PRNTS_TALK)

D4. How often last week did you talk with a parent about something happening in the child's family (for example child-parent relationships, stresses like parent's finances and employment; family tensions)? (Would you say not at all, once or twice, or three or more times in the last week?)

1. Not at all
2. Once or twice
3. Three or more times
4. Don't know/Refused/No answer

WF_C10_INTERPRET (QT = WF_WORK_LANG_PRNTS)

C10B. Do you ever need an interpreter or a child to help you speak with the parents of children in your program?

1. Yes → ASK C10B1
2. No → GO TO D7
3. Don't know/Refused/No answer → GO TO D7

WF_C10_NUMINTERPRET

Variables affecting eligibility for this item: **WF_C10_INTERPRET**

C10B1. How many children in your program have parents that you speak with this way?

_____ Number of children

-1. Don't know/Refused/No answer

D7. How often have you and your supervisor (such as center director, program director, or lead teacher) discussed each of the following in the last 12 months?
(*GRID: question format shown in Appendix 6.1.*)

1. Once a year
2. Several times a year
3. Once a month
4. A few times a month
5. Once a week or more
6. Never
7. Don't know/Refused/No Answer

WF_D7_LEARN (QT = WF_WORK_LEARNING_SKILLS)

A. How you can improve your skills helping children learn? Would you say…

WF_D7_BEHAVIOR (QT = WORK_BEHAVIOR_SKILLS)

B. How you can improve your skills working with children's behavior? Would you say…

WF_D8_FEEDBACK (QT = WF_WORK_REVIEW)

D8. Do you receive a formal review and feedback on your performance at least once a year?

1. Yes
2. No
3. Don't know/Refused/No answer

WF_D9_RESPECT (QT = WF_WORK_RESPECT)

D9. How much do you agree or disagree with the following statements about working in this program?

A. My co-workers and I are treated with respect on a day-to-day basis. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/Refused/No answer

WF_D9_TEAM (QT = WF_WORK_TEAMWORK)

B. Team work is encouraged. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/Refused/No answer

WF_D9_HELPDEAL (QT = WF_WORK_HELP_AVAILABLE)

C. I have help dealing with difficult children or parents? (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

1. Strongly agree
2. Agree
3. Neither agree nor disagree
4. Disagree
5. Strongly disagree
6. Don't know/Refused/No answer

D10. These questions are about feelings you may have experienced over the past 30 days. During the past 30 days, how often did you feel...

WF_D10_SAD ...so sad that nothing could cheer you up? Would you say:

1. All of the time
2. Most of the time

3. Some of the time
4. A little of the time
5. None of the time
6. Don't know/Refused/No Answer

WF_D10_NERVOUS

(During the past 30 days, how often did you feel)...nervous? Would you say:

1. All of the time
2. Most of the time
3. Some of the time
4. A little of the time
5. None of the time
6. Don't know/Refused/No Answer

WF_D10_FIDGET

(During the past 30 days, how often did you feel).....restless or fidgety? Would you say:

1. All of the time
2. Most of the time
3. Some of the time
4. A little of the time
5. None of the time
6. Don't know/Refused/No Answer

WF_D10_HOPELESS

(During the past 30 days, how often did you feel).....hopeless? Would you say:

1. All of the time
2. Most of the time
3. Some of the time
4. A little of the time
5. None of the time
6. Don't know/Refused/No Answer

WF_D10_EFFORT

(During the past 30 days, how often did you feel).....that everything was an effort? Would you say:

1. All of the time
2. Most of the time
3. Some of the time
4. A little of the time
5. None of the time
6. Don't know/Refused/No Answer

WF_D10_WORTHLESS (During the past 30 days, how often did you feel).....worthless? Would you say:

1. All of the time
2. Most of the time
3. Some of the time
4. A little of the time
5. None of the time
6. Don't know/Refused/No Answer

(R) WF_DTIME_R

Section D Timestamp

Section E. Personal Characteristics

We finish the interview with some questions about your personal characteristics.

WF_E1_GENDER (QT = WF_CHAR_GENDER)

E1. Are you male or female?

***CAPI*:** INTW *read "I am required to ask if you are male or female".*

1. Male
2. Female
3. Don't know/Refused/No answer

WF_CHAR_YEAR_BORN
(R) WF_E2_YEARBORN

E2. In what year were you born?

_____
-1. DON'T KNOW/REFUSED/NO ANSWER

NOTES:

In order to minimize the risk of disclosure, some responses have been grouped into broader categories:

Individuals born before 1947 (1947)
1947 to 1952 (1948)
1990 and later (1990)

Original response data is available in the NSECE WF restricted-use data file.

WF_E3_HISPANIC (QT = WF_CHAR_HISP)

E3. Are you of Hispanic or Latino descent?

1. Yes
2. No
3. Don't know/Refused/No answer

E4. Which of the following are you? *PLEASE SELECT ONE OR MORE.*

1. Yes
2. No

-1. Don't know/Refused/No answer

(R) WF_E4_RACE_1_R	White
(R) WF_E4_RACE_2_R	Black or African American
(R) WF_E4_RACE_3_R	Asian
(R) WF_E4_RACE_4_R	Native Hawaiian or Other Pacific Islander
(R) WF_E4_RACE_5_R	American Indian or Alaska Native
(R) WF_E4_RACE_6_R	OTHER
(R) WF_E4_RACE_7_R	Added: if volunteered: Hispanic

NOTES:

Please see **WF_CHAR_RACE** for the WF respondent's race.

