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2019 National Survey of Early Care and Education (NSECE) User's Guide – Workforce

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1. Introduction to the NSECE Main Public-use Data Files

This manual provides information on the 2019 National Survey of Early Care and Education (NSECE) workforce public-use data files. The NSECE is sponsored by the Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS). 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 portrait of both the availability and use of early care and education (ECE) in the United States.

In 2012, the NSECE conducted a set of four integrated surveys of 1) households with children under age 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 ECE in America and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints. Before this effort, there had been a 20-year long absence of nationally representative data on the use and availability of ECE. To update this information, OPRE sponsored a new round of the NSECE in 2019. The 2019 NSECE followed a similar design to the 2012 study, including surveying households with young children, home-based providers, center-based providers, and staff working in center-based classrooms. These new data will help to shed light on how the ECE landscape changed from 2012 to 2019.

The 2019 NSECE 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	5	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	60 – 150	270 – 26,000	370 – 2,000
Type of Data	▪ Some questionnaire response data ▪ Some derived variables ▪ Community characteristics from ACS data ▪ No identifying information	▪ All questionnaire response data represented subject to disclosure considerations ▪ Extensive derived 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)

2. NSECE Sample Design and Data Collection

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

2.1 STUDY OVERVIEW

2.1.1 Study Background

2.1.1.1 Study Overview

The primary purpose of the 2019 NSECE was to provide a comprehensive snapshot of both the availability and utilization of ECE in the U.S. in that year. The main objectives of the study included:

- Updating the 2012 NSECE, which was the first national portrait of the availability of ECE for the full spectrum of care providers, including households and providers from all 50 states and the District of Columbia.
- Identifying ECE and school-age care needs and preferences among households in the U.S. with children under age 13 as they pertain to supporting both the employment of parents and the development of children.
- Capturing data on all forms of non-parental care for all children under age 13 in a household.
- Providing the perspectives of both families and providers on the services offered in a system where children are often in multiple arrangements and providers receive funding from multiple sources.
- Linking the NSECE data set with policy-relevant data.
- Increasing the understanding of the care received by low-income children and how that varies across communities.

In 2012, the NSECE conducted a set of four integrated surveys of 1) households with children under age 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 ECE in America and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints. The study is funded by the Office of Planning, Research and Evaluation (OPRE) in the Administration for

Children and Families (ACF), U.S. Department of Health and Human Services. The project team is led by NORC at the University of Chicago, with a team of partner organizations and individuals.[1]

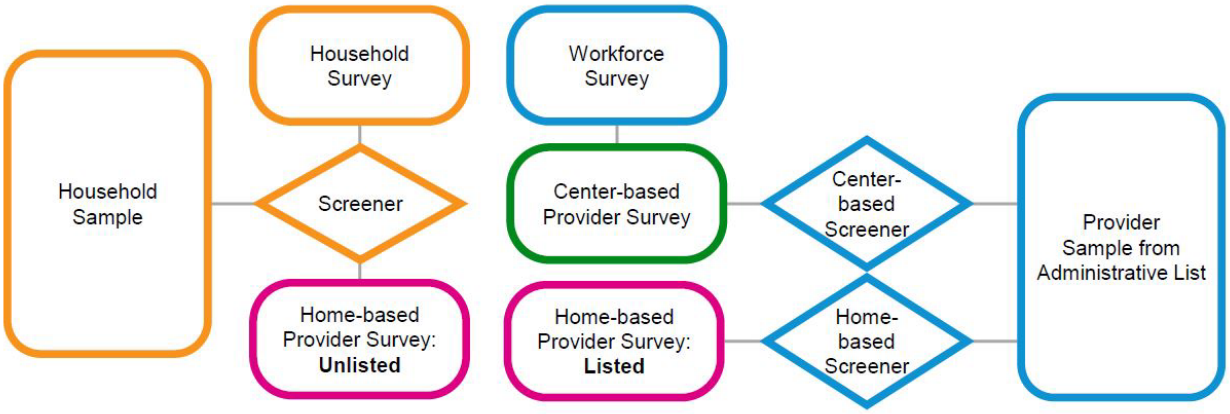
To facilitate over-time comparisons, the 2019 NSECE largely replicates the design of the 2012 NSECE, although both are cross-sectional surveys with no intentional overlap in sampled households or providers.

This summary documents key aspects of the 2019 NSECE survey design and data collection process. Data training resources for the NSECE provide extensive additional information about the design of the NSECE sample and the content of the NSECE questionnaires and data files. These resources are available at: **https://www.childandfamilydataarchive.org/cfda/pages/cfda/nsece.html.**

2.1.1.2 Sample Design

Exhibit 1.2 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 ECE in the U.S., including the individuals working directly with children. There are two primary sources of sample for these four surveys.

Exhibit 1.2 2019 NSECE Sample Types and Questionnaires



The household sample was an address-based sample of housing units selected from the Delivery Sequence File (DSF) maintained by the U.S. Postal Service. From this household sample, a household screening identified eligible households for two surveys:

[1] Please see **www.nsece.norc.org** for a full list of 2019 NSECE team members.

1. Household survey. Households with at least one resident child under age 13 years participated through an interview completed by an adult knowledgeable about the youngest child in the household.

2. (Unlisted) home-based provider survey. Individuals who do not appear on state and national lists of ECE providers but do care at least five hours weekly in a home-based setting for children under age 13 years who are not their own.

The provider sample was a sample of addresses for known or potential ECE providers, as indicated in state and national lists of ECE providers. Three different surveys used the provider sample.

1. Center-based provider survey. This survey interviewed directors or instructional leaders of center-based programs that provided care to children birth through five years, not yet in kindergarten. These respondents were selected through a center-based screener which was administered at addresses in the provider sample.

2. Workforce survey. This survey interviewed classroom-assigned instructional staff working with children birth through five years, not yet in kindergarten. These respondents were selected from completed center-based provider interviews.

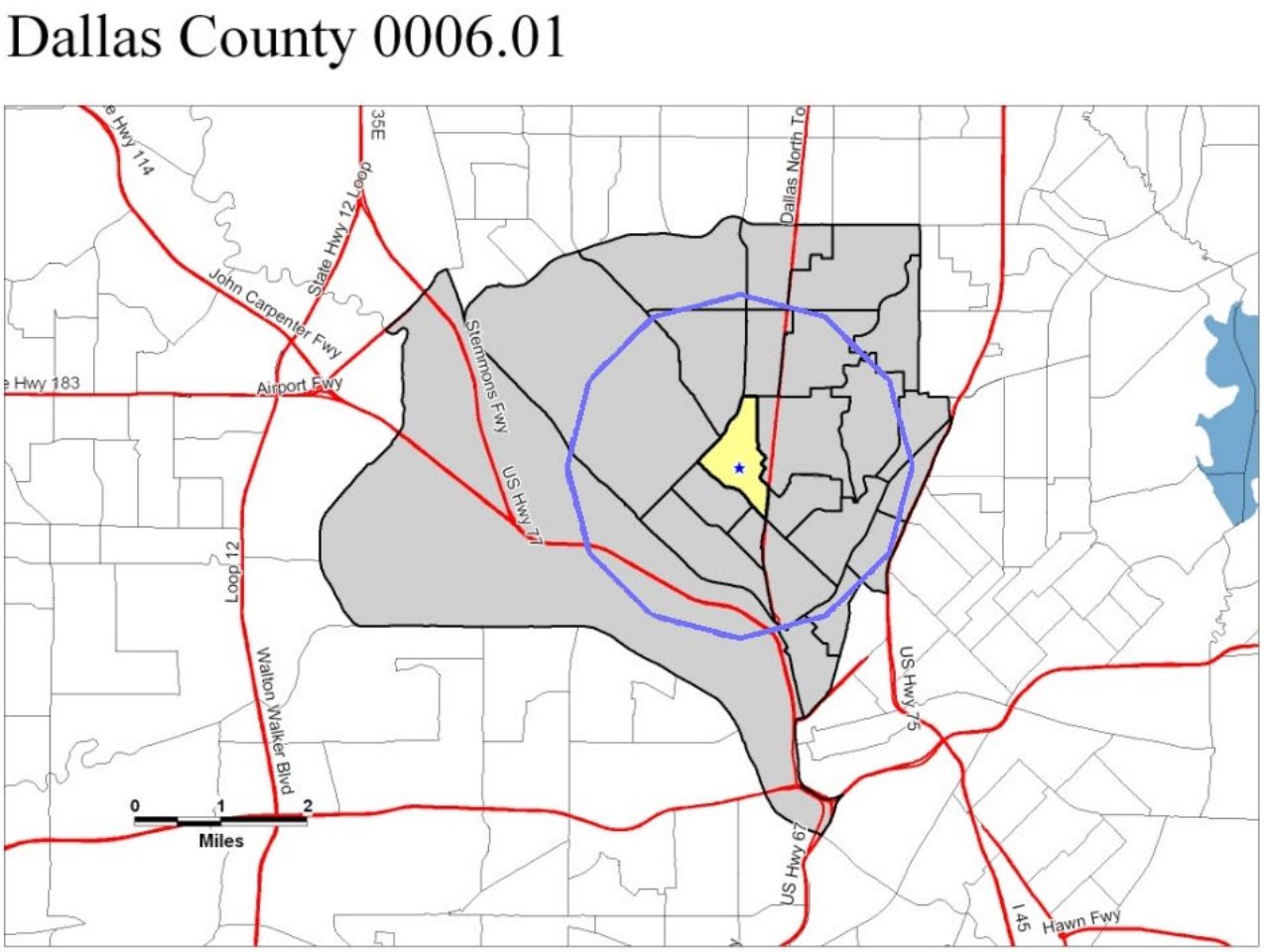
3. (Listed) home-based provider survey. This survey interviewed individuals appearing on state and national lists of ECE providers and who provided care at least five hours weekly in a home-based setting to at least one child under age 13 who was not their own.

The NSECE sample design is a multistage probability design. In the first stage, we selected 219 primary sampling units (PSUs) across all 50 states and D.C. PSUs are counties or clusters of adjacent counties. We decided the number of PSUs to select in each state based on the population of children under age 18 within that state. In the second stage, we selected secondary sampling units (SSUs) for the household sample. SSUs are one or two adjacent census tracts. Because the experiences of low-income families are of special interest in public policy addressing ECE, the NSECE sample design included a low-income oversample: we disproportionately selected SSUs from areas in which at least 40 percent of households had income below 250 percent of federal poverty guidelines. Altogether, the NSECE selected 747 SSUs, with 508 SSUs in these high density low-income areas and 239 in areas with lower densities of low-income households. The large majority of PSUs in the 2019 NSECE were also part of the 2012 NSECE, although SSUs were newly sampled for 2019 within the PSUs, so census tracts overlap in the two years only by chance.

The 2012 NSECE sample design introduced something called the “NSECE provider cluster” for its nationally representative samples of providers. The provider cluster is a cluster of census tracts surrounding a central tract.

We depict a hypothetical provider cluster in **Exhibit 2.1,** below. The SSU is the central yellow area, which is the provider cluster’s core, while the gray shaded areas depict the remainder of the provider cluster. In this hypothetical example, we sample households from the yellow core (generally one or a small number of adjacent census tracts) for the household and unlisted home-based provider surveys. We sample providers from throughout the gray and yellow portions for the center-based and listed home-based provider surveys. The gray portion comprises all census tracts that overlap within a circle of two miles of the blue star, which is the population centroid of the SSU. Households may or may not seek ECE within the provider cluster where they live, but it is likely that households’ perceptions and experiences of availability within their provider cluster will affect their search and selection of ECE. Thus, the provider cluster allows us to document the interaction of the supply of and the demand for ECE in local communities, while simultaneously capturing data that efficiently construct national estimates.

Exhibit 2.1 Hypothetical Provider Cluster



Every SSU corresponds to one provider cluster. The 2019 NSECE includes 747 SSUs sampled for 2019 fielding, and therefore 747 newly sampled provider clusters within the selected PSUs.

Household Sampling. We used a delivery sequence file (DSF) maintained by the United States Postal Service as the sampling frame for housing units (HUs) at the third stage of sampling. The DSF is known to be incomplete in some areas of the country, especially in some rural areas. With the exception of four SSUs, however, our address-based file had sufficient city-style addresses from which to sample. In the four SSUs where there was insufficient sample, we appended an adjacent census tract that was confirmed to meet the study's sampling needs.

Provider sampling. To build a comprehensive list of addresses of ECE programs in the 50 states and the District of Columbia, the NSECE team began by identifying lists of ECE providers available from every state child care licensing unit, division, or

department. We then contacted each such unit, division or department to inquire about the comprehensiveness of online lists, and whether the agency maintained additional lists that it could provide to the NSECE team for licensed, registered, license exempt, or otherwise compiled child care providers. Either through web scraping, or using state-provided lists, the team secured child care provider lists from all 50 states. 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 (NAEYC) -accredited programs
- Office of Head Start's national list of programs

The NSECE project team collected child care licensing lists primarily from May to August 2018. 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. Two states' home-based provider lists were completed in the fall of 2018, necessitating a second sampling effort for the affected areas.

We collected public pre-Kindergarten (public pre-K) lists primarily from April to August 2018. We downloaded lists from state websites when available or used web scraping to collect public pre-K program information. We collected public pre-K lists from 47 states, including Washington D.C. In remaining states, a list did not exist because there was no coordinated state-level funding program for public pre-K. With the exception of Montana, where programs serving children over age three and those primarily educational in purpose were exempt from licensing requirements, public pre-K programs operating outside of public schools should have been included in licensing lists, though not separately designated. Mississippi also exempted Head Start programs operating in public schools from licensing.[2]

Because the 2012 NSECE data indicated that there were a number of ECE programs located in schools that were not on lists collected from the state department of education or licensing agency, we supplemented 2019 lists with ECE programs identified in the 100 largest school districts in the nation.[3]

[2] In the 2012 NSECE, the team also gathered after-school program lists. These lists were not gathered or incorporated into the 2019 frame unless they came from child-care licensing agencies.

[3] Districts were identified as of 2015–16 school year, using most recently available NCES publications as of summer 2018.

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 ECE, although regular elementary school itself was not sufficient to qualify for the center-based provider survey.

From these assembled lists, we constructed a provider sampling frame of unique addresses that were indicated on lists as housing an ECE provider or an elementary school. Major sampling frame construction tasks including de-duplicating records within and across lists, handling missing address data (especially for home-based provider lists), and geocoding all identified addresses so that they could be associated with sampled provider clusters where appropriate. From the provider sampling frame, we extracted cluster-specific sampling frames consisting of all unique addresses housing at least one provider (or elementary school) on the sampling frame within each sampled provider cluster. The ultimate sampling unit for center-based providers was the organization operating an ECE program at an address. For locations/addresses with multiple programs, we administered a screener that collected a list of programs at the address and the organizations operating each program. A single organization operating one or more eligible programs was randomly selected for interview.

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 state of Minnesota exercised this option to supplement the federal data collection. All SSUs were re-sampled for 2019 within the selected PSUs.

2.1.1.3 Component Surveys

Below, we describe each of the four surveys briefly and detail relevant changes between the 2012 and 2019 questionnaires.

The **Household Survey** documents the nation's demand for ECE services.

Administered to a parent or guardian of a child or children under age 13 in households with at least one member child under age 13. A *Household Screener* identified eligible respondents based only on the presence of an age-eligible child. Screening was completed by mail, by Internet, by phone, and in person. All interviews were conducted by an interviewer, primarily in person but with a small fraction by telephone. A screening effort resolved eligibility for 93,875 housing units, for an unweighted screener completion rate of 85.5 percent (weighted 85.7 percent). From these, 8,576 eligible households completed a Household interview, yielding an unweighted interview

completion rate of 63.5 percent (weighted 64.4 percent). The overall unweighted response rate is 54.3 percent (weighted 55.2 percent).

Key topics include details on usage of non-parental care, expenditures on non-parental care, parental search behavior for ECE, and the balance of parental employment with child care needs and availability.

Household survey 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?

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?

Distinctive features of the household questionnaire include collection of data on all children under age 13 (not just a focal child) and collection of child care payment data at the child-provider pair level rather than in aggregate. The NSECE data offer larger samples of low-income children than do many other sources. The NSECE data are also valuable for more intensively investigating some of the patterns observed in other data. For example, the NSECE data expand the possibilities for understanding how parents coordinate work and school schedules with ECE usage, and the extent to which different types of care solve or present schedule coordination problems. Data from multiple children, details of parental searches for care, and innovative approaches for determining likely participation in government programs (such as CCDF, Head Start, or public pre-K) were all innovations in the 2012 household questionnaire.

Given the greater use of 2012 NSECE data for studying households with young rather than school-age children, the project team and OPRE worked to increase relative availability of data on young children, for example, emphasizing search and preferences for ECE for young children within the interview, and seeking to interview approximately 70 percent of screened households with youngest children six years or older while seeking out 100 percent of screened households with children under six years of age for the household interview.

Key changes in the 2019 household questionnaire include edits intended to improve the ability to identify publicly-funded center-based ECE arrangements and the source of that funding, specific identification of non-custodial parents as caregivers, and additional questions regarding children using individual providers to improve researchers' ability to associate individual providers with known types of home-based care. The 2019 household questionnaire also added items that asked about non-custodial parents' financial contributions to children's basic needs, households' prior receipt of child care subsidies, identification of five year-olds enrolled in kindergarten, and duration of usual commute for every parent of children in the household. In 2019, the questionnaire collected adult calendar data only for parents and their spouses in the household, omitting the non-parent regular caregivers whose calendars were also documented in the 2012 data.

To continue data collection into July, we made some revisions to the household questionnaire. As a result, detailed calendar data are not available for these last household interviews, although key created variables are available on the households' spring 2019 ECE usage and parental employment.

Household respondents could complete the household screener by Web, or with interviewers, either in-person or by telephone, and could complete the household questionnaire with interviewers either by phone or in-person.

The **Home-based Provider Survey** documents the nation's supply of home-based ECE services.

Administered to individuals who provide care at least five hours weekly in a home-based setting to children under age 13 who are not their own. Providers sampled for the home-based provider survey came from both the provider and household samples.

- *Listed* home-based providers appeared in the provider sampling frame constructed from state and national lists. Listed providers were primarily licensed, registered or regulated family day care providers, but also included other home-based providers appearing on state and national ECE lists, such as license-exempt providers.
- *Unlisted* home-based providers did not appear in the provider frame. These providers were identified through the household screener (specifically, that an adult in the sampled household regularly cared for children not his or her own at least five hours per week in a home-based setting).

By including providers identified through the household screener, the NSECE offers nationally representative data on the broad spectrum of home-based providers, whether

or not they are known to state or national ECE entities. This data is one of the distinctive features of the NSECE. Other data from the home-based provider survey offer insights about both paid and unpaid care, including how these types of care differ in their characteristics and their availability to families.

The NSECE data include a combined total of 5,901 listed and unlisted home-based provider interviews. For listed home-based providers, eligibility was confirmed for a total of 6,709 home-based providers, for an unweighted screener completion rate of 77.7 percent (74.9 percent weighted). From these, 4,231 eligible listed home-based providers completed a Home-Based provider interview, yielding an unweighted interview completion rate of 90.3 percent (90.5 percent weighted). The overall unweighted response rate was 70.2 percent (67.8 weighted). For unlisted home-based providers, the unweighted screener completion rate was 79.0 percent (79.2 percent weighted). From these, 1,670 eligible unlisted home-based providers completed an Unlisted Home-Based provider interview, yielding an unweighted interview completion rate of 62.0 percent (57.5 percent weighted). The overall unweighted response rate for unlisted providers is 49.0 percent (45.5 percent weighted).

Key topics in the home-based provider questionnaire include enrollment and the characteristics of the children served, rates charged for care, participation in government programs, household composition, qualifications for and attitudes toward early childhood education, use of curricula and activities conducted with children. Portions of the home-based provider questionnaire can contribute to analyses of the ECE workforce and mirror the content of the workforce questionnaire administered to classroom-assigned instructional staff at center-based providers. Other portions of this questionnaire closely mimic the center-based provider questionnaire. Because the questionnaires align with one another, researchers can make accurate comparisons across different types of providers on topics such as enrollment, program participation, perceptions of the subsidy system, and provider charges for care, attitudes, orientation, and activities.

Home-based provider survey data will answer such questions as

1. What kind of ECE is available across communities throughout the country?
2. How well does the available supply of ECE support parents' employment?
3. How do different types of providers vary in their characteristics of care and affordability?

4. Who are the individuals working in ECE? What are their experiences in terms of employment characteristics, classroom activities, and professional development? What are their attitudes, orientations, and stress and depression levels?

Key changes in the 2019 questionnaire include new questions that ask about the provider's perceptions of the subsidy system, and questions pertaining to the professional development, revenues, and other support services that the provider receives. The 2019 NSECE also added a home-based provider screener that contained a few questions for sampled addresses where home-based ECE is no longer provided. For June and July interviews, respondents reported activities as of spring 2019, and answered a small number of questions about the timing and extent of changes between school-year and summer care.

Home-based providers completed their interviews by Web, or with interviewers, either in-person or by telephone. The **Center-based Provider Survey** documents the nation's supply of center-based ECE services.

Administered to directors or instructional leaders of ECE programs that provide care to children birth through five years, not yet in kindergarten, who were identified from the provider sampling frame built from state or national administrative lists such as state licensing lists, Head Start program records, or lists of public pre-K programs obtained from each state. These providers included regulated, licensed, and other private providers as well.

The center-based provider questionnaire was preceded by a *Center-based Provider Screener* that determined eligibility for the center-based provider questionnaire and sampled a responding organization when multiple organizations were serving children five and under not yet in kindergarten at the address.

This instrument was administered using Web, in-person, and telephone interviewing. Eligibility is known for 16,211 addresses, for an unweighted screener completion rate of 87.6 percent (weighted 89.2 percent). From these, data are available for 6,917 eligible center-based providers, yielding an unweighted interview completion rate of 70.1 percent (69.9 percent weighted). The overall unweighted response rate is 61.5 percent (62.4 percent weighted).

Key topics include enrollment and characteristics of children served, staffing, prices charged, schedules of service, participation in government programs, and staff compensation and professional development policies. The center-based provider questionnaire also selects a representative classroom to collect more detailed staffing and compensation information from.

Although the questionnaire does not collect observational data on the care provided, it does include a variety of measures at both the program and individual staff levels that have been found in the literature to predict observed quality of care. The 2012 NSECE updated nationally representative data on the supply of ECE contained in the 1990 Profile of Child Care Settings. The 2019 questionnaire expands on the 2012 questionnaire in many ways, including questions on the blending of public funding sources (sometimes with private funds), the provision of public pre-K in school-based and community-based settings, and targeted accommodations such as comprehensive services and services for English-language learners and their families.

Selected segments of the center-based provider questionnaire were designed in parallel with the home-based provider questionnaire, so that comparable data would exist for more formal home-based providers as well as for centers.

Center-based provider survey data will answer such questions as

1. What kind of ECE is available across communities throughout the country?
2. How well does the available supply of ECE support parents' employment?
3. How do different types of providers vary in their characteristics of care and affordability?
4. How many and what types of providers participate in quality improvement efforts such as staff quality ratings and professional development?

Key changes in the 2019 questionnaire involved a substantive expansion of questions collecting information on a center's revenues covering topics including: blending of funding at the center, classroom, and child level, and center practices for using subsidies. The 2019 questionnaire also included additional questions covering the center's food offerings and participation in the federal food program, and the respondent's training on aspects of operating and managing a child care center. Finally, some 2012 staffing questions were edited to focus more specifically on ECE for children age five and under, not yet in kindergarten. For June and July interviews, respondents reported activities as of spring 2019, and answered a small number of questions about the timing and extent of changes between school-year and summer care.

Center-based providers completed interviews by Web, paper-and-pencil, telephone, or with interviewers, either in-person or by telephone.

The **Workforce Survey** documents the nation's classroom-assigned center-based ECE workforce.

Administered to lead teachers, teachers, instructors, aides and assistants working with children five years old and younger, not yet in kindergarten, selected from the center-based survey. While the 2012 workforce sample included exactly one such staff member from each center-based provider, the 2019 sample included a randomly selected sub-sample of center-based providers for whom two instructional staff members were selected, if available, from the same randomly selected classroom. The presence of two staff members' data for some classrooms will allow for explorations of within-classroom collaborations of instructional staff and comparison of wages, skills and attitudes of workers within the same classroom. Specialists and other staff members who cannot be described as (lead) teachers, instructors, aides or assistants were not eligible for the workforce survey in either 2012 or 2019.

Altogether, 4,709 workforce respondents completed interviews using Web, paper-and-pencil, telephone, and in-person modes, yielding an unweighted interview completion rate of 73.7 percent (72.0 percent). The overall unweighted response rate is 72.8 percent (70.9 percent weighted). These numbers include 379 interviews with a second worker in a sampled classroom.

Key topics in the workforce questionnaire closely mirror those of the home-based provider questionnaire, so that the two data sources together can paint a rich portrait of the paid ECE workforce, including center-based and home-based paid providers (individuals who were not paid were profiled as described in the unlisted home-based provider paragraph above). Topics include information about the work setting (activities in the classroom, interactions with parents and other staff, availability of professional development and other supports), roles and responsibilities (lead teacher, teacher, assistant teacher, aide), compensation (wages and benefits), and perceived leadership and morale, as well as personal information about qualifications, attitudes toward ECE, and stress, depression, and demographic information.

Some of the workforce survey data will allow tabulation by provider program characteristics (such as enrollment size, type of care, geographic location, for-profit/not-for profit status, and participation in government programs), as well as 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 data will allow researchers to explore such questions as

1. Who are the individuals working in ECE?

2. What are their experiences in terms of employment characteristics, classroom activities, and professional development?

Key changes in the 2019 questionnaire include asking additional items about a selected classroom. These additional items include the number of children and staff in that selected classroom, as well as the race/ethnicity, and languages spoken other than English by the children and staff in that classroom. This new section also asks about the food security status of the children in that selected classroom. These data describe a nationally-representative sample of classrooms. The 2019 questionnaire also expanded the section on staff's professional development, including additional items on coursework, format of health or safety training, professional development plan, and time spent on professional development. There were no specific adaptations to the workforce questionnaire for June and July interviews.

Workforce respondents completed interviews by Web, paper-and-pencil, telephone, or with interviewers, either in-person or by telephone.

Questionnaires for each survey are available at:
https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-2019

2.2 WORKFORCE SURVEY DATA COLLECTION

The classroom staff (workforce) survey has a close relationship to the center-based provider survey. As shown in **Exhibit 2.3**, we sampled workforce respondents directly from completed center-based provider questionnaires. As a result, the NSECE team did not begin fielding this survey until February 2019 once we had amassed a reasonable sample to begin outreach. We continued data collection through July 2019.

Workforce respondents could be complete the questionnaire with an interviewer by phone or in person, or online through a Web survey programmed for self-administration. Later in the field period, we distributed a self-administered paper-and-pencil version of the questionnaire to non-respondents to encourage completion. We made the workforce survey available in English and in Spanish across all modes except the paper SAQ. The questionnaire was expected to take about 25 minutes to complete. We offered respondents a $10 gift card as an incentive for participation.

The sampling procedure for the workforce survey was built into the center-based provider questionnaire; the center-based provider questionnaire selected the respondent for the workforce survey at the end of the center survey. This sampling procedure went through three stages. First, the center-based provider questionnaire

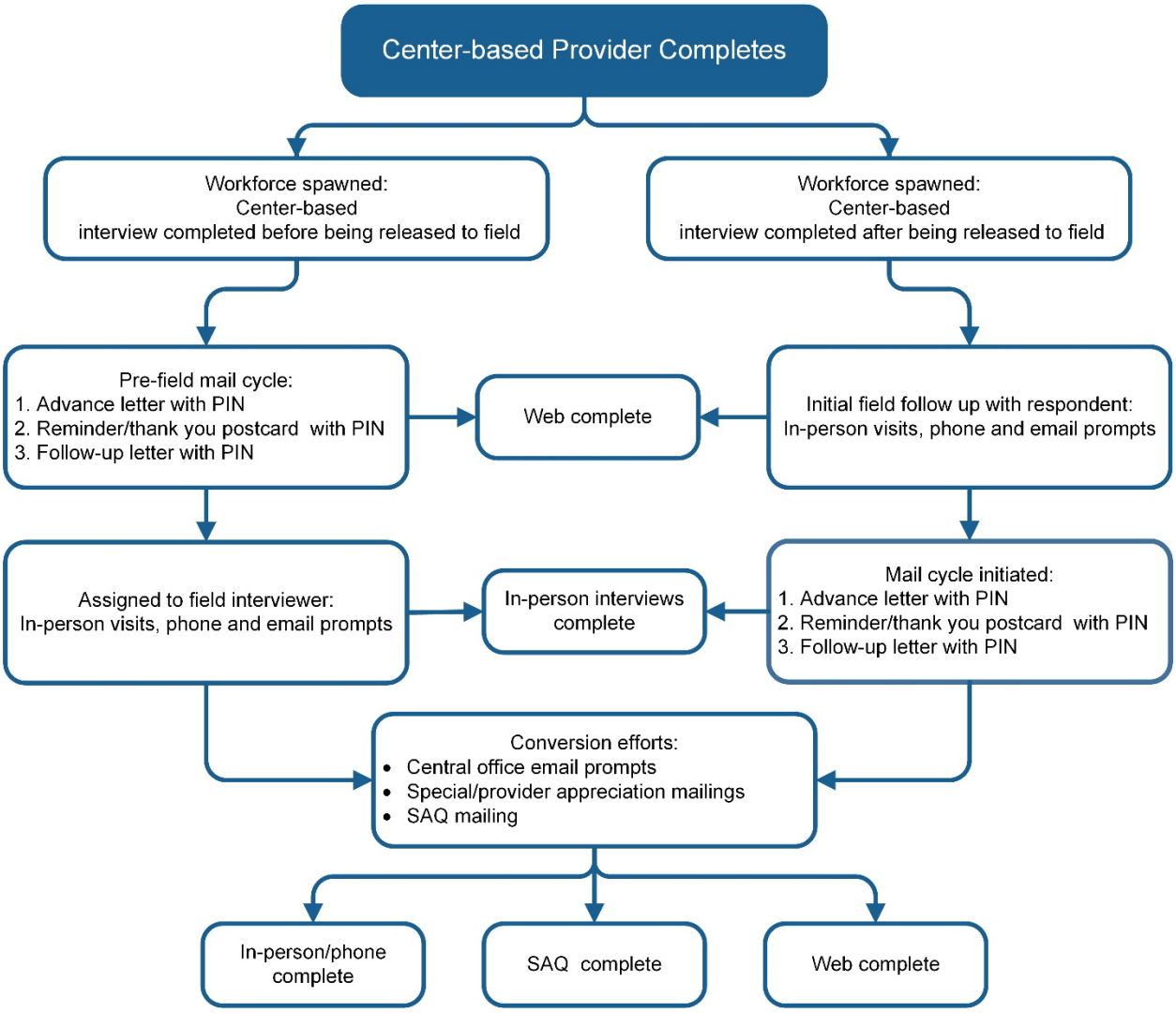
asked about a randomly selected classroom or group within the program. Next, the questionnaire asked the center-based provider respondent to enumerate all personnel who were primarily assigned to that classroom. Finally, , the center-based provider questionnaire randomly selected two staff members from among those enumerated as belonging to the randomly selected classroom. These staff members included individuals from the following staff roles: Lead Teacher, Instructor, Teacher (possibly including Director/Teacher), Assistant Teacher/Instructor, and Aide. Classroom staff respondents had to be over 18 years old, work for the program that responded to the center-based provider survey, and be associated with the selected classroom in that survey. In most cases, we fielded only one workforce case per center, but the NSECE team did field two workforce cases for a subset of center-based providers that were randomly selected during the provider sampling stage. We did this to increase the total number of workforce respondents. We implemented this based on lessons learned in 2012; when the selected provider became unavailable (e.g. if they no longer worked at the center or left the ECE field), it was time consuming to generate a new, replacement case.

