

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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Inclusion of training for curriculum use • Exclusion of time spent planning activities for children • Revision of children's time spent
	Any curriculum used	
	Name of curriculum used	
	Received training to use curriculum	
	Activity planning for children	

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	When activity planning occurs	with screens question text and response options from weekly to daily report
	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	<ul style="list-style-type: none"> Update in response categories for children’s planned activities and revision from days to hours per day 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	<ul style="list-style-type: none"> 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	

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	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	<ul style="list-style-type: none"> • 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? <input type="text"/> Years <input type="text"/> 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. <input type="text"/> Years <input type="text"/> 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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO	Workforce item A2a has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Educational attainment of caregiver	<p>A3. What is the highest grade or level of schooling that you have ever completed?</p> <p>1 <input type="checkbox"/> 8th GRADE OR LESS 2 <input type="checkbox"/> 9th-12th GRADE NO DIPLOMA 3 <input type="checkbox"/> GED OR HIGH SCHOOL EQUIVALENCY 4 <input type="checkbox"/> HIGH SCHOOL GRADUATE 5 <input type="checkbox"/> SOME COLLEGE CREDIT BUT NO DEGREE 6 <input type="checkbox"/> ASSOCIATE DEGREE (AA, AS) 7 <input type="checkbox"/> BACHELOR'S DEGREE (BA, BS, AB) 8 <input type="checkbox"/> GRADUATE OR PROFESSIONAL DEGREE</p>	Workforce item A3 has not changed
	Educational field of study of caregiver	<p>A5. What was your major for the highest degree you have or have studied for?</p> <p>1 <input type="checkbox"/> ELEMENTARY EDUCATION 2 <input type="checkbox"/> SPECIAL EDUCATION 3 <input type="checkbox"/> CHILD DEVELOPMENT OR PSYCHOLOGY 4 <input type="checkbox"/> EARLY CHILDHOOD EDUCATION OR EARLY OR SCHOOL-AGE CARE 5 <input type="checkbox"/> OTHER</p>	<p>A5_M. What was your major for the highest degree you have or have studied for?</p> <p>1 <input type="checkbox"/> ELEMENTARY EDUCATION 2 <input type="checkbox"/> SPECIAL EDUCATION 3 <input type="checkbox"/> CHILD DEVELOPMENT, PSYCHOLOGY, OR FAMILY STUDIES 4 <input type="checkbox"/> EARLY CHILDHOOD EDUCATION OR EARLY OR SCHOOL-AGE CARE 5 <input type="checkbox"/> OTHER</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	ECE credentials	<p>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?</p> <p>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</p>	<p>A6A_M. Do you have a Child Development Associate (CDA) certificate? 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p> <p>A6B_M. Do you have a state certification or endorsement for early care and education? 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>
	Caregiver professional development	<p>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?</p> <p>a. Participated in any workshops, for example, those offered by professional associations, resource and referral networks, etc.? 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A7a has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Caregiver professional development	<p>b. (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?</p> <p>1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A7_b has not changed
	Caregiver professional development	<p>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?</p> <p>1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Item not included in 2019

