



Kindergarten Transitions Systems Survey (KTS²)

[Head Start Center Director | Elementary School Principal Survey]

January 2026

The Paperwork Reduction Act Statement: This collection of information is voluntary and will be used to help better understand how Head Start programs and local education agencies are supporting children and families as they transition into kindergarten. Public reporting burden for this collection of information is estimated to average 50 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are OMB #: 0970-0355, Exp: 10/31/2027. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Marc Hernandez, Ph.D. at HS2Kproject@norc.org or 1155 E. 60th Street, Chicago IL 60637.

Introduction

This document contains survey items organized into six sections

1. Personal Background
2. [Head Start Center/Elementary School] 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 [center's | elementary school'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 surveying your [Head Start program administrator(s) and some of your teachers | school district administrators and some of your kindergarten teachers]. In addition, we are surveying local [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 center | elementary school], then asks questions about your [center's | elementary school's] kindergarten transition practices, professional development focused on kindergarten

transitions, policies related to kindergarten transitions, and your and others' 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 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, [program, and center | district, and school] 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 your [Head Start program | school district] administrators. 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 or 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

The described collection of information is voluntary and will be used to help better understand how Head Start programs and local education agencies are supporting children and families as they transition into kindergarten. Public reporting burden for the described collection of information is estimated to average 50 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for the described collection are OMB #: 0970-0355, Exp: 10/31/2027. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Marc Hernandez, Ph.D. at HS2Kproject@norc.org or 1155 E. 60th Street, Chicago IL 60637.

Personal Background

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

CS_PBG_Title. What is your title?

[LEA]

1. Principal
2. Assistant Principal
3. Director
4. Coordinator
5. CS_PBG_TiLOS Other (please specify)]

Skip to CS_PBG_TimeR

[HS]

1. Center Director
2. Director
3. Coordinator
4. Manager
5. CS_PBG_THSOS Other (please specify)

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

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

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

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

If HS: Skip to PBG_Degree

[LEA] CS_PBG_Grade. Do you have experience at any grade levels other than Elementary School? *Select all that apply.*

1. No, I only have Elementary School Experience (K-5)
2. Yes, Early Childhood (birth-age 5)
3. Yes, I have experience in Middle School grades (6-8)
4. Yes, I have experience in High School grades (9-12)

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

[survey logic: if PBG_Degree =1, 2, 3, 4, 5 skip to INF_NumT]

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_Field_OS Other field (please specify)

[Head Start Center/Elementary School] Information

The following questions will help us learn more about your specific [Head Start center/elementary school]. If you don't know, use your best guess.

INF_NumT. How many [lead preschool teachers (i.e., those serving children ages 3 through 5) | kindergarten teachers] are currently employed in your [center | elementary school]?

Numbox

INF_NumAT. How many [preschool | kindergarten] assistant teachers or paid teacher aides are currently employed in your [center | elementary school]?

Numbox

CS_INF_PFDay. Does your school offer part-day or full-day [preschool for children ages 3 through 5 | kindergarten]?

1. Part-day [preschool | kindergarten] only
2. Full-day [preschool | kindergarten] only
3. Both part- and full-day [preschool | kindergarten]

If HS skip to INF_HSCoL

[LEA] CS_INF_OnPre. Does your school have on-site **pre-kindergarten** classrooms? Please include on-site special education pre-kindergarten classrooms in your answer.

1. Yes [Skip to INF-NumChPre]
2. No [Skip to CS_INF_NumTr]

[HS] INF_HSCoL. Is your Head Start center co-located in an elementary school?

1. Yes
2. No

Skip to CS_INF_NumTr

[LEA] INF_NumChPre. How many students attend pre-kindergarten in on-site classrooms?

Numbox

[LEA] INF_PrekHSCh. Does your pre-kindergarten program receive Head Start funding?

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

CS_INF_NumTr. In the last [program | school] year, approximately how many [children at your center transitioned to kindergarten | students began kindergarten at your elementary school]?

