



OFFICE OF HEAD START & PUBLIC SCHOOLS COLLABORATION DEMONSTRATION PROJECT

SUMMARY AND PRACTICE IMPLICATIONS

AUGUST 2020

INTRODUCTION

“The transition to formal schooling is a landmark event for millions of children, families, and educators.”

~ Pianta and Cox, 2002

Every year Head Start programs prepare about 320,000 children and their families for the transition to kindergarten. This is nearly one-third of all the enrolled children. Yet, the continued success of these children requires collaboration between the programs and the receiving elementary schools. Forging such a connection is a critical pathway to better child outcomes in school and later in life.

In the summer of 2019, the Office of Head Start (OHS) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services, brought together teams from 13 school districts and local Head Start programs. The teams consisted of superintendents, principals, program directors, educators, other staff, and parents. Their purpose was to address the need for better collaboration between Head Start and K-12 education with a focus on improving the transition to kindergarten (TTK). Each team established action plans to implement in the 2019-2020 school year. Thus, the OHS & Public Schools Collaboration Demonstration Project (CDP) was launched.

The CDP brought together many early childhood partners, including some of the Head Start Collaboration Offices (HSCO). The CDP impacted TTK procedures and policies at the local, state, and national levels. The stakeholders at all levels are committed to continuing their collaboration efforts to improve the transition of children and families into the public schools.

This report has five parts:

- I. Planning and Implementing the CDP
- II. Highlights and Achievements of the CDP
- III. Themes and Practice Implications of the CDP
- IV. Appendices (A-G)
- V. References



I. PLANNING AND IMPLEMENTING THE CDP

“We do have a shared vision and a recognition that our children are not going to succeed or do better unless we change the way that we’re interacting, starting from early childhood and on, that they’re not our children in early childhood and then they’re the school’s children when they get to kindergarten. That they are our children from the time that we meet them to the time that they graduate and go off to college and a successful adult life.”

~ Head Start director and CDP team member

While all programs hope the children they serve do well later in life, the close-knit nature of a program’s community can sometimes keep schools and programs from communicating with each other. Against a backdrop of research findings, school readiness requirements, feedback from leaders in school districts and Head Start programs, and her own experience as a public school principal, Dr. Deborah Bergeron, Director of OHS, identified improved collaboration between Head Start programs and their receiving elementary schools as a critical pathway to better child outcomes. In the spring of 2019, OHS planned an initiative, the OHS and Public Schools Collaboration Demonstration Project (CDP). Its overarching goal was to maintain the gains for children and families. (See Appendices A-D for background information on research, legislation, and OHS meetings with educators.)

This section provides an overview of the CDP work and lists the action steps of the collaborative process:

- Creating the CDP Teams
- Launching the CDP
- Framing the CDP
- Structuring the Ongoing CDP Work
- Role of the HSCOS: The 100 Schools/School District Reach

CREATING THE CDP TEAMS

Dr. Bergeron reached out to the American Association of School Administrators (AASA), also known as the School Superintendents Association. This professional organization agreed to support the collaboration effort between Head Start programs and public schools to improve the transition to kindergarten. AASA invited its members to apply to participate in the CDP sponsored by OHS.

The superintendent (or designee) was required to sign off on the application, indicating support for the CDP. The application included demographic information from the district, including the number of elementary schools where 50% or more of the children received free and reduced lunches and the percentage of elementary school children who were English language learners (ELL), had identified disabilities, or were experiencing homelessness. Applicants explained the goals and challenges related to early childhood programming in their district and why they wanted to participate in the CDP.

Out of 42 applicants, OHS selected 12 school districts that represented urban and rural communities with varied demographics. Later, another school district was added, for a total of 13 in the cohort.

Next, OHS invited a Head Start grantee that sent children to schools in each district to participate in the CDP. Some Head Start programs were delegate agencies of the school district grantee; other Head Starts were community action programs. Some Head Start programs were co-located in school buildings; some had blended funding with the school district. Some Head Start programs enrolled children from Tribes; many included children who spoke a language other than English at home.

The school district-Head Start teams came from nine ACF regions (See Table 1.1). Each team consisted of four school district representatives, including the superintendent (or a designee), a principal, and a parent, and four representatives from the Head Start grantee, including the Head Start director (or a designee), the education director, and a parent (See Appendix E for a list of team members).

TABLE 1.1. CDP TEAMS BY REGION, STATE, SCHOOL DISTRICT AND HEAD START GRANTEE

REGION	STATE	SCHOOL DISTRICT	HEAD START GRANTEE
Region I	Rhode Island	Woonsocket Education Department	Woonsocket Head Start Child Development Association, Inc.
Region III	Pennsylvania	Allentown School District	Community Services for Children, Inc.
Region IV	Florida (Hillsborough)	Hillsborough County Public Schools	Hillsborough County Public Schools
Region IV	Florida (Pinellas)	Pinellas County Public Schools	Lutheran Services Florida
Region V	Minnesota	Bemidji Area Schools ISD #31	BI-CAP Head Start
Region V	Michigan	Eastern Upper Peninsula Intermediate School District	Chippewa-Luce-Mackinac Community Action Head Start
Region V	Ohio	Gallia County Local School District	Athens Meigs Educational Service Center Heart of the Valley Head Start
Region VI	Texas (Central)	New Braunfels ISD	Baptist Child and Family Services Education Services
Region VI	Texas (West)	Canutillo ISD	Region 19 Head Start Birth to Four Early Education Program
Region VII	Kansas	Garden City Public Schools USD 457	Kansas Children's Service League
Region IX	California	Los Angeles County Office of Education (LACOE)	Garvey School District Pomona Unified School District
Region X	Washington	West Valley School District #208	Educational Service District #105
Region X	Alaska	Anchorage School District	RurAlcap Head Start Kids Corp, Inc. Head Start

LAUNCHING THE CDP

OHS invited all members of the 13 CDP teams to a two-day launch event, June 24-25, 2019 in Scottsdale, AZ. The teams met to do the following:

- Examine their existing efforts to support children and families in their communities as they transition from Head Start to a receiving elementary school.
- Identify one or two critical goals they can impact in the next year that will build on and enhance connections across their public school and Head Start settings.
- Commit to a process to remain focused on these goals, hold one another accountable, and move meaningful work forward.
- Establish relationships and processes to ensure continued collaboration beyond kindergarten transitions work.

At the meeting, Dr. Bergeron welcomed the teams. Other participants included HSCOs from seven states and from Region XI American Indian/Alaska Native (AIAN). Federal staff from the central office and the regions facilitated the discussions along with the staff from the National Center on Early Childhood Development, Teaching, and Learning (NCECDTL). This National Center was the training and technical assistance (TTA) lead for CDP. The facilitators used a manual developed for the event and received training to guide the team processes and set expectations for the meeting. Observers at the meeting included a representative from the National Head Start Association (NHSA) and two superintendents representing AASA. There were 120 attendees at the meeting.

The meeting began with a short video, *Building Bridges: Leaders Supporting the Transition to Kindergarten*, which captures the voices of children, parents, and leaders in Head Start and schools. The video has anchored the work of many of the CDP teams and has been shown widely in their communities.

FRAMING THE CDP

Dr. Bergeron presented the 4 DX framework (McChesney, Covey, & Huling, 2012). The framework focuses on developing a WIG—the wildly important goal—to strengthen the Head Start to public school transition. The WIG was the one thing a team could do that would make the biggest difference in the transition to kindergarten if everything else stayed the same.

The teams learned about a research-based approach to help them select their WIG. Dr. Gail Joseph presented research-based practices behind successful transitions: sharing information, building relational supports, and fostering alignment between settings (Pianta & Kraft-Sayre, 2003). Areas of connections in the transition process were also described (Pianta & Kraft-Sayre, 2003) (See Appendix B). Dr. Bergeron presented another frame of reference for creating change—levers. Levers are areas of influence derived from the experiences of current Head Start and public school collaborations. The levers are sharing information and data; aligning the enrollment process; sharing professional development; and providing comprehensive services through grade 3. They are additional examples of successful transition practices.

Guest speaker, Edward Manuszak, Ed.S., Superintendent, Dundee Community Schools in Michigan, shared updates from the AASA Early Learning Cohort and research findings. He introduced a new tool designed to help superintendents and district leaders review the effectiveness of their early learning programs from birth to grade 3. Superintendents Dr. Gail Pletnik and Dr. Kristi Sandvik spoke on the topic—Transformation and Collaboration: Superintendent Perspectives.

With this rich grounding in research and highlights of current efforts to connect preschool and public school settings, the 13 teams began their work. The teams represented a range of collaborative relationships. Many teams already had strong partnerships between the school district and Head Start. These team members knew each other, worked together on specific tasks, and communicated frequently. Other teams had not yet created effective partnerships. They were unfamiliar with each other's Head Start or school program. This meeting was an opportunity for them to forge new relationships and get to know the key stakeholders. Some teams were joined by the Head Start collaboration directors from their states.

The collaborative process was carefully defined and well-facilitated. Numerous handouts provided guidance. Each team completed these sequential tasks:

- The grantee and the school district each identified their own goal. Then the team members reached consensus on one WIG to improve the transition to kindergarten.
- The team discussed the areas of connection impacted by their WIG—child to school; family to school; program to school; school to community.
- The team identified critical areas to impact.
- The team identified their lag measure (outcome data) for the WIG—phrased as “x to y by when.”
- The team identified their lead measures for the WIG—activities to help achieve the goal.
- The team completed a charter detailing how they will work together and guiding principles.
- The team entered its WIG into software (the “scoreboard”).
- The team developed a work plan with roles and responsibilities and timelines. A point of contact and reporter were designated.

Some WIGs were very comprehensive and ambitious, some were narrower in focus. Over the course of the project, some teams revised their WIGs to reflect a changing context. Across the 13 teams, the WIGs incorporated the three research-based practices for transitions to kindergarten: information sharing, relationship building, and establishing alignment. (See Table 1.2). Relationship-building was central to most WIGs. WIGs with multiple transition practices focused on:

- Relationship building between Head Start and school educators during joint activities to align curriculum and assessment tools
- Relationship-building and information-sharing during home visits with educators from Head Start and the public schools
- Relationship-building, information-sharing, and alignment during TTK events for families and children, including visits to the kindergarten classes and early enrollment

Many teams incorporated levers of influence into the WIGs. Many WIGs impacted multiple areas of connection, especially family-school and program-school connections.

TABLE 1.2. WILDLY IMPORTANT GOALS (WIGS) AS OF JUNE 2019

Region I	Rhode Island	Reduce the current percentage of kindergarten students (67%) requiring most restrictive environments by 20% (to 47%) by June 2020.
Region III	Pennsylvania	Increase the number of kindergarten-eligible students who enroll in their local Allentown School District by June 2020; there will be a 20% increase of enrolled kindergarten-eligible students in ASD.
Region IV	Florida (Hillsborough)	Establish guidelines to allow alignment of assessment and transition from school-to-school.
Region IV	Florida (Pinellas)	Increase parent engagement opportunities in the transition process by 50% by May 2020.
Region V	Minnesota	Increase alignment and continuity for children, families, and staff through collaboration in 0 to 4 new activities/events from September 2019 to June 2020.
Region V	Michigan	Establish a transition framework to support and engage children, families, and schools from preschool to kindergarten by September 2020.
Region V	Ohio	Host 4 transition/connection meetings to foster family, school, and community relationships by the spring of 2020.
Region VI	Central Texas	Engage 100% of the PK4 children and families in at least 75% of the kinder transition activities by November 2020.
Region VI	West Texas	Train 100% of kindergarten and Head Start teachers on assessment tools used and how to communicate together the results to parents by June 2020.
Region VII	Kansas	Improve student and family success in transition from Head Start to kindergarten through increased program communication and collaboration efforts as evidenced by the following: 1) At least one shared family education and engagement activity per month by March 2020, 2) Shared health data on 100% of co-located students by February 2020, 3) Monthly communication regarding professional development opportunities available to both program and district educators by January 2020, 4) Monitoring the success of collaboration efforts through the tracking of achievement data on 100% of co-located students by May 2020.
Region IX	California	Develop and implement a PK-K event for every child and family transitioning to Garvey Bitley and Pomona Arroyo schools between July 1, 2019 and June 30, 2020.
Region X	Washington	Improve transitions for children and families by ensuring that all families from Head Start and Early Childhood Education Assistance Program (ECEAP) will meet with their kindergarten teacher prior to April 1, 2020 and the kindergarten teacher, with the preschool teacher, will participate in a home visit prior to June 1, 2020.
Region X	Alaska	Increase families' reports of positive kindergarten transitions by 10% from fall 2019 to fall 2020 as measured by a family survey.

As follow-up, OHS encouraged all team members to sign up for the MyPeers OHS & Public Schools Collaboration Demonstration Project Workgroup, a closed community of practice, and to join the MyPeers Head Start-School Connections Community, an open community. The NCECDTL provided ongoing support to the Head Start-public school partnerships and developed templates and tip sheets for the teams, including an online Transition Toolkit. Respondents to a survey at the end of the meeting were overwhelmingly positive (97%), citing that the meeting accomplished the intended goals and provided them with a sense of priorities. Participants left with a sense of purpose and next steps.

“The meeting was very purposeful in that it provided a tool to help narrow our focus and a guide to move forward in partnership with our school district to affect children in the transition process that will be mutually beneficial for Head Start, school districts, and families.”

~ Head Start representative

“This meeting allowed me to form relationships with the Head Start programs. It allowed each member to look into the lens of each stakeholder seated at the table. In turn, this helped us set meaningful goals that will support transitions from pre-k to kindergarten.”

~ School district representative

STRUCTURING THE ONGOING CDP WORK

From the beginning of the project, OHS recognized that accountability of the teams and ongoing support from OHS were critical to their success. NCECDTL held a monthly check-in with one or more members of each CDP team. The key contact from the CDP team was a regular attendee, but all team members were invited. At this check in, the team updated its WIG and lead measures on the team scoreboard. The team also used this time to problem-solve and access resources. The team entered notes from the check-in into the team dashboard. (See Appendix F for a report on each team’s WIG, lead measures, and highlights of the outcomes.)

The CDP plan created multiple opportunities for communication among the teams and with OHS. A series of follow-up quarterly virtual meetings brought the teams together. Federal staff and others facilitated small group discussions in break out rooms. At the virtual meetings on September 26 and December 10, 2019, each team shared brief updates on their WIG progress, experiences with challenges and/or successes, or other topics relevant to their CDP work. The NCECDTL highlighted useful TTK resources on the Head Start website, the Early Childhood Learning and Knowledge Center (ECLKC), and distributed resources. Teams shared effective collaboration strategies and engaged in substantial peer learning. Over the series of virtual meetings, Dr. Bergeron modeled reflective feedback on team progress. Gradually, teams began to provide this feedback to each other.

The final virtual meeting was June 16, 2020. Teams reported on the lessons learned, highlighted their progress, addressed how their transition plans changed in response to national events and local contexts, celebrated each other’s successes, and identified their next steps. At the request of OHS, some teams prepared a written description of 3-5 effective activities they had implemented over the course of the CDP (See Successful Strategies from the Field in Appendix G Resources).



In addition to the quarterly virtual meetings, OHS invited all the Head Start-school district teams to meet March 4-5, 2020 in Washington, DC. This meeting was an opportunity for each team to showcase progress on their WIG and describe their accomplishments. Dr. Christine Ross from Mathematica was the plenary speaker who spoke on, New Tools for Improving Attendance in Pre-kindergarten and Kindergarten. OHS provided updates on research and resources. As requested by the teams, there were multiple opportunities to network. NCECDTL interviewed some CDP teams for a short video, *Building Bridges: Collaboration Demonstration Project*. Team members, including parents and educators, described their transition work and the benefits of collaboration. At the virtual CDP meeting in June, participants previewed the video. It will be available on the ECLKC.

