



Kindergarten Transitions Systems Survey (KTS²)

Lead Teacher 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. Classroom 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 the kindergarten transition activities you do and collaborations you may have with other teachers or staff at local [elementary school(s) and school district(s) | Head Start programs/centers]. To get a full understanding of Head Start to kindergarten transitions, we are also surveying your [Head Start center director | elementary school principal] and a [Head Start program | school district] administrator. In addition, we are surveying local [K-12 school district administrators, elementary school administrators, and kindergarten teachers | kindergarten Head Start program administrators, center directors, and teachers].

This survey begins with informational questions about you and your classroom, then asks questions about your [Head Start center's and program's | elementary school's and school district'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 the Office of Planning, Research, and Evaluation and the Office of Head Start within 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. 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 [center director or 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 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

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.

2.

Personal Background

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

T_PBG_TimeRo. How long have you worked as a [teacher | kindergarten teacher] at this [Head Start center | elementary school]? Round to the nearest whole number of years.

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

T_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

[LEA] T_PBG_Grade. Do you have teaching experience at any grade levels other than kindergarten? Select all that apply.

1. No, I only have kindergarten teaching experience
2. Yes, Early Childhood (birth-age 5)
3. Yes, I have experience in early Elementary grades (1-2)
4. Yes, I have experience in later Elementary grades (3-5)
5. Yes, I have experience in Middle grades (6-8)
6. Yes, I have experience in High School grades (9-12)
7. T_PBG_GradOS Other (please specify)

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 if HS, skip to T_INF_NumTran; If LEA, skip to T_INF_NumPr]

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_FieldOSOther field (please specify)

Classroom Information

The following questions will help us learn more about students in your [Head Start | kindergarten] classroom. If you don't know, use your best guess.

LEAs skip to T_INF_NumPr

[HS] T_INF_NumTr. Last program year, how approximately many children in your classroom transitioned to kindergarten?

Numbox | Don't know

Skip to T_ INF_NumES

[LEA] T_INF_NumPr. Last school year, approximately how many different preschool or pre-kindergarten programs did students come from into **your kindergarten classroom**?

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

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

[HS]T_ 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

[HS] INF_NumDist. Last program year, when children transition from your classroom to kindergarten, how many different **school districts** did they attend?

Numbox | Don't know

Skip to Practi_Intro

[LEA] T_INF_PerHS. Last school year, approximately what percentage of your kindergarten students 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] T_INF_PkHSP. How many different Head Start centers did your kindergarten students attend in the year prior? If you don't know, use your best guess.

Numbox | Don't know

[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

[Placeholder]

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].

T_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] [K: 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			
T_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			
T_PRA_HSJP2 My center provided children's Head Start records to the receiving elementary school (e.g., child assessment information, disability awareness)			
T_PRA_HSJP3 My center shared information about rules, expectations, and program policies regarding the kindergarten transition across both Head Start and elementary school staff			
T_PRA_HSJP4 Staff in my center and elementary school staff met to discuss kindergarten transition activities			
T_PRA_HSJP5 My center coordinated kindergarten registration and/or kindergarten round up with the receiving elementary school			
Teacher collaboration			

T_PRA_HSTC1 I or other Head Start teachers co-taught lessons with kindergarten teacher(s) at either the elementary school or my Head Start center			
T_PRA_HSTC2 Elementary school staff came to my Head Start center to meet and observe children			
T_PRA_HSTC3 I or other Head Start teachers had transition meetings with kindergarten teachers to discuss children			
Differentiating supports for individual children			
T_PRA_HSDS1 Staff from my center and the receiving elementary school met to discuss students with Individualized Educational Plans (IEP) or Individualized Interagency Intervention Plans (IIIP)			
T_PRA_HSDS2 Staff from my center participated in the development of kindergarten IEPs for students with disabilities at the receiving elementary school			
T_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)			
T_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			
T_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			
T_PRA_HSFE2 I or other Head Start teachers at my center had a transition meeting(s) with parents or other family members			
T_PRA_HSFE3 Center staff other than teachers met with families (e.g., family service staff, Head Start managers/coordinators)			
T_PRA_HSFE4 Both Head Start and school/district staff			