Section A below details our data collection approach with most workforce cases throughout the NSECE field period.

2.2.1 Workforce Data Collection Protocol

Workforce cases could receive one of two treatments depending on what point in the field period the center-based provider questionnaire was completed: 1) cases spawned from center-based providers that completed during the initial mail cycle (January –late February 2019) and 2) cases spawned from center-based providers that completed after being released to the field work (late February – July 2019). The data collection flow chart in **Exhibit 2.2** illustrates these two paths.

Exhibit 2.2 2019 NSECE Workforce Survey Data Collection Flowchart



The initial mail cycle for center-based provider cases ran between early January and late February 2019. This path is depicted along the left hand side of the flow chart above. The NSECE team began outreach to these workforce cases through mail in February, sending a series of three contacts inviting them to participate in the survey.

1. First, we sent an initial letter that explained the purpose of the NSECE and why we were contacting them. It also provided access information for the web survey and mentioned the incentive for participating.
2. Next, we followed this initial letter a week later with a thank you/reminder postcard.
3. Finally we sent out a second letter about two weeks later encouraging participation and explaining the benefits of the study for people who work directly with children in the classroom.

At the end of the mail cycle, the NSECE team assigned cases that did not complete by web to field interviewers so that those interviewers could prompt them to complete. Because fewer center-based providers completed during the initial mail cycle than expected, only 243 workforce cases followed this path.

2.2.1.1 Cases Spawned from Center-based Providers That Completed During the Initial Mail Cycle

In most cases, the classroom staff respondent was spawned from a center-based provider case that was already assigned to a field interviewer and therefore received a slightly different treatment as the treatment detailed above. These cases are depicted on the right hand side of the classroom staff flow chart. If the center-based provider questionnaire was completed in person, the interviewer would work with the center-based provider respondent and attempt to meet the selected classroom staff member(s) to introduce the study and gain cooperation on the spot. If the survey could not be completed at that time, interviewers would provide the web survey access information so that the classroom staff member could complete on their own at a later time. If the field interviewers were not able to meet with the selected classroom staff respondent, they would attempt to leave a packet of materials at the provider location and follow up at a later time by phone or in person. If the center-based provider survey was completed by web, interviewers would attempt to make contact with the selected workforce respondent(s) as needed. In some cases, interviewers would send an email through their tablet to provide respondents with the web survey link and access information. This work began in late February 2019 and extended through the end of data collection in July.

These cases were worked in tandem by the NSECE team in the central office. We prepared mailings for any newly spawned classroom staff members on a weekly basis. These mailings were the same as those used for the other group and we sent them at approximately the same intervals. If a case completed the survey before they end of the mail cycle, they were removed from the address list and received their gift card.

Once initial contact was made by mail or in person, field interviewers would follow-up with selected workforce respondents regularly to prompt them to complete the survey. Contacting workforce respondents could be challenging because these individuals were often busy (teaching in the classroom, preparing for the following day, etc.). Interviewers had the greatest success when they were able to enlist the help of the center-based provider respondent to make this connection, but not all center-based respondents were cooperative as some had concerns about privacy and taking staff time away from the children. Interviewers were trained to address these concerns by sharing a questionnaire overview about what types of questions workforce staff would be asked

and offering to help workforce staff do the survey outside of center hours. In cases where the provider was unwilling to help, interviewers would leave materials for the selected workforce respondent where possible or rely on alternate modes of outreach like phone, email, and mail.

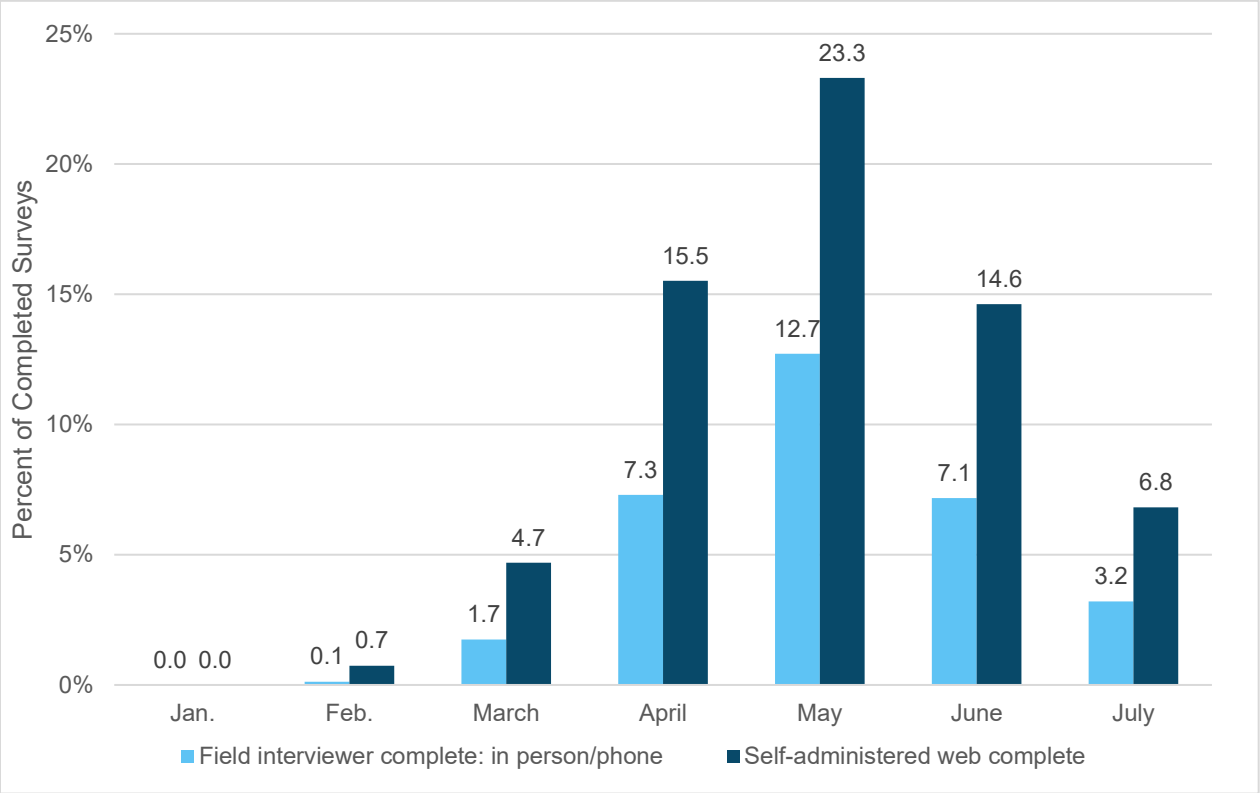
In the later months of data collection, we employed several refusal conversion efforts to gain completed surveys from non-respondents. The NSECE team sent regular email prompts to any non-response case throughout the last months of data collection. These emails explained the importance of the study and addressed some potential concerns respondents might have about participating. In addition, we sent special provider appreciation mailings similar to those sent to the listed home-based and center-based providers. Finally, the NSECE team mailed a self-administered questionnaire to any remaining non-respondents at the end of data collection to see if they would be willing to complete a paper-and-pencil instrument.

At the end of data collection, we had spawned 6,561 workforce cases from centers with questionnaire data and completed surveys with 4,709 of these cases. **Exhibit 2.3** below show the proportion of completes by mode and month. The workforce public-use data file includes records from two sources:

- 4,709 records that correspond to completed workforce questionnaire, which were all spawned from centers with questionnaire data, and also
- 483 records that correspond to workforce cases spawned from centers that only had administrative data.

This adds up to a total of 5,192 records in the public-use data file. For more information on workforce records spawned from the center-based administrative data collection, how to identify these different data sources, and how to properly use the data for analysis, please refer to section 2.2.2.

Exhibit 2.3 Percentage of Workforce Survey Field and Web Completes by Month



2.2.2 Workforce Records Spawned from Center-Based Administrative Data Collection.

As previously mentioned, workforce respondents were spawned from center-based providers who completed the center-based provider survey. In the 2012 NSECE all information for center-based providers came from center-based provider questionnaires. In 2019, there were two sources of information for center-based providers: questionnaire data and administrative data sources. In the 2019 center-based provider data file, 483 of the 6,917 center-based providers did not complete questionnaires. Instead, the NSECE obtained data for these providers from administrative data sources. Please refer to the Center-Based Provider User's Guide documentation for more details on the collection of center-based provider administrative data.

No workforce data is available for the 483 center-based providers with only administrative data. For weighting purposes, we assumed each of the 483 center-based providers with only administrative data would have spawned one workforce respondent. These assumed workforce cases have a positive weight and are included in the workforce public-use file, however, as stated, no data, either from questionnaires or administrative sources, are available for these cases. The weights indicate the portion of the overall center-based ECE workforce for whom data are absent in the 2019

NSECE data files. To obtain accurate counts of the workforce, users should estimate cases spawned from the center-based providers with administrative data with the weights provided. Users can identify workforce surveys from these center-based providers using variable WF9_METH_DATA_SOURCE. The variable-level entry provides additional information.

These 483 workforce cases are a subset of the workforce working at center-based providers associated with public school districts. Users can use variable WF9_METH_PUBSCHFLAG to identify workforce respondents working in center-based providers associated with public school districts. We encourage users not to simply exclude workforce records spawned from center-based providers with administrative data cases. If users wish to exclude these records, we encourage them to subset the data file to workforce records spawned from a center-based provider not associated with a public school district (WF9_METH_PUBSCHFLAG = 0). By doing this, users will retain a clearly defined sample group and define the population of inference as the non-public school workforce.

We did populate a handful of variables, such as region, sampling weights, and community characteristics, for these 483 workforce records. However, for the majority of variables, these records are identified in the Workforce Public-use data file with reserve code -8 “WF spawned from a center with only administrative data”.

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 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. TYPES OF VARIABLES: DERIVED AND RAW VARIABLES

The variable-level codebook includes two key types of variables: derived and raw variables. Whenever a section includes both types of variables, derived variables are presented first, and raw variables are presented second.

Derived variables are constructed using two or more variables. They usually create a more comprehensive set of values, are often developed with common research interests in mind, and are more user friendly than raw data variables. Furthermore, derived variable can sometimes have more in-depth reserve codes that highlight skip patterns within the questionnaire or indicate unknown values. An example of a derived variable is HH9_INDIVPROV_Y, which combines responses from HH9_C5A_TYPE and HH9_PTYPE to indicate if a provider listed by a respondent was an individual or a center-based provider.

Raw variables are directly reported from the survey. Although the variable may have been edited to minimize disclosure or some response categories may have been added to incorporate verbatim responses once the other/specify coding was completed, the variable still stems from a single item in the questionnaire. These variables can be used on their own for analysis or can be combined to create derived variables. An example of a raw data variable is HH9_F10_CENTER. This variable is only asked when a respondent indicated in F2 that they searched for child care in the last two years and in survey item F6A or F9C that they considered a child-care center or organization for school-aged children in their search for care. Values for this variable are based on the response option selected by a respondent directly into the questionnaire.

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: The prefix for each variable indicates the data file and year that the variable is from.
  - These prefixes indicate the data files:
    - WF for workforce
    - CB for center-based
    - HB for home-based
    - HH for household
  - The presence or absence of a 9 identifies the survey year
    - The variable prefix will include a "9" if the variable contains data from the 2019 NSECE
    - The variable prefix will **not** include a "9" if the variable contains data from the 2012 NSECE

These naming conventions are summarized in **Exhibit 3.1** below.

Exhibit 3.1 NSECE Variable Naming Conventions for Data File and Survey Year

Variable name prefix	Data file	Survey year
WF_	Workforce	2012 NSECE
WF9_	Workforce	2019 NSECE
CB_	Center-based	2012 NSECE
CB9_	Center-based	2019 NSECE
HB_	Home-based	2012 NSECE
HB9_	Home-based	2019 NSECE
HH_	Household	2012 NSECE
HH9_	Household	2019 NSECE

- 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's name (e.g. HH9_F11_FFN). If the variable is derived from multiple survey questions, then a question number will likely be absent from its name (e.g. HH9_CHAR_NUMCH).

- Additional conventions: Some variables will include additional indicators in their names to signal that the variable has undergone a specified procedure. For example, "TC" will be appended to a variable's name to indicate the variable was top coded to minimize the risk of disclosure.

3.2.2 Data Flags

Data flags accompany derived variables and provide information about disclosure or specific assumptions used in creating the variable. Some flags identify cases that were suppressed, top coded, or otherwise edited to prevent disclosure. Other flags identify cases that were imputed and what source of information was imputed and other flags pertain to data quality, such as the number of items included in a scale that integrates multiple items.

The example below refers to a data flag that identifies whether any imputation was implemented, what specific elements of the derived variable were imputed, and some of the sources and values used for that imputation. Although this variable is included in the workforce data file, the same logic applies to data flags across different NSECE data files. In this example, respondents reported their wage in various units and this information was combined into a single hourly wage variable. A respondent may have reported wage and indicated this amount was paid to her on a weekly basis, but because she did not 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.

WF9_FLAG_B4_IMPUTE

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 VARIABLE-LEVEL DOCUMENTATION

In the variable-level codebook, users will find information about many aspects of the questionnaire and its relationship to variables in the data files. Some of the fields that describe raw and derived variables differ slightly, as shown in **Exhibit 3.2** below.

Exhibit 3.2 Raw and Derived Variable-level Entries

Field in variable-level description	Raw variable	Derived variable
Variable name as found in data files	Yes	Yes
Variable label as found in data files	Yes	Yes
Notes, including key information about construction of variable, edits implemented to minimize disclosure risk, additional data sources used, and treatment of missing data	Yes	Yes
Table displaying values, value labels, unweighted frequencies for categorical variables, summary statistics for continuous variables, and range of values for most methodological variables.	Yes	Yes
Original variables used in creation of variable	Yes	Yes
Question text, including text fills and presentation differences across data collection mode	Yes	No
Items affecting eligibility, corresponding to list of questionnaire items or Skip Logic Boxes affecting eligibility	Yes	No

3.3.1. Understanding Codebook Entries

This manual includes a codebook with variable descriptions and variable descriptive statistics in Section 5, Variable-level Documentation for Main Public-use Data file. These entries include everything a user needs to know in order to create tabulations with the data.

Exhibit 3.3 below provides a detailed description of each component in the codebook entry for a derived variable. **Exhibit 3.4** includes a sample codebook entry for the same derived variable.

Exhibit 3.5 below provides a detailed description of each component in the codebook entry for a raw variable. **Exhibit 3.6** includes a sample codebook entry for the same raw variable.

Exhibit 3.3 Codebook Entry Feature Descriptions (Derived Variable)

Description	Component #	Codebook Entry Sample
Variable name: Name of variable in the public-use data file.	1	WF9_CLASSRM_UNDER3
Variable label: A short - 80 characters or less - descriptor of the variable content. • The variable label shown here reflects the label used in the data file. • Data users may use variable labels, in addition to variable names, to search for specific constructs within the data file. • Variable labels often include abbreviations and word truncations in order to meet the 80 character limit of most statistical software programs. Please refer to section 3.3.2.3 for a list of common abbreviations used in variable labels.	2	Flag for WF serving age category 0 to 3
Original variables used: A list of variables used in the creation of this derived variable. • The way in which these original variables were used in the construction of the variable is often described in the notes section. • Original variables may or may not be included in the public-use data. Original variables that pose a disclosure risk are only available in restricted-use data files.	3	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2

Description	Component #	Codebook Entry Sample
Notes: A longer explanation of the variable content, including key information about construction of variable, edits implemented to minimize disclosure risk, additional data sources used, and treatment of missing data	4	This variable indicates whether the workforce respondent often works with children in the age category of 0-3 year olds. The main source of this variable are responses to item A10 in the center-based provider survey. The age range of the age group reported in CB-A10 represents the age designation of the classroom from which the workforce respondent was spawned. In the workforce survey, item C1_1 asks the workforce respondent to confirm they are familiar with the children and practices in that selected classroom. • If the workforce respondent confirms this is the case, WF9_CLASSRM_UNDER3 uses the age range reported in CB-A10. • If the workforce respondent indicates they are not familiar with this classroom, item C1_2 asks them to report the age range of the classroom where they mostly serve and WF9_CLASSRM_UNDER3 relies on responses to item C1_2. • For about 150 center-based providers, information from CB-A10 is missing, In this case, WF9_CLASSRM_UNDER3 uses answers to items F3a and F3b in the center-based provider survey. Note that CB-A10 is asked about the range of ages the center uses to group children, while items F3a and F3b are asked about the age range of children enrolled at the time of the survey in the selected classroom.

Description	Component #	Codebook Entry Sample
Codes: This field contains the numerical value associated with each response category. • We aimed to maintain consistency in codes for variables that are equivalent in the 2012 and 2019 data files. If there are zero observations with a particular code in 2019, the codes might appear out of sequence. For example, a variable may have had values 1 through 4 in 2012. In 2019, the equivalent variable may appear as having values 1, 3, and 4 if value 2 happen to have zero observations associated with it.	5	**Codes** -8 0 1
Value Label: A short description of each value the variable takes. • Like the variable labels, these value labels often include abbreviations or truncations in order to meet the 80 character limit of most statistical software. Please refer to section 3.3.2.3 for a list of common abbreviations used in value labels. • As this example shows, all values of categorical variables have value labels, including reserve codes and valid responses. • Continuous variables only include value labels for reserve codes. Valid values, such as years of age or number of hours, do not have value labels.	6	**Value Label** WF spawned from center with only administrative data No Yes
Unweighted Frequency/Statistics: For categorical variables, this field contains the raw count of cases associated with each response category. For continuous variables, we include the unweighted mean as well as different percentiles. • Users may use these frequencies or statistics as a way to validate the correct selection of a variable and also as a way to assess whether an intended analysis may be supported by the data. Please refer to section 3.3.3 for a detailed explanation of how to interpret frequencies displayed in the codebook.	7	**Unweighted Frequency** 483 2,264 2,445 5,192

Exhibit 3.4 Sample Codebook Entry (Derived Variable)

1 →	**Variable name:**	WF9_CLASSRM_UNDER3
2 →	**Variable label:**	Flag for WF serving age category 0 to 3
3 →	**Original variables used**	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
4 →	**Notes:**	This variable indicates whether the workforce respondent often works with children in the age category of 0-3 year olds. The main source of this variable are responses to item A10 in the center-based provider survey. The age range of the age group reported in CB-A10 represents the age designation of the classroom from which the workforce respondent was spawned. In the workforce survey, item C1_1 asks the workforce respondent to confirm they are familiar with the children and practices in that selected classroom. • If the workforce respondent confirms this is the case, WF9_CLASSRM_UNDER3 uses the age range reported in CB-A10. • If the workforce respondent indicates they are not familiar with this classroom, item C1_2 asks them to report the age range of the classroom where they mostly serve and WF9_CLASSRM_UNDER3 relies on responses to item C1_2. • For about 150 center-based providers, information from CB-A10 is missing, In this case, WF9_CLASSRM_UNDER3 uses answers to items F3a and F3b in the center-based provider survey. Note that CB-A10 is asked about the range of ages the center uses to group children, while items F3a and F3b are asked about the age range of children enrolled at the time of the survey in the selected classroom.

5 → Codes	6 → Value Labels	7 → Unweighted Frequency
-8	WF spawned from center with only administrative data	483
0	No	2,264
1	Yes	2,445
Total		5,192

*Count represents the sum of responses across the fourteen loops of non-parental care for nine loops of children

Exhibit 3.5 Codebook Entry Feature Descriptions (Raw Variable)

Description	Component #	Codebook Entry Sample
Variable name: Name of variable in the public-use data file.	1	WF9_A19_HRS_SKILLS
Variable label: A short - 80 characters or less - descriptor of the variable content. • The variable label shown here reflects the label used in the data file. • Data users may use variable labels, in addition to variable names, to search for specific constructs within the data file. • Variable labels often include abbreviations and word truncations in order to meet the 80 character limit of most statistical software programs. For instance, "R" in this example is referring to "respondent," and "prof dev" refers to "professional development." Please refer to section 3.3.2.3 for a list of common abbreviations used in variable labels.	2	Hours per month R spends on prof dev activities
Items affecting eligibility: A list of items that determined eligibility for this variable. • Eligibility is informed by the skip logic in the questionnaire. • As shown in Exhibit 3.3, the field items affecting eligibility is only displayed in variable level entries for raw variables. • We recommend that data users review all valid and invalid skips for possible recoding before using a variable in analysis. Skip logic for all survey items are available in the questionnaire. • If this field is not shown, as in this example, then there were no items affecting eligibility. That is, all respondents were asked this question.	3	
Original variables used: A list of the original variables used for construction. • Original variable(s) listed for raw variables will correspond directly to the survey item they draw from.	4	WF9_A19_PDTIME

Description	Component #	Codebook Entry Sample
Notes: A longer explanation of the variable content, including but not limited to: key information about construction of the variable including original questionnaire items used, edits implemented to minimize disclosure risk, additional data sources used, and treatment of missing data. • Raw variables display the questionnaire item used in the creation of the variable, including the code numbering as it appears in the written questionnaire document. In this example, these are values 1 through 5. These numbers would not have been visible in the programmed questionnaire. • Response option values are likely to differ from values in the data file and, as result, they will often differ from values displayed in the frequencies below. • Text that appears in all capital letters, such as "SELECT ONE OR MORE" or "IF RESPONDENT VOLUNTEERED…" indicates interviewer instructions that interviewers do not read aloud to respondents. • Any language automated in the questionnaire via programmatic fills will be contained within [ ] brackets, delimited by a "/" forward slash. Only one phrase would have appeared during questionnaire administration, depending on the respondent's specific responses.	5	This variable indicates how many hours per month, on average, the respondent spends on professional development activities and is a direct response to survey item A19: A19. On average, how many hours a month do you spend on activities to improve or gain skills in working with children? 1. 0 hours per month 2. 1-2 hours per month 3. More than 2 hours but less than a day per month 4. 1 day per month 5. More than 1 day per month
Codes: This field contains the numeric values that appear in the data file. • We aimed to maintain consistency in codes for variables that are equivalent in the 2012 and 2019 data files. If there are zero observations with a particular code in 2019, the codes might appear out of sequence. For example, a variable may have had values 1 through 4 in 2012. In 2019, the equivalent variable may appear as having values 1, 3, and 4 if value 2 happen to have zero observations associated with it. • As mentioned above, values in the data file may differ from the response option values in the original survey items listed in the notes section.	6	**Codes** -8 -1 1 2 3 4 5

Description	Component #	Codebook Entry Sample
Value Label: A short description of each value the variable takes in the data file. • Like the variable labels, these value labels often include abbreviations or truncations in order to meet the 80 character limit of most statistical software. Please refer to section 3.3.2.3 for a list of common abbreviations used in value labels. • As this example shows, all values of categorical variables have value labels, including reserve codes and valid responses. • Continuous variables only include value labels for reserve codes. Valid values, such as years of age or number of hours, do not have value labels.	7	**Value Label** WF spawned from center with only administrative data Don't know/Refused/No answer 0 hours per month 1-2 hours per month More than 2 hours but less than a day per month 1 day per month More than 1 day per month
Unweighted Frequency/Statistics: For categorical variables, this field contains the raw count of cases associated with each response category. • Users may use these frequencies or statistics as a way to validate the correct selection of a variable and also as a way to assess whether an intended analysis may be supported by the data. Please refer to section 3.3.3 for a detailed explanation of how to interpret frequencies displayed in the codebook.	8	**Unweighted Frequency** 483 106 212 1,234 1,182 632 1,343 5,192

Exhibit 3.6 Sample Codebook Entry (Raw Variable)

1 →	**Variable name:**	WF9_A19_HRS_SKILLS
2 →	**Variable label:**	Hours per month R spends on prof dev activities
4 →	**Original variables used**	WF9_A19_PDTIME
5 →	**Notes:**	This variable indicates how many hours per month, on average, the respondent spends on professional development activities and is a direct response to survey item A19: A19. On average, how many hours a month do you spend on activities to improve or gain skills in working with children? 1. 0 hours per month 2. 1-2 hours per month 3. More than 2 hours but less than a day per month 4. 1 day per month 5. More than 1 day per month

6 → **Codes**	7 → **Value Labels**	8 → **Unweighted Frequency**
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	106
1	0 hours per month	212
2	1-2 hours per month	1,234
3	More than 2 hours but less than a day per month	1,182
4	1 day per month	632
5	More than 1 day per month	1,343
Total		5,192

3.3.2. Additional information for understanding variable entries

3.3.2.1 Other/specify coding

Some questionnaire items asked respondents to provide additional detail when they selected "other" as a response. During post-processing, we coded all these other/specify responses. Where possible, we coded these responses back into the code frame included with the question. 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 code frame. The labels "added" identifies these new

categories. It is important to note that any category with a label of “added” was not available for respondents during the administration of the interview.

3.3.2.2. Reserve codes

Standard values of variables include response options provided during the interview (e.g. date of last search for non-parental care) or valid values assigned to derived variables (e.g. four categories of the ratio between household income and the federal poverty level). Values for these variables 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 survey item, partial/incomplete answers, and so forth. Either in the value labels or the variable notes clearly identify the various reasons why respondents may not have answered a survey item, including instances when they were not asked a specific item because of a valid skip built into the questionnaire, and instances in which the respondent did not answer the survey item.

The category “Don’t know/Refused/No answer” combines missing responses (e.g. “no answer”) with explicit responses of Don’t know/Refused. The distinction between “no answer” and “don’t know/refused” is driven by the mode of data collection. Respondents who completed in a self-administered mode could choose not to answer any survey item and move to the next item without recording any response. These instances are what you refer to as “missing” responses and what the reserve code in these variables captures as “no answer”. By contrast, field interviewers were required to record some response to advance the survey. If the respondent wished to not answer a given question, the interviewer recorded “Don’t know/Refused” for that specific question.

3.3.2.3. Variable abbreviations

Variable names and labels in the NSECE data files include multiple abbreviations of words and phrases. Because most statistical programs have an 80-character-limit, the NSECE Team used abbreviations to make sure the most important information for each field is displayed and accessible to users. Abbreviations are consistent within a common group of variables but may not necessarily be consistent throughout the data file. For instance, we may spell out “kindergarten” for some labels, but we may abbreviate it as “K” for other labels where characters are at more of a premium. **Exhibit 3.7** below shows the most common variable and value label abbreviations in the workforce main public-use data file.

Exhibit 3.7 Common Abbreviations in Workforce Main Public-use Variables and Labels

ABBREVIATION	MEANING
apprcte	Appreciated
bgchk	Background check
c	Case
cat	Category
cb	Center-based
cda	Child Development Associate
cert	Certification
ch	Child
char	Characteristics
classrm	Classroom
comm	Community characteristic
dis	Distance
dk	Don't know
ece	Early care and education
educ	Education
ft	Full-time
firstyrus	First year in the United States
govt	Government
hb	Home-based
hbpaid	Home-based paid
hh	household

ABBREVIATION	MEANING
hhincome	Household income
hisp	Hispanic
hrs	Hours
hs	Head Start
insrnce	Insurance
psu	Primary sampling unit
pubschflag	Public school flag
wf	Workforce
wrkshp	Workshop
yrs	Years
nonhs	No high school diploma
lang	Language
meth	Methodological
plan	Plans
PMS	Parental Modernity Scale
prcnt	Percent
prgm	Program
prnts	Parents
profassoc	Professional association
profdev	Professional development

3.3.3 Frequencies

The 2019 Workforce User's Guide includes unweighted frequencies for each variable entry in the public-use data file. These frequencies cannot be interpreted conceptually, since they are unweighted and for the most part do not represent a relevant analytic sample. However, these frequencies may allow data users to understand what data are available and what sample sizes they can expect when they begin working with the data.