WF_E5_LANG (QT = WF_CHAR_LANG)

E5. Do you speak any languages other than English?

1. Yes	➔ ASK E6
2. No	➔ GO TO E9
3. Don't know/Refused/No answer	➔ GO TO E9

WF_E6 (QT = WF_WORK_LANG_PRCNT)

Variables affecting eligibility for this item: **WF_E5_LANG**

E6. About what percent of the time that you are working with children do you speak English?

_____ % of time speaking English

-1. Don't know/Refused/No answer

WF_CHAR_COUNTRY_BORN

E9. In what country were you born?

-1. DON'T KNOW/REFUSED/NO ANSWER

(R) WF_E9_COUNTRY_01 United States
(R) WF_E9_COUNTRY_02 DK/REF
(R) WF_E9_COUNTRY_03 Afghanistan
(R) WF_E9_COUNTRY_04 Akrotiri
(R) WF_E9_COUNTRY_05 Albania
(R) WF_E9_COUNTRY_06 Algeria
(R) WF_E9_COUNTRY_07 American Samoa
(R) WF_E9_COUNTRY_08 Andorra
(R) WF_E9_COUNTRY_09 Angola
(R) WF_E9_COUNTRY_10 Anguilla
(R) WF_E9_COUNTRY_11 Antarctica
(R) WF_E9_COUNTRY_12 Antigua and Barbuda
(R) WF_E9_COUNTRY_13 Argentina
(R) WF_E9_COUNTRY_14 Armenia
(R) WF_E9_COUNTRY_15 Aruba
(R) WF_E9_COUNTRY_16 Ashmore and Cartier Islands
(R) WF_E9_COUNTRY_17 Australia
(R) WF_E9_COUNTRY_18 Austria
(R) WF_E9_COUNTRY_19 Azerbaijan
(R) WF_E9_COUNTRY_20 Bahamas
(R) WF_E9_COUNTRY_21 Bahrain
(R) WF_E9_COUNTRY_22 Bangladesh
(R) WF_E9_COUNTRY_23 Barbados
(R) WF_E9_COUNTRY_24 Bassas da India
(R) WF_E9_COUNTRY_25 Belarus
(R) WF_E9_COUNTRY_26 Belgium
(R) WF_E9_COUNTRY_27 Belize
(R) WF_E9_COUNTRY_28 Benin
(R) WF_E9_COUNTRY_29 Bermuda
(R) WF_E9_COUNTRY_30 Bhutan
(R) WF_E9_COUNTRY_31 Bolivia
(R) WF_E9_COUNTRY_32 Bosnia and Herzegovina
(R) WF_E9_COUNTRY_33 Botswana
(R) WF_E9_COUNTRY_34 Bouvet Island
(R) WF_E9_COUNTRY_35 Brazil
(R) WF_E9_COUNTRY_36 British Indian Ocean Territory
(R) WF_E9_COUNTRY_37 British Virgin Islands
(R) WF_E9_COUNTRY_38 Brunei
(R) WF_E9_COUNTRY_39 Bulgaria
(R) WF_E9_COUNTRY_40 Burkina Faso
(R) WF_E9_COUNTRY_41 Burma
(R) WF_E9_COUNTRY_42 Burundi
(R) WF_E9_COUNTRY_43 Cambodia
(R) WF_E9_COUNTRY_44 Cameroon
(R) WF_E9_COUNTRY_45 Canada
(R) WF_E9_COUNTRY_46 Cape Verde
(R) WF_E9_COUNTRY_47 Cayman Islands
(R) WF_E9_COUNTRY_48 Central African Republic
(R) WF_E9_COUNTRY_49 Chad
(R) WF_E9_COUNTRY_50 Chile
(R) WF_E9_COUNTRY_51 China
(R) WF_E9_COUNTRY_52 Christmas Island
(R) WF_E9_COUNTRY_53 Clipperton Island
(R) WF_E9_COUNTRY_54 Cocos (Keeling) Islands
(R) WF_E9_COUNTRY_55 Colombia
(R) WF_E9_COUNTRY_56 Comoros
(R) WF_E9_COUNTRY_57 Congo
(R) WF_E9_COUNTRY_58 Cook Islands
(R) WF_E9_COUNTRY_59 Coral Sea Islands
(R) WF_E9_COUNTRY_60 Costa Rica
(R) WF_E9_COUNTRY_61 Cote d'Ivoire
(R) WF_E9_COUNTRY_62 Croatia
(R) WF_E9_COUNTRY_63 Cuba
(R) WF_E9_COUNTRY_64 Cyprus
(R) WF_E9_COUNTRY_65 Czech Republic
(R) WF_E9_COUNTRY_66 Denmark
(R) WF_E9_COUNTRY_67 Dhekelia
(R) WF_E9_COUNTRY_68 Djibouti
(R) WF_E9_COUNTRY_69 Dominica
(R) WF_E9_COUNTRY_70 Dominican Republic
(R) WF_E9_COUNTRY_71 Ecuador
(R) WF_E9_COUNTRY_72 Egypt
(R) WF_E9_COUNTRY_73 El Salvador
(R) WF_E9_COUNTRY_74 Equatorial Guinea
(R) WF_E9_COUNTRY_75 Eritrea
(R) WF_E9_COUNTRY_76 Estonia
(R) WF_E9_COUNTRY_77 Ethiopia
(R) WF_E9_COUNTRY_78 Europa Island
(R) WF_E9_COUNTRY_79 Falkland Islands (Islas Malvinas)

