

Appendix H—Constructs and Analytic Questions

Research Question and Domain	Constructs and Analytic Questions
Strategies and Practices: Head Start and Elementary Schools	
<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 operational definitions of “successful transition to kindergarten”?</p> <ul style="list-style-type: none"> • Do operational definitions vary by: <ul style="list-style-type: none"> ○ type of configuration ○ roles (administrator, leadership, teacher/staff, manager/coordinator, partner, family)? <ul style="list-style-type: none"> ▪ In what ways? • Are there patterns across cases (i.e., Head Start + LEA partnership)? <p>Do Head Start programs and elementary schools have milestones or timelines in place to mark when kindergarten transitions begin and end?</p> <ul style="list-style-type: none"> • Do these differ across Head Start and elementary schools? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>What strategies and practices do Head Start programs and elementary schools implement to support kindergarten transitions?</p> <ul style="list-style-type: none"> • 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"> ○ Do these practices vary by: <ul style="list-style-type: none"> ▪ configuration (1-1, 1-to-many, many-to-many)? ▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? ▪ length of HS/LEA relationship? <ul style="list-style-type: none"> • In what ways? ○ 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"> ▪ In what ways? ○ 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"> ▪ In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>To what degree is there alignment or continuity 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"> • Do these practices vary by <ul style="list-style-type: none"> ○ configuration (1-1, 1-to-many, many-to-many)? ○ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? ○ length of HS/LEA relationship? <ul style="list-style-type: none"> ▪ In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>What types of professional supports are provided to staff around kindergarten transitions?</p> <ul style="list-style-type: none"> • What types of supports are provided to Head Start staff? • What types of supports are provided to elementary school teachers?

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

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

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		<ul style="list-style-type: none"> o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? o length of HS/LEA relationship or policy? <ul style="list-style-type: none"> ▪ In what ways? • 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"> o In what ways? • 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"> o In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i>
		<p>Does the content, quality or amount of family engagement strategies used around the kindergarten transition vary by configuration, structural characteristics, programmatic or implementation factors?</p> <ul style="list-style-type: none"> ▪ In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>Do respondents have shared perceptions of:</p> <ul style="list-style-type: none"> • How well kindergarten transition practices are implemented? • The roles and responsibilities across systems in the transition process? <ul style="list-style-type: none"> o Does this vary by role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)? <ul style="list-style-type: none"> ▪ In what ways? o Does this vary by: <ul style="list-style-type: none"> ▪ configuration (1-1, 1-to-many, many-to-many)? ▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? ▪ length of HS/LEA relationship? <ul style="list-style-type: none"> • In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i>
Relationships to Support Transitions		
<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 Head Start grantee/delegate agency and LEAs coordinate around kindergarten transitions?</p> <ul style="list-style-type: none"> • What approaches are used? • Does coordination by Head Start grantee/delegate agency and LEA vary by: <ul style="list-style-type: none"> o configuration (1-1, 1-to-many, many-to-many)? o structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?

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

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

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

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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"> ▪ In what ways? <ul style="list-style-type: none"> • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>What are perceived family outcomes of successful transition supports?</p> <ul style="list-style-type: none"> • Do perceptions vary by: • role (administrator, leadership, teacher/staff, manager/coordinator, partner, family) <ul style="list-style-type: none"> ▪ configuration (1-1, 1-to-many, many-to-many)? ▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? ▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)? ▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? ▪ 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"> ▪ In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>What are perceived teacher outcomes of strong relationships, collaboration, and supports focused on kindergarten transitions?</p> <ul style="list-style-type: none"> • Do perceptions vary by: <ul style="list-style-type: none"> ▪ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family) ▪ configuration (1-1, 1-to-many, many-to-many)? ▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? ▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)? ▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? ▪ 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

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	<p>implementation; primary aim of transition policies)?</p> <ul style="list-style-type: none"> ▪ In what ways? <ul style="list-style-type: none"> • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i> <p>What are perceived system-level outcomes of successful transitions (e.g., system-level alignment)?</p> <ul style="list-style-type: none"> • Do perceptions vary by: <ul style="list-style-type: none"> ▪ role (administrator, leadership, teacher/staff, manager/coordinator, partner, family) ▪ configuration (1-1, 1-to-many, many-to-many)? ▪ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)? ▪ programmatic factors (e.g., cultural relevance, family involvement and agency, use of evidence-based approach, differentiation for special populations)? ▪ implementation factors (e.g., dosage, quality, scale, leadership (adaptive and technical), relationships)? ▪ 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"> ▪ In what ways? • <i>Are there patterns across cases (i.e., Head Start + LEA partnership)?</i>