Frequency tables show unweighted frequencies. It is not possible to display weighted estimates for all different units of observation included in the workforce public-use data file. The data file includes sampling weights appropriate for the generation of respondent-level and classroom-level estimates. Variables at these levels need to be

specified at the respondent or classroom level in order to generate appropriately weighted estimates.

Statistical software use a variety of definitions for sample quantiles. To reproduce the statistics presented here, users may use the “PROC MEANS” command in SAS, or with the “quantile” function in R, setting the “type” argument to 2.

The example below shows the codebook entry for WF9_A19_HRS_SKILLS which identifies the number of hours a month the workforce respondent spends on professional development activities. The frequency table shows there are 5,192 workforce respondents in the sample. The frequency of 1,234 indicates the number of workforce respondents who spend about 1-2 hours per month on professional development activities. .

WF9_A19_HRS_SKILLS

Variable label	Hours per month R spends on prof dev activities
Original variables used	WF9_A19
Notes	This variable indicates how many hours, on average, the respondent spends on professional development activities and is a direct response to survey item A19: A19. On average, how many hours a month do you spend on activities to improve or gain skills in working with children? 1. 0 hours per month 2. 1-2 hours per month 3. More than 2 hours but less than a day per month 4. 1 day per month 5. More than 1 day per month

WF9_A19_HRS_SKILLS

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	106
1	0 hours per month	212
2	1-2 hours per month	1,234
3	More than 2 hours but less than a day per month	1,182
4	1 day per month	632
5	More than 1 day per month	1,343
Total		5,192

3.4 DISCLOSURE TREATMENT IN PREPARATION OF NSECE DATA FILES

The NSECE consists of four related surveys (HH, HB, CB, and WF), each with its own complex sets of disclosure risks. For example, the data file for the center-based survey was particularly vulnerable to re-identification since centers had to be sampled at a relatively high rate from their relatively small population. There is already a large amount of publically available data describing centers, including government registries, licensing databases, and centers' own marketing material and websites, each of which risks harmful linkage with NSECE center-based data. Therefore, the NSECE team has been conservative when creating CB variables and data files to avoid inadvertently re-identifying participating respondents.

Analyses of the sample and of survey data items indicated that the greatest disclosure risk stemmed from 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 we protected specific geographical respondent information across all file types. Our analyses indicated that if a respondent's geography remained uncertain it would be very difficult for an outside party to re-identify individual observations in and across the data files since geographic specificity could lead to deductive disclosure of participating entities. We implemented all remaining disclosure limitation procedures to ensure we adequately protected the geography of each respondent.

Another aspect of our 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 access (i.e. publically available files with a limited number variables and extensive disclosure treatment) to highly restricted access

(i.e. archived identifiable and untreated data). In between these two extremes are two levels of restricted-use files with varying degrees of disclosure treatment and linking between data files. We considered the best interests of both the user community and the entities at risk of identification in the data when deciding which variables belonged at each level of access.

3.4.1 What Types of Variable Were Treated for Disclosure?

In general, we treated two types of variables: 1.) variables that were at a higher risk of being linked to auxiliary information or data from some outside party and 2.) variables that found a relatively small number of cases that were unique or rare in comparison to the rest of the survey population. Examples of these types of variables at the household level would be individual and household demographics as well as detailed employment and family structure data. In the CB, WF, and HB surveys, variables describing ECE centers include staff and child demographic information, enrollment types and counts, curriculum, and funding sources likely were treated for disclosure. Finally, we also treated variables that were considered to be sensitive to the respondent for disclosure. This includes data about wages, income, or other sensitive information.

3.4.1.1 What Variables Didn't Get Treated?

Many variables in the NSECE did not require any disclosure treatment. We did not consider variables that described responses to subjective questions to risk disclosure, and therefore were not treated. We also did not apply disclosure treatment 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, the NSECE team did not apply disclosure treatment.

3.4.2 Summary of Disclosure Limitation Methods

3.4.2.1 Removal of Direct Identifiers

The first steps we took to prevent disclosure was removing all direct identifiers of any sampled household or child care center, or any member of that unit, from the data. This included, but was not limited to, the removal of all names, addresses, telephone numbers, or any other directly identifying variables. We then replaced these removed identifiers with non-identifying numbers to distinguish between members of the same household or center.

3.4.2.2 Top Coding

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

In most cases we applied top coding unconditionally across the entire data set. There were some instances where the NSECE team applied top coding conditionally using combinations of two or more categorical variables to define a subset of observations prior to top coding. An example of this is WF9_WORK_WAGE, where we used a combination of urban/rural, auspice and education variables to define sub-groups prior to defining the percentiles that guided top coding. We did this to ensure that these conditional variables could not be used to re-identify workforce cases using the value of WF9_WORK_WAGE for a single observation.

3.4.2.3 Suppression of Large Sums

If the sum of several continuous variables exceeded a maximum threshold (such as from the top coding of a summary variable) then we suppressed all component variables contributing to that very large sum. An example of this is the sum of CB9_AGECAT_TOTENROLL_TC_[0, 1, 2, 3, 4, 5, SA]. If the sum of these 7 variables exceeded the maximum threshold, then we suppressed all seven values. We used this procedure to prevent the re-identification of observations at the high end of an implied distribution in the data.

3.4.2.4 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 we suppressed all values to protect those observations from disclosure. In these cases, we excluded the sparsely populated variables from public-use files and only made them available in the restricted-use file. Suppression of sparse data 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.

3.4.2.5 Percentages in Place of Counts

One method we used to prevent disclosure from large continuous variables, such as enrollments, was to express these variables in a percentage form. For example, we reported the survey item that asks each center to provide the number of children enrolled full time by age group in the CB data file as a percentage of the overall enrollment by age group. This allows users to study the proportion of full time enrollments without directly disclosing the total number of full time children in each age group at every center. We often present the variable that we used as the denominator in the calculation of these percentages in the data, though it may be top coded or suppressed for additional disclosure protection. The inclusion of the denominator variable in the data file allows users to use the percentage variables to estimate the exact count of the unit in the percent, but since the total may be altered, and the percentage may be rounded, this may only represent an estimate of the true count.

3.4.2.6 Recoding and Coarsening

We commonly used **recoding** for high dimensional categorical variables in the data, or any categorical variable where some levels were rare. This allowed more common values to be studied while protecting the rarer responses in the data. A common example is the variable that indicates a respondent's language, where "English", "Spanish", and "English and Spanish" each have their own code in the data file, but we combined all other languages and language combinations into one 'other' category.

Coarsening was the recoding of continuous variables into bins, or groups, to form a categorical variable. The NSECE team did this when the raw, continuous values may result in disclosure, but a range of the variable could still be useful to the data user. This can be seen in the distance variables presented in the HH file. For these variables, we provide ranges of distances because exact distance values presented a significant disclosure risk.

3.4.3 Examples of Data Treated For Disclosure

3.4.3.1 Interview Dates

We suppressed data detailing when interviews occurred and how much time was spent on each section 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, we also removed all interview dates from the timestamps that mark the completion of each section for these interviews as well.

3.4.3.2 Community Characteristics Variables

We include several variables that we derived from American Community Survey variables in the data files. Please note we could only provide a limited number of these variables in the public-use data file while still protecting the geographical location of the observations. We chose these variables based on analytic interests expressed by potential users of the files and by the sponsoring agency. The weighted ACS values we 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 WORKFORCE RESPONDENT

Respondents for the workforce survey were sampled from completed center-based provider surveys. The center-based provider questionnaire randomly selected staff from a randomly selected classroom of a randomly selected age group of children from birth through age five, not yet in kindergarten, and asked a series of detailed questions about their classroom. This included gathering a list of teachers and caregivers along with their characteristics and roles in the classroom. Up to two workforce respondents were randomly selected from this list of teachers and caregivers for the workforce provider survey. To be selected, the individual had to work at least five hours a week in the randomly selected classroom and serve in a role of teacher, instructor, assistant or aide (specialists were not eligible). In some cases, the selected respondent may have left the center before completing the workforce survey. In these instances, the center-based provider survey randomly selected another respondent from the list of teachers and caregivers associated with the selected classroom.

4.1.1 Sampling Weights and Variance Estimation

All variables in the workforce public-use data file can be appropriately used with the Workforce Sampling Weight, WF9_METH_WEIGHT, which sums to 1,364,912 and represents lead, regular or assistant teachers, instructors or aides who worked at least five hours a week in a center-based provider with children from birth through age five, not yet in kindergarten, in the U.S. in 2019. 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 apply the sampling weight variable WF9_METH_WEIGHT when generating representative estimates.

Users can estimate design-corrected standard errors using standard statistical programs by specifying the strata variable to be WF9_METH_VSTRATUMPU and the cluster variable to be WF9_METH_VPSUPU.

4.1.1.1 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 CB9 (e.g.,CB9_AGECAT_SERVE_1YR). These variables serve to provide some information about the center that employs the Workforce respondent.

Users can also link the workforce data directly to center-based provider data through the variable CB9_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. Users can appropriately merge data from the center-based provider files into the workforce data files and analyze them using WF9_METH_WEIGHT to describe the context in which ECE workers serve children. Neither WF9_METH_WEIGHT nor CB9_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.

4.1.1.2 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. Users can estimate design-corrected standard errors using standard statistical programs by specifying the (first-level) strata variable to be WF9_METH_VSTRATUMPU, and the (second-level) cluster variable to be WF9_METH_VPSUPU. We constructed the VSTRATUM and VPSU variables to proxy the NSECE sample design while masking them in order to guard against any risk of disclosing respondent identities.

For accurate estimation of standard errors, it is important to use the entire data file in your analysis, rather than using a subset file that includes only cases contributing data directly to the analysis. For example, if you wanted to conduct an analysis of male respondents, you should do so on a data file that includes both male and female respondents, but with male respondents selected using commands such as the 'subpop' option in STATA after specifying survey design variables with the svy command, or using PROC SURVEYFREQ in SAS requesting cross tabulations of the gender variable (or PROC SURVEYMEANS with the 'domain' statement). Dropping the female respondents from the analysis data file in this example will result in an incorrect estimation of standard errors.

4.1.1.3 Workforce Classroom Sampling Weight

Within the workforce questionnaire, there was an extensive section (Sections C and CL) that collected data for a specific classroom that the staff was working in. The classroom was identified via the center-based provider questionnaire, by first randomly selecting one of the self-reported age groups with children age 5 and under, not yet in

kindergarten, that the provider reported serving, then asking the provider to enumerate each of the classrooms or groups the provider maintained to serve that age group. One of these classrooms/groups was then selected for further questions. The center-based provider classroom weight CB9_WEIGHT_CLSM incorporates the center weight as well as the number of age groups and the number of classrooms/groups reported. The workforce classroom weight WF9_WEIGHT_CLSM was then generated using the center-based provider classroom weight CB9_WEIGHT_CLSM and adjusted for nonresponse to the work force questionnaire of the selected staff, and the number of staff in the same classroom that completed the work force questionnaire. Using the workforce classroom weight, WF9_WEIGHT_CLSM generates estimates that represent all classrooms/groups serving children up to age 13 years in centers that serve at least one child age 5 and under not yet in kindergarten regarding detailed activities in the classrooms and people in the classroom.

Both the workforce public-use data file and the center-based provider data file have a classroom-level weight. When choosing the appropriate classroom weight for analysis, please consider the source of the variables you're interested in. When working with classroom related variables derived from the WF survey, such as the CL section, use the WF classroom weight. When working with classroom related variables from the CB survey, such as section F, use the CB classroom weight. Since different centers have different numbers of classrooms, the estimates derived using the workforce classroom weight or center-based provider classroom weight would be different from those derived by applying the center-based center-level weight.

You can appropriately variables derived from section C and CL of the Workforce main data file with the workforce classroom Sampling Weight, WF9_WEIGHT_CLSM. For the 5,192 staff working in a classroom with children age five years or under, not yet in kindergarten, this weight sums to 591,568 and represents all classrooms in center-based ECE programs serving children birth through age five, not yet in kindergarten in the U.S. in 2019. 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 WF9_WEIGHT_CLSM to generate representative estimates. Users can estimate design-corrected standard errors using standard statistical programs by specifying the strata variable to be WF9_METH_VSTRATUMPU, and the cluster variable to be WF9_METH_VPSUPU.

5. Variable-level Documentation for Main Workforce Public-Use Data File

1. METHODOLOGICAL VARIABLES

This section includes a series of methodological variables that are important for identifying records, merging variables across files, and properly carrying out variance estimation. This section includes the following variables:

Variable Name	Variable Description
WF9_METH_CASEID	8-digit ID beginning with 9
CB9_METH_CASEID	ID of center-based provider that spawned workforce respondent
WF9_COMPLETE_DATE	Interview completion date
WF9_METH_VSTRATUMPU	VSTRATUM 1st level variable for variance estimation
WF9_METH_VPSUPU	VPSU 2nd level variable for variance estimation
WF9_METH_WEIGHT	Sampling weight
WF9_WEIGHT_CLSM	Workforce classroom weight
WF9_MODE	Mode of completion of Workforce questionnaire
WF9_QUEXLANG	Questionnaire language
WF9_REGION	Census Bureau-designated region where center-based provider is located
WF9_METH_PUBSCHFLAG	Workforce case spawned from center-based provider associated with a public school district address
WF9_METH_DATA_SOURCE	Data source of center-based provider from where Workforce case was spawned
WF9_METH_FILEVERSION	Date when data file last updated
WF9_METH_2INTVWF	Flag identifying whether Workforce respondent is from a classroom with 1 or 2 workforce interview interviews

WF9_METH_CASEID

Variable label	8-digit ID beginning with 9
Notes	WF9_METH_CASEID may be used to merge any variable in the QT file or Restricted-Use data file to the Public-Use data file.

Range of observed responses: 93000061 - 93299931

CB9_METH_CASEID

Variable label	ID of center-based provider that spawned workforce respondent
Notes	The workforce data can be linked directly to center-based provider data through the variable CB9_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 WF9_METH_WEIGHT to describe the context in which ECE workers serve children. Neither WF9_METH_WEIGHT nor CB9_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. There can be up to two workforce respondents linked to a single case ID. It should also be noted that due to workforce survey nonresponse cases, not all center-based providers within the center-based data file will appear in the worforce data file.

Range of observed responses: 83000060 - 83299930

WF9_COMPLETE_DATE

Variable label	Interview completion date
Original variables used	WF9_FINISHTIME
Notes	The date when the workforce interview was completed is recorded in the following format: mm/dd/yy.

Range of observed responses: 02/15/2019 – 09/25/2019

WF9_METH_VSTRATUMPU

Variable label	VSTRATUM 1st level variable for variance estimation
Notes	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 WF9_METH_VPSUPU. For additional information on proper variance estimation, please refer to section 4.1.2.

Range of observed responses: 1 - 30

WF9_METH_VPSUPU

Variable label	VPSU 2nd level variable for variance estimation
Notes	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 WF9_METH_VSTRATUMPU. For additional information on proper variance estimation, please refer to section 4.1.2.

Range of observed responses: 101 - 3014

WF9_METH_WEIGHT

Variable label	Sampling weight
Notes	This weight, WF9_METH_WEIGHT, sums to the total number of lead, regular, assistant, or aid teachers or instructors who worked at least five hours a week for a center-based provider with children birth through age five, not yet in kindergarten in the U.S. in 2019. It should be used in conjunction with WF9_METH_VPSUPU and WF9_METH_VSTRATUMPU to create estimates that describe eligible center-based staff in the U.S. in 2019. For additional information on proper variance estimation, please refer to section 4.1.2.

Range of observed responses: 1.37 – 8,514.53

WF9_WEIGHT_CLSM

Variable label	Workforce classroom weight
Notes	Within the Workforce Questionnaire, there were an extensive sections (Sections C and CL) collecting data for a specific classroom that the staff was working in. The classroom was identified via the center-based provider questionnaire by first randomly selecting one of the self-reported age groups with children age 5 and under, not yet in kindergarten, that the provider reported serving, then asking the provider to enumerate each of the classrooms or groups the provider maintained to serve that age group. One of these classrooms/groups was then selected for further questions. The center-based provider classroom weight CB9_WEIGHT_CLSM incorporates the center weight as well as the number of age groups and the number of classrooms/groups reported. The workforce classroom weight WF9_WEIGHT_CLSM was then generated using the center-based provider classroom weight CB9_WEIGHT_CLSM and adjusted for nonresponse to the workforce questionnaire of the selected staff, and the number of staff in the same classroom that completed the work force questionnaire. Using the work force classroom weight WF9_WEIGHT_CLSM then generates estimates that represent all classrooms/groups serving children up to age 13 in centers that serve at least one child age 5 and under not yet in kindergarten regarding detailed activities in the classrooms and people in the classroom. Both the workforce public-use data file and the center-based provider data file have a classroom-level weight. The source of the variables of interest should be considered when choosing the appropriate class room weight for analysis. • When working with classroom related variables derived from the WF survey, such as the CL section, use the WF classroom weight. • When working with classroom related variables from the CB survey, such as section F, use the CB classroom weight. Since different centers have different numbers of classrooms, the estimates derived using the workforce classroom weight or center-based provider classroom weight would be different from those derived by applying the center-based center-level weight. For additional inforamtion on the workforce classroom weight, please refer to section 4.1.2.3.

Range of observed responses: 1 – 3,217.12

WF9_MODE

Variable label	Mode of completion of WF questionnaire
Notes	The mode in which the interview was completed by the respondent. 483 cases with missing responses correspond to WF cases spawned from centers with only administrative data.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
.	WF spawned from center with only administrative data	483
1	Field interviewer complete: in person/phone	1,518
2	Self-administered web complete	3,191
Total		5,192

WF9_QUEXLANG

Variable label	Questionnaire language
Notes	Language in which the interview or questionnaire was completed. 483 cases with missing responses correspond to WF cases spawned from centers with only administrative data.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
.	WF spawned from center with only administrative data	483
1	English	4,497
2	Spanish	212
Total		5,192

WF9_REGION

Variable label	Census Bureau-designated region where CB provider is located
Notes	This variable is based on the four statistical regions designated by the U.S. Census Bureau. The allocation of the workforce respondent to one of these four regions was based on the state of the center-based provider from where the workforce respondent was selected from. Based on the location of center-based provider, workforce respondents are assigned to one of the following categories: • Northeast • Midwest • South • West

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
1	Northeast	1,018
2	Midwest	1,055
3	South	1,806
4	West	1,313
Total		5,192

WF9_METH_PUBSCHFLAG

Variable label	Associated with a public school district address
Notes	This variable identifies whether the center-based provider from which the workforce case was spawned was located at an address associated with a public school district. This set of workforce cases also includes those spawned from administrative data. Please see WF9_METH_DATA_SOURCE for more information. The WF9_METH_PUBSCHFLAG variable indicates a workforce respondent was spawned from a provider at an address associated with a public school district, as reported by the commercial source Market Data Retrieval (MDR). These workforce respondents represent a subset of the workforce working at center-based providers located at addresses associated with public school districts. It is possible that some of these providers are run by private organizations merely renting space from a public school district and not themselves run by a public school district. This flag overlaps with WF9_METH_DATA_SOURCE which indicates whether the workforce was spawned from a center based provider with only administrative data. All cases where WF9_METH_DATA_SOURCE = 2 (indicating workforce case spawned from a provider with only administrative data) are cases where WF9_METH_PUBSCHFLAG=1. Please see section 2.2.2 Workforce Records Spawned from Center-Based Administrative Data Collection for a more thorough discussion of this variable.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
0	WF spawned from a CB provider not associated with a Public School District	4,207
1	WF spawned from a CB provider associated with a Public School District	985
Total		5,192

WF9_METH_DATA_SOURCE

Variable label	Data source of center-based provider from where WF case was spawned
Notes	This variable identifies the type of center-based provider data record from which the workforce case was spawned. There are 483 workforce cases spawned from 483 center-based providers from which only administrative data was collected (no survey interview was completed). The center-based data files include information gathered from these administrative data sources. From these 483 center-based providers, no workforce respondent could be spawned or interviewed. However, to accurately represent the full ECE workforce, including individuals working at the centers with only administrative data, we include one record in the workforce data file for each of the 483 centers for whom there are administrative data in the center-based provider data file. A handful of variables, such as region, sampling weights, and other methodological variables are populated for these 483 workforce records. However, for the majority of variables, these records are identified with reserve code -8 “WF spawned from a center with only administrative data”. These 483 workforce cases have a positive sampling weight associated with them and they must be included for accurate weighted frequencies of the entire workforce. These 483 records are members of the subset of the workforce working at center-based providers associated with public school districts. Variable WF9_METH_PUBSCHFLAG can be used to identify workforce respondents working in center-based providers associated with public school districts. Please see section 2.2.2 Workforce Records Spawned from Center-Based Administrative Data Collection for a more thorough discussion of this variable.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
1	WF spawned from center with questionnaire data	4,709
2	WF spawned from center with only administrative data	483
Total		5,192

WF9_METH_FILEVERSION

Variable label	Date when data file last updated
Notes	This variable has a single value representing the date when the workforce public-use data file was updated. The date is recorded in the following format: mm/dd/yyyy

Range of observed responses: 10/22/2021 – 10/22/2021

WF9_METH_2INTVWF

Variable label	Flag identifying whether WF R is from a classroom w/ 1 or 2 workforce interviews
Original variables used	WF9_SU_ID
Notes	This variable identifies WF respondents that are part of a classroom where two WF interviews were completed. Cases spawned from classrooms with only one workforce interviews received a code of 0 since they were the only interviewee from their classroom.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
0	WF respondent is from a classroom with one workforce interview	4,402
1	WF respondent is from a classroom with two workforce interviews	790
Total		5,192

2. AGE CATEGORIES SERVED

This section provides information on the age group(s) that the workforce respondent works most often with as well as the age groups served at the center where the workforce respondent was spawned from.

Key information on age groups served at the center where the workforce respondent was spawned from

2.1.1 Defining Age Groups and Age Categories:

Center-based providers reported their enrollment by age group(s). age groups are ranges of ages used by the center to group children. Each center-based provider could report up to ten age groups, reflecting how the center organizes its children into groups. Illustrative examples of age groups include “0 to 18 months,” “18 to 32 months” and “5 to 12 years old”. The reported age groups were then mapped to the NSECE age categories for CB9_ENRL_X (X= INF, 1YR, 2YR, 3YR, 4YR, 5YR, SA). This was done by checking the upper and lower bounds (the oldest and youngest ages indicated) of the reported Groups. If any of the reported age groups falls into the age category, the center-based provider is determined as serving that age category.

Please note that the SERVE indicator for a given age category does not imply that the full age range of the category as defined is served. Furthermore, providers are considered as serving a given age category, irrespective of enrollment at the time of the survey.

2.1.2 Missing/Incomplete Information:

For approximately 100 cases that did not have information on enrollment in A10, the presence of children ages 0 through 5 enrolled was inferred by relying on other survey items that reported counts of children ages 0 through 5, not yet in kindergarten, including counts of children by ethnicity, race, having a physical condition and or having an IEP/IFSP. Therefore, CB9_SERVE_0TO5YRS will have more valid responses than CB9_SERVE_0TO3YRS, CB9_SERVE_3TO5YRS, and CB9_SERVE_SA.

2.1.3 Cross-category Age Groups:

For an age group spanning more than one age category, it is assumed that enrollment is spread uniformly across the age range. For example, a group with children between the ages of 0 and 18 months span across the infant (less than 1 year old) age category as well as 1 year old age category. In this case, two thirds of the age group range (0-12 months) overlaps with the infant category and one third of the age group range (12-18

month) overlaps with the 1 year old category: The enrollment is assumed to be distributed across age categories in the same proportions. For example, if the enrollment of this age group were 3, the enrollment of the infant age category would be 2, and the enrollment of the 1 year old category would be 1.

Specifically, five year olds could be included in either the “5 year old, not yet in kindergarten” category, or the “School-age, including kindergarten age” category. In general, 50% of 5 years olds were considered not in kindergarten and 50% of 5 year olds were considered in kindergarten and included in the school-age category. There were some cases where 5 year olds were exclusively considered for either the “5 year old, not yet in kindergarten” category or the “School-age, including kindergarten age” category.

- Cases were exclusively considered as “5 year old, not yet in kindergarten” if the lower bound of the age range served was less than 5 years old and the upper bound was at 5 years old (>=60 months to 72 months), therefore assuming the provider serves a younger age and the 5 year olds are not yet in school.
- Cases were also exclusively considered as “5 year old, not yet in kindergarten” if it was indicated that the age group only includes 5 year olds not in kindergarten, e.g. public pre-K, pre-school, or Head Start.
- Cases were exclusively considered as “School-age, including kindergarten age” if the lower bound of the age range served was at 5 year olds (>=60 months to 72 months) and the upper bound was greater than 5 years old (>=72 months), therefore assuming the provider serves older age groups and the 5 year olds are in kindergarten/school-age.
- Cases were also exclusively considered as “School-age, including kindergarten age” if it was indicated that the age group only includes 5 year olds in kindergarten, e.g. kindergarten or school-age.

2.1.4 Noteworthy Changes from 2012 to 2019

There are two changes in the way center-based providers were asked to report enrollment of children in their center. As in 2012, center-based providers in 2019 reported their enrollment by age group(s) and the number of children currently enrolled was reported for each of these age groups. age groups are ranges of ages used by the center to group children. The wording of item A10 did not change across years. However, the number of age groups a center-based provider could report about increased from six in 2012 to ten in 2019. Additionally, in 2019, as opposed to 2012, providers could only enter numeric values for the range of ages associated with each

age group. For example, while in 2012 a provider may have entered “infants” as the description of an age group, in 2019 the provider was required to enter a minimum number of months and a maximum number of months (e.g. “6 months to 12 months”).