Numbox

If HS Skip to CS_INF_NumES

[LEA]CS_INF_NumPr. Think of a kindergarten classroom in your school. Approximately how many different preschool or pre-kindergarten programs did students come from last year?

Please include community-based child care centers, faith-based child care programs, family child care homes, Head Start centers, pre-kindergarten classrooms located in other schools, and (if applicable) your own pre-kindergarten program.

1. 1-5
1. 6-10
2. 11-15
3. 16+
4. Don't Know

If LEA skip to CS_INF_PerHS

[HS] CS_INF_NumES. Last program year, when children transitioned from your Head Start center to kindergarten, how many different elementary schools did they attend?

Numbox | Don't know

Skip to INF_NumDist

[LEA] CS_INF_PerHS. Last school year, approximately what percentage of kindergarten students at your elementary school attended Head Start in the prior year? 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

[LEA] CS_INF_PkHSP. How many different Head Start centers did kindergarten students in your elementary school attend in the year prior? If you don't know, use your best guess.

Numbox | Don't know

[survey logic: If CS_INF_PkHSP = greater than 0, skip to INF_HSSup, if 0 skip to Practi_Intro]

[HS] INF_NumDist. Last program year, when children transitioned from your Head Start center to kindergarten, how many different school districts did they attend? If you do not know, use your best guess.

Text Entry | Don't know

skip to Practi_Intro

[LEA] INF_HSSup. When thinking about students transitioning into kindergarten at your elementary school, do you have efforts specifically designed to support students who attended Head Start?

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

[If CS_INF_NumPr and/or CS_INF_PkHSP = 0, skip to Practi_Intro]

Practi_Intro We will include an introduction section here in all surveys explaining what we mean by **[school district or elementary school where you send the most Head Start children/Head Start program from which you receive the most students]** 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.

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 elementary schools can enact transition practices separately or jointly through **coordinated** transition practices.

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

CS_PRA_Practi. During the last [program | school] year, did your [Head Start center | elementary school] engage in any of the following kindergarten transition practices with [ELEMENTARY SCHOOL | HEAD START CENTER]? [LEA: Please include any transition-related practices your elementary school did with this Head Start center, 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 | | | |
| CS_PRA_HSJP1 My center helped the school district or elementary school identify children in Head Start who were going to enroll in their kindergarten program | | | |
| CS_PRA_HSJP2 My center provided children's Head Start records to the receiving elementary school (e.g., child assessment information, disability awareness) | | | |
| CS_PRA_HSJP3 My center shared information about rules, expectations, or program policies regarding the kindergarten transition across both Head Start and elementary school staff | | | |
| CS_PRA_HSJP4 My center staff and elementary school staff met to discuss kindergarten transition activities | | | |

| | | | |
|--|--|--|--|
| CS_PRA_HSJP5 My center coordinated kindergarten registration and/or kindergarten round up with the receiving elementary school(s) | | | |
| Teacher collaboration | | | |
| CS_PRA_HSTC1 Kindergarten teacher(s) co-taught lessons with Head Start teacher(s) from my center at either the elementary school or my Head Start center | | | |
| CS_PRA_HSTC2 Elementary school staff came to my Head Start center to meet and observe children | | | |
| CS_PRA_HSTC3 Head Start teachers from my center had transition meetings with kindergarten teachers to discuss children | | | |
| Differentiating supports for individual children | | | |
| CS_PRA_HSDS1 Staff from my center and the receiving elementary school(s) met to discuss students with Individualized Educational Plans (IEP) or Individualized Interagency Intervention Plans (IIIP) | | | |
| CS_PRA_HSDS2 Staff from my center participated in the development of IEPs for children with disabilities at the receiving elementary school(s) | | | |
| CS_PRA_HSDS3 Elementary school staff met with my center staff to discuss students from other high-priority student groups (e.g., children experiencing homelessness, children in foster care) | | | |
| CS_PRA_HSDS4 Elementary school staff met with my center staff to discuss strategies that support individual students who may need them (e.g., behavior plans, trauma-informed approaches, school scheduling modifications) | | | |
| Family engagement | | | |
| CS_PRA_HSFE1 My center and the elementary school(s)/district coordinated who would share information about kindergarten rules, expectations, and policies with families in Head Start | | | |
| CS_PRA_HSFE2 Head Start teachers at my center had a transition meeting(s) with parents or other family members in Head Start | | | |
| CS_PRA_HSFE3 Center staff other than teachers met with families (e.g., family service staff, Head Start managers/coordinators) | | | |