(R) WF_E9_COUNTRY_80 Faroe Islands
(R) WF_E9_COUNTRY_81 Fiji
(R) WF_E9_COUNTRY_82 Finland
(R) WF_E9_COUNTRY_83 France
(R) WF_E9_COUNTRY_84 French Guiana
(R) WF_E9_COUNTRY_85 French Polynesia
(R) WF_E9_COUNTRY_86 French Southern and Antarctic Lands
(R) WF_E9_COUNTRY_87 Gabon
(R) WF_E9_COUNTRY_88 Gambia
(R) WF_E9_COUNTRY_89 Gaza Strip
(R) WF_E9_COUNTRY_90 Georgia
(R) WF_E9_COUNTRY_91 Germany
(R) WF_E9_COUNTRY_92 Ghana
(R) WF_E9_COUNTRY_93 Gibraltar
(R) WF_E9_COUNTRY_94 Glorioso Islands
(R) WF_E9_COUNTRY_95 Greece
(R) WF_E9_COUNTRY_96 Greenland
(R) WF_E9_COUNTRY_97 Grenada
(R) WF_E9_COUNTRY_98 Guadeloupe
(R) WF_E9_COUNTRY_99 Guam
(R) WF_E9_COUNTRY_100 Guatemala
(R) WF_E9_COUNTRY_101 Guernsey
(R) WF_E9_COUNTRY_102 Guinea
(R) WF_E9_COUNTRY_103 Guinea-Bissau
(R) WF_E9_COUNTRY_104 Guyana
(R) WF_E9_COUNTRY_105 Haiti
(R) WF_E9_COUNTRY_106 Heard Island and McDonald Islands
(R) WF_E9_COUNTRY_107 Holy See (Vatican City)
(R) WF_E9_COUNTRY_108 Honduras
(R) WF_E9_COUNTRY_109 Hong Kong
(R) WF_E9_COUNTRY_110 Hungary
(R) WF_E9_COUNTRY_111 Iceland
(R) WF_E9_COUNTRY_112 India
(R) WF_E9_COUNTRY_113 Indonesia
(R) WF_E9_COUNTRY_114 Iran
(R) WF_E9_COUNTRY_115 Iraq
(R) WF_E9_COUNTRY_116 Ireland
(R) WF_E9_COUNTRY_117 Isle of Man
(R) WF_E9_COUNTRY_118 Israel
(R) WF_E9_COUNTRY_119 Italy
(R) WF_E9_COUNTRY_120 Jamaica
(R) WF_E9_COUNTRY_121 Jan Mayen
(R) WF_E9_COUNTRY_122 Japan
(R) WF_E9_COUNTRY_123 Jersey
(R) WF_E9_COUNTRY_124 Jordan
(R) WF_E9_COUNTRY_125 Juan de Nova Island
(R) WF_E9_COUNTRY_126 Kazakhstan
(R) WF_E9_COUNTRY_127 Kenya
(R) WF_E9_COUNTRY_128 Kiribati
(R) WF_E9_COUNTRY_129 North Korea
(R) WF_E9_COUNTRY_130 South Korea
(R) WF_E9_COUNTRY_131 Kuwait
(R) WF_E9_COUNTRY_132 Kyrgyzstan
(R) WF_E9_COUNTRY_133 Laos
(R) WF_E9_COUNTRY_134 Latvia
(R) WF_E9_COUNTRY_135 Lebanon
(R) WF_E9_COUNTRY_136 Lesotho
(R) WF_E9_COUNTRY_137 Liberia
(R) WF_E9_COUNTRY_138 Libya
(R) WF_E9_COUNTRY_139 Liechtenstein
(R) WF_E9_COUNTRY_140 Lithuania
(R) WF_E9_COUNTRY_141 Luxembourg
(R) WF_E9_COUNTRY_142 Macau
(R) WF_E9_COUNTRY_143 Macedonia
(R) WF_E9_COUNTRY_144 Madagascar
(R) WF_E9_COUNTRY_145 Malawi
(R) WF_E9_COUNTRY_146 Malaysia
(R) WF_E9_COUNTRY_147 Maldives
(R) WF_E9_COUNTRY_148 Mali
(R) WF_E9_COUNTRY_149 Malta
(R) WF_E9_COUNTRY_150 Marshall Islands
(R) WF_E9_COUNTRY_151 Martinique
(R) WF_E9_COUNTRY_152 Mauritania
(R) WF_E9_COUNTRY_153 Mauritius
(R) WF_E9_COUNTRY_154 Mayotte
(R) WF_E9_COUNTRY_155 Mexico
(R) WF_E9_COUNTRY_156 Micronesia, Federated States of
(R) WF_E9_COUNTRY_157 Moldova
(R) WF_E9_COUNTRY_158 Monaco
(R) WF_E9_COUNTRY_159 Mongolia
(R) WF_E9_COUNTRY_160 Montserrat
(R) WF_E9_COUNTRY_161 Morocco
(R) WF_E9_COUNTRY_162 Mozambique
(R) WF_E9_COUNTRY_163 Namibia
(R) WF_E9_COUNTRY_164 Nauru
(R) WF_E9_COUNTRY_165 Navassa Island
(R) WF_E9_COUNTRY_166 Nepal
(R) WF_E9_COUNTRY_167 Netherlands
(R) WF_E9_COUNTRY_168 Netherlands Antilles
(R) WF_E9_COUNTRY_169 New Caledonia
(R) WF_E9_COUNTRY_170 New Zealand
(R) WF_E9_COUNTRY_171 Nicaragua