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Caregiver professional development	<p>d.</p> <p>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)?</p> <p>1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A7_d has not changed
	Caregiver professional development	<p>e.</p> <p>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?</p> <p>1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A7_e has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Caregiver professional development	Item not included in 2012	<p>A20.</p> <p>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?</p> <p>1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>
	Caregiver professional development	Item not included in 2012	<p>A12.</p> <p>Are you currently enrolled in a degree program at a college or university?</p> <p>1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>
	Caregiver professional development	Item not included in 2012	<p>A13.</p> <p>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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO
	Caregiver professional development	A8a. Did you participate in any of these activities as part of a group from your program? 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO	A8a_M. Did you participate in any of these activities with other staff from your classroom? 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> 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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Caregiver health and safety training	Item not included in 2012	<p>A15. In the past 12 months, have you participated in a health or safety training?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>
	Caregiver health and safety training	Item not included in 2012	<p>A16. Did you participate in any on-line health or safety trainings in the past year?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Topic of most recent professional development activity, besides health and safety	<p>A8c. What would you say was the <u>main</u> 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?</p> <p>1. <input type="checkbox"/> HEALTH AND SAFETY IN THE CLASSROOM</p> <p>2. <input type="checkbox"/> COGNITIVE DEVELOPMENT, INCLUDING EARLY READING OR MATH</p> <p>3. <input type="checkbox"/> DOING WELL IN SCHOOL, INCLUDING HOMEWORK ASSISTANCE, INSTRUCTION OR CO-CURRICULAR ACTIVITIES.</p> <p>4. <input type="checkbox"/> HELPING CHILDREN'S SOCIAL OR EMOTIONAL GROWTH, INCLUDING HOW TO BEHAVE WELL.</p> <p>5. <input type="checkbox"/> PHYSICAL DEVELOPMENT AND HEALTH</p>	<p>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?</p> <p>1 <input type="checkbox"/> NO TOPICS OTHER THAN HEALTH AND SAFETY</p> <p>2 <input type="checkbox"/> COGNITIVE DEVELOPMENT, INCLUDING EARLY READING OR MATH</p> <p>4 <input type="checkbox"/> HELPING CHILDREN'S SOCIAL OR EMOTIONAL GROWTH, INCLUDING HOW TO BEHAVE WELL.</p> <p>5 <input type="checkbox"/> PHYSICAL DEVELOPMENT AND HEALTH</p> <p>6 <input type="checkbox"/> HOW TO WORK WITH FAMILIES</p> <p>7 <input type="checkbox"/> SERVING CHILDREN WITH SPECIAL PHYSICAL, EMOTIONAL OR BEHAVIORAL NEEDS.</p> <p>8 <input type="checkbox"/> WORKING WITH CHILDREN WHO SPEAK</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Caregiver professional development	Item not included in 2012	<p>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?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>
	Professional development plan	Item not included in 2012	<p>A18. In the past 12 months, did a supervisor or advisor help you develop or update a plan for your professional development?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Time spent on professional development	Item not included in 2012	<p>A19. On average, how many hours a month do you spend on activities to improve or gain skills in working with children?</p> <p>1 <input type="checkbox"/> 0 hours per month</p> <p>2 <input type="checkbox"/> 1-2 hours per month</p> <p>3 <input type="checkbox"/> More than 2 hours but less than a day per month</p> <p>4 <input type="checkbox"/> 1 day per month</p> <p>5 <input type="checkbox"/> More than 1 day per month</p>
	Professional development assistance	<p>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?</p> <p>1. Assistance with direct costs such as tuition or registration fees 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A8b 1 has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Professional development assistance	<p>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?</p> <p>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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A8b 2 has not changed
	Professional development assistance	<p>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?</p> <p>3. (During the past 12 months, did you receive) Release time to participate in the activity 1 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO</p>	Workforce item A8b 3 has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Professional organization membership	<p>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)?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>	Workforce item A9 has not changed
	Union membership	<p>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)?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>	Workforce item A10 has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Main reason for working with children	<p>A11. Which one of the following <u>best</u> describes the main reason that you work with young children?</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> It is my career or profession 2. <input type="checkbox"/> It is a step towards a related career 3. <input type="checkbox"/> It is my personal calling 4. <input type="checkbox"/> It is a job with a paycheck 5. <input type="checkbox"/> It is work I can do while my own children are young 6. <input type="checkbox"/> It is a way to help children 7. <input type="checkbox"/> It is a way to help parents 8. <input type="checkbox"/> None of these reasons apply 9. <input type="checkbox"/> DK/REF 	Workforce item A11 has not changed
Section B. Employment Schedule and Compensation	Number of hours worked per week	<p>B1. Approximately how many hours per week do you usually work at this program?</p> <p style="text-align: center;"><input style="width: 50px; height: 20px;" type="text"/> NUMBER OF HOURS</p>	Workforce item B1 has not changed
	Number of different classrooms or groups usually works with	<p>B1a. How many different classrooms or groups do you work with during a usual week?</p> <p style="text-align: center;">_____ Number of classrooms or groups</p>	Workforce item B1a has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> hour 2 <input type="checkbox"/> day 3 <input type="checkbox"/> week 4 <input type="checkbox"/> month 5 <input type="checkbox"/> year 6 <input type="checkbox"/> other _____ —	B4_M. How much are you paid before taxes and deductions? Is it per... \$ _____ per 1 <input type="checkbox"/> hour 2 <input type="checkbox"/> day 3 <input type="checkbox"/> week 8 <input type="checkbox"/> every 2 weeks 4 <input type="checkbox"/> month 5 <input type="checkbox"/> year 6 <input type="checkbox"/> 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