collaborated with families on transition plan			
T_PRA_HSFE5 Children from my Head Start center 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			
T_PRA_LJP1 The Head Start program helped my elementary school identify students in Head Start who were going to enroll in our kindergarten program			
T_PRA_LJP2 The Head Start program shared student records (e.g., child assessment information, disability awareness)			
T_PRA_LJP3 My elementary school shared information with the Head Start program about rules, expectations, or district/school policies regarding the kindergarten transition			
T_PRA_LJP4 Staff from my elementary school and Head Start staff met to discuss kindergarten transition activities			
T_PRA_LJP5 My elementary school coordinated kindergarten registration and/or kindergarten round up with Head Start			
Teacher collaboration			
T_PRA_LTC1 I or other kindergarten teachers co-taught lessons with Head Start teacher(s) at my elementary school			
T_PRA_LTC2 Staff from my elementary school went to Head Start center(s) to meet and observe students			
T_PRA_LTC3 I or other kindergarten teachers had transition meetings with Head Start to discuss students			
Differentiating supports for individual students			
T_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)			
T_PRA_LDS2 Head Start staff participated in the development of kindergarten IEPs for students with disabilities			
T_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)			
T_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			
T_PRA_LFE1 My elementary school and the Head Start center coordinated who would share information about kindergarten rules, expectations, and policies with families in Head Start			
T_PRA_LFE2 I or other kindergarten teachers at my school had a transition meeting(s) with parents or other family members in Head Start			
T_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)			
T_PRA_LFE4 Both Head Start and school/district staff collaborated with families on transition plans			
T_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			
T_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			

T_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 (Drop down for response options for each practice)
[Transition practices will display here in the same order as T_PRA_Practi for those with a response of "yes" in T_PRA_Practi]	<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

T_PRA_SS. Last [program | school] year, which [Head Start center | elementary school] staff did you work with to conduct kindergarten transitions?

Programming Note: Will receive either HS or LEA grid

[HS] Staff	Yes	No	Don't Know
T_PRA_HSSS1 Head Start Program Director			
T_PRA_HSSS2 Head Start Education Managers/Coordinators			
T_PRA_HSSS3 Head Start Family Support Services Manager/Coordinator			
T_PRA_HSSS4 Head Start Health Manager/Coordinator			
T_PRA_HSSS5 Head Start Disabilities Manager/Coordinator			

T_PRA_HSSS6 Head Start Financial Manager/Coordinator			
T_PRA_HSSS7 Head Start Center Director			
T_PRA_HSSS8 Other Head Start Teachers			
T_PRA_HSSS9 Head Start Family Engagement staff			
T_PRA_HSSOS Other Head Start staff (please specify)			

Skip to T_PRA_CS

[LEA] Staff	Yes	No	Don't Know
T_PRA_LSS1 Principal			
T_PRA_LSS2 Assistant principal(s)			
T_PRA_LSS3 Elementary school managers/coordinators/specialists			
T_PRA_LSS4 Elementary school counselors			
T_PRA_LSS5 Social workers			
T_PRA_LSS6 Other Kindergarten teachers			
T_PRA_LSS7 Elementary School family engagement staff			
T_PRA_LSS8 Special education staff			
T_PRA_LSS9 Instructional coaches			
T_PRA_LSOS Other elementary school staff (please specify)			

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

Programming Note: Will receive either HS or LEA grid

[HS] Staff	Yes	No	Don't Know
T_PRA_HSCS1Principal			
T_PRA_HSCS2 Assistant principal(s)			
T_PRA_HSCS3 Elementary School managers/coordinators/specialists			
T_PRA_HSCS4 Elementary School counselors			
T_PRA_HSCS5 Social workers			
T_PRA_HSCS6 Kindergarten teachers			
T_PRA_HSCS7 School family engagement staff			
T_PRA_HSCS8 Special education staff			
T_PRA_HSCS9 Instructional coaches			
T_PRA_HSCSOS Other elementary school staff (please specify)			

Skip to T_PRA_Timin

[LEA] Staff	Yes	No	Don't Know
T_PRA_LCS1 Head Start Program Director			
T_PRA_LCS2 Head Start Program Managers/Coordinators (e.g., Family Services, Disabilities, Health)			

T_PRA_LCS3 Head Start Center Director			
T_PRA_LCS4 Head Start Teachers			
T_PRA_LCS5 Head Start Family Engagement staff			
T_PRA_LCSOS Other Head Start staff (please specify)			

T_PRA_CJP. What makes it challenging for you to collaborate with **[ELEMENTARY SCHOOL | HEAD START PROGRAM OR 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 your collaboration with **[ELEMENTARY SCHOOL | HEAD START CENTER]**.