(R) WF_E9_COUNTRY_172 Niger
(R) WF_E9_COUNTRY_173 Nigeria
(R) WF_E9_COUNTRY_174 Niue
(R) WF_E9_COUNTRY_175 Norfolk Island
(R) WF_E9_COUNTRY_176 Northern Mariana Islands
(R) WF_E9_COUNTRY_177 Norway
(R) WF_E9_COUNTRY_178 Oman
(R) WF_E9_COUNTRY_179 Pakistan
(R) WF_E9_COUNTRY_180 Palau
(R) WF_E9_COUNTRY_181 Panama
(R) WF_E9_COUNTRY_182 Papua New Guinea
(R) WF_E9_COUNTRY_183 Paracel Islands
(R) WF_E9_COUNTRY_184 Paraguay
(R) WF_E9_COUNTRY_185 Peru
(R) WF_E9_COUNTRY_186 Philippines
(R) WF_E9_COUNTRY_187 Pitcairn Islands
(R) WF_E9_COUNTRY_188 Poland
(R) WF_E9_COUNTRY_189 Portugal
(R) WF_E9_COUNTRY_190 Puerto Rico
(R) WF_E9_COUNTRY_191 Qatar
(R) WF_E9_COUNTRY_192 Reunion
(R) WF_E9_COUNTRY_193 Romania
(R) WF_E9_COUNTRY_194 Russia
(R) WF_E9_COUNTRY_195 Rwanda
(R) WF_E9_COUNTRY_196 Saint Helena
(R) WF_E9_COUNTRY_197 Saint Kitts and Nevis
(R) WF_E9_COUNTRY_198 Saint Lucia
(R) WF_E9_COUNTRY_199 Saint Pierre and Miquelon
(R) WF_E9_COUNTRY_200 Saint Vincent and the Grenadines
(R) WF_E9_COUNTRY_201 Samoa
(R) WF_E9_COUNTRY_202 San Marino
(R) WF_E9_COUNTRY_203 Sao Tome and Principe
(R) WF_E9_COUNTRY_204 Saudi Arabia
(R) WF_E9_COUNTRY_205 Senegal
(R) WF_E9_COUNTRY_206 Serbia and Montenegro
(R) WF_E9_COUNTRY_207 Seychelles
(R) WF_E9_COUNTRY_208 Sierra Leone
(R) WF_E9_COUNTRY_209 Singapore
(R) WF_E9_COUNTRY_210 Slovakia
(R) WF_E9_COUNTRY_211 Slovenia
(R) WF_E9_COUNTRY_212 Solomon Islands
(R) WF_E9_COUNTRY_213 Somalia
(R) WF_E9_COUNTRY_214 South Africa
(R) WF_E9_COUNTRY_215 South Georgia and the South Sandwich Islands
(R) WF_E9_COUNTRY_216 Spain
(R) WF_E9_COUNTRY_217 Spratly Islands
(R) WF_E9_COUNTRY_218 Sri Lanka
(R) WF_E9_COUNTRY_219 Sudan
(R) WF_E9_COUNTRY_220 Suriname
(R) WF_E9_COUNTRY_221 Svalbard
(R) WF_E9_COUNTRY_222 Swaziland
(R) WF_E9_COUNTRY_223 Sweden
(R) WF_E9_COUNTRY_224 Switzerland
(R) WF_E9_COUNTRY_225 Syria
(R) WF_E9_COUNTRY_226 Taiwan
(R) WF_E9_COUNTRY_227 Tajikistan
(R) WF_E9_COUNTRY_228 Tanzania
(R) WF_E9_COUNTRY_229 Thailand
(R) WF_E9_COUNTRY_230 Timor-Leste
(R) WF_E9_COUNTRY_231 Togo
(R) WF_E9_COUNTRY_232 Tokelau
(R) WF_E9_COUNTRY_233 Tonga
(R) WF_E9_COUNTRY_234 Trinidad and Tobago
(R) WF_E9_COUNTRY_235 Tromelin Island
(R) WF_E9_COUNTRY_236 Tunisia
(R) WF_E9_COUNTRY_237 Turkey
(R) WF_E9_COUNTRY_238 Turkmenistan
(R) WF_E9_COUNTRY_239 Turks and Caicos Islands
(R) WF_E9_COUNTRY_240 Tuvalu
(R) WF_E9_COUNTRY_241 Uganda
(R) WF_E9_COUNTRY_242 Ukraine
(R) WF_E9_COUNTRY_243 United Arab Emirates
(R) WF_E9_COUNTRY_244 United Kingdom
(R) WF_E9_COUNTRY_245 Uruguay
(R) WF_E9_COUNTRY_246 Uzbekistan
(R) WF_E9_COUNTRY_247 Vanuatu
(R) WF_E9_COUNTRY_248 Venezuela
(R) WF_E9_COUNTRY_249 Vietnam
(R) WF_E9_COUNTRY_250 Virgin Islands
(R) WF_E9_COUNTRY_251 Wake Island
(R) WF_E9_COUNTRY_252 Wallis and Futuna
(R) WF_E9_COUNTRY_253 West Bank
(R) WF_E9_COUNTRY_254 Western Sahara
(R) WF_E9_COUNTRY_255 Yemen
(R) WF_E9_COUNTRY_256 Zambia
(R) WF_E9_COUNTRY_257 Zimbabwe

NOTES:

In order to minimize the risk of disclosure, 257 different country options have been collapsed as follows:

1. U.S., including U.S. territories (includes category 1, 7, 99, 165, 176, 190, 150, 250, 251)
2. Mexico (category 155)
3. Other (all other categories except 1, 7, 99, 165, 176, 190, 150, 250, 251, 155, 2 & missing)

-1. Don't know/Refused/No answer (Category 2 & missing)

Original response data is available in the NSECE WF restricted-use data file.