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Health insurance coverage	<p>B7.</p> <p>What kind of health insurance or health care coverage do you have for yourself?</p> <p>1. PRIVATE HEALTH INSURANCE PLAN FROM YOUR EMPLOYER OR WORKPLACE</p> <p>2. Private health insurance plan through your spouse or partner's employment</p> <p>3. PRIVATE HEALTH INSURANCE PLAN PURCHASED DIRECTLY.....</p> <p>4. PRIVATE HEALTH INSURANCE PLAN THROUGH A STATE OR LOCAL GOVERNMENT OR COMMUNITY PROGRAM</p> <p>5. MEDICAID</p> <p>6. MEDICARE</p> <p>7. MILITARY HEALTH CARE/VA OR CHAMPUS/TRICARE/CHAMP-VA</p> <p>8. NO COVERAGE OF ANY TYPE</p> <p>9. OTHER (SPECIFY)</p>	<p>B7_M.</p> <p>What kind of health insurance or health care coverage do you have for yourself?</p> <p>1 <input type="checkbox"/> PRIVATE HEALTH INSURANCE PLAN FROM YOUR EMPLOYER OR WORKPLACE</p> <p>2 <input type="checkbox"/> PRIVATE HEALTH INSURANCE PLAN THROUGH YOUR SPOUSE OR PARTNER'S EMPLOYMENT</p> <p>3 <input type="checkbox"/> PRIVATE HEALTH INSURANCE PLAN PURCHASED DIRECTLY.....</p> <p>4 <input type="checkbox"/> PRIVATE HEALTH INSURANCE PLAN THROUGH A STATE OR LOCAL GOVERNMENT, A HEALTH INSURANCE EXCHANGE, OR COMMUNITY PROGRAM</p> <p>10 <input type="checkbox"/> PRIVATE HEALTH INSURANCE PLAN THROUGH PARENTS</p> <p>5 <input type="checkbox"/> MEDICAID</p> <p>6 <input type="checkbox"/> MEDICARE</p> <p>7 <input type="checkbox"/> MILITARY HEALTH CARE/VA OR CHAMPUS/TRICARE/CHAMP-VA</p> <p>8 <input type="checkbox"/> NO COVERAGE OF ANY TYPE</p> <p>9 <input type="checkbox"/> OTHER (SPECIFY)</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO	Workforce item B9 has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Reason caregiver has looked for another job	<p>B9a. What is the main reason you have looked for work?</p> <p>1 <input type="checkbox"/> TO FIND A SECOND JOB</p> <p>2 <input type="checkbox"/> TO FIND A JOB THAT PAYS MORE</p> <p>3 <input type="checkbox"/> WORRIED THAT THIS JOB MAY END</p> <p>4 <input type="checkbox"/> HOPE TO REDUCE COMMUTE OR IMPROVE SCHEDULE</p> <p>5 <input type="checkbox"/> TO FIND IMPROVED WORK CONDITIONS IN PROGRAM</p> <p>6 <input type="checkbox"/> WANT TO LEAVE THIS FIELD</p> <p>7 <input type="checkbox"/> TO SEE WHAT ELSE IS AVAILABLE</p> <p>8 <input type="checkbox"/> TO FIND SUMMER EMPLOYMENT</p> <p>9 <input type="checkbox"/> OTHER _____</p>	<p>B9a_M. What is the main reason you have looked for work?</p> <p>1 <input type="checkbox"/> TO FIND A SECOND JOB</p> <p>2 <input type="checkbox"/> TO FIND A JOB THAT PAYS MORE</p> <p>3 <input type="checkbox"/> WORRIED THAT THIS JOB MAY END</p> <p>4 <input type="checkbox"/> HOPE TO REDUCE COMMUTE OR IMPROVE SCHEDULE</p> <p>5 <input type="checkbox"/> TO FIND IMPROVED WORK CONDITIONS IN PROGRAM</p> <p>6 <input type="checkbox"/> WANT TO LEAVE THIS FIELD</p> <p>7 <input type="checkbox"/> TO SEE WHAT ELSE IS AVAILABLE</p> <p>8 <input type="checkbox"/> TO FIND SUMMER EMPLOYMENT</p> <p>13 <input type="checkbox"/> TO FIND A JOB FOR PROFESSIONAL GROWTH AND/OR ADVANCEMENT WITHIN FIELD OF CHILD CARE</p> <p>14 <input type="checkbox"/> TO FIND A JOB THAT IS A BETTER FIT WITH TRAINING/EXPERIENCE</p> <p>9 <input type="checkbox"/> OTHER _____</p>