Throughout the year, key stakeholders from OHS and the NCECDTL used weekly calls for planning purposes. Once a month, members from the National Center for Parent, Family and Community Engagement (NCPFCE) joined the calls to coordinate the dissemination of TTK messages to families (See Table 1.3).

TABLE 1.3 OHS FOLLOW-UP ACTIVITIES WITH CDP TEAMS

MONTHLY CHECK-IN CALLS	
July 2019 – June 2020	Representatives from each school district-Head Start team, NCECDTL lead.
QUARTERLY VIRTUAL MEETINGS	
September 26, 2019 December 10, 2019 June 16, 2020	Team point of contact and other representatives from each team, OHS, NCECDTL. At times, some HSCOs joined.
IN-PERSON MEETINGS <i>OHS & PUBLIC SCHOOLS COLLABORATION DEMONSTRATION PROJECT (CDP)</i>	
June 24-25, 2019 Scottsdale, AZ	13 school district-Head Start grantee teams, OHS, HSCOs, NCECDTL, some HSCOs.
March 4-5, 2020 Washington, DC	13 school district-Head Start grantee teams, OHS, HSCOs, NCECDTL, some HSCOs.
WEEKLY PLANNING CALLS	
July 2019 – August 2020	OHS, NCECDTL, NCPFCE (internal team).

ROLE OF THE HSCOS: THE 100 SCHOOLS/SCHOOL DISTRICT REACH

Building on the initial success of the CDP work, in the fall of 2019, OHS began to consider how to expand the collaboration and partnering between school districts and Head Start programs. With the backing of ACF, Dr. Bergeron launched the “100 schools/school district reach.” OHS engaged the Head Start Collaboration Offices (HSCO) as major players in the extended reach project. The best practices—sharing information, building relationships, and establishing alignment—framed the work of the HSCOs.

As background, some HSCOs attended the CDP launch in June 2019 serving as observers and team support. They exchanged information and insights with the CDP teams. Since many HSCOs were already involved in TTK activities in their states through efforts such as the Preschool Development Grant (PDG)/PDG B-5 and past transition summits, their participation in expansion efforts would build on their work. The commitment of the HSCOs offered an opportunity to move the needle even further and expand partnerships between Head Start programs and receiving schools.

To support the extended reach project, OHS convened the HSCO-Public Schools Collaboration Meeting on December 12, 2019 in Washington, DC. OHS invited the HSCOs from the states where the CDP teams were working along with a few additional HSCOs from states that had strong relationships with the PDG contacts and their state school leaders. The HSCO from Region XI, American Indian/Alaska Native was invited to support TTK plans where Head Start programs enrolled children and their families from Tribes. The HSCOs selected a partner from their state to join them. Other attendees included federal staff from the ACF regions and central office, and staff from the NCECDTL. The purpose of the meeting was to:

- Share and learn from colleagues' exemplar practices and available TTK resources
- Develop strategies to enhance collaboration between the HSCOs, their partners, and federal staff
- Put out a call to action for the regions/states to add 100 schools/districts to the collaboration efforts

A panel of four HSCO directors and their partners reported on effective TTK practices, highlighting the influencers used in their states:

- Shared professional development training, including a focus on implementation of the pyramid model on social and emotional competence in young children (NY)
- Data-sharing efforts between the LEAs and the Head Start agencies (Washington, DC)
- Collaborations with the State School Board Association and the Head Start Association (HSA) to engage families in their school systems and build leadership skills (MO)
- Universal enrollment and assigning unique IDs for longitudinal data collection (MN)

“Engaging with a school board is critical to getting things done. We tried to bring early childhood into one county for a long time. But when we made our case to the county school board, they were excited to work with us. A month later, they opened a class in a school building, and next year, we hope to share staff.”

~ HSCO director

During the meeting, the teams developed action plans and identified useful TTK resources (See Appendix G Resources). The participating HSCOs entered monthly reports on their collaboration efforts via smartsheet that could be viewed by others.

“After one summit, five administrators stayed on. They were thinking about how to make transitions work. They were brainstorming issues, for example, how to hire subs to allow for exchange visits between kindergarten and Head Start teachers.”

~ HSCO director

On March 16, 2020, OHS conducted a virtual follow-up meeting, HSCO—Public Schools Extend the Reach with 10 HSCOs. Many of the HSCOs had short-term and long-term plans underway to host state-wide or local transition summits to kindergarten. However, due to the pandemic, many of the school systems and Head Start programs closed in March and therefore, collaboration efforts were put on hold. Some HSCOs were able to contact the partners via email or phone to provide general information or resources about TTK. In some cases, the relationship the HSCOs had developed in the start-up phase of this work allowed them to partner with programs and schools to support families during the pandemic. Many HSCOs intend to convene virtual meetings with the stakeholders in the fall 2020.

In May and July 2020, the HSCOs participated in two virtual meetings with OHS. The May meeting focused on TTK. Follow-up breakout sessions took place in July with several sessions focused on more in-depth discussions of various aspects of TTK.



TABLE 1.4 OHS FOLLOW-UP ACTIVITIES WITH HSCOS

IN-PERSON AND VIRTUAL MEETINGS OHS & PUBLIC SCHOOLS COLLABORATION DEMONSTRATION PROJECT (CDP) WITH HSCOS	
June 24-25, 2019 Scottsdale, AZ	13 school district-Head Start grantee teams, OHS, HSCOs, NCECEDTL, some HSCOs.
December 12, 2019 Washington, DC The HSCO – Public Schools Extend the Reach	Selected HSCOs and their state partners, selected CDP teams.
March 4-5, 2020 Washington, DC	13 school district-Head Start grantee teams, OHS, HSCOs, NCECEDTL, some HSCOs.
March 16, 2020 (Virtual) The HSCO – Public Schools Extend the Reach	10 HSCOs, OHS.
May 21, 2020 (Virtual) HSCO Spring Meeting – Part 1 Transitions to Kindergarten	HSCOs, Regional HSCO Liaisons, OHS System Specialists, OHS.
July 16, 2020 (Virtual) HSCO Spring Meeting - Part 2 Follow- up breakout sessions with a focus on TTK	HSCOs, Regional HSCO Liaisons, OHS System Specialists, OHS.

CONCLUSION

In the summer of 2019, the OHS and Public Schools Collaboration Demonstration Project (CDP) was launched. It brought together 13 local teams of educators, parents, and other stakeholders to improve the transition to kindergarten for children and families. Using a research-based framework, the CDP teams developed transition goals and strategies to implement during the 2019-2020 school year. With support from OHS and the NCECEDTL, the teams shared their progress and problem-solved on a regular basis. Given the initial success of the CDP efforts, in late 2019, OHS engaged the HSCOs to extend the reach to 100 schools/school districts. The HSCO collaboration work has begun with state and local partners and more plans are underway for the fall, 2020.

Part II of the report follows. It highlights the achievements of the local CDP teams, the HSCOs, and OHS.



II. HIGHLIGHTS AND ACHIEVEMENTS

This section focuses on the outcomes of the collaboration work at the local, state, and national levels. At the local level, it frames the achievements of the CDP teams in terms of three high-quality practices that promote positive transitions. At the state level, it identifies the ongoing work of the HSCOs. At the national level, it highlights the achievements of OHS that support collaboration.

LOCAL LEVEL: THE CDP TEAMS

Effective transitions to kindergarten are based on best practices (Pianta & Kraft-Sayre, 2003). Research identifies the following best practices:

- sharing information
- building relationships
- establishing alignments

This section highlights outcomes that the CDP teams achieved in each of these areas of practice. Aggregated information provides a big picture perspective on the CDP efforts. A final section presents examples of collaboration in new directions.

It is important to note that some of the CDP plans were cancelled or postponed due to COVID-19 or other conditions. However, leaders modified many plans and executed them in a virtual environment to achieve outcomes.

SHARING INFORMATION

The CDP teams implemented effective and diverse information-sharing practices, including hosting TTK events, developing data-sharing systems, and sharing school calendars and information emails. The TTK events served multiple purposes. They were opportunities to disseminate information about kindergarten, address families' concerns, and importantly, strengthen relationships between schools and families. When TTK activities included children, they, too, started to connect with their new teachers and learn about their new classroom and new school. A few teams explored data-sharing systems.

The following CDP activities facilitated information sharing:

- **Conducting information sessions for families.** Many CDP-led events focused on information about the kindergarten transition. At many of these sessions, families received a backpack with information on registration, bus routes, and after-school programs, and school supplies. Materials were translated into the families' home languages. At the TTK event planned by the CA CDP team in one school, parents and children rotated through three hands-on learning activities; children were paired with a kindergarten "buddy;" and Head Start and kindergarten teachers jointly delivered instruction. Parents, teachers, and administrators gave very positive feedback. The FL Hillsborough CDP team planned a TTK event at the local zoo, an attractive venue. More than 600 people attended, including Early Head Start and expectant parents. The event emphasized that student success depends on attendance and healthy habits, which was important information for parents of infants and toddlers. All the CDP teams ensured that the information sessions were family-friendly by providing performances, serving food, or offering translated materials.

"As a result of our collaboration work, we decided to hold our Transition Kick-Off event at a Head Start center instead of the district administrative building where we had usually gone. We knew that parents were more likely to come to the center. We discussed upcoming projects and strategies to improve child outcomes for the transitioning children."

~ School district administrator

- Facilitating the kindergarten registration process.** In the MN community, Head Start staff registered regional preschool children for kindergarten and supplied them with backpacks of school supplies. The PA CDP team coordinated kindergarten registration training for Head Start staff so they could explain the process to parents. In response to the pandemic, the MN CDP team pivoted to offer drive-by registration in place of onsite registration. When late registration was a challenge, the FL Pinellas CDP team began the TTK activities earlier in the year (November) and planned Ready, Set, Kindergarten events. At this time, parents were given information and strategies to engage their children in conversations and activities to prepare for kindergarten. Also, parents received incentives to register early for kindergarten. A family-community engagement specialist met with incoming families to provide personalized information about school zones, buses, and school activities.
- Gathering feedback from parents about the transition process.** Several teams used surveys and focus groups, including West TX, Central TX, and WA. In the Anchorage school district, where 110 home languages are spoken, the survey was translated into the five top languages. A related effort is reviving the Native languages among the younger generation. The Los Angeles County Office of Education (LACOE) developed a transition survey for Head Start and kindergarten teachers, administrators, and parents. The results informed the district-wide Transition Framework.
- Simplifying transition procedures.** The FL Pinellas school district has launched an electronic system that does not require re-enrollment in kindergarten (the school district is also the Head Start grantee). The district also decided that children will keep their preschool student ID numbers which helps to facilitate system-wide data sharing. This process also helps children adjust to new procedures in school, such as going through the lunch line. The MN team developed and revised transition plan forms to reflect feedback from teachers. Parents and Head Start teachers received training on how to share information on the form with kindergarten teachers.
- Sharing child records.** Concern about the physical and mental health of families prompted health collaboration activities from the KS CDP team. They shared health information for 100% of co-located students and files on immunizations, chronic health conditions, emergency contact information, and medication administration protocols. These collaborative data-sharing activities facilitate a positive transition to kindergarten. At the new school, staff can address children's health needs at the beginning of the school year, and families or staff do not need to duplicate current information. A memorandum of understanding (MOU) for data-sharing will be signed between the Head Start grantee and the KS school district.

The AK CDP team asked the Department of Education and Early Development (DEED) to develop a system to send automated assessment reports from Head Start to kindergarten. The West TX CDP streamlined the process of passing on the assessment results of Head Start children. The district superintendent plans to hand-deliver them to the principal at each school. The team strategized about sharing the Head Start children's assessment data across the 12 school districts that receive children from the grantee.

The Pomona CA School District, a Head Start grantee, is designing an electronic system to facilitate the transition to kindergarten. One component will track and share information on the child's transition plan, assessment data, health information, and multi-disciplinary notes.

- Providing accurate information and dispelling misinformation about each partner.** With the support of the FL Pinellas CDP team, Head Start collaborated with the Preschool Kindergarten Network (PKP) to train teachers about the transition process. Training included information about the differences between Head Start and kindergarten standards and how to ease the transition process for parents. When kindergarten teachers and school principals visited Head Start classrooms, they came away with a greater appreciation of the competencies of the preschoolers.
- Emphasizing a strengths-based approach to information-sharing about the child.** This strategy builds strong relationships with families. The FL Pinellas team collaborated with the Preschool Kindergarten Network (PKP) to redesign a PKP information form-checklist to be jointly filled out by parents and Head Start teachers. An improved feature of the new form is that it is a narrative report and focuses on successful strategies used at home. When kindergarten teachers receive the form, they write thank you notes to the parents.

- **Initiating longitudinal data collection.** The KS collaboration team worked with its partners to collect data on achievement, social and emotional health, attendance, and behavior referrals starting with the 2020-2021 kindergarten cohort. Administrators will deidentify information (with parent consent) about students identified as co-located. Staff will track their information with the school system. Staff will conduct cohort-level analysis, not individual level, to assess the impact of collaboration on student outcomes. Data will identify areas of need and drive improvements in program design.

“We hope this [tracking] data will motivate continued team collaboration efforts and propel future support and investment of our stakeholders—including legislative support at the state level.”

- **Creating virtual transition activities in response to the pandemic.** The CA CDP team (Los Angeles County Office of Education and two grantees) prepared transition kits for 4,000 children. The kits included a write-wrap lapboard, a thin-line marker, and a stix alphabet center. Some districts created virtual lessons for transitioning children to access during the summer. The MI team passed out backpacks for children at the drive-by registration.

Longitudinal data collection has been an ongoing discussion between early childhood programs and public schools. Head Start wants to know “How are our children doing after they leave the program? What can we do better?” The public schools must track student outcomes from kindergarten on and aggregate the data at the district and state levels. All entities recognize the importance of accurate data to guide decision-making.

BUILDING RELATIONSHIPS

Positive relationships were the foundation of successful transition efforts. At the team level, individual members came to feel supported, appreciated, and valued by the group. Everyone felt their voice was heard. At the partnership level, some of the Head Start programs and public schools already had working relationships; some did not know much about each other and had not previously collaborated. Each of the 13 teams said that positive outcomes of the CDP work were building trust and promoting communication between Head Start programs and the school district.

This section highlights the work of the CDP teams to solidify these relationships:

- Child-family-school
- Community partners
- State agencies and professional organizations

All CDP teams recognized that the foundation of their success was relationships. Building relationships was ongoing and reached many people and partners in each community.

“In order to maximize what you’re gonna’ be able to do, you have to have the relationship built first. Then you can expand on how you can help serve our people.”

~ School district administrator

BUILDING CHILD-FAMILY-SCHOOL RELATIONSHIPS

To solidify critical relationships that are essential to a positive transition process, the CDP teams used these varied strategies:

- **Familiarizing the incoming children with the kindergarten setting.** All the teams recognized that many features of the school environment would be new, and possibly intimidating, to the transitioning children. Many CDP teams arranged tours of the buildings and visits to the kindergarten classrooms. The partners recognized that children and families benefited when activities occurred before school opened.