WF_E10_YEARMOVE_R
(R) WF_E10_YEARMOVE

Variables affecting eligibility for this item: **(R) WF_E9_COUNTRY_01-WF_E9_COUNTRY_257**

E10. In what year did you move to the U.S. to stay?

-1. Don't know/Refused/No answer

NOTES:

In order to protect against disclosure, responses of 1969 and earlier and responses of 2008 and later have been grouped into individual categories. Responses in between 1969 and 2008 are reported as single years.

WF_CHAR_MARITAL
(R) WF_E11_MARITAL

E11. What is your current marital status?

1. Never married, not living with a partner (n=1312)
2. Married or living with a partner (n=2688)
3. Separated (n=139)
4. Divorced (n=466)
5. Widowed (n=114)
6. Don't know/Refused/No answer (n=113)

NOTES:

In order to minimize the risk of disclosure, categories 3 and 5 have been collapsed into one. Total frequencies for each of the original response categories are also presented above (denoted by n=) and represent workers who served ages 0-5, only. The presented frequencies are for the total number of respondents – 4,832.

Original response data is available in the NSECE WF restricted-use data file.

WF_CHAR_CH_UNDER5
(R) WF_E12_LT5

E12. How many children age 5 or less are living in your household?

_____Number
-1. DON'T KNOW/REFUSED/NO ANSWER

NOTES:

In order to minimize the risk of disclosure, responses of 3, 4, 5, or 6 children were grouped together in one category "3 or more children".

Original response data is available in the NSECE WF restricted-use data file.

WF_CHAR_CH_6TO12
(R) WF_E13_6TO12

E13. How many children between 6 and 12 are living in your household?

_____Number
-1. DON'T KNOW/REFUSED/NO ANSWER

NOTES:

In order to minimize the risk of disclosure, responses of 3, 4, 5, or 6 children were grouped together in one category "3 or more children".
Original response data is available in the NSECE WF restricted-use data file.

WF_E14_INCOME_DISC
(R) WF_E14_INCOME

E14. Approximately what was your total household income in 2011, before taxes or deductions? Please include income from wages and salaries earned by you or other adults in your household. Also include government assistance, gifts, or other income you may have had.

_____ Dollars → GO TO E17

-1. Don't know/Refused/No answer → GO TO WF_E15_INCOMERANGE

NOTES:

In order to minimize the risk of disclosure, values 0 through 999 were bottom coded to the value $999. The highest two percent of cases was top coded to the median of the top two percent, $180,000.

Original response data is available in the NSECE WF restricted-use data file.

(R) WF_E15_INCOMERANGE

Variables affecting eligibility for this item: **WF_E14_INCOME**

E15. It can be difficult to remember or report these numbers and an approximate range is fine. What was your total household income in 2011 before taxes or deductions…

1. 0 to $7,500
2. $7,501 to $15,000
3. $15,001 to $22,500
4. $22,501 to $30,000
5. $30,001 to $45,000
6. $45,001 or more
7. Don't know/Refused/No answer

WF_E15_INCOMERANGE_CV

WF_E14_INCOME and **WF_E15_INCOMERANGE** were combined to create one categorical income variable.

1. 0 to $7,500
2. $7,501 to $15,000
3. $15,001 to $22,500
4. $22,501 to $30,000
5. $30,001 to $45,000
6. $45,001 or more

-1. Don't know/Refused/No answer

WF_E17_CHILDINCOME (QT = WF_CHAR_HHINCOME_WORK)

E17. Approximately how much of your household income in 2011 came from your work with children under age 13?

1. All
2. Almost all
3. More than half
4. About half
5. Less than half
6. Very little
7. None
8. Don't know/Refused/No answer

WF_E18_FINASSIT (QT = WF_CHAR_GOVT_PRGM)

E18. Do you currently receive financial or in-kind assistance from any government programs for needy families, such as cash assistance for disabilities, housing assistance, free-reduced lunch for your children or food stamps?

1. Yes
2. No
3. Don't know/Refused/No answer

The end: Thank you for completing the NSECE questionnaire for classroom staff.

Web version: thank you for taking the time to complete this survey. Please feel free to provide any additional comments or information about your answers in the box below. Otherwise, you can click next to end the survey.

