**Kindergarten Transitions Systems Survey (KTS²)**

# [Head Start Program | Local Education Agency] Administrator

**January 2026**

# Introduction

This document contains survey items organized into six sections

1. Personal Background
2. [Program/School District] Information
3. Practices
4. Professional Development
5. Policies
6. Perspectives

## Online Survey Consent

**Purpose of this survey**: The purpose of the study is to help the Administration for Children and Families better understand strategies and supports for children's and families' transition to kindergarten, as well as barriers to and opportunities for collaboration between Head Start and K-12 systems. [LEA: Head Start is a federal program that is administered at the local level to promote the school readiness of low-income children.] Findings from this research can offer valuable insights that are relevant and applicable to Head Start and the wide variety of preschool settings from which children transition.

**For the purposes of our study, we think about kindergarten transitions spanning from the year before kindergarten, through kindergarten entry, until the end of the kindergarten year.** In this survey, we will ask about your [Head Start program's | school district's] specific kindergarten transition activities, and active collaborations you may have with staff at local [elementary schools and school districts | Head Start programs/centers]. To get a full understanding of Head Start to kindergarten transitions, we are also inviting some of [your program's center administrator(s) and lead teachers | your elementary school principal(s) and some of your kindergarten teachers] to participate in the survey. In addition, we are surveying local [K-12 school district administrators, elementary school administrators, and kindergarten teachers | Head Start program administrators, center directors, and teachers].

This survey begins with informational questions about you and your [Head Start program | school district], then asks about your [Head Start program's | school district's] kindergarten transition practices, professional development focused on  kindergarten

transitions, policies related to kindergarten transitions, and your perspectives about kindergarten transitions.

**Choosing to participate in the survey:**

- Your participation is voluntary, and you can choose to skip any question that makes you uncomfortable or stop the survey at any time.
- This survey should take around 50 minutes to complete.
- By giving your consent below, you are agreeing to participate in the survey.
- To thank you for your participation, you will be invited to choose a $50 electronic gift card as a token of appreciation for completing the questionnaire.

**Possible benefits and risks:** There are no direct benefits to you for participating in this survey. However, your responses to this survey will help the Administration for Children and Families better understand existing strategies and supports for the kindergarten transition, as well as barriers to and opportunities for collaboration between Head Start and K-12 systems. A risk from participating in this survey is that you may feel uncomfortable answering certain questions. You will have the option to skip any question(s) that you do not want to answer or end the survey at any time. While data are secured and protected to the fullest extent required by law, there is the additional—but minimal—risk of a data breach.

**Privacy:** It is important for you to know that your responses to any and all questions will remain private. Your name, [Head Start program, and center(s) | elementary schools, and school district] will not be attached to your responses. All survey responses will be combined when we report results from the study. We will not share your responses with colleagues in your organization. No funding or administrative decisions will be based on responding to or completing this survey.

We safely and securely store all data that we collect. At the conclusion of the study, the data will be archived for potential research use by others, without any identifiable information included.

**Questions**: If you have any questions about information in this consent form, the survey, or the study as a whole, please feel free to contact Marc Hernandez, Ph.D. at HS2KProject@norc.org or 888-216-1220**.** You may also contact NORC's Institutional Review Board (IRB) via email IRB@norc.org**,** phone 866-309-0542.

# Consent

I have read and understood the above and agree to participate in this survey. I understand that participation is voluntary, and I can stop participating at any time.

1. Continue

# Personal Background

The following questions ask you to share information about your role and experience.

**PD_PBG_Title.** What is your title?

*Programming note: will either receive HS or LEA grid*

[HS]

1. Program Director
2. Executive Director
3. Associate Director
4. Assistant Director
5. Head Start Education Managers/Coordinators
6. Head Start Family Support Services Manager/Coordinator
7. Head Start Health Manager/Coordinator
8. Head Start Disabilities Manager/Coordinator
9. Head Start Financial Manager/Coordinator
10. PD_PBG_THSOS Other (please specify)

*Skip to PD_PBG_TimeRo*

[LEA]

1. Superintendent
2. Associate/Assistant Superintendent
3. Executive Director/Director
4. Associate/Assistant Director
5. Early Childhood Administrator
6. PD_PBG_TiOS Other (please specify)

*[ Survey logic: If PD_PBG_Title=1 skip to PBG_GradeRes]*

[LEA] **PBG_Cab.** Are you part of the superintendent's cabinet?

1. Yes
2. No
3. Not applicable

**[LEA] PBG_GradeRes.** Which grade levels are your job responsibilities primarily focused on? *(Select all that apply.)*

1. Pre-kindergarten
2. Kindergarten
3. Early elementary grades (1 – 2)
4. Upper Elementary grades (3 – 5)
5. Middle grades (6 – 8)
6. High school grades (9 – 12)

**PD_PBG_TimeR.** How long have you worked as a [fill in from PBG_Title]  at **this** [Head Start program | school district]? Round to the nearest whole number of years.

1. | | | | | Years
2. Less than 1 year

**PD_PBG_TotEx.** How long have you worked in **any** [Head Start program | school district] in **any** role? Round to the nearest whole number of years.

1. | | | | Years

2. Less than 1 year

**PBG_Degree.** What is the highest degree or level of school you have completed? If you are currently enrolled, select the highest degree received.

1. Some high school, no diploma
2. High school graduate, diploma or the equivalent (for example: GED)
3. Some college credit, no degree
4. Trade/technical/vocational training or certificate
5. Associate degree
6. Bachelor's degree
7. Master's degree
8. Doctorate degree
9. PBG_DegreeOS Other training and certificates, please specify.

[*Survey logic: if PBG_Degree =1, 2, 3, 4, 5; if HS skip to INF_NumHS, If LEA skip to PD_INF_NumES]*

**PBG_Field.** In what field did you obtain your highest degree?

1. General education
2. Early childhood education
3. Elementary education
4. Secondary education
5. Special education
6. Education leadership, business administration / management & supervision
7. Curriculum and instruction/teaching and learning
8. Child development or developmental psychology
9. PBG_FieldOS Other field (please specify)

*IF LEA skip to PD_INF_NumES.*

# Head Start Program Information

The following questions ask you to reflect on your Head Start program and the children who transition to kindergarten. If you don't know, use your best guess.

**INF_NumHS.** How many separate centers does your program have?

**Numbox**

**PD_INF_NumTr.** Last program year, approximately how many children in your program, across all centers, transitioned to kindergarten?