In the PA community, Head Start children and families visited the kindergartens where they participated in pre-planned activities and met their future teachers. The principal followed up with a postcard to each family, welcoming them to kindergarten. The Central TX team arranged a Kinder Camp at the elementary schools before school started. While children toured the campus with their future teachers, their parents met with administrators. The FL Pinellas school district posted an engaging video on their website of a kindergartner explaining the cafeteria. Some districts, including LACOE, paired the incoming children with a kindergarten buddy during the school visit. A rural district in MN allowed preschool children to ride the “big” bus for a kindergarten visit. When schools closed due to the pandemic, this district posted a virtual tour of kindergarten

classrooms on its website. The MI community invited preschool children and their families to monthly activities at the elementary school, including gym, art and music classes, lunch, and library time. The MI CDP team expected that early exposure to the school in a fun, interactive context would ease the transition from Head Start to kindergarten. In the RI community, the school staff and 20 Head Start staff greeted incoming kindergarten students on their first three days at the new school.

“A parent who came to a transition event wished that for all her kids, she had the opportunity to be in that classroom where she understands what her child’s experiences was going to be like going to kindergarten.”

~ School district administrator

- **Making home visits to Head Start families.** The WA CDP team worked with Head Start and the school district to plan parent conferences, place students, and schedule parent information events. In a new undertaking, kindergarten teachers planned home visits in the spring to become acquainted with children and families. When many of the district kindergarten teachers expressed apprehension about the home visits, the Head Start teachers agreed to join them. Due to the pandemic, the home visits were postponed. A positive outcome of the CDP team’s work was increased interest from families in learning about kindergarten. The West TX team planned home visits in the spring with a few kindergarten teachers joining Head Start teachers to discuss child assessments. This activity was postponed.

“Think about if you were in preschool and you’re going to kindergarten. And then your kindergarten teacher comes to your home and you get to meet them...And then when you show up that first day of school, you already know who that teacher is and you’re so excited.”

~ Assistant school superintendent

- **Exchanging visits between Head Start teachers and public school teachers.** In the MI district, the kindergarten teachers visited the Head Start classes where they participated in the Head Start children’s activities, and the principal read a book. After the incoming classes visited the elementary schools, the Head Start teachers talked with the children about what was the same and different in the new setting. The Head Start teachers from the PA CDP grantee visited and toured kindergarten classrooms. Teachers reported that these transition activities increased their appreciation of what and how children were learning. CDP teams also noted that exchange visits were opportunities to form collegial relationships. Unfortunately, many on-site events were postponed due to the pandemic.
- **Establishing transition centers.** The PA CDP team helped to establish new transition centers for upcoming kindergarten children and families to explore the public school setting. The school district also collaborated with Head Start to open Jumpstart Centers with instructional videos in English, Spanish, and Arabic. The school district planned to replicate this collaboration in all the elementary schools in the district.
- **Creating a shared vision among families, schools, and communities.** The OH CDP team developed a wholistic community approach—referred to as Connections. Each of the four elementary schools in the district held quarterly events with a focus on family-teacher and family-family relationships, family engagement in the schools, TTK, Head Start connections, and access to community services. The team promoted shared language about assessments and strengthening communication among all stakeholders.

“Meet the families where they are. I think relationships are very important. Somebody has to take the first step and work on the relationships,”

~ Head Start director

- **Educating families about the impact of chronic low attendance.** Building relationships with families and educators was a priority in a district with chronic low attendance. The FL Hillsborough CDP team held monthly rallies for the three lowest attendance sites and shared a book with families to convey how chronic absenteeism affects learning. They began piloting joint attendance plans for school and Head Start administrators that included class celebrations, incentives for attendance, and recognition of students and their families. The district invited expectant parents and parents of infants and toddlers to a TTK event to educate them about the importance of attendance and that school readiness starts at an early age.

BUILDING COMMUNITY RELATIONSHIPS

- The relationships between Head Start programs, school districts, and community partners were intentionally strengthened by many CDP teams. Their activities included:
- **Using existing relationships to support the transition process.** For example, the Head Start program and the FL Hillsborough County school district had a working relationship with the zoo because it was a frequent destination for class field trips. The CDP expanded access to this event by dedicating additional funding to the TTK event so that parents could bring two other children in addition to their Head Start or kindergarten child.
- **Increasing stakeholder engagement.** Community connection with the school system strengthened the educational opportunities for all children. For example, the MI CDP team reached out to the MI Head Start Association, the Regional Superintendent Group, and the local Board of Education. A local newspaper reported on the team’s work which further stimulated community engagement.

Community engagement was a significant outcome of the Connections project of the OH CDP team. More than 20 community members pledged long-term commitment to the project. At regularly scheduled community meetings, service providers conducted information sessions. As a result, families were able to access health services and WIC. This school-community connection supported comprehensive services after Head Start. The OH team believes that continuity in service delivery for families and children is a key component of success in kindergarten and beyond.

“Our mantra is to build relationships first, ensuring sustainability by securing community buy-in.”

~ School district administrator

The RI CDP team convened a Mental Health Awareness event that brought together families, local health care providers, community members, and the mental health center. Together, they discussed challenges and ways to address them. The team added two other community early childhood education partners, reflecting the team’s commitment to collaboration and comprehensive service delivery. The grantee and the school district collaborated to facilitate transitions for children with social and emotional needs. With support from community partners, the Head Start program secured a grant to offer a parenting course on social and emotional issues.

BUILDING RELATIONSHIPS WITH STATE AGENCIES AND PROFESSIONAL ORGANIZATIONS

Collaboration efforts also extended beyond the local level to encompass relationships at the state and national levels.

- **Connecting with state resources.** The OH CDP team built a relationship with state agencies to reach their goal. They gained support from the OH Department of Jobs and Family Services. The agency pledged \$50,000 to hire a coordinator for their Connections program. The Connections Transition Program framework has been integrated into Ohio’s Theory of Action plan. Also, the OH CDP team has helped prepare two literacy-related grants focusing on birth to K and K to grade 5. The CA LACOE team secured state funding to pay substitutes when teachers were attending joint professional development. In the future, most teams intend to explore additional sources of funding.

- **Engaging with professional organizations.** CDP teams spoke about the benefits of their transition plans to local principal groups. The MI CDP team reached out to the MI Head Start Association, the regional superintendent group, and the local board of education. The RI team received recognition as an early childhood champion at a special event sponsored by Rhode Island Kids Count. Superintendents representing the MN and WA CDP teams presented at national forums. Through these outreach activities, the CDP teams have successfully engaged more stakeholders in their collaboration efforts.

ESTABLISHING ALIGNMENT

Alignment activities promote continuity of learning experiences. The transition from the preschool setting to the public school is facilitated when children experience familiar materials, instructional strategies, and routines in the new setting. When screening and assessment tools align, families are reassured that there will not be excessive duplication of procedures and that the results will be passed on. Educators develop an understanding and appreciation for one another when they share professional development. They often discover more similarities than differences in their roles and responsibilities.

Alignment of settings occurs when Head Start classes are co-located in public schools. Often referred to as collaborative classrooms, they are a form of structural alignment that can provide many opportunities for families, educators, and leaders to work together.

The CDP teams used a variety of strategies to promote alignment practices that would improve the transition to kindergarten. The activities included:

- **Conducting joint professional development (PD) activities.** Spanning 1-2 days, the activities often included exchanging frameworks, curricula, and daily schedules. Along with the teachers and other staff, principals and Head Start directors sometimes attended the training. In one district, training focused on using picture books to promote learning in the STEM disciplines from pre-k to grade 2, promoting continuity across the primary grades. Some CDP teams planned PD to address the interests and concerns of staff about challenging behaviors or about teaching phonological awareness. The Central TX team conducted joint training one week before the 2019 school year began. Due to the collaboration focus, the content changed from policies and procedures to hands-on instructional training. The benefits of joint training were many—trust, communication, and cooperation. When educators in the two settings have a strong relationship, an outcome is continuity of learning experiences. It facilitates a positive, seamless transition to kindergarten.

“Our joint professional development took place one week before school started last fall. We changed the focus on policies and procedures to hands-on instructional training for the Head Start and school teachers.”

~ School district administrator

- **Aligning assessment tools.** The West TX team brought together Head Start, pre-k, and kindergarten teachers for a PD session about using assessment results to inform small group instruction. The FL Hillsborough CDP team modified the kindergarten early literacy assessment for preschoolers. They digitally adapted and administered it to 3-4 year olds in September and again in January. The data will be readily available to the kindergarten teachers.
- **Aligning data collection methods.** The MI CDP team revised the forms for transition plans with input from the Head Start and kindergarten teachers. Parents and Head Start teachers attended training about adding information to the form and effectively using the information with kindergarten teachers. The MN team agreed on a process to share health, dental, and vision screening results and began conversations on a universal preschool application process. The screening data will be entered on the school district reporting form. Head Start also will share results on children’s social and emotional screening.

“Including Head Start professionals in district trainings will ensure continuity of programming even earlier. Previously, we were all working together with the same goal in mind but on separate paths, now we are working as a unified front in early childhood education.”

~ School district administrator

- **Laying the groundwork for collaborative classrooms.** Several CDP teams prioritized co-locating the preschool classrooms in the public schools. Teams agreed that the new structure could benefit children and families, educators, and the community. The RI CDP team opened two Head Start/pre-k classrooms in a public school in fall 2019. Preschoolers with disabilities are integrated into these general education classrooms. Itinerant teachers deliver services to the children. The opportunities for collaboration in the co-location include joint professional development and sharing of child information. The Head Start staff greeted the incoming kindergarten students in their first three days. This team effectively combined resources from Head Start with resources from universal pre-k to improve learning experiences for children and foster relationships between families and schools.

The MN CDP team has discussed the opportunity for a pilot collaborative classroom in 2020-2021. The district serves a large region, including children from three Tribal agencies. Many children live in poverty and suffer from generational trauma. The CDP team believes that collaborative classrooms are an effective way to engage all children and their families.

- **Prioritizing the learning needs of children with disabilities.** The primary goal of the RI CDP team was to reduce the percentage of kindergartners requiring the most restrictive environments. This was a multi-pronged approach, involving community events focusing on mental health issues, as well as strategies to improve educational opportunities. Head Start and the school district worked together to place Head Start and pre-k children with IEPs in general education classrooms. The school day for self-contained classrooms was extended to six hours, affording more learning opportunities.

“Our [RI] governor called out one of our parents during her state of the state address, had her stand, and the parent told her story about prior to this year, her two youngest children didn’t have the opportunity to go to pre-k. With our new partnership, her child attends universal pre-k at Head Start.”

~ Head Start administrator

The KS CDP team also focused on learning opportunities for children with disabilities. The team planned to have the Head Start mental health staff participate in exit transitions to offer warm hand-offs with district counselors and school social workers. The intended benefit was providing continuity of behavioral supports for identified children.

EXTENDING COLLABORATION BEYOND THE CDP

Some CDP teams had sustainability goals. They began to reach out to new partners and extend their collaboration efforts. They are confident that the collaboration work is worthy and promotes positive transitions to kindergarten for children and families. Many teams presented at professional meetings at the local, regional, or state level. They also coordinated some activities with their state’s HSCO or state Head Start association. For example,

- The MI CDP team committed to sustaining the implementation of all project measures in preschool programs and pilot school districts. Plans to reach out to smaller school districts throughout the rural area are on hold, because of school closures due to the pandemic.
- The West TX team leveraged transition strategies with new school districts. The Head Start director reported, “I ask the 12 school districts that receive our Head Start children, do you know how we’re supporting transitions with district 19?” The new districts want to know more.
- The OH CDP team intends to expand Connections to a birth through grade 5 program with state funding. The project will grow from 160 families to over 900 families. It will primarily focus on literacy and language acquisition.
- The WA CDP team was contacted by the Department of Children, Youth, and Families (for early learning) and the Office of the Superintendent of Public Instruction (for K-12 learning). The team will make site visits with representatives from both agencies who have agreed to put aside professional development grant funds to develop a state cohort to expand the OHS CDP activities. The long-term goal is to narrow the education achievement gap as early as possible to reduce the gap at high school graduation.

- Los Angeles County Office of Education (LACOE) established the L.A. County Transitions Workgroup to develop a Transitions System Framework for L.A. County's 80 school districts, charter schools, and all subsidized early learning providers.

"We would like what we are doing in our school to be the norm in the region."

~ CDP team member

"Our superintendent is a part of this committee and this project. During our TTK event, she asked all of the school principals at our district as well as other department leads and cabinet members to attend one of the events. The goal was for them to be able to feel connected and be able to see. She assigned them a homework piece, which was to think about and reflect on their observations and what they can do next in terms of being able to further strengthen transitions at each of their school sites."

~ Head Start grantee representative

Taken together, the work of the CDP teams has resulted in innovative and far-reaching outcomes. They have formed strong partnerships and now share information with families, educators, and the community. The partnerships have solidified relationships among stakeholders, including children and families and schools. The partnerships have worked to align the Head Start and school settings. The benefits of the collaborations extend to children, families, educators, program and school leaders, state agencies, and professional organizations.

STATE LEVEL: HEAD START COLLABORATION OFFICES

The HSCOs supported the collaboration efforts in their states. They brought together state partners and many other stakeholders for the purpose of improving the transition to kindergarten for children and their families.

- The **HSCO in OH** and the Ohio Department of Education (ODE) are working with the 16 regional school support teams that provide professional development and technical assistance to Head Start and public schools collaborating to create better transitions to kindergarten. The work is fully embedded within the organizational structure and systems in ODE. To support their work with the teams, the OH HSCO was instrumental in bringing together a team from the state ODE, including staff from Title I and II programming and communications. This group produced a video featuring the CDP team. This video will be part of the Head Start-to-kindergarten transition resources hosted on the ODE website.
- The **HSCO in MO** has focused on family engagement in the educational system, resulting from a close working relationship with the MO HSA, including its school readiness community of practice, and from Dr. Bergeron's charge for the HSCOs to reach out to state school boards. With support from the MO HSCO, a relationship has been established between the MO School Board Association (MSBA) and the MO Head Start Family Leadership Institute, organized by MO HSA. At the institute, MSBA conducted a session focused on parents as advocates and leaders in Head Start, the schools, and the community. Plans for additional follow up meetings were put on hold because of the pandemic, but the HSCO reached out to grantees via email regarding CARES funding to support summer programming and partnering.
- The **HSCO in CO** convened a meeting, Building Bridges: Supporting Effective Transition Practices through Community Collaboration, in February 2020. Over 80 people attended, including 8 teams representing 8 Head Start grantees and 10 school districts, parents, community partners, and representatives from state agencies. The demand was greater than the venue could accommodate. One focus of the meeting was building a common vocabulary across all the partners. For example, attendees discussed the meaning of terms, such as school readiness and family engagement. This work built on previous discussions and meetings about supporting TTK and partnerships with higher education and state education agencies.
- The **HSCO in NY** planned multiple TTK summits over the 2019-2020 school year using Preschool Development Grants. Some summits would bring together local teams to plan their TTK events; one summit would host representatives from different systems across the states. The HSCO planned to share TTK resources at each summit. Due to the pandemic, the planners extended the application deadline. A transitions coordinator was recently hired to help plan with the local districts and the lead in the ACF Regional Office. NY state has been engaged in kindergarten transition summits since 2011. The HSCO in NY shared that one lesson learned was the importance of bringing everyone to the table as contributing team members.

- The HSCO in WA worked closely with the CDP team to expand the model of collaboration the team used over the past year. A TTK summit, now postponed until November, will bring together 10 teams. Each team will design a WIG and lead measures. The goal is systems improvement across the state.
- The HSCO in PA collaborated to plan a regional TTK event. Due to the pandemic, enrollment was slow, and the planners postponed the event. However, the HSCO seized an opportunity to join Head Start programs with school districts in food distribution efforts during the pandemic. Further collaboration efforts may occur for summer transitions. The current efforts are helping to build relationships that can support TTK activities at a later date.