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> YES (GO TO C1A) 2 <input type="checkbox"/> NO (ASK C1_2_M)

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Age group worked with most often	<p>C1_2.</p> <p>What age group do you work with most often?</p> <p>1. Infant and Toddler (birth to age 3)</p> <p>2. Pre-school (age 3 years to kindergarten)</p> <p>3. School-age (kindergarten and older)</p>	<p>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?</p> <p>1 <input type="checkbox"/> Infant and Toddler (birth to age 3)</p> <p>2 <input type="checkbox"/> Pre-school (age 3 years to kindergarten)</p> <p>3 <input type="checkbox"/> Other</p>
	Number of days worked last week	<p>C1.</p> <p>Last week, how many days did you work at this program?</p> <p>_____ days</p>	Item not included in 2019
	Any curriculum used	<p>C1A.</p> <p>Do you use a curriculum or prepared set of learning and play activities?</p> <p>1. YES</p> <p>2. NO</p>	Workforce item C1A has not changed.

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	Name of curriculum used	<p>C1B. What is the name of the curriculum or approach used?</p> <p>0. A curriculum we developed ourselves</p> <p>6. Other (specify _____)</p> <p>7. None</p>	<p>NOTE: Refer to instrument item C1B_M for complete list of curricula available to respondent.</p>
	Received training to use curriculum	Item not included in 2012	<p>C5. Have you received 4 or more hours of training on how to use this curriculum?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>
	Activity planning for children	<p>C3. Do you plan or help plan the daily activities of the children in this classroom or group?</p> <p>1 <input type="checkbox"/> YES</p> <p>2 <input type="checkbox"/> NO</p>	Workforce item C3 has not changed.