**Numbox**

**INF_SCS**. Does your program provide any of the following supports to help families understand school choice options for kindergarten?

|  | Yes | No | Don't Know |
|---|---|---|---|
| INF_SCS1Sharing written information about different school options for kindergarten (e.g., public, private) |  |  |  |
| INF_SCS2 Providing individual consultations with families about school options for kindergarten |  |  |  |
| INF_SCS3 Connecting families to community partners that support school choice |  |  |  |
| INF_SCS4 Hosting community fairs or informational events about school options for kindergarten |  |  |  |
| INF_SCS_OS Other (please specify) |  |  |  |

**INF_TST**. Which types of schools do children in your program transition to for kindergarten?

| | Yes | No | Don't Know | Not Available in my Community |
|---|---|---|---|---|
| INF_TST1 Public neighborhood schools (i.e., the public elementary school the child is assigned to by default) | | | | |
| INF_TST2 Other public elementary schools in child's home/local school district (e.g., charter, magnet, dual-language immersion) | | | | |
| INF_TST3 Public elementary schools outside of child's home/local school district | | | | |
| INF_TST4 Private schools (e.g., Montessori, Waldorf, faith-based including parochial) | | | | |
| INF_TST5 Homeschool | | | | |
| INF_TST_OS Other (please specify) | | | | |

*Skip to Polici_Intro*

**[LEA]**


# School District Information

**PD_INF_NumES.** The following questions will help us learn more about your school district. If you are not sure of the specific number, please give your best guess.

How many **elementary schools** does your school district have?

> **Numbox**

**PD_INF_OnPre.** How many of these elementary schools have on-site **pre-kindergarten** classrooms? Please include on-site special education pre-kindergarten classrooms in your answer.

> **Numbox** | Don't know

**INF_NumPKDis.** How many **pre-kindergarten classrooms** do you have in your school district?

> **Numbox** | Don't know

**INF_PrekHS.** Of these, how many pre-kindergarten classrooms include children enrolled in Head Start?

> **Numbox** | Don't know

**INF_PDKT.** Last school year, approximately what percentage of students who attended pre-kindergarten in your school district transitioned into kindergarten in your school district?

> **Numbox** | Don't know

**PD_INF_NESK.** How many of the **elementary schools** in your school district have kindergarten classrooms?

> **Numbox** | Don't know

**INF_NumKClas.** How many **kindergarten classrooms** are there across all elementary schools in your school district?

> **Numbox** | Don't know

**INF_NumKCh.** Last school year, how many students attended **kindergarten** across all elementary schools in your school district?

> **Numbox** | Don't know

**PD_INF_PerHS.** Last school year, approximately what percentage of all kindergarten students in your school district attended Head Start in the year prior (from both district-based or community-based classrooms)? If you don't know, use your best guess.

1. Less than 25%
2. 25-50%
3. 51-75%
4. More than 75%
5. Don't know

**[Placeholder]**

**Policies_Intro** We will include an introduction section here in all surveys explaining what we mean by **[the school district where most children from your Head Start program attend kindergarten | the Head Start program you receive the most students from]** and the focus on this partnership. We will also include language from the LEA items in the practice section prompting respondents to think about practices they do in collaboration with Head Start even if they are not specific to Head Start.


We will draft this once we have a better idea of sampling.

# Policies

**Polici_Intro: Policies** are written statements that standardize procedures or expectations. In this section, we ask questions about your [Head Start program's | school district's] policies related to kindergarten transitions, and the extent to which these policies align with the [elementary school(s) and school district(s) | Head Start program(s)] your [Head Start children | students] [go to | come from].

**POL_GI.** Last [program | school] year, did your [Head Start program | school district] issue **written policy or guidance** to staff working in your [program | district] on any of the following topics related to kindergarten transitions?

| [HS] Written Policy or Guidance Documents | Received | Did not receive | Don't know |
|---|---|---|---|
| POL_HSGR1 Best practices for sharing data between your Head Start program and the receiving elementary school(s)/school district(s) | | | |
| POL_HSGR2 How to share special education service IEP or IIIP records with elementary school or school district staff | | | |
| POL_HSGR3 How to support the transition of children and families who receive special education services | | | |
| POL_HSGR4 How to match supports with the child's or family's home language | | | |
| POL_HSGR5 How to support the transitions of children and families experiencing homelessness | | | |
| POL_HSGR6 Best practices for supporting school readiness as defined by your state or school district, if applicable | | | |
| POL_HSGR7 How to coordinate transition practices and meetings between Head Start centers and elementary schools | | | |
| POL_HSGR8 Best practices for meetings with families of children transitioning to kindergarten | | | |
| POL_HSGR9 Guidance to families and staff on kindergarten registration | | | |
| POL_HSGR10 Gathering information from families about their | | | |

| | | | |
|---|---|---|---|
| experience/feedback on transition practices | | | |

| [LEA] Written Policy or Guidance Documents | Received | Did not receive | Don't know |
|---|---|---|---|
| POL_LGR1 Best practices for sharing data between Head Start and your elementary school/school district | | | |
| POL_LGR2 How to receive/process IEP or IIIP records of students who receive special education services from Head Start program(s) and share with elementary school or school district staff | | | |
| POL_LGR3 How to support the transitions of students and families who receive special education services | | | |
| POL_LGR4 How to match supports with the student's or family's home language | | | |
| POL_LGR5 How to support the transitions of students and families experiencing homelessness | | | |
| POL_LGR6 Best practices for supporting school readiness as defined by your state or school district, if applicable | | | |
| POL_LGR7 How to coordinate transition practices and meetings between Head Start centers and elementary schools | | | |
| POL_LGR8 Best practices for meetings with families of students transitioning to kindergarten | | | |
| POL_LGR9 Guidance to families and staff on kindergarten registration | | | |
| POL_LGR10 Gathering information from families about their experience/feedback on transition practices | | | |

**PD_POL_JD.** Do the **written job descriptions** of any staff at your [Head Start program | school district] require them to carry out kindergarten transition practices?

1. Yes

2. No

3. Don't know

[*If PD_POL_JD =2 or 3 skip to **POL_FF**.*]

**POL_SR.** For the staff listed below, please indicate whether their **written job descriptions** require them to carry out kindergarten transition practices. Though some staff may be involved in transitions, only consider those whose written job descriptions explicitly require participation in transition practices. If your [Head Start program | school district] does not have a certain role, select "Not Applicable."

