

ECLS-B Wrap-Around Early Care and Education Provider (WECEP) Instrument Items¹

Center Director Questionnaire²

Topic	Section	Content
Center information	CI	<ul style="list-style-type: none">• Program type• Type of center (profit, nonprofit)• Sponsorship• Accreditation• Licensing• Average fee• Subsidies• Relationship to child
Staffing	ST	<ul style="list-style-type: none">• Length of time as director• Number of full-time and part-time staff• Turnover in last year
Center services	CS	<ul style="list-style-type: none">• Health and developmental screenings• Provide sick child care• Receipt of federal reimbursement for meals and snacks• Whether any children referred by Head Start/Early Head Start• Whether collaborate with Head Start/Early Head Start

¹ Instruments, copyright holders, and instructions for gaining publisher permission are available at www.nces.ed.gov/ecls/birthinstruments.asp

² The WECEP was only administered during the kindergarten 2006 and 2007 data collections
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), kindergarten 2006 data collection, 2006-07.

ECLS-B Wrap-Around Early Care and Education Provider (WECEP) Instrument Items—Continued

Caregiver Questionnaire		
Topic	Section	Content
Care of focal child	UP	<ul style="list-style-type: none"> • Care takes place in child's home • Provider lives with child • Provider's relationship to child
	CF	<ul style="list-style-type: none"> • How long cared for child • Number of other persons providing care • Provider's primary language • Language spoken to child
	CF,WA	<ul style="list-style-type: none"> • Amount of time in care per week
Other children in care	OC	<ul style="list-style-type: none"> • Number of other children in care • Number of other children speak other language • Number of other children with special needs
	WA	<ul style="list-style-type: none"> • Older/younger children at same care setting
Caregiver beliefs, practices, and attitudes	CB	<ul style="list-style-type: none"> • Caregiving style (e.g., enforcement of rules, expression of affection)
	WA	<ul style="list-style-type: none"> • Use of formal curriculum • Methods for monitoring growth and development
Learning environment	LE	<ul style="list-style-type: none"> • Number of books
	LE, WA	<ul style="list-style-type: none"> • Frequency of learning activities (reading, crafts, science dance) • Computer access and use • Television viewing behavior • Frequency visited library • Meals and snacks
	WA	<ul style="list-style-type: none"> • Purpose of care (e.g., provide adult supervision, improve academic skills) • Grouping (e.g., by age, interest, ability) • Groups of children served (e.g., low-income, special needs) • Coordination with other programs
Caregiver background	BK	<ul style="list-style-type: none"> • Sociodemographic information (e.g., race/ethnicity, sex, citizenship) • Experience, training, and education • Professional certificates and credentials • Satisfaction with child care career
Professional Development	PD	<ul style="list-style-type: none"> • Licensing • Professional development opportunities at center

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), kindergarten 2006 data collection, 2006–07.

NOTE: WECEP instruments were only administered in kindergarten 2006 and 2007 waves.