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	When activity planning occurs	<p>C3a. When do you plan daily activities?</p> <p>1 <input type="checkbox"/> While caring for children</p> <p>2 <input type="checkbox"/> Time while at work, but not caring for children</p> <p>3 <input type="checkbox"/> Don't make specific plans</p> <p>4 <input type="checkbox"/> personal time when I am not at work</p> <p>5 <input type="checkbox"/> DK/REF</p>	<p>C3a_M. When do you plan daily activities?</p> <p>1 <input type="checkbox"/> While caring for children</p> <p>2 <input type="checkbox"/> Time while at work, but not caring for children</p> <p>3 <input type="checkbox"/> I don't make specific plans</p> <p>4 <input type="checkbox"/> Personal time when I am not at work</p>
	Time spent planning activities for children	<p>C3b. How much time do you spend each week planning children's activities?</p> <p><input type="text"/> Hours per week</p>	Item not included in 2019
	Children's time spent with screens	<p>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?</p> <p>1 _____ NUMBER OF DAYS</p> <p><input type="checkbox"/> WE NEVER USE ANYTHING WITH A SCREEN</p>	<p>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?</p> <p>1 <input type="checkbox"/> 1 ½ hours or more</p> <p>2 <input type="checkbox"/> 30 minutes to 1 ½ hours</p> <p>3 <input type="checkbox"/> Less than 30 minutes</p> <p>4 <input type="checkbox"/> Children do not use screens while in this classroom</p>

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Time spent on children's planned activities	<p>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.</p> <p>(Children not yet school-age)</p> <p>A. Learning activities that you planned for child(ren) such as learning letters and reading or numbers and counting: _____DAYS</p> <p>B. Free time for children to read or explore on their own _____DAYS</p> <p>C. Vigorous activity in games that you organize and supervise _____DAYS</p> <p>D. Vigorous activity that the children select and do without direct supervision ___DAYS</p> <p>E. Singing and movement planned in advance _____DAYS</p> <p>F. Helping children with basic needs such as eating, toileting/diapering, or getting dressed. _____DAYS</p> <p>(School-age children)</p>	<p>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)?</p> <p>A. Learning activities done with the whole class</p> <p>1 <input type="checkbox"/> No time 2 <input type="checkbox"/> Half an hour or less 3 <input type="checkbox"/> About one hour 4 <input type="checkbox"/> About two hours 5 <input type="checkbox"/> Three hours or more</p> <p>B. Learning activities done with small groups or individuals</p> <p>1 <input type="checkbox"/> No time 2 <input type="checkbox"/> Half an hour or less 3 <input type="checkbox"/> About one hour 4 <input type="checkbox"/> About two hours 5 <input type="checkbox"/> Three hours or more</p> <p>C. Free time for children to play, read, or explore</p> <p>1 <input type="checkbox"/> No time 2 <input type="checkbox"/> Half an hour or less 3 <input type="checkbox"/> About one hour</p>

A. Learning activities that you planned for

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
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: A. Black or African American 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No B. Hispanic or Latino 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No C. White 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No D. Asian 1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> 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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO
	Languages other than English spoken in classroom	Item not included in 2012	CL4a. What language(s) are regularly spoken in the classroom?

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Frequency of use of languages other than English in the classroom	Item not included in 2012	<p>CL4b. How often is a language other than English spoken in the classroom?</p> <p>1 <input type="checkbox"/> Other languages rarely spoken</p> <p>2 <input type="checkbox"/> Other languages spoken throughout the day, but main language is English</p> <p>3 <input type="checkbox"/> English and other language(s) spoken almost equally</p> <p>4 <input type="checkbox"/> English is not the main language</p>
	Number of children enrolled in the classroom	Item not included in 2012	<p>CL5. How many children are enrolled in this classroom?</p> <p>Number of children: _____</p>

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Race/ Ethnicity of children in classroom	Item not included in 2012	CL6. How many of these (CL5) children are Hispanic or Latino? _____ CL6a. As far as you know, how many of the children who are not Hispanic or Latino are....
Category	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: _____
a. White		Number of Children	
b. Black or African American			
c. Asian			
d. Mixed race, another race, or you are not certain			
	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: _____

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
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.	Workforce item D1A has not changed
		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?	
	Parental Modernity Scale - Traditional Belief Subscale	D1. Please indicate how much you personally agree or disagree with the following statements.	Workforce item D1B has not changed
		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?)	
	Parental Modernity Scale - Traditional Belief Subscale	D1. Please indicate how much you personally agree or disagree with the following statements.	Workforce item D1C has not changed
		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?)	

