



National Survey of  
**Early Care & Education**

# 2019 National Survey of Early Care and Education (NSECE) Quick Tabulation Manual and Codebook Workforce

**OPRE Report #2023-171**

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# 2019 National Survey of Early Care and Education (NSECE) Quick Tabulation Manual and Codebook – Workforce

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## Disclaimer

The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research, and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

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**Note:** *An earlier version of this document was available at ICPSR. This version was updated in August 2023 to include a current OPRE report number and to make a correction to the labels in the manual for one variable, WF9\_PROFDEV\_TOPIC\_NOHS. Users can find a detailed list of updates at the end of this document (see “Data File Updates”).*



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Manual last updated: August 2023

# Introduction

This manual provides information on the 2019 National Survey of Early Care and Education (NSECE) workforce quick tabulation 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 NSECE 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 quick tabulation data files provide a good introduction to the data collected in each survey. We have named these files “quick tabulation” because they are designed for easy, off-the-shelf use without extensive investments in data management or review of documentation. We have developed them as a resource for agency staff, policy firms, and researchers who would like to become familiar with the NSECE data or answer quick-turnaround policy-relevant questions for which tabulations are needed.

This documentation has been developed as a companion to the **2019 NSECE workforce quick tabulation data file**. **Workforce respondents** are lead teachers, teachers, instructors, assistants or aides assigned to classrooms in center-based providers where they work with children age five and under, not yet in kindergarten. Section 1.A provides additional detail on the workforce survey and its sampling methods.

This manual has been designed to introduce users to the NSECE and the data available for analysis. It also offers an overview of key concepts important for the analysis of the workforce survey data. Section 2 of this manual contains detailed codebook entries for each variable contained in the 2019 NSECE workforce quick tabulation data file.

## ► **Section 1: Workforce Quick Tabulation Manual**

This section provides background information on the NSECE, types of data files available, and important concepts for using the data:

- A.** *Study Background* describes the NSECE sample design and data collection effort.
- B.** *Introduction to the NSECE Data Files* provides a brief overview of the NSECE data products generally and a more detailed description of the quick tabulation files in particular.
- C.** *Key Points for Using the Workforce Quick Tabulation Data* outlines the main items that users will need to know in order to work most effectively with the workforce quick tabulation data.
- D.** *Understanding Codebook Entries* prepares data users for using the detailed codebook and provides an overview of a codebook entry with explanations of what is contained in each field.

## ► **Section 2: Workforce Quick Tabulation Variable-level Codebook**

Section 2 includes entries for each variable available in the workforce quick tabulation data file. Entries consist of a detailed description of the variable, including variable label, type of variable, questionnaire items used as sources to create the variable, an explanation of how we constructed the variable, and notes about whether and how the variable compares to equivalent constructs measured in the 2012 NSECE. The codebook also displays unweighted frequencies and weighted percentages for categorical variables, and unweighted and weighted summary statistics for continuous variables.

# SECTION 1: Workforce Quick Tabulation Manual

## A. STUDY BACKGROUND

### 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.<sup>1</sup>

<sup>1</sup> Please see [www.nsece.norc.org](http://www.nsece.norc.org) for a full list of 2019 NSECE team members.



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.

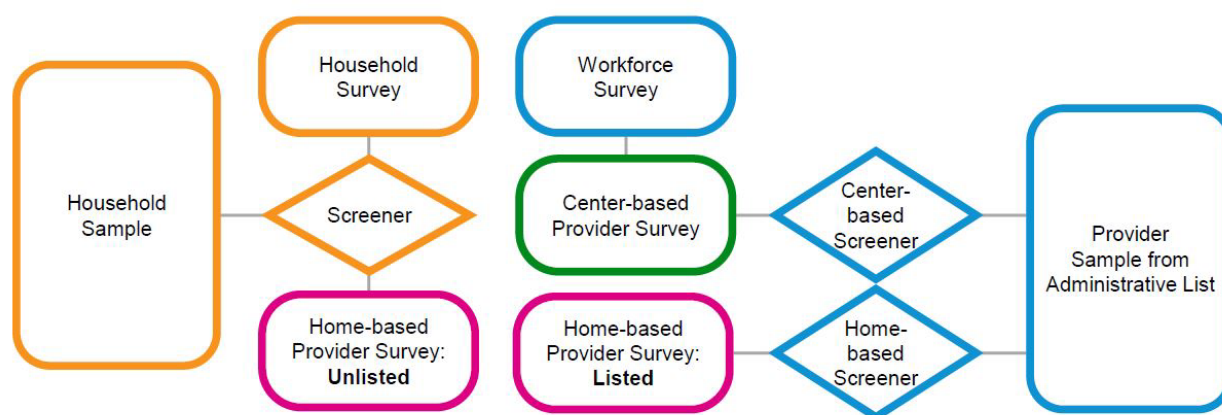
This summary documents key aspects of the 2019 NSECE survey design and data collection process. Data training resources for the NSECE provide extensive additional information about the design of the NSECE sample and the content of the NSECE questionnaires and data files. These resources are available at:

<https://www.childandfamilydataarchive.org/cfda/pages/cfda/nsece.html>.

## Sample Design

**Exhibit 1** provides an overall schematic of the NSECE sample types and questionnaires. The NSECE is a coordinated set of four nationally representative surveys pertaining to the supply of and demand for 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. 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. 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.

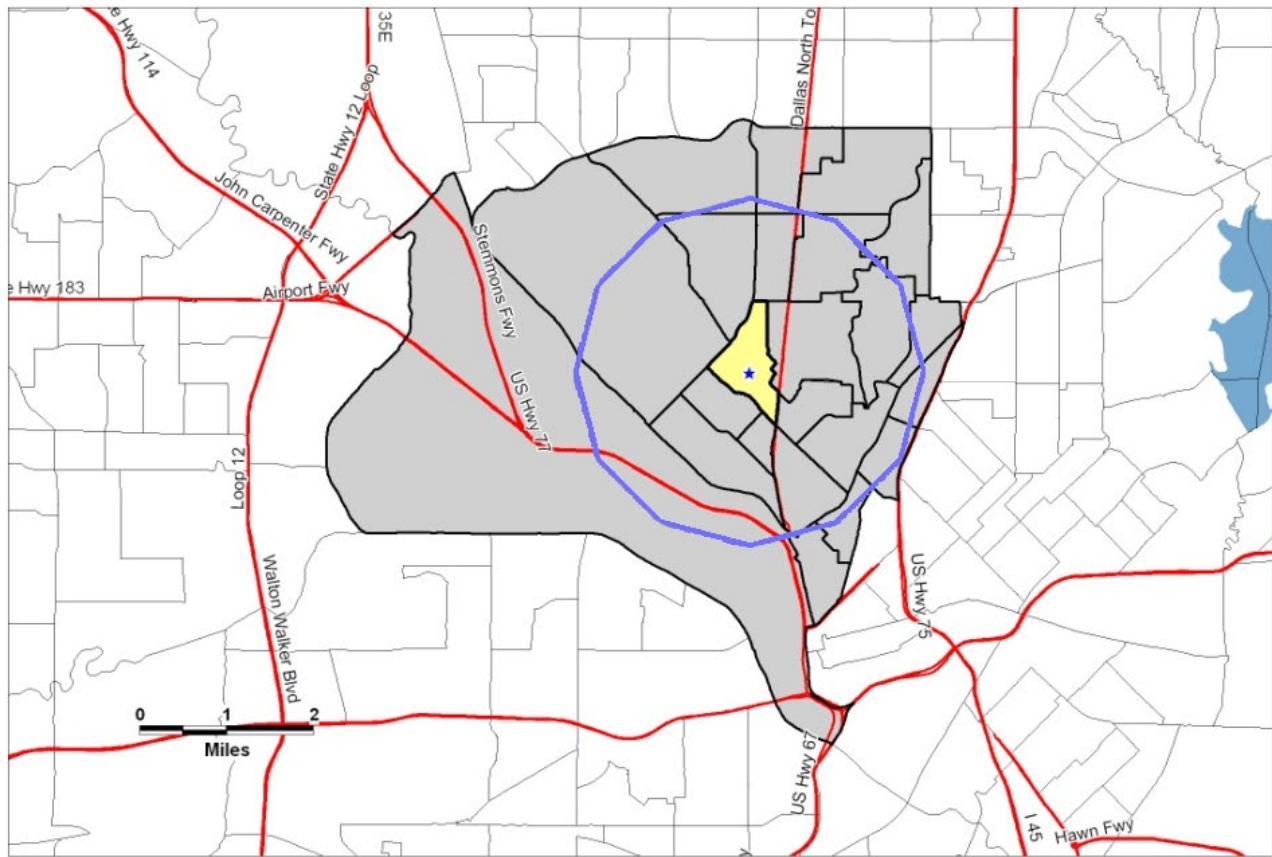
The 2012 NSECE sample design introduced something called the “NSECE provider cluster” for its nationally representative samples of providers. The provider cluster is a cluster of census tracts surrounding a central tract.

We depict a hypothetical provider cluster in **Exhibit 2**, 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. Hypothetical Provider Cluster

### Dallas County 0006.01



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 U.S. 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

Child care licensing list collection occurred 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 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.<sup>2</sup>

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.<sup>3</sup>

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.

<sup>2</sup> 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.

<sup>3</sup> Districts were identified as of 2015–16 school year, using most recently available NCES publications as of summer 2018.

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.

## Component Surveys

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

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.

**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.

**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.

**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, self-reported blend of public/private funding, 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.

**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>

## B. INTRODUCTION TO THE 2019 NSECE DATA FILES

### Overview of the 2019 NSECE Data Files

The NSECE will provide three types of data products from the data collection effort conducted in 2019. These include the following:

- ▶ **Quick Tabulation Files:** Five user-friendly files on various topics designed to facilitate quick tabulations. The NSECE quick tabulation data files provide a good introduction to the data collected across all four surveys. We have named these files “quick tabulation” because they are designed for easy, off-the-shelf use without extensive investments in data management or review of documentation. We developed them as a resource for agency staff, policy firms, and researchers who would like to become familiar with the NSECE data or answer quick-turnaround policy-relevant questions for which tabulations are needed. **Exhibit 4** lists these files and summarizes the content of each.
- ▶ **Public-use Data Files:** Five data files include questionnaire response data and extensive created variables. These are more complex files most suitable for individuals with programming expertise and data/statistical knowledge. These include the household survey data file, the child calendar household survey data file, the center-based provider survey data file, the home-based provider survey data file, and the classroom staff workforce survey data file.
- ▶ **Restricted-use Data Files:** A variety of restricted use data are available for each of the four surveys. Restricted use data include variables not available in the public-use files due to disclosure risk. These files contain survey response data and extensive created variables along with PSU and state identification where possible without disclosing individual respondents. These will be available to approved research projects subject to researcher agreement on data access requirements and publication/dissemination restrictions. These files will serve as supplements to the public-use files. Three levels of restricted-use NSECE data are available.

**Exhibit 3** below summarizes the content of these three types of data products.

**Exhibit 3. Characteristics of the NSECE Data Products**

	Quick Tabulation	Main Public Use Data Files	Restricted Use Data Files
<b>Total No. of Files</b>	5	5	4
<b>Access to Files</b>	Unrestricted use	Unrestricted Use	Restricted Use
<b>Expected Users</b>	Agency staff, policy firms, and researchers exploring data	Academic researchers with programming knowledge and statistical expertise	Academic researchers with programming knowledge and statistical expertise
<b>Approximate number of variables per file</b>	100 – 200	200 – 26,000	20 – 200
<b>Type of Data</b>	<ul style="list-style-type: none"> <li>Some questionnaire response data</li> <li>Some created variables</li> <li>Community characteristics from ACS data</li> <li>No identifying information</li> </ul>	<ul style="list-style-type: none"> <li>All questionnaire response data represented subject to disclosure considerations</li> <li>Extensive created variables</li> <li>Community characteristics from ACS data</li> <li>No identifying information</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaire response data with disclosure risk</li> <li>PSU and state identification where possible</li> <li>SSU identifiers (linking variables, not actual location)</li> </ul>

**Quick Tabulation Data Files**

The NSECE team has prepared five easy-to-use ‘quick tabulation’ files using data from the four NSECE surveys.

**Exhibit 4. 2019 NSECE Quick Tabulation Data Files and Their Characteristics**

Quick Tabulation File	Characteristics
<b><i>Household child-level file</i></b>	Contains data from the household survey specific to the children under age 13 in the household. Data includes child characteristics and care arrangements, as well as selected household characteristics.
<b><i>Center-based provider-level file</i></b>	Contains data from the center-based provider survey including center characteristics, age groups served, enrollment, etc.
<b><i>Workforce file</i></b>	Contains data from the workforce survey on teachers and caregivers who were randomly selected from completed center-based provider surveys. Data includes work experiences, personal characteristics, and professional development activities.
<b><i>Listed home-based provider-level file</i></b>	Contains data for home-based providers sampled from administrative lists (containing regulated, registered, licensed, and other providers) including characteristics, services offered, and characteristics of children served.
<b><i>Unlisted home-based provider-level file</i></b>	Contains data for home-based providers identified through the household screener and not appearing on state or national lists (these are adults caring for children not their own at least five hours per week in a home-based setting). Data includes characteristics, services offered, and characteristics of children served.

These files provide easy access to some of the NSECE survey data in a user-friendly format. To enable users to perform quick and informative tabulations, we include approximately 100 to 200 of the most policy-relevant variables in each of the quick tabulation files. We only selected variables suitable for quick analysis; we reserved items requiring coding or cleaning for the public-use files. Furthermore, we gave all quick tabulation variables meaningful names and labels, and ensured they can all be used with one sampling weight for each file. We have also constructed the files in such a way that no knowledge of the questionnaires or skip patterns is required. To help guide users, we developed a codebook with variable descriptions and variable descriptive statistics for each file. **This manual contains a codebook for the workforce quick tabulation data file in Section 2.**

While each file is a separate entity, they allow for key linkages to other quick tabulation files. In Section 1.C we explain how the workforce quick tabulation data file relates to other survey data and how linkages can be made across some files.

## C. KEY POINTS FOR USING THE WORKFORCE QUICK TABULATION DATA

The workforce quick tabulation data file contains variables that are a subset of the workforce main public use data file. These variables were named so users can easily see related variables and group them by topics or areas of interest. The workforce quick tabulation data provide information on teachers and caregivers working in centers and caring for children, including personal characteristics, work experiences, and professional development activities.

### Workforce Respondent

Respondents for the workforce survey were sampled from completed center-based provider surveys. The center-based provider questionnaire randomly selected classroom staff from a selected age group 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.

### Sampling Weights

All variables in the workforce quick tabulation 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.

## **Workforce Records Spawned from Center-Based Administrative Data Collection**

In 2012 NSECE all information for center-based providers came from center-based provider interviews. In 2019, there were two sources of information for center-based providers: interview data and administrative data sources. In the 2019 center-based provider data file, 483 of the 6,917 center-based providers did not complete an interview and instead data for these providers come from administrative data sources. Please refer to the Center-Based Provider Quick Tabulation documentation for more details on the collection of administrative data for selected center-based providers.

Each of the 483 center-based providers with only administrative data (and no interview data) was assumed to have spawned one workforce respondent. Workforce cases spawned from an administrative data case have a positive weight and are included in the workforce quick tabulations file, however, no data, either from interviews 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 workforce data file. 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 cases from these center-based providers using variable WF9\_METH\_DATA\_SOURCE. The variable-level entry for this variable in Section 2: Workforce Provider Quick Tabulation Variable-level Codebook 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 the WF9\_METH\_PUBSCHFLAG variable 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 retain a clearly defined sample group and define the population of inference as the non-public school workforce.

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

## Relationship to Other 2019 Quick Tabulation Data Files

Because the workforce respondent was sampled from the center-based provider survey, the relationship between the two surveys extends to the data files.

The workforce quick tabulation data file can be linked directly to the center-based provider quick tabulation data file (and public-use data file) through the variable CB9\_METH\_CASEID. This linking allows users to view more information about the provider where the workforce respondent cares for children and to gain additional context for the data in the workforce files.

The workforce quick tabulation data file also has some significant parallels to the home-based provider data files. So that the NSECE could create a comprehensive picture of individuals providing care for children across settings, the workforce and home-based provider surveys captured data across many of the same constructs. The codebook entries for variables in the workforce quick tabulation data file contain a field called “Counterpart in the Home-based Quick Tab Files” where data users can find similar information for the home-based providers.

## Comparability with the 2012 Workforce Quick Tabulation File

The 2019 NSECE questionnaires were designed to facilitate comparisons between data collected across both rounds of the NSECE, and we have developed the 2019 data files to support this work further. Each variable-level entry includes a field that identifies comparability with the 2012 variable to help guide data users as they plan analyses across 2012 and 2019. This field includes four values described below:

- ▶ **Direct comparisons possible:** the source questions are the same in 2012 and 2019 and we constructed the quick tabulation variable in the same way across both rounds.
- ▶ **Compare with caution:** some aspect of the variable has changed since 2012. In many cases, the question wording may have been adjusted in an effort to collect better quality data in 2019, or response options have been adjusted slightly. Such changes may have affected how we constructed the variable in 2019. The notes will include a description of the differences between the 2012 and 2019 source questions or other aspects of the variable itself to help inform analysis.