In sum, over the 2019-2020 school year, many HSCOs committed to building strong school district–Head Start program partnerships. Some HSCOs used 100 Schools Reach as an opportunity to build on their previous efforts and present a more unified approach. Some HSCOs reached out to the CDP teams to tap into their expertise. The CDP teams in WA and OH are very involved in 100 Schools Reach and are working closely with their HSCOs to make it happen. In other states, the HSCOs have worked more independently. The HSCOs say they were inspired by the call to action from OHS—adding another 100 schools/school districts to the collaboration effort.

NATIONAL LEVEL: OFFICE OF HEAD START

OHS created and launched the successful CDP to improve transitions to kindergarten. The CDP has gained attention and brought well-deserved kudos to OHS and partner organizations. Major outcomes include strengthening collaborations with professional groups and government agencies and sharing information about transition efforts on social media.

COLLABORATING WITH PROFESSIONAL ORGANIZATIONS

OHS engaged in a successful partnership with the School Superintendents Association (AASA) and the National Association of Elementary School Principals (NAESP) to support collaboration between Head Start and the public schools. The partnership has been productive and innovative.

- In December 2019, OHS developed two ground-breaking MOUs, one with AASA and the other with NAESP. The purpose of these MOUs is to identify practices and support collaborative relationships that ensure effective transition of children leaving Head Start and entering kindergarten. The statement of work includes continuing support for the CDP, promoting “Bring a Principle to Head Start” Month each October, sharing national Head Start data, and disseminating resources that support collaboration between Head Start and local elementary schools. The MOUs attest to the value of collaboration to pursue a shared goal.
- CDP received national recognition at the School Superintendents Association (AASA) Early Learning Cohort Presentations, the AASA National Conference, and the Council of Chief State School Officers (CCSSO) Early Learning Conference. At these events, CDP representatives successfully conducted thought leader sessions, led breakout groups, and developed new partnerships. Their eventual goal is to give the keynote address at an AASA National Conference. OHS shared the video, *Building Bridges: Leaders Supporting the Transition to Kindergarten*, at several professional meetings.



Dr. Bergeron published an article, “Engaging Families Early and Often,” in *Principal*, the professional journal of NAESP. Praising the Two Gen approach of Head Start, Dr. Bergeron stated that as a former public school administrator, “I’ve learned that expanding my focus to the whole family, particularly for families living in poverty, ties the short-term result of test scores to better outcomes for the child in my classrooms and beyond.” The article has been well-received and OHS will continue to disseminate information about collaboration efforts through professional publications. ACF prepared a press release to describe the OHS CDP project (2019).

OHS is communicating with the National Association of Secondary School Principals (NAASSP) to integrate Head Start within career and technical education (CTE) requirements, which many high school students need to graduate. High schoolers who engage with young Head Start children can receive valuable work experience, fulfill CTE requirements, and start on a career path in education.

USING SOCIAL MEDIA

OHS has robust social media campaigns. At the March 2020 CDP meeting, Dr. Bergeron announced that there were more than 50,000 unique engagements on Twitter. Options included [@OHS_Director](#), [@HeadStartGov](#), or [@NatHeadStart](#) in all OHS- or Head Start-related Twitter content. Currently, the campaign’s Twitter hashtags include:

- [#LeadersInSchoolReadiness](#)
- #HSSiteLeaders (to promote leadership presence and buy-in at the site level, encouraging school principals, superintendents, and other leaders to take ownership of outcomes)
- #KeepTheirHeadStart social media campaign to disseminate TTK activities for children and families

Dr. Bergeron’s monthly vlog on the home page of the ECLKC has shared information about CDP. She has called out several of the teams for their extraordinary work.

Over the course of the CDP, OHS provided far-reaching leadership by supporting the creation and dissemination of TTK resources, sharing successes on social media, and forging collaborations with national partners to support local efforts.

CONCLUSION

During the 2019-2020 school year, the CDP teams achieved success. They made strong progress toward their goals, focusing on improving the transition to kindergarten for children and families. Teams implemented strategies that reflected their local conditions and involved several partners. Their activities promoted data-sharing, built relationships, and achieved alignment. All teams prioritized relationship-building—both within the team and between Head Start programs and school districts. The CDP teams also extended their collaboration efforts to include other local and state stakeholders and professional groups.

The success of the CDP work spurred OHS to put out a call to the HSCOs to extend the reach to 100 schools/school districts. HSCOs planned TTK summits and other transition activities with state and local partners. Due to the pandemic, the CDP teams and the HSCOs put many of their plans on hold. When possible, they developed innovative strategies to still continue their work.

The achievements of OHS’ CDP work are well-recognized at the local, state, and national levels. OHS shared the CDP teams’ successes via social media and other venues and leveraged new partnerships with professional organizations.

Part III in the report focuses on the overarching themes of the CDP work and practice implications for local, state, and national partners.

III. THEMES AND PRACTICE IMPLICATIONS

Part III brings together the many strands of the Office of Head Start and Public Schools Collaboration Demonstration Project (CDP) designed to improve the transition to kindergarten (TTK). This section outlines the overarching trends and themes of the CDP work and proposes implications for future TTK collaboration work. The implications are discussed in the context of

- Local Level: Head Start Programs
- Local Level: School Districts
- State Level: Head Start Collaboration Offices (HSCO)
- National Level: Office of Head Start (OHS)

Interviews, presentations at meetings, and online reports provided information included here. This section highlights reflections from the Head Start programs and the school district partners, along with comments from the HSCOs and OHS.

THEMES

Throughout the course of the CDP, teams shared insights about what made the collaborations work. They reflected on the practices and processes that allowed them to face challenges together and celebrate successes as one. These themes emerged that can guide future collaboration efforts: sharing information, building relationships, and aligning expectations.

SHARING INFORMATION

“When the Head Start and school district teachers got together, there was an ‘aha’ moment. They were on the same page about many things. They recognized each other as colleagues”

~ HSCO director

“Early conversations about transitions make the process more effective. Don’t wait.”

– CDP team member

- The team built in accountability for sharing information and progress toward goals at the team level to move the collaboration forward. Members felt responsible for tasks. In addition, it was also helpful to have external support (such as OHS and national organizations).
- Some school districts had little information or had misinformation about Head Start programs and their comprehensive services. Through shared professional development opportunities, exchange visits to the classrooms, and other TTK activities, school staff came to appreciate the gains that children and families make in Head Start.
- It was essential for the 13 teams to share information and network. Teams were inspired to try out the TTK strategies used by other teams.
- Teams agreed that their work must go on. Partners intend to continue meeting and planning and reaching their goals in the coming school year.
- Teams emphasized that transitions work began before and extended beyond the traditional spring TTK season. Work to support TTK is ongoing, includes multiple points of sharing across a program year, and evolves based upon family and community needs.
- Teams noted that educators cannot do it alone. They must have stakeholders in the community that represent different perspectives and provide useful resources and information.

BUILDING RELATIONSHIPS

“Participating in this project pushed us to think outside the box. We were able to strengthen our relationship, always keeping each other in mind when planning and/or making decisions that could impact the children and families in our community. We started the school year with many changes and obstacles, but together we persevered.”

~ CDP team member

“The whole child approach means a whole family approach too. Work with parents from day 1 to build relationships.”

~ Superintendent

- Relationships were the strongest area of growth. Each team indicated that the foundation of their work was trust and communication. Teams used varied and unique strategies to strengthen relationships with children and families, educators, and community partners.
- When a team member or a national leader established relationships within the Head Start community and the public schools the salience of the partnership was strengthened.
- Collaboration was hard work, but teams thought it was worth it. Together, the partners achieved outcomes that they could not have accomplished on their own.
- When the teams encountered challenges, such as the pandemic, they turned to one another. Based on their established relationships, they were able to be flexible in response to unexpected circumstances. They found unique ways to solve problems. These solutions benefitted the children, families, and communities.

ALIGNING SETTINGS

“Working from a common goal has created a number of opportunities for us to create better programming for all of the families we work with.”

~ CDP team member

“Having that training together – that really is learning from each other. I do feel that kindergarten teachers have a better understanding and appreciation of the Head Start curriculum and how intentional play is learning.”

~ Head Start parent

- Goal-setting came first in the collaboration process. When the partners agreed on one shared goal, they began to work together to align their work and achieve it. The momentum carried them forward.
- Many Head Start programs and kindergartens discovered their curriculum, assessments, instructional strategies, and daily routines were more aligned than they anticipated. When the partners took the time and made collaboration a priority, they found commonalities.
- Teams came away with an increased appreciation of the family’s role in children’s learning. This understanding was reinforced when children were learning remotely at home during the pandemic.
- Teams acknowledged that the success of the collaborations depended on a dual focus—the family and the child. Together, they are at the center of the transition process. Getting to know the individual families contributed to successful transitions.
- Family engagement was as a strength of Head Start programs. School districts drew upon the Head Start experience to improve their relationships with families.

PRACTICE IMPLICATIONS

“Our Head Start teams have just been overjoyed to find similar people who are equally driven around making life better for children and families. On the public school side, they’ve often talked about what they’ve learned about Head Start families and how to provide comprehensive services. CDP has far exceeded anything I dreamed of.”

~ OHS senior staff

Implications for future practice follow from these extensive collaborations. Implications for future work are proposed for each collaboration partner.

- Local Head Start Programs
- Local Public Schools
- Head Start Collaboration Offices (HSCO) and State Stakeholders
- Office of Head Start (OHS) and National Partners

LOCAL HEAD START PROGRAMS

“Communication is everything.”

~ CDP team member

“While virtual meetings with parents and partners have been helpful to continue our work, we don’t want to forget the personal touch that our programs strive for.”

~ CDP team member

- **Share the Head Start story.** Highlight success data about Head Start children and families in the community. Prepare a fact sheet about the local program. Make sure families know that transition efforts are designed to maintain these gains. Share the program priorities, including the program goals and the school readiness goals, with transition partners. Explain how staff use data to inform continuous quality improvement.
- **Emphasize the benefits of continuity of care from birth on.** Communicate with infant/toddler programs and early intervention services to reinforce the message that school readiness begins early in life. Reach out to prenatal clinics and maternity hospitals. Share that professionals consider early childhood as the period from birth to age 8 (grade 3) and that developmentally appropriate practice applies across this age span. Consider the instructional approaches and teaching strategies in Head Start programs that are appropriate for kindergartens. Consider establishing a birth – 12 transition team to support continuity of services and a unified transition approach to serving children and families in the community.
- **Get to know the receiving schools.** Plan exchange visits—where the Head Start staff visit the receiving schools and the public school staff visit the Head Start program. Include visits when children are present, so that staff can see what the instructional program looks like. Include families in the visits. They can be the spokespeople for Head Start. They can ask questions about the school settings. Plan in advance if families need interpreters. Head Start programs that serve Tribal children may need to contact both public schools and Tribal schools. Head Start programs that serve migrant and seasonal farmworker families can connect with migrant education services.
- **Establish a TTK team.** Make sure the team is culturally and linguistically diverse and that it includes family members. Establish a process that works. Plan regular meetings with the school district and encourage regular check-ins to keep momentum going. Accountability is important. Build in systems and protocols to sustain the work as members turn over. Look for the early childhood champions in the school system and in the community at large.

Emphasize that school readiness starts at birth and encompasses all areas of development – social, emotional, cognitive, and physical.

- Engage with the public face of the schools. Reach out to the superintendent and the school board. Ask for time on the agenda to talk about Head Start and TTK. Encourage families to advocate for transition planning too. Speak at professional meetings and conferences, such as local principals' groups or state teachers' associations. Contact the state Head Start Association (HSA) and ask for opportunities to present to their members, especially to the parent advocates.
- Leverage social and other media outlets. Communicate with families and the community about TTK collaboration efforts. Build momentum for the CDP team's work. Be sure to engage families in communication strategies. Use TV, radio, internet, and venues that appeal to the cultural and language groups in the community. As one CDP team member said, "Communication is everything."
- **Invest in sustainable transition practices.** Advocate for practices that can become standard operating procedures, such as a universal enrollment form. Consider structural changes, such as collaborative classrooms. Consider designating hallways in elementary school buildings for Head Start, state pre-k, and kindergarten. Families, children, and educators benefit from aligned settings.
- **Review other planned transitions for Head Start children and families.** For example, some children may leave EHS and move into Head Start; some preschoolers may move into a state pre-k program or child care. Many of the strategies and best practices that the CDP collaborations used for TTK apply to other settings where transitions occur for young children.
- **Consider expanding membership on the policy council and health services advisory committee.** Ensure they include representation from the school district and community partners who can support the TTK work of Head Start and advocate for collaboration.
- **Allocate resources and funding for TTK work.** Collaborate with the school district and other early childhood partners to identify necessary resources. Resources may include space, transportation, onsite interpretation, and translation of materials. Use the transition-to-kindergarten resources available on ECLKC, such as monthly activity calendars for education staff and families.
- **Share data.** Consider sharing information on individual Head Start children and their families with the school district. Ensure all parties understand how to appropriately use the information—to support children and families. Obtain parent permission and respect confidentiality.
- **Focus on continuous quality improvement.** Collect feedback from families, educators, and leaders in Head Start and the school district about the transition process. Data gathered as part of the transition activities will contribute to improved program services and effective transitions.

PUBLIC SCHOOLS

"Head Start families want to be part of the school system."

~ CDP team member

"It's our success, not Head Start vs. the schools. It's our children. And we are all committed to promoting the success of every single one of these youngsters, whether they come in at the age of zero or at the age of 13."

~ Superintendent

- **Engage early with families.** Make sure families are at the table when planning transition events. Ask for their input, collect their feedback. Include fathers in these discussions. Communicate how important it is for families to stay engaged in their child's learning in kindergarten and beyond. Plan opportunities for new parents to connect with current parents in the school. Support parents as leaders in the school district. Encourage them to speak at PTA/PTO and school board meetings. Provide interpretation and translation when needed.
- **Get to know individual families.** Show an interest in families and their children by asking about their children's strengths, their cultures, home languages, and other unique aspects that will ensure a culturally and linguistically responsive approach in the school setting. Talk with families about their goals for their children. Support them as their children's first teacher and life-long advocate. Plan home visits before the move to kindergarten. Provide continuity of support, such as ongoing connections to social service agencies.

- **Seek alignment across many areas.** Consider aligning the school calendars and professional development days, the curricula and assessment measures. Build a common vocabulary, such as “school readiness” and “behaviors that are challenging.”
- **Communicate that Head Start children are “all our children.”** Their families are members of the community. Their children are the future doctors, artists, mechanics, teachers, bus drivers, inventors who will contribute to community life. When the Head Start and schools provide high-quality experiences, all children benefit.
- **Promote continuity in school experiences beyond kindergarten.** Consider expanding instructional and family engagement approaches in kindergarten to the primary grades. Engage with the educators of the upper grades and high school so they can learn about best transition practices and adapt them to their settings. Support them as they share information, build relationships, and establish alignments.
- **Engage community partners.** Partner with community members to provide comprehensive services to children and families across the grades. Share research about the impact of family well-being on children’s achievement and social and emotional development.
- **Reach throughout the school system.** Learn about vocational education programs and Child Development Associate’s (CDA)TM training that prepare high school students to work with young children. Use Head Start programs as sites for internships and student practica experiences. Think about how students in the upper grades can support the transitioning children as they adjust to the school setting. Pair current kindergarten students with “buddies” among the incoming children.
- **Draw upon the experience of Head Start programs.** Learn from a program’s successes engaging families as partners in children’s learning. Ask for their insights about providing comprehensive services to families. Explore the community partnerships that Head Start has formed. Find out more about how Head Start educators individualize for all Head Start children, including children whose home language is not English or who are experiencing homelessness.