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Parental Modernity Scale - Progressive Belief Subscale	<p>D1. Please indicate how much you personally agree or disagree with the following statements.</p> <p>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?)</p>	Workforce item D1D has not changed
	Parental Modernity Scale - Progressive Belief Subscale	<p>D1. Please indicate how much you personally agree or disagree with the following statements.</p> <p>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?)</p>	Workforce item D1E has not changed
	Parental Modernity Scale - Progressive Belief Subscale	<p>D1. Please indicate how much you personally agree or disagree with the following statements.</p> <p>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?)</p>	Workforce item D1F has not changed
	Parental Modernity Scale - Traditional Belief Subscale	<p>D1. Please indicate how much you personally agree or disagree with the following statements.</p> <p>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?)</p>	Workforce item D1G has not changed

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Benefit of teaching reading in preschool	<p>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?</p> <p>1. <input type="checkbox"/> STRONGLY AGREE 2. <input type="checkbox"/> AGREE 3. <input type="checkbox"/> NEITHER AGREE NOR DISAGREE 4. <input type="checkbox"/> DISAGREE 5. <input type="checkbox"/> STRONGLY DISAGREE</p>	Item not included in 2019
	Importance of teacher involvement in organizing activities	<p>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?)</p> <p>1. <input type="checkbox"/> STRONGLY AGREE 2. <input type="checkbox"/> AGREE 3. <input type="checkbox"/> NEITHER AGREE NOR DISAGREE 4. <input type="checkbox"/> DISAGREE 5. <input type="checkbox"/> STRONGLY DISAGREE</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Focus of after-school programs	<p>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?)</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> STRONGLY AGREE 2. <input type="checkbox"/> AGREE 3. <input type="checkbox"/> NEITHER AGREE NOR DISAGREE 4. <input type="checkbox"/> DISAGREE 5. <input type="checkbox"/> STRONGLY DISAGREE 	Item not included in 2019
	Focus of after-school programs	<p>D2D. 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?)</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> STRONGLY AGREE 2. <input type="checkbox"/> AGREE 3. <input type="checkbox"/> NEITHER AGREE NOR DISAGREE 4. <input type="checkbox"/> DISAGREE 5. <input type="checkbox"/> STRONGLY DISAGREE 	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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?) 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

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once 3 <input type="checkbox"/> 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

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> Never 2 <input type="checkbox"/> Once 3 <input type="checkbox"/> 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

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Any use of interpreter with children's families	<p>C10B</p> <p>Do you ever need an interpreter or a child to help you speak with the parents of children in your program?</p> <p>1 YES</p> <p>2 NO</p>	Item not included in 2019
	Number of children's families with whom teacher uses interpreter	<p>C10B1</p> <p>How many children in your program have parents that you speak with this way?</p> <p>_____ Number of children</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Frequency of discussion with supervisor about skills to help children learn	<p>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?</p> <p>a. How you can improve your skills helping children learn? Would you say...</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Once a year 2. <input type="checkbox"/> Several times a year 3. <input type="checkbox"/> Once a month 4. <input type="checkbox"/> A few times a month 5. <input type="checkbox"/> Once a week or more 6. <input type="checkbox"/> Never 	Workforce item D7a has not changed
	Frequency of discussion with supervisor about skills to help children's behavior	<p>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?</p> <p>b. How you can improve your skills working with children's behavior? Would you say...</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Once a year 2. <input type="checkbox"/> Several times a year 3. <input type="checkbox"/> Once a month 4. <input type="checkbox"/> A few times a month 5. <input type="checkbox"/> Once a week or more 6. <input type="checkbox"/> Never 	Workforce item D7b has not changed

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Any formal performance review	D8. Do you receive a formal review and feedback on your performance at least once a year? 1. <input type="checkbox"/> YES 2. <input type="checkbox"/> 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