- ▶ **Direct comparisons not feasible:** The 2019 variable differs in substantial ways from the 2012 version and therefore direct comparisons between the two are not feasible. When variables differ significantly from their 2012 counterparts, we assigned a new variable name in 2019 to discourage direct comparisons. The variable-level notes will include some details on how these variables differ from the 2012 versions to help inform tabulations and analysis.
- ▶ **N/A, new variable for 2019:** The variable is new in 2019 and has no counterpart in the 2012 file.

For an overview of the comparability of the 2012 and 2019 quick tabulation data files see **Exhibit 9**.

## D. UNDERSTANDING CODEBOOK ENTRIES

### Codebook Entry Overview

This manual includes variable descriptions and variable descriptive statistics in Section 2, Workforce Provider Quick Tabulation Variable-level Codebook. These entries include everything a user needs to know in order to create tabulations with the data.

**Exhibit 5** below provides a detailed description of each component in the codebook entry. **Exhibit 6** includes a sample codebook entry for reference.

### Exhibit 5. Codebook Entry Feature Descriptions

Description	Component #	Codebook Entry Sample
<b>Variable name:</b> Name of variable in the quick tabulation (QT) data file. We created these names by using nested categories that distinguish the questionnaire and the content of the variable. Variables in 2019 data files include a “9” after the survey identifier in the first piece of the name.	1	WF9_CAREER_CERT
<b>Variable label:</b> A short - 80 characters or less - descriptor of the variable content. The variable label is shown in the data file and is similar to the variable label included in the documentation. Data users may use variable labels, in addition to variable names, to search for specific constructs within the data file.	2	R has Child Development Associate (CDA) cert OR state cert/endorsement for ECE
<b>Description:</b> A longer explanation of the variable content.	3	Workforce respondent had a Child Development Associate (CDA) certificate OR state certification or endorsement for early care and education (ECE).

Description	Component #	Codebook Entry Sample
<p><b>Variable type:</b> This field identifies the variable type. You will find four types in the quick tabulation files:</p> <p><u>Direct report from survey</u> – frequency calculations were based on responses directly from respondents’ answers to questions.</p> <p><u>Constructed variable</u> – variables constructed using two or more variables to create a more comprehensive value(s). These variables may also be referred to as “derived variables” in other NSECE documentation (e.g., user’s guides).</p> <p><u>Methodological variable</u> – variables needed to generate frequencies and conduct data analysis (weights, ID, etc.).</p> <p><u>External variable</u> – variables created using external data sources like community characteristics data from the Census Bureau.</p>	4	Constructed variable
<p><b>Counterpart in Home-based Quick Tab data file(s):</b> Indicates whether there is a corresponding variable in the home-based quick tabulation data file, designated as “Yes” or “N/A.”</p>	5	Yes
<p><b>Comparability with 2012:</b> Indicates how comparable 2019 variables are to the version in the 2012 file. For more information, see section 1.C above (Comparability with the 2012 Workforce Provider Quick Tabulation Data File)</p>	6	Compare with caution
<p><b>Source questions asked of respondents:</b> Section includes questions from the questionnaire that are relevant to the quick tabulation variable. Direct report variables include the text of the question asked of respondents; constructed variables include text for all questions used to create the new variable.</p>	7	<p>A6B_M. (WF9_A6_CERT) Do you have a state certification or endorsement for early care and education?</p> <p>1. Yes</p> <p>2. No</p> <p>A6A_M. (WF9_A6_CDA) Do you have a Child Development Associate (CDA) certificate?</p> <p>1. Yes</p> <p>2. No</p>
<p><b>Variable construction:</b> A longer explanation of the variable content and how it was constructed. This includes a description of the universe along with any other assumptions or definitions used in the creation of the variable if applicable.</p>	8	<p>This variable combines A6A_M and A6B_M to indicate whether workforce respondent has a CDA certificate, a state certification to teach young children, special education or elementary school, neither or both certificates.</p> <p>Please see the complete variable entry for complete documentation.</p>

Description	Component #	Codebook Entry Sample
<p><b>Notes:</b> Additional points users may find helpful including NSECE resources and materials beyond the quick tabulation manual that will provide further information on the study, the data files, and select variables.</p>	9	<p>In 2012, information on ECE certification or endorsement for ECE was captured in a slightly different item, which included this certification along with a Child Development Associate, in the question...</p> <p>Please see the complete variable entry for complete documentation.</p>
<p><b>Responses:</b> A short description of each value the variable takes. For continuous variables, we include a range of observed responses along with descriptions for any reserve codes associated with the variable.</p> <p>“Added:” text indicates that this value was not initially included as a response option to the original questionnaire item, but appears in the code frame as a value introduced by the project team during post-data collection coding.</p>	10	<p><b>Response</b></p> <p>Neither state certification nor CDA</p> <p>State certification only</p> <p>Child development associate (CDA) certificate only</p> <p>Both CDA and state certifications</p> <p>Don't Know/Refused/No Answer</p> <p>WF spawned from center with only administrative data</p>
<p><b>Codes:</b> This field contains the numerical value associated with each response category.</p>	11	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>-8</p> <p>-1</p>
<p><b>Unweighted Frequency/Statistics:</b> 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.</p> <p>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 the intended analysis is supported by the sample size of a specific category.</p>	12	<p><b>Unweighted Frequency</b></p> <p>2,146</p> <p>1,101</p> <p>622</p> <p>722</p> <p>483</p> <p>118</p>

Description	Component #	Codebook Entry Sample
<p><b>Weighted Percentage/Statistics:</b> For categorical variables, this field contains the percentage associated with the weighted frequency of each response category. Percentages display two decimal points and add up to 100 percent. They are calculated over all cases in the data file with valid values; reserve codes are excluded. For continuous variables, we provide the weighted mean and different percentiles. The calculation of means and percentiles excludes reserve codes and only includes valid cases.</p> <p>Users may use these percentages or statistics as a way to validate their proper use of weights.</p>	13	<p><b>Weighted Percentage</b></p> <p>49.16%</p> <p>23.59%</p> <p>13.81%</p> <p>12.18%</p> <p>1.26%</p> <p>-</p>

**Exhibit 6. Sample Codebook Entry**

<b>1</b> →	<b>Variable name:</b>	WF9_CAREER_CERT		
<b>2</b> →	<b>Label:</b>	R has Child Development Associate (CDA) cert. OR state cert/endorsement for ECE		
<b>3</b> →	<b>Description:</b>	Workforce respondent had a Child Development Associate (CDA) certification OR state certification or endorsement for early care and education (ECE)		
<b>4</b> →	<b>Variable type:</b>	Constructed variable		
<b>5</b> →	<b>Counterpart in Home-based Quick Tab data file(s):</b>	Yes		
<b>6</b> →	<b>Comparability with 2012</b>	Compare with Caution		
<b>7</b> →	<b>Source questions asked of respondents:</b>	A6B_M. (WF9_A6_CERT) Do you have a state certification or endorsement for early care and education? 1. Yes 2. No A6A_M. (WF9_A6_CDA) Do you have a Child Development Associate (CDA) certificate? 1. Yes 2. No		
<b>8</b> →	<b>Variable construction:</b>	This variable combines A6A_M and A6B_M to indicate whether workforce respondent has a CDA certificate, a state certification to teach young children, special education or elementary school, neither or both certificates. Please see the complete variable entry for complete documentation.		
<b>9</b> →	<b>Notes:</b>	In 2012, information on ECE certification or endorsement for ECE was captured in a slightly different item, which included this certification along with a Child Development Associate, in the question... Please see the complete variable entry for complete documentation.		
<b>10</b> →	<b>Response</b>	<b>11</b> → <b>Codes</b>	<b>12</b> → <b>Unweighted Frequency</b>	<b>13</b> → <b>Weighted Percentage</b>
Neither state certification nor CDA		1	2,146	49.16%
State certification only		2	1,101	23.59%
Child development associate (CDA) certificate only		3	622	13.81%
Both CDA and state certifications		4	722	12.18%
WF spawned from center with only administrative data		-8	483	1.26%
Don't Know/Refused/No Answer		-1	118	-

## SECTION 2: Workforce Quick Tabulation Variable-level Codebook

This section includes codebook entries for the workforce quick tabulation data file. Entries include a detailed description of the variable, including variable label, type of variable, questionnaire items used as sources to create the variable, an explanation of how we constructed the variable, and notes about whether and how the variable compares to similar constructs measured in the 2012 NSECE. The codebook also displays unweighted frequencies and weighted percentages for categorical variables, and unweighted and weighted summary statistics for continuous variables.

In order to provide an overview of the data file content, we have included a list of quick tabulation variable names and abbreviations in **Exhibit 7**. We show the constructs and associated variables in the data file in **Exhibit 8** and we present the codebook entries that follow by variable family/grouping.

### A. QUICK TABULATION OF VARIABLE NAMES

We created the variable names for the quick tabulation data files by using a set of nested categories that indicate topic areas. Taken together, these categories describe the content of the variable. In many cases, we use abbreviations instead of complete words. **Exhibit 7** below contains the abbreviations we used for the variable names and what they stand for.

**Exhibit 7. Abbreviations Used in Quick Tabulation Variable Names**

ABBREVIATION	MEANING	ABBREVIATION	MEANING
apprcte	Appreciated	ece	Early care and education
bgchk	Background check	educ	Education
C	Case	ft	Full-time
Cat	Category	firstyrus	First year in the United States
Cb	Center-based	govt	Government
Cda	Child Development Associate	hb	Home-based
cert	Certification	hbpaid	Home-based paid
Ch	Child	hh	Household
char	Characteristics	hhincome	Household income
classrm	Classroom	hisp	Hispanic
comm	Community characteristic	hrs	Hours
Dis	Distance	hs	Head Start

ABBREVIATION	MEANING
Dk	Don't know
nonhs	No high school diploma
lang	Language
meth	Methodological
plan	Plans
prcnt	Percent
prgm	Program
prnts	Parents
profassoc	Professional association
profdevp	Professional development

ABBREVIATION	MEANING
insrnce	Insurance
psu	Primary sampling unit
pubschflag	Public school flag
wf	Workforce
wrkshp	Workshop
ysr	Years

### Exhibit 8. Codebook Entry Variable Family/Grouping Listing

VARIABLE GROUP NAMES	VARIABLE NAME	
WF9_CAREER	WF9_CAREER_CERT	WF9_CAREER_PROFASSOC
	WF9_CAREER_CERT_CDA	WF9_CAREER_REASON
	WF9_CAREER_CERT_ECE	WF9_CAREER_SEARCH
	WF9_CAREER_EXPERIENCE	WF9_CAREER_SEARCH_WHY
	WF9_CAREER_HBPAID	WF9_CAREER_UNION
WF9_CHAR	WF9_CHAR_CH_6TO12	WF9_CHAR_HEALTH_INSRNCE
	WF9_CHAR_CH_UNDER5	WF9_CHAR_HHINCOME
	WF9_CHAR_COUNTRY_BORN	WF9_CHAR_HHINCOME_WORK
	WF9_CHAR_EDUC	WF9_CHAR_HISP
	WF9_CHAR_EDUC_MAJOR	WF9_CHAR_LANG
	WF9_CHAR_GENDER	WF9_CHAR_MARITAL
	WF9_CHAR_GOV_T_PRGM	WF9_CHAR_RACE
	WF9_CHAR_FIRSTYRUS	WF9_CHAR_YEAR_BORN
WF9_COMM	WF9_CB_COMM_POVERTY_DENSITY	WF9_CB_COMM_URBAN_DENSITY
WF9_DIS	WF9_DIS_HHCB_C	-
WF9_PROFDEV	WF9_PROFDEV_COACH	WF9_PROFDEV_MEETING
	WF9_PROFDEV_COURSE	WF9_PROFDEV_TOPIC_NONHS
	WF9_PROFDEV_CLASSRMSTAFF	WF9_PROFDEV_WRKSHIP
	WF9_PROFDEV_HELP_COST	WF9_PROFDEV_WRKSHIP_TYPE
	WF9_PROFDEV_HELP_TIME	WF9_PROFDEV_TOPIC_HS
	WF9_PROFDEV_HELP_TUITION	-
WF9_METH	CB9_METH_CASEID	WF9_METH_VSTRATUMPU
	WF9_METH_CASEID	WF9_METH_WEIGHT



VARIABLE GROUP NAMES	VARIABLE NAME	
	WF9_METH_FILEVERSION	WF9_REGION
	WF9_METH_VPSUPU	WF9_PROFDEV_HS_ONLINE
<b>WF9_METH</b>	WF9_METH_PUBSCHFLAG	WF9_METH_DATA_SOURCE
<b>WF9_WORK</b>	WF9_WORK_BEHAVIOR	WF9_WORK_PLAN_WHEN
	WF9_WORK_BEHAVIOR_SKILLS	WF9_WORK_PRNTS_APPRCTE
	WF9_WORK_CH_HAPPY	WF9_WORK_PRNTS_BLAAME
	WF9_WORK_CLASSES	WF9_WORK_PRNTS_LATE
	WF9_WORK_DISABLED	WF9_WORK_PRNTS_TALK
	WF9_WORK_FT	WF9_WORK_RESPECT
	WF9_WORK_HELP_AVAILABLE	WF9_WORK_REVIEW
	WF9_WORK_HRS_CAT	WF9_WORK_ROLE
	WF9_WORK_LANG_PRCNT	WF9_WORK_TEAMWORK
	WF9_WORK_LEARNING_SKILLS	WF9_WORK_YRS
	WF9_WORK_MONTHS	WF9_WORK_CH_STRESS
	WF9_WORK_MOVE_CLASSROOMS	WF9_WORK_BGCHK_PROTECT
	WF9_WORK_PLAN	WF9_WORK_BGCHK_DISCOURAGE
	WF9_WORK_BGCHK_EASY	WF9_WORK_LANG_FAMILIES
	WF9_WORK_WAGE	
	WF9_WORK_WAGE_IMP	
<b>WF9_CLASSRM</b>	WF9_CLASSRM_UNDER3	WF9_CLASSRM_3TO5

## B. RELATIONS BETWEEN 2012 AND 2019 QUICK TABULATION DATA FILES

We depict the relations between the 2012 and 2019 quick tabulation data files in **Exhibit 9**.

The variables in the 2012 and 2019 quick tabulation files may be different because:

- (a) A construct from the 2012 file does not exist in the 2019 questionnaire
- (b) We created a new variable for 2019 that was not present in the 2012 file
- (c) We did not include a variable in the quick tabulation data file although it may be forthcoming in subsequent data files
- (d) The same variable may be in the 2012 and 2019 quick tabulation data files but may not be directly comparable (see individual codebook entry notes for further description).

Additional description of the comparability of variables that are included in the 2012 and 2019 quick tabulation data files can be found in section 1.C Comparability with the 2012 Workforce Quick Tabulation File above and in individual variable codebook entries under *notes*.