6. Appendices

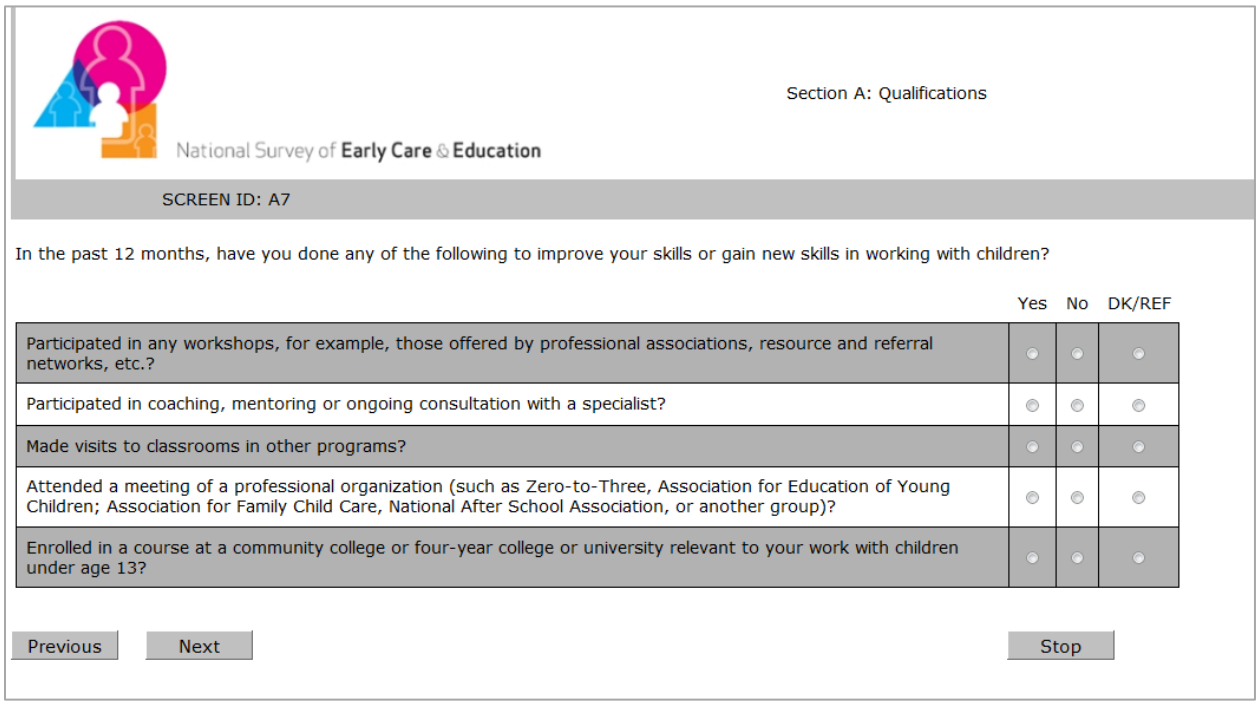
List of Appendices

6.1 Screenshots of Selected Questions from the Workforce Instruments

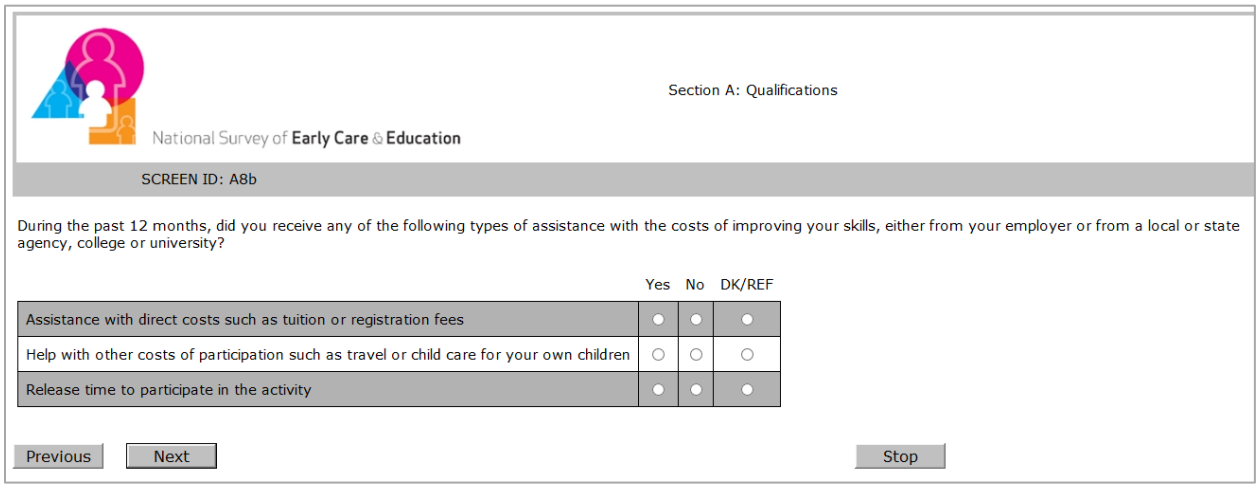
Questionnaire items could differ in structure from mode to mode and from the representation in the hard-copy questionnaire included in the variable level documentation. In order to help data users understand how these questions were presented to respondents, we have included screenshots of these items on the following pages when differences were most notable. The variable-level documentation references the appendix when there is a screenshot associated with the question series. Some features to note in the screenshots below might include: order of response entry, other items visible on the screen, and instructions provided to respondents or interviewers.

The screenshots below are taken from the CAPI instrument. There were no differences across the workforce CAPI and web instruments with the exception of the "Don't Know" and "Refused" options. These were not available in the web instrument.