The following variables are including in this section:

Variable Name	Variable Description
WF9_CLASSRM_UNDER3	Flag for Workforce serving age category 0 to 3
WF9_CLASSRM_3TO5	Flag for Workforce serving age category 3 to 5, not in kindergarten
CB9_SERVE_0TO3YRS	Center-based provider serves children 0 to 3 years old
CB9_SERVE_0TO5YRS	Center-based provider serves children 0 to 5 years old
CB9_SERVE_3TO5YRS	Center-based provider serves children 3 to 5 years old
CB9_AGECAT_SERVE_0	Provider serves infants (less than 12 months old)
CB9_AGECAT_SERVE_1	Provider serves children 1 year old
CB9_AGECAT_SERVE_2	Provider serves children 2 years old
CB9_AGECAT_SERVE_3	Provider serves children 3 years old
CB9_AGECAT_SERVE_4	Provider serves children 4 years old
CB9_AGECAT_SERVE_5	Provider serves 5 year olds (not yet in kindergarten)
CB9_AGECAT_SERVE_SA	Provider serves school-age children

WF9_CLASSRM_UNDER3

Variable label	Flag for WF serving age category 0 to 3
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether the workforce respondent often works with children in the age category of 0-3 year olds. The main source of this variable are responses to item A10 in the center-based provider survey. The age range of the age group reported in CB-A10 represents the age designation of the classroom from which the workforce respondent was spawned. In the workforce survey, item C1_1 asks the workforce respondent to confirm they are familiar with the children and practices in that selected classroom. • If the workforce respondent confirms this is the case, WF9_CLASSRM_UNDER3 uses the age range reported in CB-A10. • If the workforce respondent indicates they are not familiar with this classroom, item C1_2 asks them to report the age range of the classroom where they mostly serve and WF9_CLASSRM_UNDER3 relies on responses to item C1_2. • For about 150 center-based providers, information from CB-A10 is missing, In this case, WF9_CLASSRM_UNDER3 uses answers to items F3a and F3b in the center-based provider survey. Note that CB-A10 is asked about the range of ages the center uses to group children, while items F3a and F3b are asked about the age range of children enrolled at the time of the survey in the selected classroom.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
0	No	2,264
1	Yes	2,445
Total		5,192

WF9_CLASSRM_3TO5

Variable label	Flag for WF serving age category 3 to 5, not in kindergarten
Original variables used	CB9_A10_GRID_X (X=1-10) , CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether the workforce respondent often works with children in the age category of 3-5 year olds, not yet in kindergarten. The main source of this variable are responses to item A10 in the center-based provider survey. The age range of the age group reported in CB-A10 represents the age designation of the classroom from which the workforce respondent was spawned. In the workforce survey, item C1_1 asks the workforce respondent to confirm they are familiar with the children and practices in that selected classroom. • If the workforce respondent confirms this is the case, WF9_CLASSRM_3TO5 uses the age range reported in CB-A10. • If the workforce respondent indicates they are not familiar with this classroom, item C1_2 asks them to report the age range of the classroom where they mostly serve and WF9_CLASSRM_3TO5 relies on responses to item C1_2. • For about 150 center-based providers, information from CB-A10 is missing. In this case, WF9_CLASSRM_3TO5 uses answers to items F3a and F3b in the center-based provider survey. Note that item CB-A10 is asked about the range of ages the center uses to group children, while items F3a and F3b are asked about the age range of children enrolled at the time of the survey in the selected classroom.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
0	No	1,103
1	Yes	3,606
Total		5,192

CB9_SERVE_0TO3YRS

Variable label	Provider serves children 0 to 3 years old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M
Notes	This variable indicates whether the center-based provider from where the workforce respondent was spawned serves children ages 0 to 3. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	1,704
1	Yes	3,459
Total		5,192

CB9_SERVE_0TO5YRS

Variable label	Provider serves children 0 to 5 years old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M
Notes	This variable indicates whether the center-based provider from where the workforce respondent was spawned serves children ages 0 to 5, not yet in kindergarten. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
0	No	1
1	Yes	5,191
Total		5,192

CB9_SERVE_3TO5YRS

Variable label	Provider serves children 3 to 5 years old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M
Notes	This variable indicates whether the center-based provider from where the workforce respondent was spawned serves children ages 3 to 5, not yet in kindergarten. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	181
1	Yes	4,982
Total		5,192

CB9_AGECAT_SERVE_0

Variable label	Provider serves infants (less than 12 months old)
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: infants (less than 12 months old). This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	2,922
1	Yes	2,241
Total		5,192

CB9_AGECAT_SERVE_1

Variable label	Provider serves children 1 year old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: 1 year olds. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	2,451
1	Yes	2,712
Total		5,192

CB9_AGECAT_SERVE_2

Variable label	Provider serves children 2 years old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: 2 year olds. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	1,870
1	Yes	3,293
Total		5,192

CB9_AGECAT_SERVE_3

Variable label	Provider serves children 3 years old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: 3 year olds. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don’t know/Refused/No answer	29
0	No	737
1	Yes	4,426
Total		5,192

CB9_AGECAT_SERVE_4

Variable label	Provider serves children 4 years old
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: 4 year olds. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don’t know/Refused/No answer	29
0	No	523
1	Yes	4,640
Total		5,192

CB9_AGECAT_SERVE_5

Variable label	Provider serves 5 year olds (not in kindergarten)
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: 5 year olds, not yet in kindergarten. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	3,070
1	Yes	2,093
Total		5,192

CB9_AGECAT_SERVE_SA

Variable label	Provider serves school-age children
Original variables used	CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_LO_M, CB9_A10_GRID_X (X=1-10), CB9_A10_M_0_A10_HI_M, WF9_C1_GRID_X (X=1-10), WF9_C1_1, CB9_F1RANDOMNUM, CB9_F3_YOUNGYR, CB9_F3_YOUNGYRMTH2, CB9_F3_OLDYR, CB9_F3_OLDYRMTH2
Notes	This variable indicates whether center-based provider from where the workforce respondent was spawned serves the following age categories: school-age children. This variable is constructed based on responses to item A10 in the center-based provider survey which asks about age groups of children served.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't know/Refused/No answer	29
0	No	3,003
1	Yes	2,160
Total		5,192

3. WORK EXPERIENCE AND PROFESSIONAL DEVELOPMENT

This section explores the respondent's past educational and professional experiences working with young children. More specifically, this section includes information on the respondent's highest level of education, the relevancy of their degree to the field of ECE, past professional development activities, years working in the field of ECE, and main reason for working with young children. The following variables are included in this section:

Variable Name	Variable Description
WF9_CAREER_UNION	Respondent is a member of a union
WF9_CAREER_REASON	Main reason for working with young children
WF9_CAREER_HBPAID	Respondent has done paid work with children under age 13 in home-based setting since turning 18
WF9_CAREER_EXPERIENCE	Years caring for children under age 13
WF9_CAREER_CERT	Respondent has Child Development Associate (CDA) certificate OR state certificate/endorsement for ECE
WF9_CAREER_CERT_CDA	Respondent has a Child Development Associate (CDA) certificate
WF9_CAREER_CERT_ECE	Respondent has state certification or endorsement for ECE
WF9_PROFDEV_WRKSHP	Professional development in past 12 months: participated in workshops
WF9_PROFDEV_COACH	Professional development in past 12 months: specialist coaching/mentoring/consultation
WF9_PROFDEV_MEETING	Professional development in past 12 months: attended professional organization meeting
WF9_PROFDEV_COURSE	Professional development in past 12 months: community/4-year college childcare course
WF9_PROFDEV_WRKSHP_TYPE	Workshop participation: single workshop or series of several sessions
WF9_PROFDEV_HELP_COST	Assistance for professional development: help with other participation costs
WF9_PROFDEV_HELP_TIME	Assistance for professional development: release time to participate in the activity
WF9_PROFDEV_HELP_TUITION	Assistance for professional development: assistance with direct costs

Variable Name	Variable Description
WF9_PROFDEV_CLASSRMSTAFF	Respondent participated in these activities as part of a group from his/her program
WF9_CAREER_PROFASSOC	Respondent is a member of a professional organization focused on caring for children
WF9_WORK_YRS	Number of years respondent worked in program
WF9_PROFDEV_TOPIC_HS	Respondent participated in a health or safety training in the last year
WF9_PROFDEV_HS_ONLINE	Respondent participated in an online health or safety training in the past year
WF9_PROFDEV_TOPIC_NONHS	Main topic of most recent prof development activity, excluding health and safety
WF9_A12_COLLENROLL	Respondent currently enrolled in degree program at college/university
WF9_A14_FUFILL_REQ	Respondent participated in professional development activities to fulfill a requirement
WF9_A18_HELP_SUP	Respondent's supervisor or advisor helped respondent create plan for respondent's professional development
WF9_A19_HRS_SKILLS	Hours per month respondent spends on professional development activities
WF9_A20_DEMSKILLS_OBS	Respondent ever observed working with children in professional development activity
WF9_A13_COURSEOBS	Respondent took college or university course in the past 12 months where respondent was observed working with children
WF9_A17_CULTTRAIN	Respondent trained in the past 12 months on working with children and families of different races, ethnicities, or cultures

WF9_CAREER_UNION

Variable label	R is a member of a union
Original variables used	WF9_A10_UNION
Notes	This variable indicates if the respondent is a member of a union and is a direct response to survey item A10: 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	60
1	Yes	457
2	No	4,192
Total		5,192

WF9_CAREER_REASON

Variable label	Main reason for working with young children
Original variables used	WF9_A11_REASON
Notes	This variable indicates the main reason that the respondent worked with young children and is a direct response to survey item A11: A11. Which one of the following best describes the main reason that you work with young children? (CODE ONE ONLY.) It is my career or profession 1. It is a step towards a related career 2. It is my personal calling 3. It is a job with a paycheck 4. It is work I can do while my own children are young 5. It is a way to help children 6. It is a way to help parents 7. None of these reasons apply

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	28
1	It is R's career or profession	1,059
2	It is a step towards a related career	360
3	It is R's personal calling	1,890
4	It is a job with a paycheck	88
5	It is work R can do while R’s own children are young	158
6	It is a way to help children	1,003
7	It is a way to help parents	36
8	None of these reasons apply	87
Total		5,192

WF9_CAREER_HBPAID

Variable label	Done paid work with children under age 13 in home-based setting since turning 18
Original variables used	WF9_A2A
Notes	This variable indicates if the respondent did paid work with children under age 13 in a home-based setting since turning 18 and is a direct response to survey item A2a: A2a. Since you turned 18, have you done paid work with children under age 13 in a home-based setting? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	38
1	Yes	2,022
2	No	2,649
Total		5,192

WF9_CAREER_EXPERIENCE

Variable label	Years caring for children under age 13
Original variables used	WF9_A2_PAIDEXP_YEAR, WF9_A2_PAIDEXP_MONTH
Notes	This variable classifies the workforce respondent's years of experience working with children under age 13 into one of six categories, defined as five-year increments. The workforce respondent reported how long they cared for children under age 13 in years, WF9_A2_PAIDEXP_YEAR, and months, WF9_A2_PAIDEXP_MONTH. These two variables were combined to create the total number of months and used as the basis of variable WF9_CAREER_EXPERIENCE, which reports experience as number of years. • When both year and month were Don't know/Refused/No answer, this variable was set to -1. • When either year or month was present and the other left blank, the blank was interpreted as zero and this variable was based exclusively on the source variable that was present. Responses were then coded into specific five-year increments: • 5 years or less • more than 5 years to 10 years • more than 10 years to 15 years • more than 15 years to 20 years • more than 20 years to 25 years, • more than 25 years

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	62
1	<=5 years	1,279
2	>5 to <=10 years	1,039
3	>10 to <=15 years	756
4	>15 to <=20 years	645
5	>20 to <=25 years	362
6	>25 years	566
Total		5,192

WF9_CAREER_CERT

Variable label	R has Child Development Associate (CDA) cert OR state cert/endorsement for ECE
Original variables used	WF9_A6A_M, WF9_A6B_M
Notes	This variable combines A6A and A6B to indicate whether workforce respondent has a CDA certificate, a state certification or endorsement for ECE, neither or both certificates. • If the workforce respondent had neither a state certification nor a CDA then WF9_CAREER_CERT=1. • If the workforce respondent had a state certification, but did not have a CDA then WF9_CAREER_CERT=2. • If the workforce respondent had a CDA, but not a state certification then WF9_CAREER_CERT=3. • If the workforce respondent had both a state certification and a CDA then WF9_CAREER_CERT = 4. • If the respondent did not answer any of the two items, WF9_CAREER_CERT was coded as -1 (Don't know/Refused/No Answer). In 2012, information on ECE certification or endorsement for ECE was captured in a slightly different item, which included this certification along with a CDA, in the question "Do you have a CDA certificate or state certification to teach young children, special education or elementary school?" In 2019, these two credentials were reported separately in items A6a and A6b, and neither of these two new items included a reference to special education or elementary school certification.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	118
1	Neither state certification nor CDA	2,146
2	State certification only	1,101
3	Child development associate (CDA) certificate only	622
4	Both CDA and state certifications	722
Total		5,192

WF9_CAREER_CERT_CDA

Variable label	R has a Child Development Associate (CDA) certificate
Original variables used	WF9_A6_CDA
Notes	This variable indicates if a respondent had a Child Development Associate (CDA) certificate and is a direct response from survey item A6a: A6a. Do you have a Child Development Associate (CDA) certificate? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	74
1	Yes	1,344
2	No	3,291
Total		5,192

WF9_CAREER_CERT_ECE

Variable label	R has state certification or endorsement for ECE
Original variables used	WF9_A6_CERT
Notes	This variable indicates if the respondent had a state certification or endorsement for ECE and is a direct response from survey item A6b: A6b. Do you have a state certification or endorsement for early care and education? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	140
1	Yes	1,823
2	No	2,746
Total		5,192

WF9_PROFDEV_WRKSHP

Variable label	Prof development in past 12 months: participated in workshops
Original variables used	WF9_A7_WORKSHOP
Notes	This variable indicates if the respondent attended a workshop in the past 12 months and is a direct response to survey item A7a: A7. a. Participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	61
1	Yes	3,658
2	No	990
Total		5,192

WF9_PROFDEV_COACH

Variable label	Prof development in past 12 months: specialist coaching/mentoring/consultation
Original variables used	WF9_A7_COACH
Notes	This variable indicates if the respondent participated in coaching, mentoring or ongoing consultation with a specialist in the past 12 months and is a direct response to survey item A7b: A7. b. (IF NEEDED: In the past 12 months, have you done any of the following to improve your skills or gain new skills in working with children?) Participated in coaching, mentoring or ongoing consultation with a specialist? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	142
1	Yes	1,743
2	No	2,824
Total		5,192

WF9_PROFDEV_MEETING

Variable label	Prof development in past 12 months: attended professional organization meeting
Original variables used	WF9_A7_MEET
Notes	This variable indicates if the respondent attended a meeting of a professional organization in the past 12 months and is a direct response to survey item A7d: A7. d. (IF NEEDED: In the past 12 months, have you done any of the following to improve your skills or gain new skills in working with children?) Attended a meeting of a professional organization (such as Zero-to-Three, National Association for Education of Young Children; Association for Family Child Care, National After School Association, or another group)? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	143
1	Yes	1,438
2	No	3,128
Total		5,192

WF9_PROFDEV_COURSE

Variable label	Prof development in past 12 months: community/4 year college childcare course
Original variables used	WF9_A7_COMMCOLL
Notes	This variable indicates if the respondent enrolled in a course in the past 12 months at a community college or four-year college or university relevant to their work with children under age 13 and is a direct response to survey item A7e: A7. e. (IF NEEDED: In the past 12 months, have you done any of the following to improve your skills or gain new skills in working with children?) Enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	105
1	Yes	1,197
2	No	3,407
Total		5,192

WF9_PROFDEV_WRKSHP_TYPE

Variable label	Workshop participation: single workshop or series of several sessions
Items affecting eligibility	A7a
Original variables used	WF9_A7_WORKSHOP, WF9_A7_WORKSHOP_SESSIONS_M
Notes	This variable indicates if the respondent attended a single workshop or a series of several sessions in the past 12 months and is a direct response to survey item A7a_1: A7a_1. Did you attend a series of two or more workshops? 1. Yes 2. No Respondents who answered “Yes” to survey item A7a_1 were coded as 2 for “Workshop series” whereas respondents who answered “No” were coded as 1 for “Single workshop”. This item was only answered by those responding "Yes" to item A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*). All other respondents received a code of -2 for “Did not participate in any workshop in the prior 12 months”.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not participate in any workshop in the prior 12 months	1,051
-1	Don’t Know/Refused/No Answer	36
1	Single workshop	2,540
2	Workshop series	1,082
Total		5,192

WF9_PROFDEV_HELP_COST

Variable label	Assistance for prof development: help with other participation costs
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A8B_OTHERCOST
Notes	This variable indicates if the respondent received help with other costs of participation in professional development activities, such as travel or child care for their own children in the past 12 months, and is a direct response to survey item A8b2: A8b 2. 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? Help with other costs of participation such as travel or child care for your own children 1. Yes 2. No 3. Don't know/Refused/No answer Item A8b2 was only asked to respondents who answered “yes” to any of the following four items: • A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*) • A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*) • A7d. (*In the past 12 months, have you 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)?*) • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) All other respondents received a code of -2 for “Did not report professional development activities in prior 12 months”.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not report professional development activities in prior 12 months	700
-1	Don’t Know/Refused/No Answer	97
1	Yes	451
2	No	3,461
Total		5,192

WF9_PROFDEV_HELP_TIME

Variable label	Assistance for prof development: release time to participate in the activity
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A8B_RELEASE
Notes	This variable indicates if the respondent has received release time to participate in the professional development activity either from his/her employer or from a local or state agency, college, or university in the past 12 months, and is a direct response to survey item A8b3: A8b. 3. 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? Release time to participate in the activity 1. Yes 2. No 3. Don't know/Refused/No answer Item A8b3 was only asked to respondents who answered "yes" to any of the following four items: • A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*) • A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*) • A7d. (*In the past 12 months, have you 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)?*) • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) All other respondents received a code of -2 for "Did not report professional development activities in prior 12 months".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not report professional development activities in prior 12 months	700
-1	Don’t Know/Refused/No Answer	73
1	Yes	1,369
2	No	2,567
Total		5,192

WF9_PROFDEV_HELP_TUITION

Variable label	Assistance for prof development: assistance with direct costs
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A8B_TUITION
Notes	This variable indicates if the respondent received assistance with direct costs of professional development activity, such as tuition or registration fees either from their employer or from a local or state agency, college, or university in the past 12 months, and is a direct response to survey item A8b1: A8b. 1. 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? Assistance with direct costs such as tuition or registration fees 1. Yes 2. No 3. Don't know/Refused/No answer Item A8b1 was only asked to respondents who answered “yes” to any of the following four items: • A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*) • A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*) • A7d. (*In the past 12 months, have you 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)?*) • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) All other respondents received a code of -2 for “Did not report professional development activities in prior 12 months”.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not report professional development activities in prior 12 months	700
-1	Don’t Know/Refused/No Answer	41
1	Yes	1,452
2	No	2,516
Total		5,192

WF9_PROFDEV_CLASSRMSTAFF

Variable label	R participated in these activities as part of a group from his/her program
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A8_ACTIVITIES_M
Notes	This variable indicates if the respondent participated in some professional development activities as part of a group from his/her program and is a direct response to survey item A8a: A8a. Did you participate in any of these activities with other staff from your classroom? 1. Yes 2. No 3. Don't know/Refused/No answer Item A8a was only asked to respondents who answered "yes" to any of the following four items: • A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*) • A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*) • A7d. (*In the past 12 months, have you 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)?*) • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) All other respondents received a code of -2 for "Did not report professional development activities in prior 12 months". This variable received a name change in 2019; the 2012 variable name was WF_A8_ACTIVITIES.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not report professional development activities in prior 1 2 months	700
-1	Don't Know/Refused/No Answer	21
1	Yes	2,907
2	No	1,081
Total		5,192

WF9_CAREER_PROFASSOC

Variable label	R is a member of a professional organization focused on caring for children
Original variables used	WF9_A9_PROFASSC
Notes	This variable indicates if the respondent is a member of a professional association focused on caring for children and is a direct response to survey item A9: 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	80
1	Yes	1,051
2	No	3,578
Total		5,192

WF9_WORK_YRS

Variable label	Num of years R worked in program
Original variables used	WF9_A1_LENGTH_YEAR, WF9_A1_LENGTH_MONTH
Notes	This variable captures the number of years the respondent has worked at their center-based program and is a direct response to survey item A1. Responses to the source question have been grouped into broader categories to minimize the risk of disclosure. The these categories are as follows: • Less than half a year (0-6 months) • 7-12 months • 1 year • 2 years • … • 10 years • 11-15 years • 16-20 years • 21-25 years • 26 years or more Additional Explanation WF respondents were asked about the length of time they have worked in their program. The variable WF9_A1_LENGTH_YEAR captures the time, in years, worked in the program. The variable WF9_A1_LENGTH_MONTH captures the time, in months, worked in the program. The variable, WF9_A1_LENGTH_YEAR_CV, is created by combining both WF9_A1_LENGTH_YEAR and WF9_A1_LENGTH_MONTH. • When both the source year (WF9_A1_LENGTH_YEAR) and month variables (WF9_A1_LENGTH_MONTH) were -1 (Don't know/Refused/No answer), variable WF9_WORK_YRS was coded as -1 (Don't know/Refused/No answer). • When the respondent only reported number of years (i.e. WF9_A1_LENGTH_MONTH was -1), WF9_WORK_YRS was based entirely on WF9_A1_LENGTH_YEAR and the source month was interpreted as zero. • When the respondent only reported number of months (i.e. WF9_A1_LENGTH_YEAR was -1), WF9_WORK_YRS was based entirely on WF9_A1_LENGTH_MONTH and the source year was interpreted as zero.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	34
1	Less than half a year (0-6 months)	463
2	7-12 months	396
3	1 year	662
4	2 years	519
5	3 years	429
6	4 years	313
7	5 years	272
8	6 years	196
9	7 years	150
10	8 years	122
11	9 years	88
12	10 years	170
13	11 to 15 years	395
14	16 to 20 years	262
15	21 to 25 years	124
16	26 or more years	114
Total		5,192

WF9_PROFDEV_TOPIC_HS

Variable label	R participated in a health or safety training in the last year
Original variables used	WF9_A15_TOPIC_HS
Notes	This variable indicates if the respondent participated in a health or safety training in the past year and is a direct report from survey item A15: A15. In the past 12 months, have you participated in a health or safety training? 1. Yes 2. No This is a new variable based on a new item in the workforce questionnaire. Users should not compare this variable with the variable WF_PROFDEV_TOPIC in the 2012 NSECE Workforce file. The 2012 variable captured the main topic covered in the most recent activity respondents participated in to improve or gain skills in working with children. This means respondents reported “health and safety” if it was the most recent professional development activity and main topic of that activity. The new 2019 question (item A15) refers to any training related to health and safety in the last year.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	40
1	Yes	4,122
2	No	547
Total		5,192

WF9_PROFDEV_HS_ONLINE

Variable label	R participated in an online health or safety training in the past year
Items affecting eligibility	A15
Original variables used	WF9_A16_HSONLINE
Notes	This variable indicates if the respondent participated in online health or safety training in the past year and is a direct response to survey item A16: A16. Did you participate in any online health or safety trainings in the past year? 1. Yes 2. No This item was only answered by those responding "Yes" to item A15 WF9_PROFDEV_TOPIC_HS; In the past 12 months, have you participated in a health or safety training?. Respondents who selected “NO” or did not answer item A15 are coded as -2. “Did not participate in a health or safety training in the last 12 months.”

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not participate in health/safety training in last 12 months	587
-1	Don’t Know/Refused/No Answer	23
1	Yes	2,793
2	No	1,306
Total		5,192

WF9_PROFDEV_TOPIC_NONHS

Variable label	Main topic of most recent prof development activity, excluding health and safety
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A8C_MAINTOPIC_M
Notes	This variable indicates the main topic of most recent activity, excluding health and saftey, that the respondent participated in to improve or gain skills in working with children and is a direct response to survey item A8c: A8c. Please think about the topics addressed in your activities to improve or gain skills in working with children. Aside from health and safety in the classroom, what topic was most recently addressed in an activity you participated in? For example, working with families, preparing children to do well in school, techniques for discipline and classroom management, or some other topic? READ IF NECESSARY - IF SELF-ADMINISTERED, RECORD VERBATIM/DO NOT SHOW CODES 1. No topics other than health and safety 2. Cognitive development, including early reading or math 3. Added: doing well in school, including homework assistance, instruction or co-curricular activities 4. Helping children's social or emotional growth, including how to behave well. 5. Physical development and health 6. How to work with families 7. Serving children with special physical, emotional or behavioral needs. 8. Working with children who speak more than one language 9. Planning activities that meet the needs of the whole class 10. Other _____ Please specify what the main topic of the most recent activity you participated in to improve or gain skills in working with children was. 11. Working with children from different races, ethnicities and cultures 12. Added: Multi-topic geared to certification, accreditation, standards/QRIS 13. Added: Multi-topic geared to general skills (includes developmentally appropriate practice) 14. Added: Degree preparation 15. Added: Child protection: abuse prevention, reporting 16. Added: Program management and leadership 17. Added: Specific curriculum or teaching methods/technology 18. Added: Child/classroom monitoring and assessment 19. Added: Diversity skills: culture, language 20. Added: Art, music, dance, expression 21. Added: N/A: Responded about type of training, sponsorship or source of support, rather than content -1. Don't Know/Refused

Item A8c_M was only asked to respondents who answered "yes" to any of the following four items:

- A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*)
- A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*)
- A7d. (*In the past 12 months, have you 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)?*)
- A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*)

In order to minimize the risk of disclosure, categories 8, 10, 12, 14, 19, 20 were grouped together into category 21 (other).

This is a new variable based on a new item in the workforce questionnaire. Users should not compare this variable with the variable WF_PROFDEV_TOPIC in the 2012 NSECE Workforce data file.

The 2012 variable captured the main topic respondents covered in the most recent activity they participated in to improve or gain skills in working with children. The question was worded as "*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?*" One of the response options included "health and safety in the classroom" and this topic was frequently reported as the main topic of the most recent professional development activity.

In 2019, the topic health and safety was explicitly excluded from the response options and the wording of the question, as shown in the survey item above. Users can refer to variable WF9_PROFDEV_TOPIC_HS to identify workforce respondents who have participated in a health or safety training in the last year and variable WF9_PROVDEV_HS_ONLINE to identify if that training took place online.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not attend workshop/training in prior 12 months	700
-1	Don't Know/Refused/No Answer	427
1	Health and safety in the classroom	269
2	Cognitive development, including early reading or math	366
3	Doing well in school incl. hmwk assistance/instruction/co-curricular activities	98
4	Helping children's social or emotional growth, including how to behave well	1,097
5	Physical development and health	140
6	How to work with families	364
7	Serving children with special physical, emotional or behavioral needs	335
9	Planning activities that meet the needs of the whole class	133
11	Added: Multi-topic geared to certification, accreditation, standards/QRIS	65
13	Added: Degree preparation	94
15	Added: Program management and leadership	59
16	Added: Specific curriculum or teaching methods/technology	57
17	Added: Child/classroom monitoring and assessment	273
18	Added: Diversity skills: culture, language	75
21	OTHER, including categories 8, 10, 12, 14, 19, 20	157
Total		5,192

WF9_A12_COLLENROLL

Variable label	R currently enrolled in degree program at college/university
Original variables used	WF9_A12_DEGPROG
Notes	This variable indicates if the respondent is currently enrolled in a degree program at a college or university and is a direct response to survey item A12: A12. Are you currently enrolled in a degree program at a college or university? 1. Yes 2. No If the workforce respondent indicated in survey item A3 that they did not complete high school they did not get asked survey item A12 and received a code of -2 for "Not applicable. WF respondent did not graduate high school" for this variable.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Not applicable. WF respondent did not graduate high school	85
-1	Don't know/Refused/No answer	33
1	Yes	833
2	No	3,758
Total		5,192

WF9_A14_FUFILL_REQ

Variable label	R participated in prof dev activities to fulfill a requirement
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A14_PDREQ
Notes	This variable indicates if the respondent participated in professional development activities in order to fulfill a requirement and is a direct response to survey item A14: A14. The last time you participated in an activity to improve your skills working with children, did you do so to fulfill a requirement? Requirements might include needing continuing education credits for a certificate/credential, licensing, your local quality rating program, or a training required by your program. 1. Yes 2. No Item A14 was only asked to respondents who answered "yes" to any of the following four items: • A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*) • A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*) • A7d. (*In the past 12 months, have you 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)?*) • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) All other respondents received a code of -2 for "Not applicable. Did not participate in any workshop".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Not applicable. Did not participate in any workshop or training	700
-1	Don’t know/Refused/No answer	42
1	Yes	3,201
2	No	766
Total		5,192

WF9_A18_HELP_SUP

Variable label	R's supervisor or advisor helped R create plan for R's prof dev
Original variables used	WF9_A18_PDPLAN
Notes	This variable indicates if a supervisor or advisor helped the respondent to develop or update their professional development plan in the past 12 months and is a direct response to survey item A18: A18. In the past 12 months, did a supervisor or advisor help you develop or update a plan for your professional development? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	72
1	Yes	2,745
2	No	1,892
Total		5,192

WF9_A19_HRS_SKILLS

Variable label	Hours per month R spends on prof dev activities
Original variables used	WF9_A19_PDTIME
Notes	This variable indicates how many hours per month, on average, the respondent spends on professional development activities and is a direct response to survey item A19: A19. On average, how many hours a month do you spend on activities to improve or gain skills in working with children? 1. 0 hours per month 2. 1-2 hours per month 3. More than 2 hours but less than a day per month 4. 1 day per month 5. More than 1 day per month

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	106
1	0 hours per month	212
2	1-2 hours per month	1,234
3	More than 2 hours but less than a day per month	1,182
4	1 day per month	632
5	More than 1 day per month	1,343
Total		5,192

WF9_A20_DEMSKILLS_OBS

Variable label	R ever observed working with children in prof dev activity
Original variables used	WF9_A20_SKILLOBS
Notes	This variable indicates if the respondent has ever been observed working with children for a professional development activity and is a direct response to survey item A20: A20. Have you ever taken a college or university course, participated in training, or received a credential where you had to demonstrate skills related to working with children and were observed? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	53
1	Yes	2,766
2	No	1,890
Total		5,192

WF9_A13_COURSEOBS

Variable label	R took college/univ. course in past 12 mos where R was observd working w/ chldrn
Items affecting eligibility	A7e, A12
Original variables used	WF9_A13_COURSEOBS
Notes	This variable is a direct response to survey item A13: A13. Did you take a college or university course in the past 12 months where you were asked to demonstrate skills related to working with children while being observed? • Yes • No Survey item A13 was only asked to respondents who answered yes to both: • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) • A12. *(Are you currently enrolled in a degree program at a college or university?)* This item was coded "Valid Skip" if a respondent answered "no" to both questions.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,326
1	Yes	663
2	No	658
3	Don't know/Refused/No answer	62
Total		5,192

WF9_A17_CULTTRAIN

Variable label	R trained in past 12 mos wrkng w/ chldrn & families of diff. races/eths/cultures
Items affecting eligibility	A7a, A7b, A7d, A7e
Original variables used	WF9_A17_CULTTRAIN
Notes	This variable is a direct response to survey item A17: A17. Have you received any training in the past 12 months on strategies for working with children and families of different races, ethnicities or cultures? • Yes • No Survey item A17 was asked to respondents who answered yes to any of the following: • A7a. (*In the past 12 months, have you participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?*) • A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?*) • A7d. (*In the past 12 months, have you attended a meeting of a professional organization (such as Zero-to-Three, National Association for Education of Young Children; Association for Family Child Care, National after School Association, or another group*?) • A7e. (*In the past 12 months, have you enrolled in a course at a community college or four-year college or university relevant to your work with children under age 13?*) This item was coded "Valid Skip" if a respondent answered "no" to all of those questions.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	700
1	Yes	2,117
2	No	1,859
3	Don't know/Refused/No answer	33
Total		5,192

4. EMPLOYMENT SCHEDULE AND COMPENSATION

This section explores multiple characteristics of the workforce respondent's current role, schedule, and compensation at their respective center. It also contains information on recent job searches. The following variables are included in this section:

Variable Name	Variable Description
WF9_WORK_MONTHS	Number of months out of last 12 months respondent has worked
WF9_WORK_DISABLED	Respondent works mostly with children with mental/physical/other disabilities/delays
WF9_CAREER_SEARCH	In the past 3 months respondent has looked for a new/additional job
WF9_CAREER_SEARCH_WHY	Main reason respondent looked for work
WF9_WORK_CLASSES	Number of different classrooms/groups respondent works with during a usual week
WF9_WORK_HRS_CAT	Hours worked per week
WF9_WORK_FT	Full-time/Part-time status of Workforce respondent
WF9_WORK_ROLE	Role of Workforce respondent
WF9_WORK_WAGE	Hourly wage for Workforce respondent (top coded)
WF9_WORK_WAGE_IMP	Imputation flag for B4 hourly wage

