**Attachment 5**

2019 NSECE

Classroom Staff (Workforce) Questionnaire Items – Overview and Comparison

August 2018

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# Overview of Proposed 2019 NSECE Questionnaire and Changes from 2012 NSECE Questionnaire

|  |  |  |
| --- | --- | --- |
| 2019 Category | 2019 Construct | Key changes from 2012 to 2019 |
| Section A: Qualifications and Experiences | Years worked at program | * Update in response categories of ECE postsecondary majors * Disaggregation of question about state certification or CDA into two different items * Expansion of professional development items, including additional information on coursework, format of health or safety training, separation of health and safety from other topics, professional development plan, time spent on professional development |
| Years of ECE work experience |
| Any home-based ECE work |
| Educational attainment of caregiver |
| Educational field of study of caregiver |
| ECE credentials |
| Caregiver professional development |
| Caregiver health and safety training |
| Topic of most recent professional development activity, besides health and safety |
| Professional development plan |
| Time spent on professional development |
| Professional development assistance |
| Professional organization membership |
| Union membership |
| Main reason for working with children |
| Section B. Employment Schedule and Compensation | Number of hours worked per week | * Inclusion of high incidence categories within health insurance coverage item that were reported in "other: specify" responses in 2012 instrument: wages, health insurance coverage, and reason worker has looked for another job * Inclusion of worker's home zip code |
| Number of different classrooms or groups usually works with |
| Months worked in program during last year |
| Current wage |
| Working with children with disabilities |
| Current title at program |
| Health insurance coverage |
| Caregiver has looked for another job |
| Reason caregiver has looked for another job |
| Caregiver home zip code |
| Reference sampled classroom | Confirm sampled classroom | * Moved to later in the instrument near classroom-specific questions |
| Age group worked with most often |
| Section C: Activities in the Classroom | Number of days worked last week | * Inclusion of training for curriculum use * Exclusion of time spent planning activities for children * Revision of children’s time spent with screens question text and response options from weekly to daily report * Update in response categories for children’s planned activities and revision from days to hours per day |
| Any curriculum used |
| Name of curriculum used |
| Received training to use curriculum |
| Activity planning for children |
| When activity planning occurs |
| Children’s time spent with screens |
| Time spent on children’s planned activities |
| Section CL: About the People in the Classroom | Number of usual staff in classroom | * Entirely new section regarding staff and children in classroom, including their number, race/ethnicity, languages spoken other than English, and children's food insecurity |
| Race/Ethnicity of classroom staff |
| Spanish proficiency of staff |
| Any language other than English spoken in classroom |
| Languages other than English spoken in classroom |
| Frequency of use of languages other than English in the classroom |
| Number of children enrolled in the classroom |
| Race/Ethnicity of children in classroom |
| Number of children whose parents have limited English proficiency |
| Number of children experiencing food insecurity |
| Section D. Staff Attitudes and Orientation to Caregiving | Parental Modernity Scales – Traditional Belief Subscale | * Exclusion of two items focused of after-school programs * Exclusion of one item focused on benefit of teaching reading in preschool * Exclusion of one item focused on and teacher involvement in organizing activities * Minor update to worker's assignment to classrooms other than normal assignment * Replacement of Kessler Psychological Distress Scale with Center for Epidemiological Studies Depression Scale (CES-D7) * Inclusion of four items from Bridget Hamre’s instructional approach/knowledge scale |
| Parental Modernity Scales – Progressive Belief Subscale |
| Curbow job stress inventory’s “job demands” subscale |
| Curbow job stress inventory’s “job resources” subscale |
| Other job-stress related indicators: Caregiver moved from normal classroom |
| Frequency of speaking with parent’s about child’s family |
| Any use of interpreter with children’s families |
| Number of children's families with whom teacher uses interpreter |
| Frequency of discussion with supervisor about skills to help children learn |
| Frequency of discussion with supervisor about skills to help children's behavior |
| Any formal performance review |
| Perceived work environment: Center has respect for staff; Center encourages teamwork; Center helps staff with difficult children |
| Center for Epidemiological Studies Depression Scale (CES-D7) |
| Bridget Hamre’s instructional approach/knowledge |
| Section E. Demographics | Sex | * Exclusion of percentage of time spent speaking English with children * Inclusion of question about language(s) used in work * Addition of health status * Update of time frame for annual household income (from 2011 to 2018) * Update of response categories for categorical reporting of household income (inclusion of higher income categories) |
| Year of birth |
| Ethnicity |
| Race |
| Languages spoken at center |
| Country of birth |
| Year moved to United States |
| Current marital status |