*Programming Note: Will receive either HS or LEA grid*

| [HS] Staff | Required | Not Required | Don't Know | Not Applicable |
|---|---|---|---|---|
| POL_HS_SR1 Head Start Program Director | | | | |
| POL_HS_SR2 Head Start Education Managers/Coordinators | | | | |
| POL_HS_SR3 Head Start Family Support Services Manager/Coordinator | | | | |
| POL_HS_SR4 Head Start Health Manager/Coordinator | | | | |
| POL_HS_SR5 Head Start Disabilities Manager/Coordinator | | | | |
| POL_HS_SR6 Head Start Financial Manager/Coordinator | | | | |
| POL_HS_SR7 Head Start Center Director | | | | |

| [LEA] Staff | Required | Not Required | Don't Know | Not Applicable |
|---|---|---|---|---|
| POL_HS_SR8 Head Start Teacher | | | | |
| POL_HS_SR9 Head Start Family Engagement staff | | | | |
| POL_HS_SR_OS Other Head Start staff (please specify): | | | | |

Skip to **POL_FF**

| [LEA] Staff | Required | Not Required | Don't Know | Not Applicable |
|---|---|---|---|---|
| POL_L_SR1 School District Administrators | | | | |
| POL_L_SR2 School District managers/coordinators | | | | |
| POL_L_SR3 Elementary School District family engagement staff | | | | |
| POL_L_SR4 Principal | | | | |
| POL_L_SR5 Assistant principal(s) | | | | |
| POL_L_SR6  Elementary School managers/coordinators/specialists | | | | |
| POL_L_SR7 Elementary School counselors | | | | |
| POL_L_SR8 Social workers | | | | |
| POL_L_SR9 Kindergarten teachers | | | | |
| POL_L_SR10 School family engagement staff | | | | |
| POL_L_SR11 Special education staff | | | | |
| POL_L_SR12 Instructional coaches | | | | |

| | | | |
|---|---|---|---|
| POL_L_SROES Other elementary school staff (please specify) | | | |
| POL_L_SRODS Other school district staff (please specify) | | | |

**POL_FF.** Consider the following federal laws, regulations, guidance, and policies. How familiar are you with **the kindergarten transition-related components** of

| | Not at all familiar | Not very familiar | Somewhat familiar | Very familiar | Extremely familiar |
|---|---|---|---|---|---|
| POL_FF1 Head Start Program Performance Standards (HSPPS) | | | | | |
| POL_FF2 Head Start Act (HSA) | | | | | |
| POL_FF3 Every Student Succeeds Act (ESSA) | | | | | |
| POL_FF4 Individuals with Disabilities Education Act (IDEA) | | | | | |
| POL_FF5 Section 504 of the Rehabilitation Act | | | | | |

**POL_FamState**. To what extent are you familiar with state-specific kindergarten transition-related regulations, guidance, policies, and laws in your state?

1- Not at all familiar
2- Not very familiar
3- Somewhat familiar
4- Very familiar
5- Extremely familiar


**POL_Comp.** Think about [**LEA/SCHOOL DISTRICT | HEAD START PROGRAM**]. To what extent are their regulations, guidance, and policies for kindergarten transitions complementary to the goals of those in your [Head Start program | school district]?

1- Not at all complementary
2- Not very complementary
3- Somewhat complementary
4- Very complementary
5- Extremely complementary
6 - Don't know


**POL_Impl.** Last [program | school] year, did you provide information about implementing state and/or federal laws and regulations related to kindergarten transitions to any of the following?

*Programming Note: Will receive either HS or LEA grid*

| [HS] Written Policy | Yes | No | Don't Know |
|---|---|---|---|
| POL_ImplHS1 Other Head Start Program Administrators | | | |
| POL_ImplHS2 Head Start Education Managers/Coordinators | | | |
| POL_ImplHS3 Head Start Family Support Services Manager/Coordinator | | | |
| POL_ImplHS4 Head Start Health Manager/Coordinator | | | |
| POL_ImplHS5 Head Start Disabilities Manager/Coordinator | | | |
| POL_ImplHS6 Head Start Financial Manager/Coordinator | | | |
| POL_ImplHS7 Head Start Center Directors | | | |
| POL_ImplHS8 Head Start Teachers | | | |
| POL_ImplHS9 Head Start Assistant teachers and support staff | | | |
| POL_ImplHS10 School District Administrators | | | |
| POL_ImplHS11 Elementary school principals/assistant principals | | | |
| POL_ImplHS12 Kindergarten teachers | | | |
| POL_ImplHS13 Elementary school counselors, psychologists, social workers, and family support staff | | | |
| POL_ImplHS14 Elementary school support staff (e.g., paraprofessionals) | | | |
| POL_ImplHS15 Families | | | |
| POL_ImplHS16 School board | | | |
| POL_ImplHSOS Other (include brief description) | | | |

| [LEA] Written Policy | Yes | No | Don't Know |
|---|---|---|---|
| POL_ImplL1 Other School District Administrators | | | |
| POL_ImplL2 Elementary school principals/assistant principals | | | |
| POL_ImplL3 Elementary school counselors, psychologists, | | | |

| | | | |
|---|---|---|---|
| social workers, family support staff | | | |
| POL_ImplL4 Elementary support staff (e.g., paraprofessionals) | | | |
| POL_ImplL5 Kindergarten teachers | | | |
| POL_ImplL6 District-employed Pre-K teacher | | | |
| POL_ImplL7 Head Start Program administrators | | | |
| POL_ImplL8 Head Start managers / coordinators | | | |
| POL_ImplL9 Head Start Center Directors | | | |
| POL_ImplL10 Head Start teachers | | | |
| POL_ImplL11 Head Start assistant teachers and support staff | | | |
| POL_ImplL12 Families | | | |
| POL_ImplL13 School Board | | | |
| POL_ImplL14 Broader preschool community (including child care, family child care, faith-based child care, etc.) | | | |
| POL_ImplLOS Other (*include brief description*) | | | |

**POL_NumMOU.** Think about all the [school Districts your children in Head Start go to | Head Start programs your kindergarten students come from] each year. Of those, how many do you have formal agreements with, often referred to as memorandum of understanding (MOU),intended to support kindergarten transitions?