HEAD START COLLABORATION OFFICES

“Applying for grants to put money into the local community teams for TTK School Readiness Summits is a great way to assist teams in completing their established goals.”

~ HSCO director

- **Build partnerships with state stakeholders.** Establish state partnerships that can fold into local partnerships. For example, an MOU between the state department of education and the state agency serving children with disabilities can support a local MOU between a Head Start program and its local school district about the transition to kindergarten for children with IEPs. Include the state departments of education, health and mental health along with early education agencies in planning and implementing TTK activities. They can channel funding and resources to the local partnerships. Invite all the stakeholders to the table. Work closely with the Head Start Association to develop MOUs with state agencies and local programs.
- **Share information about leveraging funds.** Establish partnerships at the state level to help local programs and school districts access funds. Draw upon the knowledge of HSCOs about state funding that can enhance the services of programs as well as national funding from foundations and other entities like the United Way. Consider funding sources that target certain populations or geographic areas in a state. Use the money to forge partnerships between Head Start grantees and the public schools.
- **Use the best practices framework to extend the reach.** To bring more schools and school districts into the collaborative process, build on research-based successful strategies. Help partners understand the benefits of information-sharing, relationship-building, and aligning settings. Build a common vocabulary between partners. Research shows that when the four key points of connection are strong, children have effective transitions. Share the TTK tools to guide collaboration and foster effective transitions.

- **Align state procedures and policies.** Work to align the state interest and investment in public schools with the Head Start and early care perspective. Help find the common ground about data sharing, health and mental health services, curriculum, special education, and so on. These discussions may lead to MOUs among state agencies that in turn may support MOUs at the local level. Encourage family involvement in decision-making at the state level, using Head Start as a model of inclusive decision-making. When procedures and policies align, the connections between Head Start programs, schools, and families strengthen. Emphasize continuity when transitioning children and their families.
- **Select a theme or topic to kick off collaboration efforts.** Ask Head Start grantees, school districts, and stakeholders at the state level what they want to learn about. For example, they might want to learn about family engagement or professional development. Work with state partners who can share their expertise and experience in this area. Decide who the participants will be—teams of Head Start grantees-school districts? If a meeting site is not within a reasonable travel distance for some grantees and school districts, how can they be involved? Will participants include representatives from different early care and education systems?
- **Develop communication strategies.** Keep the collaboration work and the TTK efforts visible at the state level. Provide updates and identify potential state level partners. Work with Head Start programs to share successes at state school board meetings and conferences for early childhood and elementary school personnel.
- **Expand professional development efforts.** Learn about the CDA™ programs and the trade certificates for graduates in high school settings. Encourage collaboration between Head Start programs and high schools to offer learning opportunities to their students interested in early childhood education. Consider ways to build the early childhood field in local school districts.

OFFICE OF HEAD START

“If CDP is replicable, it’s our responsibility to do it.”

~OHS Senior Official

- **Maintain a national presence in transition work.** Head Start programs are in a strong position to advocate for children and families transitioning to kindergarten. Strong, visible leadership gives Head Start a voice at the table with school districts. When the OHS-public schools transition project is recognized at the national level, then state-HSCO collaborations strengthen. In short, attention at the federal level brings attention to partnerships at other levels.
- **Build and expand national collaborations between OHS, Department of Education, and other agencies and organizations that represent elementary schools.** This might happen formally, with MOUs between national agencies and professional organizations. It can happen informally with presentations at national conferences and social media outreach. When high level leadership has experience and expertise in both Head Start and school districts, the collaborations strengthen. Existing MOUs with AASA and NAESP provided tremendous support for the CDP and contributed to disseminating the results and best practices. The HSCOs can leverage national collaborations to build collaborations between state agencies.
- **Continue to disseminate CDP successes.** Share the CDP stories with early childhood and elementary school professionals. Invite team members to share their stories too. Use social media platforms to communicate with the wider public. Support programs and schools as they leverage multi-channeled media strategies to spread the word.
- **Promote the strengths of Head Start programs.** Continue to highlight what makes Head Start unique and effective. Share Head Start’s deep experience and expertise engaging families. Also, share information with the public schools about why and how Head Start supports children learning both their home language and English. Assist local programs as they identify the best practices to share with public schools.
- **Share the message about school readiness.** Help families and communities understand that school readiness begins at birth. Provide information about Early Head Start and how it prepares infants and toddlers for success in school. Emphasize that school readiness includes all aspects of development – social, emotional, cognitive, and physical. Highlight that parents are the child’s first and most important teachers. With appropriate support, all children can be successful learners.

- **Highlight services to sub-groups of children.** Consider children experiencing homelessness and children with diagnosed or suspected disabilities who are transitioning to public schools. Head Start programs follow legislative requirements and best practices. The schools, too, must follow legislative requirements. Encourage Head Start programs and school districts to share best practices that individualize support for sub-groups of children and their families.
- **Focus on unique needs across program settings and options.** Consider the transition to kindergarten in the context of Migrant Seasonal Head Start (MSHS), home-based, and family child care options. How can receiving schools put effective transition practices in place? How are the processes the same or different from center-based programs? How might a home visitor participate in joint professional development with the school system? What plans would facilitate the transition for children in MSHS programs to receiving school systems that are far away, even out-of-state? Consider these varied program options when planning and implementing transition practices and developing MOUs. Support local Head Start programs that need to connect with migrant education programs or tribal education agencies.
- **Continue to develop resources for local programs and TTK efforts.** Provide training for regional TTA specialists to help them facilitate transition activities with grantees. Provide tools in multiple languages. Promote resources on the ECLKC for Head Start and the early childhood community, including child care and state pre-k programs.
- **Bring transitions into the system.** Institutionalize relationships with national entities. Develop MOUs between OHS and national groups representing early childhood programs, such as the National Association for the Education of Young Children (NAEYC), and the membership organizations of public school principals, superintendents, and state school boards. Support programs as they establish MOUs with their local partners, including the school district, special education, and mental health agencies who provide services to families in transition. Offer templates and examples to programs to help them achieve these goals.
- **Continue to ground collaboration work in research.** Research promotes buy-in from all partners. Encourage collaboration projects to collect data that not only informs their local work, but also can inform decision-making at the state and national levels. Support federal research or evaluation studies that track collaboration efforts and their impact on children, families, programs, schools, communities, state partners, and other stakeholders.

CONCLUSION

Collaborations between Head Start programs and public schools are critical to successful kindergarten transitions for children and families. The 13 CDP teams provide insight into strategies that share information, build relationships, and promote alignment and familiarity across settings. Head Start Collaboration directors offer a key leverage point for both initiating and supporting continued partnerships across Head Start programs and public schools in their states. With leadership from the Office of Head Start, the CDP demonstrates the effectiveness of a national initiative that benefits children, families, and educational programs at the local level.

APPENDICES

- Appendix A Selected Research: Transition to Kindergarten
- Appendix B Frameworks that Guided the Office of Head Start & Public Schools Collaboration Demonstration Project (CDP)
- Appendix C Legislative Requirements for Transition Planning
- Appendix D Series of Office of Head Start Planning Meetings
- Appendix E CDP Team Members
- Appendix F CDP Team Summaries
- Appendix G Additional Resources

APPENDIX A

SELECTED RESEARCH: TRANSITION TO KINDERGARTEN

This section provides a brief review of the seminal research that informed the work of the Office of Head Start & Public Schools Collaboration Demonstration Project (CDP).

For many children and families, the transition from preschool to kindergarten is challenging. Children worry about the change in teachers and their friends, the “big” school setting, and the expectations to learn and do well (Joseph, 2019). Families often wonder how they can be engaged in their child’s school experience. Research indicates that as children move through the early elementary grades, early gains made in preschool may fade (Puma et al., 2012). Differences in parent involvement, classroom organization, and teaching practices between early childhood programs and elementary school likely contribute to the “fade-out effect” (Shore, 1998; Pianta & Cox, 2002).

Research also indicates that educators perceive that incoming kindergarten children “aren’t ready for school.” In a national survey, kindergarten teachers reported that nearly one-third (32%) of the children had “some problems” with the transition, and 16% had “difficult” entries (Rimm-Kaufman, Pianta, & Cox, 2000). When asked to identify various types of problems during the first weeks of kindergarten, one third of the teachers in the survey reported that more than half of the children had difficulty following directions, were unable to cooperate, lacked basic academic skills, and struggled to work independently. Overall, the findings indicate that the teachers perceived more problems related to executive functioning and social behavior than academic skills. The study highlights a mismatch between teachers’ expectations and children’s skills and between preschool practices and kindergarten standards. In another study, parents reported that two-thirds of their children were perceived as having a successful transition, but up to 35% of the parents reported concerns about the transition (Pianta & Kraft-Sayre, 1999).

A growing body of evidence suggests that kindergarten can be a positive experience for children and their families when connections are established between the preschool and the public school. Research highlights the importance of transition activities starting in preschool and the role of coordination between settings. In one study, pre-k teachers’ use of transition activities were associated with kindergarten teachers’ positive perceptions of children’s competencies, especially their social and emotional skills (LoCasale-Crouch, Mashburn, Downer, & Pianta, 2008). The strongest and most consistent associations occurred when the pre-k teachers connected with the kindergarten teachers about curriculum or discussed specific children. Transition activities appear to promote children’s quicker adjustment to kindergarten and more positive engagement in learning opportunities.

The preschool-home connection influences the kindergarten transition. Analyses of nationally representative data indicated that when parents had positive perceptions of opportunities to engage in the preschool, they reported increased engagement in learning activities with their child at home, which in turn, impacted their child’s school readiness ((Puccioni, Froiland, & Moeyaert, 2020). The child outcomes were higher academic achievement and social-emotional well-being.

In a national sample of Head Start children, coordination efforts initiated by the Head Start programs were related to children’s language and mathematics skills in kindergarten, especially in public schools that initiated few transition activities (Cook & Coley, 2019). Direct meetings between Head Start and kindergarten teachers predicted higher language skills in kindergarten. The findings suggest that coordination practices undertaken by Head Start may play a compensatory role for children when the receiving elementary schools are less engaged in transition practices.

Head Start has a long history of innovative demonstration projects with local schools. The impetus usually grew out of a concern over the transitory or fade-out effects of the Head Start experience. Although there were design and implementation differences among the projects, in general, their purpose was to promote a comprehensive service approach through the primary grades. These projects include:

- Project Follow Through 1968-1977
- Project Developmental Continuity 1974-1977
- Transition Demonstration Project 1991-1998

Several national studies provide specific information about transition practices. In a 1996 survey of nearly 3,600 kindergarten teachers, most teachers reported using practices such as sending a letter to parents, holding an open house, or sending a brochure home. These activities took place after school started (Pianta & Cox, 2002). Families rarely received a personal phone call or personalized information before school began.

The ECLS-K (Early Childhood Longitudinal Study-Kindergarten) involving over 17,000 children and more than 900 public schools provided rich data about transition practices and children's school performance. Using 1998-1999 data, more transition practices in a school were associated with a modest positive effect on academic achievement at the end of kindergarten (Schulting, Malone, & Dodge, 2005). This effect was stronger for children from low- and middle-income families. Transition activities also increased parent-initiated school involvement during the kindergarten year.

When the research was replicated using the 2010-2011 cohort of the ECLS-K, the results differed. There was no relationship between the aggregated number of transition practices that a school employed and academic achievement or executive functioning outcomes in kindergarten (Little, 2017). Little (2017) notes that there could be multiple factors impacting these contradictory data from the different cohorts, including changes in kindergarten expectations and increases in participation in formal preschool experiences. Overall, this information indicates a continued need for research in this area, particularly around individual practices and impact on different demographic groups.

Leveraging the ECLS-K data from 1998-1999 and 2010-2011, another investigation looked at the type of transition activities offered by the schools (Little, Cohen-Vogel, & Curran, 2016). They ranged from low-intensity practices, such as sending flyers home to parents, to high-intensity practices, such as having a preschool class visit a kindergarten classroom. Schools tended to use low intensity activities after school started and in large group settings of adults. The high intensity activities involved individualized contact with parents and took place before the first day of school (Pianta & Kraft-Sayre, 2003). Nearly all the schools used at least one kind of activity; the average was three activities. Another study reported similar findings for children with disabilities who were transitioning to kindergarten – the receiving schools were more likely to use low intensity activities (Daley, Munk, & Carlson, 2011). Low intensity activities were less likely to engage children, families, and educators. They were less likely to promote continuity between the settings and facilitate successful transitions.



There was a modest increase between the two cohorts in the number of transition activities schools offered. The second cohort also offered more engaging activities. However, schools serving traditionally underserved student populations reported using fewer transition activities. Unfortunately, students who could benefit the most from such activities were the least likely to receive them.

What accounts for the less than optimal transition efforts in many schools? In the 1996 large national survey, kindergarten teachers reported that inadequate leadership and the absence of a district plan were obstacles to transition planning (Early, Pianta, Taylor, & Cox, 2001). Additional challenges were late class lists, large classes, and lack of pay for their work in the summer. However, staff training in transition activities made a positive difference. Teachers with training expanded their use of effective, individualized practices, started before school began, and reached out to the preschool settings. Administrative support for early class lists, smaller enrollment, and staff development can lead to improved transition practices.

Early school experiences matter. Positive educator-child relationships in kindergarten predict academic and behavioral outcomes up through eighth grade, particularly for children with behavior problems in kindergarten (Curby, Rimm-Kaufman, & Ponitz, 2009). Features of the kindergarten experience, such as quality teacher-child interactions and smaller class size, impact long-term outcomes, including college attendance and earnings. The findings are stronger for students enrolled in the poorest schools (Chetty et al., 2011; Dynarsk, Hyman, & Schanzenbach, 2013). Family involvement in pre-k and kindergarten is associated with positive outcomes in children's self-regulation, cooperation, and peer interactions; higher performance in language and math; and lower rates of high school dropout (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003; Barnard, 2004; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004). Supportive relationships in the school and home settings are key factors in young children's learning and ongoing achievement.

Overall, the research findings indicate that children who are better prepared for kindergarten – socially, emotionally, and academically – are more likely to succeed in school and beyond (Patton & Wang, 2012). Family involvement contributes to children's positive transition to kindergarten and later school success (Bohan-Barker & Little, 2004).

The Office of Head Start and its partners planned an approach based on the available research. Although a relatively small body of findings, the data informed the OHS & Public Schools Collaboration Demonstration Project (CDP). The CDP was designed to increase the number of partnerships between Head Start and receiving schools. Appendix B highlights the research-based frameworks that guided the CDP transition work.



APPENDIX B

FRAMEWORKS THAT GUIDED THE OFFICE OF HEAD START & PUBLIC SCHOOLS DEMONSTRATION PROJECT

Appendix B highlights three research-based frameworks used to guide the 2019-2020 OHS & Public Schools Demonstration Project (CDP). The goal of the CDP was to promote positive kindergarten transitions for children and families.

- The first framework, **connections**, describes the links between children-families-programs-schools and communities that promote positive transitions to kindergarten.
- The second framework, **effective transition practices**, highlights strategies that Head Start programs and schools can implement.
- The third framework, **collaboration pyramid**, describes the progression of effective partnerships.

CONNECTIONS

“The more you know about a change that’s coming, the more at ease you feel.”

(Joseph, 2019)

The evidence is clear that collaboration and communication across early childhood and public school settings are key to achieving successful kindergarten transitions for children and families. Head Start programs and elementary school leaders can foster connections with one another—and with children, families, and the community—through thoughtful and aligned transition practices (LoCasale-Crouch et al., 2012). An understanding of the missions and values of partner organizations and individuals can deepen the impact of these partnerships.