WF9_WORK_MONTHS

Variable label	Num of months out of last 12 R has worked
Original variables used	WF9_B2_MONTHSCARE
Notes	This variable is a direct response to survey item B2: B2. How many months out of the last twelve have you worked at this or another child care program? _____Number

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	10.27
10th	6.00
25th	9.00
75th	12.00
90th	12.00
Min	1.00
Max	12.00
-8 (WF spawned from center with only administrative data): Frequency	483
-1 (Don't know/Refused/No Answer): Frequency	109

WF9_WORK_DISABLED

Variable label	R works mostly with children with mental/physical/other disabilities/delays
Original variables used	WF9_B5_DISABLE
Notes	This variable is a direct response to survey item B5: 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	41
1	Yes	466
2	No	4,202
Total		5,192

WF9_CAREER_SEARCH

Variable label	In the past 3 months R has looked for a new/additional job
Original variables used	WF9_B9_NEWJOB
Notes	This variable is a direct response to survey item B9: B9. In the past 3 months, have you done anything to look for a new job or an additional job? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	42
1	Yes	1,163
2	No	3,504
Total		5,192

WF9_CAREER_SEARCH_WHY

Variable label	Main reason R looked for work
Original variables used	WF9_B9_REASON_M_R
Notes	This variable is a direct response to survey item B9a: B9a. What is the main reason you have looked for work? 1. To find a second job 2. To find a job that pays more 3. Worried that this job may end 4. Hope to reduce commute or improve schedule 5. To find improved work conditions in program 6. Want to leave this field 7. To see what else is available 8. To find summer employment 9. 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. To find a job for professional growth and/or advancement within field of child care 14. To find a job that is a better fit with training/experience -1. Don't Know/Refused This item was only answered by those responding "Yes" to item B9 (In the past 3 months, have you done anything to look for a new job or an additional job?) Respondents who selected No or did not answer are coded as -2. "Did not search for new job." Response category 9 allowed respondents to report other reasons not included in the pre-defined response categories. Each of these responses were coded.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Did not search for new job	3,504
-1	Don’t Know/Refused	72
1	To find a second job	143
2	To find a job that pays more	563
3	Worried that this job may end	35
4	Hope to reduce commute or improve schedule	39
5	To find improved work conditions in program	86
6	Want to leave this field	20
7	To see what else is available	40
8	To find summer employment	21
9	Other	17
10	Added: To find job with benefits/insurance	21
11	Added: To find job that offers more work hours	24
12	Added: To find job in new area because moving/relocating	17
13	To find job for prof growth and/or career advancement within child care	76
14	To find job that is better fit with training/experience	31
Total		5,192

WF9_WORK_CLASSES

Variable label	Num of different classrooms/groups R works with during a usual week
Original variables used	WF9_B1_NUMCLASS
Notes	This variable captures the number of different classrooms or groups that workforce respondent works with in a usual week, and is a direct response to survey item B1a: B1a. How many different classrooms or groups do you work with during a usual week? _____ Number To minimize disclosure, responses above "3" have been grouped into a single category, "Four or more classes".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	53
0	0 classes	19
1	1 class	2,625
2	2 classes	1,129
3	3 classes	418
4	4 or more classes	465
Total		5,192

WF9_WORK_HRS_CAT

Variable label	Hours worked per week
Original variables used	WF9_B1_HOURSWORK
Notes	Respondents reported hours worked in response to item B1 "*Approximately how many hours per week do you usually work at this program?*". This variable classifies the number of hours worked per week into one of six categories: • 20 hours or less • 21 to 30 hours • 31 to 35 hours • 36 to 39 hours • 40 hours • Over 40 hours

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	42
1	20 hours or less	459
2	21 to 30 hours	514
3	31 to 35 hours	472
4	36 to 39 hours	308
5	40 hours	2,320
6	Over 40 hours	594
Total		5,192

WF9_WORK_FT

Variable label	Full-time/Part-time status of WF respondent
Original variables used	WF9_B1_HOURSWORK
Notes	This variable indicates whether the workforce respondent usually works full-time or part-time at this program.This variable was constructed using the workforce respondent's self-reported number of hours worked per week at this program. • Full-time (FT) was defined working 35 hours or more per week. • Part-time (PT) was defined as working less than 35 hours per week. In 2012, data was supplemented by responses to the center-based questionnaire if the workforce respondent did not provide their hours worked. In 2019, this variable is based exclusively on hours reported by the workforce respondent.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	42
1	Full-time worker	3,564
2	Part-time worker	1,103
Total		5,192

WF9_WORK_ROLE

Variable label	Role of WF respondent
Original variables used	CB9_F4, CB9_H6a_2, WF9_B6
Notes	This variable captures the role of the workforce respondent as reported by the center-based questionnaire respondent, who is often a director or in another leadership position at the center-based program and is knowledgeable about staffing at the program. Section F of the center-based questionnaire randomly selects an age group and a classroom within that age group. In that same section, the center-based respondent provides a list of staff who worked in the randomly selected classroom in the last week. Center-based respondents first report the role of these classroom staff in item F4 and they get a second chance to report staff roles in section H (item H6a2). We combined information from these two items in the center-based instrument. For the 30 workforce respondents who did not have any role reported in either of these two items, we used the title the workforce respondent reported in B6. Each of these three source variables (CB-F4, CB-H6a2, and WF-B6) included options for respondents to report roles other than those included in the set of pre-defined response categories. These other-specified responses were systematically coded and multiple categories were added to the initial codeframe, as displayed above. To minimize disclosure, these three entire codeframes were aggregated into the following simplified code frame: • Aide or assistant teacher • Teacher, instructor, or lead teacher • Other/undetermined Note that for the overwhelming majority of the workforce, this variable captures the role of the worker as reported by the center-based provider, not the worker's reported role for him/herself. Note that the three categories of roles reported in this variable differ from the 2012 version of this variable. In 2012, this variable included the following categories: • Aide • Assistant teacher • Teacher or instructor • Lead teacher • Other/undetermined In 2019, categories "aide" and "assistant teacher" were combined into a single category "aide or assistant teacher", and categories "teacher or instructor" and "lead teacher" were combined into the category "teacher, instructor, or lead teacher".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	1
1	Aide or assistant teacher	1,611
2	Teacher, instructor, or lead teacher	3,079
3	Other/undetermined	18
Total		5,192

WF9_WORK_WAGE

Variable label	Hourly wage for WF respondent (top-coded)
Original variables used	WF9_B4_PAY_HOWMUCH_M, WF9_B4A_B_PER_M_R, WF9_B1_HOURSWORK, CB9_B6_WEEKS, CB9_HRSOPEN_R_X (X= MON-SUN), CB9_F4_SALARY_X (X=1-10), CB9_F4_SALARY_PER_X (X=1-10), CB9_F4_HPW_X (X=1-10), CB9_F4_TYPETEACH_X (X=1-10), CB9_H5_RSALARY_DOLLAR, CB9_H5_RSALARY_PER, CB9_H5_RHPW, CB9_H5_TITLE
Notes	This variable reports the hourly wage for the workforce respondent. WF respondents were asked how much they make before taxes and deductions (WF9_B4_PAY_HOWMUCH_M). In addition, they were asked the frequency of their pay (WF9_B4A_B_PER_M_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 (WF9_B1_HOURSWORK), the days open per week from the center-based survey, using CB9_HRSOPEN_R_X (X= MON-SUN) and the weeks the center is open per year from the center-based survey (CB9_B6_WEEKS) to create this variable. All responses were converted to hourly wage using WF Respondents reported wage before taxes and deductions (WF9_B4_PAY_HOWMUCH_M) and reported unit (WF_B4A_B_PER_M_R). For more information on how this construction could have been imputed refer to WF9_WORK_WAGE_IMP. For disclosure reasons this variable was top coded conditional on several sub-groups defining urban/rural, auspice and education. Hourly wage was examined by urban/rural, auspice and education, and cutoff values by category for each of urban/rural, auspice and education were determined. Then for every observation, the cutoff threshold used was the lowest of the cutoff values from urban/rural, auspice and education categories of the observation. Every observation that had a value above the cutoff threshold was placed in the topcoding pool. The median value of this pool was then used as the top coded value for every observation within the pool.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	15.33
10th	8.56
25th	10.00
75th	16.50
90th	23.33
Min	1.29
Max	107.50
-8 (WF spawned from center with only administrative data): Frequency	483
-1 (Not enough information to calculate hourly wage): Frequency	439

WF9_WORK_WAGE_IMP

Variable label	Imputation flag for B4 hourly wage
Original variables used	WF9_B4_PAY_HOWMUCH_M, WF9_B4A_B_PER_M_R, WF9_B1_HOURSWORK, CB9_B6_WEEKS, CB9_HRSOPEN_R_X (X= MON-SUN), CB9_F4_SALARY_X (X=1-10), CB9_F4_SALARY_PER_X (X=1-10), CB9_F4_HPW_X (X=1-10), CB9_F4_TYPETEACH_X (X=1-10), CB9_H5_RSALARY_DOLLAR, CB9_H5_RSALARY_PER, CB9_H5_RHPW, CB9_H5_TITLE
Notes	This variable is the imputation flag for B4 hourly wage. The flag tracks what imputation methods were used in the process of producing the created variable hourly wage. Hourly wage was calculated using a salary amount and the pay frequency. If either amount or frequency was missing, imputation was implemented to generate an hourly wage. Additionally outlier amounts were topcoded.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
0	Not imputed	4,479
1	Unit imputed for non-missing amount	23
2	Unit changed for outlier amount	33
3	Imputed hours worked per week	8
4	Imputed weeks open per year	13
6	Imputed amount from same job title in corresponding CB case	144
7	Annual salary edited	9
Total		5,192

5. ACTIVITIES IN THE CLASSROOM

This section reports on the different activities the respondent participates in with children in their classroom. This section explores the curriculums the respondent uses, if and how they plan their lessons, and the amount of time spent on different types of activities in the last week. The following variables are included in this section:

Variable Name	Variable Description
WF9_WORK_PLAN	Respondent plans/helps plan daily activities of children in this classroom/group
WF9_WORK_PLAN_WHEN	When respondent plans daily activities
WF9_WORK_CRCLM	Respondent uses a curriculum or prepared set of learning and play activities
WF9_C5_OVER4HR_TRAIN	Respondent received 4 or more hours of training on how to use this curriculum
WF9_WORK_SCREENTIME	Amount of time children spend doing something with a screen
WF9_G_ACTIVITY_IT_A	Time spent with infants/toddlers: learning activities with whole group
WF9_G_ACTIVITY_IT_B	Time spent with infants/toddlers: learning activities done with small group
WF9_G_ACTIVITY_IT_C	Time spent with infants/toddlers: learning activities one-on-one
WF9_G_ACTIVITY_IT_D	Time spent with infants/toddlers: activities selected by the child
WF9_G_ACTIVITY_IT_E	Time spent with infants/toddlers: routine care (diapering/feeding/bathroom needs)
WF9_G_ACTIVITY_IT_F	Time spent with infants/toddlers: vigorous physical activity (in or outdoors)
WF9_G_ACTIVITY_IT_G	Time spent with infants/toddlers: singing/rhyming planned in advance
WF9_G_ACTIVITY_IT_I	Time spent with infants/toddlers: book reading or sharing
WF9_G_ACTIVITY_PK_A	Time spent with 3 and 4 year olds: learning activities with the whole group
WF9_G_ACTIVITY_PK_B	Time spent with 3 and 4 year olds: learning activities done with small group
WF9_G_ACTIVITY_PK_C	Time spent with 3 and 4 year olds: learning activities one-on-one
WF9_G_ACTIVITY_PK_D	Time spent with 3 and 4 year olds: activities selected by the child
WF9_G_ACTIVITY_PK_E	Time spent with 3 and 4 year olds: routine care (diapering/feeding/bathroom needs)
WF9_G_ACTIVITY_PK_F	Time spent with 3 and 4 year olds: vigorous physical activity (in or outdoors)

Variable Name	Variable Description
WF9_G_ACTIVITY_PK_G	Time spent with 3 and 4 year olds: singing/rhyming planned in advance
WF9_G_ACTIVITY_PK_I	Time spent with 3 and 4 year olds: book reading or sharing

WF9_WORK_PLAN

Variable label	R plans/helps plan daily activities of children in this classroom/group
Original variables used	WF9_C3_PLAN
Notes	This variable indicates whether R helps to plan the daily activities of children in their classroom. This variable is a direct response to survey item C3: C3. Do you plan or help plan the daily activities of the children in this classroom or group? 1. Yes 2. No 3. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	61
1	Yes	4,004
2	No	644
Total		5,192

WF9_WORK_PLAN_WHEN

Variable label	When R plans daily activities
Items affecting eligibility	C3
Original variables used	WF9_C3_WHENPLAN
Notes	This variable indicates when the respondent plans activities for the children in their classroom. This variable is a direct response to survey item C3a: C3a. When do you plan daily activities? 1. While caring for children 2. Time while at work, but not caring for children 3. I don't make specific plans 4. Personal time when I am not at work 5. Don't know/Refused/No answer This item was only answered by those responding "YES" to item C3 (Do you plan or help plan the daily activities of the children in this classroom or group?). Respondents who selected No or did not answer are coded as -2. "Not applicable. Does not help plan daily activities of children in classroom/group."

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Does not help plan daily activities of children in classroom/group	705
-1	Don't know/Refused	15
1	While caring for children	372
2	Time while at work, but not caring for children	2,243
3	Don't make specific plans	178
4	Personal time when R is not at work	1,196
Total		5,192

WF9_WORK_CRCLM

Variable label	R uses a curriculum or prepared set of learning and play activities
Original variables used	WF9_C1_CURRICULUM
Notes	This variable indicates whether the WF Respondent uses a curriculum or prepared set of learning and play activities and is a direct response to item C1a: C1a. Do you use a curriculum or prepared set of learning and play activities? 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
1	Yes	4,022
2	No	643
3	Don’t know/Refused/No answer	44
Total		5,192

WF9_C5_OVER4HR_TRAIN

Variable label	R received 4 or more hours of training on how to use this curriculum
Items affecting eligibility	C1A
Original variables used	WF9_C5
Notes	This variable indicates whether the workforce respondent received 4 or more hours of training on how to use the curriculum in their classroom and is a direct response to survey item C5: C5. Have you received 4 or more hours of training on how to use this curriculum? 1. Yes 2. No Respondents who indicated in survey item WF9_C1A that they did not use a curriculum in their classroom did not get this question and received a code of -2 for "Valid Skip" for this variable.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	687
1	Yes	2,734
2	No	1,207
3	Don't Know/Refused/No Answer	81
Total		5,192

WF9_WORK_SCREENTIME

Variable label	Amount of time children spend doing something with a screen
Original variables used	WF9_C4_SCREEN_M
Notes	This variable indicates the amount of time children spend doing something with a screen and is a direct response to C4: C4. In this classroom, on most days, how much time do children spend doing something with a screen, such as watching TV or a movie, or working or playing a game on a computer or tablet? 1. 1 ½ hours or more 2. 30 minutes to 1 ½ hours 3. Less than 30 minutes 4. Children do not use screens while in this classroom

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
1	1 ½ hours or more	94
2	30 minutes to 1 ½ hours	397
3	Less than 30 minutes	1,472
4	Children do not use screens while in this classroom	2,688
5	Don’t know/Refused/No answer	58
Total		5,192

WF9_G_ACTIVITY_IT_A

Variable label	Time spent w/ infants/toddlers: learning activities with whole group
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_A
Notes	These variables describe the time spent learning activities with the whole group in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? A. Learning activities with the whole group 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	43
2	30 min or less	478
3	About one hour	262
4	About two hours	141
5	Three hours or more	123
6	Don’t know/Refused/No answer	17
Total		5,192

WF9_G_ACTIVITY_IT_B

Variable label	Time spent w/ infants/toddlers: learning activities done with small group
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_B
Notes	These variables describe the time spent learning activities with small groups in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? B. Learning activities done with small group (with 2 or more children) 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	60
2	30 min or less	543
3	About one hour	269
4	About two hours	112
5	Three hours or more	56
6	Don’t know/Refused/No answer	24
Total		5,192

WF9_G_ACTIVITY_IT_C

Variable label	Time spent w/ infants/toddlers: learning activities one-on-one
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_C
Notes	These variables describe the time spent learning activities one-on-one in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? C. Learning activities one-on-one (with individual children) 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	129
2	30 min or less	592
3	About one hour	216
4	About two hours	50
5	Three hours or more	44
6	Don’t know/Refused/No answer	33
Total		5,192

WF9_G_ACTIVITY_IT_D

Variable label	Time spent w/ infants/toddlers: activities selected by the child
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_D
Notes	These variables describe the time spent on activities selected by the children in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? D. Activities selected by the child (e.g., time for children to explore freely) 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	54
2	30 min or less	276
3	About one hour	271
4	About two hours	195
5	Three hours or more	241
6	Don’t know/Refused/No answer	27
Total		5,192

WF9_G_ACTIVITY_IT_E

Variable label	Time spent w/ infants/toddlers: routine care (diapering/feeding/bathroom needs)
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_E
Notes	These variables describe the time spent on routine care such as diapering, feeding, or bathroom needs in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? E. Routine care (such as diapering, feeding, and bathroom needs) 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	11
2	30 min or less	195
3	About one hour	293
4	About two hours	240
5	Three hours or more	302
6	Don’t know/Refused/No answer	23
Total		5,192

WF9_G_ACTIVITY_IT_F

Variable label	Time spent w/ infants/toddlers: vigorous physical activity (in or outdoors)
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_F
Notes	These variables describe the time spent doing vigorous physical activities either indoors or outdoors in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? F. Vigorous physical activity either indoors or outdoors 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	62
2	30 min or less	314
3	About one hour	424
4	About two hours	177
5	Three hours or more	61
6	Don’t know/Refused/No answer	26
Total		5,192

WF9_G_ACTIVITY_IT_G

Variable label	Time spent w/ infants/toddlers: singing/rhyming planned in advance
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_G
Notes	These variables describe the time spent doing singing/rhyming activities planned in advance in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? G. Singing/rhyming planned in advance 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	32
2	30 min or less	568
3	About one hour	268
4	About two hours	104
5	Three hours or more	67
6	Don’t know/Refused/No answer	25
Total		5,192

WF9_G_ACTIVITY_IT_I

Variable label	Time spent w/ infants/toddlers: book reading or sharing
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_IT_I
Notes	These variables describe the time spent on book reading or sharing in classroom/settings with infants/toddlers. • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group that was 36 months or older. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves infants and/or toddlers. • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve infants and/or toddlers. G_ACTIVITY_IT. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? I. Book reading or sharing 1. No time 2. 30 minutes or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	3,645
1	No time	20
2	30 min or less	560
3	About one hour	320
4	About two hours	93
5	Three hours or more	46
6	Don’t know/Refused/No answer	25
Total		5,192

WF9_G_ACTIVITY_PK_A

Variable label	Time spent w/ 3 and 4 year olds: learning activities with the whole group
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_A
Notes	These variables describe the time spent learning activities with the whole group in classroom/settings with preschoolers (3 to 4 year olds). • Respondents received a code of -2 “Valid Skip” if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 “Valid Skip” if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 “Valid Skip” if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) A. Learning activities with the whole group 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don’t Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	40
2	30 min or less	1,580
3	About one hour	1,138
4	About two hours	504
5	Three hours or more	309
6	Don’t know/Refused/No answer	79
Total		5,192

WF9_G_ACTIVITY_PK_B

Variable label	Time spent w/ 3 and 4 year olds: learning activities done with small group
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_B
Notes	This variable indicates the time spent on learning activities with small groups in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) B. Learning activities done with small group (with 2 or more children) 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	134
2	30 min or less	1,880
3	About one hour	1,023
4	About two hours	383
5	Three hours or more	134
6	Don’t know/Refused/No answer	96
Total		5,192

WF9_G_ACTIVITY_PK_C

Variable label	Time spent w/ 3 and 4 year olds: learning activities one-on-one
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_C
Notes	This variable indicates the time spent on learning activities with one-on-one in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) C. Learning activities one-on-one (with individual children) 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	331
2	30 min or less	2,416
3	About one hour	554
4	About two hours	149
5	Three hours or more	76
6	Don’t know/Refused/No answer	124
Total		5,192

WF9_G_ACTIVITY_PK_D

Variable label	Time spent w/ 3 and 4 year olds: activities selected by the child
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_D
Notes	This variable indicates the time spent on learning activities selected by the children in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) D. Activities selected by the child (e.g., time for children to explore freely) 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	78
2	30 min or less	917
3	About one hour	1,348
4	About two hours	739
5	Three hours or more	471
6	Don’t know/Refused/No answer	97
Total		5,192

WF9_G_ACTIVITY_PK_E

Variable label	Time spent w/ 3 and 4 year olds: routine care (diapering/feeding/bathroom needs)
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_E
Notes	This variable indicates the time spent on routine care activities such as diapering, feeding, and bathroom needs in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) E. Routine care (such as bathroom needs) 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	331
2	30 min or less	1,556
3	About one hour	908
4	About two hours	467
5	Three hours or more	253
6	Don’t know/Refused/No answer	135
Total		5,192

WF9_G_ACTIVITY_PK_F

Variable label	Time spent w/ 3 and 4 year olds: vigorous physical activity (in or outdoors)
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_F
Notes	This variable indicates the time spent on vigorous physical activities (in or outdoors) in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) F. Vigorous physical activity either indoors or outdoors 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	46
2	30 min or less	1,087
3	About one hour	1,650
4	About two hours	623
5	Three hours or more	155
6	Don't know/Refused/No answer	89

Total	5,192

WF9_G_ACTIVITY_PK_G

Variable label	Time spent w/ 3 and 4 year olds: singing/rhyming planned in advance
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_G
Note	This variable indicates the time spent on singing or rhyming activities planned in advance in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) G. Singing/rhyming planned in advance 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	121
2	30 min or less	2,439
3	About one hour	756
4	About two hours	170
5	Three hours or more	68
6	Don’t know/Refused/No answer	96
Total		5,192

WF9_G_ACTIVITY_PK_I

Variable label	Time spent w/ 3 and 4 year olds: book reading or sharing
Items affecting eligibility	C1_1, C1_2
Original variables used	CB9_F1_AGEGRP, CB9_C1_1_1_M_FILL, WF9_C1_AGEGROUP_M, WF9_C1_MOSTOFTEN_M_R, WF9_G_ACTIVITY_PK_I
Notes	This variable indicates the time spent on book reading or sharing activities in the workforce respondent's classroom with preschoolers (3 to 4 year olds). • Respondents received a code of -2 "Valid Skip" if they indicated they that they were familiar with the children and practices of an age group other than three or four year olds. • Respondents also received a code of -2 "Valid Skip" if they indicated they were not familiar with the children and practices of a classroom that serves preschool-age children • Respondents also received a code of -2 "Valid Skip" if they indicated that the classroom where they spent the most time in does not mostly serve three and/or four year olds. G_ACTIVTY_PK. Please describe a typical day in your classroom. Not including lunch or nap breaks, how much time is spent in the following kinds of activities throughout the day? READ ITEM. Would you say no time, 30 minutes or less, about one hour, about two hours, or three hours or more? SETTINGS WITH PRESCHOOLERS (3 and 4 year-olds) I. Book reading or sharing 1. No time 2. 30 min or less 3. About one hour 4. About two hours 5. Three hours or more 6. Don't Know/Refused

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	1,059
1	No time	38
2	30 min or less	2,354
3	About one hour	923
4	About two hours	194
5	Three hours or more	54
6	Don’t know/Refused/No answer	87
Total		5,192

6. PEOPLE IN THE CLASSROOM

This section provides information on the demographic composition of the classroom that the workforce respondent reported spending the most time in. It includes the following variables:

Variable Name	Variable Description
WF9_C1_MOSTOFTEN	Age of children Workforce respondent works with most often
WF9_CL1_NUM_STAFF	Number of teachers, assistant teachers, and aides who usually work in classroom
WF9_CL2_A_ANY_STAFF_BLACK	Classroom staff has anyone who is Black or African American
WF9_CL2_B_ANY_STAFF_HISP	Classroom staff has anyone who is Hispanic or Latino
WF9_CL2_C_ANY_STAFF_WHITE	Classroom staff has anyone who is White
WF9_CL2_D_ANY_STAFF_ASIAN	Classroom staff has anyone who is Asian
WF9_CL5_NUM_CHCLASS	Number of children enrolled in the classroom
WF9_CL6_PRCNT_CHCLASS_HISP	Percent of children in the classroom that are Hispanic or Latino
WF9_CL6A_A_PRCNT_CHCLASS_WHITE	Percent of children in the classroom who are non-Hispanic White
WF9_CL6A_B_PRCNT_CHCLASS_BLACK	Percent of children in the classroom who are non-Hispanic Black or African American
WF9_CL6A_C_PRCNT_CHCLASS_ASIAN	Percent of children in the classroom who are non-Hispanic Asian
WF9_CL6A_D_PRCNT_CHCLASS_MIXED	Percent of children in classroom who are non-Hispanic mixed or another race or not certain
WF9_CL_LANG_NONENGLISH_PRCNTCH	Percent of children in classroom that speak a language other than English at home
WF9_CL11_INTERPRETER_PRCNTCH	Percent of children in classroom who have a parent who needs an interpreter or the child's help to talk to a teacher
WF9_CL8A_FOOD_PRCNTCH	Percent of children in the classroom who sometimes don't have enough food at home

WF9_C1_MOSTOFTEN

Variable label	Age of children WF respondent works with most often
Original variables used	WF9_C1_MOSTOFTEN_M
Notes	This variable indicates the age of the children in the classroom the workforce respondent indicated spending the most time in if they answered in survey item WF9_C1_1 that they were unfamiliar with the class that they were spawned from in the center-based questionniare. If the WF respondent did indicate that they were familiar with the classroom they were spawned from then they skipped this question were coded as a -2 for “Valid Skip”.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Valid Skip	4,568
1	Infant and Toddler (birth to age 3)	41
2	Pre-school (age 3 years to kindergarten)	81
3	Added: School-age (kindergarten and older)	14
4	Don’t know/Refused/No answer	2
5	Other	3
Total		5,192

WF9_CL1_NUM_STAFF

Variable label	Number of teachers, assistant teachers, and aides who usually work in classroom
Original variables used	WF9_CL1_CLASSSTAFF
Notes	This variable indicates the number of teachers, assistant teachers and aides that usually work in the classroom reported from CL2. For disclosure reasons the top 2% of cases were top coded with the median of the top 2% of cases.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	2.64
10th	1.00
25th	2.00
75th	3.00
90th	4.00
Min	1.00
Max	12.00
-8 (WF spawned from center with only administrative data): Frequency	483
-3 (Don’t know/Refused/No answer): Frequency	117

WF9_CL2_A_ANY_STAFF_BLACK

Variable label	Classroom staff has anyone who is Black or African American
Original variables used	WF9_CL2_STAFFRACE_1
Notes	Item CL2 allowed respondents to check one or multiple of the following response categories: (A) Black or African American; (B) Hispanic or Latino; (C) White; (D) Asian. This variable indicates whether anyone in the classroom staff is Black or African American and is a direct response from CL2: CL2. Are any of these [CL1] people: A. Black or African American 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
1	Yes	1,673
2	No	2,015
3	Don’t know/Refused/No answer	1,021
Total		5,192

WF9_CL2_B_ANY_STAFF_HISP

Variable label	Classroom staff has anyone who is Hispanic or Latino
Original variables used	WF9_CL2_STAFFRACE_2
Notes	Item CL2 allowed respondents to check one or multiple of the following response categories: (A) Black or African American; (B) Hispanic or Latino; (C) White; (D) Asian. This variable indicates whether anyone in the classroom staff is Hispanic or Latino and is a direct response from CL2: CL2. Are any of these [CL1] people: B. Hispanic or Latino 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
1	Yes	1,811
2	No	1,944
3	Don’t know/Refused/No answer	954
Total		5,192

WF9_CL2_C_ANY_STAFF_WHITE

Variable label	Classroom staff has anyone who is White
Original variables used	WF9_CL2_STAFFRACE_3
Notes	Item CL2 allowed respondents to check one or multiple of the following response categories: (A) Black or African American; (B) Hispanic or Latino; (C) White; (D) Asian. This variable indicates whether anyone in the classroom staff is White and is a direct response from CL2: CL2. Are any of these [CL1] people: C. White 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
1	Yes	2,819
2	No	1,141
3	Don’t know/Refused/No answer	749
Total		5,192

WF9_CL2_D_ANY_STAFF_ASIAN

Variable label	Classroom staff has anyone who is Asian
Original variables used	WF9_CL2_STAFFRACE_4
Notes	Item CL2 allowed respondents to check one or multiple of the following response categories: (A) Black or African American; (B) Hispanic or Latino; (C) White; (D) Asian. This variable indicates whether anyone in the classroom staff is Asian and is a direct response from CL2: CL2. Are any of these [CL1] people: D. Asian 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
1	Yes	479
2	No	2,770
3	Don’t know/Refused/No answer	1,460
Total		5,192

WF9_CL5_NUM_CHCLASS

Variable label	Number of children enrolled in the classroom
Original variables used	WF9_CL5_CLASSENROLL
Notes	This variable indicates the number of children enrolled in the classroom reported from CL5. For disclosure reasons the top 2% of cases were top coded with the median of the top 2% of cases.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	14.71
10th	6.00
25th	9.00
75th	19.00
90th	24.00
Min	1.00
Max	42.00
-8 (WF spawned from center with only administrative data): Frequency	483
-3 (Don’t know/Refused/No answer): Frequency	95