| | | | |
|---|--|--|--|
| CS_PRA_HSFE4 Both Head Start and school/district staff collaborated with families on transition plans | | | |
| CS_PRA_HSFE5 Children from my Head Start center visited kindergarten classrooms prior to the start of the school year | | | |

Skip to CS_PRA_CS.

| [LEA]Transition Practices | Yes | No | Don't Know |
|--|-----|----|------------|
| Coordinating joint practices and information sharing | | | |
| CS_PRA_LJP1 The Head Start program helped my elementary school identify students in Head Start who were going to enroll in our kindergarten program | | | |
| CS_PRA_LJP2 The Head Start program sent my elementary school students' records (e.g., child assessment information, disability awareness) | | | |
| CS_PRA_LJP3 My elementary school shared information with the Head Start program about rules, expectations, or district/school policies regarding the kindergarten transition | | | |
| CS_PRA_LJP4 Staff from my elementary school and Head Start staff met to discuss kindergarten transition activities | | | |
| CS_PRA_LJP5 My elementary school coordinated kindergarten registration and/or kindergarten round up with Head Start | | | |
| Teacher collaboration | | | |
| CS_PRA_LTC1 Head Start teacher(s) and kindergarten teacher(s) from my school co-taught lessons at either the Head Start center(s) or at my elementary school | | | |
| CS_PRA_LTC2 Staff from my elementary school went to Head Start center(s) to meet and observe students | | | |
| CS_PRA_LTC3 Kindergarten teachers from my elementary school and Head Start teachers had transition meetings to discuss students | | | |
| Differentiating supports for individual students | | | |

| | | | |
|--|--|--|--|
| CS_PRA_LDS1 Staff from my elementary school and the Head Start program met to discuss students with Individualized Educational Plans (IEP) or Individualized Interagency Intervention Plans (IIIP) | | | |
| CS_PRA_LDS2 Head Start staff participated in the development of kindergarten IEPs for students with disabilities | | | |
| CS_PRA_LDS3 Staff from my elementary school 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) | | | |
| CS_PRA_LDS4 Staff from my elementary school 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 | | | |
| CS_PRA_LFE1 My elementary school and the Head Start program coordinated who would share information about kindergarten rules, expectations, and policies with families in Head Start | | | |
| CS_PRA_LFE2 Kindergarten teachers at my school had a transition meeting(s) with parents or other family members in Head Start | | | |
| CS_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) | | | |
| CS_PRA_LFE4 Both Head Start and school/district staff collaborated with families on transition plans | | | |
| CS_PRA_LFE5 My elementary school 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 | | | |
| CS_PRA_LFE6 My elementary school offered opportunities for students in Head Start to visit kindergarten classroom(s) prior to the start of the school year | | | |

CS_PRA_Timin. You indicated that your [Head Start center | elementary school] engages in the kindergarten transition practices listed below with [ELEMENTARY SCHOOL | HEAD START CENTER].

When did each of these practices occur?

Select all that apply.

| Kindergarten Transition Practices | Timing of Practice (Grid for response options for each practice) |
|--|--|
| <p>[Transition practices will display here in the same order as CS_PRA_Practi for those with a response of "yes" in CS_PRA_Practi]</p> | <ul style="list-style-type: none"> • 1st half of pre-kindergarten year • 2nd half of pre-kindergarten year • At kindergarten registration • Summer between pre-kindergarten and kindergarten • 1st half of kindergarten year • 2nd half of kindergarten year • Don't know |

CS_PRA_CS. Which staff at [ELEMENTARY SCHOOL | HEAD START CENTER] did you collaborate with to conduct kindergarten transitions?