Research indicates that four key connections facilitate effective transitions to kindergarten (Kraft-Sayre & Pianta, 2000). These connections serve multiple and interrelated purposes.

- **Child–School Connection:** provides children with familiar, stable relationships and classroom experiences; fosters children’s familiarity with the kindergarten setting and people.
- **Family–School Connection:** fosters family collaboration and engagement with the school.
- **Program–School Connection:** aligns practices, environments, and information between settings; provides children with stable, high-quality early learning experiences
- **Community–School Connection:** creates a network of understanding and support around the kindergarten transitions; includes populations and community partners not usually engaged with the school.

An ecological and dynamic model of transition informs the recent work on the transition from Head Start to public school (Rimm-Kaufman & Pianta, 2000). At the center of the model is the child who is affected by the context of family, teachers, peers, neighborhood. These key settings of family, school, and community are interrelated and can, in turn, affect child outcomes. The most effective transition practices recognize and foster interconnectedness. The model also conceptualizes the transition as a multiyear process, starting in the year before kindergarten and continuing through the end of kindergarten. See Figure 2.1



FIGURE B.1 FOUR KEY CONNECTIONS (KRAFT-SAYRE & PIANTA, 2000)

EFFECTIVE TRANSITION PRACTICES

Stronger connections between schools and children, families, programs, and communities result when high-quality transition practices are put in place. Research identifies these best transition practices as: sharing information, building relationships, and establishing alignment (Pianta & Kraft-Sayre, 2003). The practices bridge the path from Head Start to kindergarten, creating a smooth transition for families, children, and educators. The goal of a smooth transition is to create conditions for a successful adjustment. When these best practices are implemented in Head Start and public schools, children and families are more likely to experience a positive adjustment to kindergarten (See Figure 2.2).

- Head Start programs **share information** about the kindergarten transition by preparing children for what to expect — communicating with families in their home languages and sharing data with families and the receiving elementary school. The elementary schools share information about the expectations and curriculum in kindergarten. They can provide tours of the building to children and families.
- Head Start programs **build relationships** by getting to know the unique strength of the families in their program and partnering with them to progress toward their goals. Positive relationships with families and children help ensure that families are confident and ready to transition from Head Start to kindergarten. The elementary schools build relationships by meeting with the families and children before kindergarten entry. Head Start and kindergarten teachers strengthen relationships with each other by visiting each other's sites. Relationships are solidified when program and school leaders and their teams work together to develop and implement successful transition strategies.
- Head Start programs **align** with the receiving elementary schools by participating in joint professional development, partnering around transition activities, and ensuring curricula and assessments support kindergarten readiness. The elementary schools build on what children have learned and provide a consistent and stable learning environment. Support services for children and families are aligned across the settings.

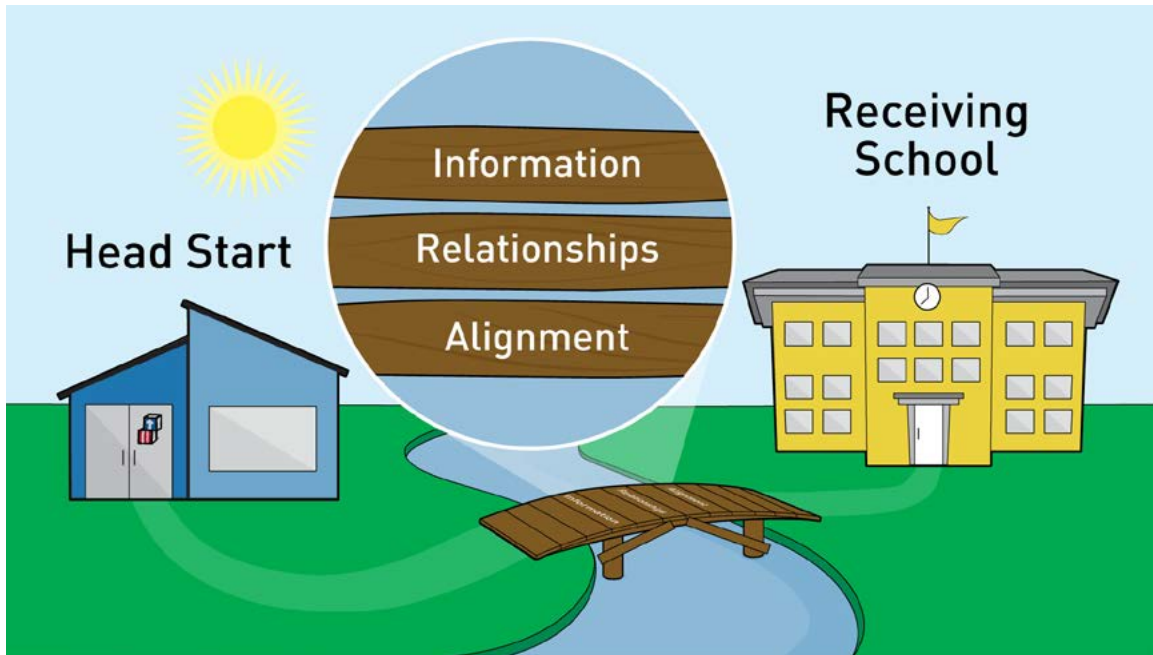


FIGURE B.2 EFFECTIVE TRANSITION PRACTICES (PIANTA & KRAFT-SAYRE, 2003)

Effective transition practices strengthen the four key connections. For example, hosting an open house in the kindergarten class before school starts brings children, families, teachers, and peers together for a shared experience. At this time, teachers share Information about the kindergarten program and parents can ask questions. The teacher, the child, and the family begin to develop relationships. The school environment becomes more familiar when the child and the family tour the building and see new settings, like the cafeteria and gym. At the end of the school visit, the child and the family feel welcomed and informed. They can anticipate a positive kindergarten experience.

In contrast, sending a note home with a new kindergarten child about the upcoming family orientation in September does not strengthen the connections. The note may never get out of the child’s backpack; it may be written in an unfamiliar language; or the meeting may not be held at a time convenient for the parents.

Effective practices need to be initiated early, well before the start of kindergarten. They take time to evolve and develop. They also need to be tailored – not one size fits all. They must respond to the cultural, linguistic, and learning needs of individual children and families.

These practices bring educators, administrators, families, and community partners together. Collaboration and communication among everyone are key to achieving successful transitions.

Strong connections and successful transitions produce benefits:

- **Children** become more socially and emotionally ready for school and participate more in learning opportunities.
- **Families** become more connected to school, which improves long-term child outcomes.
- **Kindergarten teachers and other school staff** develop better relationships with children and families that improve child outcomes.
- **Principals and superintendents** are more empowered to make changes to promote positive outcomes.
- **Communities** are more prepared to embrace all the children who enter school as “our children.”

THE COLLABORATION FRAMEWORK

“When we truly collaborate... we come together to create a new thing neither of us thought about before we came together and listened to each other.”

(Hagland & Larson, 1994)

OHS drew upon the “Collaboration Pyramid,” developed with the Office of Child Care (2014) to capture the progression of successful partnerships. Each level of the pyramid represents improved communication and shared vision and purpose. (See Figure 2.3).

- **Cooperation** involves short-term relationships, without a clearly defined mission, structure, or planning. Communication is infrequent.
- **Coordination** builds on cooperation. Partners build formal relationships, share a mission, and implement projects and activities together. Roles are defined. Communication channels exist.
- **Collaboration** involves shared leadership that promotes a common vision and willingness to work together to reach a goal. Communication is well-defined and is used to assess and improve progress.

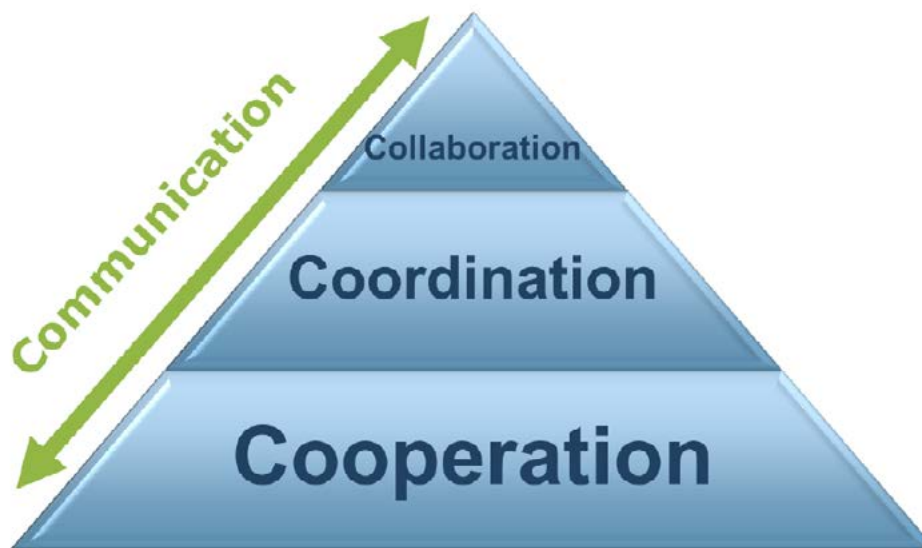


FIGURE B.3 COLLABORATION PYRAMID (ACF, QUALITY IN LINKING TOGETHER (QUILT) PROJECT, 2014)

During the course of the CDP evaluation, a networking level was added to the pyramid to reflect an important dimension of the collaboration process.

The three frameworks informed the work of the CDP to build effective connections and transitions between Head Start programs and the public schools. The pyramid anchored the collaboration process throughout the CDP.

APPENDIX C

LEGISLATIVE REQUIREMENTS FOR TRANSITION PLANNING

Appendix C provides a brief overview of the major legislative requirements and regulations relevant to the transition of Head Start children into public school kindergarten.

The Head Start Program Performance Standards (HSPPS, 2016) include requirements about assessing children’s progress toward school readiness and aggregating the data to direct continuous improvement. More specifically, the HSPPS (Part 1302 Subpart G) focus on Transition Services. The HSPPS require transition planning for all children, including children who are dual language learners and children with disabilities. As children transition from Head Start into kindergarten, the program must:

- Prepare parents to exercise their rights and responsibilities related to their children’s education
- Collaborate with Local Education Agencies (LEAs) about transferring records, staff communication, joint training, and participation in summer programs
- Create learning environments and activities to familiarize children with kindergarten

The Improving Head Start for School Readiness Act of 2007 requires that Head Start agencies coordinate transition practices with the Local Education Agencies (LEAs) (Act, Section 642A) and establish a Memorandum of Agreement (MOA) with all local programs that provide Head Start services, including outreach and family engagement, for smooth kindergarten transitions (Section 642 e)(5). These sections of the Act reinforce the research findings that indicate that the transition to kindergarten impacts children’s learning in school.

The Every Student Succeeds Act (ESSA, 2015) requires LEAs receiving Title I funds to “develop agreements” with Head Start programs and other early childhood “entities” to carry out activities that increase coordination (ESSA, Section 1119(a)(b)(c)). The specific coordination activities include:

- Receiving and transferring children’s records, enrollment, and parent communication
- Establishing channels of communication between school staff and Head Start staff
- Conducting parent meetings with Head Start teachers and kindergarten or elementary school teachers
- Organizing and participating in joint transition-related training of Head Start and early childhood education staff and school staff
- Linking LEA educational services with Head Start agency services (ESEA under NCLB, Section 1120B)

These legislative requirements and Head Start Program Performance Standards inform the transition work of OHS and set the context for the OHS & Public School Collaboration Demonstration Project (CDP).

Appendix D describes a series of meetings planned by OHS from 2017-2019 with stakeholders from Head Start programs and public schools, as well as researchers and experts in early childhood education. The agenda focused on opportunities, obstacles, and strategies to improve the transition to kindergarten through collaboration between Head Start programs and public schools.

APPENDIX D

SERIES OF OFFICE OF HEAD START PLANNING MEETINGS

Appendix D describes a series of meetings from 2017-2019 planned by Dr. Bergeron, OHS Director. The purpose of these focused conversations was to learn more about the challenges and opportunities to improve the transition to kindergarten through collaboration between Head Start programs and public schools.

In December 2017, OHS assembled a 1 ½ day expert workgroup to attend the *Assessing Implementation of School Readiness Requirements* meeting. Head Start program leaders, researchers, and policymakers joined government representatives. The purpose of the meeting was to identify challenges and make recommendations about assessing children's progress and using data for continuous improvement. At the end of the meeting, OHS identified these priorities:

- promote shorter child assessments leading to improvements in real time
- focus on a rapid response cycle rather than traditional research methods
- identify areas of flexibility in the HSPPS
- develop an information-sharing model, such as a “test kitchen,” to disseminate local innovations.
- learn from program education staff by conducting listening sessions.

Following these recommendations, OHS conducted an *Educators' Listening Session* on March 15, 2018. The Regional Offices asked 12 Head Start and Early Head Start programs to invite two education staff – a teacher or home visitor and an education manager or coach. The objectives of the listening session were to learn directly from Head Start educators about how programs promote school readiness, identify professional development needs, and assess the impact of the 2016 education Head Start Program Performance Standards. At the end of the meeting, OHS agreed to continue the conversations among educators.

As the next step, on July 26, 2018, OHS convened 17 elementary school principals and school administrators and 14 Head Start directors in Washington, DC. Federal staff from OHS and the Department of Education attended. At this meeting, *Connecting Head Start Programs and Public Schools*, the receiving schools and Head Start programs focused on the challenges each faced during the transition process to kindergarten. Common challenges included: communication barriers, differing views of school readiness and approaches to learning, inadequate data-sharing, and impact of poverty and trauma. The schools and the Head Start programs proposed solutions.

The participants recommended that OHS:

- Tell the Head Start story and provide materials outlining the benefits of Head Start for local programs to disseminate
- Engage Head Start Collaboration Offices to help develop or deepen local partnerships
- Develop resources, such as a template for a Memorandum of Understanding (MOU) and listservs for sharing information
- Work with the Department of Education and school leaders' professional organizations to promote collaboration
- Strengthen Head Start leaders

Participants recommended that the Department of Education promote family engagement in schools and build community partnerships for support services.

Following this series of meetings, OHS explored opportunities to facilitate collaboration between Head Start programs and the public schools. OHS built on the research, legislation, and expertise and experiences of colleagues at the local, state, and federal levels to conceptualize the OHS & Public Schools Collaboration Demonstration Project (CDP). In 2019, OHS made plans to implement this new collaboration effort.

APPENDIX E

CDP TEAM MEMBERS

TEAM 1 - RHODE ISLAND (REGION I)

SCHOOL DISTRICT

Patrick McGee, Superintendent
Woonsocket Education Department
Susan DeRiso, Director Literacy & Federal Grants
Woonsocket Education Department
Melissa Moniz, Principal
Woonsocket Education Department
Dawn Morelle, Parent
Woonsocket Education Department

HEAD START GRANTEE

Kate Maccio, Education Manager
Woonsocket Head Start Child Development Association, Inc.
Pauline Riordan, Grandparent
Woonsocket Head Start Child Development Association, Inc.
Jodie Sexton, Mental Health and Disabilities Manager
Woonsocket Head Start Child Development Association, Inc.
Mary Varr, Executive Director
Woonsocket Head Start Child Development Association, Inc.

HEAD START COLLABORATION OFFICE

Allison Comport, HSCO Director
Zoe McGraph, interim HSCO Director
Lawrence Pucciarelli, former HSCO Director

TEAM 2 – PENNSYLVANIA (REGION II)

SCHOOL DISTRICT

Jimmeka Hernandez
Allentown School District
Rebecca Landis-Bodnar, Principal
Allentown School District
Thomas Parker, Superintendent
Allentown School District
Melissa Smith, Director of Grants
Allentown School District

HEAD START GRANTEE

Sandra Genzel, Director Preschool Services
Community Services for Children, Inc.
Jennifer Knelly, Director Early Education
Community Services for Children, Inc.