**Exhibit 9. Relations between the 2012 and 2019 Quick Tabulation Data Files**

Construct	Forthcoming or Existing 2019 Variable Name	In 2012 and/or 2019 QT	2012 and 2019 Comparability	2012 Variable name, if different from 2019
<b>Attitudes</b>	WF9_ATTITUDES_HW_FOCUS	In 2012 QT Only: Source item not included in 2019 questionnaire	-	-
	WF9_ATTITUDES_PMS_PROG	In 2012 QT Only: Forthcoming	-	-
	WF9_ATTITUDES_PMS_PROG_IMP	In 2012 QT Only: Forthcoming	-	-
	WF9_ATTITUDES_PMS_TOT_TRAD	In 2012 QT Only: Forthcoming	-	-
	WF9_ATTITUDES_PMS_TOT_TRAD_IMP	In 2012 QT Only: Forthcoming	-	-
	WF9_ATTITUDES_PMS_TRAD	In 2012 QT Only: Forthcoming	-	-
	WF9_ATTITUDES_PMS_TRAD_IMP	In 2012 QT Only: Forthcoming	-	-
	WF9_ATTITUDES_SOCIAL_FOCUS	In 2012 QT Only: Source item not included in 2019 questionnaire	-	-
	WF9_ATTITUDES_STRCTR_PLAY	In 2012 QT Only: Source item not included in 2019 questionnaire	-	-
	WF9_ATTITUDES_TOO_YOUNG	In 2012 QT Only: Source item not included in 2019 questionnaire	-	-
<b>Career</b>	WF9_CAREER_CERT	In 2012 and 2019 QT	Compare with caution	-
	WF9_CAREER_CERT_CDA	New in 2019	-	-
	WF9_CAREER_CERT_ECE	New in 2019	-	-
	WF9_CAREER_EXPERIENCE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CAREER_HBPAID	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CAREER_PROFASSOC	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CAREER_REASON	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CAREER_SEARCH	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CAREER_SEARCH_WHY	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CAREER_UNION	In 2012 and 2019 QT	Direct comparisons possible	-
<b>Characteristics</b>	WF9_CHAR_CH_6TO12	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_CH_UNDER5	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_COUNTRY_BORN	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_EDUC	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_EDUC_MAJOR	In 2012 and 2019 QT	Compare with caution	-
	WF9_CHAR_FIRSTYRUS	New in 2019	-	-
	WF9_CHAR_GENDER	In 2012 and 2019 QT	Direct comparisons possible	-

Construct	Forthcoming or Existing 2019 Variable Name	In 2012 and/or 2019 QT	2012 and 2019 Comparability	2012 Variable name, if different from 2019
<b>Characteristics</b>	WF9_CHAR_GOVT_PRGM	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_HEALTH_INSRNCE	In 2012 and 2019 QT	Compare with caution	-
	WF9_CHAR_HHINCOME	In 2012 and 2019 QT	Compare with caution	-
	WF9_CHAR_HHINCOME_WORK	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_HISP	In 2012 and 2019 QT	Compare with caution	-
	WF9_CHAR_LANG	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_MARITAL	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CHAR_RACE	In 2012 and 2019 QT	Compare with caution	-
	WF9_CHAR_YEAR_BORN	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_DIS_HHCB_C	New in 2019	-	-
<b>Classroom</b>	WF9_CLASSRM_3TO5	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CLASSRM_UNDER3	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_CLASSRM_SA	In 2012 QT Only: Forthcoming	-	-
<b>Community Characteristics</b>	WF9_CB_COMM_POVERTY_DENSITY	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_COMM_URBAN_DENSITY	In 2012 QT Only: Forthcoming	-	-
<b>Methodological</b>	CB9_METH_CASEID	In 2012 and 2019 QT	N/A	-
	WF9_METH_DATA_SOURCE	New in 2019	-	-
	WF9_METH_CASEID	In 2012 and 2019 QT	N/A	-
	WF9_METH_FILEVERSION	In 2012 and 2019 QT	N/A	-
	WF9_METH_PUBSCHFLAG	New in 2019	-	-
	WF9_METH_VPSUPU	In 2012 and 2019 QT	N/A	WF_METH_VPSU
	WF9_METH_VSTRATUMPU	In 2012 and 2019 QT	N/A	WF_METH_VSTRATUM
	WF9_METH_WEIGHT	In 2012 and 2019 QT	N/A	-
	WF9_REGION	New in 2019	-	-
<b>Professional Development</b>	WF9_PROFDEV_CLASSRMSTAFF	In 2012 and 2019 QT	Direct comparisons not feasible	WF_PROFDEV_GROUP
	WF9_PROFDEV_COACH	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_PROFDEV_COURSE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_PROFDEV_HELP_COST	In 2012 and 2019 QT	Compare with caution	-
	WF9_PROFDEV_HELP_TIME	In 2012 and 2019 QT	Compare with caution	-
	WF9_PROFDEV_HELP_TUITION	In 2012 and 2019 QT	Compare with caution	-
	WF9_PROFDEV_HS_ONLINE	New in 2019	-	-

Construct	Forthcoming or Existing 2019 Variable Name	In 2012 and/or 2019 QT	2012 and 2019 Comparability	2012 Variable name, if different from 2019
	WF9_PROFDEV_MEETING	In 2012 and 2019 QT	Direct comparisons possible	-
<b>Professional Development</b>	WF9_PROFDEV_TOPIC_HS	New in 2019	-	-
	WF9_PROFDEV_TOPIC_NONHS	In 2012 and 2019 QT	Direct comparisons not feasible	WF_PROFDEV_TOPIC
	WF9_PROFDEV_WRKSHP	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_PROFDEV_WRKSHP_TYPE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_PROFDEV_VISIT	In 2012 QT Only: Source item not included in 2019 questionnaire	-	-
<b>Serve</b>	WF9_CB_SERVE_1YR	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_SERVE_2YR	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_SERVE_3YR	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_SERVE_4YR	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_SERVE_5YR	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_SERVE_INF	In 2012 QT Only: Forthcoming	-	-
	WF9_CB_SERVE_SA	In 2012 QT Only: Forthcoming	-	-
<b>Work</b>	WF9_WORK_BEHAVIOR	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_BEHAVIOR_SKILLS	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_BGCHK_DISCOURAGE	New in 2019	-	-
	WF9_WORK_BGCHK_EASY	New in 2019	-	-
	WF9_WORK_BGCHK_PROTECT	New in 2019	-	-
	WF9_WORK_CH_HAPPY	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_CH_STRESS	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_CLASSES	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_CRCLM	In 2012 QT Only: Forthcoming	-	-
	WF9_WORK_CRCLM_NAME	In 2012 QT Only: Forthcoming	-	-
	WF9_WORK_DAYS	In 2012 QT Only: Source item not included in 2019 questionnaire	-	-
	WF9_WORK_DISABLED	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_FT	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_HELP_AVAILABLE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_HRS_CAT	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_LANG_FAMILIES	New in 2019	-	-
	WF9_WORK_LANG_PRCNT	In 2012 and 2019 QT	Direct comparisons possible	-

Construct	Forthcoming or Existing 2019 Variable Name	In 2012 and/or 2019 QT	2012 and 2019 Comparability	2012 Variable name, if different from 2019
	WF9_WORK_LEARNING_SKILLS	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_MONTHS	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_MOVE_CLASSROOMS	In 2012 and 2019 QT	Compare with caution	-
Work	WF9_WORK_PLAN	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_PLAN_WHEN	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_PRNTS_APPRCTE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_PRNTS_BLAAME	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_PRNTS_LATE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_PRNTS_TALK	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_RESPECT	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_REVIEW	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_ROLE	In 2012 and 2019 QT	Compare with caution	-
	WF9_WORK_TEAMWORK	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_WAGE	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_WAGE_IMP	In 2012 and 2019 QT	Direct comparisons possible	-
	WF9_WORK_YRS	In 2012 and 2019 QT	Direct comparisons possible	-

## C. CODEBOOK ENTRIES

**Variable name:** WF9\_CAREER\_CERT

**Label:** R has Child Development Associate (CDA) cert OR state cert/endorsement for ECE

**Description:** Workforce respondent had a Child Development Associate (CDA) certificate OR state certification or endorsement for early care and education (ECE).

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** Compare with caution

**Source questions asked of  
respondents:** A6A\_M. (WF9\_A6\_CDA) Do you have a Child Development Associate (CDA) certificate?

1. Yes
2. No

A6B\_M. (WF9\_A6\_CERT) Do you have a state certification or endorsement for early care and education?

1. Yes
2. No

**Variable construction:** This variable combines A6A and A6B to indicate whether workforce respondent has a CDA certificate, a state certification to teach young children, special education or elementary school endorsement for early care and education, 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 answered no to one of the two items and did not answer the other item, WF9\_CAREER\_CERT was coded as -2 (Not enough information to code).
- If the respondent did not answer any of the two items, WF9\_CAREER\_CERT was coded as -1 (Don't know/Refused/No Answer).

**Notes:** 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\_M and A6B\_M, and neither of these two new items included a reference to special education or elementary school certification. Original response data is available in the NSECE Workforce restricted-use data file.



<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Neither state certification nor CDA	1	2,146	49.16%
State certification only	2	1,101	23.59%
Child development associate (CDA) certificate only	3	622	13.81%
Both CDA and state certifications	4	722	12.18%
WF spawned from center with only administrative data	-8	483	1.26%
Don't Know/Refused/No Answer	-1	118	-

**Variable name:** WF9\_CAREER\_CERT\_CDA**Label:** R has a Child Development Associate certificate (CDA)**Description:** Workforce respondent had a Child Development Associate (CDA) certificate.**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** Yes**Comparability with 2012:** N/A, new variable for 2019**Source questions asked of  
respondents:** A6A\_M. (WF9\_A6\_CDA) Do you have a Child Development Associate (CDA) certificate?  
1. Yes  
2. No**Variable construction:** Direct response to survey item.**Notes:** In 2012, information on CDA was reported along with state certification to teach young children, special education or elementary school, 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\_M and A6B\_M, and neither of these two new items included a reference to special education or elementary school certification.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,344	25.59%
No	2	3,291	73.17%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	74	-

**Variable name:** WF9\_CAREER\_CERT\_ECE**Label:** R has state certification or endorsement for ECE**Description:** Workforce respondent had a state certification or endorsement for early care and education (ECE).**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** Yes**Comparability with 2012:** N/A, new variable for 2019**Source questions asked of  
respondents:** A6B\_M. (WF9\_A6\_CERT) Do you have a state certification or  
endorsement for early care and education?  
1. Yes  
2. No**Variable construction:** Direct response to survey item.**Notes:** In 2012, information on ECE certification or endorsement for ECE was captured in a slightly different item, which included Child Development Associate (CDA) along with state certification to teach young children, special education or elementary school, 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\_M and A6B\_M, and none of these two new items included a reference to special education or elementary school certification.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,823	36.11%
No	2	2,746	62.62%
WF spawned from center with only administrative data	-8	483	1.27%
Don't Know/Refused/No Answer	-1	140	-

**Variable name:** WF9\_CAREER\_EXPERIENCE

**Label:** Years caring for children under age 13

**Description:** Number of years of paid experience workforce respondent worked with children other than their own, who were under age 13

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** A2. (WF9\_A2\_PAIDEXP\_YEAR, WF9\_A2\_PAIDEXP\_MONTH) How many years of paid experience do you have working with children other than your own, who are under age 13? Please include any paid experience in a home or center-based setting, including relatives, or paid experience you have from another country.

\_\_\_\_ Years \_\_\_\_ Months

**Variable construction:** 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 (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 -1 (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, and more than 25 years.

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
<=5 years	1	1,279	32.21%
>5 to <=10 years	2	1,039	22.96%
>10 to <=15 years	3	756	15.06%
>15 to <=20 years	4	645	12.14%
>20 to <=25 years	5	362	5.43%
>25 years	6	566	10.97%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	62	-

**Variable name:** WF9\_CAREER\_HBPAID**Label:** Done paid work with children under age 13 in home-based setting since turning 18**Description:** Workforce respondent did paid work with children under age 13 in a home-based setting since turning 18.**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** A2a. (WF9\_A2\_HBPAID) Since you turned 18, have you done paid work with children under age 13 in a home-based setting?

1. Yes

2. No

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	2,022	42.27%
No	2	2,649	56.50%
WF spawned from center with only administrative data	-8	483	1.23%
Don't Know/Refused/No Answer	-1	38	-

**Variable name:** WF9\_CAREER\_PROFASSOC

**Label:** R is a member of a professional organization focused on caring for children

**Description:** Workforce respondent was a member of a professional association focused on caring for children.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** A9. (WF9\_A9\_PROFASSOC) 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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,051	20.97%
No	2	3,578	77.79%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	80	-

**Variable name:** WF9\_CAREER\_REASON**Label:** Main reason for working with young children**Description:** Main reason that workforce respondent worked with young children**Variable type:** Direct report from survey**Counterpart in Home-based Quick** Yes**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** A11. (WF9\_A11\_REASON) Which one of the following best describes the main reason that you work with young children?

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

**Variable construction:** Direct response to survey item.**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
It is R's career or profession	1	1,059	19.67%
It is a step towards a related career	2	360	7.86%
It is R's personal calling	3	1,890	40.59%
It is a job with a paycheck	4	88	2.66%
It is work R can do while R's own children are young	5	158	4.51%
It is a way to help children	6	1,003	21.55%
It is a way to help parents	7	36	0.53%
None of these reasons apply	8	87	1.40%
WF spawned from center with only administrative data	-8	483	1.23%
Don't Know/Refused/No Answer	-1	28	-



**Variable name:** WF9\_CAREER\_SEARCH

**Label:** In the past 3 months R has looked for a new/additional job

**Description:** Workforce respondent looked for a new job or an additional job in the past three months.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** B9. (WF9\_B9\_NEWJOB) In the past 3 months, have you done anything to look for a new job or an additional job?

1. Yes

2. No

**Variable construction:** Direct response to survey item.

**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	1,163	25.66%
No	2	3,504	73.10%
WF spawned from center with only administrative data	-8	483	1.23%
Don't Know/Refused/No Answer	-1	42	-

**Variable name:** WF9\_CAREER\_SEARCH\_WHY

**Label:** Main reason R looked for work

**Description:** The main reason that workforce respondent looked for work in the past three months

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** B9a\_M (WF9\_B9\_REASON\_M\_R) 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
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
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

**Variable construction:** Direct response to survey item B9a\_M. 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? 1. Yes 2. No 3. Don't know/Refused/No answer). 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.

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.

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
To find a second job	1	143	12.73%
To find a job that pays more	2	563	48.23%
Worried that this job may end	3	35	1.13%
Hope to reduce commute or improve schedule	4	39	2.88%
To find improved work conditions in program	5	86	7.34%
Want to leave this field	6	20	2.50%
To see what else is available	7	40	3.01%
To find summer employment	8	21	3.33%
Other	9	17	2.45%
Added: To find job with benefits/insurance	10	21	1.09%
Added: To find job that offers more work hours	11	24	1.48%
Added: To find job in new area because moving/relocating	12	17	0.80%
To find job for prof growth and/or career advancement within child care	13	76	5.15%
To find job that is better fit with training/experience	14	31	3.21%
WF spawned from center with only administrative data	-8	483	4.68%
Don't Know/Refused	-1	72	-
Did not search for new job	-2	3,504	-

**Variable name:** WF9\_CAREER\_UNION**Label:** R is a member of a union**Description:** Workforce respondent was a member of a union.**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** A10. (WF9\_A10\_UNION) 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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	457	6.68%
No	2	4,192	92.08%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	60	-

**Variable name:** WF9\_CHAR\_COUNTRY\_BORN**Label:** R's birth country**Description:** Workforce respondent's country of birth**Variable type:** Constructed variable**Counterpart in Home-based Quick** Yes**Tab data file(s):****Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** E9. (WF9\_E9\_COUNTRY\_X) (X= 1-258) In what country were you born?

Country List:

1. United States, including U.S. territories
2. Don't know/Refused
3. Afghanistan
4. Akrotiri
5. Albania
6. Algeria
7. American Samoa
8. Andorra
9. Angola
10. Anguilla
11. Antarctica
12. Antigua and Barbuda
13. Argentina
14. Armenia
15. Aruba
16. Ashmore and Cartier Islands
17. Australia
18. Austria
19. Azerbaijan
20. Bahamas
21. Bahrain
22. Bangladesh
23. Barbados
24. Bassas da India
25. Belarus
26. Belgium
27. Belize
28. Benin
29. Bermuda
30. Bhutan
31. Bolivia
32. Bosnia and Herzegovina
33. Botswana
34. Bouvet Island
35. Brazil
36. British Indian Ocean Territory
37. British Virgin Islands
38. Brunei
39. Bulgaria
40. Burkina Faso
41. Burma
42. Burundi
43. Cambodia
44. Cameroon
45. Canada
46. Cape Verde

47. Cayman Islands
48. Central African Republic
49. Chad
50. Chile
51. China
52. Christmas Island
53. Clipperton Island
54. Cocos (Keeling) Islands
55. Colombia
56. Comoros
57. Congo
58. Cook Islands
59. Coral Sea Islands
60. Costa Rica
61. Cote d'Ivoire
62. Croatia
63. Cuba
64. Cyprus
65. Czech Republic
66. Denmark
67. Dhekelia
68. Djibouti
69. Dominica
70. Dominican Republic
71. Ecuador
72. Egypt
73. El Salvador
74. Equatorial Guinea
75. Eritrea
76. Estonia
77. Ethiopia
78. Europa Island
79. Falkland Islands (Islas Malvinas)
80. Faroe Islands
81. Fiji
82. Finland
83. France
84. French Guiana
85. French Polynesia
86. French Southern and Antarctic Lands
87. Gabon
88. Gambia
89. Gaza Strip
90. Georgia
91. Germany
92. Ghana
93. Gibraltar
94. Glorioso Islands
95. Greece



96. Greenland
97. Grenada
98. Guadeloupe
99. Guam
100. Guatemala
101. Guernsey
102. Guinea
103. Guinea-Bissau
104. Guyana
105. Haiti
106. Heard Island and McDonald Islands
107. Holy See (Vatican City)
108. Honduras
109. Hong Kong
110. Hungary
111. Iceland
112. India
113. Indonesia
114. Iran
115. Iraq
116. Ireland
117. Isle of Man
118. Israel
119. Italy
120. Jamaica
121. Jan Mayen
122. Japan
123. Jersey
124. Jordan
125. Juan de Nova Island
126. Kazakhstan
127. Kenya
128. Kiribati
129. North Korea
130. South Korea
131. Kuwait
132. Kyrgyzstan
133. Laos
134. Latvia
135. Lebanon
136. Lesotho
137. Liberia
138. Libya
139. Liechtenstein
140. Lithuania
141. Luxembourg
142. Macau
143. Macedonia
144. Madagascar

145. Malawi
146. Malaysia
147. Maldives
148. Mali
149. Malta
150. Marshall Islands
151. Martinique
152. Mauritania
153. Mauritius
154. Mayotte
155. Mexico
156. Micronesia, Federated States of
157. Moldova
158. Monaco
159. Mongolia
160. Montserrat
161. Morocco
162. Mozambique
163. Namibia
164. Nauru
165. Navassa Island
166. Nepal
167. Netherlands
168. Netherlands Antilles
169. New Caledonia
170. New Zealand
171. Nicaragua
172. Niger
173. Nigeria
174. Niue
175. Norfolk Island
176. Northern Mariana Islands
177. Norway
178. Oman
179. Pakistan
180. Palau
181. Panama
182. Papua New Guinea
183. Paracel Islands
184. Paraguay
185. Peru
186. Philippines
187. Pitcairn Islands
188. Poland
189. Portugal
190. Puerto Rico
191. Qatar
192. Reunion
193. Romania

194. Russia
195. Rwanda
196. Saint Helena
197. Saint Kitts and Nevis
198. Saint Lucia
199. Saint Pierre and Miquelon
200. Saint Vincent and the Grenadines
201. Samoa
202. San Marino
203. Sao Tome and Principe
204. Saudi Arabia
205. Senegal
206. Serbia and Montenegro
207. Seychelles
208. Sierra Leone
209. Singapore
210. Slovakia
211. Slovenia
212. Solomon Islands
213. Somalia
214. South Africa
215. South Georgia and the South Sandwich Islands
216. Spain
217. Spratly Islands
218. Sri Lanka
219. Sudan
220. Suriname
221. Svalbard
222. Swaziland
223. Sweden
224. Switzerland
225. Syria
226. Taiwan
227. Tajikistan
228. Tanzania
229. Thailand
230. Timor-Leste
231. Togo
232. Tokelau
233. Tonga
234. Trinidad and Tobago
235. Tromelin Island
236. Tunisia
237. Turkey
238. Turkmenistan
239. Turks and Caicos Islands
240. Tuvalu
241. Uganda
242. Ukraine

- 243. United Arab Emirates
- 244. United Kingdom
- 245. Uruguay
- 246. Uzbekistan
- 247. Vanuatu
- 248. Venezuela
- 249. Vietnam
- 250. Virgin Islands
- 251. Wake Island
- 252. Wallis and Futuna
- 253. West Bank
- 254. Western Sahara
- 255. Yemen
- 256. Zambia
- 257. Zimbabwe
- 258. None of these

**Variable construction:** Workforce respondents were asked in what country they were born. 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)

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

Response	Codes	Unweighted Frequency	Weighted Percentage
U.S., including U.S. territories	1	3,822	87.87%
Mexico	2	194	2.63%
Other	3	571	8.25%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	122	-

**Variable name:** WF9\_CHAR\_EDUC

**Label:** Highest education level obtained

**Description:** Highest grade or level of schooling completed by workforce respondent

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** A3. (WF9\_A3\_HIGHGRADE) What is the highest grade or level of schooling that you have ever completed?