| Health status |
| Annual household income: Exact dollar amount |
| Annual household income: Ranges |
| Percentage of household income stemming from childcare work |
| Receipt of any financial assistance from government programs |
| Number of children under 5 in household |
| Number of children ages 6-12 in household |

# Item-level Comparison between 2012 NSECE and Proposed 2019 Questionnaire

| Category | Construct | 2012 Questionnaire Item | 2019 Questionnaire Item |
| --- | --- | --- | --- |
| Section A: Qualifications and Experiences | Years worked at program | A1. The first questions are about your experiences providing early or school-age care and education and your training to do this work.  How long have you worked in your program?   |  |  |  |  | | --- | --- | --- | --- | |  | Years |  | Months | | Workforce item A1 has not changed |
|  | Years of ECE work experience | A2. How many years of paid experience do you have working with children other than your own, who are under age 13? Please include any paid experience in a home or center-based setting, including relatives, or paid experience you may have from another country.   |  |  |  |  | | --- | --- | --- | --- | |  | Years |  | Months | | Workforce item A2 has not changed |
|  | Any home-based ECE work | A2a.  Since you turned 18, have you done paid work with children under age 13 in a home-based setting?  1 🞏 YES  2 🞏 NO | Workforce item A2a has not changed |
|  | Educational attainment of caregiver | A3. 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 | Workforce item A3 has not changed |
|  | Educational field of study of caregiver | A5. What was your major for the highest degree you have or have studied for?  1 🞏 ELEMENTARY EDUCATION  2 🞏 SPECIAL EDUCATION  3 🞏 CHILD DEVELOPMENT OR PSYCHOLOGY  4 🞏 EARLY CHILDHOOD EDUCATION OR EARLY OR SCHOOL-AGE CARE  5 🞏 OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | A5\_M.  What was your major for the highest degree you have or have studied for?  1 🞏 ELEMENTARY EDUCATION  2 🞏 SPECIAL EDUCATION  3 🞏 CHILD DEVELOPMENT, PSYCHOLOGY, OR FAMILY STUDIES  4 🞏 EARLY CHILDHOOD EDUCATION OR EARLY OR SCHOOL-AGE CARE  5 🞏 OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | ECE credentials | A6. Do you have a state certification or endorsement for early care and education or school -age care, such as a certificate from the state or a Child Development Associate (CDA) certificate?  1 NEITHER STATE CERTIFICATION NOR CDA  2 STATE CERTIFICATION ONLY  3. CHILD DEVELOPMENT ASSOCIATE (CDA) CERTIFICATTE ONLY  4. BOTH STATE AND CDA  5. DK/REF | A6A\_M. Do you have a Child Development Associate (CDA) certificate?  1 🞏 YES  2 🞏 NO  A6B\_M. Do you have a state certification or endorsement for early care and education?  1 🞏 YES  2 🞏 NO |
|  | Caregiver professional development | A7. In the past 12 months, have you done any of the following to improve your skills or gain new skills in working with children?   1. Participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.?   1 🞏 YES 2 🞏 NO | Workforce item A7a has not changed |
|  | Caregiver professional development | 1. (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 | Workforce item A7\_b has not changed |
|  | Caregiver professional development | c. (In the past 12 months, have you done any of the following to improve your skills or gain new skills in working with children?) Observed or visited another teacher?  1🞏 YES 2 🞏 NO | Item not included in 2019 |
|  | Caregiver professional development | 1. (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 | Workforce item A7\_d has not changed |
|  | Caregiver professional development | 1. (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 | Workforce item A7\_e has not changed |
|  | Caregiver professional development | Item not included in 2012 | A20.  Have you ever taken a college or university course, participated in training, or received a credential where you had to demonstrate skills related to working with children and were observed?  1 🞏 YES  2 🞏 NO |
|  | Caregiver professional development | Item not included in 2012 | A12.   Are you currently enrolled in a degree program at a college or university?  1 🞏 YES  2 🞏 NO |
|  | Caregiver professional development | Item not included in 2012 | A13.  Did you take a college or university course in the past 12 months where you were asked to demonstrate skills related to working with children while being observed?1 🞏 YES  2 🞏 NO |
|  | Caregiver professional development | A7a\_1.  Was that a single workshop or a series of several sessions? 1. SINGLE WORKSHOP 2. WORKSHOP SERIES | A7a\_1\_M.  Did you attend a series of two or more workshops?  1 🞏 YES  2 🞏 NO |
|  | Caregiver professional development | A8a. Did you participate in any of these activities as part of a group from your program?    1🞏 YES  2🞏 NO | A8a\_M. Did you participate in any of these activities with other staff from your classroom?    1 🞏 YES  2 🞏 NO |
|  | Caregiver professional development | Item not included in 2012 | A14. The last time you participated in an activity to improve your skills working with children, did you do so to fulfill a requirement? Requirements might include needing continuing education credits for a certificate/credential, licensing, your local quality rating program, or a training required by your program.  1 🞏 YES  2 🞏 NO |
|  | Caregiver health and safety training | Item not included in 2012 | A15. In the past 12 months, have you participated in a health or safety training?  1 🞏 YES  2 🞏 NO |
|  | Caregiver health and safety training | Item not included in 2012 | A16. Did you participate in any on-line health or safety trainings in the past year?  1 🞏 YES  2 🞏 NO |