WF9_CL6_PRCNT_CHCLASS_HISP

Variable label	Percent of children in the classroom that are Hispanic or Latino
Original variables used	WF9_CL6_CLASSENROLL_HISP
Notes	This variable indicates the percentage of children in the classroom who are Hispanic or Latino. The number of children reported as Hispanic or Latino in CL6 was divided by the total enrollment of children in the classroom to get the percent. • The variable was coded as -2. “I don't know but at least one child is Hispanic or Latino” If the respondent indicated in CL6 that they don't know the number of exact number of Hispanic or Latino children, but knew at least one child is Hispanic or Latino • The variable was coded as -1, “Don’t Know/Refused/No Answer” if the respondent indicated refused to answer for CL6. • The variable was also coded as -2. “I don't know but at least one child is Hispanic or Latino” if the total enrollment was missing or not answered but the number stated in CL6 was greater than 0. If the number in CL6 was greater than the total enrollment the percentage was capped at 100%.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	24.23
10th	0.00
25th	0.00
75th	37.00
90th	80.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child is Hispanic or Latino): Frequency	864
-1 (Don’t know/Refused/No answer): Frequency	129

WF9_CL6A_A_PRCNT_CHCLASS_WHITE

Variable label	Percent of children in the classroom who are non-Hispanic White
Original variables used	WF9_CL6A_CLASSENROLL_RACE_1
Notes	This variable gives the percentage of children in the classroom who are reported as Non-hispanic White. The number in CL6a was divided by the total enrollment of children in the classroom to get the percent. • The variable was coded as -2. “I don't know but at least one child is White” If the respondent indicated in CL6a that they don't know the number of exact number of White children, but knew at least one child is White. • The variable was coded as -1, “Don’t Know/Refused/No Answer” if the respondent indicated refused to answer CL6a. • The variable was also coded as -2. “I don't know but at least one child is White” if the total enrollment was missing or not answered but the number stated in CL6a was greater than 0 If the number in CL6a was greater than the total enrollment the percentage was capped at 100%.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	44.02
10th	0.00
25th	8.00
75th	78.00
90th	93.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child is White): Frequency	827
-1 (Don’t know/Refused/No answer): Frequency	563

WF9_CL6A_B_PRCNT_CHCLASS_BLACK

Variable label	Percent of children in the classroom who are non-Hispanic Black or African American
Original variables used	WF9_CL6B_CLASSENROLL_RACE_2
Notes	This variable gives the percentage of children in the classroom who are reported as Non-hispanic Black or African American. The number in CL6b was divided by the total enrollment of children to get the percent. • The variable was coded as -2. “I don't know but at least one child is Black” If the respondent indicated in CL6b that they don't know the number of exact number of Black children, but knew at least one child is Black. • The variable was coded as -1, “Don’t Know/Refused/No Answer” if the respondent indicated refused to answer CL6b. • The variable was also coded as -2. “I don't know but at least one child is Black” if the total enrollment was missing or not answered but the number stated in CL6b was greater than 0 If the number in CL6b was greater than the total enrollment the percentage was capped at 100%.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	28.48
10th	0.00
25th	0.00
75th	46.00
90th	89.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child is Black or African American): Frequency	647
-1 (Don’t know/Refused/No answer): Frequency	921

WF9_CL6A_C_PRCNT_CHCLASS_ASIAN

Variable label	Percent of children in the classroom who are non-Hispanic Asian
Original variables used	WF9_CL6C_CLASSENROLL_RACE_3
Notes	This variable gives the percentage of children in the classroom who are reported as Non-hispanic Asian. The number in CL6c was divided by the total enrollment of children to get the percent. • The variable was coded as -2. “I don't know but at least one child is Asian” If the respondent indicated in CL6c that they don't know the number of exact number of Asian children, but knew at least one child is Asian • The variable was coded as -1, “Don’t Know/Refused/No Answer” if the respondent indicated refused to answer CL6c. • The variable was also coded as -2. “I don't know but at least one child is Asian” if the total enrollment was missing or not answered but the number stated in CL6c was greater than 0. If the number in CL6cC was greater than the total enrollment the percentage was capped at 100%.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	5.14
10th	0.00
25th	0.00
75th	6.00
90th	15.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child is Asian): Frequency	524
-1 (Don’t know/Refused/No answer): Frequency	1,394

WF9_CL6A_D_PRCNT_CHCLASS_MIXED

Variable label	Percent of chldrn in classrm who are non-Hispanic mixed/another race/not certain
Original variables used	WF9_CL6D_CLASSENROLL_RACE_4
Notes	This variable gives the percentage of children in the classroom who are reported as Non-hispanic mixed race, another race, or not certain. The number in CL6d was divided by the total enrollment of children to get the percent. • the variable was coded as -2. “I don't know but at least one child is mixed race, another race, or race not certain” If the respondent indicated in CL6d that they don't know the number of exact number of mixed race children, but knew at least one child is mixed race, another race, or race not certain. • the variable was coded as -1, “Don’t Know/Refused/No Answer” if the respondent indicated refused to answer CL6d. The variable was also coded as -2. “I don't know but at least one child is mixed race, another race, or race not certain” if the total enrollment was missing or not answered but the number stated in CL6d was greater than 0the percentage was capped at 100% if the number in CL6d was greater than the total enrollment.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	11.00
10th	0.00
25th	0.00
75th	16.00
90th	27.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child is mixed race/another race/race not certain): Frequency	958
-1 (Don’t know/Refused/No answer): Frequency	1,016

WF9_CL_LANG_NONENGLISH_PRCNTCH

Variable label	Percent of children in classroom that speak a language oth than English at home
Original variables used	WF9_CL10_PERCENTNOENGLISH, WF9_CL9_NOENGLISH
Notes	This variable combines the information from CL9 and CL10 to indicate the percentage of children in the classroom that speak a language other than English at home. If the respondent indicated in CL9 the number of children who speak a language other than English at home, then that number was divided by the total enrollment of the classroom to get the percentage. • The variablewas coded as -2. “I don’t know but at least one child speaks another language” if the respondent indicated in CL9 that they did not know the exact number of children who spoke another language at home but knew at least one child spoke another language then this case. • The variable was coded as -1, “Don’t Know/Refused/No Answer” If the respondent indicated refused to answer both CL9 and CL10. • The variable was also coded as -2. “I don’t know but at least one child speaks another language” if the total enrollment was missing or not answered but the number stated in CL9 was greater than 0. • The variablewas capped at 100% If the number in CL9 was greater than the total enrollment. • If the respondent only responded to CL10 which estimates the percent of children in the classroom then that estimate was carried over into this variable.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	24.55
10th	0.00
25th	0.00
75th	35.00
90th	82.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child speaks another language): Frequency	15
-1 (Don’t know/Refused/No answer): Frequency	234

WF9_CL11_INTERPRETER_PRCNTCH

Variable label	Percent of chldrn in classrm who have parent who needs interpreter/child's help
Original variables used	WF9_CL11_INTERPRETER
Notes	This variable gives the percentage of children who have a parent who needs an interpreter or child's help to talk to the teacher. • the variable was coded as -2. “I don't know but at least one child’s parent needs interpeter” If the respondent indicated in CL11 that they don't know the number of child whose parent’s need interpreters, but knew there was at least one. • The variable was coded as -1, “Don’t Know/Refused/No Answer” if the respondent indicated refused to answer CL11. The variable was also coded as -2. “I don't know but at least one child’s parent needs interpeter” if the total enrollment was missing or not answered but the number stated in CL11 was greater than 0 The percentage was capped at 100% if the number in CL11 was greater than the total enrollment.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	4.23
10th	0.00
25th	0.00
75th	0.00
90th	13.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least one child’s parent needs interpreter): Frequency	308
-1 (Don’t know/Refused/No answer): Frequency	137

WF9_CL8A_FOOD_PRCNTCH

Variable label	Percent of children in the classroom who sometimes don't have enough food at home
Original variables used	WF9_CL8A_FOODINSEC
Notes	This variable gives the percentage of children who sometimes don't have enough food to eat at home. The number in CL8a was divided by the total enrollment of children to get the percent. • If the respondent indicated in CL8a that they did not know the exact number of children without enough food at home but knew at least one child sometimes doesn't, then this case was coded as -2. “I don’t know but at least one child sometimes doesn't have enough food to eat at home”. • If the respondent indicated refused to answer for CL8a the variable was coded as -1, “Don’t Know/Refused/No Answer”. • If the total enrollment was missing or not answered but the number stated in CL8a was greater than 0, then the variable was also coded as -2. “I don’t know but at least one child sometimes doesn't have enough food to eat at home”. If the number in CL8a was greater than the total enrollment the percentage was capped at 100%.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	2.98
10th	0.00
25th	0.00
75th	0.00
90th	10.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Don’t know but at least 1 child sometimes doesnt have enough food to eat at home): Frequency	816
-1 (Don’t know/Refused/No answer): Frequency	273

7. STAFF ATTITUDES AND ORIENTATION TO CAREGIVING

This section investigates the workforce respondent's attitudes and perspectives towards caregiving. It includes measures of modernity in the respondent's opinions on caregiving, an abbreviated version of the Center for Epidemiological Studies Depression scale, and a version of the Teachers' Knowledge of Effective Teacher-Child Interactions scale. The following variables are included in this section:

Variable Name	Variable Description
Parental Modernity Scale	
WF9_ATTITUDES_PMS_PROG	Parental Modernity Scales–Progressive Belief Subscale
WF9_ATTITUDES_PMS_PROG_IMP	Number of imputed items used to construct Progressive Belief Subscale for each respondent
WF9_ATTITUDES_PMS_TOT_TRAD	Parental Modernity Scales–Total Traditional Belief Scale
WF9_ATTITUDES_PMS_TOT_TRAD_IMP	Number of imputed items used in construction of Total Scale for each respondent
WF9_ATTITUDES_PMS_TRAD	Parental Modernity Scales–Traditional Belief Subscale
WF9_ATTITUDES_PMS_TRAD_IMP	Number of imputed items used to construct Traditional Belief Subscale for each respondent
WF9_D1_OBEY	Respondent's opinion: child should always obey their parents
WF9_D1_RIGHT	Respondent's opinion: children won't do the right thing unless they must
WF9_D1_OBEDIENCE	Respondent's opinion: most important lesson for children is absolute obedience to authority
WF9_D1_IDEAS	Respondent's opinion: children's ideas should be considered in family decisions
WF9_D1_POV	Respondent's opinion: children should have/express their own point of view

Variable Name	Variable Description
WF9_D1_DISAGREE	Respondent's opinion: children can disagree with parents if they prefer their own ideas
WF9_D1_BEBAD	Respondent's opinion: children will be bad unless they are taught what is right
WF9_D1_OBEYTEACH	Respondent's opinion: children should always obey the teacher
WF9_D1_DISPARENTS	Respondent's opinion: it is okay for a child to disagree with his/her own parents
WF9_D1_PRETENDING	Respondent's opinion: parents should indulge their child's imaginations
Other Attitudes and Orientation to Caregiving	
WF9_WORK_PRNTS_APPRCTE	Frequency: I knew that I was appreciated by the parents
WF9_WORK_BEHAVIOR	Frequency: There were children with behavior problems that were hard to deal with
WF9_WORK_PRNTS_BLAME	Frequency: Parents blamed their child's bad behavior on the program
WF9_WORK_CH_HAPPY	Frequency: I knew the children were happy with me
WF9_WORK_PRNTS_LATE	Frequency: Parents came late to pick up their children
WF9_WORK_MOVE_CLASSROOMS	Frequency: I was moved to a different classroom or group of children
WF9_WORK_CH_STRESS	Frequency: There were major stresses in children's lives I couldn't affect
WF9_WORK_PRNTS_TALK	Frequency: How often last week respondent spoke with parents about child's family life
WF9_WORK_BEHAVIOR_SKILLS	How often respondent discussed: How to improve respondent's skills working with children's behavior
WF9_WORK_LEARNING_SKILLS	How often respondent discussed: How to improve respondent's skills helping children learn

Variable Name	Variable Description
WF9_WORK_REVIEW	Respondent receives a formal review and performance feedback at least once a year
WF9_WORK_HELP_AVAILABLE	Agreement with: I have help dealing with difficult children/parents
WF9_WORK_RESPECT	Agreement with: my co-workers and I are treated with respect on a daily basis
WF9_WORK_TEAMWORK	Agreement with: team work is encouraged
WF9_WORK_BGCHK_DISCOURAGE	Opinion on background checks: Discourage good candidates from applying
WF9_WORK_BGCHK_EASY	Opinion on background checks: Easy and inexpensive to get fingerprinted
WF9_WORK_BGCHK_PROTECT	Opinion on background checks: Checks on staff protect children
CESD-7 Depression Scale	
WF9_CESD7_TOT	Respondent's total score on CESD7 scale
WF9_CESD7_CUT	Respondent suspected of major depressive disorder
WF9_CESD7_IMP_FLAG	Number of items imputed in CESD7 scale
WF9_D11_EAT	How often in past week respondent: had poor appetite
WF9_D11_MIND	How often in past week respondent: had trouble concentrating
WF9_D11_DEPRESSED	How often in past week respondent: felt depressed
WF9_D11_EFFORT	How often in past week respondent: felt everything was an effort
WF9_D11_RESTLESS	How often in past week respondent: had restless sleep
WF9_D11_SAD	How often in past week respondent: felt sad
WF9_D11_GETGOING	How often in past week respondent: could not get going

Variable Name	Variable Description
Knowledge of Effective Teacher-Child Interactions	
WF9_INTERACTIONS_TOT	Respondent's total score on HAMRE's scale
WF9_D12_PAINT	Knowledge of Effective Teacher-Child Interactions: child painting rocks
WF9_D13_CRY	Knowledge of Effective Teacher-Child Interactions: child missing mom
WF9_D14_HIT	Knowledge of Effective Teacher-Child Interactions: child hit another child
WF9_D15_PUZZLE	Knowledge of Effective Teacher-Child Interactions: child attempting puzzle

WF9_ATTITUDES_PMS_PROG

Variable label	Parental Modernity Scales–Progressive Belief Subscale
Original variables used	WF9_D1_IDEAS, WF9_D1_POV, WF9_D1_DISAGREE, WF9_D1_DISPARENTS, WF9_D1_PRETENDING
Notes	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, with 5 representing the least progressive beliefs and 25 representing the most progressive. If all 5 of the "progressive belief" variables were missing then the variable was set to missing. If at least one variable was not missing but the rest of the variables were missing, then the remaining variables were imputed with the row mean of the non-missing items in order to get the value of the subscale. Imputation and subscale calculation procedure: 1. For each respondent, calculate mean across non-missing items (i.e., the row mean). 2. Replace missing item scores with the calculated row mean for respondent. Sum up all progressive belief item scores for each respondent.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	18.60
10th	15.00
25th	17.00
75th	20.00
90th	22.00
Min	7.00
Max	25.00
-8 (WF spawned from center with only administrative data): Frequency	483

WF9_ATTITUDES_PMS_PROG_IMP

Variable label	Number of imputed items used to construct Progressive Belief Subscale for each R
Original variables used	WF9_D1_IDEAS, WF9_D1_POV, WF9_D1_DISAGREE, WF9_D1_DISPARENTS, WF9_D1_PRETENDING
Notes	This variable indicates the number of variables in the progressive belief subscale that have been imputed for the construction of the Progressive Belief Subscale for each respondent. This variable can be used in conjunction with WF9_ATTITUDES_PMS_PROG to identify the cases where the PMS progressive belief subscale score was computed using the imputed data. If all 5 of the "progressive belief" variables were missing then this variable is coded as -99 "All five items are missing (scale was not calculated)". If at least one variable was not missing but the rest of the variables were missing, then the remaining variables were imputed with the row mean of the non-missing items in order to get the value of the subscale. Imputation and subscale calculation procedure: 1. For each respondent, calculate mean across non-missing items (i.e. the row mean). 2. Replace missing item scores with the calculated row mean for respondent. 3. Sum all progressive belief item scores for each respondent.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	0.05
10th	0.00
25th	0.00
75th	0.00
90th	0.00
Min	0.00
Max	4.00
-99 (All five items are missing (scale was not calculated)): Frequency	52
-8 (WF spawned from center with only administrative data): Frequency	483

WF9_ATTITUDES_PMS_TOT_TRAD

Variable label	Parental Modernity Scales–Total Traditional Belief Scales
Original variables used	WF9_D1_IDEAS, WF9_D1_POV, WF9_D1_DISAGREE, WF9_D1_DISPARENTS, WF9_D1_PRETENDING, WF9_D1_OBEY, WF9_D1_RIGHT, WF9_D1_OBEDIENCE, WF9_D1_BEBAD, WF9_D1_OBEYTEACH
Notes	Parental Modernity Scales – Total Traditional Belief Scales, with imputation for missing data. Traditional belief scores and the progressive items (reverse-coded) are added together. Possible range for the scale is 10 to 50, with 10 representing the least traditional beliefs and 50 representing the most traditional. If all 5 of the “traditional belief” or all 5 of the “progressive belief” variables were missing hen the variable was set to missing. If at least one variable was not missing for the progressive variables that were reverse-coded but the rest of the items were missing then the remaining progressive variables that were reverse-coded were imputed with the row mean of the non-missing items. Then these imputed progressive variables that were reverse-coded were summed with the already imputed traditional variables in order to get the total traditional scale value. Imputation and subscale calculation procedure: 1. Reverse code all progressive belief subscales (e.g., 5 becomes 1, 4 becomes 2, and so forth) 2. For each respondent, calculate the mean across all the non-missing items (i.e. the row mean). 3. Replace the missing progressive belief subscale scores with the row mean, of all of the non-missing items, for each respondent. 4. Sum the traditional belief subscale and the imputed progress belief subscale score (reverse-coded) for each respondent

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	26.69
10th	21.00
25th	24.00
75th	30.00
90th	33.00
Min	10.00
Max	43.00
-8 (WF spawned from center with only administrative data): Frequency	483

WF9_ATTITUDES_PMS_TOT_TRAD_IMP

Variable label	Number of imputed items used in construction of Total Scale for each respondent
Original variables used	WF9_D1_IDEAS, WF9_D1_POV, WF9_D1_DISAGREE, WF9_D1_DISPARENTS, WF9_D1_PRETENDING, WF9_D1_OBEY, WF9_D1_RIGHT, WF9_D1_OBEDIENCE, WF9_D1_BEBAD, WF9_D1_OBEYTEACH
Notes	This variable indicates the number of variables in the traditional set and the reverse progressive variable set that have been imputed for the construction of Total Traditional Belief Scales for each respondent. This variable can be used in conjunction with WF9_ATTITUDES_PMS_TOT_TRAD to identify the cases where the PMS Total Traditional Belief Scales score was computed using the imputed data. If all 5 of the “traditional belief” or all 5 of the “progressive belief” variables were missing, then the variable was set to missing to -99 “ All Traditional or All Progressive scores missing”. If at least one variable was not missing for the reverse progressive variables but the rest of the variables were missing, then the remaining reverse progressive variables were imputed with the row mean of the non-missing items. Then these imputed reverse progressive variables were summed with the already imputed traditional variables in order to get the total traditional scale value. Imputation and subscale calculation procedure: 1. Reverse code all progressive belief subscales (e.g., 5 becomes 1, 4 becomes 2, etc.) 2. Impute missing progressive belief subscale scores. First, for each respondent, calculate mean across non-missing items (i.e. the row mean). 3. Replace missing progressive belief subscale scores with the imputed row mean for each respondent. 4. Sum up the traditional belief subscale and the imputed reversed progress belief subscale score for each respondent

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	0.10
10th	0.00
25th	0.00
75th	0.00
90th	0.00
Min	0.00
Max	8.00
-99 (All Traditional or All Progressive scores missing): Frequency	55
-8 (WF spawned from center with only administrative data): Frequency	483

WF9_ATTITUDES_PMS_TRAD

Variable label	Parental Modernity Scales–Traditional Belief Subscale
Original variables used	WF9_D1_OBEY, WF9_D1_RIGHT, WF9_D1_OBEDIENCE, WF9_D1_BEBAD, WF9_D1_OBEYTEACH
Notes	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, with 5 representing the least traditional beliefs and 25 representing the most traditional. If all 5 of the "traditional belief" variables were missing then the variable was set to missing. If at least one variable was not missing but the rest of the variables were missing, then the remaining variables were imputed with the row mean of the non-missing items in order to get the value of the subscale. Imputation and subscale calculation procedure: 1. For each respondent, calculate mean across non-missing items (i.e. the row mean). 2. Replace missing item scores with the calculated row mean for respondent. 3. Sum up all traditional belief item scores for each respondent.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	15.30
10th	11.00
25th	13.00
75th	18.00
90th	20.00
Min	5.00
Max	25.00
-8 (WF spawned from center with only administrative data): Frequency	483

WF9_ATTITUDES_PMS_TRAD_IMP

Variable label	Number of imputed items used to construct Traditional Belief Subscale for each R
Original variables used	WF9_D1_OBEY, WF9_D1_RIGHT, WF9_D1_OBEDIENCE, WF9_D1_BEBAD, WF9_D1_OBEYTEACH
Notes	This variable indicates the number of variables in the traditional set that have been imputed for the construction of the Traditional Belief Subscale for each respondent. This variable can be used in conjunction with WF9_ATTITUDES_PMS_TRAD to identify the cases where the PMS traditional belief subscale score was computed using the imputed data. If all 5 of the "traditional belief" variables were missing then this variable is coded as -99 "All five items are missing (scale was not calculated)". If at least one variable was not missing but the rest of the variables were missing, then the remaining variables were imputed with the row mean of the non-missing items in order to get the value of the subscale. Imputation and subscale calculation procedure: 1. For each respondent, calculate mean across non-missing items (i.e. the row mean). 2. Replace missing item scores with the calculated row mean for respondent. 3. Sum up all traditional belief item scores for each respondent.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	0.06
10th	0.00
25th	0.00
75th	0.00
90th	0.00
Min	0.00
Max	4.00
-99 (All five items are missing (scale was not calculated)): Frequency	44
-8 (WF spawned from center with only administrative data): Frequency	483

WF9_D1_OBEY

Variable label	R's opinion: child should always obey their parents
Original variables used	WF9_D1_OBEY
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement : D1. Please indicate how much you personally agree or disagree with the following statements. A. In my opinion, children should always obey their parents. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	70
1	Strongly Disagree	157
2	Disagree	258
3	Neither agree nor disagree	749
4	Agree	2,253
5	Strongly Agree	1,222
Total		5,192

WF9_D1_RIGHT

Variable label	R's opinion: children won't do the right thing unless they must
Original variables used	WF9_D1_RIGHT
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. B. In my opinion, children will not do the right thing unless they must. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	118
1	Strongly Disagree	746
2	Disagree	2,212
3	Neither agree nor disagree	975
4	Agree	551
5	Strongly Agree	107
Total		5,192

WF9_D1_OBEDIENCE

Variable label	R's opinion: most important lesson for chldrn is absolute obedience to authority
Original variables used	WF9_D1_OBEDIENCE
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. C. In my opinion, the most important thing to teach children is absolute obedience to whomever is the authority. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	98
1	Strongly Disagree	760
2	Disagree	1,565
3	Neither agree nor disagree	1,001
4	Agree	974
5	Strongly Agree	311
Total		5,192

WF9_D1_DISAGREE

Variable label	R's opinion: children can disagree with parents if they prefer their own ideas
Original variables used	WF9_D1_DISAGREE
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. F. In my opinion, children should be allowed to disagree with their parents if they feel their own ideas are better. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	116
1	Strongly Disagree	91
2	Disagree	661
3	Neither agree nor disagree	1,658
4	Agree	1,912
5	Strongly Agree	271
Total		5,192

WF9_D1_IDEAS

Variable label	R's opinion: children's ideas should be considered in family decisions
Original variables used	WF9_D1_IDEAS
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. D. In my opinion, a child's ideas should be considered in family decisions. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	95
1	Strongly Disagree	71
2	Disagree	273
3	Neither agree nor disagree	790
4	Agree	2,631
5	Strongly Agree	849
Total		5,192

WF9_D1_POV

Variable label	R's opinion: children should have/express their own point of view
Original variables used	WF9_D1_POV
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. E. In my opinion, children have a right to their own point of view and should be allowed to express it. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	75
1	Strongly Disagree	48
2	Disagree	54
3	Neither agree nor disagree	319
4	Agree	2,613
5	Strongly Agree	1,600
Total		5,192

WF9_D1_BEBAD

Variable label	R's opinion: children will be bad unless they are taught what is right
Original variables used	WF9_D1_BEBAD
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. G. In my opinion, children will be bad unless they are taught what is right. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	108
1	Strongly Disagree	524
2	Disagree	1,848
3	Neither agree nor disagree	1,056
4	Agree	924
5	Strongly Agree	249
Total		5,192

WF9_D1_OBEYTEACH

Variable label	R's opinion: children should always obey the teacher
Original variables used	WF9_D1_OBEYTEACH
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. H. In my opinion, children should always obey the teacher. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	102
1	Strongly Disagree	59
2	Disagree	403
3	Neither agree nor disagree	1,129
4	Agree	2,437
5	Strongly Agree	579
Total		5,192

WF9_D1_DISPARENTS

Variable label	R's opinion: it is okay for a child to disagree with his/her own parents
Original variables used	WF9_D1_DISPARENTS
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement: D1. Please indicate how much you personally agree or disagree with the following statements. I. In my opinion, it is alright for a child to disagree with his or her own parents. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	108
1	Strongly Disagree	75
2	Disagree	525
3	Neither agree nor disagree	1,337
4	Agree	2,442
5	Strongly Agree	222
Total		5,192

WF9_D1_PRETENDING

Variable label	R's opinion: parents should indulge their child's imaginations
Original variables used	WF9_D1_PRETENDING
Notes	This variable is a direct response to survey item D1 and indicates how much the respondent personally agrees with the statement : D1. Please indicate how much you personally agree or disagree with the following statements. J. In my opinion, parents should go along with the game when their child is pretending something. 1. Strongly disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly agree This item is used to generate Parental Modernity Scales.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	120
1	Strongly Disagree	75
2	Disagree	331
3	Neither agree nor disagree	1,138
4	Agree	2,419
5	Strongly Agree	626
Total		5,192

WF9_WORK_PRNTS_APPRCTE

Variable label	Frequency: I knew that I was appreciated by the parents
Original variable used	WF9_D3_APPRECIATE
Notes	This variable is a direct response to survey item D3f: D3f. How often did the following things happen to you last week at this program? I knew that I was appreciated by the parents. (IF NEEDED: Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	143
1	Never	267
2	Once	598
3	More than once	3,701
Total		5,192

WF9_WORK_BEHAVIOR

Variable label	Frequency: There were chldrn with behavior problems that were hard to deal with
Original variables used	WF9_D3_BEHAVIOR
Notes	This variable is a direct response to survey item D3c: D3c. How often did the following things happen to you last week at this program? There were children with behavior problems that were hard to deal with. (IF NEEDED: Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	134
1	Never	1,249
2	Once	1,142
3	More than once	2,184
Total		5,192

WF9_WORK_PRNTS_BLAME

Variable label	Frequency: Parents blamed their child's bad behavior on the program
Original variables used	WF9_D3_BLAME
Notes	This variable is a direct response to survey item D3b: D3b. How often did the following things happen to you last week at this program? Parents blamed their child's bad behavior on the program. (IF NEEDED: Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	171
1	Never	3,563
2	Once	615
3	More than once	360
Total		5,192

WF9_WORK_CH_HAPPY

Variable label	Frequency: I knew the children were happy with me
Original variables used	WF9_D3_HAPPY
Notes	This variable is a direct response to survey item D3d: D3d. How often did the following things happen to you last week at this program? I knew the children were happy with me. (IF NEEDED: Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	127
1	Never	146
2	Once	104
3	More than once	4,332
Total		5,192

WF9_WORK_PRNTS_LATE

Variable label	Frequency: Parents came late to pick up their children
Original variables used	WF9_D3_LATE
Notes	This variable is a direct response to survey item D3a: D3a. How often did the following things happen to you last week at this program? Parents came late to pick up their children. (IF NEEDED: Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	241
1	Never	1,450
2	Once	1,467
3	More than once	1,551
Total		5,192

WF9_WORK_MOVE_CLASSROOMS

Variable label	Frequency: I was moved to a different classroom or group of children
Original variables used	WF9_D3_MOVED_M
Notes	This variable is a direct response to survey item D3h: D3h. How often did the following things happen to you last week at this program? In the last week, I was moved from my normal classroom(s) or group(s) of children to one I don't normally work with. (Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer The wording of this item changed between 2012 and 2019. In 2012, workforce respondents answered the following question: "I was moved to a different classroom or group of children. (IF NEEDED: Would you say never, once, or more than once in the last week?)". In 2019, the question was "In the last week, I was moved from my normal classroom(s) or group(s) of children to one I don't normally work with. (Would you say never, once, or more than once in the last week?)".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	137
1	Never	3,645
2	Once	575
3	More than once	352
Total		5,192

WF9_WORK_CH_STRESS

Variable label	Frequency: There were major stresses in children's lives I couldn't affect
Original variables used	WF9_D3_STRESS
Notes	This variable is a direct response to survey item D3e: D3e. How often did the following things happen to you last week at this program? There were major sources of stress in the children's lives that I couldn't do anything about (IF NEEDED: Would you say never, once, or more than once in the last week?) 1. Never 2. Once 3. More than once 4. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	235
1	Never	2,358
2	Once	1,132
3	More than once	984
Total		5,192