Programming note: will either receive HS or LEA grid

| [HS] Staff | Yes | No | Don't Know |
|---|-----|----|------------|
| CS_PRA_HSCS1 Principal | | | |
| CS_PRA_HSCS2 Assistant principal(s) | | | |
| CS_PRA_HSCS3 Elementary School managers/coordinates/specialists | | | |

| | | | |
|---|--|--|--|
| CS_PRA_HSCS4 Elementary School counselors | | | |
| CS_PRA_HSCS5 Social workers | | | |
| CS_PRA_HSCS6 Kindergarten teachers | | | |
| CS_PRA_HSCS7 Elementary School family engagement staff | | | |
| CS_PRA_HSCS8 Special education staff | | | |
| CS_PRA_HSCS9 Instructional coaches | | | |
| CS_PRA_HSCOS Other elementary school staff (please specify) | | | |

Skip to PRA_Budget

| [LEA] Staff | Yes | No | Don't Know |
|--|-----|----|------------|
| CS_PRA_LCS1 Head Start Program Director | | | |
| CS_PRA_LCS2 Head Start Program Managers/Coordinators (e.g., Family Services, Disabilities, Health) | | | |
| CS_PRA_LCS3 Head Start Center Director | | | |
| CS_PRA_LCS4 Head Start Teachers | | | |
| CS_PRA_LCS5 Head Start Family Engagement staff | | | |
| CS_PRA_LCSOS Other Head Start staff (please specify): | | | |

PRA_Budget. Does your budget explicitly include money for implementing kindergarten transition practices?

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

CS_PRA_CJP. What makes it challenging for your [Head Start center | elementary school] to collaborate with the [ELEMENTARY SCHOOL | HEAD START CENTER] 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 center | school] and [ELEMENTARY SCHOOL | HEAD START CENTER]

| | Challenge | Not a Challenge | Don't Know |
|-------------|---|--------------------|---------------|
| CS_PRA_CJP1 | Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff | | |
| CS_PRA_CJP2 | Time constraints (not enough time for this activity) | | |
| CS_PRA_CJP3 | Not enough funds for supplies and activities | | |
| CS_PRA_CJP4 | Lack of support from my [Head Start program school district] administrators | | |
| CS_PRA_CJP5 | Not enough infrastructure support (e.g., data systems, communication systems) | | |
| CS_PRA_CJP6 | Lack of interest/cooperation from [the school district or elementary school Head Start center or program] | | |
| CS_PRA_CJP7 | Legal restrictions or privacy rules around student data | | |

CS_PRA_CJP8 Not a priority for [my Head Start program | the school district]

CS_PRA_CJPOS Other (please specify)

CS_PRA_CTC. What makes it challenging for your [Head Start center | elementary school] to collaborate with the [ELEMENTARY SCHOOL | HEAD START CENTER] on transition practices related to **teacher collaboration** (e.g., co-teaching, [staff from the receiving elementary school coming to your center | 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 center | school] and [ELEMENTARY SCHOOL | HEAD START CENTER].

| | Challenge | Not a Challenge | Don't Know |
|---|-----------|-----------------|------------|
| CS_PRA_CTC1 Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff | | | |
| CS_PRA_CTC2 Time constraints (not enough time for this activity) | | | |
| CS_PRA_CTC3 Not enough funds for supplies and activities | | | |
| CS_PRA_CTC4 Lack of support from my [Head Start program school district] administrators | | | |
| CS_PRA_CTC5 Not enough infrastructure support (e.g., data systems, communication systems) | | | |
| CS_PRA_CTC6 Lack of interest/cooperation from [the school district or elementary school Head Start center or program] | | | |
| CS_PRA_CTC7 Not a priority for [my Head Start program the school district] | | | |

CS_PRA_CTCOS Other (please specify)

PRA_CDS. What makes it challenging for your [Head Start center | elementary school] to collaborate with [ELEMENTARY SCHOOL | HEAD START CENTER] 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 center | school] and [ELEMENTARY SCHOOL | HEAD START CENTER].