|  | Topic of most recent professional development activity, besides health and safety | A8c. What would you say was the main topic of the most recent activity you participated in to improve or gain skills in working with children? For example, was it focused on health and safety, working with families, preparing children to do well in school, techniques for discipline and classroom management, or some other topic?   1. 🞏 HEALTH AND SAFETY IN THE CLASSROOM 2. 🞏 COGNITIVE DEVELOPMENT, INCLUDING EARLY READING OR MATH 3. 🞏 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. | A8c\_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   1. 🞏 HELPING CHILDREN’S SOCIAL OR EMOTIONAL GROWTH, INCLUDING HOW TO BEHAVE WELL. 2. 🞏 PHYSICAL DEVELOPMENT AND HEALTH 3. 🞏 HOW TO WORK WITH FAMILIES 4. 🞏 SERVING CHILDREN WITH SPECIAL PHYSICAL, EMOTIONAL OR BEHAVIORAL NEEDS. 5. 🞏 WORKING WITH CHILDREN WHO SPEAK MORE THAN ONE LANGUAGE 6. 🞏 PLANNING ACTIVITIES THAT MEET THE NEEDS OF THE WHOLE CLASS 7. 🞏 WORKING WITH CHILDREN FROM DIFFERENT RACES, ETHNICITIES AND CULTURES 8. 🞏 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. |
|  | Caregiver professional development | Item not included in 2012 | A17. Have you received any training in the past 12 months on strategies for working with children and families of different races, ethnicities or cultures?  1 🞏 YES  2 🞏 NO |
|  | Professional development plan | Item not included in 2012 | A18. In the past 12 months, did a supervisor or advisor help you develop or update a plan for your professional development?  1 🞏 YES  2 🞏 NO |
|  | Time spent on professional development | Item not included in 2012 | A19. On average, how many hours a month do you spend on activities to improve or gain skills in working with children?  1 🞏 0 hours per month  2 🞏 1-2 hours per month  3 🞏 More than 2 hours but less than a day per month  4 🞏 1 day per month  5 🞏 More than 1 day per month |
|  | Professional development assistance | A8b: During the past 12 months, did you receive any of the following types of assistance with the costs of improving your skills, either from your employer or from a local or state agency, college or university?  1. Assistance with direct costs such as tuition or registration fees  1🞏 YES 2 🞏 NO | Workforce item A8b 1 has not changed |
|  | Professional development assistance | A8b: During the past 12 months, did you receive any of the following types of assistance with the costs of improving your skills, either from your employer or from a local or state agency, college or university?  2. (During the past 12 months, did you receive) Help with other costs of participation such as travel or child care for your own children  1🞏 YES 2 🞏 NO | Workforce item A8b 2 has not changed |
|  | Professional development assistance | A8b: During the past 12 months, did you receive any of the following types of assistance with the costs of improving your skills, either from your employer or from a local or state agency, college or university?  3. (During the past 12 months, did you receive) Release time to participate in the activity  1 🞏 YES 2 🞏 NO | Workforce item A8b 3 has not changed |
|  | Professional organization membership | A9. Are you a member of a professional association focused on caring for children (such as the National Association for the Education of Young Children, the National Family Child Care Association, the National Institute on Out of School Time, a religiously identified child care organization, or a similar organization)?  1 🞏 YES  2 🞏 NO | Workforce item A9 has not changed |
|  | Union membership | A10. Are you a member of a union (such as Service Employees International Union, American Federation of Teachers, American Federation of State, County and Municipal Employees (AFSCME) or the Teamsters)?  1 🞏 YES  2 🞏 NO | Workforce item A10 has not changed |
|  | Main reason for working with children | A11. 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. 🞏 DK/REF | Workforce item A11 has not changed |
| Section B. Employment Schedule and Compensation | Number of hours worked per week | B1. Approximately how many hours per week do you usually work at this program?   |  |  | | --- | --- | |  | Number of hours | | Workforce item B1 has not changed |
|  | Number of different classrooms or groups usually works with | B1a. How many different classrooms or groups do you work with during a usual week?  \_\_\_\_\_\_\_\_\_\_\_\_\_ Number of classrooms or groups | Workforce item B1a has not changed |
|  | Months worked in program during last year | B2. How many months out of the last twelve have you worked at this or another child care program?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_NUMBER | Workforce item B2 has not changed |
|  | Current wage | B4. How much are you paid before taxes and deductions? Is it per….  $ \_\_\_\_\_\_ per  1🞎 hour  2🞎 day  3🞎 week  4🞎 month  5🞎 year  6🞎 other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | B4\_M. 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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Working with children with disabilities | B5. In this job, do you work mostly with children who have mental, physical or other disabilities or delays?  1 YES  2 NO | Workforce item B5 has not changed |
|  | Current title at program | B6. What is your title at this program?  1 Director and Teacher  2 Program Coordinator  3 Lead Teacher or Lead Instructor  4 Teacher or Instructor  5 Assistant Teacher or Instructor  6 Aide,  7 or Something else (please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | Workforce item B6 has not changed |