1. None
2. A few
3. About half
4. Most
5. All
6. Don't know

[*If POL_NumMOU =1, skip to **POL_BudgTran.**]

**POL_MC** *For the next question, we will ask you to reflect on the formal agreement or memoranda of understanding (MOUs) that your [program | district] has in place with [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM]. It may be helpful to have a copy of your agreement on hand.*

Does the formal agreement or MOU contain…

| Formal Agreement or MOU Component | Yes | No | Don't know |
|---|---|---|---|
| POL_MC1 Statement(s) (e.g., Goals, Purposes, Guiding Principles) saying that a smooth transition to kindergarten is a shared responsibility between the Head Start program and school district? | | | |
| POL_MC12 Statement(s) that kindergarten transitions require meaningful partnerships, joint practices, and/or shared responsibilities between Head Start and the K-12 system? | | | |
| POL_MC3 Statement(s) that successful kindergarten transitions require meaningful engagement of families as partners in the process? | | | |
| POL_MC4 Details about specific, collaborative kindergarten transition-related professional development for teachers, staff, and administrators (e.g., training, professional learning)? | | | |
| POL_MC5 Details about accountability (e.g., reporting back to an interagency council regarding transition policies)? | | | |
| POL_MC6 Specific implementation structures to support kindergarten transitions (e.g., assigned transitions coordinator)? | | | |
| POL_MC7 Specific procedures for sharing data and records about children? | | | |

**POL_BudgTran.** Do you have line items in your [Head Start program | school district] budget for kindergarten transition planning and supports?

1. Yes

2. No

3. Don't know

**POL_BudgData.** Do you have line items in your [Head Start program | school district] budget for data systems to enter, store, and securely transfer data [to elementary

schools | from early childhood programs to your school district] for [children | students] entering kindergarten?

1. Yes

2. No

3. Don't know

# Practices

**Practi_Intro**: Kindergarten transition **practices** are concrete activities designed to directly engage students and families during the kindergarten transition. Staff in Head Start or school districts can enact transition practices separately or jointly through **coordinated** transition practices.

In this section, we ask questions about your [Head Start program's | school district's] engagement in joint kindergarten transition practices with a specific [school district | Head Start program].

**PD_PRA_Practi.** During the last [program | school] year, did your [Head Start program | school district] engage in any of the following kindergarten transition practices with [**SCHOOL DISTRICT | HEAD START PROGRAM**]? [**LEA:** Please include any transition-related practices elementary schools in your school district did with this Head Start program, even those that were not specific to Head Start**.]**

*Programming Note: Will receive either HS or LEA grid*

| [HS] Transition Practices | Yes | No | Don't Know |
|---|---|---|---|
| **Coordinating joint practices and information sharing** | | | |
| PD_PRA_HSJP1 My program helped the school district or elementary school identify children in Head Start from our program who were going to enroll in their kindergarten program | | | |
| PD_PRA_HSJP2 My program provided children's Head Start records to the receiving elementary school(s) (e.g., child assessment information, disability awareness) | | | |
| PD_PRA_HSJP3 My program shared information about rules, expectations, or program policies regarding the kindergarten transition | | | |

| | | | |
|---|---|---|---|
| across both Head Start and elementary school staff | | | |
| PD_PRA_HSJP4 My program staff and elementary school staff met to discuss kindergarten transition activities | | | |
| PD_PRA_HSJP5 My program coordinated kindergarten registration and/or kindergarten round up with the receiving elementary school(s) | | | |
| **Teacher collaboration** | | | |
| PD_PRA_HSTC1 Kindergarten teacher(s) co-taught lessons with Head Start teacher(s) from my program at either the elementary school(s) or the Head Start center(s) | | | |
| PD_PRA_HSTC2 Elementary school staff came to my program to meet and observe children | | | |
| PD_PRA_HSTC3 Head Start teachers from my program had transition meetings with kindergarten teachers to discuss children | | | |
| **Differentiating supports for individual children** | | | |
| PD_PRA_HSDS1 Staff from my program and the receiving elementary school(s) met to discuss students with Individualized Educational Plans (IEP) or Individualized Interagency Intervention Plans (IIIP) | | | |
| PD_PRA_HSDS2 Staff from my program participated in the development of IEPs for children with disabilities at the receiving elementary school(s) | | | |
| PD_PRA_HSDS3 Elementary staff met with my staff to discuss students from other high-priority student groups (e.g., children experiencing homelessness, children in foster care) | | | |
| PD_PRA_HSDS4 Elementary staff met with my staff to discuss strategies that support individual students who may need them (e.g., behavior plans, trauma-informed approaches, school scheduling modifications) | | | |
| **Family engagement** | | | |
| PD_PRA_HSFE1 My Head Start program and the school district/elementary school(s) coordinated who would share information about kindergarten rules, expectations, and policies with families in Head Start | | | |

| | Yes | No | Don't Know |
|---|---|---|---|
| PD_PRA_HSFE2 Head Start teachers at my program had a transition meeting(s) with parents or other family members in Head Start | | | |
| PD_PRA_HSFE3 Program staff other than teachers met with families (e.g., family service staff, Head Start managers/coordinators) | | | |
| PD_PRA_HSFE4 **Both** Head Start and school/district staff collaborated with families on transition plans | | | |
| PD_PRA_HSFE5 Children from my Head Start program visited kindergarten classrooms prior to the start of the school year | | | |

| [LEA] Transition Practices | Yes | No | Don't Know |
|---|---|---|---|
| **Coordinating joint practices and information sharing** | | | |
| PD_PRA_LJP1 The Head Start program helped our school district identify students in Head Start who were going to enroll in kindergarten classrooms in our school district | | | |
| PD_PRA_LJP2 The Head Start program sent our school district students' records (e.g., child assessment information, disability awareness) | | | |
| PD_PRA_LJP3 My school district shared information about rules, expectations, or school district/elementary school policies regarding the kindergarten transition | | | |
| PD_PRA_LJP4 Staff from my school district/elementary school(s) and Head Start staff met to discuss kindergarten transition activities | | | |
| PD_PRA_LJP5 My school district coordinated kindergarten registration and/or kindergarten round up with Head Start | | | |
| **Teacher Collaboration** | | | |
| PD_PRA_LTC1 Head Start teacher(s) and kindergarten teacher(s) from my school district co-taught lessons at either the Head Start program or at my elementary schools | | | |
| PD_PRA_LTC2 Staff from my elementary school(s) went to Head Start center(s) to meet and observe students | | | |

