

## Appendix H—Constructs and Analytic Questions

Research Question and Domain	Constructs and Analytic Questions
<b>Strategies and Practices: Head Start and Elementary Schools</b>	
<p><i>Research Questions 1 and 2</i></p> <p>What strategies and practices are Head Start programs and Elementary Schools implementing [in the year prior to kindergarten and during the kindergarten year] to support children as they transition from Head Start to kindergarten?</p> <p>What is the content, quality, and quantity of these strategies and practices?</p>	<p>What are <b>operational definitions</b> of “successful transition to kindergarten”?</p> <ul style="list-style-type: none"> <li>• Do operational definitions vary by:               <ul style="list-style-type: none"> <li>○ type of configuration</li> <li>○ roles (administrator, leadership, teacher/staff, manager/coordinator, partner, family)?                   <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• Are there patterns across cases (i.e., Head Start + LEA partnership)?</li> </ul> <p>Do Head Start programs and elementary schools have <b>milestones or timelines</b> in place to mark when kindergarten transitions begin and end?</p> <ul style="list-style-type: none"> <li>• Do these differ across Head Start and elementary schools?</li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What <b>strategies and practices</b> do Head Start programs and elementary schools implement to support kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• What Program-to-School, Child-to-School, Family-to-School, and Community-to-School transition practices do Head Start programs and elementary schools implement?               <ul style="list-style-type: none"> <li>○ Do these practices vary by:                   <ul style="list-style-type: none"> <li>▪ configuration (1-1, 1-to-many, many-to-many)?</li> <li>▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>▪ length of HS/LEA relationship?                       <ul style="list-style-type: none"> <li>• In what ways?</li> </ul> </li> </ul> </li> <li>○ What programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations) mediate or moderate Program-to-School, Child-to-School, Family-to-School, and Community-to-School transition practices?                   <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> <li>○ What implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships) mediate or moderate Program-to-School, Child-to-School, Family-to-School, and Community-to-School transition practices?                   <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>To what degree is there <b>alignment or continuity</b> of Program-to-School, Child-to-School, Family-to-School, and Community-to-School transition practices between Head Start and elementary schools?</p> <ul style="list-style-type: none"> <li>• Do these practices vary by               <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ length of HS/LEA relationship?                   <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What types of <b>professional supports</b> are provided to staff around kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• What types of supports are provided to Head Start staff?</li> <li>• What types of supports are provided to elementary school teachers?</li> </ul>