|  | Health insurance coverage | B7.  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 OR COMMUNITY PROGRAM  5. MEDICAID  6. MEDICARE  7. MILITARY HEALTH CARE/VA OR CHAMPUS/TRICARE/CHAMP-VA  8. NO COVERAGE OF ANY TYPE  9. OTHER (SPECIFY) | B7\_M.  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) |
|  | Health Insurance coverage | B7\_Other  Please specify the kind of health insurance or health care coverage you have for yourself. | Workforce item B7\_Other has not changed |
|  | Caregiver has looked for another job | B9. In the past 3 months, have you done anything to look for a new job or an additional job?  1 🞎 YES  2 🞎 NO | Workforce item B9 has not changed |
|  | Reason caregiver has looked for another job | B9a. What is the main reason you have looked for work?  1 🞎 TO FIND A SECOND JOB  2 🞎 TO FIND A JOB THAT PAYS MORE  3 🞎 WORRIED THAT THIS JOB MAY END  4 🞎 HOPE TO REDUCE COMMUTE OR IMPROVE SCHEDULE  5 🞎 TO FIND IMPROVED WORK CONDITIONS IN PROGRAM  6 🞎 WANT TO LEAVE THIS FIELD  7 🞎 TO SEE WHAT ELSE IS AVAILABLE  8 🞎 TO FIND SUMMER EMPLOYMENT  9 🞎OTHER \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | B9a\_M. 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Reason caregiver has looked for another job | B9\_reason\_other  What is the main reason you have looked for work? | Workforce item B9\_reason\_other has not changed. |
|  | Caregiver home zip code | Item not included in 2012 | B10. What is your home ZIP code?  \_\_\_\_\_\_\_\_\_\_\_\_ [5-digit only] |
| Section C: Activities in the Classroom | Confirm sampled classroom | C1\_1.  This questionnaire asks about your work at [PROGRAM].We selected you for this survey based on time you spent in a classroom or group for [INSERT AGE GROUP] children. Is that the age group that you work with most often?  1 YES  2 NO | C1\_1\_M.   This section is about the [CLASSROOM NAME] classroom for children aged {xx} to {yy} where you were working during the week of [DATE] at {PROGRAM}. Is that the age group that you work with most often?  1 🞏 YES (GO TO C1A)  2 🞏 NO (ASK C1\_2\_M) |
|  | Age group worked with most often | <0}C1\_2.  What age group do you work with most often?  1. Infant and Toddler (birth to age 3)  2. Pre-school (age 3 years to kindergarten)  3. School-age (kindergarten and older) | <0}C1\_2\_M. If you are not very familiar with the [CLASSROOM] classroom, please tell us 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 |
|  | Number of days worked last week | C1.  Last week, how many days did you work at this program?  \_\_\_\_ days | Item not included in 2019 |
|  | Any curriculum used | C1A.  Do you use a curriculum or prepared set of learning and play activities?  1. YES  2. NO | Workforce item C1A has not changed. |
|  | Name of curriculum used | C1B. What is the name of the curriculum or approach used?  0. A curriculum we developed ourselves  6. Other (specify\_\_\_\_\_\_\_\_\_\_)  7. None | **NOTE:** Refer to instrument item C1B\_M for complete list of curricula available to respondent. |
|  | Received training to use curriculum | Item not included in 2012 | C5. Have you received 4 or more hours of training on how to use this curriculum?  1 🞏 YES  2 🞏 NO |
|  | Activity planning for children | C3. Do you plan or help plan the daily activities of the children in this classroom or group?  1 🞏 YES  2 🞏 NO | Workforce item C3 has not changed. |
|  | When activity planning occurs | C3a. When do you plan daily activities?  1 🞏 While caring for children  2 🞏 Time while at work, but not caring for children  3 🞏 Don’t make specific plans  4 🞏 personal time when I am not at work  5 🞏 DK/REF | C3a\_M. When do you plan daily activities?  1 🞏 While caring for children  2 🞏 Time while at work, but not caring for children  3 🞏 I don’t make specific plans  4 🞏 Personal time when I am not at work |
|  | Time spent planning activities for children | C3b. How much time do you spend each week planning children’s activities?   |  |  | | --- | --- | |  | Hours per week | | Item not included in 2019 |
|  | Children’s time spent with screens | C4. Last week, **when children were with you**, how many days did they use something with a screen, such as a TV, computer or electronic game, even if it was for a short time?  1 \_\_\_\_\_\_ NUMBER OF DAYS  🞏 WE NEVER USE ANYTHING WITH A SCREEN | C4\_M. In this classroom, on most days, how much time do children spend doing something with a screen, such as watching TV or a movie, or working or playing a game on a computer or tablet?  1🞏 1 ½ hours or more  2🞏 30 minutes to 1 ½ hours  3🞏 Less than 30 minutes  4🞏 Children do not use screens while in this classroom |
|  | Time spent on children’s planned activities | C2a. How many days in the past week did you do any of the following with the children as a planned activity? Please enter 0 if you did not do these things with children any day last week, or if they were done, but they had not been planned.  (Children not yet school-age)  A. Learning activities that you planned for child(ren) such as learning letters and reading or numbers and counting: \_\_\_\_\_\_\_\_DAYS  B. Free time for children to read or explore on their own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DAYS  C. Vigorous activity in games that you organize and supervise \_\_\_\_\_\_\_\_\_DAYS  D. Vigorous activity that the children select and do without direct supervision \_\_\_DAYS  E. Singing and movement planned in advance \_\_\_\_\_\_DAYS  F. Helping children with basic needs such as eating, toileting/diapering, or getting dressed. \_\_\_\_\_\_\_\_DAYS  (School-age children)  A. Learning activities that you planned for child(ren) such as learning reading, math or science \_\_\_\_DAYS  B. Free time for children to do homework or read on their own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DAYS  C. Vigorous activity in games that you organize and supervise \_\_\_\_\_\_\_\_\_DAYS  D. Vigorous activity that the children select and do without direct supervision \_\_\_DAYS  E Free time for social activities or socializing with other children DAYS | C2a\_M. We would like you to tell us about a typical day in your classroom. Not including lunch or nap breaks, how much time do the children spend in the following kinds of activities? How about (READ ITEM)? Would you say the children spend no time, half an hour or less, about one hour, about two hours, or three hours or more in (READ ITEM AGAIN)?   1. Learning activities done with the whole class   1 🞏 No time  2 🞏 Half an hour or less  3 🞏 About one hour  4 🞏 About two hours  5 🞏 Three hours or more   1. Learning activities done with small groups or individuals   1 🞏 No time  2 🞏 Half an hour or less  3 🞏 About one hour  4 🞏 About two hours  5 🞏 Three hours or more   1. Free time for children to play, read, or explore   1 🞏 No time  2 🞏 Half an hour or less  3 🞏 About one hour  4 🞏 About two hours  5 🞏 Three hours or more   1. Vigorous activity either indoors or outdoors   1 🞏 No time  2 🞏 Half an hour or less  3 🞏 About one hour  4 🞏 About two hours  5 🞏 Three hours or more  E. Singing and movement planned in advance  1 🞏 No time  2 🞏 Half an hour or less  3 🞏 About one hour  4 🞏 About two hours  5 🞏 Three hours or more |
| Section CL: About the People in the Classroom | Number of usual staff in classroom | Item not included in 2012 | CL1. Please think about the teachers, assistant teachers and aides who usually work in this classroom. How many people are there, including yourself? \_\_\_\_\_\_\_ |
|  | Race/ Ethnicity of classroom staff | Item not included in 2012 | CL2. Are any of these [CL1] people:   1. Black or African American   1🞏 Yes 2🞏 No   1. Hispanic or Latino   1🞏 Yes 2🞏 No   1. White   1🞏 Yes 2🞏 No   1. Asian   1🞏 Yes 2🞏 No |
|  | Spanish proficiency of staff | Item not included in 2012 | CL3. Do any of the staff in this classroom speak Spanish well enough to communicate with Spanish-speaking parents about their children’s experiences?  1 🞏 YES  2 🞏 NO |
|  | Any language other than English spoken in classroom | Item not included in 2012 | CL4. Do any of the staff in this classroom regularly speak a language other than English in the classroom?  1 🞏 YES  2 🞏 NO |
|  | Languages other than English spoken in classroom | Item not included in 2012 | CL4a. What language(s) are regularly spoken in the classroom? |
|  | Frequency of use of languages other than English in the classroom | Item not included in 2012 | CL4b. How often is a language other than English spoken in the classroom?   * + - * 1. 🞏 Other languages rarely spoken         2. 🞏 Other languages spoken throughout the day, but main language is English         3. 🞏 English and other language(s) spoken almost equally         4. 🞏 English is not the main language |
|  | Number of children enrolled in the classroom | Item not included in 2012 | CL5. How many children are enrolled in this classroom?  Number of children: |
|  | Race/ Ethnicity of children in classroom | Item not included in 2012 | CL6. How many of these (CL5) children are Hispanic or Latino? \_\_\_\_\_\_\_  CL6a.   |  |  | | --- | --- | | **Category** | **Number of Children** | | a. White |  | | b. Black or African-American |  | | c. Asian |  | | d. Mixed race, another race, or you are not certain |  |   As far as you know, how many of the children who are not Hispanic or Latino are…. |
|  | Number of children whose parents have limited English proficiency | Item not included in 2012 | CL7. How many of the children in this classroom have parents or guardians who would not be able to speak with a teacher, in English, about their children’s experiences?  Number of children: |
|  | Number of children experiencing food insecurity | Item not included in 2012 | CL8a. As far as you know, how many children in this classroom sometimes don’t have enough food to eat at home because there is not enough money to buy it?  Number of children: |
| Section D. Staff Attitudes and Orientation to Caregiving | Parental Modernity Scale – Traditional Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **A** | In my opinion, children should always obey their parents. Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree? | | Workforce item D1A has not changed |
|  | Parental Modernity Scale – Traditional Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **B** | In my opinion, children will not do the right thing unless they must. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1B has not changed |
|  | Parental Modernity Scale – Traditional Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **C** | In my opinion, the most important thing to teach children is absolute obedience to whomever is the authority. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1C has not changed |
|  | Parental Modernity Scale – Progressive Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **D** | In my opinion, a child’s ideas should be considered in family decisions. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1D has not changed |
|  | Parental Modernity Scale – Progressive Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **E** | In my opinion, children have a right to their own point of view and should be allowed to express it. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1E has not changed |