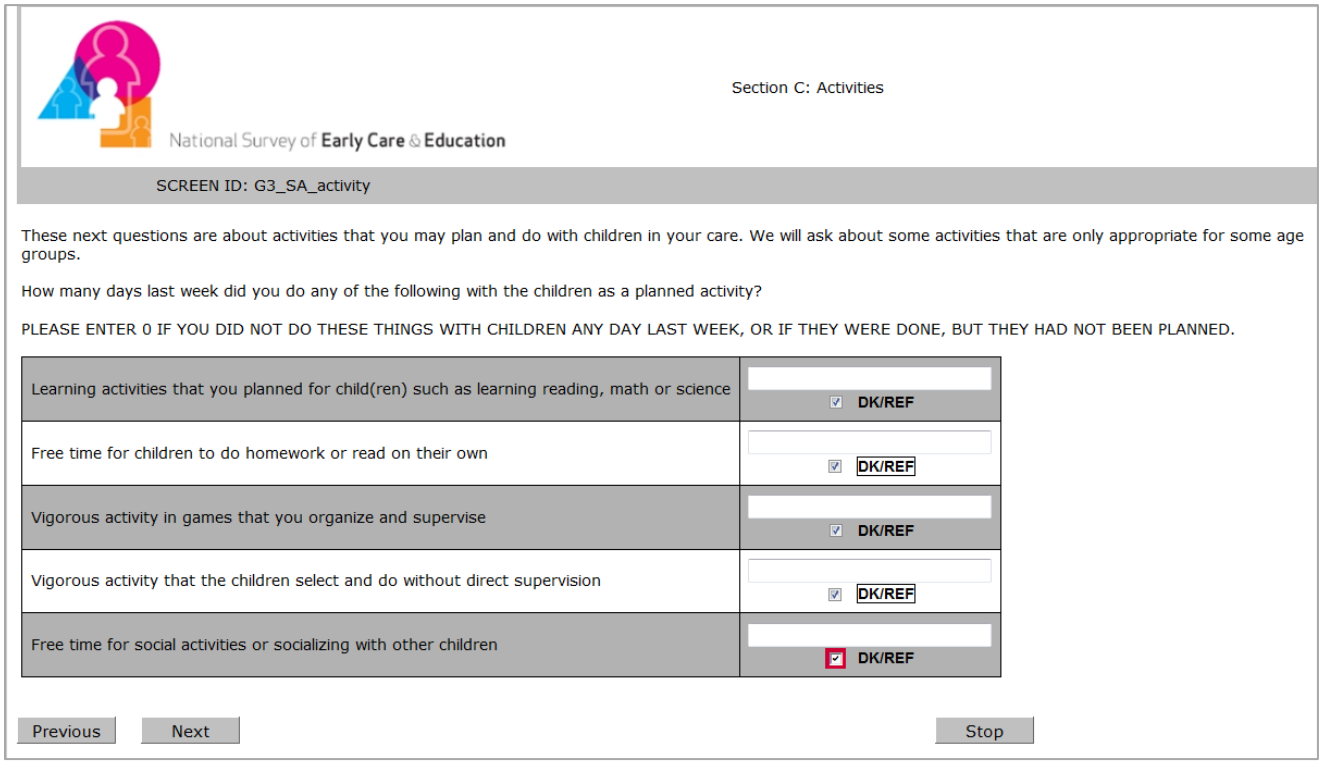
A7 Question Series



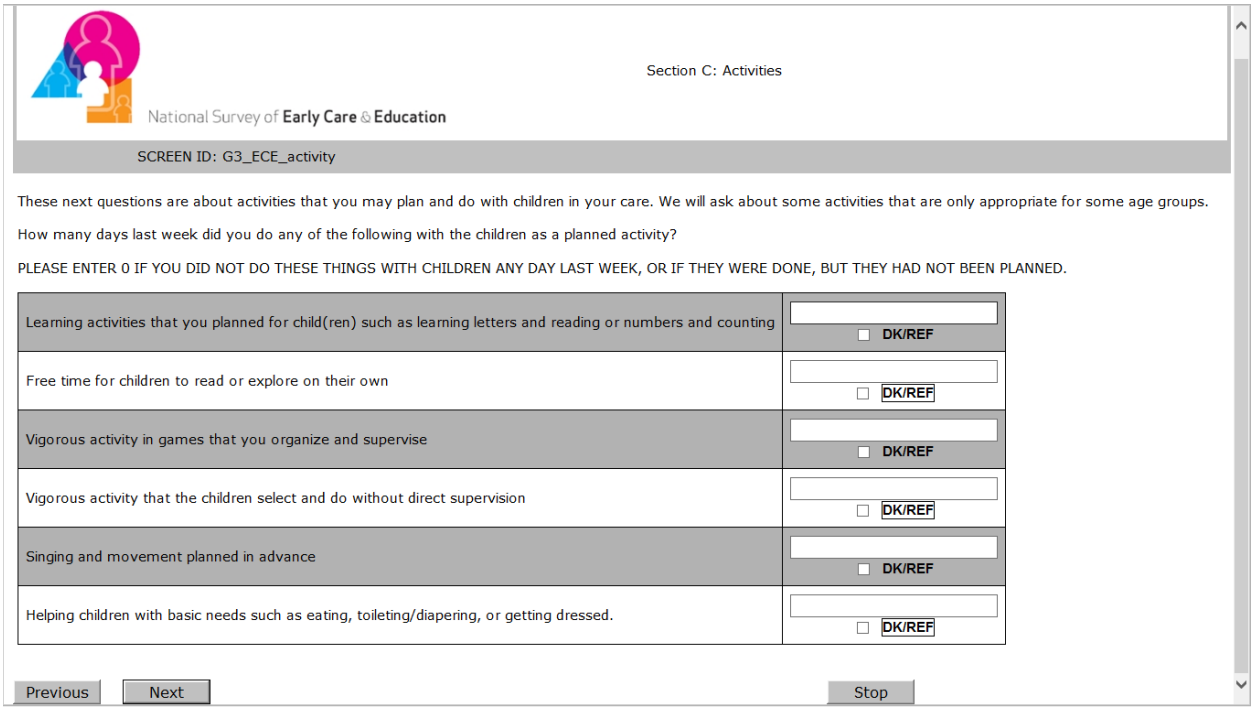
A8B Question Series



G3 School-age Question Series



G3 ECE Question Series



National Survey of Early Care & Education

Section C: Activities

SCREEN ID: G3_ECE_activity

These next questions are about activities that you may plan and do with children in your care. We will ask about some activities that are only appropriate for some age groups.

