**Supplemental Content 3.** Descriptions of variables

| **Variable(s)** | **Description** | **Source** |
| --- | --- | --- |
| Respondent characteristics |  | Ward et al. (21) |
| Age | Numerical response |  |
| Sex | Open-ended response |  |
| Race | Categorical response |  |
| Education | Categorical response |  |
| Years of experience | Numerical response |  |
| Prior or planned training in physical activity | Categorical response |  |
| Program characteristics |  | Ward et al. (21) |
| Years in operation | Numerical response |  |
| How often new equipment or toys are purchased | 5 response options |  |
| How often field trips are taken | 6 response options |  |
| Average time children attend the program per day | Numerical response |  |
| Availability of outdoor space | 4-point scale | Ward et al. (21) |
| Portable and fixed equipment | Presence of 30 individual items, summed | Ward et al. (21) |
| Portable variety | Presence of 6 individual items (e.g., push-pull toys), summed | Neshteruk et al. (17) |
| Activity-promoting fixed | Presence of 11 individual items (e.g., tricycle track), summed | Neshteruk et al. (17) |
| Creativity-promoting fixed | Presence of 5 individual items (e.g., sand box), summed | Neshteruk et al. (17) |
| Natural elements | Presence of 10 individual items, summed | Ward et al. (21) |
| Activity-promoting | Presence of 5 individual items (e.g., trees children can climb), summed | Neshteruk et al. (17) |
| Attractive | Presence of 4 individual items (e.g., flowering plants), summed | Neshteruk et al. (17) |
| Availability of indoor space | 5-point scale | Ward et al. (21) |
| Screen time equipment | Presence of 4 individual items, summed | Ward et al. (21) |
| Indoor time for physical activity | Numerical response, corrected for average time in the program per day | Ward et al. (21) |
| Outdoor time for physical activity | Numerical response, corrected for average time in the program per day | Ward et al. (21) |
| Time for nap | Numerical response, corrected for average time in the program per day | Ward et al. (21) |
| Time for television | Numerical response, corrected for average time in the program per day | Ward et al. (21) |
| Instances of indoor teacher-led activity | Numerical response | Ward et al. (21) |
| Duration of indoor teacher-led activity | Numerical response | Ward et al. (21) |
| Instances of outdoor teacher-led activity | Numerical response | Ward et al. (21) |
| Duration of outdoor teacher-led activity | Numerical response | Ward et al. (21) |
| Estimated outdoor activity level | Scale from mostly sitting (1) to mostly vigorous activities (7) | Ward et al. (21) |
| Estimated indoor activity level | Scale from mostly sitting (1) to mostly vigorous activities (7) | Ward et al. (21) |
| Barriers | 11 barriers, each with 3 response options | Ward et al. (21) |
| Quality | A subset of programs (n=61) had been rated for quality by the GSQ program, which includes an in-person, unscheduled evaluation by a GSQ assessor (not affiliated with the research team) of over 40 items on staff quality, family and community partnerships, administration and management, environment, and curriculum and instruction. Each program then receives a score out of a total possible 50 points. | Great Start to Quality program, GSQ (20) |