Deidra Vachier, Vice President Early Childhood Development
Community Services for Children, Inc.
Nyanda Finley de Santos, Director, Family and Community Engagement

Community Services for Children, Inc.
Scott Cole, Executive Director of Elementary Education
Community Services for Children, Inc.

HEAD START COLLABORATION OFFICE

Traci Duarte, HSCO Director

TEAM 3 – FLORIDA HILLSBOROUGH (REGION IV)

SCHOOL DISTRICT

Hakim Floyd, Parent
Hillsborough County Public Schools
Evelyn McFadden, Head Start Program Supervisor
Hillsborough County Public Schools
Louis Murphy, Early Childhood and HOST Programs Director
Hillsborough County Public Schools

HEAD START GRANTEE

Jacquelyn Jenkins, Head Start Director
Hillsborough County Public Schools
Althea Johnson, Program Coordinator
Hillsborough County Public Schools
Lourdes Plunkett, Coordinator of Assessment and Accountability
Hillsborough County Public Schools

HEAD START COLLABORATION OFFICE

Chelsea Markarian, interim HSCO Director
Nacole Guyton, former HSCO Director

TEAM 4 – FLORIDA PINELLAS (REGION IV)

HEAD START GRANTEE

Carmen Cruz-Rivera, Parent
Lutheran Services Florida Pinellas - County Head Start
Ricardo Davis, Head Start Director
Lutheran Services Florida Pinellas - County Head Start
Barbara Scarsbrook, Director of Education
Lutheran Services Florida Pinellas - County Head Start
LaShonda Watson-Clark, Director of Comprehensive Services

Lutheran Services Florida Pinellas - County Head Start

Gail Ramsdell, Early Childhood Specialist
Lutheran Services Florida Pinellas - County Head Start

Susan Moeller, Head Start Coordinator
Lutheran Services Florida Pinellas - County Head Start

HEAD START COLLABORATION OFFICE

Chelsea Markarian, interim HSCO Director
Nacole Guyton, former HSCO Director

TEAM 5 – MINNESOTA (REGION V)

SCHOOL DISTRICT

Christine Christiansen, Parent/Teacher
Bemidji Area Schools
Rachel Amdahl, Director, Community Education
Bemidji Area Schools
Tim Lutz, Superintendent
Bemidji Area Schools
Janelle Saiger, ECFE/SR Coordinator
Bemidji Area Schools

HEAD START GRANTEE

Michele Andringa, Head Start Director
Bi-County Community Action Programs, Inc.
Keith Bartholomaus, ERSEA & Family Support Manager
Bi-County Community Action Programs, Inc.
Zoey Carlson, Parent
Bi-County Community Action Programs, Inc.
Kristi Smythe, Education Manager
Bi-County Community Action Programs, Inc.

HEAD START COLLABORATION OFFICE

Jeanne Dickhausen, HSCO Director

TEAM 6 – MICHIGAN (REGION V)

SCHOOL DISTRICT

Alicia Lawlor, Parent/Preschool Consultant
Eastern Upper Peninsula Intermediate School District
Brian Reattoir, Superintendent
Eastern Upper Peninsula Intermediate School District

Jessica Savoie, Director, Early Childhood Eastern Upper Peninsula Intermediate School District

Kari Visnaw, Elementary/Middle School Principal

Eastern Upper Peninsula Intermediate School District

Edward Manuszak, Superintendent Dundee Community Schools

HEAD START GRANTEE

Reenie Butler, Head Start Director

Chippewa Luce Mackinac Community Action Agency

Heather Hansen, Parent

Chippewa Luce Mackinac Community Action Agency

Jennifer LaBonte, Parent Family Community Engagement Manager

Chippewa Luce Mackinac Community Action Agency

Vicki Thomas, Program Manager

Chippewa Luce Mackinac Community Action Agency

HEAD START COLLABORATION OFFICE

Cynthia Derby, HSCO Director

Tricia Grifka, interim HSCO Director

Kaitlyn Ferrick, former HSCO Director

TEAM 7 – OHIO (REGION V)

SCHOOL DISTRICT

Leslie Henry, Principal & District Test Coordinator

Gallia County Local Schools

Thomas Mitchem, Principal

Gallia County Local Schools

Lorie West, PreK Teacher

Gallia County Local Schools

Scot West, District Director of Preschools

Gallia County Local Schools

HEAD START GRANTEE

Kimberly Betzing, Health/Disabilities Coordinator

Athens Meigs Educational Service Center Dawn Hall, Director

Athens Meigs Educational Service Center Katlin Hersman, Teaching Assistant/Parent

Athens Meigs Education Service Center

Christina Patterson, Education Coordinator

Athens Meigs Educational Service Center

Heather Wolfe, Superintendent

Athens Meigs Educational Service Center

HEAD START COLLABORATION OFFICE

Anita Armstrong, HSCO Director

TEAM 8 – CENTRAL TEXAS (REGION VI)

SCHOOL DISTRICT

Leah Droddy, School District Personnel

New Braunfels Independent School District

Kara Bock, Assistant Superintendent

New Braunfels Independent School Distr

Charlcy Nichols, Parent

New Braunfels Independent School District

Victoria Pursch, Assistant Superintendent

New Braunfels Independent School District

Heather Salas, Principal

New Braunfels Independent School District

HEAD START GRANTEE

Denise Shetter, Executive Director

BCFS Education Services

Kari Tatro, Executive Vice President/Chief Operating Officer

BCFS Education Services

Sonia Zigmond, Sr. Program Director

BCFS Education Services

HEAD START COLLABORATION OFFICE

Alferma Giles, HSCO Director

TEAM 9 – WEST TEXAS (REGION VI)

SCHOOL DISTRICT

Sandra Carrillo, Early Childhood Teacher & New Teacher Coordinator

Canutillo Independent School District

Pedro Galaviz, Superintendent

Canutillo Independent School District

Frances Rodriguez, Parent

Canutillo Independent School District

Maria Salcedo, Principal

Canutillo Independent School District

HEAD START GRANTEE

Ramona Huffman, Comprehensive Services Director

Education Services Center Region 19 Head Start

Alejandra Melendez-Murillo, Parent Education Services Center Region 19 Head Start

Luz Murillo, Education Program Manager Education Services Center Region 19 Head Start

Socorro Rodriguez, Head Start Director Education Services Center Region 19 Head Start

Education Services Center Region 19 Head Start

HEAD START COLLABORATION OFFICE

Alferma Giles, HSCO Director

TEAM 10 – KANSAS (REGION VII)

SCHOOL DISTRICT

Andrea Baker, Principal

Garden City Public Schools

Rosa Claro-Gonzalez, Paraprofessional

Garden City Public Schools

Steve Karlin, Superintendent

Garden City Public Schools

Julie Koerperich, Principal

Garden City Public Schools

HEAD START GRANTEE

Mary Martha Good, Director

Kansas Children's Service League

Melissa Martinez, Assistant Director of Mental Health Services

Kansas Children's Service League

Tessa Smith, Assistant Director of Head Start Services

Kansas Children's Service League

HEAD START COLLABORATION OFFICE

Kim Kennedy, HSCO Director

TEAM 11 – CALIFORNIA (REGION IX)

SCHOOL DISTRICT

Elizabeth Arreola, Parent

Los Angeles County Office of Education

Sonja Robinson, Program Manager, Early Outcomes

Los Angeles County Office of Education

Keesha Woods, Executive Director

Los Angeles County Office of Education

Rose Macias, HSEL Analyst

Los Angeles County Office of Education

HEAD START GRANTEE

Eileen Carrillo-Lau, Director

Pomona Unified School District

Stephanie Myers, Director

CA Department of Education/Head Start

Anita Chu, Superintendent

Garvey School District

Sandra Gonzalez, Early Education Director

Garvey School District

Claudia Ruiz, Principal

Pomona Unified School District

Rudolph Torres, Principal

Garvey School District

HEAD START COLLABORATION OFFICE

Stephanie Myers, HSCO Director

TEAM 12 – WASHINGTON
(REGION X)

SCHOOL DISTRICT

Mike Brophy, Superintendent
West Valley School District #208
Stacey Drake, Principal
West Valley School District #208
Peter Finch, Assistant Superintendent
West Valley School District #208
Yolanda Romero, Parent
West Valley School District #208

HEAD START GRANTEE

Mamie Barboza, EPIC Executive Director
Educational Service District #105
Claudia Figueroa-Dominguez, Family
Engagement Content Specialist
Educational Service District #105
Cynthia Juarez, ESD105 Executive Director
of Early Learning
Educational Service District #105
Rosalinda Benitez, Head Start School
Readiness
Educational Service District #105

HEAD START COLLABORATION OFFICE

Cathy Garland, HSCO Director

TEAM 13 – ALASKA (REGION X)

SCHOOL DISTRICT

Kimmer Ball, Instructional Support Coach
Anchorage School District
Dianna Beltran, Principal
Anchorage School District
Chelsea Mauro, Preschool Director
Anchorage School District
Pamela Witwer Parent
Anchorage School District
Beth Snyder, Early Childhood Specialist

HEAD START GRANTEE

Tina Carpenter, Head Start Director
Rural Alaska Community Action Program,
Inc.
Francis Guttin, Disabilities/Mental Health
Director
Rural Alaska Community Action Program,
Inc.
Dirk Shumaker, Executive Director
Kids Corps, Inc

HEAD START COLLABORATION OFFICE

Supanika Ackerman, HSCO Director

ADDITIONAL HEAD START
COLLABORATION DIRECTORS
INVOLVED IN 100 SCHOOLS/
SCHOOL DISTRICTS REACH

ARKANSAS

Jackie Govan, HSCO Director Colorado
Heather Craiglow, HSCO Director District
of Columbia
Margaret Lagaspi, HSCO Director New
York
Patty Persell, HSCO Director Missouri
Stacey Wright, HSCO Director Region XI
Miker Richardson, HSCO Director
Joanna Whitaker, HSCO Program Officer
Region XII
Guadalupe Cuesta, HSCO Director

APPENDIX F

CDP TEAM SUMMARIES

RHODE ISLAND (REGION I) WOONSOCKET EDUCATION DEPARTMENT (WED) & WOONSOCKET HEAD START CHILD DEVELOPMENT ASSOCIATION, INC. (WHSCDA)	
WIG – To reduce the current percentage of kindergarten students (67%) requiring most restrictive environments by 20% to 47% by June 2020. (To implement a comprehensive itinerant model.)	
LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – By September 3, 2019, all pre-k and HS applicants with IEPs will be spread in classrooms throughout the 4 buildings.	Total enrollment HS 278, WED 39. IEPs 105, 33% of students. 22 IEP students that would have been in WED self-contained classrooms are in HS with peer models. WED has 18 children in integrated placements. 40 children have integrated pre-k experiences. HS started 2018 with 28; in 2019 with 72.
2 – WHSCDA staff will attend kindergarten orientation days to support children entering kindergarten.	20 HS staff attended.
3 – New HS/pre-k classrooms will be opened at the Pothier school.	2 opened with 18 in each. Met 100% of goal.
4 – All WHSCDA and WED teaching staff will be trained in the itinerant model.	100% WED resource trained August 27-29, 2019. All WED K teachers had orientation on August 26. HS has trained 26 teachers; the remaining 6 will be trained in October.
Examples of changes in transition plans <ul style="list-style-type: none"> ▪ Student transitions are reviewed early for placement purposes. ▪ Transition plans for students are specific, detailed, and provide important information to receiving K teachers. ▪ During COVID-19 we shared Classroom Dojo with WED so they could continue shared services with children. ▪ We posted our transition to K video on Classroom Dojo. 	

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**PENNSYLVANIA (REGION III)
ALLENTOWN SCHOOL DISTRICT (ASD) & COMMUNITY SERVICES FOR CHILDREN (CSC)**

WIG – To increase the number of kindergarten-eligible students who enroll in their local Allentown School District by June 2020; there will be a 20% increase of enrolled kindergarten-eligible students in ASD.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – ASD/HS hosts 5 joint activities for incoming kindergarten families.	Two events scheduled at Central Elementary. 11/26 kindergarten field trip for HS to Central Elem. scheduled for all transitioning students. Three kindergarten information sessions.
2 – ASD/HS communicates with child’s home school principal at least 5 times.	HS already sent a list. 11/26 HS will update list. Postcards from ASD were sent to HS students who live in Allentown and will be attending kindergarten during the 20-21 school year.
3 – ASD/HS collaborate on kindergarten enrollment process: ASD trains HS staff/ HS staff informs parents.	ASD dropped off packets in August. Trained Head Start’s family and community engagement staff on the registration process. January will attend parent meetings.
4 – Confirm locations and hire staff for transition centers.	ASD reps participated in the Governor’s Institute with ELRC Region 14 and plan that was created supports the transition centers. 3 sites identified: The Learning Hub, Roosevelt Elementary, and Jackson Early Childhood Center. CSC hired a staff member for the transition centers, and he spoke at a recent ASD Elementary Principal meeting.
5 – Shared professional development (PD) with ASD/HS: kindergarten registration and identify other areas of need from HS staff.	First PD session was held on June 27, 2019. Focus phonological awareness kits from 95%. Second PD session on kindergarten registration.

Examples of changes in transition plans

- Including CSC/Head Start professionals in district trainings will ensure continuity of programming even earlier than was possible. Previously, we were all working together with the same goal in mind but on separate paths, now we are working as a unified front in early childhood education.

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**FLORIDA HILLSBOROUGH (REGION IV)
HILLSBOROUGH COUNTY PUBLIC SCHOOLS & HILLSBOROUGH
COUNTY PUBLIC SCHOOLS (HEAD START GRANTEE)**

WIG – To establish guidelines to allow alignment of assessment and transition from school-to-school. Ensure that the HS foundations continue with children and their families.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – Voluntary prekindergarten (VPK) to kindergarten transition. Conduct TTK and registration events.	Beginning of the year TTK event (September) at Lowry Park Zoo. Successful event, about 600 participants (adults and children). Purpose: share the importance of attendance and healthy bodies to have a successful HS school year in preparation for K. Kindergarten registration transition event (February) was successfully delivered in a rural town of Hillsborough County, 150 participants (adults and children). Purpose: share the requirements for kindergarten enrollment and school options within the school district.
2 – Establish guidelines about assessment and transition from school to school.	In progress. Hillsborough County Public Schools Head Start piloted use of STAR Early Literacy, an adaptive digital platform, during Assessment Period 1 (September) and Period 2 (January) with about a 97% success rate among 3- and 4-year-old students. Assessment Period 3 scheduled for April. Purpose: to align with K assessment administered during first 30 days of school.
3 – Meet quarterly with stakeholders to include district early childhood director/ supervisors and grantee staff.	Meetings held to discuss goals and plan steps. Met as Hillsborough One and one-on-one with district staff. Will continue to plan together.
4 – Analyze attendance data based on percentage of students who attend school 90% of the time. Determine sites in need of support. Pilot: offer attendance incentive plan.	Attendance data analysis extremely helpful and beneficial to understanding of how attendance impacts learning. Attendance pilot was successful. Plans to implement the pilot at a larger scale planned for next school year.
5 – Share and review previous school year VPK scores to measure and note progress.	The state is going through an array of changes regarding the Florida VPK funds. In light of these changes, Hillsborough One has met quarterly to discuss the impact, current data, and next steps.