| | | | |
|---|---|---|---|
| PD_PRA_LTC3 Kindergarten teachers from my elementary school(s) and Head Start teachers had transition meetings to discuss students | | | |
| **Differentiating supports for individual students** | | | |
| PD_PRA_LDS1 Staff from my school district/elementary school(s) and the Head Start program met to discuss students with Individualized Educational Plans (IEP) or Individualized Interagency Intervention Plans (IIIP) | | | |
| PD_PRA_LDS2 Head Start staff participated in the development of kindergarten IEPs for students with disabilities | | | |
| PD_PRA_LDS3 Staff from the elementary school(s) met with Head Start staff to discuss students from other high-priority student groups (e.g., Dual language learners, children experiencing homelessness, students in foster care) | | | |
| PD_PRA_LDS4 Staff from my school district/elementary school(s) met with Head Start staff to discuss strategies that support individual students who may need them (e.g., behavior plans, trauma-informed approaches, school scheduling modifications) | | | |
| **Family engagement** | | | |
| PD_PRA_LFE1 My school district/elementary school(s) and the Head Start program coordinated who would share information about kindergarten rules, expectations, and policies with families in Head Start | | | |
| PD_PRA_LFE2 Kindergarten teachers at my school district/elementary school(s) had a transition meeting(s) with parents or other family members in Head Start | | | |
| PD_PRA_LFE3 School/district staff other than kindergarten teachers met with families in Head Start (e.g., school family engagement staff, special education staff, social workers) | | | |
| PD_PRA_LFE4 **Both** Head Start and school/district staff collaborated with families on transition plans | | | |
| PD_PRA_LFE5 Elementary schools in my school district hosted an event(s) for families and/or students in Head Start to visit the | | | |

| | | | |
|---|---|---|---|
| elementary school prior to the beginning of the kindergarten school year | | | |
| PD_PRA_LFE6 Elementary schools in my school district offered opportunities for students in Head Start to visit kindergarten classroom(s) prior to the start of the school year | | | |

**PRA_NCDP** *Recall that staff in [Head Start or kindergarten | a school district, Head Start program, elementary school, or kindergarten classroom] can enact transition practices separately **or** jointly through coordinated transition practices. These next question(s) ask you to think about joint or coordinated transition practices.*

Last [program | school] year, how many [school districts or local education agencies (LEAs) | Head Start programs/grantees (may encompass multiple centers)] did your [Head Start program | school district] *jointly* engage in kindergarten transition practices with?

1. 0

2. 1-2

3. 3 or more

4. Don't know
5. Not applicable

**PRA_NCSC.** Last [program | school] year, how many individual [elementary schools | Head Start centers] did your [Head Start program | school district] *jointly* engage in kindergarten transition practices with?

1. 0

2. 1-2

3. 3 or more

4. Don't know
5. Not applicable

**PD_PRA_SS** Last [program | school] year, who, if anyone, at your [Head Start program | school district] engaged in *joint* **kindergarten transition practices with [school districts and elementary schools | Head Start programs or centers**]?

*Programming Note: Will receive either HS or LEA grid*

| [HS] | Yes | No |
|---|---|---|
| PD_PRA_HSSS1 Head Start Program Director | | |
| PD_PRA_HSSS2 Head Start Program Education Manager/Coordinator | | |
| PD_PRA_HSSS3 Head Start Family Support Services Manager/Coordinator | | |
| PD_PRA_HSSS4 Head Start Health Manager/Coordinator | | |
| PD_PRA_HSSS5 Head Start Disabilities Manager/Coordinator | | |
| PD_PRA_HSSS6 Head Start Financial Manager/Coordinator | | |
| PD_PRA_HSSS7 Head Start Center Director | | |
| PD_PRA_HSSS8 Head Start Family Engagement Staff | | |
| PD_PRA_HSSS9 Teachers | | |
| PD_PRA_HSSOS Other (please specify) | | |

*Skip to PD_PRA_CS*

| [LEA] | Yes | No |
|---|---|---|
| PD_PRA_LSS1 School District administrators | | |
| PD_PRA_LSS2 Elementary School principals and assistant principals | | |
| PD_PRA_LSS3 Teachers | | |
| PD_PRA_LSS4 Family engagement staff | | |
| PD_PRA_LSSOS Other (please specify) | | |

**PD_PRA_CS.** Last [program | school] year, which staff at the [**LEA OR SCHOOL DISTRICT | HEAD START PROGRAM**] did your staff collaborate with to conduct transitions?

| [HS] | Yes | No |
|---|---|---|
| PD_PRA_HSCS1 School district administrators | | |
| PD_PRA_HSCS2 Elementary School principals and assistant principals | | |
| PD_PRA_HSCS3 Teachers | | |
| PD_PRA_HSCS4 Family engagement staff | | |
| PD_PRA_HSCSOS Other (please specify) | | |

*Skip to PRA_NumSchCe*

| [LEA] | Yes | No |
|---|---|---|
| PD_PRA_LCS1 Head Start Program Director | | |
| PD_PRA_LCS2 Head Start Program Managers/Coordinators (e.g., Family Services, Disabilities, Health) | | |
| PD_PRA_LCS3 Head Start Center Director | | |
| PD_PRA_LCS4 Head Start Family Engagement Staff | | |
| PD_PRA_LCS5 Teachers | | |
| PD_PRA_LCSOS Other (please specify) | | |

**PRA_NumSchCe.** Earlier, you reported that there were [*populate with response to INF_NumHS | INF_NumESDist*] [Head Start centers | elementary schools] in your [Head Start program | school district]. How many of these [Head Start centers | elementary schools] participate in *joint* kindergarten transition practices with [K-12 entities, such as school districts or individual elementary schools | Head Start programs or centers]?

**Numbox**

*[Survey logic: number in PRA_NumSchCe should be the equal to or less than number in INF_NumHS | INF_NumESDist]*

*[Survey logic: If PRA_NumSchCe <1, skip to Perspectives Section]*

**PD_PRA_CJP.** What makes it challenging for your [Head Start program | school district] to collaborate with [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM] on transition practices related to **the coordination of joint practices and information sharing** (e.g., identifying students, sharing records)? Please indicate whether each item has challenged collaboration between your [Head Start program | school district] and [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM].

|  | Challenge | Not a Challenge | Don't Know |
|---|---|---|---|
| PD_PRA_CJP1 Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff |  |  |  |
| PD_PRA_CJP2 Time constraints (not enough time for this activity) |  |  |  |
| PD_PRA_CJP3 Not enough funds for supplies and activities |  |  |  |
| PD_PRA_CJP4 Not enough infrastructure support (e.g., data systems, communication systems) |  |  |  |
| PD_PRA_CJP5 Lack of interest/cooperation from [the school district or elementary school | Head Start program] |  |  |  |
| PD_PRA_CJP6 Legal restrictions or privacy rules around student data |  |  |  |
| PD_PRA_CJP7 Not a priority for [my Head Start program | the school district] |  |  |  |
| PD_PRA_CJPOS Other (please specify) |  |  |  |