	Challeng e	Not a Challenge	Don't Know
T_PRA_CJP1	Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff		
T_PRA_CJP2	Time constraints (not enough time for this activity)		
T_PRA_CJP3	Not enough funds for supplies and activities		
T_PRA_CJP4	Lack of support from my [Head Start center elementary school] administrators		
T_PRA_CJP5	Not enough infrastructure support (e.g., data systems, communication systems)		
T_PRA_CJP6	Lack of interest/cooperation from [the school district or elementary school Head Start program or center]		
T_PRA_CJP7	Legal restrictions or privacy rules around student data		
T_PRA_CJPOS	Other (please specify)		

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

going to Head Start to meet and observe students]]? Please indicate whether each item has challenged your collaboration with [ELEMENTARY SCHOOL | HEAD START CENTER].

	Challenge	Not a Challenge	Don't Know
T_PRA_CTC1	Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff		
T_PRA_CTC2	Time constraints (not enough time for this activity)		
T_PRA_CTC3	Not enough funds for supplies and activities		
T_PRA_CTC4	Lack of support from my [center school] administrators		
T_PRA_CTC5	Not enough infrastructure support (e.g., data systems, communication systems)		
T_PRA_CTC6	Lack of interest/cooperation from [the school district or elementary school/Head Start center]		
T_PRA_CTCOS	Other (please specify)		

PRA_CDS. What makes it challenging for you to collaborate with the [ELEMENTARY SCHOOL | HEAD START PROGRAM OR 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 your collaboration with [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 [center school] administrators		
PRA_CDS5	Not enough infrastructure support (e.g., data systems, communication systems)		
PRA_CDS6	Lack of interest/cooperation from the [district or elementary school Head Start center]		
T_PRA_CDS7	Legal restrictions or privacy rules around student data		
PRA_CDSOS	Other (please specify)		

T_PRA_CFE. What makes it challenging for you to collaborate with the **[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 your collaboration with **[ELEMENTARY SCHOOL | HEAD START CENTER]**.

	Challenge	Not a Challenge	Don't Know
T_PRA_CFE1	Difficult to coordinate staff time together due to differing schedules and/or lack of substitute staff		
T_PRA_CFE2	Time constraints (not enough time for this activity)		
T_PRA_CFE3	Not enough funds for supplies and activities		
T_PRA_CFE4	Lack of support from my [center school] administrators		
T_PRA_CFE5	Not enough infrastructure support (e.g., data systems, communication systems)		
T_PRA_CFE6	Lack of interest/cooperation from [the district or elementary school Head Start center]		
T_PRA_CFEOS	Other (please specify)		

Professional Development

T_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 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). Examples include:

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

T_PRS_Indic. Last [program | school] year, did your [Head Start program or center | school district/school] offer you 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 build your 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 T_PRS_Indic = 2, 3, skip to T_PRS_FS]

T_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
T_PRS_Top1 Family engagement in the kindergarten transition process			
T_PRS_Top2 Engaging different types of families in the transition process (e.g., families whose home language is not English, families experiencing homelessness)			
T_PRS_Top3 Supporting kindergarten transitions for children with disabilities			
T_PRS_Top4 Supporting kindergarten transitions for children in foster care			
T_PRS_Top5 Kindergarten expectations/school readiness goals for transitioning children			
T_PRS_Top6 School/kindergarten readiness assessments			
T_PRS_Top7 Sharing student data between Head Start and elementary schools			
T_PRS_Top8 Developing and implementing kindergarten transition plans			
T_PRS_Top9 Aligning academic standards from pre-k to kindergarten			
T_PRS_Top10 Child growth and development from pre-k to kindergarten			
T_PRS_TopOS Other (please specify)			