WF9_WORK_PRNTS_TALK

Variable label	Frequency: How often last week R spoke with parents about child's family life
Original variables used	WF9_D4_HAPPEN
Notes	This variable is a direct response to survey item D4: 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)? (IF NEEDED: 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	92
1	Not at all	2,246
2	Once or twice	1,782
3	Three or more times	589
Total		5,192

WF9_WORK_BEHAVIOR_SKILLS

Variable label	How often R discussed: How to improve R's skills working with chldrn's behavior
Original variables used	WF9_D7_BEHAVIOR
Notes	This variable is a direct response to survey item D7b: D7b. 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? How you can improve your skills working with children's behavior? Would you say… 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	152
1	Once a year	556
2	Several times a year	1,258
3	Once a month	781
4	A few times a month	856
5	Once a week or more	749
6	Never	357
Total		5,192

WF9_WORK_LEARNING_SKILLS

Variable label	How often R discussed: How to improve R's skills helping children learn
Original variables used	WF9_D7_LEARN
Notes	This variable is a direct response to survey item D7a: D7a. 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? How you can improve your skills helping children learn? Would you say… 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	128
1	Once a year	621
2	Several times a year	1,313
3	Once a month	785
4	A few times a month	841
5	Once a week or more	691
6	Never	330
Total		5,192

WF9_WORK_REVIEW

Variable label	R receives a formal review and performance feedback at least once a year
Original variables used	WF9_D8_FEEDBACK
Notes	This variable is a direct response to survey item D8: 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	149
1	Yes	3,551
2	No	1,009
Total		5,192

WF9_WORK_HELP_AVAILABLE

Variable label	Agreement with: I have help dealing with difficult children/parents
Original variables used	WF9_D9_HELPDEAL
Notes	This variable is a direct response to survey item D9c: D9c. How much do you agree or disagree with the following statements about working in this program? I have help dealing with difficult children or parents? (IF NEEDED: Would you say you strongly agree, agree, neither agree or disagree, disagree or strongly 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	107
1	Strongly agree	1,833
2	Agree	2,057
3	Neither agree nor disagree	381
4	Disagree	254
5	Strongly disagree	77
Total		5,192

WF9_WORK_RESPECT

Variable label	Agreement with: my co-workers and I are treated with respect on a daily basis
Original variables used	WF9_D9_RESPECT
Notes	This variable is a direct response to survey item D9a: D9a. How much do you agree or disagree with the following statements about working in this program? My co-workers and I are treated with respect on a day-to-day basis. (IF NEEDED: Would you say you strongly agree, agree, neither agree or disagree, disagree or strongly 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	79
1	Strongly agree	2,199
2	Agree	1,791
3	Neither agree nor disagree	370
4	Disagree	189
5	Strongly disagree	81
Total		5,192

WF9_WORK_TEAMWORK

Variable label	Agreement with: team work is encouraged
Original variables used	WF9_D9_TEAM
Notes	This variable is a direct response to survey item D9b: D9b. How much do you agree or disagree with the following statements about working in this program? Team work is encouraged. (IF NEEDED: Would you say you strongly agree, agree, neither agree or disagree, disagree or strongly 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	82
1	Strongly agree	2,577
2	Agree	1,680
3	Neither agree nor disagree	241
4	Disagree	82
5	Strongly disagree	47
Total		5,192

WF9_WORK_BGCHK_DISCOURAGE

Variable label	Opinion on background checks: Discourage good candidates from applying
Original variables used	WF9_D_BKGD_C
Notes	This variable is a direct response to survey item D_BKGD_C: D_BKGD. We are interested in your opinions about policies that require people working in child care settings to get background checks. How much do you agree or disagree with the following statements: (IF NEEDED: Strongly Agree, Agree, Disagree, Strongly Disagree) c. Background checks discourage good candidates from applying for or taking jobs in child care. This variable is part of series of three questions that measure classroom staff's opinions about the use of background checks for staff working in childcare settings. Questions asked respondents to indicate the extent to which they agree or disagree with each of the statements.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	205
1	Strongly agree	433
2	Agree	640
3	Disagree	1,973
4	Strongly disagree	1,458
Total		5,192

WF9_WORK_BGCHK_EASY

Variable label	Opinion on background checks: Easy and inexpensive to get fingerprinted
Original variables used	WF9_D_BKGD_E
Notes	This variable is a direct response to survey item BKGD_E: D_BKGD. We are interested in your opinions about policies that require people working in child care settings to get background checks. How much do you agree or disagree with the following statements: (IF NEEDED: Strongly Agree, Agree, Disagree, Strongly Disagree) d. It is easy and inexpensive to get fingerprinted for a background check. This variable is part of series of three questions that measure classroom staff's opinions about the use of background checks for staff working in childcare settings. Questions asked respondents to indicate the extent to which they agree or disagree with each of the statements.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	239
1	Strongly agree	1,365
2	Agree	2,044
3	Disagree	844
4	Strongly disagree	217
Total		5,192

WF9_WORK_BGCHK_PROTECT

Variable label	Opinion on background checks: Checks on staff protect children
Original variables used	WF9_D_BKGD_A
Notes	This variable is a direct response to survey item BKGD_A: D_BKGD. We are interested in your opinions about policies that require people working in child care settings to get background checks. How much do you agree or disagree with the following statements: (IF NEEDED: Strongly Agree, Agree, Disagree, Strongly Disagree) a. Background checks on staff protect children. This variable is part of series of three questions that measure classroom staff's opinions about the use of background checks for staff working in childcare settings. Questions asked respondents to indicate the extent to which they agree or disagree with each of the statements.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	107
1	Strongly agree	3,652
2	Agree	898
3	Disagree	33
4	Strongly disagree	19
Total		5,192

WF9_CESD7_TOT

Variable label	R's total score on CESD7 scale
Original variables used	WF9_D11_EAT, WF9_D11_GETGOING, WF9_D11_RESTLESS, WF9_D11_SAD, WF9_D11_DEPRESSED, WF9_D11_MIND, WF9_D11_EFFORT
Notes	This variable measures the respondent's overall mental health based on their responses to the items in survey item D11. For each symptom in the D11 grid, the respondent received a point value according to how they often they indicated feeling that way during the past week: 0 = Rarely or none of the time (less than 1 day) 1 = Some or a little of the time (1-2 days) 2 = Occasionally or a moderate amount of time (3-4 days) 3 = All of the time (5-7 days) The point values for all symptoms were then added up to give the respondent a score from 0, not at all depressed, to 21, respondent displayed signs of being severely depressed. A cutoff of 8 or higher is recommended to identify individuals with suspected major depressive disorder. Respondents who did not provide a response to one or two symptoms in D11 had the average of their other symptoms imputed for these values when calculating the total score. Users are able to access the raw, non-imputed responses for each symptom in D11 in the 2019 public-use data file if they want to apply a different method for dealing with missing responses. Respondents who did not provide a response for three or more of the symptoms received a code of -1 for "Three or more items missing".

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	2.52
10th	0.00
25th	0.00
75th	4.00
90th	7.00
Min	0.00
Max	21.00
-8 (WF spawned from center with only administrative data): Frequency	483
-1 (Three or more responses missing): Frequency	172

WF9_CESD7_CUT

Variable label	R suspected of major depressive disorder
Original variables used	WF9_D11_EAT, WF9_D11_GETGOING, WF9_D11_RESTLESS, WF9_D11_SAD, WF9_D11_DEPRESSED, WF9_D11_MIND, WF9_D11_EFFORT
Notes	This variable categorizes the workforce respondent as being suspected of having a major depressive disorder or not based on their responses to the items in survey item D11. A cutoff score of 8 or higher was used to identify individuals with suspected major depressive disorder. For each symptom in the D11 grid, the respondent received a point value according to how they often they indicated feeling that way during the past week: 0 = Rarely or none of the time (less than 1 day) 1 = Some or a little of the time (1-2 days) 2 = Occasionally or a moderate amount of time (3-4 days) 3 = All of the time (5-7 days) The point values for all symptoms were then added up to give the respondent a score ranging from 0 (not at all depressed) to 21 (respondent displayed signs of being severely depressed). Respondents with a score below the cutoff (0-7) were not suspected of having a major depressive disorder and received a code of 0; respondents with a score above the cutoff (8-21) were suspected of having a major depressive disorder and received a code of 1. Respondents who did not provide a response to one or two symptoms in D11 had the average of their other symptoms imputed for these values when calculating the total score. Users are able to access the raw, non-imputed responses for each symptom in D11 in the 2019 public-use data file if they want to apply a different method for dealing with missing responses. Respondents who did not provide a response for three or more of the symptoms received a code of -1 for “Three or more items missing”. To assess mental health, the 2012 NSECE included the Kessler Distress (K6) scale rather than the CES-D-SF. The K6 identifies individuals who are likely to have serious mental impairment, defined as anxiety or mood disorders coupled with impaired daily functioning. For the 2019 NSECE, the K6 was replaced by the CES-D-SF to obtain a measure of mental health that was sensitive to a broader range of severity. Versions of the CES-D have been used successfully in other surveys of the ECE workforce.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Three or more responses missing	172
0	Not suspected of major depressive disorder	4,181
1	Suspected major depressive disorder	356
Total		5,192

WF9_CESD7_IMP_FLAG

Variable label	Number of items imputed in CESD7 scale
Original variables used	WF9_D11_EAT, WF9_D11_GETGOING, WF9_D11_RESTLESS, WF9_D11_SAD, WF9_D11_DEPRESSED, WF9_D11_MIND, WF9_D11_EFFORT
Notes	This variable identifies the number of missing items in the CES-D-SF depression scale that were imputed when creating WF9_CESD7_TOT and WF9_CESD7_CUT. A respondent with one or two missing items had the mean of their completed items imputed for the missing response(s) when creating WF9_CESD7_TOT and WF9_CESD7_CUT. To assess mental health, the 2012 NSECE included the Kessler Distress (K6) scale rather than the CES-D-SF. The K6 identifies individuals who are likely to have serious mental impairment, defined as anxiety or mood disorders coupled with impaired daily functioning. For the 2019 NSECE, the K6 was replaced by the CES-D-SF to obtain a measure of mental health that was sensitive to a broader range of severity. Versions of the CES-D have been used successfully in other surveys of the ECE workforce.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-99	Three or more responses missing	172
-8	WF spawned from center with only administrative data	483
0	No items imputed	4,392
1	One item imputed	134
2	Two items imputed	11
Total		5,192

WF9_D11_EAT

Variable label	How often in past week R: had poor appetite
Original variables used	WF9_D11_CESD_1
Notes	This variable indicates how often the respondent indicated having a poor appetite in the past week and is a direct response to survey item D11_1: D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 1. I did not feel like eating; my appetite was poor. 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	164
1	Rarely or none of the time (less than 1 day)	3,659
2	Some or a little bit of the time (1-2 days)	608
3	Occasionally or a moderate amount of time (3-4 days)	215
4	All the time (5-7 days)	63
Total		5,192

WF9_D11_MIND

Variable label	How often in past week R: had trouble concentrating
Original variables used	WF9_D11_CESD_2
Notes	This variable indicates how often the respondent indicated having trouble concentrating on what they were doing in the past week and is a direct response to survey item D11_2: D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 2. I had trouble keeping my mind on what I was doing. 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	169
1	Rarely or none of the time (less than 1 day)	3,399
2	Some or a little bit of the time (1-2 days)	835
3	Occasionally or a moderate amount of time (3-4 days)	243
4	All the time (5-7 days)	63
Total		5,192

WF9_D11_DEPRESSED

Variable label	How often in past week R: felt depressed
Original variables used	WF9_D11_CESD_3
Notes	This variable indicates how often the respondent indicated that they felt depressed in the past week and is a direct response to survey item D11_3: D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 3. I felt depressed. 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	188
1	Rarely or none of the time (less than 1 day)	3,901
2	Some or a little bit of the time (1-2 days)	411
3	Occasionally or a moderate amount of time (3-4 days)	157
4	All the time (5-7 days)	52
Total		5,192

WF9_D11_EFFORT

Variable label	How often in past week R: felt everything was an effort
Original variables used	WF9_D11_CESD_4
Notes	This variable indicates how often the respondent indicated that everything they did felt like an effort the past week and is a direct response to survey item D11_4: D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 4. I felt that everything I did was an effort. 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	217
1	Rarely or none of the time (less than 1 day)	2,812
2	Some or a little bit of the time (1-2 days)	795
3	Occasionally or a moderate amount of time (3-4 days)	394
4	All the time (5-7 days)	491
Total		5,192

WF9_D11_RESTLESS

Variable label	How often in past week R: had restless sleep
Original variables used	WF9_D11_CESD_5
Notes	This variable indicates how often the respondent indicated that their sleep was restless in the past week and is a direct response to survey item D11_7: D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 7. My sleep was restless. 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	189
1	Rarely or none of the time (less than 1 day)	2,788
2	Some or a little bit of the time (1-2 days)	1,099
3	Occasionally or a moderate amount of time (3-4 days)	455
4	All the time (5-7 days)	178
Total		5,192

WF9_D11_SAD

Variable label	How often in past week R: felt sad
Original variables used	WF9_D11_CESD_6
Notes	This variable indicates how often the respondent indicated that they were sad in the past week and is a direct response to survey item D11_6: D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 8. I was sad. 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	185
1	Rarely or none of the time (less than 1 day)	3,724
2	Some or a little bit of the time (1-2 days)	593
3	Occasionally or a moderate amount of time (3-4 days)	160
4	All the time (5-7 days)	47
Total		5,192

WF9_D11_GETGOING

Variable label	How often in past week R: could not get going
Original variables used	WF9_D11_CESD_7
Notes	This variable indicates how often the respondent indicated that they could not “get going” in the past week and is a direct response to survey item D11_7. D11. Below is a list of some of the ways you may have felt or behaved. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question. 10. I could not "get going." 1. Rarely or none of the time (less than 1 day) 2. Some or a little of the time (1-2 days) 3. Occasionally or a moderate amount of time (3-4 days) 4. All of the time (5-7 days) Item is one of the seven items of the CES-D depression scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No answer	186
1	Rarely or none of the time (less than 1 day)	3,618
2	Some or a little bit of the time (1-2 days)	718
3	Occasionally or a moderate amount of time (3-4 days)	148
4	All the time (5-7 days)	39
Total		5,192

WF9_INTERACTIONS_TOT

Variable label	R's total score on HAMRE's scale
Original variables used	WF9_D12, WF9_D13, WF9_D14, WF9_D15
Notes	This variable measures Teachers' Knowledge of Effective Teacher-Child Interactions, as described in: Hamre, B., & Pianta, R. (2007). Learning opportunities in preschool and early elementary classrooms. In R. Pianta, M. Cox, & K. Snow (Eds.), School readiness & the transition to kindergarten in the era of accountability (pp. 49–84). Baltimore, MD: Brookes. As a concise reference, the variable label refers to the "Hamre's scale" and the raw variables that are added to generate the scale are defined as "Hamre's items." The scale is based on responses to the situations presented in survey items D12, D13, D14, and D15. Each multiple-choice item had one correct answer that featured a teaching strategy aligned with the CLASS framework. The Teachers' Knowledge of Effective Teacher-Child Interactions (Abbreviated) scale was selected to obtain a measure of teachers' knowledge of developmentally appropriate practice for young children. Respondents who provided an answer for all four items received a score ranging from 0, indicating the respondent got no items correct, to 4, indicating the respondent got all questions correct. If one or more of the four survey items (D12, D13, D14, and D15) were missing then the total score was not calculated. In these cases, the respondent received a code of -1 for "One or more items missing" on WF9_INTERACTIONS_TOT. Note: The Teachers' Knowledge of Effective Teacher-Child Interactions (Abbreviated) scale was not included in the 2012 NSECE. Instead, the 2012 NSECE center-based workforce survey (but not the home-based provider survey) included a series of questions that addressed teachers' and caregivers' beliefs about intentional teaching.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	One or more items missing	215
0	No items correct	17
1	One item correct	103
2	Two items correct	493
3	Three items correct	1,508
4	All items correct	2,373
Total		5,192

WF9_D12_PAINT

Variable label	Knowledge of Effective Teacher-Child Interactions: child painting rocks
Original variables used	WF9_D12
Notes	This variable shows the respondent's most likely response to a child asking to paint rocks at the center and is a direct response to survey item D12: D12. A small group of children is painting on paper at a table. One child asks if they can paint some rocks they collected earlier in the day. The best thing to do is: 1. Get the rocks and let the child paint them. 2. Tell them rocks aren't for painting. 3. Tell them it would make too much of a mess. 4. Tell the child that is something they can do at home, not at school. This variable is part of Hamre's Knowledge of Effective Teacher-Child Interactions scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	153
1	Get the rocks and let the child paint them	3,776
2	Tell them rocks aren't for painting	147
3	Tell them it would make too much of a mess	40
4	Tell the child that is something they can do at home, not at school	593
Total		5,192

WF9_D13_CRY

Variable label	Knowledge of Effective Teacher-Child Interactions: child missing mom
Original variables used	WF9_D13
Notes	This variable shows the respondent's most likely response to a child crying at drop-off because she misses her mom and is a direct response to survey item D13: D13. A child is crying at drop-off because she misses her mom. Which of the following is most likely to help the child in that moment: 1. Let the child sit alone for a while until she calms down. 2. Talk with the parent to figure out what happened. 3. Encourage the child's friends to try to distract her. 4. Spend time with her until the child feels better. This variable is part of Hamre's Knowledge of Effective Teacher-Child Interactions scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	110
1	Let the child sit alone for a while until she calms down	141
2	Talk with the parent to figure out what happened	197
3	Encourage the child's friends to try to distract her	351
4	Spend time with her until the child feels better	3,910
Total		5,192

WF9_D14_HIT

Variable label	Knowledge of Effective Teacher-Child Interactions: child hit another child
Original variables used	WF9_D14
Notes	This variable shows the respondent's most likely response to a child hitting another child and is a direct response to survey item D14: D14. A child hits another child. The most effective response is to: 1. Separate the children by moving the child who was hit into another center. 2. Remind the child that hands are not for hitting, then help re-engage him in an activity. 3. Ignore the behavior. 4. Tell the child's parents about the misbehavior. This variable is part of Hamre's Knowledge of Effective Teacher-Child Interactions scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	95
1	Separate the children by moving the child who was hit into another center	250
2	Remind child hands are not for hitting, then help re-engage him in an activity	4,279
3	Ignore the behavior	7
4	Tell the child's parents about the misbehavior	78
Total		5,192

WF9_D15_PUZZLE

Variable label	Knowledge of Effective Teacher-Child Interactions: child attempting puzzle
Original variables used	WF9_D15
Notes	This variable shows the respondent's most likely response to a child putting together a difficult puzzle and is a direct response to survey item D15: D15. A child is trying to put together a puzzle that is too difficult for her. The best thing to do is: 1. Sit with her and give her hints that help her complete the puzzle. 2. Provide her a puzzle that is easier for her to complete. 3. Encourage her to keep trying it on her own. 4. Complete the puzzle for her as a demonstration. Part of Hamre's Knowledge of Effective Teacher-Child Interactions scale.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	106
1	Sit with her and give her hints that help her complete the puzzle	3,457
2	Provide a puzzle that is easier for her to complete	472
3	Encourage her to keep trying it on her own	606
4	Complete the puzzle for her as a demonstration	68
Total		5,192

8. PERSONAL CHARACTERISTICS

This section reports on the demographic characteristics of the workforce respondent. It includes the following variables:

Variable Name	Variable Description
WF9_CHAR_CH_6TO12	Number of children between age 6 and 12 living in respondent's household
WF9_CHAR_CH_UNDER5	Number of children under age 5 living in respondent's household
WF9_CHAR_COUNTRY_BORN	Respondent's birth country
WF9_CHAR_GOVT_PRGM	Respondent currently gets financial/in-kind aid from government programs for needy families
WF9_CHAR_MARITAL	Current marital status
WF9_CHAR_YEAR_BORN	Respondent's birth year
WF9_CHAR_EDUC	Highest education level obtained
WF9_CHAR_EDUC_MAJOR	Relevancy of degree major in ECE
WF9_CHAR_HHINCOME	Household income
WF9_CHAR_HHINCOME_WORK	Approximate amount of respondent's 2018 household income from working with children under age 13
WF9_CHAR_HEALTH_INSRNCE	Health insurance coverage type
WF9_CHAR_GENDER	Gender
WF9_CHAR_RACE	Respondent's race
WF9_CHAR_HISP	Respondent is of Hispanic/Latino descent
WF9_CHAR_LANG	Respondent speaks languages other than English
WF9_WORK_LANG_PRCNT	Approximate percent of time respondent speaks English when working with children
WF9_WORK_LANG_FAMILIES	Language(s) respondent speaks with children or parents at center
WF9_CHAR_FIRSTYRUS	Year respondent first lived in the U.S.
WF9_DIS_HHCB_C	Distance from Workforce respondent's ZIP code to address of Center-based provider from which respondent was spawned
WF9_E20_SRHEALTH	Respondent’s self-reported health

WF9_CHAR_CH_6TO12

Variable label	Num of children between 6 and 12 living in R's household
Original variables used	WF9_E13_6TO12
Notes	This variable is a direct response to survey item E13: E13. How many children between 6 and 12 are living in your household? _____ Number To avoid disclosure risks, responses of 3 or more children were grouped together in one category (3. “3 or more children”).

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	217
0	0 children	3,233
1	1 child	824
2	2 children	335
3	3 or more children	100
Total		5,192

WF9_CHAR_CH_UNDER5

Variable label	Num of children under age 5 living in R's household
Original variables used	WF9_E12_LT5
Notes	This variable is a direct response to survey item E12: E12. How many children age 5 or less are living in your household? _____ Number To avoid disclosure risks, responses of 3 or more children were grouped together in one category (3. “3 or more children”).

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	204
0	0 children	3,452
1	1 child	707
2	2 children	276
3	3 or more children	70
Total		5,192

WF9_CHAR_COUNTRY_BORN

Variable label	R's birth country
Notes	Workforce respondents were asked in what country they were born.

1. Please select
2. Afghanistan
3. Akrotiri
4. Albania
5. Algeria
6. American Samoa
7. Andorra
8. Angola
9. Anguilla
10. Antarctica
11. Antigua and Barbuda
12. Argentina
13. Armenia
14. Aruba
15. Ashmore & Cartier Islands
16. Australia
17. Austria
18. Azerbaijan
19. Bahamas
20. Bahrain
21. Bangladesh
22. Barbados
23. Bassas da India
24. Belarus
25. Belgium
26. Belize
27. Benin
28. Bermuda
29. Bhutan
30. Bolivia
31. Bosnia and Herzegovina
32. Botswana
33. Bouvet Island
34. Brazil
35. British Indian Ocean Territory
36. British Virgin Islands
37. Brunei
38. Bulgaria
39. Burkina Faso
40. Burma
41. Burundi
42. Cambodia
43. Cameroon
44. Canada
45. Cape Verde
46. Cayman Islands
47. Central African Republic
48. Chad
49. Chile
50. China
51. Christmas Island

52. Clipperton Island
53. Cocos (Keeling) Islands
54. Colombia
55. Comoros
56. Congo
57. Cook Islands
58. Coral Sea Islands
59. Costa Rica
60. Cote d'Ivoire
61. Croatia
62. Cuba
63. Cyprus
64. Czech Republic
65. Denmark
66. Dhekelia
67. Djibouti
68. Dominica
69. Dominican Republic
70. Ecuador
71. Egypt
72. El Salvador
73. Equatorial Guinea
74. Eritrea
75. Estonia
76. Ethiopia
77. Europa Island
78. Falkland Islands (Islas Malvinas)
79. Faroe Islands
80. Fiji
81. Finland
82. France
83. French Guiana
84. French Polynesia
85. French Southern & Antarctic Lands
86. Gabon
87. Gambia
88. Gaza Strip
89. Georgia
90. Germany
91. Ghana
92. Gibraltar
93. Glorioso Islands
94. Greece
95. Greenland
96. Grenada
97. Guadeloupe
98. Guam
99. Guatemala
100. Guernsey
101. Guinea
102. Guinea-Bissau
103. Guyana
104. Haiti
105. Heard Isl. & McDonald Islands
106. Holy See (Vatican City)

107. Honduras
108. Hong Kong
109. Hungary
110. Iceland
111. India
112. Indonesia
113. Iran
114. Iraq
115. Ireland
116. Isle of Man
117. Israel
118. Italy
119. Jamaica
120. Jan Mayen
121. Japan
122. Jersey
123. Jordan
124. Juan de Nova Island
125. Kazakhstan
126. Kenya
127. Kiribati
128. North Korea
129. South Korea
130. Kuwait
131. Kyrgyzstan
132. Laos
133. Latvia
134. Lebanon
135. Lesotho
136. Liberia
137. Libya
138. Liechtenstein
139. Lithuania
140. Luxembourg
141. Macau
142. Macedonia
143. Madagascar
144. Malawi
145. Malaysia
146. Maldives
147. Mali
148. Malta
149. Marshall Islands
150. Martinique
151. Mauritania
152. Mauritius
153. Mayotte
154. Mexico
155. Micronesia, Federated States of
156. Moldova
157. Monaco
158. Mongolia
159. Montserrat
160. Morocco
161. Mozambique

162. Namibia
163. Nauru
164. Navassa Island
165. Nepal
166. Netherlands
167. Netherlands Antilles
168. New Caledonia
169. New Zealand
170. Nicaragua
171. Niger
172. Nigeria
173. Niue
174. Norfolk Island
175. Northern Mariana Islands
176. Norway
177. Oman
178. Pakistan
179. Palau
180. Panama
181. Papua New Guinea
182. Paracel Islands
183. Paraguay
184. Peru
185. Philippines
186. Pitcairn Islands
187. Poland
188. Portugal
189. Puerto Rico
190. Qatar
191. Reunion
192. Romania
193. Russia
194. Rwanda
195. Saint Helena
196. Saint Kitts and Nevis
197. Saint Lucia
198. St Pierre & Miquelon
199. St Vincent & the Grenadines
200. Samoa
201. San Marino
202. Sao Tome and Principe
203. Saudi Arabia
204. Senegal
205. Serbia and Montenegro
206. Seychelles
207. Sierra Leone
208. Singapore
209. Slovakia
210. Slovenia
211. Solomon Islands
212. Somalia
213. South Africa
214. S. Georgia & S Sandwich Islands
215. Spain
216. Spratly Islands

217. Sri Lanka
218. Sudan
219. Suriname
220. Svalbard
221. Swaziland
222. Sweden
223. Switzerland
224. Syria
225. Taiwan
226. Tajikistan
227. Tanzania
228. Thailand
229. Timor-Leste
230. Togo

The full codeframe for this survey item is shown above. The 257 different country options have been collapsed for disclosure purposes; data in this file are only presented for the collapsed categories.
The collapsed categories are as follows:

- U.S., including U.S. territories (includes category 1, 7, 99, 165, 176, 190, 150, 250, 251)
- Mexico (category 155)
- Other (all other categories except 1, 7, 99, 165, 176, 190, 150, 250, 251, 155, 2 & missing)
- Don’t know/Refused/No answer (Category 2 & missing)

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	122
1	U.S., including U.S. territories	3,822
2	Mexico	194
3	Other	571
Total		5,192

WF9_CHAR_GOVT_PRGM

Variable label	R currently gets financial/in-kind aid from govt prgms for needy families
Original variables used	WF9_E18_FINASSIT
Notes	This variable is a direct response to survey item E18: 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	176
1	Yes	647
2	No	3,886
Total		5,192

WF9_CHAR_MARITAL

Variable label	Current marital status
Original variables used	WF9_E11_MARITAL
Notes	This variable is a direct response to survey item E11: E11. What is your current marital status? 1. Never married, not living with a partner 2. Married or living with a partner 3. Separated 4. Divorced 5. Widowed 6. Don't know/Refused/No answer For disclosure reasons, Categories 3 (Separated) and 5 were collapsed to form one category: 3 (Separated or Widowed).