**PD_PRA_CTC.** What makes it challenging for you to collaborate with the [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM] on transition practices related to **teacher collaboration** (e.g., co-teaching, staff from the elementary school going to Head Start to meet and observe students)? Please indicate whether each item has challenged collaboration between your [Head Start program | school district] and [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM].

| | Challenge | Not a Challenge | Don't Know |
|---|---|---|---|
| PD_PRA_CTC1 Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff | | | |
| PD_PRA_CTC2 Time constraints (not enough time for this activity) | | | |
| PD_PRA_CTC3 Not enough funds for supplies and activities | | | |
| PD_PRA_CTC4 Not enough infrastructure support (e.g., data systems, communication systems) | | | |
| PD_PRA_CTC5 Lack of interest/cooperation from [the school district or elementary school \| Head Start center] | | | |
| PD_PRA_CTC6 Not a priority for my [Head Start program \| school district] | | | |
| PD_PRA_CTCOS Other (please specify) | | | |

**PRA_CDS.** What makes it challenging for you to collaborate with the [**LEA OR SCHOOL DISTRICT | HEAD START PROGRAM**] on transition practices related to **differentiating supports for individual students** (e.g., discussing students with IEPs or IIPs, discussing students from high priority groups)? Please indicate whether each item has challenged collaboration between your [Head Start program | school district] and [**LEA OR SCHOOL DISTRICT | HEAD START PROGRAM**].

| | Challenge | Not a Challenge | Don't Know |
|---|---|---|---|

| | |
|---|---|
| PRA_CDS1 Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff | |
| PRA_CDS2 Time constraints (not enough time for this activity) | |
| PRA_CDS3 Not enough funds for supplies and activities | |
| PRA_CDS4 Not enough infrastructure support (e.g., data systems, communication systems) | |
| PRA_CDS5 Lack of interest/cooperation from [the school district or elementary school | Head Start program] | |
| PRA_CDS6 Legal restrictions or privacy rules around student data | |
| PRA_CDS7 Not a priority for my [Head Start program | school district] | |
| PRA_CDSOS Other (please specify) | |

**PD_PRA_CFE.** What makes it challenging for you to collaborate with the [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM] **family engagement** transition practices (e.g., coordinating who will share information about kindergarten with families in Head Start)? Please indicate whether each item has challenged collaboration between your [Head Start program | school district] and [LEA OR SCHOOL DISTRICT | HEAD START PROGRAM].

| | Challenge | Not a Challenge | Don't Know | Not Applicable |
|---|---|---|---|---|
| | | | | |

| |
|---|
| PD_PRA_CFE1 Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff |
| PD_PRA_CFE2 Time constraints (not enough time for this activity) |
| PD_PRA_CFE3 Not enough funds for supplies and activities |
| PD_PRA_CFE4 Not enough infrastructure support (e.g., data systems, communication systems) |
| PD_PRA_CFE5 Lack of interest/cooperation from [the school district or elementary school(s) | Head Start center] |
| PD_PRA_CFE6 Not a priority for my [Head Start program | school district] |
| PD_PRA_CFEOS Other (please specify) |

# Professional Development

**PD_PRS_Intro:** In the previous section, we asked about **transition practices**—the specific actions your [Head Start program | school district] took to help children move from Head Start to kindergarten.

This section focuses on **professional development:** opportunities your [Head Start program | school district] provided last year to help staff build knowledge and skills for supporting children as they transition to kindergarten.

Professional development may be online (e.g., a webinar) or in person (e.g., on site or at a conference) and offered to educators, administrators, and other adults involved in kindergarten transitions.

Examples include:
- Training
- Workshop

- Course
- Coaching
- Professional Learning Communities/Groups (PLCs/PLGs)
- Technical assistance (TA)

**PD_PRS_Indic.** Last [program | school] year, did your [Head Start program | school district] offer staff any professional development **focused on kindergarten transitions**?

*Examples of professional development include trainings, workshops, courses, coaching, PLCs/PLGs, and technical assistance (TA).*

*[Hover text on **focused on kindergarten transitions**: Professional development **focused on kindergarten transitions** refers to opportunities that help your staff build their knowledge and skills for supporting children who move from early childhood settings (e.g., Head Start) to kindergarten.]*

1. Yes
2. No
3. Don't know

[*Survey logic: if PD_PRS_Indic = 2, 3, skip to PD_PRS_Una*]

**PD_PRS_Top.** What topics were covered in professional development focused on kindergarten transitions? Select an answer for each topic. *[RANDOMIZE LIST, KEEP OTHER FIXED AT BOTTOM]*

| | Yes | No | Don't Know |
|---|---|---|---|
| PD_PRS_Top1 Family engagement in the kindergarten transition process | | | |
| PD_PRS_Top2 Engaging different types of families in the transition process (e.g., families whose home language is not English) | | | |
| PD_PRS_Top3 Supporting kindergarten transitions for children with disabilities | | | |
| PD_PRS_Top4 Supporting kindergarten transitions for children in foster care | | | |
| PD_PRS_Top5 Kindergarten expectations and school readiness goals for transitioning children | | | |

| | | | |
|---|---|---|---|
| PD_PRS_Top6 School/kindergarten readiness assessments | | | |
| PD_PRS_Top7 Sharing student data between Head Start and elementary schools | | | |
| PD_PRS_Top8 Developing and implementing kindergarten transition plans | | | |
| PD_PRS_Top9 Aligning academic standards from pre-k to kindergarten | | | |
| PD_PRS_Top10 Child growth and development from pre-k to kindergarten | | | |
| PD_PRS_TopOS Other (please specify) | | | |

**PD_PRS_Staff.** Which staff were offered professional development focused on kindergarten transitions? For each role, indicate whether professional development was offered.