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

**Variable construction:** 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".

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Less than High School	1	85	1.68%
GED or high school equivalency	3	126	1.98%
High school graduate	4	769	17.81%
Some college credit but no degree	5	1,279	29.71%
Associate degree (AA, AS)	6	834	17.64%
Bachelor's degree (BA, BS, AB)	7	1,168	22.21%
Graduate or professional degree	8	424	7.75%
WF spawned from center with only administrative data	-8	483	1.23%
Don't Know/Refused/No Answer	-1	24	-

**Variable name:** WF9\_CHAR\_EDUC\_MAJOR

**Label:** Relevancy of degree major in ECE

**Description:** Relevancy of workforce respondent's postsecondary degree major to early care and education (ECE)

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** Compare with caution

**Source questions asked of  
respondents:** A5\_M. (WF9\_A5\_MAJOR\_M) What was your major for the highest degree you have or have studied for?

1. (13.1202) Elementary Education
  2. (13.1001) Special Education
  3. (42.2703) Child Development, Psychology, Or Family Studies
  4. (13.1210) Early Childhood Education Or Early Or School-Age Care
  5. (97.0001) Other \_\_\_\_\_
- (98.0001) Added: Undeclared/undecided/basic courses  
(99.0001) Added: None/ Not applicable



**Variable construction:** 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 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 education in a broader 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.

**Notes:** 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.

Response	Codes	Unweighted Frequency	Weighted Percentage
ECE majors	1	2,097	51.21%
ECE-related majors	2	574	16.99%
Education-related majors	3	93	1.75%
Not ECE or education-related majors	4	1,001	28.53%
WF spawned from center with only administrative data	-8	483	1.52%
Don’t Know/Refused	-1	47	-
Never attended college	-2	897	-

**Variable name:** WF9\_CHAR\_FIRSTYRUS

**Label:** Year R first lived in the U.S.

**Description:** The year that the workforce respondent first lived in the United States

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** E10. (WF9\_E10\_YEARMOVE\_R) In what year did you move to the U.S. to stay? \_\_\_\_\_  
E2. (WF9\_E2\_YEARBORN) In what year were you born?  
\_\_\_\_\_

**Variable construction:** This variable captures the year that the workforce respondent first lived in the U.S. The variable integrates information from two source variables.

- For respondents who were born in the U.S., this variable reports information on the respondent's year of birth, as captured in item E2.
- For respondents who were not born in the U.S., this variable reports the year the respondent moved to the U.S., as captured in item E10.

Responses to the source question have been grouped into broader categories to minimize disclosure.

These categories are as follows:

- 1954 and earlier,
- 1955 to 1959, and
- 1997 and later.

**Notes:** This variable is comparable to variable WF\_E10\_YEARMOVE\_R in the 2012 restricted-use file. The variable name is different to better reflect the construct the variable represents the year the workforce respondent started living in the U.S. either by birth or immigration.

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

<b>Statistic</b>	<b>Unweighted</b>	<b>Weighted</b>
Mean	1,982.66	1,983.55
10 <sup>th</sup>	1,961.00	1,961.00
25 <sup>th</sup>	1,971.00	1,973.00
75 <sup>th</sup>	1,994.00	1,995.00
90 <sup>th</sup>	2,003.00	2,003.00
Minimum	1,950.00	-
Maximum	2,003.00	-
-1 (Don't Know/Refused/No Answer): Frequency	264	-
-8 (WF spawned from center with only administrative data): Frequency	483	-

**Variable name:** WF9\_CHAR\_GENDER**Label:** Gender**Description:** Gender of workforce respondent**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** E1. (WF9\_E1\_GENDER) Are you male or female?

1. Male

2. Female

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Male	1	112	2.10%
Female	2	4,534	96.66%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	63	-

**Variable name:** WF9\_CHAR\_GOVT\_PRGM

**Label:** R currently gets financial/in-kind aid from govt prgms for needy families

**Description:** Workforce respondent received financial or in-kind assistance from a government program for needy families when they completed the survey.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** E18. (WF9\_E18\_FINASSIT) 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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	647	14.40%
No	2	3,886	84.32%
WF spawned from center with only administrative data	-8	483	1.28%
Don't Know/Refused/No Answer	-1	176	-

**Variable name:** WF9\_CHAR\_HEALTH\_INSRNCE

**Label:** Health insurance coverage type

**Description:** Type of health insurance coverage of workforce respondent

**Variable type:** Constructed variable

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** Compare with caution

**Source questions asked of respondents:** 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

**Variable construction:** 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.

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.



**Notes:** Response options for this question changed slightly between 2012 and 2019. For item B7\_M (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.”

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
No coverage of any type	1	716	15.47%
Private health insurance plan from R's employer or workplace, only	2	1,274	25.86%
Private health insurance plan from employer/workplace, other insurance type(s)	3	67	1.10%
Private health insurance plan through R's spouse or partner's employment	4	285	4.71%
Private health insurance plan purchased directly	5	816	16.87%
Private health insurance plan through a state or local govt or community program	6	304	5.22%
Medicaid, Medicare, or Military health care/VA or CHAMPUS/TRICARE/CHAMP-VA	7	644	13.68%
Other insurance or combination of other insurance types	8	581	15.85%
WF spawned from center with only administrative data	-8	483	1.23%
Don't know/Refused/No Answer	-1	22	-

**Variable name:** WF9\_CHAR\_HHINCOME

**Label:** Household income

**Description:** Income level of workforce respondent's approximate total household income in 2018

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** Compare with caution

**Source questions asked of  
respondents:** E14. (WF9\_E14\_INCOME) Approximately what was your total household income in 2018, before taxes or deductions? Please include income from wages and salaries earned by you or other adults in your household. Also include government assistance, gifts, or other income you may have had.

Dollars \_\_\_\_\_

E15. (WF9\_E15\_INCOMERANGE\_M) It can be difficult to remember or report these numbers and an approximate range is fine. What was your total household income in 2018 before taxes or deductions...

1. Less than \$15,000
2. \$15,001 to \$30,000
3. \$30,001 to \$45,000
4. \$45,001 to \$60,000
5. \$60,001 or more
6. Don't know/Refused/No answer

**Variable construction:** This variable categorizes the workforce respondent's household income for 2018 into one of six income ranges. Workforce respondents were asked to approximate their total household income in 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.

**Notes:** 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 plus.

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Less than \$15,000	1	719	18.87%
\$15,001 to \$30,000	2	1,209	27.57%
\$30,001 to \$45,000	3	611	13.69%
\$45,001 to \$60,000	4	501	12.51%
\$60,001 or more	5	1,006	25.93%
WF spawned from center with only administrative data	-8	483	1.43%
Don't Know/Refused/No Answer	-1	663	-

**Variable name:** WF9\_CHAR\_HHINCOME\_WORK

**Label:** Approximate amount of R's 2018 HH income from working with children under age 13

**Description:** The portion of workforce respondent's 2018 household income that came from working with children under age 13

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** E17. (WF9\_E17\_CHILDINCOME) 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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
All	1	1,467	30.32%
Almost all	2	429	9.56%
More than half	3	235	5.41%
About half	4	485	9.77%
Less than half	5	823	19.35%
Very little	6	651	17.42%
None	7	233	6.84%
WF spawned from center with only administrative data	-8	483	1.33%
Don't know/Refused/No Answer	-1	386	-

**Variable name:** WF9\_CHAR\_HISP**Label:** R is of Hispanic/Latino descent**Description:** Workforce respondent identified as Hispanic or Latino**Variable type:** Direct report from survey**Counterpart in Home-based Quick** Yes**Tab data file(s):****Comparability with 2012:** Compare with caution**Source questions asked of respondents:** E3\_M. (WF9\_E3\_HISPANIC\_M) What is your ethnicity?

1. Hispanic or Latino
2. Not Hispanic or Latino
3. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item.**Notes:** 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".

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Hispanic or Latino	1	1,119	16.99%
Not Hispanic or Latino	2	3,462	81.75%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	128	-

**Variable name:** WF9\_CHAR\_RACE**Label:** R's race**Description:** Workforce respondent's identified race.**Variable type:** Constructed variable**Counterpart in Home-based Quick** Yes**Tab data file(s):****Comparability with 2012:** Compare with caution**Source questions asked of respondents:** E4\_M. (WF9\_E4\_RACE\_X\_M) (X=1-7) What is your race? (Select one or more.)

- 5. American Indian or Alaska Native
- 4. Native Hawaiian or Other Pacific Islander
- 3. Asian
- 2. Black or African American
- 1. White

**Variable construction:** This variable classifies the workforce respondent into one of five race categories based on responses to item E4\_M. 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.

**Notes:** In 2012, there is an other category for item E4\_M. In 2019, there is no longer an other category for item E4\_M.

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

Response	Codes	Unweighted Frequency	Weighted Percentage
White Only	1	2,825	72.98%
Black or African American Only	2	991	18.27%
Asian Only	3	210	2.81%
Other	8	215	4.63%
WF spawned from center with only administrative data	-8	483	1.32%
Don't know/Refused/No Answer	-1	468	-

**Variable name:** WF9\_CHAR\_LANG**Label:** R speaks languages other than English**Description:** Workforce respondent spoke a language other than English.**Variable type:** Direct report from survey**Counterpart in Home-based Quick** Yes**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** E5. (WF9\_E5\_LANG) Do you speak any languages other than English?

1. Yes

2. No

3. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	1,672	25.72%
No	2	2,955	73.03%
WF spawned from center with only administrative data	-8	483	1.25%
Don't know/Refused/No Answer	-1	82	-

**Variable name:** WF9\_CHAR\_MARITAL**Label:** Current marital status**Description:** Workforce respondent's marital status**Variable type:** Direct report from survey**Counterpart in Home-based Quick** Yes**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** E11. (WF9\_E11\_MARITAL) 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

**Variable construction:** Direct response to survey item. For disclosure reasons, the Separated and Widowed categories were collapsed to form one category: Separated or Widowed.**Notes:** Original response data is available in the NSECE Workforce restricted-use data file.

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Never married, not living with a partner	1	1,472	33.85%
Married or living with a partner	2	2,454	53.51%
Separated or Widowed	3	240	3.95%
Divorced	4	369	7.42%
WF spawned from center with only administrative data	-8	483	1.27%
Don't know/Refused/No Answer	-1	174	-



**Variable name:** WF9\_CHAR\_CH\_UNDER5**Label:** Num of children under age 5 living in R's household**Description:** Number of children age 5 or younger who lived in workforce respondent's household**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** E12. (WF9\_E12\_LT5) How many children age 5 or less are living in  
your household?  
\_\_\_\_\_ Number**Variable construction:** Direct response to survey item E12. To avoid disclosure risks,  
responses of 3 or more children were grouped together in one  
category: "3 or more children.**Notes:** Original response data is available in the NSECE Workforce  
restricted-use data file.

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
0 children	0	3,452	75.14%
1 child	1	707	15.59%
2 children	2	276	5.82%
3 or more children	3	70	2.18%
WF spawned from center with only administrative data	-8	483	1.27%
Don't Know/Refused/No Answer	-1	204	-

**Variable name:** WF9\_CHAR\_CH\_6TO12**Label:** Num of children between 6 and 12 living in R's household**Description:** Number of children between the ages of 6 and 12 who lived in workforce respondent's household**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** E13. (WF9\_E13\_6TO12) How many children between 6 and 12 are  
living in your household?  
\_\_\_\_\_ Number**Variable construction:** Direct response to survey item E13. To avoid disclosure risks,  
responses of 3 or more children were grouped together in one  
category: "3 or more children."**Notes:** Original response data is available in the NSECE Workforce  
restricted-use data file.

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
0 children	0	3,233	72.23%
1 child	1	824	17.82%
2 children	2	335	6.78%
3 or more children	3	100	1.89%
WF spawned from center with only administrative data	-8	483	1.28%
Don't Know/Refused/No Answer	-1	217	-

**Variable name:** WF9\_CHAR\_YEAR\_BORN**Label:** R's birth year**Description:** Year that workforce respondent was born**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** E2. (WF9\_E2\_YEARBORN) In what year were you born?  
\_\_\_\_\_ Year**Variable construction:** This variable captures the year of birth for the workforce respondent and is a direct response to survey item E2.

Responses to the source question have been grouped into broader categories for disclosure purposes.

The collapsed categories are as follows:

- 1954 and earlier,
- 1955 to 1959, and
- 1997 and later.

Where possible, we retained single year categories. Collapsed categories are coded as the median birth year within the category.

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

Statistic	Unweighted	Weighted
Mean	1,978.73	1,980.71
10th	1,958.00	1,960.00
25th	1,968.00	1,970.00
75th	1,990.00	1,993.00
90th	1,996.00	1,998.00
Minimum	1,950.00	-
Maximum	1,998.00	-
-1 (Don't Know/Refused/No Answer): Frequency	212	-
-8 (WF spawned from center with only administrative data): Frequency	483	-

**Variable name:** WF9\_DIS\_HHCB\_C

**Label:** Distance from WF R's ZIP code to address of CB prov from which R was spawned

**Description:** The measured distance between the workforce respondent's ZIP code and the address of the center-based provider where the respondent case was spawned

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A, new variable for 2019

**Source questions asked of  
respondents:** B10. (WF9\_B10\_ZIP\_M) What is your home ZIP code?  
\_\_\_\_\_ [5-digit only]

**Variable construction:** 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 the workforce zip code was not reported, the workforce zip code could not be geocoded, or the center-based provider address could not be geocoded, 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.

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
>0 to <=1 miles	1	674	11.81%
>1 to <=3 miles	2	1,469	28.71%
>3 to <=8 miles	3	1,433	31.20%
>8 miles	4	948	27.00%
WF spawned from center with only administrative data	-8	483	1.28%
No geocoding information, distance could not be calculated.	-999	185	-

**Variable name:** WF9\_CB\_COMM\_POVERTY\_DENSITY**Label:** Center-based provider: Community poverty density**Description:** Indicator of the “density” of low-income population in the community where center-based provider was located**Variable type:** External variable**Counterpart in Home-based Quick Tab data file(s):** Yes**Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** N/A

**Variable construction:** This variable is an indicator of the “density” of low-income population in the community where the centerbased provider is located. Community or communities refer to the catchment area for the center-based provider from where that Workforce case was spawned. More information about this can be found in section 1A.