| | 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 Lack of support from my [Head Start program school district] administrators | | | |
| PRA_CDS5 Not enough infrastructure support (e.g., data systems, communication systems) | | | |
| PRA_CDS6 Lack of interest/cooperation from [the school district or elementary school Head Start center or program] | | | |
| PRA_CDS7 Legal restrictions or privacy rules around student data | | | |
| PRA_CDS8 Not a priority for [my Head Start program the school district] | | | |
| PRA_CDSOS Other (please specify) | | | |

CS_PRA_CFE. What makes it challenging for you to collaborate with [ELEMENTARY SCHOOL | HEAD START CENTER] on **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 center | school] and [ELEMENTARY SCHOOL | HEAD START CENTER].

| | Challenge | Not a Challenge | Don't Know |
|---|-----------|-----------------|------------|
| CS_PRA_CFE1 Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff | | | |
| CS_PRA_CFE2 Time constraints (not enough time for this activity) | | | |
| CS_PRA_CFE3 Not enough funds for supplies and activities | | | |
| CS_PRA_CFE4 Lack of support from my [Head Start program school district] administrators | | | |
| CS_PRA_CFE5 Not enough infrastructure support (e.g., data systems, communication systems) | | | |
| CS_PRA_CFE6 Lack of interest/cooperation from [the school district or elementary school Head Start center or program] | | | |
| CS_PRA_CFE7 Not a priority for [my Head Start program the school district] | | | |
| CS_PRA_CFEOS Other (please specify) | | | |

Professional Development

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

This section focuses on **professional development**: opportunities your [Head Start program or center | school or school district] provided last year to help you and/or your 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:

- Trainings
- Workshops
- Courses
- Coaching
- Professional Learning Communities/Groups (PLCs/PLGs)
- Technical assistance (TA)

CS_PRS_Indic. Last [program] school year, did your [Head Start program | school or school district] offer you and/or your 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 you and/or your staff build 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 CS_PRS_Indic = 2, 3, skip to CS_PRS_Una]

CS_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 |
|--|-----|----|------------|
| CS_PRS_Top1 Family engagement in the kindergarten transition process | | | |
| CS_PRS_Top2 Engaging different types of families in the transition process (e.g., families whose home language is not English, families experiencing homelessness) | | | |
| CS_PRS_Top3 Supporting kindergarten transitions for children with disabilities | | | |
| CS_PRS_Top4 Supporting kindergarten transitions for children in foster care | | | |
| CS_PRS_Top5 Kindergarten expectations/school readiness goals for transitioning children | | | |
| CS_PRS_Top6 School/kindergarten readiness assessments | | | |
| CS_PRS_Top7 Sharing student data between Head Start and elementary schools | | | |
| CS_PRS_Top8 Developing and implementing kindergarten transition plans | | | |
| CS_PRS_Top9 Aligning academic standards from pre-k to kindergarten | | | |
| CS_PRS_Top10 Child growth and development from pre-k to kindergarten | | | |
| CS_PRS_TopOS Other (please specify) | | | |

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

| [HS Center Director] | Offered | Not Offered | Don't Know | Not Applicable |
|--|---------|-------------|------------|----------------|
| 1. CS_PRS_HSS1 HS Program Director | | | | |
| 2. CS_PRS_HSS2 HS Center Director | | | | |
| 3. CS_PRS_HSS3 Education Managers/Coordinators | | | | |
| 4. CS_PRS_HSS4 Family Support Services Manager/Coordinator | | | | |
| 5. CS_PRS_HSS5 Health Manager/Coordinator | | | | |
| 6. CS_PRS_HSS6 Disabilities Manager/Coordinator | | | | |
| 7. CS_PRS_HSS7 Financial Manager/Coordinator | | | | |
| 8. CS_PRS_HSS8 Teachers | | | | |
| 9. CS_PRS_HSS9 Assistant Teachers/Aides | | | | |
| 10. CS_PRS_HSS10 Family Engagement Staff | | | | |
| 11. CS_PRS_HSS11 Other staff (please specify) | | | | |