|  | Parental Modernity Scale – Progressive Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **F** | In my opinion, children should be allowed to disagree with their parents if they feel their own ideas are better. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1F has not changed |
|  | Parental Modernity Scale – Traditional Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **G** | In my opinion, children will be bad unless they are taught what is right. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1G has not changed |
|  | Parental Modernity Scale – Traditional Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **H** | In my opinion, children should always obey the teacher. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1H has not changed |
|  | Parental Modernity Scale – Progressive Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **I** | In my opinion, it is alright for a child to disagree with his or her own parents. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1I has not changed |
|  | Parental Modernity Scale – Progressive Belief Subscale | D1. Please indicate how much you personally agree or disagree with the following statements.   |  |  | | --- | --- | | **J** | In my opinion, parents should go along with the game when their child is pretending something. (Would you say you strongly disagree, disagree, neither agree or disagree, agree, or strongly agree?) | | Workforce item D1J has not changed |
|  | Benefit of teaching reading in preschool | D2A. Preschool children are too young to benefit from activities that teach them how to read. Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?  1. 🞎 STRONGLY AGREE  2. 🞎 AGREE  3. 🞎 NEITHER AGREE NOR DISAGREE  4. 🞎 DISAGREE  5. 🞎 STRONGLY DISAGREE | Item not included in 2019 |
|  | Importance of teacher involvement in organizing activities | D2B. Young children do best when teachers are actively involved in organizing their play and activities, rather than letting them decide their own activities. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)  1. 🞎 STRONGLY AGREE  2. 🞎 AGREE  3. 🞎 NEITHER AGREE NOR DISAGREE  4. 🞎 DISAGREE  5. 🞎 STRONGLY DISAGREE | Item not included in 2019 |
|  | Focus of after-school programs | D2C.  After-school programs help children most when they focus on help with homework and other academically-oriented activities. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)  1. 🞎 STRONGLY AGREE  2. 🞎 AGREE  3. 🞎 NEITHER AGREE NOR DISAGREE  4. 🞎 DISAGREE  5. 🞎 STRONGLY DISAGREE | Item not included in 2019 |
|  | Focus of after-school programs | D2D. {0>(**Please indicate the degree to which you agree/disagree with the following statements.**<}100{>  Children gain the most from after-school activities that focus on recreation and social interaction. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)  1. 🞎 STRONGLY AGREE  2. 🞎 AGREE  3. 🞎 NEITHER AGREE NOR DISAGREE  4. 🞎 DISAGREE  5. 🞎 STRONGLY DISAGREE | Item not included in 2019 |
|  | Curbow job stress inventory’s “job demands” subscale | D3. How often did the following things happen to you last week at this program?  D3a. Parents came late to pick up their children. Would you say never, once, or more than once in the last week?  Never  Once  More than once | Workforce item D3a has not changed |
|  | Curbow job stress inventory’s “job demands” subscale | D3b.Parents blamed their child’s bad behavior on the program. (Would you say never, once, or more than once in the last week?)<0}  Never  Once  More than once | Workforce item D3b has not changed |
|  | Curbow job stress inventory’s “job demands” subscale | D3c. 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?)  Never  Once  More than once | Workforce item D3c has not changed |
|  | Curbow job stress inventory’s “job resources” subscale | D3d.I knew the children are happy with me. (Would you say never, once, or more than once in the last week?)  Never  Once  More than once | D3d\_M.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 |
|  | Curbow job stress inventory’s “job demands” subscale | D3e.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?)  Never  Once  More than once | Workforce item D3e has not changed |
|  | Curbow job stress inventory’s “job resources” subscale | D3f. I knew that I was appreciated by the parents. (Would you say never, once, or more than once in the last week?)  Never  Once  More than once | Workforce item D3f has not changed |
|  | Other job-stress related indicators (not part of the Curbow job stress inventory) | D3g. I had the chance to solve difficult problems. (Would you say never, once, or more than once in the last week?)  Never  Once  More than once | Item not included in 2019 |
|  | Other job-stress related indicators (not part of the Curbow job stress inventory) | D3h**.** I was moved to a different classroom or group of children. (Would you say never, once, or more than once in the last week?)  Never  Once  More than once | D3h\_M. 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 |
|  | Frequency of speaking with parent’s about child’s family | D4. How often last week did you talk with a parent about something happening in the child’s family (for example child-parent relationships, stresses like parent’s finances and employment; family tensions)? (Would you say not at all, once or twice, or three or more times in the last week?)  Not at all  Once or twice  Three or more times | Workforce item D4 has not changed |
|  | Any use of interpreter with children’s families | C10B  Do you ever need an interpreter or a child to help you speak with the parents of children in your program?  1 YES  2 NO | Item not included in 2019 |