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. The weighted percentage of individuals in the local community that are below the Federal Poverty Level (FPL) was used to categorize the local community:

High Poverty (>20% of population below FPL)

Moderate-Poverty (13.9-20% of population below FPL)

Low-Poverty (0-13.8% of population below FPL)

WF9\_CB\_COMM\_POVERTY\_DENSITY is calculated as the ratio of total population in households with income below 100% the 2017 FPL and the total population. To determine an individual's poverty status, the ACS compares the individual's total family income in the last 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](https://www2.census.gov/programs-surveys/acs/tech_docs/subject_definitions/2017_ACSSubjectDefinitions.pdf)

#### **Additional Explanation on Census Tract Anchoring and Weighted Averages**

Communities characteristics were computed using data at the level of U.S. Census tracts. Weighted population averages were computed across the census tracts which comprise each provider catchment area. Each provider tract in this context is an “anchor” tract and tracts intersecting a two-mile radius around that anchor tract are referred to as “scatter” tracts.

The weighting process involved two steps: first calculating a distance measure between provider catchment areas’ anchor tracts and scatter tracts, and second using this distance measure to proportionately weight each scatter tract’s contribution to the final community characteristic value.

Distances measures were calculated from anchor tracts’ geographic centroids to scatter tracts’ geographic centroids using a Haversine distance approach. These distances were then used to inversely weight the contribution of each scatter tract to its provider catchment area’s community characteristics value: as the distance between an anchor tract and scatter tract increases, the contribution of that scatter tract to the community characteristic value decreases proportionally.

For ratio/percentage community characteristics, the tracts’ contributions to both the numerator and denominator are inversely weighted.

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

**Notes:** ACS averages can be found through the Census Bureau’s data portal: <https://data.census.gov/>

A variable with continuous data is available in the NSECE Workforce restricted-use data file.

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Low poverty density	1	1,971	53.28%
Moderate poverty density	2	1,402	20.77%
High poverty density	3	1,819	25.95%



**Variable name:** WF9\_CB\_COMM\_URBAN\_DENSITY

**Label:** Center-based provider: Urban ratio categories

**Description:** Classification of the urban/rural density where center-based provider was located. Provides three mutually exclusive categories.

**Variable type:** External variable

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** N/A

**Variable construction:** This variable classifies the density of urban/rural population where the center-based provider is located. Community characteristics for the workforce refer to the characteristics of the center-based provider from where that workforce case was spawned.

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.

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/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)

#### **Additional Explanation**

Communities characteristics were computed using data at the level of U.S. Census tracts. Weighted population averages were computed across the census tracts which comprise each provider catchment area. Each provider tract in this context is an “anchor” tract and tracts intersecting a two-mile radius around that anchor tract are referred to as “scatter” tracts.

The weighting process involved two steps: first calculating a distance measure between provider catchment areas’ anchor tracts and scatter tracts, and second using this distance measure to proportionately weight each scatter tract’s contribution to the final community characteristic value.

Distances measures were calculated from anchor tracts’ geographic centroids to scatter tracts’ geographic centroids using a Haversine distance approach. These distances were then used to inversely weight the contribution of each scatter tract to its provider catchment area’s community characteristics value: as the distance between an anchor tract and scatter tract increases, the contribution of that scatter tract to the community characteristic value decreases proportionally.

For ratio/percentage community characteristics, the tracts’ contributions to both the numerator and denominator are inversely weighted.

**Notes:** The raw variables employed to build the NSECE community characteristics data (which were examined for this variable) were census tract variables extracted from 2010 Census using the Census Bureau’s data portal (<https://data.census.gov/>).

A variable with continuous data is available in the NSECE Workforce restricted-use data file.

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
High density of urban population	1	4,567	69.37%
Moderate density of urban population	2	472	19.57%
Rural population	3	153	11.07%

**Variable name:** WF9\_CLASSRM\_UNDER3

**Label:** Flag for WF serving age category 0 to 3

**Description:** Indicator for whether workforce respondent most often worked with children in the Age Category under 3 years old

**Variable type:** Constructed variable

**Counterpart in Home-based Quick** N/A

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:**

Center-based survey item:

A10. (CB9\_A10\_LO\_X\_M; CB9\_A10\_HI\_X\_M) (X=1-10) What age groups of children participate in your program at this site? By age groups we mean the range of ages you use to group children. Please give approximate ages in months for each age group. Please only report on age groups of children under age 13.

Supplemental Data from Workforce Questionnaire

The Workforce Survey items below were used to supplement CB9 A10 when the respondent reported they were not familiar with the classroom reported in the center-based questionnaire.

C1\_1\_M. (CB9\_C1\_1\_M\_FILL) This section is about the [CLASSROOM NAME] classroom for children aged {MIN AGE} to {MAX AGE} where you were working during the week of [DATE] at {PROGRAM}. Are you familiar with the children and practices in that classroom?

1. Yes
2. No

If the workforce respondent answered "No" to the above, he/she was then asked C1\_2\_M.

C1\_2\_M. (WF9\_C1\_MOSTOFTEN\_M\_R) Please answer the classroom questions in this questionnaire about the classroom where you spend the most time. What age children does that classroom mostly serve?

1. Infant and Toddler (birth to age 3)
2. Pre-school (age 3 years to kindergarten)
3. Other (specify \_\_\_\_\_)

Supplemental Data from Center-based Questionnaire

F3a. (CB9\_F3\_YOUNGYR, CB9\_F3\_YOUNGYRMTH)

First, how old is the youngest child in [CLASSROOM NAME]?

F3b. (CB9\_F3\_OLDYR, CB9\_F3\_OLDYRMTH)

How old is the oldest child in [CLASSROOM NAME]?

F4a. CB9\_F4\_TYPETEACH\_R2\_X (X=1-10 Staff from Selected Classroom)

Which of the following best describes [NAME]'s role in your program: a lead teacher or instructor, a teacher or instructor, an assistant teacher or instructor, or an aide, or something else?

F4d. CB9\_F4\_HPW\_R\_X (X=1-10 Staff from Selected Classroom)

Approximately how many hours per week did [NAME] work that week in this classroom?

\_\_\_\_\_ Hours per week

I don't know, but at least 5 hours per week.

F4m.

[IF F4A=1-4 AND F4d > or = 5, ASK:] How much is [NAME] paid?

\$ \_\_\_\_\_ per

1. hour
2. day
3. week

4. month

5. year

6. other

H5c.

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

RV: CB9\_H5\_RHPW\_R

H5l.

How much are you paid? Your best estimate is fine.

\$ \_\_\_\_\_

RANGE: 0-999999

per

1. hour

2. day

3. week

4. month

5. year

6. other

**Variable construction:** 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 the center-based item A10 listed above, since the age range of the age group reported in A10 represents the age designation of the classroom from which the workforce respondent was spawned.

- In the workforce survey, item C1\_1\_M 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\_M 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\_M. For about 150 center-based providers, information from CB-A10 is missing. In this case, WF9\_CLASSRM\_UNDER3 uses answers to center-based items F3a and F3b.
- Note that 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.

A set of indicators was created to flag the Age Categories of children in the classroom in which the workforce respondent works most often. The NSECE uses two age classifications as Age Categories the worker/caregiver level: (1) infant and toddlers and (2) preschoolers. Two indicators (WF9\_CLASSRM\_UNDER3, WF9\_CLASSRM\_3TO5) are created, each flagging whether the workforce survey respondent works with one of these Age Categories.

#### **Additional Explanation**

There is an important distinction to note between Age Categories and Age Groups that impacts the construction of all Age Category variables. Age Groups refer to the range of ages used by the center-based programs to group children that center-based questionnaire respondents reported. They refer to the range of ages used by the center-based programs to group children. Each center-based respondent could report up to 10 groups, reflecting how the program organizes its children into groups. Reported groups could also overlap (e.g., a center could report a “0 to 12 month” group and a “12 to 24 month” group, both of which seem to include children who are exactly 12 months old).

Age Categories refer to classifications of children’s ages, used for the purpose of analysis. A limited number of these categories are defined for the NSECE. Examples of Age Categories include 1 Year Old Category (equal to or older than 12 months old & younger than 24 months old) and 3 to 5 Year Old Category (equal to or older than 36 months & younger than 72 months). Age Categories are mutually exclusive..

Workforce survey respondents were sampled from center-based staff working with a specific Age Group. The specific Age Group was randomly selected among all Age Groups reported by the center (a center could report up to 10 Age Groups). Workforce respondents

were asked whether he/she works with the Age Group that was randomly selected.

- If the respondent indicated that he/she works with the randomly selected Age Group (WF9\_C1\_AGEGROUP\_M=1), the age range information from the Age Group was used to determine whether the respondent works with the particular Age Categories.
- The respondent was flagged as working with a specific Age Category if the age range of the randomly selected Age Group falls within or overlaps with that Age Category.
- The age range of the randomly selected Age Group was flagged as being 0 to 3 if either the youngest child was between less than 3 years (36 months) old.

For more information on how center-based worker/caregiver respondents were sampled, please see the NSECE User's Guide: Workforce.

**Notes:** There is an important difference between the program-level indicators for Age Categories served and the worker/care provider-level indicators for Age Categories served. The former primarily indicates the availability of services in a particular age category. The program often serves more than one Age Category. In contrast, the latter indicates a particular age category of children that the respondent (worker/caregiver) works with.

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

Response	Codes	Unweighted Frequency	Weighted Percentage
No	0	2,264	46.52%
Yes	1	2,445	52.26%
WF spawned from center with only administrative data	-8	483	1.23%



**Variable name:** WF9\_CLASSRM\_3TO5

**Label:** Flag for WF serving age category 3 through 5, not in kindergarten

**Description:** Indicator for whether workforce respondent most often worked with children in the Age Category of 3-5 year olds, not in kindergarten

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** Center-based survey item:  
A10. (CB9\_A10\_LO\_X\_M; CB9\_A10\_HI\_X\_M) (X=1-10) What age groups of children participate in your program at this site? By age groups we mean the range of ages you use to group children. Please give approximate ages in months for each age group. Please only report on age groups of children under age 13.

Supplemental Data from Workforce Questionnaire

The Workforce Survey items below were used to supplement A10 when the respondent reported they were not familiar with the classroom reported in the Center-based questionnaire.

C1\_1\_M. (CB9\_C1\_1\_M\_FILL) This section is about the [CLASSROOM NAME] classroom for children aged {MIN AGE} to {MAX AGE} where you were working during the week of [DATE] at {PROGRAM}. Are you familiar with the children and practices in that classroom?

1. Yes
2. No

If the workforce respondent answers "No" to the above, he/she is then asked C1\_2\_M.

C1\_2\_M. (WF9\_C1\_MOSTOFTEN\_M\_R) Please answer the classroom questions in this questionnaire about the classroom where you spend the most time. What age children does that classroom mostly serve?

1. Infant and Toddler (birth to age 3)
2. Pre-school (age 3 years to kindergarten)
3. Other (specify\_\_\_\_\_)

Supplemental Data from Center-based Questionnaire

F3a. (CB9\_F3\_YOUNGYR, CB9\_F3\_YOUNGYRMTH)  
First, how old is the youngest child in [CLASSROOM NAME]?

F3b. (CB9\_F3\_OLDYR, CB9\_F3\_OLDYRMTH)  
How old is the oldest child in [CLASSROOM NAME]?

**Variable construction:** 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 the center-based item A10 listed above, since the age range of the age group reported in A10 represents the age designation of the classroom from which the workforce respondent was spawned.

- In the workforce survey, item C1\_1\_M 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\_M 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\_M. For about 150 center-based providers, information from CB-A10 is missing. In this case, WF9\_CLASSRM\_3TO5 uses answers to center-based items F3a and F3b.
- Note that item 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.

A set of indicators were created to flag the Age Categories of children in the classroom in which the workforce respondent works most often. The NSECE uses two age classifications as Age Categories the worker/caregiver level: (1) infant and toddlers and (2) preschoolers. Two indicators (WF9\_CLASSRM\_UNDER3, WF9\_CLASSRM\_3TO5) are created, each flagging whether the workforce survey respondent works with one of these Age Categories.

### **Additional Explanation**

There is an important distinction to note between Age Categories and Age Groups that impacts the construction of all Age Category variables. Age Groups refer to the range of ages used by the center-based programs to group children that center-based questionnaire respondents reported. They refer to the range of ages used by the center-based programs to group children. Each center-based respondent could report up to 10 groups, reflecting how the program organizes its children into groups. Reported groups could also overlap (e.g., a center could report a “0 to 12 month” group and a “12 to 24 month” group).

Age Categories refer to classifications of children’s ages, used for the purpose of analysis. A limited number of these categories are defined for the NSECE. Examples of Age Categories include 1 Year Old Category (equal to or older than 12 months old & younger than 24 months old) and 3 to 5 Year Old Category (equal to or older than 36 months & younger than 72 months). Age Categories are mutually exclusive..

Workforce survey respondents were sampled from center-based staff working with a specific Age Group. The specific Age Group was randomly selected among all Age Groups reported by the center (a center could report up to 10 Age Groups). Workforce respondents were asked whether he/she works with the Age Group that was randomly selected.

- If the respondent indicated that he/she works with the randomly selected Age Group (WF9\_C1\_AGEGROUP\_M=1), the age range information from the Age Group was used to determine whether the respondent works with the particular Age Categories.
- The respondent was flagged as working with a specific Age Category if the age range of the randomly selected Age Group falls within or overlaps with that Age Category.
- The age range of the randomly selected Age Group was flagged as being 0 to 3 if either the youngest child was between less than 3 years (36 months) old.

For more information on how center-based worker/caregiver respondents were sampled, please see the NSECE User's Guide: Workforce.

**Notes:** There is an important difference between the program-level indicators for Age Categories served and the worker/care provider-level indicators for Age Categories served. The former primarily indicates the availability of services in a particular age category. The program often serves more than one Age Category. In contrast, the latter indicates a particular age category of children that the respondent (worker/caregiver) works with.

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
No	0	1,103	29.81%
Yes	1	3,606	68.96%
WF spawned from center with only administrative data	-8	483	1.23%

**Variable name:** CB9\_METH\_CASEID

**Label:** ID of center-based provider that spawned workforce respondent

**Description:** Provider ID of the center from which workforce respondent was spawned. This is a unique, eight-digit ID number which begins with "8". This can be used to link the workforce respondent to the center from which they were spawned.

**Variable type:** Methodological variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A

**Source questions asked of  
respondents:** N/A

**Variable construction:** N/A

**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 workforce data file.

For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

**Range of observed responses** 83000060 - 83299930

**Variable name:** WF9\_METH\_CASEID

**Label:** 8-digit ID beginning with 9

**Description:** ID of the Workforce respondent. This is a unique, eight-digit ID number that begins with "9".

**Variable type:** Methodological variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** N/A

**Source questions asked of  
respondents:** N/A

**Variable construction:** N/A

**Notes:** WF9\_METH\_CASEID may be used to merge any variable in the QT file to the Public-Use and Restricted-Use data files.

For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

**Range of observed responses** 93000061 - 93299931

**Variable name:** WF9\_METH\_DATA\_SOURCE**Label:** Data source of center-based provider from where WF case was spawned**Description:** Variable identifies whether workforce case was spawned from a center-based provider with questionnaire data or administrative data.**Variable type:** Methodological variable**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** N/A**Source questions asked of  
respondents:** N/A**Variable construction:** 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 counts 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.

**Notes:** For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

Response	Codes	Unweighted Frequency	Weighted Percentage
WF spawned from center with questionnaire data	1	4,709	98.77%
WF spawned from center with only administrative data	2	483	1.23%

**Variable name:** WF9\_METH\_FILEVERSION

**Label:** Date when data file last updated

**Description:** Date when data file was last updated

**Variable type:** Methodological variable

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** N/A

**Source questions asked of respondents:** N/A

**Variable construction:** N/A

**Notes:** For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

**Range of observed responses**

This variable has a single value, **12/02/2021**, representing the date when the workforce quick-tabulation data file was most recently updated.

**Variable name:** WF9\_METH\_PUBSCHFLAG

**Label:** Associated with a public school district address

**Description:** Variable identifies whether workforce case was spawned from center-based provider associated with a public school district address.

**Variable type:** Methodological variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A

**Source questions asked of  
respondents:** N/A

**Variable construction:** Variable indicates that the center from which the workforce respondent is spawned is located at an address that is associated with a public school district (for example, an elementary school or an ECE center operated by a public school district).

Commercial lists of schools obtained from Market Data Retrieval (MDR) were matched to all 2019 center-based provider sampled addresses based on provider name and address using two separate methods.

- The first used program name, Street Number, City and State to match sampled providers with providers in the source file. This set of schools was compared to a second effort that matched providers to the MDR source file using addresses alone, i.e. Street Numbers, Street Names, City, State, and ZIP codes.
- The second approach allowed for differences in addresses stemming from abbreviations and spelling variations.

The two flags were compared and where the methods disagreed a manual review step identified matches based on district affiliation, address, and provider name.



**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.

For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
WF spawned from a CB provider not associated with a Public School District	0	4,207	87.51%
WF spawned from CB provider associated with a Public School District	1	985	12.49%

**Variable name:** WF9\_METH\_VPSUPU

**Label:** VPSU 2nd level variable for variance estimation

**Description:** Constructed cluster variable (namely, Primary Sampling Unit PSU) used in variance estimation

**Variable type:** Methodological variable

**Counterpart in Home-based Quick  
Tab data file(s):** Yes

**Comparability with 2012:** N/A

**Source questions asked of  
respondents:** N/A

**Variable construction:** 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.

**Notes:** Sharing precisely defined and populated first and second level design variables would present a disclosure concern so instead we provide the design variables described here.