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Perceived work environment: Center helps staff with difficult children	<p>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?)</p> <p>Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree</p>	Workforce item D9C has not changed
	Kessler Psychological Distress Scale	<p>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...</p> <p>a. ...so sad that nothing could cheer you up? Would you say...</p> <p>All of the time Most of the time Some of the time A little of the time None of the time</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Kessler Psychological Distress Scale	<p>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...</p> <p>b. (During the past 30 days, how often did you feel)...nervous? (Would you say..)</p> <p>All of the time</p> <p>Most of the time</p> <p>Some of the time</p> <p>A little of the time</p> <p>None of the time</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Kessler Psychological Distress Scale	<p>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...</p> <p>C. (During the past 30 days, how often did you feel).....restless or fidgety? (Would you say..)</p> <p>All of the time</p> <p>Most of the time</p> <p>Some of the time</p> <p>A little of the time</p> <p>None of the time</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Kessler Psychological Distress Scale	<p>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...</p> <p>d. (During the past 30 days, how often did you feel).....hopeless? (Would you say..)</p> <p>All of the time</p> <p>Most of the time</p> <p>Some of the time</p> <p>A little of the time</p> <p>None of the time</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Kessler Psychological Distress Scale	<p>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...</p> <p>e. (During the past 30 days, how often did you feel).....that everything was an effort? (Would you say..)</p> <p>All of the time</p> <p>Most of the time</p> <p>Some of the time</p> <p>A little of the time</p> <p>None of the time</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Kessler Psychological Distress Scale	<p>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...</p> <p>f. (During the past 30 days, how often did you feel).....worthless? (Would you say..)</p> <p>All of the time</p> <p>Most of the time</p> <p>Some of the time</p> <p>A little of the time</p> <p>None of the time</p>	Item not included in 2019

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>1. I did not feel like eating; my appetite was poor</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>2. I had trouble keeping my mind on what I was doing.</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>3. I felt depressed.</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>4. I felt that everything I did was an effort.</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>7. My sleep was restless.</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>8. I was sad.</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Center for Epidemiological Studies Depression Scale	Item not included in 2012	<p>D11. Please indicate how often you have felt this way during the past week by checking the appropriate box for each question.</p> <p>10. I could not "get going."</p> <p>Rarely or none of the time (less than 1 day)</p> <p>Some or a little of the time (1-2 days)</p> <p>Occasionally or a moderate amount of time (3-4 days)</p> <p>All of the time (5-7 days)</p>
	Bridget Hamre's instructional approach/ knowledge	Item not included in 2012	<p>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:</p> <p>1 <input type="checkbox"/> Get the rocks and let the child paint them.</p> <p>2 <input type="checkbox"/> Tell them rocks aren't for painting.</p> <p>3 <input type="checkbox"/> Tell them it would make too much of a mess.</p> <p>4 <input type="checkbox"/> Tell the child that is something they can do at home, not at school.</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Bridget Hamre's instructional approach/ knowledge	Item not included in 2012	<p>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:</p> <p>1 <input type="checkbox"/> Let the child sit alone for a while until she calms down</p> <p>2 <input type="checkbox"/> Talk with the parent to figure out what happened</p> <p>3 <input type="checkbox"/> Encourage the child's friends to try to distract her</p> <p>4 <input type="checkbox"/> Spend time with her until the child feels better</p>
	Bridget Hamre's instructional approach/ knowledge	Item not included in 2012	<p>D14. A child hits another child. The most effective response is to:</p> <p>1 <input type="checkbox"/> Separate the children by moving the child who was hit into another center</p> <p>2 <input type="checkbox"/> Remind the child that hands are not for hitting, then help re-engage him in an activity</p> <p>3 <input type="checkbox"/> Ignore the behavior</p> <p>4 <input type="checkbox"/> Tell the child's parents about the misbehavior</p>