| [Elementary Admin] | Offered | Not Offered | Don't Know | Not Applicable |
|--|---------|-------------|------------|----------------|
| 1. CS_PRS_LS1 Principal/Assistant Principal(s) | | | | |
| 2. CS_PRS_LS2 Elementary School Counselors/ Social Workers | | | | |
| 3. CS_PRS_LS3 Kindergarten Teachers | | | | |
| 4. CS_PRS_LS4 Assistant Kindergarten Teachers/Aides | | | | |
| 5. CS_PRS_LS5 Elementary School Family Engagement Staff | | | | |
| 6. CS_PRS_LS6 Special Education Staff | | | | |

| | | | | |
|--------------------------------------|--|--|--|--|
| 7. CS_PRS_LS7 Instructional Coaches | | | | |
| 8. CS_PRS_LSOS Other staff (specify) | | | | |

CS_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

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

| | Reason | Not a Reason | Don't Know |
|---|--------|--------------|------------|
| 1. CS_PRS_NJ1 Not a priority for my [Head Start center elementary school] | | | |
| 2. CS_PRS_NJ2 Do not have relationships with contacts at the [elementary school(s) and/or school district Head Start program and/or centers] | | | |
| 3. CS_PRS_NJ3 Unable to obtain required approvals | | | |
| 4. CS_PRS_NJ4 Not enough funds for supplies and activities | | | |
| 5. CS_PRS_NJ5 Difficulty scheduling mutually acceptable times | | | |
| 6. CS_PRS_NJ6 Few staff participated in this activity when we made it available in the past | | | |
| 7. CS_PRS_NJOS Other (please specify) | | | |

CS_PRS_Una. *[Survey logic: Only show if CS_PRS_Indic = 2 OR 3]* Why were staff not offered professional development focused on kindergarten transitions? Select an answer for each item. **[RANDOMIZE ROWS]**

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

| | | | |
|---|--|--|--|
| 1. CS_PRS_Una1 No provider available to offer professional development | | | |
| 2. CS_PRS_Una2 We were not aware of available opportunities | | | |
| 3. CS_PRS_Una3 Not a priority for our [program school district] | | | |
| 4. CS_PRS_Una4 Location too far or not accessible | | | |
| 5. CS_PRS_Una5 Lack of or insufficient equipment (e.g., laptops, cameras) | | | |
| 6. CS_PRS_Una6 Lack of time | | | |
| 7. CS_PRS_Una7 Difficulty coordinating schedules between Head Start and school(s)/district(s) | | | |
| 8. CS_PRS_Una8 Lack of support staff (e.g., substitutes) | | | |
| 9. CS_PRS_Una9 Not enough funds for supplies and activities | | | |
| 10. CS_PRS_Una10 Insufficient professional development funds | | | |
| 11. CS_PRS_UnaOS Other (please specify) | | | |

CS_PRS_FS. Does your [Head Start center | elementary school] provide staff with any of the following financial supports to participate in professional development or other supports for kindergarten transitions?

| | Yes | No | Don't Know |
|---|-----|----|------------|
| 1. CS_PRS_FS1 Reimbursement for training expenses, travel, and/or child care | | | |
| 2. CS_PRS_FS2 Assistance with direct costs, such as tuition or registration fees | | | |
| 3. CS_PRS_FS3 Pay to participate in the activity | | | |
| 4. CS_PRS_FS4 Pay for preparation/planning time | | | |
| 5. CS_PRS_FS5 Provide non-monetary incentives for participation | | | |
| 6. CS_PRS_FS6 Pay for substitute staffing | | | |
| 7. CS_PRS_FS7 Time to engage in curricular planning with [center school] colleagues | | | |
| 8. CS_PRS_FSOS Other (please specify) | | | |

Policies

Polici_Intro: **Policies** are written statements that standardize procedures or expectations. In this section, we ask questions about your [Head Start program | school district or elementary school] policies related to kindergarten transitions, and the extent to which these policies align with the [elementary school(s) and school district(s) your Head Start children go to | Head Start program(s) your students come from]. [HS: When referring to “your Head Start program” we mean the Head Start program to which this Head Start center is affiliated; we do not mean the Federal Head Start Program.]