For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

**Range of observed responses** 101 - 3014

**Variable name:** WF9\_METH\_VSTRATUMPU

**Label:** VSTRATUM 1st level variable for variance estimation

**Description:** Constructed stratum variable used in variance estimation

**Variable type:** Methodological variable

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** N/A

**Source questions asked of respondents:** N/A

**Variable construction:** 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.

**Notes:** Sharing precisely defined and populated first and second level design variables would present a disclosure concern so instead we provide the design variables described here.

For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

**Range of observed responses** 1 - 30

**Variable name:** WF9\_METH\_WEIGHT

**Label:** Sampling weight

**Description:** The sampling weight is used in conjunction with WF9\_METH\_VPSUPU and WF9\_METH\_VSTRATUMPU to create point and variance estimates that describe eligible center-based staff in the U.S. in 2019.

**Variable type:** Methodological variable

**Counterpart in Home-based Quick** Yes

**Tab data file(s):**

**Comparability with 2012:** N/A

**Source questions asked of respondents:** N/A

**Variable construction:** This weight, WF9\_METH\_WEIGHT, sums to the total number of lead or regular teachers or instructors, assistants and aides, working with children age 5 and under not yet in kindergarten, for at least five hours a week in ECE centers in the U.S. 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.

**Notes:** For a more thorough discussion of the weights, please see the NSECE User's Guide: Workforce.

**Range of observed responses** 1.4 - 8514.5

**Variable name:** WF9\_REGION**Label:** Census Bureau-designated region where CB provider is located**Description:** Census Bureau-designated region where center-based provider was located**Variable type:** Methodological variable**Counterpart in Home-based Quick  
Tab data file(s):** Yes**Comparability with 2012:** N/A**Source questions asked of  
respondents:** N/A**Variable construction:** 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

**Notes:** For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

Response	Codes	Unweighted Frequency	Weighted Percentage
Northeast	1	1,018	15.69%
Midwest	2	1,055	23.41%
South	3	1,806	42.51%
West	4	1,313	18.39%

**Variable name:** WF9\_PROFDEV\_CLASSRMSTAFF

**Label:** R participated in these activities as part of a group from his/her program

**Description:** Workforce respondent participated in some professional development activities as part of a group from his/her program.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons not feasible

**Source questions asked of  
respondents:** A8a\_M. (WF9\_A8\_ACTIVITIES\_M) Did you participate in any of these activities with other staff from your classroom?

1. Yes

2. No

**Variable construction:** Direct response to survey item.

Item A8a\_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.? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

*A7b. (In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

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

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

**Notes:** In both 2012 and 2019, respondents were first asked questions about their participation in any professional development activities during the past 12 months. If they report participating in any of these activities, they are subsequently asked more detailed questions about professional development, such as the topic of the most recent activity you participated in to improve or gain skills in working with children or the types of assistance they received to participate in these activities.

A key difference between 2012 and 2019 refers to the professional development activities included in the first set of questions. In 2012, item A7 included five different activities:

- Participation in workshops, such as those offered by professional associations, resource and referral networks
- Coaching, mentoring or ongoing consultation with a specialist
- Visits to classrooms in other programs
- Participation in 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
- Enrollment in a course at a community college or four-year college or university relevant to your work with children under age 13

In 2019, item A7 included four of these five activities. A7 did not include item A7-c, which identified visits to classrooms in other programs. This means that detailed questions about professional development were asked to a somewhat different subset of respondents across the two survey years.

While in 2012 detailed questions about professional development may have been asked to classroom staff who had only visited classrooms in other programs, in 2019 teachers who only had had this professional development experience were not identified and were not eligible to be asked additional questions about professional development.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	2,907	73.32%
No	2	1,081	25.24%
WF spawned from center with only administrative data	-8	483	1.44%
Don't Know/Refused/No Answer	-1	21	-
Did not report professional development activities in prior 12 months	-2	700	-

**Variable name:** WF9\_PROFDEV\_HELP\_TUITION

**Label:** Assistance for prof development: assistance with direct costs

**Description:** Workforce 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.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Compare with caution

**Source questions asked of  
respondents:** A8b1. (WF9\_A8B\_TUITION) 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

**Variable construction:** Direct response to survey item.

Item A8a\_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.? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

*A7b. (In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

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

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



**Notes:** In both 2012 and 2019, respondents were first asked questions about their participation in any professional development activities during the past 12 months. If they report participating in any of these activities, they are subsequently asked more detailed questions about professional development, such as the topic of the most recent activity you participated in to improve or gain skills in working with children or the types of assistance they received to participate in these activities.

A key difference between 2012 and 2019 refers to the professional development activities included in the first set of questions. In 2012, item A7 included five different activities:

- Participation in workshops, such as those offered by professional associations, resource and referral networks
- Coaching, mentoring or ongoing consultation with a specialist
- Visits to classrooms in other programs
- Participation in 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
- Enrollment in a course at a community college or four-year college or university relevant to your work with children under age 13

In 2019, item A7 included four of these five activities. A7 did not include item A7-c, which identified visits to classrooms in other programs. This means that detailed questions about professional development were asked to a somewhat different subset of respondents across the two survey years.

While in 2012 detailed questions about professional development may have been asked to classroom staff who had only visited classrooms in other programs, in 2019 teachers who only had had this professional development experience were not identified and were not eligible to be asked additional questions about professional development.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,452	37.63%
No	2	2,516	60.90%
WF spawned from center with only administrative data	-8	483	1.47%
Don't Know/Refused/No Answer	-1	41	-
Did not report professional development activities in prior 12 months	-2	700	-

**Variable name:** WF9\_PROFDEV\_HELP\_COST

**Label:** Assistance for prof development: help with other participation costs

**Description:** Workforce 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.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick** N/A

**Tab data file(s):**

**Comparability with 2012:** Compare with caution

**Source questions asked of respondents:** A8b2. (WF9\_A8B\_OTHERCOST) 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

**Variable construction:** Direct response to survey item.  
Item A8a\_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.?* 1. Yes 2. No. 3. Don't know/Refused/No answer)

A7b. (*In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist?* 1. Yes 2. No. 3. Don't know/Refused/No answer)

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

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

**Notes:** In both 2012 and 2019, respondents were first asked questions about their participation in any professional development activities during the past 12 months. If they report participating in any of these activities, they are subsequently asked more detailed questions about professional development, such as the topic of the most recent activity you participated in to improve or gain skills in working with children or the types of assistance they received to participate in these activities.

A key difference between 2012 and 2019 refers to the professional development activities included in the first set of questions. In 2012, item A7 included five different activities:

- Participation in workshops, such as those offered by professional associations, resource and referral networks
- Coaching, mentoring or ongoing consultation with a specialist
- Visits to classrooms in other programs
- Participation in 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
- Enrollment in a course at a community college or four-year college or university relevant to your work with children under age 13

In 2019, item A7 included four of these five activities. A7 did not include item A7-c, which identified visits to classrooms in other programs. This means that detailed questions about professional development were asked to a somewhat different subset of respondents across the two survey years.

While in 2012 detailed questions about professional development may have been asked to classroom staff who had only visited classrooms in other programs, in 2019 teachers who only had had this professional development experience were not identified and were not eligible to be asked additional questions about professional development.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	451	10.86%
No	2	3,461	87.65%
WF spawned from center with only administrative data	-8	483	1.49%
Don't Know/Refused/No Answer	-1	97	-
Did not report professional development activities in prior 12 months	-2	700	-

**Variable name:** WF9\_PROFDEV\_HELP\_TIME

**Label:** Assistance for prof development: release time to participate in the activity

**Description:** Workforce 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.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Compare with caution

**Source questions asked of  
respondents:** A8b3. (WF9\_A8B\_RELEASE) 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

**Variable construction:** Direct response to survey item.

Item A8a\_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.? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

A7b. *(In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

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

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

**Notes:** In both 2012 and 2019, respondents were first asked questions about their participation in any professional development activities during the past 12 months. If they report participating in any of these activities, they are subsequently asked more detailed questions about professional development, such as the topic of the most recent activity you participated in to improve or gain skills in working with children or the types of assistance they received to participate in these activities.

A key difference between 2012 and 2019 refers to the professional development activities included in the first set of questions. In 2012, item A7 included five different activities:

- Participation in workshops, such as those offered by professional associations, resource and referral networks
- Coaching, mentoring or ongoing consultation with a specialist
- Visits to classrooms in other programs
- Participation in 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
- Enrollment in a course at a community college or four-year college or university relevant to your work with children under age 13

In 2019, item A7 included four of these five activities. A7 did not include item A7-c, which identified visits to classrooms in other programs. This means that detailed questions about professional development were asked to a somewhat different subset of respondents across the two survey years.

While in 2012 detailed questions about professional development may have been asked to classroom staff who had only visited classrooms in other programs, in 2019 teachers who only had had this professional development experience were not identified and were not eligible to be asked additional questions about professional development.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,369	34.64%
No	2	2,567	63.87%
WF spawned from center with only administrative data	-8	483	1.48%
Don't Know/Refused/No Answer	-1	73	-
Did not report professional development activities in prior 12 months	-2	700	-

**Variable name:** WF9\_PROFDEV\_HS\_ONLINE

**Label:** R participated in an online health or safety training in the past year

**Description:** Workforce respondent participated in online health or safety training in the past year.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A, new variable for 2019

**Source questions asked of  
respondents:** A16. (WF9\_A16\_HSONLINE) Did you participate in any on-line health or safety trainings in the past year?

1. Yes

2. No

**Variable construction:** Direct response to survey item A16. 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? 1. Yes 2. No 3. Don't know/Refused/No answer*). Respondents who selected "No" or did not answer item A15 are coded as -2. Not applicable. Did not participate in a health or safety training in the last 12 months.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	2,793	67.34%
No	2	1,306	31.28%
WF spawned from center with only administrative data	-8	483	1.38%
Don't Know/Refused/No Answer	-1	23	-
Did not participate in health/safety training in last 12 months	-2	587	-

**Variable name:** WF9\_PROFDEV\_TOPIC\_HS**Label:** R participated in a health or safety training in the last year**Description:** Workforce respondent participated in a health or safety training in the past year.**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** N/A, new variable for 2019**Source questions asked of  
respondents:** A15. (WF9\_A15\_HSTRIN) In the past 12 months, have you  
participated in a health or safety training?

1. Yes

2. No

**Variable construction:** Direct response to survey item.**Notes:** 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 QT  
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 the main topic of that activity.The new 2019 question (item A15) refers to any training related to  
health and safety in the last year.

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	4,122	88.75%
No	2	547	10.02%
WF spawned from center with only administrative data	-8	483	1.24%
Don't know/Refused/No Answer	-1	40	-

**Variable name:** WF9\_PROFDEV\_TOPIC\_NONHS

**Label:** Main topic of most recent prof development activity, excluding health and safety

**Description:** Main topic of most recent activity, excluding health and safety, that the workforce respondent participated in to improve or gain skills in working with children

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons not feasible

**Source questions asked of  
respondents:** A8c\_M. (WF9\_A8C\_MAINTOPIC\_M) 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?

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



**Variable construction:** The source question included the response category “other, specify”. 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. In order to minimize the risk of disclosure, categories 8, 10, 12, 14, 19, 20, 21 were grouped together into category 21 (other).

Item A8a\_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.? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

A7b. *(In the past 12 months, have you participated in coaching, mentoring or ongoing consultation with a specialist? 1. Yes 2. No. 3. Don't know/Refused/No answer)*

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

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

**Notes:** 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 QT 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 source 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.

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

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
No topics other than health and safety	1	269	6.21%
Cognitive development, including early reading or math	2	366	9.51%
Added: Doing well in school, including homework assistance, instruction or co-curricular activities	3	98	3.70%
Helping children's social or emotional growth, including how to behave well.	4	1,097	33.28%
Physical development and health	5	140	3.48%
How to work with families	6	364	8.75%
Serving children with special physical, emotional or behavioral needs.	7	335	8.62%
Planning activities that meet the needs of the whole class	9	133	4.22%
Working with children from different races, ethnicities and cultures	11	65	1.21%
Added: Multi-topic geared to general skills (includes developmentally appropriate practice)	13	94	3.21%
Added: Child protection: abuse prevention, reporting	15	59	1.24%
Added: Program management and leadership	16	57	2.35%
Added: Specific curriculum or teaching methods/technology	17	273	7.30%
Added: Child/classroom monitoring and assessment	18	75	1.62%
OTHER, including categories 8, 10, 12, 14, 19, 20, 21	21	157	3.67%
WF spawned from center with only administrative data	-8	483	1.63%
Don't Know/Refused/No Answer	-1	427	-
Did not attend workshop/training in prior 12 months	-2	700	-

**Variable name:** WF9\_PROFDEV\_WRKSHP**Label:** Prof development in past 12 months: participated in workshops**Description:** Workforce respondent participated in a workshop (for example, those offered by professional associations, resource and referral networks, etc.) in the past 12 months.**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** A7a. (WF9\_A7\_WORKSHOP) 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 any workshops, for example, those offered by professional associations, resource and referral networks, etc.?

1. Yes

2. No

3. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	3,658	78.21%
No	2	990	20.55%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	61	-

**Variable name:** WF9\_PROFDEV\_COACH**Label:** Prof development in past 12 months: specialist coaching/mentoring/consultation**Description:** Workforce respondent participated in coaching, mentoring or ongoing consultation with a specialist in the past 12 months.**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** A7b. (WF9\_A7\_COACH) 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

3. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	1,743	34.21%
No	2	2,824	64.54%
WF spawned from center with only administrative data	-8	483	1.26%
Don't Know/Refused/No Answer	-1	142	-

**Variable name:** WF9\_PROFDEV\_MEETING

**Label:** Prof development in past 12 months: attended professional organization meeting

**Description:** Workforce respondent 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) in the past 12 months.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** A7d. (WF9\_A7\_MEET) 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, Association for Education of Young Children; Association for Family Child Care, National After School Association, or another group)?

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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,438	27.96%
No	2	3,128	70.79%
WF spawned from center with only administrative data	-8	483	1.26%
Don't Know/Refused/No Answer	-1	143	-

**Variable name:** WF9\_PROFDEV\_COURSE**Label:** Prof development in past 12 months: community/4 year college childcare course**Description:** Workforce respondent enrolled in a course at a community college or four-year college or university relevant to his/her work with children under age 13 in the past 12 months.**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** A7e. (WF9\_A7\_COMMCOLL) 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
3. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item.**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	1,197	23.10%
No	2	3,407	75.65%
WF spawned from center with only administrative data	-8	483	1.25%
Don't Know/Refused/No Answer	-1	105	-

**Variable name:** WF9\_PROFDEV\_WRKSHP\_TYPE

**Label:** Workshop participation: single workshop or series of several sessions

**Description:** Workforce respondent attended a single workshop or a series of several sessions in the past 12 months.

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** A7a\_1\_M. (WF9\_A7\_WORKSHOP\_SESSIONS) Did you attend a series of two or more workshops?  
1. Yes  
2. No  
3. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item A7a\_1\_M. 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.? 1. Yes 2. No 3. Don't know/Refused/No answer*)

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Single workshop	1	2,540	63.15%
Workshop series	2	1,082	35.26%
WF spawned from center with only administrative data	-8	483	1.59%
Don't Know/Refused/No Answer	-1	36	-
Did not participate in any workshop in the prior 12 months	-2	1,051	-

**Variable name:** WF9\_WORK\_BGCHK\_PROTECT

**Label:** Opinion on background checks: Checks on staff protect children

**Description:** Workforce respondent's opinion regarding background checks on staff in order to protect children

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A, new variable for 2019

**Source questions asked of  
respondents:** 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: [Strongly Agree, Agree, Disagree, Strongly Disagree]

a. (WF9\_D\_BKGD\_A) Background checks on staff protect children.

**Variable construction:** Direct response to survey item.

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, including Strongly Agree, Agree, Disagree, and Strongly Disagree.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Strongly agree	1	3,652	81.64%
Agree	2	898	16.34%
Disagree	3	33	0.30%
Strongly disagree	4	19	0.45%
WF spawned from center with only administrative data	-8	483	1.26%
Don't Know/Refused/No Answer	-1	107	-



**Variable name:** WF9\_WORK\_BGCHK\_DISCOURAGE

**Label:** Opinion on background checks: Discourage good candidates from applying

**Description:** Workforce respondent's opinion regarding background checks discouraging good candidates from applying

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick Tab data file(s):** N/A

**Comparability with 2012:** N/A, new variable for 2019

**Source questions asked of respondents:** 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: [Strongly Agree, Agree, Disagree, Strongly Disagree]

c. (WF9\_D\_BKGD\_C) Background checks discourage good candidates from applying for or taking jobs in child care.

**Variable construction:** Direct response to survey item.  
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, including Strongly Agree, Agree, Disagree, and Strongly Disagree.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Strongly agree	1	433	7.67%
Agree	2	640	13.40%
Disagree	3	1,973	46.16%
Strongly disagree	4	1,458	31.50%
WF spawned from center with only administrative data	-8	483	1.27%
Don't Know/Refused/No Answer	-1	205	-

**Variable name:** WF9\_WORK\_BGCHK\_EASY

**Label:** Opinion on background checks: Easy and inexpensive to get fingerprinted

**Description:** Workforce respondent's opinion regarding the cost and effort of fingerprinting for background checks

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A, new variable for 2019

**Source questions asked of  
respondents:** 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: [Strongly Agree, Agree, Disagree, Strongly Disagree]  
d. (WF9\_D\_BKGD\_E) It is easy and inexpensive to get fingerprinted for a background check.