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Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	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 <input type="checkbox"/> Sit with her and give her hints that help her complete the puzzle. 2 <input type="checkbox"/> Provide her a puzzle that is easier for her to complete. 3 <input type="checkbox"/> Encourage her to keep trying it on her own. 4 <input type="checkbox"/> 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 <input type="checkbox"/> Male 2 <input type="checkbox"/> 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 <input type="checkbox"/> YES 2 <input type="checkbox"/> NO	E3_M What is your ethnicity? 1 <input type="checkbox"/> Hispanic or Latino 2 <input type="checkbox"/> Not Hispanic or Latino

2019 NSECE Classroom Staff (Workforce) Questionnaire Items - Overview and Comparison

Category	Construct	2012 Questionnaire Item	2019 Questionnaire Item
	Race	E4. Which of the following are you? Please select one or more. 1 <input type="checkbox"/> White 2 <input type="checkbox"/> Black or African American 3 <input type="checkbox"/> Asian 4 <input type="checkbox"/> Native Hawaiian or Other Pacific Islander 5 <input type="checkbox"/> American Indian or Alaska Native 6 <input type="checkbox"/> OTHER	E4_M What is your race? (Select one or more) 5 <input type="checkbox"/> American Indian or Alaska Native 3 <input type="checkbox"/> Asian 2 <input type="checkbox"/> Black or African American 4 <input type="checkbox"/> Native Hawaiian or Other Pacific Islander 1 <input type="checkbox"/> White
	Languages spoken: Any languages spoken other than English	E5. Do you speak any languages other than English? 1 <input type="checkbox"/> Yes <input type="checkbox"/> 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? _____

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	Country of birth	E9. In what country were you born? <input type="text"/>	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? <input type="text"/>	Workforce item E10 has not changed
	Current marital Status	E11. What is your current marital status? 1 <input type="checkbox"/> Never married, not living with a partner 2 <input type="checkbox"/> Married or living with a partner 3 <input type="checkbox"/> Separated 4 <input type="checkbox"/> Divorced 5 <input type="checkbox"/> 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 <input type="checkbox"/> EXCELLENT 2 <input type="checkbox"/> VERY GOOD 3 <input type="checkbox"/> FAIR 4 <input type="checkbox"/> POOR

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	Annual household income: Exact dollar amount	<div style="border: 1px solid black; width: 150px; height: 20px; margin-bottom: 5px;"></div> 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. <div style="border: 1px solid black; width: 150px; height: 20px; margin-bottom: 5px;"></div> 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 <input type="checkbox"/> 0 to \$7,500 2 <input type="checkbox"/> \$7,501 to \$15,000 3 <input type="checkbox"/> \$15,001 to \$22,500 4 <input type="checkbox"/> \$22,501 to \$30,000 5 <input type="checkbox"/> \$30,001 to \$45,000 6 <input type="checkbox"/> \$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 <input type="checkbox"/> Less than \$15,000 2 <input type="checkbox"/> \$15,001 to \$30,000 3 <input type="checkbox"/> \$30,001 to \$45,000 4 <input type="checkbox"/> \$45,001 to \$60,000 5 <input type="checkbox"/> \$60,001 or more

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	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 <input type="checkbox"/> All 2 <input type="checkbox"/> Almost all 2 <input type="checkbox"/> More than half 3 <input type="checkbox"/> About half 4 <input type="checkbox"/> Less than half 5 <input type="checkbox"/> Very little 6 <input type="checkbox"/> None	E17. Approximately how much of your household income in 2018 came from your work with children under age 13? 1 <input type="checkbox"/> All 2 <input type="checkbox"/> Almost all 3 <input type="checkbox"/> More than half 4 <input type="checkbox"/> About half 5 <input type="checkbox"/> Less than half 6 <input type="checkbox"/> Very little 7 <input type="checkbox"/> 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. <input type="checkbox"/> YES 2. <input type="checkbox"/> 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