| [LEA/District Admin] | Offered | Not Offered | Don't Know | Not Applicable |
|---|---|---|---|---|
| 1. PD_PRS_LS1 School District Administrators | | | | |
| 2. PD_PRS_LS2 Principals/Assistant Principals | | | | |
| 3. PD_PRS_LS3 Kindergarten Teachers | | | | |
| 4. PD_PRS_LS4 Assistant Kindergarten Teachers/Aides | | | | |
| 5. PD_PRS_LS5 School District Family Engagement Staff | | | | |
| 6. PD_PRS_LS6 Elementary School Family Engagement Staff | | | | |
| 7. PD_PRS_LS7 Instructional Coaches | | | | |
| 8. PD_PRS_LS8 Elementary School Counselors/ Social Workers | | | | |
| 9. PD_PRS_LSOS Other staff (please specify) | | | | |

| [HS Program Director] | Offered | Not Offered | Don't Know | Not Applicable |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 1. PD_PRS_HSS1 HS Program Director | | | | |
| 2. PD_PRS_HSS2 HS Center Director | | | | |
| 3. PD_PRS_HSS3 Education Managers/Coordinators | | | | |
| 4. PD_PRS_HSS4 Family Support Services Manager/Coordinator | | | | |
| 5. PD_PRS_HSS5 Health Manager/Coordinator | | | | |
| 6. PD_PRS_HSS6 Disabilities Manager/Coordinator | | | | |
| 7. PD_PRS_HSS7 Financial Manager/Coordinator | | | | |
| 8. PD_PRS_HSS8 Teachers | | | | |
| 9. PD_PRS_HSS9 Assistant Teachers/Aides | | | | |
| 10. PD_PRS_HSS10 Family Engagement Staff | | | | |
| 11. PD_PRS_HSSOS Other staff (please specify) | | | | |

**PD_PRS_Joint.** Were any of the professional development opportunities focused on kindergarten transitions shared or conducted jointly with staff from [elementary schools or school districts | Head Start programs or centers]?

1. Yes
2. No
3. Don't know

**PD_PRS_NJ.** [*Survey logic: Only show if PD_PRS_Joint = 2]* You indicated that professional development opportunities available to staff at your [Head Start Program | school district] were not ***shared*** with [elementary school/school district staff | Head Start staff]. For what reasons were these opportunities not shared with [elementary school/school district | Head Start] staff?

| | Reason | Not a Reason | Don't Know |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| 1. PD_ PRS_NJ1 Not a priority for my [center \| elementary school(s)] | | | |
| 2. PD_PRS_NJ2 Do not have relationships with contacts at the [elementary school(s) and/or school district central office \| Head Start program and/or centers] | | | |
| 3. PD_PRS_NJ3 Unable to obtain required approvals | | | |
| 4. PD_PRS_NJ4 Not enough funds for supplies and activities | | | |
| 5. PD_ PRS_NJ5 Difficulty scheduling mutually acceptable times | | | |
| 6. PD_ PRS_NJ6 Few staff participated in this activity when we made it available in the past | | | |
| 7. PD_ PRS_NJOS Other (please specify) | | | |

**PD_PRS_Una.** [*Survey logic: Only show if PD_PRS_Indicator = 2 OR 3*] Why were staff not offered professional development focused on kindergarten transitions? Select an answer for each item. *[RANDOMIZE ROWS, KEEP OTHER FIXED AT BOTTOM]*

| | **Reason** | **Not a Reason** | **Don't Know** |
|---|---|---|---|
| 1. PD_PRS_Una1 No provider available to offer professional development | | | |
| 2. PD_PRS_Una2 We were not aware of available opportunities | | | |
| 3. PD_PRS_Una3 Not a priority for our [program \| school district] | | | |
| 4. PD_PRS_Una4 Location too far or not accessible | | | |
| 5. PD_PRS_Una5 Lack of or insufficient equipment (e.g., laptops, cameras) | | | |
| 6. PD_PRS_Una6 Lack of time to participate | | | |
| 7. PD_PRS_Una7 Difficulty coordinating schedules between Head Start and school(s)/district(s) | | | |
| 8. PD_PRS_Una8 Lack of support staff (e.g., substitutes) | | | |
| 9. PD_PRS_Una9 Not enough funds for supplies and activities | | | |
| 10. PD_PRS_Una10 Insufficient professional development funds | | | |
| 11. PD_PRS_UnaOS Other (please specify) | | | |

**PD_ PRS_FS.** Does your [Head Start program | school district] provide any of the following financial supports to [Head Start program- or center-level | school district- or elementary school-level] staff to participate in professional development or other supports for kindergarten transitions?

| | Yes | No | Don't Know |
|---|---|---|---|
| 1. PD_PRS_FS1 Reimbursement for training expenses, travel, and/or child care | | | |
| 2. PD_PRS_FS2 Assistance with direct costs, such as tuition or registration fees | | | |
| 3. PD_PRS_FS3 Pay to participate in the activity | | | |
| 4. PD_PRS_FS4 Pay for preparation/planning time | | | |
| 5. PD_ PRS_FS5 Non-monetary incentives for participation | | | |
| 6. PD_ PRS_FS6 Pay for substitute staffing | | | |
| 7. PD_ PRS_FS7 Time to engage in curricular planning with colleagues | | | |
| 8. PD_ PRS_FSOS Other (please specify) | | | |

# Perspectives

**Perspe_Intro: Perspectives** about kindergarten transitions are the beliefs, vision, and values about transitions to kindergarten held by those involved in the process (families, teachers, administrators).

In this section, we ask you to reflect on your own perspectives about engaging in kindergarten transitions.

**PER_EntityRe.** In your opinion, which entity is responsible for supporting kindergarten transitions?

1- Head Start is solely responsible
2- Head Start is more responsible than the elementary school
3- Both Head Start and the elementary school are equally responsible
4- The elementary school is more responsible than Head Start
5- The elementary school is solely responsible


**PER_StaffRes.** Think about staff in your [Head Start center and program | school district and elementary school (s)] that are involved in kindergarten transitions. For each role, please indicate their level of responsibility for supporting kindergarten transitions.

*Programming Note: Will receive either HS or LEA grid*

**[HS]**

A. Head Start Program Director
B. Head Start Education Managers/Coordinators
C. Head Start Family Support Services Manager/Coordinator
D. Head Start Health Manager/Coordinator
E. Head Start Disabilities Manager/Coordinator
F. Head Start Financial Manager/Coordinator
G. Head Start Center Directors
H. Head Start Teachers
I. Head Start Family Engagement staff

*Skip to Per_Coord*

**[LEA]**

A. K-12 school district central office administrators
B. Elementary school principals/administrators
C. Kindergarten teachers
D. School District or school family engagement staff


1- Minimal responsibility
2- Moderate responsibility
3- Substantial responsibility
4- Extensive responsibility
5- Don't know
6- Not applicable

**PER_Coord.** In your opinion, how important is it to coordinate across Head Start and kindergarten to ensure a successful transition to elementary school?