T_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

T_PRS_NJ. [Survey logic: Only show if T_PRS_Joint = 2] You indicated that professional development opportunities offered to you 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
T_PRS_NJ1 Not a priority for my [Head Start center/Elementary school]			
T_PRS_NJ2 Unable to obtain required approvals			
T_PRS_NJ3 Not enough funds for supplies and activities			
T_PRS_NJ4 Difficulty scheduling mutually acceptable times			
T_PRS_NJOS Other (please specify)			

T_PRS_FS. Did your [Head Start center/elementary school] provide you with any of the following financial supports to participate in professional learning, coaching, or other supports for kindergarten transitions?

	Yes	No	Don't Know
T_PRS_FS1 Reimbursement for training expenses, travel, and/or child care			
T_PRS_FS2 Assistance with direct costs, such as tuition or registration fees			
T_PRS_FS3 Pay to participate in the activity			
T_PRS_FS4 Pay for preparation/planning time			
T_PRS_FS5 Provision of non-monetary incentives for participation			
T_PRS_FS6 Pay for substitute staffing			
T_PRS_FS7 Time to engage in curricular planning with colleagues			
T_PRS_FSOS Other (please specify)			

Policies

Policy 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 or elementary school's] policies related to kindergarten transitions, and the extent to which these policies align with those at the [elementary school(s) and school district(s) | Head Start program(s)] your [children | students] [go to | come from]. [HS: When referring to “your Head Start program” we mean the Head Start program to which your Head Start center is affiliated; we do not mean the Federal Head Start Program.]

POL_GR. Last [program | school] year, did you receive **written policy or guidance** documents from your [center or program | elementary school or 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	Receive	Do 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 IIP 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			

Skip to T_POL_JD

[LEA] Written Policy or Guidance Documents	Yes	No	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 programs 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			

T_POL_JD. Does your **written job description** require you to carry out kindergarten transition practices?

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

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, 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

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] 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 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

[LEA]

- A. School district central office administrators
- B. Elementary school principals/administrators
- C. Kindergarten teachers
- D. 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 programs]** 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)

PER_CSR. Think about [children | kindergarten students you know] who [transition | have transitioned] from [your Head Start center | Head Start programs]. In general, how would you rate their school readiness in the following developmental areas?

	Very Ready	Somewhat Ready	Not Ready	Don't know
PER_CSR1 Approaches to learning (e.g., emotional and behavioral self-regulation, creativity, executive functioning)				
PER_CSR2 Social and emotional development (e.g., relationships with adults and other children, emotional functioning)				
PER_CSR3 Language and literacy (e.g., phonological awareness, letter identification, vocabulary, communication)				

PER_CSR4 Cognition (e.g., math development, scientific reasoning)				
PER_CSR5 Perceptual, motor, and physical development				
PER_CSR6 Adjusting to kindergarten classroom routine				
PER_CSR7 Adapting to increased independent work				

[LEA] PER_ChHSComp. Thinking about school readiness, how do students in your classroom who come from Head Start compare to their peers who did not attend Head Start? Please consider all students who did not attend Head Start, including those who participated in pre-k or other early childhood programs and those who did not have any formal early childhood education.

1. Students transitioning from Head Start are more ready to learn than their peers
2. Both groups are equally ready to learn
3. Students transitioning from Head Start are less ready to learn than their peers

PER_ChInfo. Think about the following information [you share with kindergarten teachers | you receive about your students transitioning from Head Start programs].

- A. Demographic information
- B. School Readiness Assessments
- C. IEPs
- D. Behavioral/Developmental notes [LEA: from Head Start teacher]
- E. General information about the child's family

How useful is [pipe in A-E] for supporting your [children's | students'] transition to kindergarten?

Likert scale: 1 (not at all useful) to 5 (extremely useful)

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

T_PER_FPS. 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 or elementary schools | Head Start programs or centers] 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 centers to meet and observe students
7. Arranging visits to kindergarten classrooms for [children | students] and families in Head Start

PER_FamOutco. In your opinion, which 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 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 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 or elementary schools | Head Start programs or centers] 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. PERTOutcoOS 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.