|  | Number of children's families with whom teacher uses interpreter | C10B1  How many children in your program have parents that you speak with this way?  \_\_\_\_\_\_\_\_\_\_\_ Number of children | Item not included in 2019 |
|  | Frequency of discussion with supervisor about skills to help children learn | D7. How often have you and your supervisor (such as center director, program director, or lead teacher) discussed each of the following in the last 12 months?  a. 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 | Workforce item D7a has not changed |
|  | Frequency of discussion with supervisor about skills to help children's behavior | D7. How often have you and your supervisor (such as center director, program director, or lead teacher) discussed each of the following in the last 12 months?  b. 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 | Workforce item D7b has not changed |
|  | Any formal performance review | D8. Do you receive a formal review and feedback on your performance at least once a year?  1. 🞏 YES  2. 🞏 NO | Workforce item D8 has not changed |
|  | Perceived work environment: Center has respect for staff | D9A  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?)  Strongly agree  Agree  Neither agree nor disagree  Disagree  Strongly disagree | Workforce item D9A has not changed |
|  | Perceived work environment: Center encourages teamwork | D9B  Team work is encouraged. (Would you say you strongly agree, agree, neither agree or disagree, disagree or strong disagree with this statement?)  Strongly agree  Agree  Neither agree nor disagree  Disagree  Strongly disagree | Workforce item D9B has not changed |
|  | Perceived work environment: Center helps staff with difficult children | D9C  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?)  Strongly agree  Agree  Neither agree nor disagree  Disagree  Strongly disagree | Workforce item D9C has not changed |
|  | Kessler Psychological Distress Scale | D10. These questions are about feelings you may have experienced over the past 30 days. During the **past 30 days**, how often did you feel...   1. ...so sad that nothing could cheer you up? Would you say…   All of the time  Most of the time  Some of the time  A little of the time  None of the time | Item not included in 2019 |
|  | Kessler Psychological Distress Scale | D10. These questions are about feelings you may have experienced over the past 30 days. During the **past 30 days**, how often did you feel...   1. (During the past 30 days, how often did you feel)...nervous? (Would you say..)   All of the time  Most of the time  Some of the time  A little of the time  None of the time | Item not included in 2019 |
|  | Kessler Psychological Distress Scale | D10. These questions are about feelings you may have experienced over the past 30 days. During the **past 30 days**, how often did you feel...   1. (During the past 30 days, how often did you feel)......restless or fidgety? (Would you say..)   All of the time  Most of the time  Some of the time  A little of the time  None of the time | Item not included in 2019 |
|  | Kessler Psychological Distress Scale | D10. These questions are about feelings you may have experienced over the past 30 days. During the **past 30 days**, how often did you feel...   1. (During the past 30 days, how often did you feel)......hopeless? (Would you say..)   All of the time  Most of the time  Some of the time  A little of the time  None of the time | Item not included in 2019 |
|  | Kessler Psychological Distress Scale | D10. These questions are about feelings you may have experienced over the past 30 days. During the **past 30 days**, how often did you feel...   1. (During the past 30 days, how often did you feel).......that everything was an effort? (Would you say..)   All of the time  Most of the time  Some of the time  A little of the time  None of the time | Item not included in 2019 |
|  | Kessler Psychological Distress Scale | D10. These questions are about feelings you may have experienced over the past 30 days. During the **past 30 days**, how often did you feel...   1. (During the past 30 days, how often did you feel)......worthless? (Would you say..)   All of the time  Most of the time  Some of the time  A little of the time  None of the time | Item not included in 2019 |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  1. I did not feel like eating; my appetite was poor  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  2. I had trouble keeping my mind on what I was doing.  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  3. I felt depressed.  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  4. I felt that everything I did was an effort.  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  7. My sleep was restless.  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  8. I was sad.  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Center for Epidemio-logical Studies Depression Scale | Item not included in 2012 | D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.  10. I could not "get going."  Rarely or none of the time (less than 1 day)  Some or a little of the time (1-2 days)  Occasionally or a moderate amount of time (3-4 days)  All of the time (5-7 days) |
|  | Bridget Hamre’s instructional approach/ knowledge | Item not included in 2012 | D12. A small group of children is painting on paper at a table. One child asks if they can paint some rocks they collected earlier in the day. The best thing to do is:  1🞏 Get the rocks and let the child paint them.  2🞏Tell them rocks aren’t for painting.  3🞏Tell them it would make too much of a mess.  4🞏Tell the child that is something they can do at home, not at school. |