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	<ul style="list-style-type: none"> <li>• Does the type of support vary by: <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>○ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What are <b>perceptions of how well</b> kindergarten transition practices are <b>implemented</b>?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ length of HS/LEA relationship? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)?</li> <li>○ across type of organization (i.e., by Head Start or LEA)?</li> <li>○ background or years of experience?</li> <li>○ type of staff or community partners?</li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What are <b>perceived benefits</b> of the strategies and practices implemented?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ length of HS/LEA relationship?</li> <li>○ In what ways?</li> </ul> </li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>○ across type of organization (i.e., by Head Start or LEA)?</li> <li>○ background or years of experience?</li> <li>○ type of staff or community partners?</li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What <b>challenges to implementing transition strategies and practices</b> have Head Start, elementary schools, families, and community partners experienced?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ length of HS/LEA relationship? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)?</li> <li>○ across type of organization (i.e., by Head Start or LEA)?</li> <li>○ background or years of experience?</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>o type of staff or community partners?</li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What <b>strategies</b> are in place in Head Start and elementary schools to <b>engage families</b> around kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• Do these practices vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o length of HS/LEA relationship? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>Do <b>perceptions of family participation in kindergarten transition practices</b> vary by configuration, structural characteristics, programmatic or implementation factors, or respondent type?</p> <ul style="list-style-type: none"> <li>• In what ways?</li> <li>• Do these perceptions vary by: <ul style="list-style-type: none"> <li>o role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>o implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>In what ways do Head Start programs and elementary schools <b>differentiate or tailor transition practices and approaches for special populations</b>?</p> <ul style="list-style-type: none"> <li>• Do these practices vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approaches)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• Do these practices vary by community context?</li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>How has the <b>COVID-19 pandemic</b> affected transition practices at the state and local level?</p> <ul style="list-style-type: none"> <li>• Do these practices vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o length of HS/LEA relationship? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What kinds of <b>information/data collection and sharing</b> takes place between Head Start and elementary schools?</p> <ul style="list-style-type: none"> <li>• Do information/data collection and sharing practices vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o length of HS/LEA relationship or policy? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> <li>• What programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations) mediate or moderate Program-to-School, Child-to-School, Family-to-School, and Community-to-School information/data collection and sharing practices? <ul style="list-style-type: none"> <li>o In what ways?</li> </ul> </li> <li>• What implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships) mediate or moderate Program-to-School, Child-to-School, Family-to-School, and Community-to-School information/data collection and sharing practices? <ul style="list-style-type: none"> <li>o In what ways?</li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul>
		<p>Does the content, quality or amount of <b>family engagement strategies</b> used around the kindergarten transition vary by configuration, structural characteristics, programmatic or implementation factors?</p> <ul style="list-style-type: none"> <li>▪ In what ways?</li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>Do respondents have <b>shared perceptions</b> of:</p> <ul style="list-style-type: none"> <li>• How well kindergarten transition practices are implemented?</li> <li>• The roles and responsibilities across systems in the transition process? <ul style="list-style-type: none"> <li>o Does this vary by role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> <li>o Does this vary by: <ul style="list-style-type: none"> <li>▪ configuration (1-1, 1-to-many, many-to-many)?</li> <li>▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>▪ length of HS/LEA relationship? <ul style="list-style-type: none"> <li>• In what ways?</li> </ul> </li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul>
<b>Relationships to Support Transitions</b>		
<i>Research Question 3</i>	<p>What characterizes relationships among Head Start programs, elementary schools, and other community partners that support children’s successful transitions from Head Start to kindergarten?</p> <p>What are the specific facilitators of, and barriers to, successful transitions?</p>	<p>How do <b>Head Start grantee/delegate agency</b> and <b>LEAs coordinate</b> around kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• What approaches are used?</li> <li>• Does coordination by Head Start grantee/delegate agency and LEA vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>o length of HS/LEA relationship?</li> <li>o In what ways?</li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>How do <b>Head Start programs/centers</b> and <b>elementary schools</b> <b>coordinate</b> around kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• What approaches are used?</li> <li>• Does coordination by Head Start program/center and elementary school vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o length of HS/LEA relationship?</li> <li>o staff relationships? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What is the landscape of <b>community partnerships</b> to support kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• What types of partners are involved? <ul style="list-style-type: none"> <li>o What services or supports do they provide?</li> <li>o And to whom?</li> </ul> </li> <li>• Do partnerships vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>o implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>o community context?</li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>Do <b>collaborations</b> between Head Start program/center and elementary schools <b>influence transition supports</b> for teachers, families, and children?</p> <ul style="list-style-type: none"> <li>• In what ways?</li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>o role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>o implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>o community context? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>Do <b>relationships support alignment</b> across Head Start and kindergarten?</p>