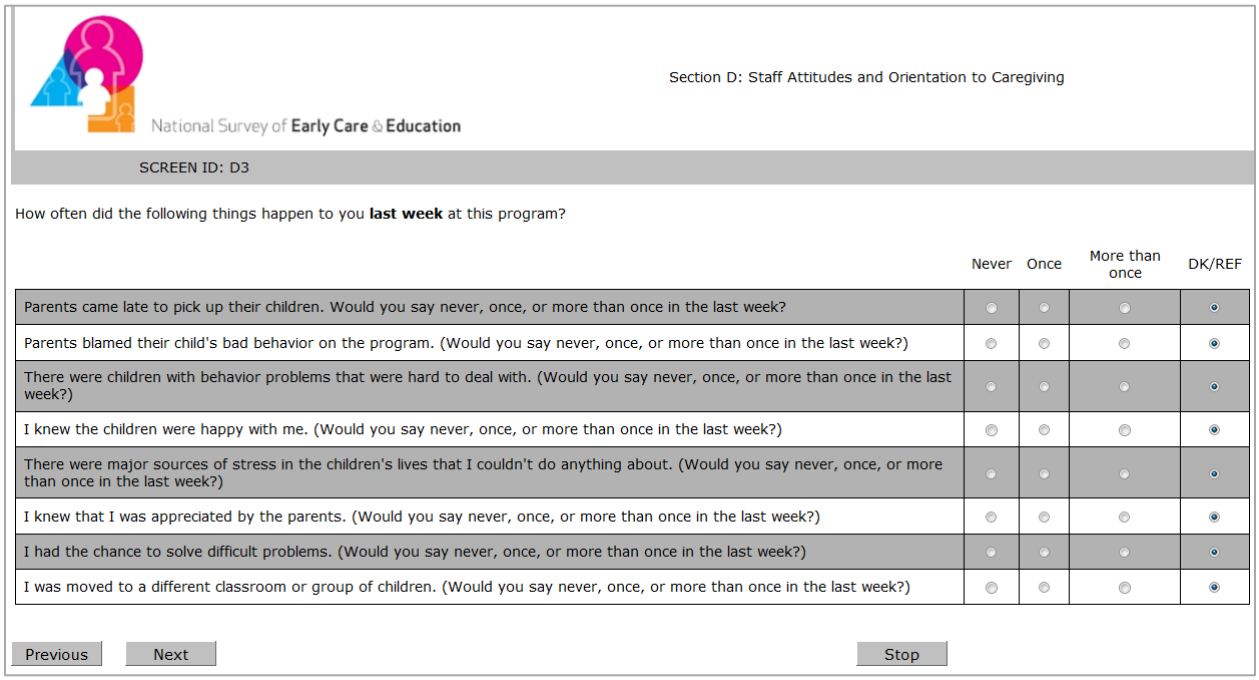
How many days last week did you do any of the following with the children as a planned activity?

PLEASE ENTER 0 IF YOU DID NOT DO THESE THINGS WITH CHILDREN ANY DAY LAST WEEK, OR IF THEY WERE DONE, BUT THEY HAD NOT BEEN PLANNED.

Learning activities that you planned for child(ren) such as learning letters and reading or numbers and counting	☐ DK/REF
Free time for children to read or explore on their own	☐ DK/REF
Vigorous activity in games that you organize and supervise	☐ DK/REF
Vigorous activity that the children select and do without direct supervision	☐ DK/REF
Singing and movement planned in advance	☐ DK/REF
Helping children with basic needs such as eating, toileting/diapering, or getting dressed.	☐ DK/REF

Previous Next Stop

D3 Question Series



National Survey of Early Care & Education

Section D: Staff Attitudes and Orientation to Caregiving

SCREEN ID: D3

How often did the following things happen to you **last week** at this program?

	Never	Once	More than once	DK/REF
Parents came late to pick up their children. Would you say never, once, or more than once in the last week?	○	○	○	◉
Parents blamed their child's bad behavior on the program. (Would you say never, once, or more than once in the last week?)	○	○	○	◉
There were children with behavior problems that were hard to deal with. (Would you say never, once, or more than once in the last week?)	○	○	○	◉
I knew the children were happy with me. (Would you say never, once, or more than once in the last week?)	○	○	○	◉
There were major sources of stress in the children's lives that I couldn't do anything about. (Would you say never, once, or more than once in the last week?)	○	○	○	◉
I knew that I was appreciated by the parents. (Would you say never, once, or more than once in the last week?)	○	○	○	◉
I had the chance to solve difficult problems. (Would you say never, once, or more than once in the last week?)	○	○	○	◉
I was moved to a different classroom or group of children. (Would you say never, once, or more than once in the last week?)	○	○	○	◉

Previous Next Stop

D7 Question Series