|  | Bridget Hamre’s instructional approach/ knowledge | Item not included in 2012 | D13. A child is crying at drop-off because she misses her mom. Which of the following is most likely to help the child in that moment:  1🞏 Let the child sit alone for a while until she calms down  2🞏 Talk with the parent to figure out what happened  3🞏 Encourage the child’s friends to try to distract her  4🞏 Spend time with her until the child feels better |
|  | Bridget Hamre’s instructional approach/ knowledge | Item not included in 2012 | D14. A child hits another child. The most effective response is to:  1🞏 Separate the children by moving the child who was hit into another center  2🞏 Remind the child that hands are not for hitting, then help re-engage him in an activity  3🞏 Ignore the behavior  4🞏 Tell the child’s parents about the misbehavior |
|  | Bridget Hamre’s instructional approach/ knowledge | Item not included in 2012 | D15. A child is trying to put together a puzzle that is too difficult for her. The best thing to do is:  1🞏 Sit with her and give her hints that help her complete the puzzle.  2🞏 Provide her a puzzle that is easier for her to complete.  3🞏 Encourage her to keep trying it on her own.  4🞏 Complete the puzzle for her as a demonstration. |
| Section E. Demographics | Sex | E1. [IF INTERVIEWER ADMINISTERED: I am required to ask if you] Are you male or female?  1🞎 Male  2🞎 Female | Workforce item E1 has not changed |
|  | Year of birth | E2. In what year were you born? \_\_\_\_\_\_\_\_\_\_ | Workforce item E2 has not changed |
|  | Ethnicity | E3. Are you of Hispanic or Latino descent?  1🞎 YES  2🞎 NO | E3\_M What is your ethnicity?   1. 🞏 Hispanic or Latino   2 🞏 Not Hispanic or Latino |
|  | Race | E4. Which of the following are you? Please select one or more.  1🞎 White  2🞎 Black or African American  3🞎 Asian  4🞎 Native Hawaiian or Other Pacific Islander  5🞎 American Indian or Alaska Native  6🞎 OTHER | E4\_M What is your race? (Select one or more)  5🞏 American Indian or Alaska Native  3🞏 Asian  2🞏 Black or African American  4🞏 Native Hawaiian or Other Pacific Islander  1🞏 White |
|  | Languages spoken: Any languages spoken other than English | E5. Do you speak any languages other than English?  1🞏Yes 🞏 No | Item not included 2019 |
|  | Languages spoken: Time spent speaking English with children | E6. About what percent of the time that you are working with children do you speak English?  \_\_\_\_\_\_\_ % of time speaking English | Item not included 2019 |
|  | Languages spoken: Languages spoken other than English | Item not included in 2012 | E19. What language(s) do you speak with children or parents as part of your job at this center?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Country of birth | E9. In what country were you born?   |  | | --- | |  | | Workforce item E9 has not changed  **NOTE:** Refer to instrument item E9 for complete list of countries available to respondents. |
|  | Year moved to United States | E10. In what year did you move to the U.S. to stay?   |  | | --- | |  | | Workforce item E10 has not changed |
|  | Current marital Status | E11. What is your current marital status?  1 🞏 Never married, not living with a partner  2 🞏 Married or living with a partner  3 🞏 Separated  4 🞏 Divorced  5 🞏 Widowed | Workforce item E11 has not changed |
|  | Health status | Item not in 2012 | E20. Overall, would you say your health is excellent, very good, fair, or poor?  1 🞏 Excellent  2 🞏 Very good  3 🞏 Fair  4 🞏 Poor |
|  | Annual household income: Exact dollar amount | |  |  | | --- | --- | |  | Dollars🡪GO TO E17 |   E14. Approximately what was your total household income in 2011, before taxes or deductions? Please include income from wages and salaries earned by you or other adults in your household. Also include government assistance, gifts, or other income you may have had. | E14. 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🡪GO TO E17 | |
|  | Annual household income: Ranges | E15. It can be difficult to remember or report these numbers and an approximate range is fine. What was your total household income in 2011 before taxes or deductions…  1 🞏 0 to $7,500  2 🞏 $7,501 to $15,000  3 🞏 $15,001 to $22,500  4 🞏 $22,501 to $30,000  5 🞏 $30,001 to $45,000  6 🞏 $45,001 or more | E15\_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 |
|  | Percentage of household income stemming from childcare work | E17. Approximately how much of your household income in 2011 came from your work with children under age 13?  1 🞏 All  2 Almost all  2 🞏 More than half 3 🞏 About half 4 🞏 Less than half 5 🞏 Very little  6 None | E17. Approximately how much of your household income in 2018 came from your work with children under age 13?  1 🞏 All  2 🞏 Almost all  3 🞏 More than half 4 🞏 About half 5 🞏 Less than half 6 🞏 Very little  7 🞏 None |
|  | Receipt of any financial assistance from government programs | E18. Do you currently receive financial or in-kind assistance from any government programs for needy families, such as cash assistance for disabilities, housing assistance, free-reduced lunch for your children or food stamps?  1. 🞏 YES  2. 🞏 NO | Workforce item E18 has not changed |
|  | Number of children under 5 in household | E12. How many children age 5 or less are living in your household?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Number | Workforce item E12 has not changed |
|  | Number of children ages 6-12 in household | E13. How many children between 6 and 12 are living in your household?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Number | Workforce item E13 has not changed |