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	<ul style="list-style-type: none"> <li>• In what ways?</li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>○ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What are the <b>characteristics of the relationships</b> among Head Start programs and LEAs/elementary schools?</p> <ul style="list-style-type: none"> <li>• Do relationship characteristics vary by: <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>○ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>○ community context?</li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>How do <b>families</b> describe their <b>relationship</b> with Head Start center and elementary school staff?</p> <ul style="list-style-type: none"> <li>• Do family and Head Start and LEA/school relationships vary by: <ul style="list-style-type: none"> <li>○ configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>○ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>○ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>○ community context?</li> </ul> </li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ families' respondent background or experience?</li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What factors help the <b>development of relationships across systems</b>?</p> <ul style="list-style-type: none"> <li>• In what ways?</li> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>○ role (administrator, leadership, teacher/staff, configuration (1-1, 1-to-many, many-to-many)?</li> <li>○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>o implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> <li>• Are there patterns across cases (i.e., Head Start + LEA partnership)?</li> </ul> <p>What <b>challenges to implementing kindergarten transition strategies and practices</b> do Head Start programs and elementary schools experience?</p> <ul style="list-style-type: none"> <li>• Does this vary by: <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>o implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• Are there patterns across cases (i.e., Head Start + LEA partnership)?</li> </ul>
Outcomes and Key Contextual Factors		
<p><i>Research Question 4</i></p> <p>What are the key short- and long-term outcomes of transition strategies and practices for children, families, Head Start teachers, and kindergarten teachers?</p> <p>What are the key contextual factors and mechanisms that result in these key outcomes?</p>	<p>What <b>policies across systems</b> support successful transitions? Does <b>transition policy enactment and implementation</b> vary by:</p> <ul style="list-style-type: none"> <li>o configuration (1-1, 1-to-many, many-to-many)?</li> <li>o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>o programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>o implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>o length of HS/LEA relationship? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> <li>• Are there patterns across cases (i.e., Head Start + LEA partnership)?</li> </ul> <p>What is the <b>primary aim</b> of <b>transition policies</b>?</p> <ul style="list-style-type: none"> <li>• Is there alignment or differentiation across Head Start and elementary schools?</li> </ul> <p>What are <b>perceived child outcomes</b> of successful transition supports?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>▪ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>▪ configuration (1-1, 1-to-many, many-to-many)?</li> <li>▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>▪ key contextual factors (i.e., respondent background and</li> </ul> </li> </ul>	

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	<p>experience; diversity of the workforce and of children/families; believes about the roles and responsibilities of parents, staff, and of community partners; family perceptions of learning environments in Head Start and kindergarten; family perceptions of transition readiness; feeder/enrollment patterns; transition policy enactment and implementation; primary aim of transition policies)?</p> <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> <ul style="list-style-type: none"> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What are <b>perceived family outcomes</b> of successful transition supports?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by:</li> <li>• role (administrator, leadership, teacher/staff, manager/coordinator, partner, family) <ul style="list-style-type: none"> <li>▪ configuration (1-1, 1-to-many, many-to-many)?</li> <li>▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>▪ key contextual factors (i.e., respondent background and experience; diversity of the workforce and of children/families; believes about the roles and responsibilities of parents, staff, and of community partners; family perceptions of learning environments in Head Start and kindergarten; family perceptions of transition readiness; feeder/enrollment patterns; transition policy enactment and implementation; primary aim of transition policies)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What are <b>perceived teacher outcomes</b> of strong relationships, collaboration, and supports focused on kindergarten transitions?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>▪ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>▪ configuration (1-1, 1-to-many, many-to-many)?</li> <li>▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>▪ key contextual factors (i.e., respondent background and experience; diversity of the workforce and of children/families; believes about the roles and responsibilities of parents, staff, and of community partners; family perceptions of learning environments in Head Start and kindergarten; family perceptions of transition readiness; feeder/enrollment patterns; transition policy enactment and</li> </ul> </li> </ul>



Research Question and Domain	Constructs and Analytic Questions
	<p>implementation; primary aim of transition policies)?</p> <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> <ul style="list-style-type: none"> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul> <p>What are <b>perceived system-level outcomes</b> of successful transitions (e.g., system-level alignment)?</p> <ul style="list-style-type: none"> <li>• Do perceptions vary by: <ul style="list-style-type: none"> <li>▪ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)</li> <li>▪ configuration (1-1, 1-to-many, many-to-many)?</li> <li>▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?</li> <li>▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)?</li> <li>▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)?</li> <li>▪ key contextual factors (i.e., respondent background and experience; diversity of the workforce and of children/families; beliefs about the roles and responsibilities of parents, staff, and of community partners; family perceptions of learning environments in Head Start and kindergarten; family perceptions of transition readiness; feeder/enrollment patterns; transition policy enactment and implementation; primary aim of transition policies)? <ul style="list-style-type: none"> <li>▪ In what ways?</li> </ul> </li> </ul> </li> <li>• <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i></li> </ul>