# Appendix H—Constructs and Analytic Questions

| **Research Question and Domain** | **Constructs and Analytic Questions** |
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| **Strategies and Practices: Head Start and Elementary Schools** |
| *Research Questions 1 and 2*  | 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?What is the content, quality, and quantity of these strategies and practices? | What are **operational definitions** of “successful transition to kindergarten”? * Do operational definitions vary by:
	+ type of configuration
	+ roles (administrator, leadership, teacher/staff, manager/coordinator, partner, family)?
		- In what ways?
* Are there patterns across cases (i.e., Head Start + LEA partnership)?

Do Head Start programs and elementary schools have **milestones or timelines** in place to mark when kindergarten transitions begin and end? * Do these differ across Head Start and elementary schools?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What **strategies and practices** do Head Start programs and elementary schools implement to support kindergarten transitions? * What Program-to-School, Child-to-School, Family-to-School, and Community-to-School transition practices do Head Start programs and elementary schools implement?
	+ Do these practices vary by:
		- 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?
	+ 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?
		- 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?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

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? * Do these practices vary by
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What types of **professional supports** are provided to staff around kindergarten transitions? * What types of supports are provided to Head Start staff?
* What types of supports are provided to elementary school teachers?
* Does the type of support vary by:
	+ 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)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What are **perceptions** of **how well** kindergarten transition practices are **implemented**? * Do perceptions vary by:
	+ 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:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What are **perceived benefits** of the strategies and practices implemented? * Do perceptions vary by:
	+ 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:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What **challenges to implementing transition strategies and practices** have Head Start, elementary schools, families, and community partners experienced? * Do perceptions vary by:
	+ 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:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What **strategies** are in place in Head Start and elementary schools to **engage families** around kindergarten transitions? * Do these practices vary by:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

Do **perceptions of family participation in kindergarten transition practices** vary by configuration, structural characteristics, programmatic or implementation factors, or respondent type? * In what ways?
* Do these perceptions vary by:
	+ 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)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

In what ways do Head Start programs and elementary schools **differentiate or tailor** transition **practices and approaches** for **special populations**? * Do these practices vary by:
	+ 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 approaches)?
		- In what ways?
* Do these practices vary by community context?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

How has the **COVID-19 pandemic** affected transition practices at the state and local level? * Do these practices vary by:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What kinds of **information/data collection and sharing** takes place between Head Start and elementary schools? * Do information/data collection and sharing practices vary by:
	+ configuration (1-1, 1-to-many, many-to-many)?
	+ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?
	+ length of HS/LEA relationship or policy?
		- 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?
	+ 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?
	+ In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*
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|  | Does the content, quality or amount of **family engagement strategies** used around the kindergarten transition vary by configuration, structural characteristics, programmatic or implementation factors? * In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

Do respondents have **shared perceptions** of: * How well kindergarten transition practices are implemented?
* The roles and responsibilities across systems in the transition process?
	+ Does this vary by role (administrator, leadership, teacher/staff, manager/coordinator, partner, family)?
		- In what ways?
	+ Does this vary by:
		- 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*
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| **Relationships to Support Transitions** |
| *Research Question 3*  | What characterizes relationships among Head Start programs, elementary schools, and other community partners that support children’s successful transitions from Head Start to kindergarten?What are the specific facilitators of, and barriers to, successful transitions? | How do **Head Start grantee/delegate agency** and **LEAs** **coordinate** around kindergarten transitions? * What approaches are used?
* Does coordination by Head Start grantee/delegate agency and LEA vary by:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

How do **Head Start programs/centers** and **elementary schools** **coordinate** around kindergarten transitions? * What approaches are used?
* Does coordination by Head Start program/center and elementary school vary by:
	+ configuration (1-1, 1-to-many, many-to-many)?
	+ structural characteristics (e.g., agency type, staffing, enrollment size, etc.)?
	+ length of HS/LEA relationship?
	+ staff relationships?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What is the landscape of **community partnerships** to support kindergarten transitions? * What types of partners are involved?
	+ What services or supports do they provide?
	+ And to whom?
* Do partnerships vary by:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

Do **collaborations** between Head Start program/center and elementary schools **influence transition supports** for teachers, families, and children? * In what ways?
* Do perceptions vary by:
	+ 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)?
	+ community context?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

Do **relationships support alignment** across Head Start and kindergarten? * In what ways?
* Do perceptions vary by:
	+ 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)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What are the **characteristics** **of the relationships** among Head Start programs and LEAs/elementary schools? * Do relationship characteristics vary by:
	+ 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?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

How do **families** describe their **relationship** with Head Start center and elementary school staff? * Do family and Head Start and LEA/school relationships vary by:
	+ 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:
	+ families’ respondent background or experience?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What factors help the **development of relationships across systems**? * In what ways?
* Do perceptions vary by:
	+ role (administrator, leadership, teacher/staff, 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)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What **challenges to implementing kindergarten transition strategies and practices** do Head Start programs and elementary schools experience? * Does this vary by:
	+ 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)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*
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| **Outcomes and Key Contextual Factors** |
| *Research Question 4* | What are the key short- and long-term outcomes of transition strategies and practices for children, families, Head Start teachers, and kindergarten teachers?What are the key contextual factors and mechanisms that result in these key outcomes? | What **policies across systems** support successful transitions? Does **transition policy enactment and implementation** vary by:* + 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)?
	+ length of HS/LEA relationship?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What is the **primary aim** of **transition policies**? * Is there alignment or differentiation across Head Start and elementary schools?

What are **perceived child outcomes** of successful transition supports? * Do perceptions vary by:
	+ 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 implementation; primary aim of transition policies)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What are **perceived family outcomes** of successful transition supports? * Do perceptions vary by:
* 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 implementation; primary aim of transition policies)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What are **perceived teacher outcomes** of strong relationships, collaboration, and supports focused on kindergarten transitions? * Do perceptions vary by:
	+ 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 implementation; primary aim of transition policies)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*

What are **perceived system-level outcomes** of successful transitions (e.g., system-level alignment)? * Do perceptions vary by:
	+ 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 implementation; primary aim of transition policies)?
		- In what ways?
* *Are there patterns across cases (i.e., Head Start + LEA partnership)?*
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