**Variable construction:** Direct response to survey item.  
  
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, including Strongly Agree, Agree, Disagree, and Strongly Disagree.

**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Strongly agree	1	1,365	32.37%
Agree	2	2,044	44.13%
Disagree	3	844	18.00%
Strongly disagree	4	217	4.21%
WF spawned from center with only administrative data	-8	483	1.28%
Don't Know/Refused/No Answer	-1	239	-

**Variable name:** WF9\_WORK\_CLASSES**Label:** Num of different classrooms/groups R works with during a usual week**Description:** Number of different classrooms or groups that workforce respondent worked with in a usual week**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** B1a. (WF9\_B1\_NUMCLASS) How many different classrooms or groups do you work with during a usual week?  
\_\_\_\_\_ Number**Variable construction:** 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.

Responses to the source question have been collapsed for disclosure purposes. Responses above "3" have been grouped into a single category, "Four or more".

**Notes:** N/A

Statistic	Unweighted	Weighted
Mean	1.72	1.84
10th	1.00	1.00
25th	1.00	1.00
75th	2.00	2.00
90th	3.00	4.00
Minimum	0.00	-
Maximum	4.00	-
-1 (Don't know/Refused/No Answer): Frequency	53	-
-8 (WF spawned from center with only administrative data): Frequency	483	-

**Variable name:** WF9\_WORK\_DISABLED**Label:** R works mostly with children with mental/physical/other disabilities/delays**Description:** Workforce respondent worked mostly with children who have mental, physical or other disabilities or delays.**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** B5. (WF9\_B5\_DISABLE) 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

**Variable construction:** Direct response to survey item.**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Yes	1	466	10.63%
No	2	4,202	88.13%
WF spawned from center with only administrative data	-8	483	1.24%
Don't know/Refused/No Answer	-1	41	-

**Variable name:** WF9\_WORK\_FT**Label:** Full-time/Part-time status of WF respondent**Description:** Workforce respondent usually worked full-time or part-time at this program.**Variable type:** Constructed variable**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** B1. (WF9\_B1\_HOURSWORK) Approximately how many hours per  
week do you usually work at this program?  
\_\_\_\_\_ Number of hours**Variable construction:** 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 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.

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

Response	Codes	Unweighted Frequency	Weighted Percentage
Full-time worker	1	3,564	74.55%
Part-time worker	2	1,103	24.21%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	42	-

**Variable name:** WF9\_WORK\_HRS\_CAT**Label:** Hours worked per week**Description:** Usual number of hours per week workforce respondent worked at this program**Variable type:** Constructed variable**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** B1. (WF9\_B1\_HOURSWORK) Approximately how many hours per week do you usually work at this program?  
\_\_\_\_\_ Number of hours**Variable construction:** This variable classifies the number of hours the workforce respondent worked per week into one of six hour-range categories. Workforce respondents were asked how many hours per week they work, and these responses were then coded into the following categories:

- 20 hours or less
- 21 to 30 hours
- 31 to 35 hours
- 36 to 39 hours
- 40 hours
- Over 40 hours

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

Response	Codes	Unweighted Frequency	Weighted Percentage
20 hours or less	1	459	10.19%
21 to 30 hours	2	514	11.67%
31 to 35 hours	3	472	9.51%
36 to 39 hours	4	308	7.52%
40 hours	5	2,320	47.91%
Over 40 hours	6	594	11.96%
WF spawned from center with only administrative data	-8	483	1.24%
Don't Know/Refused/No Answer	-1	42	-

**Variable name:** WF9\_WORK\_LANG\_FAMILIES

**Label:** Language(s) R speaks with children or parents at center

**Description:** Language(s) that the workforce respondent spoke with children or parents as part of job at this center

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** N/A, new variable for 2019

**Source questions asked of  
respondents:** E19. (WF9\_E19\_LANGSPOKEN\_X\_R) (X=1-5) What language(s) do you speak with children or parents as part of your job at this center? \_\_\_\_\_

**Variable construction:** 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.

- Respondents who reported only speaking English with children or their parents at the center received a code of 1.
- Respondents who reported only speaking Spanish with children or their parents at the center received a code of 2.
- Respondents who indicated speaking only one language that was not English or Spanish with children or their parents at the center received a code of 3.
- Respondents that indicated speaking English and one or more other languages with children and their parents at the center received a code of 4.
- Respondents that indicated that they spoke two or more languages with children and their parents at the center, none of which were English, received a code of 5.

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

Response	Codes	Unweighted Frequency	Weighted Percentage
One language: English only	1	2,523	69.65%
One language: Spanish only	2	626	12.01%
One language other than English or Spanish	3	152	2.68%
Two or more languages: English and another language(s)	4	579	11.53%
Two or more languages: two or more languages not including English	5	83	2.64%
WF spawned from center with only administrative data	-8	483	1.48%
Don't know/Refused/No Answer	-1	746	-

**Variable name:** WF9\_WORK\_LANG\_PRCNT

**Label:** Approximate percent of time R speaks English when working with children

**Description:** The reported percent of time that workforce respondent spoke English when working with children

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** E6. (WF9\_E6) About what percent of the time that you are working with children do you speak English?  
\_\_\_\_\_ % of time speaking English

**Variable construction:** Direct response to survey item E6. 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”.

**Notes:** N/A

Statistic	Unweighted	Weighted
Mean	84.47	87.52
10th	50.00	50.00
25th	80.00	85.00
75th	100.00	100.00
90th	100.00	100.00
Minimum	0.00	-
Maximum	100.00	-
-1 (Don't know/Refused): Frequency	62	-
-2 (Respondent only speaks English): Frequency	3008	-
-8 (WF spawned from center with only administrative data): Frequency	483	-



**Variable name:** WF9\_WORK\_LEARNING\_SKILLS

**Label:** How often R discussed: How to improve R's skills helping children learn

**Description:** Frequency in the last 12 months with which workforce respondent and his/her supervisor have discussed how to improve his/her skills to help children learn (Once a year; Several times a year; Once a month; A few times a month; Once a week or more; Never)

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** D7a. (WF9\_D7\_LEARN) 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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Once a year	1	621	15.12%
Several times a year	2	1,313	30.04%
Once a month	3	785	16.94%
A few times a month	4	841	17.14%
Once a week or more	5	691	13.12%
Never	6	330	6.38%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	128	-

**Variable name:** WF9\_WORK\_BEHAVIOR\_SKILLS

**Label:** How often R discussed: How to improve R's skills working with chldrn's behavior

**Description:** Frequency in the last 12 months with which workforce respondent and his/her supervisor discussed how to improve his/her skills working with children's behavior (Once a year; Several times a year; Once a month; A few times a month; Once a week or more; Nev

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** D7b. (WF9\_D7\_BEHAVIOR) 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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Once a year	1	556	13.15%
Several times a year	2	1,258	26.97%
Once a month	3	781	18.09%
A few times a month	4	856	18.85%
Once a week or more	5	749	14.58%
Never	6	357	7.08%
WF spawned from center with only administrative data	-8	483	1.27%
Don't know/Refused/No Answer	-1	152	-

**Variable name:** WF9\_WORK\_MONTHS**Label:** Num of months out of last 12 R has worked**Description:** Number of months out of the last 12 that the workforce respondent had worked in a childcare program**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** B2. (WF9\_B2\_MONTHSCARE) How many months out of the last  
twelve have you worked at this or another child care program?  
\_\_\_\_\_ Number**Variable construction:** Direct response to survey item.**Notes:** N/A

Statistic	Unweighted	Weighted
Mean	10.27	10.21
10th	6.00	6.00
25th	9.00	9.00
75th	12.00	12.00
90th	12.00	12.00
Minimum	1.00	-
Maximum	12.00	-
-1 (Don't know/Refused/No Answer): Frequency	109	-
-8 (WF spawned from center with only administrative data): Frequency	483	-

**Variable name:** WF9\_WORK\_PLAN**Label:** R plans/helps plan daily activities of children in this classroom/group**Description:** Workforce respondent planned or helped plan the daily activities of the children in this classroom or group.**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** C3. (WF9\_C3\_PLAN) 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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	4,004	83.14%
No	2	644	15.62%
WF spawned from center with only administrative data	-8	483	1.24%
Don't know/Refused/No Answer	-1	61	-

**Variable name:** WF9\_WORK\_PLAN\_WHEN**Label:** When R plans daily activities**Description:** Time when workforce respondent planned his/her daily activities (While caring for children; Time while at work, but not caring for children; Personal time when not at work; Doesn't make specific plans)**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** C3a\_M. (WF9\_C3\_WHENPLAN) 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 R is not at work
5. Don't know/Refused/No answer

**Variable construction:** Direct response to survey item C3a\_M. 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?* 1. Yes 2. No 3. Don't know/Refused/No answer). Respondents who selected No or did not answer are coded as Not applicable. Does not help plan daily activities of children in classroom/group.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
While caring for children	1	372	11.13%
Time while at work, but not caring for children	2	2,243	53.69%
Don't make specific plans	3	178	4.96%
Personal time when I am not at work	4	1,196	28.75%
WF spawned from center with only administrative data	-8	483	1.47%
Don't know/Refused	-1	15	-
Does not help plan daily activities of children in classroom/group	-2	705	-

**Variable name:** WF9\_WORK\_PRNTS\_LATE**Label:** Frequency: Parents came late to pick up their children**Description:** Number of times in the past week (Never, Once, More than once) that parents picked up children late**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** D3a. (WF9\_D3\_LATE) How often did the following things happen to you last week at this program?

Parents came late to pick up their children. (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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Never	1	1,450	36.07%
Once	2	1,467	30.10%
More than once	3	1,551	32.52%
WF spawned from center with only administrative data	-8	483	1.30%
Don't Know/Refused/No Answer	-1	241	-

**Variable name:** WF9\_WORK\_PRNTS\_BLA**Label:** Frequency: Parents blamed their child's bad behavior on the program**Description:** Number of times in the past week (Never, Once, More than once) that parents blamed their child's bad behavior on program**Variable type:** Direct report from survey**Counterpart in Home-based Quick** N/A**Tab data file(s):****Comparability with 2012:** Direct comparisons possible**Source questions asked of respondents:** D3b. (WF9\_D3\_BLA) How often did the following things happen to you last week at this program?

Parents blamed their child's bad behavior on the program. (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

**Variable construction:** Direct response to survey item.**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Never	1	3,563	75.55%
Once	2	615	14.81%
More than once	3	360	8.37%
WF spawned from center with only administrative data	-8	483	1.27%
Don't know/Refused/No Answer	-1	171	-

**Variable name:** WF9\_WORK\_BEHAVIOR

**Label:** Frequency: There were chldrn with behavior problems that were hard to deal with

**Description:** Number of times in the past week (Never, Once, More than once) that workforce respondent had to deal with children with behavior problems

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** D3c. (WF9\_D3\_BEHAVIOR) 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. (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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Never	1	1,249	22.79%
Once	2	1,142	23.59%
More than once	3	2,184	52.36%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	134	-



**Variable name:** WF9\_WORK\_CH\_HAPPY**Label:** Frequency: I knew the children were happy with me**Description:** Number of times in the past week (Never, Once, More than once) that workforce respondent knew children were happy with him/her**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** D3d\_M. (WF9\_D3\_HAPPY) How often did the following things happen to you last week at this program?

I knew the children were happy with me. (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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Never	1	146	2.19%
Once	2	104	2.07%
More than once	3	4,332	94.48%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	127	-

**Variable name:** WF9\_WORK\_CH\_STRESS**Label:** Frequency: There were major stresses in children's lives I couldn't affect**Description:** Number of times in the past week (Never, Once, More than once) that workforce respondent couldn't do anything about major sources of stress in the children's lives**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** D3e. (WF9\_D3\_STRESS) 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 (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

**Variable construction:** Direct response to survey item.**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Never	1	2,358	51.53%
Once	2	1,132	24.60%
More than once	3	984	22.59%
WF spawned from center with only administrative data	-8	483	1.29%
Don't know/Refused/No Answer	-1	235	-

**Variable name:** WF9\_WORK\_PRNTS\_APPRCTE

**Label:** Frequency: I knew that I was appreciated by the parents

**Description:** Number of times in the past week (Never, Once, More than once) that workforce respondent knew parents appreciated him/her

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of  
respondents:** D3f. (WF9\_D3\_APPRECIATE) How often did the following things happen to you last week at this program?

I knew that I was appreciated by the parents. (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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Never	1	267	5.97%
Once	2	598	13.06%
More than once	3	3,701	79.71%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	143	-

**Variable name:** WF9\_WORK\_MOVE\_CLASSROOMS

**Label:** Frequency: I was moved to a different classroom or group of children

**Description:** Number of times in the past week (Never, Once, More than once) that workforce respondent was moved to a different classroom

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Compare with caution

**Source questions asked of  
respondents:** D3h\_m. (WF9\_D3\_MOVED\_M) 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

**Variable construction:** Direct response to survey item.

**Notes:** The wording of this item changed between 2012 and 2019.

In 2012, the question was "*I was moved to a different classroom or group of children. (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?)*".

Response	Codes	Unweighted Frequency	Weighted Percentage
Never	1	3,645	75.98%
Once	2	575	14.06%
More than once	3	352	8.70%
WF spawned from center with only administrative data	-8	483	1.26%
Don't Know/Refused/No Answer	-1	137	-

**Variable name:** WF9\_WORK\_PRNTS\_TALK**Label:** Frequency: How often last week R spoke with parents about child's family life**Description:** Number of times in the past week (Not at all, once or twice, three or more times) that workforce respondent talked with a child's parent about something that happened in the child's family (child-parent relationship, parent's finances and employment; fami**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** D4. (WF9\_D4\_HAPPEN) How often last week did you talk with a parent about something happening in the child's family (for example child-parent relationships, stresses like parent's finances and employment; family tensions)? (Would you say not at all, once or twice, or three or more times in the last week?)

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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Not at all	1	2,246	48.21%
Once or twice	2	1,782	38.07%
Three or more times	3	589	12.48%
WF spawned from center with only administrative data	-8	483	1.25%
Don't know/Refused/No Answer	-1	92	-

**Variable name:** WF9\_WORK\_RESPECT**Label:** Agreement with: my co-workers and I are treated with respect on a daily basis**Description:** Extent to which workforce respondent agreed that he/she and co-workers are treated with respect, daily, while working in this program (strongly agrees, agrees, neither agrees nor disagrees, disagrees or strong disagrees)**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** D9a. (WF9\_D9\_RESPECT) 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. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Strongly agree	1	2,199	45.88%
Agree	2	1,791	37.39%
Neither agree nor disagree	3	370	8.43%
Disagree	4	189	5.15%
Strongly disagree	5	81	1.89%
WF spawned from center with only administrative data	-8	483	1.26%
Don't know/Refused/No Answer	-1	79	-

**Variable name:** WF9\_WORK\_TEAMWORK

**Label:** Agreement with: team work is encouraged

**Description:** Extent to which workforce respondent agreed that teamwork is encouraged, while working in this program (strongly agrees, agrees, neither agrees or disagrees, disagrees or strong disagrees)

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick** N/A

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** D9b. (WF9\_D9\_TEAM) How much do you agree or disagree with the following statements about working in this program? Team work is encouraged. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Strongly agree	1	2,577	56.68%
Agree	2	1,680	35.59%
Neither agree nor disagree	3	241	4.09%
Disagree	4	82	1.64%
Strongly disagree	5	47	0.75%
WF spawned from center with only administrative data	-8	483	1.25%
Don't know/Refused/No Answer	-1	82	-

**Variable name:** WF9\_WORK\_HELP\_AVAILABLE

**Label:** Agreement with: I have help dealing with difficult children/parents

**Description:** Extent to which workforce respondent agreed he/she has help dealing with difficult children and parents, while working in this program (strongly agrees, agrees, neither agrees or disagrees, disagrees or strong disagrees)

**Variable type:** Direct report from survey

**Counterpart in Home-based Quick** N/A

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** D9c. (WF9\_D9\_HELPDEAL) 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? (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)

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

**Variable construction:** Direct response to survey item.

**Notes:** N/A

Response	Codes	Unweighted Frequency	Weighted Percentage
Strongly agree	1	1,833	40.34%
Agree	2	2,057	43.52%
Neither agree nor disagree	3	381	8.48%
Disagree	4	254	4.87%
Strongly disagree	5	77	1.53%
WF spawned from center with only administrative data	-8	483	1.27%
Don't know/Refused/No Answer	-1	107	-



**Variable name:** WF9\_WORK\_REVIEW**Label:** R receives a formal review and performance feedback at least once a year**Description:** Workforce respondent received a formal review and feedback on performance at least once a year.**Variable type:** Direct report from survey**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Direct comparisons possible**Source questions asked of  
respondents:** D8. (WF9\_D8\_FEEDBACK) 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

**Variable construction:** Direct response to survey item.**Notes:** N/A

<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Yes	1	3,551	74.54%
No	2	1,009	24.18%
WF spawned from center with only administrative data	-8	483	1.28%
Don't know/Refused/No Answer	-1	149	-

**Variable name:** WF9\_WORK\_ROLE**Label:** Role of WF respondent**Description:** Teacher or assistant/aide designation of workforce respondent from center-based provider questionnaire**Variable type:** Constructed variable**Counterpart in Home-based Quick  
Tab data file(s):** N/A**Comparability with 2012:** Compare with caution

**Source questions asked of respondents:**

F4a. (CB9\_F4\_TYPETEACH\_X\_R ) (X=1-10) Which of the following best describes [NAME]'s role in your program: a lead teacher or instructor, a teacher or instructor, an assistant teacher or instructor, or an aide, or something else?