POL_GR. Last [program | school] year, did your [center | elementary school] receive **written policy or guidance documents** from your [program | school district] on any of the following topics related to kindergarten transitions?

Programming note: will either receive HS or LEA grid

| [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 | | | |

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

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

[If CS_POL_JD = 2 or 3, skip to POL_FamCross]

CS_POL_SS. 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 center | elementary school]** does not have a certain role, select “Not Applicable.”

Programming note: will either receive HS or LEA grid

| [HS] Staff | Required | Not Required | Don't Know | Not Applicable |
|---|----------|--------------|------------|----------------|
| CS_POL_HSSS1 Head Start Program Director | | | | |
| CS_POL_HSSS2 Head Start Education Managers/Coordinators | | | | |
| CS_POL_HSSS3 Head Start Family Support Services Manager/Coordinator | | | | |
| CS_POL_HSSS4 Head Start Health Manager/Coordinator | | | | |
| CS_POL_HSSS5 Head Start Disabilities Manager/Coordinator | | | | |
| CS_POL_HSSS6 Head Start Financial Manager/Coordinator | | | | |
| CS_POL_HSSS7 Head Start Center Director | | | | |

| | | | | |
|---|--|--|--|--|
| CS_POL_HSSS8 Head Start Teacher | | | | |
| CS_POL_HSSS9 Head Start Family Engagement staff | | | | |
| CS_POL_HSSOS Other Head Start staff (please specify): | | | | |

SKIP TO POL_FamCross

| [LEA] Staff | Required | Not Required | Don't Know | Not Applicable |
|---|----------|--------------|------------|----------------|
| CS_POL_LSS1 Principal | | | | |
| CS_POL_LSS2 Assistant principal(s) | | | | |
| CS_POL_LSS3 Elementary School managers/coordinators/specialists | | | | |
| CS_POL_LSS4 Elementary School counselors | | | | |
| CS_POL_LSS5 Social workers | | | | |
| CS_POL_LSS6 Kindergarten teachers | | | | |
| CS_POL_LSS7 Elementary School family engagement staff | | | | |
| CS_POL_LSS8 Special education staff | | | | |
| CS_POL_LSS9 Instructional coaches | | | | |
| CS_POL_LSSOS Other elementary school staff (please specify) | | | | |

POL_FamCross. To what extent are you familiar with [the regulations, guidance, policies, and laws for kindergarten transitions at the school district | Head Start's regulations, guidance, policies, and laws for kindergarten transitions]?

- 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 policies, and laws 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_MOU. Now consider [**ELEMENTARY SCHOOL | HEAD START CENTER**]. Does your [**Head Start program | school district**] have a formal written agreement, often referred to as a memorandum of understanding (MOU), with the corresponding [**school district | Head Start program**]?

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

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 program and center | School district and elementary school] that are involved in kindergarten transitions. For each role, please indicate their level of responsibility for supporting kindergarten transitions.

Programming note: will either receive HS or LEA list

[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

[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) or center(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)

CS 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 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 school staff | Sending our elementary school 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 practice 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 elementary 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 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 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 practice 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 | student's] 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_ResAll. How would you rate the **current resource allocation** (inclusive of funding, infrastructure, and human capital) for kindergarten transition planning and supports at your **[Head Start center | elementary school]**?

1- Very inadequate

- 2- Inadequate
- 3- Adequate
- 4- Very adequate
- 5- Don't know

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

Open-ended response

Teacher Recruitment

TRECRUIT. We would like to conduct a similar survey with one of your [Head Start lead teachers | Kindergarten teachers] who worked at your [program | school] last week.

What are the first names of the [HS lead teachers | Kindergarten teachers] who worked in [your program | school] last week?

Please enter the first staff name below and select "**NEXT**" to add additional staff names.

[Programming note: Random Selection Occurs - On the backend the system will pick one of the staff names and feed that into the following statement.]

Staff member, [textfill randomly selected name] has been selected. Please provide their full name, phone number and email address below.

First Name: _____

Last Name: _____

Phone number: _____

Email address: _____

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 students, 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.