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	174
1	Never married, not living with a partner	1,472
2	Married or living with a partner	2,454
3	Separated or Widowed	240
4	Divorced	369
Total		5,192

WF9_CHAR_YEAR_BORN

Variable label	R's birth year
Original variables used	WF9_E2_YEARBORN
Notes	This variable captures the year of birth for the workforce respondent and is a direct response to survey item E2: E2. In what year were you born? _____ Year Responses to the source question have been grouped into broader categories for disclosure purposes. These categories are as follows: • 1954 and earlier • 1955 to 1959 • 1960 • … • 1996 • 1997 and later Where possible, we retained single year categories. Collapsed categories are coded as the median birth year within the category.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	1979
10th	1958
25th	1968
75th	1990
90th	1996
Min	1950
Max	1998
-8 (WF spawned from center with only administrative data): Frequency	483
-1 (Don't Know/Refused/No Answer): Frequency	212

WF9_CHAR_EDUC

Variable label	Highest education level obtained
Original variables used	WF9_A3_HIGHGRADE
Notes	This variable contains the highest grade or level of schooling the workforce respondent has completed and it is based entirely on responses to item A3. In order to minimize disclosure, categories “8th grade or less” and “9th- 12th grade no diploma” were combined into a single category “Less than High School”. In 2012, data was supplemented by responses to the center-based questionnaire if the workforce respondent did not report their education. In 2019, this variable is based exclusively on education level reported by the workforce respondent.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t Know/Refused/No Answer	24
1	Less than High School	85
3	GED or high school equivalency	126
4	High school graduate	769
5	Some college credit but no degree	1,279
6	Associate degree (AA, AS)	834
7	Bachelor’s degree (BA, BS, AB)	1,168
8	Graduate or professional degree	424
Total		5,192

WF9_CHAR_EDUC_MAJOR

Variable label	Relevancy of degree major in ECE
Original variables used	WF9_A5_MAJOR_M
Notes	This variable is a classification of the workforce respondent's major into categories indicating relevance to ECE. This item was only asked of those who reported some college credit or higher in item A3 (What is the highest grade or level of schooling that you have ever completed?). • Respondents who did not report at least some college credit are coded as -2. Never attended college. • Any major reported in survey item A3 was then coded into the 2020 National Center for Education Statistics (NCES) Classification of Instructional Program (CIP) codeframe (**https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56**). If a response was unable to be coded into the CIP code frame, it was coded as "other" (97.0001), (98.0001) Undeclared/undecided/basic courses, or (99.0001) Added: None/ Not applicable This variable was constructed by recoding workforce respondents' majors into four categories indicating whether the area of study is specifically ECE , related to educationin a broaader sense, related to ECE in a broader sense, or not related to either ECE or education. • More specifically:The major "Child development or psychology" (42.2703) and "Early childhood education or early or school-age care" (13.1210) were recoded to ECE (1). • The major "Elementary education" (13.1202) and "Special education" (13.1001) were recoded to ECE-Related (2). • If a major was still classified as "Other" (97.0001) or "Undeclared/undecided/basic courses" (98.0001), these were considered not directly related to either ECE or education (category 4 in this variable). **Additional Explanation** An ECE major was defined as a major that is designed to prepare students specifically for a career in ECE. An ECE-related major was defined as a major that likely involves at least one course related to children's development, psychology, or mental health and that prepares students to work with children, families, or communities. An education-related major was defined as a major that likely involves courses related to teaching skills, or skills needed to be an administrator within an educational environment. All remaining majors were classified as non-ECE- or non-education related.In 2012, workforce respondents were only asked to report their postsecondary degree major if they indicated their highest grade or level of schooling completed was "Some College Credit But No Degree", "Associate Degree", "Bachelor's Degree", or "Graduate or Professional Degree". In 2019, the question on postsecondary degree major was asked to an additional subset of respondents. Specifically, this question was asked to respondents who: • Indicated their highest grade or level of schooling completed was "Some College Credit But No Degree", "Associate Degree", "Bachelor's Degree", or "Graduate or Professional Degree" in item A3

- Reported their highest grade or level of schooling completed was “GED or High School Equivalency” or “High School Graduate” in item A3 and reported they were currently enrolled in a degree program at a college or university in item A12

Responses to the 2012 version of this variable were coded into the 2010 NCES CIP codeframe. Responses to the 2019 version of this variable were coded into the 2020 NCES CIP codeframe. A crosswalk between these two code frames can be found here: **https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56**.

Compared to the 2010 NCES CIP codeframe, The 2020 NCES CIP codeframe did not delete codes. The 2020 NCES CIP codeframe added and edited text of about a dozen majors related to education and a couple related to ECE.

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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-2	Never attended college	897
-1	Don’t Know/Refused	47
1	ECE majors	2,097
2	ECE-related majors	574
3	Education-related majors	93
4	Not ECE or education-related majors	1,001
Total		5,192

WF9_CHAR_HHINCOME

Variable label	Household income
Original variables used	WF9_E14_INCOME, WF9_E15_INCOMERANGE_M
Notes	This variable categorizes the workforce respondent's household income for 2018 into one of six income ranges. Workforce respondents were asked to report approximate their total annual household income for 2018 in the open-ended response item, E14. If they refused or did not know, they were then asked to select from given a range of income levels in item E15. To create this variable, responses collected in item E14 were coded into the income categories used in item E15. In 2012, the top category for income was "$45,001 or more" whereas in 2019 the top category for income is "$60,001 or more". Researchers should compare these top categories with caution since in 2012 we do not know the distribution of respondents with incomes between $45,001 and $60,000 versus $60,001 or more.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	663
1	Less than $15,000	719
2	$15,001 to $30,000	1,209
3	$30,001 to $45,000	611
4	$45,001 to $60,000	501
5	$60,001 or more	1,006
Total		5,192

WF9_CHAR_HHINCOME_WORK

Variable label	Approximate amount of R's 2018 HH income from working with children under age 13
Original variables used	WF9_E17_CHILDINCOME
Notes	This variable is a direct response to survey item E17: E17. Approximately how much of your household income in 2018 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

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	386
1	All	1,467
2	Almost all	429
3	More than half	235
4	About half	485
5	Less than half	823
6	Very little	651
7	None	233
Total		5,192

WF9_CHAR_HEALTH_INSRNCE

Variable label	Health insurance coverage type
Original variables used	WF9_B7_INSURANCE_X_M (X=Types of health insurance or health care coverage)
Notes	This variable indicates the type of health insurance or health care coverage the workforce respondent had. Workforce respondents could check all response options that applied to them, reflecting one or more types of health insurance. B7_M. (WF9_B7_INSURANCE_X_M) (X=1-11) What kind of health insurance or health care coverage do you have for yourself? 1. Private health insurance plan from your employer or workplace 2. Private health insurance plan through your spouse or partner's employment 3. Private health insurance plan purchased directly 4. Private health insurance plan through a state or local government, a health insurance exchange, or community program 10. Private health insurance plan through parents 5. Medicaid 6. Medicare 7. Military health care/VA or Champus/Tricare/Champ-VA 8. No coverage of any type 9. Other (specify) 11. Added: Private health insurance source unspecified 12. Added: Health insurance through union, college/university, or church 13. Added: Supplemental insurance plan 14. Added: Charity care, local clinic, sliding scale, etc. 16. Added: Coverage from another (possibly prior) employer 17. Added: Indian Health Services 18. Added: Other state/local public health insurance 19. Added: Means-based private insurance This variable was constructed by analyzing and categorizing the different combinations of the 19 variables (listed above) into new summary categories. Response category 9 allowed respondents to report other health insurance coverage, not included in the pre-defined response categories. Each of these responses were coded. To the extent possible, these other-specified responses are coded into the original codeframe. Responses that do not fit these pre-defined responses are coded into the "added" categories displayed above. Response options for this question changed slightly between 2012 and 2019. For item B7 (WF9_B7_INSURANCE_X_M), code value 6 was updated in 2019 to include "a health insurance exchange" as one of the sources for a private health insurance plan alongside "state or local government" and "community program."

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	22
1	No coverage of any type	716
2	Private health insurance plan from R's employer or workplace, only	1,274
3	Private health insurance plan from employer/workplace, other insurance type(s)	67
4	Private health insurance plan through R's spouse or partner's employment	285
5	Private health insurance plan purchased directly	816
6	Private health insurance plan through a state or local govt or community program	304
7	Medicaid, Medicare, or Military health care/VA or CHAMPUS/TRICARE/CHAMP-VA	644
8	Other insurance or combination of other insurance types	581
Total		5,192

WF9_CHAR_GENDER

Variable label	Gender
Original variables used	WF9_E1_GENDER
Notes	This variable is a direct response to survey item E1: E1. Are you male or female? 1. Male 2. Female

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't Know/Refused/No Answer	63
1	Male	112
2	Female	4,534
Total		5,192

WF9_CHAR_RACE

Variable label	R's race
Original variables used	WF9_E4_RACE_(1-7)_M
Notes	This variable classifies the workforce respondent into one of five race categories based on responses to item E4. Respondents were asked to select all races they identify with. • If the respondent selected only White, they were coded as 1. • If the respondent selected only Black or African American, they were coded as 2. • If the respondent selected only Asian, they were coded as 3. • For disclosure reasons, responses were coded as 8 (Other) if the respondent selected only American Indian or Alaska Native; only Native Hawaiian or Other Pacific Islander; or if they selected two or more of the response categories. In 2012, there is an other category for item E4_M. In 2019, there is no longer an other category for item E4_M.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	468
1	White Only	2,825
2	Black or African American Only	991
3	Asian Only	210
8	Other	215
Total		5,192

WF9_CHAR_HISP

Variable label	R is of Hispanic/Latino descent
Original variables used	WF9_E3_HISPANIC_M
Notes	This variable is a direct response to survey item E3: E3. What is your ethnicity? 1. Hispanic or Latino 2. Not Hispanic or Latino 3. Don't know/Refused/No answer In 2012, respondents were asked if they were of Hispanic or Latino descent with the response options of "Yes" or "No". In 2019, respondents were asked their ethnicity with the response options of "Hispanic or Latino" or "Not Hispanic or Latino".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	128
1	Hispanic or Latino	1,119
2	Not Hispanic or Latino	3,462
Total		5,192

WF9_CHAR_LANG

Variable label	R speaks languages other than English
Original variables used	WF9_E5_LANG
Notes	This variable is a direct response to survey item E5: E5. Do you speak any languages other than English? 1. Yes 2. No 3. Don't know/Refused/No answer

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don’t know/Refused/No Answer	82
1	Yes	1,672
2	No	2,955
Total		5,192

WF9_WORK_LANG_PRCNT

Variable label	Approximate percent of time R speaks English when working with children
Original variables used	WF9_E6
Notes	This variable is a direct response to survey item E6: E6. About what percent of the time that you are working with children do you speak English? _____% of time speaking English Respondents who said “No” to item E5 (Do you speak any languages other than English?) are coded with reserve code “-2. Respondent only speaks English”.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	84.47
10th	50.00
25th	80.00
75th	100.00
90th	100.00
Min	0.00
Max	100.00
-8 (WF spawned from center with only administrative data): Frequency	483
-2 (Respondent only speaks English): Frequency	3,008
-1 (Don’t know/Refused): Frequency	62

WF9_WORK_LANG_FAMILIES

Variable label	Language(s) R speaks with children or parents at center
Original variables used	WF9_E19_LANGSPOKEN_X_R (X=1-5)
Notes	This variable is based on respondent's open ended responses to E19. Respondents entered up to 5 languages they speak with children or parents as part of their job at the center. Respondents reported more than 80 different languages and they were coded into a standard code frame. To prevent disclosure, responses were aggregates into five categories that represent most prevalent combinations of languages.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No Answer	746
1	One language: English only	2,523
2	One language: Spanish only	626
3	One language other than English or Spanish	152
4	Two or more languages: English and another language(s)	579
5	Two or more languages: two or more languages not including English	83
Total		5,192

WF9_CHAR_FIRSTYRUS

Variable label	Year R first lived in the U.S.
Original variables used	WF9_E2_YEARBORN, WF9_E10_YEARMOVE_R
Notes	This variable captures the year that the workforce respondent first lived in the United States. The variable integrates information from two source variables. For respondents who were born in the United States, this variable reports information on the respondent's year of birth, as captured in item E2. For respondents who were not born in the United States, this variable reports the year the respondent moved to the United States, as captured in item E10. Responses to the source question have been grouped into broader categories to minimize disclosure. The these categories are as follows: • 1954 and earlier • 1955 to 1959 • 1960 • … • 1996 • 1997 and later Where possible, single year categories were retained.

Codes, Response Categories, and Summary Statistics in Data File

Statistic	Unweighted
Mean	1983
10th	1961
25th	1971
75th	1994
90th	2003
Min	1950
Max	2003
-8 (WF spawned from center with only administrative data): Frequency	483
-1 (Don't Know/Refused/No Answer): Frequency	264

WF9_DIS_HHCB_C

Variable label	Distance from WF R's ZIP code to address of CB prov from which R was spawned
Original variables used	WF9_B10_ZIP, CB9_ZIP
Notes	This variable reports straight distance between the home of the workforce respondent and the center from where the workforce respondent was spawned. The zip code of the workforce respondents was self-reported in item B10. These zip codes were geocoded to obtain the latitude and longitude of each zip code centroid. The exact address of the center-based providers from where the workforce respondent was spawned was obtained from the sample frame. These addresses were also geocoded to obtain the latitude and longitude of each provider. In both of these steps, geocoding was performed using PitneyBowes MapMarker. Finally, using the two pairs of latitude and longitude obtained from geocoding we calculated the distance between the zip code where the workforce respondent lives and the center where they work with the Great-circle distance formula using the spDists function from the sp package in R. If 1) the workforce zip code was not reported, 2) the workforce zip code could not be geocoded, or 3) the center-based provider address could not be geocoded, then the variable was coded as -999 “No geocoding information; distance could not be calculated”. To prevent disclosure, this variable was recoded into four different categories: >0 to <=1 miles; >1 to <=3 miles; >3 to <=8 miles, and >8 miles.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-999	No geocoding information, distance could not be calculated.	185
-8	WF spawned from center with only administrative data	483
1	>0 to <=1 miles	674
2	>1 to <=3 miles	1,469
3	>3 to <=8 miles	1,433
4	>8 miles	948
Total		5,192

WF9_E20_SRHEALTH

Variable label	R's self-reported health
Original variables used	WF9_E20_SRHEALTH
Notes	This variable R's self-reported health and is a direct response to survey item E20: E20.Overall, would you say your health is excellent, very good, fair, or poor? 1. Excellent 2. Very good 3. Fair 4. Poor

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-8	WF spawned from center with only administrative data	483
-1	Don't know/Refused/No answer	101
1	Excellent	1,340
2	Very good	2,519
3	Fair	728
4	Poor	21
Total		5,192

9. ITEMS FROM THE CENTER-BASED PROVIDER QUESTIONNAIRE

This section contains variables from the center based questionnaire and provides context for the program from which the workforce respondent was spawned. It includes the following variables:

Variable Name	Variable Description
CB9_RVNU_CHRG	Program receives revenues from: Tuitions & fees paid by parents
CB9_RVNU_CNTRBTNS	Program receives revenues from: Fundraising/cash/gifts/bequests/special events
CB9_RVNU_GOVT_FEDERAL	Program receives revenues from: Tuitions paid by federal government
CB9_RVNU_GOVT_LOCAL	Program receives revenues from: Tuitions paid by local government
CB9_RVNU_GOVT_STATE	Program receives revenues from: Tuitions paid by state government
CB9_PRGM_AUSPICE_EXP	Auspice and sponsorship
CB9_RVNU_PUBLIC_PRIVATE_MIX	Percent of provider's total budget from public and private dollars
CB9_RVNU_CENTER_FUND_COMBO	Combination of government revenue sources provider receives funding from at center level

CB9_RVNU_CHRG

Variable label	Program receives revenues from: Tuitions & fees paid by parents
Original variables used	CB9_G3_TYPEREV_A_M
Notes	This variable indicates whether the center-based provider receives revenues from tuition and fees paid by parents and is a direct response to survey item G3 response option A: G3. Do you receive revenues from any of the following sources? a. Tuitions and fees paid by parents including parent fees and additional fees paid by parents, such as registration fees, transportation fees from parents, late pick up/late payment fees. 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't Know/Refused/No Answer	536
1	Yes	3,550
2	No	1,106
Total		5,192

CB9_RVNU_CNTRBTNS

Variable label	Program receives revenues from: Fundraising/cash/gifts/bequests/special events
Original variables used	CB9_G3_TYPEREV_G_M
Notes	This variable indicates whether the center-based provider receives revenues from fundraising, cash contributions, bequests, or special events, and is a direct response to survey item G3 response option G: G3. Do you receive revenues from any of the following sources? g. Revenues from fundraising activities, cash contributions, gifts, bequests, special events. 1. Yes 2. No

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't Know/Refused/No Answer	572
1	Yes	1,551
2	No	3,069
Total		5,192

CB9_RVNU_GOVT_FEDERAL

Variable label	Program receives revenues from: Tuitions paid by federal government
Original variables used	CB9_C12_TYPEFED_HS_UNDER3_M, CB9_C12_TYPEFED_HS_3TO5_M, CB9_C12_TYPEFED_TI_M
Notes	This variable indicates whether the center-based provider receives revenues from tuitions paid by the federal government and is constructed using survey items CB9_C12a_M2 and CB9_C12a_M5. C12a. How many children in your program are funded by dollars from the following government programs? 2. Head Start, including Early Head Start Under 3 years ____ 3-5 years, not in kindergarten _____ 5. Title I Number of children _____ -2. I don't know, but at least one child is funded this way. CB9_RVNU_GOVT_FEDERAL was coded as 1 “Yes” if the center reported one or more children were funded by either Head Start, including Early Head Start or Title 1, including responses that indicated “I don’t know but at least one child is funded in this way.” Center-based providers were coded as receiving federal government funding if they received Head Start for either children under 3 years or 3-5, not yet in kindertarten. CB9_RVNU_GOVT_FEDERAL was coded as 2 “No” if the center answered that they had no children funded by Head Start or Title 1. CB9_RVNU_GOVT_FEDERAL was coded as -1. “Don’t know/Refused” if the provider had a value of Don’t know/Refused/No Answer for both age groups in CB9_C12a_M2 as well as for CB9_C12a_M5. In 2012, the variable CB_RVNU_GOVT_FEDERAL was constructed as a direct response to CB_G3_TYPEREV_R_D which asked centers whether they receive any revenues from federal government programs. In 2019, the source question to CB9_RVNU_GOVT_FEDERAL was constructed using survey items CB9_C12a_M2 and CB9_C12a_M5.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don’t Know/Refused/No Answer	934
1	Yes	1,573
2	No	2,685
Total		5,192

CB9_RVNU_GOVT_LOCAL

Variable label	Program receives revenues from: Tuitions paid by local government
Original variables used	CB9_C12_TYPEFED_LOCAL
Notes	This variable indicates whether the center-based provider received revenues from tuitions paid by the local government and is constructed uising survey item C12a3.. C12a. How many children in your program are funded by dollars from the following government programs? 3. Local Government (e.g., Pre-K funding from local school board or other local agency, grants from city or county government) Number of children _____ -2. I don't know, but at least one child is funded this way. CB9_RVNU_GOVT_LOCAL = 1 was coded as “Yes” if there was any enrollment number given greater than 0 or answer choice “I don’t know but at least one child is funded in this way” was selected for the local government item, C12a3. In 2012, the variable CB_RVNU_GOVT_LOCAL was constructed as a direct response to CB_G3_TYPEREV_R_C which asked centers whether they received any revenues from their local government. In 2019, the source question to CB9_RVNU_GOVT_LOCAL was constructed using survey item C12a3. • If a center indicated in either C12a3 that at least one child was funded by the local government, the program was coded as a "Yes" for this variable. • If the program answered that they had no children funded by the local government, the program was coded as a "No" for this variable. • Programs that did not provide a valid response option to item C12a3 were coded as -1 "Don’t Know/Refused/No Answer".

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don’t Know/Refused/No Answer	738
1	Yes	1,239
2	No	3,215
Total		5,192

CB9_RVNU_GOVT_STATE

Variable label	Program receives revenues from: Tuitions paid by state government
Original variables used	CB9_C12_TYPEFED_PK_M, CB9_C12_TYPEFED_CC_UNDER3_M, CB9_C12_TYPEFED_CC_3TO5_M, CB9_C12_TYPEFED_CC_SA_M
Notes	This variable indicates whether the center-based provider is funded by dollars from the state government and is constructed using survey items CB9_C12a_M1 and CB9_C12a_M4: C12a. How many children in your program are funded by dollars from the following government programs? 1. State pre-kindergarten such as [STATE PRE-K NAME] Number of children _____ -2. I don't know, but at least one child is funded this way. 3. Local Government (e.g., Pre-K funding from local school board or other local agency, grants from city or county government) Number of children _____ -2. I don't know, but at least one child is funded this way. CB9_RVNU_GOVT_STATE was coded as 1 “Yes” if the center reported one or more children were funded by either state pre-K or Child Care subsidy programs, including responses that indicated “I don’t know but at least one child is funded in this way.” Center-based providers were coded as receiving state government funding if they received CCDF for either under 3 years or 3-5 years or school-age children. CB9_RVNU_GOVT_STATE was coded as 2 “No” If the center answered that they had no children funded by state pre-k or vouchers/subsidies. CB9_RVNU_GOVT_STATE was coded as -1. “Don’t know/Refused/No Answer” if the provider had a value of Don’t know/Refused/No Answer for CB9_C12a_M1 and for all age groups in CB9_C12a_M4. In 2012, the variable CB_RVNU_GOVT_STATE was constructed as a direct response to CB_G3_TYPEREV_R_B which asked centers whether they receive any revenues from tuitions paid by state governments.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don’t Know/Refused/No Answer	362
1	Yes	3,441
2	No	1,389
Total		5,192

CB9_PRGM_AUSPICE_EXP

Variable label	Auspice and sponsorship
Original variables used	CB9_A8_PROFIT, CB9_A8_SPONSOR, CB9_A9_CHAIN
Notes	This variable categorizes centers based on their type of sponsorship and whether they operate for profit or not. Center-based providers that indicated in survey item A8A that they were “Not for profit” or “Run by a government agency” were prompted to answer survey item A8B. The center then indicated if they were independent or sponsored. Center-based providers that indicated in survey item A8A that they were “For profit” were asked A9 to indicate if they were independently owned and operated or part of a franchise or chain. Based on the answers to the three source questions, a single auspice variable was created with the following categories: 1. For profit independent 2. For profit franchise/chain 3. Nonprofit independent 4. Nonprofit sponsored 5. Run by government independent 6. Run by government sponsored 7. Other The category “Other” includes centers that reported “Other” in survey item A8A and also centers that have a value of Don’t know/Refused/No answer in any of the three sources items (A8A, A8B, A9).

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
1	For profit independent	1,661
2	For profit franchise /chain	254
3	Nonprofit independent	1,427
4	Nonprofit sponsored	849
5	Run by government independent	195
6	Run by government sponsored	696
7	Other	110
Total		5,192

CB9_RVNU_PUBLIC_PRIVATE_MIX

Variable label	Percent of provider's total budget from public and private dollars
Original variables used	CB9_R4_FUNDING_PCT
Notes	This variable captures centers' own report of the approximate percentage of the center's total budget that comes from public and private dollars and is a direct response to survey item R4: R4. Thinking about your entire budget for providing early care and education services to children under age 13, which of the categories below best describes your program? 1. No public dollars received 2. Mostly private dollars with less than 33% public dollars 3. Private dollars are > 33% and Public dollars are more than > 33% 4. Mostly public dollars with less than 33% private dollars 5. No private dollars received

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
-1	Don't Know/Refused/No Answer	253
1	No public dollars received	1,069
2	Mostly private dollars with less than 33% public dollars	1,188
3	Private dollars are > 33% and Public dollars are more than > 33%	460
4	Mostly public dollars with less than 33% private dollars	1,168
5	No private dollars received	1,054
Total		5,192

CB9_RVNU_CENTER_FUND_COMBO

Variable label	Combination of govt revenue sources prov receives funding from at center level

This variable captures the unique combination of sources of government funding that a center is receiving revenue from, based on their responses to survey item C12. This variable specifically considers revenues from:

- State pre-K
- Local Government (e.g., pre-K funding from local school board or other local agency, grants from city or county government)
- Head Start (including Early Head Start)
- Child Care subsidy programs such as CCDF or TANF or State programs (including voucher/certificates, state contracts)

Centers were classified as receiving funding from a governmental source if they reported in survey item C12 that at least one child in any age group was funded by this source.

- CCDF is identified based on C12 response category 4 (Child Care subsidy programs such as CCDF or TANF, including voucher/certificates, state contracts).
- Public pre-K is identified based on C12 response categories 1 or 3 (state pre-K or local government, such as pre-K funding from local school board or other local agency, grants from city or county government).
- Head Start is identified based on C12 response category 2 (Head Start, including Early Head Start).

Based on these classifications, a single CB9_RVNU_CENTER_FUND_COMBO variable was made with the following categories:

1. Only CCDF
2. Only public pre-K
3. Only Head Start
4. Public pre-K and CCDF
5. Head Start and CCDF
6. Head Start and public pre-K
7. Head Start, CCDF, and public pre-K
8. No funding from any of these sources

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
1	Only CCDF	1,259
2	Only public pre-K	726
3	Only Head Start	307
4	Public pre-K and CCDF	751
5	Head Start and CCDF	241
6	Head Start and public pre-K	239
7	Head Start, CCDF, and public pre-K	504
8	No funding from any of these three sources	1,165
Total		5,192

10. COMMUNITY CHARACTERISTICS

The community characteristics section provides information on the urban and poverty density of the population in the community where the center based provider that the workforce respondent was spawned from is located. This section includes the following variables:

Variable Name	Variable Description
WF9_CB_COMM_POVERTY_DENSITY	Center-based provider: Community poverty density
WF9_CB_COMM_URBAN_DENSITY	Center-based provider: Urban ratio categories

WF9_CB_COMM_POVERTY_DENSITY

Variable label	Center-based provider: Community poverty density
Notes	This variable is an indicator of the "density" of low-income population in the community where the center-based provider was located. Community or communities refer to the catchment area for the center-based provider. The raw data is from external data sources. Specifically, raw variables were extracted from 2013-2017 American Community Survey (ACS) database, at the Census-tract level. Poverty density is determined by the percentage of the total population with income below certain levels. To categorize the local community, the weighted percentage of individuals in the local community that are below the Federal Poverty Level (FPL) was used accordingly: • High Poverty Density (>20% of population below FPL), • Moderate-Poverty Density (13.9-20% of population below FPL) • Low-Poverty Density (0-13.8% of population below FPL). The variable WF9_CB_COMM_POVERTY_DENSITY is calculated as the ratio of total population in households with income below 100% the 2017 FPL to the total population. To determine an individual's poverty status, the ACS compares the individual's total family income in the previous 12 months with the poverty threshold appropriate for that individual's family size and composition. See ACS Subject Definitions documentation for more detail: **https://www2.census.gov/programs-surveys/acs/tech_docs/subject_definitions/2017_ACSSubjectDefinitions.pdf** The NSECE's restricted-use center-based provider data file contains a continuous version of this variable. The continuous version presents each case's specific weighted percentage of community poverty density, instead of categorizing that density into three classifications as in the version described here for the public-use data file.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
1	Low poverty density	1,971
2	Moderate poverty density	1,402
3	High poverty density	1,819
Total		5,192

WF9_CB_COMM_URBAN_DENSITY

Variable label	Center-based provider: Urban ratio categories
Notes	This variable was derived using census tract variables from the 2010 Census using the Census Bureau's data portal (**https://data.census.gov/**). The variable summarizes the urban density of all tracts in the community surrounding the center-based provider, giving more influence to tracts nearer the center-based provider. This variable, WF9_CB_COMM_URBAN_DENSITY, classifies communities into 3 categories along a continuum of urban population density. After examining the distribution of the ratio of urban population-to-total population in all NSECE communities (using the community characteristics data), NSECE communities were classified across the urban-rural spectrum as follows: • High density of urban population (values greater than or equal to 0.85) • Moderate density of urban population (values greater than or equal to 0.3 and less than 0.85) • Rural population (values less than 0.3) The NSECE's restricted-use center-based provider data file contains a continuous version of this variable. The continuous version presents each case's specific weighted percentage of community urban density, instead of categorizing that density into three classifications as in the version described here for the public-use data file.

Codes, Response Categories, and Unweighted Frequencies in Data File

Code	Response	Unweighted Frequency
1	High density of urban population	4,567
2	Moderate density of urban population	472
3	Rural population	153
Total		5,192

6. Data File Updates

The table below documents the updates that have been made to the main public-use data file or to the User's Guide.

Description	Topic	Variable Names/Section Names
NOVEMBER 2021		
New variables added to the public-use data file	*Work Experience and Professional Development*	WF9_A13_COURSEOBS WF9_A17_CULTRAIN
Edits to variable		CB9_SERVE_0TO3YRS: Please note: this variable replaces the version of CB9_SERVE_0TO3YRS previously made available in the WF main PU data file dated 01/06/2021. The prior version incorrectly classified a small percentage of cases, which have been correctly reclassified. This update is reflected in the variable's frequency table. WF9_WORK_ROLE: Please note: this variable replaces the version of WF9_WORK_ROLE previously made available in the WF QT data file dated 09/25/2020 and the WF main PU data file dated 01/06/2021. The prior version incorrectly classified a small percentage of cases, which have been correctly reclassified. This update is reflected in the variable's frequency table.

Description	Topic	Variable Names/Section Names
Edits to variable-level documentation (minor updates to variable and value label)		CB9_AGECAT_SERVE_5 CB9_RVNU_CENTER_FUND_COMBO CB9_SERVE_0TO3YRS WF9_A14_FUFILL_REQ WF9_ATTITUDES_PMS_TOT_TRAD_IMP WF9_C1_MOSTOFTEN WF9_C5_OVER4HR_TRAIN WF9_CAREER_CERT_ECE WF9_CAREER_EXPERIENCE WF9_CAREER_REASON WF9_CHAR_CH_UNDER5 WF9_CHAR_COUNTRY_BORN WF9_CHAR_EDUC_MAJOR WF9_CHAR_FIRSTYRUS WF9_CHAR_HEALTH_INSRNCE WF9_CHAR_HHINCOME_WORK WF9_CL11_INTERPRETER_PRCNTCH WF9_CL2_A_ANY_STAFF_BLACK WF9_CL2_B_ANY_STAFF_HISP WF9_CL2_C_ANY_STAFF_WHITE WF9_CL2_D_ANY_STAFF_ASIAN WF9_CL6_PRCNT_CHCLASS_HISP WF9_CL6A_A_PRCNT_CHCLASS_WHITE WF9_CL6A_B_PRCNT_CHCLASS_BLACK WF9_CL6A_C_PRCNT_CHCLASS_ASIAN WF9_CL6A_D_PRCNT_CHCLASS_MIXED WF9_CL8A_FOOD_PRCNTCH WF9_CLASSRM_3TO5 WF9_G_ACTIVITY WF9_METH_2INTVWF WF9_METH_DATA_SOURCE WF9_QUEXLANG WF9_WORK_PLAN_WHEN WF9_WORK_WAGE