1. Lead Teacher/Instructor
2. Teacher/Instructor/Co-Teacher/Director
3. Assistant Teacher/Instructor
4. Aide
5. Specialist/Non-Instructional Staff (specify)
6. Don't know/Refused/No Answer
7. Added: Owner
8. Added: Manager or Asst. Manager
9. Added: Director
10. Added: Assistant Director
11. Added: Substitute, Reliever, Break Person, Floater, Fill-In
12. Added: Administrator, Assistant Administrator
13. Added: Director or Asst. Director/Lead Teacher
14. Added: Associate Teacher
15. Added: Child Care Provider, Caregiver
16. Added: Occupational Therapist or Physical Therapist
17. Added: Speech Pathologist/Therapist/Teacher
18. Added: Special Ed. Teacher
19. Added: Volunteer
20. Added: Supervisor or Site Supervisor
21. Added: Group/Club Leader
22. Added: Counselor or Lead Counselor
23. Added: Family Educator, Family Advocate, Family Service Worker, Family Specialist
24. Added: Coordinator or Assistant Coordinator (Unspecified)
25. Added: Principal or Head Of School
26. Added: Nurse
27. Added: Assistant Supervisor/Assistant Site Supervisor
28. Added: "Para" or Para-Professional
29. Added: Administrative Support Personnel/Office Clerk
30. Added: Director/Teacher
31. Added: Before & Aftercare Worker
32. Added: Home Base Teacher/Home Visitor
33. Added: Teacher Family Advocate
34. Added: Reading Teacher
35. Added: Group Teacher
36. Added: Family Support Teacher
37. Added: Teacher Specialist
38. Added: Teacher Assistant Trainee
39. Added: Resource Teacher
40. Added: Mentor Teacher
41. Added: Studio Teacher
42. Added: Itinerant Teacher
43. Added: Vision Teacher
44. Added: Deaf Ed Teacher

45. Added: PE/ Physical Education Teacher
46. Added: Spanish/Bilingual/ESL Teacher
47. Added: Other Foreign Language Teacher
48. Added: Student Teacher/Practicum Student Teacher
49. Added: Special Education/Ese/Ecse Teacher
50. Added: Music or Music/Movement Teacher
51. Added: Other Special Subject Teacher (e.g., Dance, Drama, Chapel, Cooking, etc.)
52. Added: Art Teacher/Specialist/Consultant
53. Added: Director or Asst. Director/Lead Teacher
54. Added: Supervisor/Teacher
55. Added: Supervisor/Lead Teacher
56. Added: Owner/Teacher
57. Added: Owner/Director
58. Added: Owner/Director/Teacher
59. Added: Owner/Administrator
60. Added: Director/Coordinator
61. Added: Administrator/Lead Teacher
62. Added: Administrator/Teacher
63. Added: Teacher/Aide
64. Added: Lead Teacher/Aide
65. Added: Family Service Worker/Health And Disabilities Coordinator
66. Added: Bus Driver/Aide or Teaching Assistant
67. Added: President/Teacher
68. Added: Social Worker/Administrative Assistant
69. Added: Site Manager/Substitute Teacher
70. Added: Speech Language Pathologist/Teacher
71. Added: Director/Clinician
72. Added: Floater/Kitchen Staff
73. Added: Director/Administrator
74. Added: Lead Teacher/Assistant Teacher
75. Added: Teacher/Assistant or Aide
76. Added: Teacher/Assistant Teacher
77. Added: Counselor/Supervisor/Director
78. Added: Principal/Coordinator
79. Added: Site Coordinator/Asst. Site Coordinator
80. Added: Treatment Coordinator
81. Added: Program Coordinator
82. Added: Education Coordinator Enrichment Coordinator
83. Added: Family Services Coordinator
84. Added: Parent Support Coordinator
85. Added: Partnership Coordinator
86. Added: Quality Assurance Coordinator
87. Added: School Coordinator
88. Added: Enrichment Coordinator
89. Added: Program/Instructional/Center Assistant
90. Added: Child Development Assistant
91. Added: Leader Assistant

- 92. Added: Group/Classroom/Teaching Assistant
- 93. Added: Health Assistant
- 94. Added: Parent Involvement Assistant
- 95. Added: Special Education Assistant
- 96. Added: Activity Leader/Instructor
- 97. Added: Social Worker/ Case Manager/Case Worker
- 98. Added: Superintendent
- 99. Added: Tutor/Mentor
- 100. Added: Non-Teaching & Maintenance Staff
- 101. Added: Vice-President
- 102. Added: Behavior Specialist or Assistant
- 103. Added: Computer Specialist
- 104. Added: Athletic Specialist
- 105. Added: Education Specialist
- 106. Added: Language Specialist
- 107. Added: Program Specialist
- 108. Added: Intervention Specialist/ Early Interventionist
- 109. Added: Vision Specialist
- 110. Added: Specialist (Unspecified)
- 111. Added: Apprentice/Intern
- 112. Added: Cook/Kitchen or Food Prep Staff
- 113. Added: Therapeutic Staff Support
- 114. Added: Bus Driver/ Transportation
- 115. Added: Literacy Coach
- 116. Added: Trainees/ Student Workers (High School Level)
- 117. Added: Youth Development Professional/ Youth Instructor
- 118. Added: Psychologist
- 119. Added: Support Staff (Unspecified)
- 120. Added: Early Learning/Reading Coach
- 121. Added: Special Needs Teachers/Assistants
- 122. Added: School Readiness Coach
- 123. Added: Prevention Initiative Coordinator
- 124. Added: Parent Educator
- 125. Added: Department Chair
- 126. Added: Facilitator
- 127. Added: Cognitive Therapist
- 128. Added: Group Worker
- 129. Added: Board Member
- 130. Added: District Specialist
- 131. Added: Therapist (Unspecified)
- 132. Added: Coach (Unspecified)
- 133. Added: Mental Health Specialist/Worker/Consultant
- 134. Added: Specialist/Leader
- 135. Added: Clinician
- 136. Added: Foster Parent/Foster Grandparent
- 555. Added: indicates multiple names in one field
- 888. Added: indicates R reported no age group at their organization
- H6a2. (CB9\_H6A\_ROLE\_X) (X=1-5) Is his/her role more like an aide, assistant teacher, teacher/instructor, or lead teacher?

1. Aide
2. Assistant teacher
3. Teacher/instructor/co-teacher/director
4. Lead Teacher
5. Specialist/Non-instructional staff (specify)
6. Don't know/Refused/No answer
7. Added: Substitute Teacher
8. Added: Substitute/Floater
9. Added: Director
10. Added: Executive Director
11. Added: Assistant Director
12. Added: Education Specialist
13. Added: Behavior Specialist
14. Added: Specialist (Unspecified)
15. Added: Family Specialist
16. Added: Family Support Teacher
17. Added: Family Advocate
18. Added: Family Worker
19. Added: Manager/Site Manager
20. Added: Group Leader
21. Added: Speech/Auditory Therapist/SLP
22. Added: Owner
23. Added: Coordinator/Site Coordinator/Program Coordinator
24. Added: Family Services/Support Services Coordinator
25. Added: Supervisor, Site Supervisor, Program Supervisor, Campus Supervisor
26. Added: Intern
27. Added: Counselor
28. Added: Classroom Volunteers (E.G., Children's Relatives and Others)
29. Added: Director or Asst. Director/Teacher
30. Added: Director/Owner
31. Added: Administrator/Assistant Administrator
32. Added: Cook/Food Service
33. Added: Bus Driver/Transportation
34. Added: Resource Specialist
35. Added: Program Specialist
36. Added: One on One Specialist
37. Added: Special Education Specialist
38. Added: Inclusion Specialist
39. Added: Reading Specialist
40. Added: Office Manager
41. Added: Administrative Support Personnel/Office Clerk
42. Added: Multiple Positions/ All Positions Listed Above
43. Added: Health and Disabilities Coordinator/Consultant/Specialist
44. Added: Special Ed Teacher/Assistants
45. Added: Supervisor/Teacher
46. Added: Occupational/Physical Therapist
47. Added: Social Worker/Case Manager

- 48. Added: PE/Physical Education Teacher/Coach
- 49. Added: Mentor/Tutors
- 50. Added: ESL Teacher/Bilingual Support
- 51. Added: Non-Teaching Maintenance Support Staff
- 52. Added: Nurse/Medical Support Staff
- 53. Added: Art and/ or Music/Movement Teachers
- 54. Added: Paraprofessional
- 55. Added: Therapist (Unspecified)/ TSS
- 56. Added: Community Liaison/Advocate
- 57. Added: Principal
- 58. Added: Facilitator
- 59. Added: Childcare/Babysitter

Supplemental Data from Workforce Questionnaire

B6. (WF9\_B6\_TITLE\_R) What is your title at this program ?

**Variable construction:** This variable captures the role of the workforce respondent as reported by the respondent of the center-based questionnaire, who are directors or other staff in management positions of center-based programs that are knowledgeable about staffing and enrollment of ECE activities.

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 are asked to report the role of the selected classroom staff member in two separate places in the center-based questionnaire: first in item F4a and again later in item H6a2. We combined information from these two items in the center-based questionnaire. 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-F4a, 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

**Notes:** Note that 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 teachers" 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".

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



<b>Response</b>	<b>Codes</b>	<b>Unweighted Frequency</b>	<b>Weighted Percentage</b>
Aide or assistant teacher	1	1,611	37.12%
Teacher, instructor, or lead teacher	2	3,079	61.27%
Other/undetermined	3	18	0.38%
WF spawned from center with only administrative data	-8	483	1.23%
Don't Know/Refused/No Answer	-1	1	-

**Variable name:** WF9\_WORK\_YRS

**Label:** Num of years R worked in program

**Description:** Number of years workforce respondent had worked in their program

**Variable type:** Constructed variable

**Counterpart in Home-based Quick** N/A

**Tab data file(s):**

**Comparability with 2012:** Direct comparisons possible

**Source questions asked of respondents:** A1. (WF9\_A1\_LENGTH\_YEAR, WF9\_A1\_LENGTH\_MONTH) How long have you worked in your program?

\_\_\_\_\_ Years

\_\_\_\_\_ Months

**Variable construction:** This variable captures the number of years the workforce respondent has worked in their program and is their direct response to survey item A1.

Responses to the source question that were either less than a half year or 26 years or more were grouped into broader categories to minimize the risk of disclosure. The collapsed categories are as follows:

- Less than half a year (0-6 months)
- 7-12 months
- 1 year
- 2 years
- 3 years
- 4 years
- 5 years
- 6 years
- 7 years
- 8 years
- 9 years
- 10 years
- 11 to 15 years
- 16 to 20 years
- 21 to 25 years
- 26 or more years

#### **Additional Explanation**

Workforce respondents reported the length of time they 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.

Variable WF9\_WORK\_YRS was 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.

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

<b>Statistic</b>	<b>Unweighted</b>	<b>Weighted</b>
Mean	6.60	6.28
10th	2.00	1.00
25th	3.00	3.00
75th	10.00	10.00
90th	14.00	13.00
Minimum	1.00	-
Maximum	16.00	-
-1 (Don't know/Refused/No Answer): Frequency	34	-
-8 (WF spawned from center with only administrative data): Frequency	483	-

**Variable name:** WF9\_WORK\_WAGE

**Label:** Hourly wage for WF respondent (top coded)

**Description:** WF Respondent's hourly rate before taxes and deductions

**Variable type:** Constructed variable

**Counterpart in Home-based Quick** N/A

**Tab data file(s):**

**Comparability with 2012:** Direct comparison possible

**Source questions asked of respondents:** B1. (WF9\_B1\_HOURSWORK) Approximately how many hours per week do you usually work at this program?

\_\_\_\_\_ Number of hours

B4\_M. (WF9\_B4\_PAY\_HOWMUCH\_M) How much are you paid before taxes and deductions?

B4\_M. (WF9\_B4A\_B\_PER\_M\_R) How much are you paid before taxes and deductions? Is it per....

\$ per

1. Hour

2. Day

3. Week

8. Every 2 weeks

4. Month

5. Year

6. Other:

7. Added: Don't know/Refused/No answer

**Variable construction:** 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.

#### **Additional Explanation**

If the created variable hourly wage (WF9\_WORK\_WAGE) was missing, it was imputed using the mean hours worked per week reported at the same center for workers with same job title (WF9\_B6\_TITLE\_R, CB9\_F4\_TYPETEACH\_R\_X or CB9\_H5\_TITLE\_R).

When the log of reported wage (WF9\_B4\_PAY\_HOWMUCH) was above or below 4 standard deviations of the log wage within its original reporting unit, it was imputed to the unit for which the log wage was closest to the mean. When the reported wage was non-missing and the unit is missing, it was similarly imputed to the unit for which the log wage is closest to the mean.

If hours worked per week (WF9\_B1\_HOURSWORK) was missing, it was imputed using the mean hours worked per week reported at the same center for workers with same job title (WF9\_B6\_TITLE\_R, CB9\_F4\_TYPETEACH\_R\_X or CB9\_H5\_TITLE\_R).

If weeks open per year (CB9\_B6\_WEEKS) missing, it was imputed as the mean of CB9\_B6\_WEEKS.

**Notes:** For a more thorough discussion of this variable, please see the NSECE User's Guide: Workforce.

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

**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

**Variable name:** WF9\_WORK\_WAGE\_IMP

**Label:** Imputation flag for B4 hourly wage

**Description:** Tracks the type of information imputed in the process of producing the created variable for hourly wage of WF respondents (WF9\_WORK\_WAGE).

**Variable type:** Constructed variable

**Counterpart in Home-based Quick  
Tab data file(s):** N/A

**Comparability with 2012:** Direct comparison possible

**Source questions asked of  
respondents:** N/A

**Variable construction:** Imputation flag for B4 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

- (1) Unit imputed for non-missing amount- When the reported wage was non-missing and the unit is missing, the log of reported wage (WF9\_B4\_PAY\_HOWMUCH\_M) was compared to the mean wages for all other units. The missing unit was then imputed to the unit for which the log wage was closest to mean wage.
- (2) Unit changed for outlier amount-When the log of reported wage (WF9\_B4\_PAY\_HOWMUCH\_M) was above or below 4 standard deviations of the log wage within its original reporting unit, it was imputed to the unit for which the log wage was closest to the mean wage.
- (3) Imputed hours worked per week- If hours worked per week (WF9\_B1\_HOURSWORK) was missing, it was imputed using the mean hours worked per week reported at the same center for workers with same job title (WF9\_B6\_TITLE\_R, CB9\_F4\_TYPETEACH\_R\_X or CB9\_H5\_TITLE\_R).
- (4) Imputed weeks open per year- If weeks open per year (CB\_B6\_WEEKS) was missing, it was imputed as the mean of CB9\_B6\_WEEKS distribution with the same program type (PTYPE, i.e. CC=child care, HS=Head Start, or OT=Other) and the center's PSU. If interviewer comments or response to the follow-up asking for the number of weeks in the unit provided by respondent (CB9\_B1\_5E\_WEEKRATE\_X) indicated that the program was open for more weeks than those reported in CB9\_B6\_WEEKS, then CB9\_B6\_WEEKS was imputed based on the evidence.
- (5) Hours worked per day set to 6
- (6) Imputed wage from same job title in corresponding CB case- If the created variable hourly wage (WF\_WORK\_WAGE) was missing, it was imputed using the mean hours worked per week reported at the same center for workers with same job title (WF9\_B6\_TITLE\_R, CB9\_F4\_TYPETEACH\_R\_X or CB9\_H5\_TITLE\_R).

**Notes:** This variable is to be used in conjunction with WF9\_WORK\_WAGE.



**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
<b>Total</b>		5,192

## SECTION 3: Data File Updates

The table below documents the updates that have been made to the quick tabulation data file or to the documentation.

Description	Variable Names
<b>AUGUST 2023</b>	
Edits to variable-level documentation (minor updates to variable and value label)	WF9_PROFDEV_TOPIC_NONHS
OPRE report number updated on cover and front matter	
<b>JANUARY 2022</b>	
New variables added to the quick tabulation data file	WF9_WORK_WAGE WF9_WORK_WAGE_IMP
Edits to variable	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. 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.
Edits to variable and value labels	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_CLASSRM_3TO5 WF9_DIS_HHCB_C WF9_METH_DATA_SOURCE WF9_WORK_PLAN_WHEN