1- Not at all important
2- Not too important
3- Somewhat important
4- Very important
5- Extremely important
6- Don't know

**PER_ChPraSup.** In your opinion, which transition practices are **most effective** in supporting [**children's | students'**] transitions from Head Start to kindergarten? Select up to two practices.

1. Differentiating transition supports for the specific needs of individual [children | students] (e.g., [children | students] with special needs, [children | students] experiencing homelessness, dual language learners, children of immigrants)
2. Sharing information with families (e.g., kindergarten requirements, registration materials)
3. Working directly with families (e.g., helping families fill out kindergarten registration forms, meeting with individual families, conducting home visits)
4. Consulting families on what supports they would like for a smooth transition to kindergarten
5. Coordinating with [your local school district(s) or elementary school(s) | Head Start program(s)] on joint kindergarten transition practices (e.g., curriculum planning, co-teaching lessons, shared professional development)
6. [Inviting elementary staff | Sending your staff] to the Head Start centers to meet and observe [children | students]
7. Arranging visits to kindergarten classrooms for [children | students] and families in Head Start


**PER_ChOutcom.** In your opinion, what are the **most important benefits** of kindergarten transition practices for [**children | students**] transitioning from Head Start to kindergarten? Select up to two benefits.

1. [Children | Students] build positive relationships with the teacher

2. [Children | Students] are able to adjust to a formal classroom routine (e.g., more structured learning, increased independent work)

3. [Children | Students] have reduced anxiety and stress about their new environment

4. [Children | Students] have greater confidence and sense of belonging in their new school

5. [Children | Students] are able to meet academic milestones (e.g., basic math, literacy, and language skills, motor skills)

6. [Children | Students] are able to manage their behavior and emotions in the classroom setting (e.g., improved self-regulation)

7. PER_ChOutcOS Other (please describe)

**PD_PER_FamPS.** In your opinion, which kindergarten transition practices are **most effective** in supporting **families'** transitions from Head Start? Select up to two practices.

1. Differentiating transition supports for the specific needs of individual [children | students] (e.g., [children | students] with special needs, [children | students] experiencing homelessness, dual language learners, children of immigrants)
2. Sharing information with families (e.g., kindergarten requirements, registration materials)
3. Working directly with families (e.g., helping families fill out kindergarten registration forms, meeting with individual families, conducting home visits)
4. Consulting families on what supports they would like for a smooth transition to kindergarten
5. Coordinating with [your local school district(s) or elementary school(s) | Head Start program(s)] on joint kindergarten transition practices (e.g., curriculum planning, co-teaching lessons, shared professional development)
6. [Inviting elementary staff | Sending our staff] to the Head Start center(s) to meet and observe students
7. Arranging visits to kindergarten classrooms for [children | students] and families in Head Start

**PER_FamOutco.** In your opinion, what are the **most important benefits** of kindergarten transition practices for **families** transitioning from Head Start? Select up to two benefits.

1. Families are prepared to support [children's | students'] emotional needs as they enter a new environment
2. Families are prepared to continuously support a child's learning in the home while the child moves into a new learning environment
3. Families can advocate for their child's needs
4. Families have reduced anxiety and stress about their child's new environment
5. Families understand the logistics of kindergarten registration processes
6. Families understand the educational choices they have when enrolling their child in kindergarten, including the choice in schools they may have
7. Families become familiar with the elementary school
8. Families see themselves as welcomed partners
9. Families build positive relationships with teachers and school staff
10. PER_FamOutOS Other (please describe)

**PER_TPraSupp.** In your opinion, which kindergarten transition practices are **most effective** in supporting [**Head Start teachers** | **kindergarten teachers** who receive students from Head Start]? Select up to two practices.

1. Differentiating transition supports for the specific needs of individual [children | students] (e.g., [children | students] with special needs, [children | students] experiencing homelessness, dual language learners, children of immigrants)

2. Accessing professional development

3. Sharing information with families (e.g., kindergarten requirements, registration materials)

4. Working directly with families (e.g., helping families fill out kindergarten registration forms, meeting with individual families, conducting home visits)

5. Consulting families on what supports they would like for a smooth transition to kindergarten

6. Coordinating with [your local school district(s) or elementary school(s) | Head Start program(s)] on joint kindergarten transition practices (e.g., curriculum planning, co-teaching lessons, shared professional development)

7. [Inviting elementary staff | Sending our staff] to the Head Start centers to meet and observe students

8. Arranging visits to kindergarten classrooms for [children | students] and families in Head Start


**PER_TOutcome.** In your opinion, what are the **most important benefits** of kindergarten transition practices for [**Head Start teachers** | **kindergarten teachers** who receive students from Head Start**]**? Select up to two benefits.
1. Teachers build relationships with families
2. Teachers build relationships with [elementary school | pre-kindergarten programs including Head Start]
3. [**LEA:** Teachers gain an understanding that students have strengths gained from pre-kindergarten programs including Head Start]
4. Teachers gain knowledge of evidence-based kindergarten transition practices
5. Teachers gain knowledge of kindergarten transition policies (e.g., requirements in Head Start Program Performance Standards)
6. Teachers understand specific [children's | students'] developmental needs
7. Teachers align teaching practices, skills, and curricula to provide continuity across Head Start and kindergarten

8. PER_TOutcoOS Other (please describe)

**PER_SuccTran.** In your own words, what does a successful transition from Head Start to kindergarten look like?
Open-ended response

# Token of Appreciation

**INCNT.** Thank you for taking the time to complete this survey. As a token of appreciation, we will email you a $50 electronic gift code. Please select your preferred gift card and enter your email.
*(Please select one)*

1. Amazon
2. Walmart
3. Target
4. Mastercard
5. I would prefer not to receive a token of appreciation.

[*Programming note:* If 1-4 selected, then show **INCNTEMAIL.** Otherwise skip to **CLOSING**]

**INCNTEMAIL**. Please make sure to enter your email address correctly to ensure delivery.

[*Programming Note:* Textbox entry for email address – two boxes on the same screen]

**INCNTEMAIL1.** [Open-ended response] Please enter your email address
**INCNTEMAIL2.** [Open-ended response] Please confirm your email address

# Closing

**CLOSING.** Thank you for your time and thoughtful responses. The information and perspectives you have provided are invaluable to improving kindergarten transitions for Head Start children, their families, and their educators.

If you have any questions about this survey or the broader study, please contact Marc Hernandez, Ph.D. at HS2KProject@norc.org.