Examples of changes in transition plans

- A pre-k assessment that aligns with the Beginning of the Year Kindergarten test.
- A pre-k Instructional Guide with quarterly goals based on standards.
- Head Start data included in the school district platform using the student ID number.
- Unified parent events among the grantee and delegates to better deploy efforts.
- A full online enrollment process that stems from the school district’s webpage.

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**FLORIDA PINELLAS (REGION IV)
PINELLAS COUNTY SCHOOLS & LUTHERAN SERVICES FLORIDA**

WIG – Increase parent engagement opportunities in the transition process by 50% by May 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – Implement the Preschool Kindergarten Network (PKP) Transition Form.	Cross train staff on supporting & preparing children for kindergarten 11/22/19. Train HS teachers and K-5 teachers on PKP form 3/10/2020. Training was started for staff, however, was not completed due to center closings.
2 – Facilitate individual transition meetings (with parents).	FACES meet with parents to review and complete kindergarten transition packets. Due to COVID-19, virtual meetings were held with some of the parents, but forms were not able to be signed/completed.
3 – HS and public schools coordinate kindergarten visits. Children and parents visit an elementary school and experience a typical day of kindergarten.	Unable to implement due to COVID-19 closing.
4 – Families attend “Ready, Set, Kindergarten.” Families attend open house for kindergarten registration at elementary schools. Principals and assistant principals receive training about the event.	Families attended open house in January. However, not all families attended. Principals & AP received training on “Ready, Set, Kindergarten.”
5 – Train parents on school readiness at monthly parent committee meetings.	FACES provide parents with a K-5 activity and resources to help them prepare for transition. Packets and resources were provided to parents monthly until the center closures in March.
6 – Participate in “Kindergarten, Here I Come Challenge.”	Center directors & classroom teachers decorate their rooms in creative themes to encourage parents to register for kindergarten. Centers were closed due to COVID-19 and unable to implement.
<p>Examples of changes in transition plans</p> <ul style="list-style-type: none"> ▪ Initially did not have both teams at the table. Changed WIG. ▪ Move from face-to-face meetings to virtual meetings (parent committee meetings and transition meetings). ▪ Communication of change in registration process—creating video to be shared. ▪ Creating virtual lessons for all transitioning children to access this summer. 	

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**MINNESOTA (REGION V)
BEMIDJI AREA SCHOOLS (ISD 31) & BI-COUNTY COMMUNITY ACTION PROGRAMS, INC. (BI-CAP)**

WIG – To increase alignment and continuity for children, families, and staff through collaboration in 0 - 4 new activities and events from September 2019 to June 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – By June 2020, Head Start will share with ISD 31 documentation to complete the MDE Early Childhood Screening Report. Head Start will also share assessment data with ISD31 for each child transitioning into kindergarten.	Head Start and ISD 31 collaborated and developed a process for assessment and early childhood screening results in July of 2019. Moving forward, the team will continue to share data and documents for a smooth transition into the 20-21 program year.
2 – Collaborate on 2 family events and track the number of HS families attending kindergarten round up.	We shared 3 family events and all 35 Head Start children have been registered for kindergarten. For 2020-21, we will continue to collaborate on multiple family events, and we will track Head Start attendance. Our goal will be 100% Head Start children attending kindergarten round up.
3 – Openly plan professional development by sharing training calendars. ISD31 and Head Start will open at least two PD opportunities.	Head Start and ISD combined two PD trainings for the early childhood teachers. DRDP 1/31/20 HS & ISD31 at Paul Bunyan Center. For the 2020-21 program year, we will offer 2 PD opportunities focusing on Social-emotional learning.
4 – HS PS Teachers meet & greet luncheon. A fall & spring meet and greet will be planned for all preschool teachers.	Head Start and ISD 31 hosted two meet and greets in October 2019 and February 2020. We will offer opportunities for our staff to observe in the opposite program to strengthen relationships.
5 – Discuss the opportunity for a collaborative classroom.	Worked toward a collaborative classroom. Conversations were just beginning. We will continue the conversation with school board and principals and superintendent.

Examples of changes in transition plans

- We have a more cohesive process for screening and registration for kindergarten.

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**MICHIGAN (REGION V)
EASTERN UPPER PENINSULA INTERMEDIATE SCHOOL DISTRICT & CHIPPEWA LUCE MACKINAC
COMMUNITY ACTION AGENCY**

WIG – To establish a transition framework to support and engage children, families, and schools moving from preschool to kindergarten by September 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – By June 1, 2020, 75% of students enrolled in preschool transitioning to kindergarten will have a transition plan in place.	Meet August 13th to work on a common transition plan to present to the group at team meeting on August 15th. Add info on speech, hearing, vision screening. Established a meeting schedule to coincide with the ISD scheduled principal’s meetings (1 hour after the meetings). Transition guides developed.
2 – By September 30, 2020, 3 transition engagement activities/ events will be held between preschool programs and receiving pilot school districts.	Public schools will review data on number of incoming students who had a preschool experience and the number of transition forms received. Public schools will convene individual meetings with preschool programs within each district regarding transition planning. Field trips to kindergartens planned. Transition backpacks are purchased and filled.
3 – By September 30, Head Start/preschool and kindergarten teachers will demonstrate knowledge of their role in the Transition Implementation Plan.	The COVID-19 impact has moved this to virtual work for the current time. While many of our transition plans were able to still be completed, we recognize the challenges of attempting to do this work virtually. Efforts in all programs have continued in creative and safe ways.
4 – By September 30, 2020, a framework for a regional transition scale-up conference will be in place.	The COVID-19 mandatory closure has impacted our ability to keep this measure in place within this timeline in our region. While we would still like to see this scale-up effort addressed, it is more realistic to move to a modified measure that includes sustainability efforts within our current two pilot districts, Brimley and St. Ignace. The number of unknown factors is too great to address this measure as is. The uncertainty of what our return to school will look like in the fall and what our budgets will and will not include make a shift to a sustainability measure necessary.
5 – By June 1, 2021, our team will demonstrate efforts to sustain our implementation of all measures within our project in preschool programs and pilot school districts.	Our team has added this measure as an effort to collectively work to sustain our implementation efforts. We have an opportunity to reflect and improve upon the implementation of all measures. If we can keep this work intentional for another full school year and stay connected as a team, we will better position our region to take on the scale-up effort we originally envisioned.

Examples of changes in transition plans

- Our team looked forward to presenting information on transition partnership opportunities at the local principals’ meeting this spring. This plan will now happen in the fall.
- Many in-person transition activities were complete prior to the pandemic. Virtual activities were used to continue transition efforts. Our plan is to continue in-person activities in the fall, prior to the school year, while keeping with social distancing guidelines.

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

OHIO (REGION V)
GALLIA COUNTY LOCAL SCHOOLS (GCLS) & ATHENS MEIGS EDUCATIONAL
SERVICE CENTER/HEART OF THE VALLEY HEAD START (HOVHS)

WIG – GCLS/HoVHS to host 4 transition/connection meetings to foster family, school, and community relationships by the spring of 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – Identify the progress monitoring data to share with parents. Develop common understanding among staff about how to make recommendations for parents working with children at home. 100% of teachers attend and participate in meeting.	Teachers shared BDI overview with parents during first connection meeting using common language and understanding so everyone will understand data and future conferencing regarding overall development.
2 – Develop discussion points to familiarize parents with transition, classroom expectations and learning, supports and staff. All elementary principals and kindergarten teachers attend.	During the first and second connection events, principals and kindergarten teachers shared a bit about backgrounds and unique experiences with education and children to help foster relational trust and commitment to working with their children. Shared Leader in Me's 7 Habits with parents/family, as this is a common thread in pre-k through grade 5. Teachers shared classroom visuals, activities, and strategies used to teach and reinforce habits in kindergarten classroom. During the third connection event, K teachers and principal shared kindergarten readiness ideas.
3 – Prioritize sessions with input from stakeholders. Calendar with agenda items to be created.	Feedback has come from all stakeholders including parents and adjustments made to each session based on continuous feedback.
4 – School PTO and Head Start parent meetings will consolidate and schedule monthly meetings. Calendar to be created.	Head Start representative has attended 1 meeting at Vinton, Addaville, and several at Southwestern. Hannan Trace has not any regularly scheduled meeting for rep to attend.
5 – Review and discuss interagency agreement and come to common understandings of processes and add steps to access service. 100% GCLS pre-k staff and HoVHS to be trained on protocol and process.	Reviewed interagency agreement as a team.

Examples of changes in transition plans

- Expand Connections from pre-k to a birth through grade 5 program (from 160 families to over 900).
- Intentional focus on literacy and language acquisition.

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**CENTRAL TEXAS (REGION VI)
NEW BRAUNFELS INDEPENDENT SCHOOL DISTRICT & BCFS EDUCATION SERVICES**

WIG – By November 2020, 100% of the pre-k to grade 4 children and families will have engaged in at least 75% of the kinder transition activities.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – Provide Kinder Camp annually across all 9 elementary campuses in the evening to provide information to families about the procedures and expectations. Include a tour of the building. 100% participation of HS and kindergarten staff; 75% participation of incoming children and families.	Dr. Pursch will meet with campus administration to establish dates and times for Kinder Camps in August. 6/26/19
2 – Create survey utilizing a Likert scale to determine effectiveness of approaches to increase child and parent comfort, confidence, and communication during transition process. Parent survey completed by parents at kindergarten October 2020 parent conferences.	Collaborative team will develop, use, and share the survey data two times in the 2019-2020 school year—in August and May with outgoing pre-k students. Focus group and major stakeholders to develop an action plan for 20-21.
3 – Create collaborative sessions/professional development event. 100% participation of HS teachers and PK staff, collaboration team.	Joint PD event includes Head Start teachers, administration, kindergarten teachers, and the collaborative team. It links efforts around the transition efforts, elicit feedback to improve approaches, and celebrate successes. Share survey, qualitative feedback, and focus group information with HS, administration, kindergarten teachers, and collaborative team to inform next Continuous Quality Improvement steps.
4 – Create a parent focus group. Full team engagement is consistent across 2019-20 parent focus group cohort	Head Start program director has established a group of parents and they are planning a meeting in February.
5 – Develop and launch spring home campus meet and greet at LSECC, kindergartners-in-training, and field trip across all 9 elementary schools. 100% of students will participate in the kindergartners-in-training field trip and 80% of parents will participate in the campus meet and greets.	Agenda for meet and greet to showcase elementary campuses and ways for parents to engage.

Examples of changes in transition plans

- We planned more activities to get the students to visit their elementary campuses on several occasions with their school family and home family. This will create a sense of belonging and a level of comfort for those families who have never had a student in elementary school before.

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**WEST TEXAS (REGION VI)
CANUTILLO INDEPENDENT SCHOOL DISTRICT & EDUCATION SERVICES CENTER REGION 19 HEAD START**

WIG – To train 100% of kindergarten and Head Start teachers on assessment tools and how to together communicate results to parents by June 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – By January 2020, 100% of our Head Start and kindergarten teachers will participate in 3 joint professional development (PD) sessions.	On November 1, we hosted a district PD day for Head Start & pre-k through grade 2 teachers. We followed up on February 12 with another district PD day for Head Start & pre-k teachers about assessment and small group instruction. Third PD day will focus on enhancing center activities. It will be facilitated by Head Start teachers—possible date at the end of the school year May 2020.
2 – By April 2020, 75% of our families will indicate that they feel confident in the transition from Head Start to kindergarten.	Create a survey to be passed out at either Family Engagement Conference or at pre-k/kindergarten roundup. Plan to have pre-k teachers participate with Head Start teachers from 3-year-old program. Activity calendar to be passed out to parents. Survey given out at Transition Kick Off and 3 kindergarten teachers will participate in Head Start Parent Teacher Conferences
3 – By May 2020, 85% of our transitioning children will attend all field trips to kindergarten classrooms	Plan field trip dates to elementary campuses. Survey will be given out after field trips and at district pre-k/kindergarten roundup.
4 – By June 2020, we will collect and compare 100% of the survey results to determine the parents understanding of the transition process.	N/A
5 – By June 2020, to increase family participation in available transition activities by 10% (utilizing and looking at attendance for all transition activities).	N/A

Examples of changes in transition plans

- Due to COVID-19, we were unable to continue with our transition plans of classroom visits for both teachers and students, joint parent-teacher conferences, and pre-k/kindergarten roundup.
- We were afforded an opportunity to participate in an in-home kindergarten readiness summer program called Waterford UPSTART. We worked together to offer the program to all pre-k students in our community (both ISD and Head Start students).

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Note 2: The team entered information on the lead measures and highlights of outcomes on the online scoreboard. Examples of changes were presented at the CDP meeting March 4-5, 2020.

**KANSAS (REGION VII)
GARDEN CITY PUBLIC SCHOOLS (USD457) & KANSAS CHILDREN'S SERVICE LEAGUE (KCSL)**

WIG – To improve student and family success in transition from Head Start to kindergarten through increased program communication and collaboration efforts as evidenced by the following: 1) At least one shared family education and engagement activity per month by March 2020; 2) Shared health data on 100% of co-located students by February 2020; 3) Monthly communication regarding professional development opportunities available to both program and district educators by January 2020; and 4) Monitoring the success of collaboration efforts through of achievement data on 100% of co-located students by May 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
<p>1 – USD 457 and KCSL Head Start will collaborate more seamlessly.</p> <ul style="list-style-type: none"> ▪ Head Start staff will be included in Garfield’s email groups ▪ Share health information between program and district nursing staff ▪ Share available resources and upcoming training events to increase opportunities for joint staff development 	<p>Head Start staff was added to district email in November 2019. Health information sharing was accomplished December of 2019—including immunization records, chronic health conditions, on-site medication administration, and emergency contact information. Shared staff development opportunities in November 2019, January 2020, and March 2020. Moving forward, the Kansas Team has begun to discuss shared training opportunities for the 2020-2021 school year. Calendar coordination efforts will increase availability for program-wide in-service opportunities.</p>
<p>2 – Provide opportunities for Head Start staff, children, and families to participate in Garfield-hosted activities and invite Garfield staff, students, and families to participate in Head Start’s activities</p> <ul style="list-style-type: none"> ▪ HS staff will meet with the Garfield family engagement team in early January 2020 to discuss needs and opportunities. 	<p>District-hosted events for children and families were held in December 2019 and February 2020. District staff has invited HS staff to participate in upcoming events, with the next event being hosted in April. Moving forward, school visits for upcoming kindergarten class are planned for May 2020. HS mental health staff will participate in exit transitions to plan a warm-hand-off with district counselors and school social workers to assist in continuity of behavioral supports for identified children.</p>
<p>3 – USD 457 and KCSL Head Start will begin tracking outcomes associated with increased collaboration efforts starting with in the 2019-2020 kindergarten cohort. We will gather ongoing information regarding the success of Head Start children by tracking the following:</p> <ul style="list-style-type: none"> ▪ Achievement data ▪ Social and emotional health ▪ Attendance ▪ Behavior referrals 	<p>HS and district staff began planning for data monitoring project in September 2019. Team identified 10 data points covering attendance, academic accomplishment, student extracurricular involvement, social and emotional development, and student retention/graduation rate. Moving forward, we will be utilizing Child Plus (Head Start), Illuminate (USD 457), and Skyward (USD 457) software to track student success with the ultimate goal of following children through graduation to evaluate program efficacy. The initial data will be collected on the 2020-2021 kindergarten cohort.</p>
<p>Examples of changes in transition plans</p> <ul style="list-style-type: none"> ▪ Virtual meetings ▪ Use of technology to support kindergarten readiness goals ▪ Kindergarten boot camp 	

Note 1: The WIG is the Wildly Important Goal that the team chose to help improve the transition to kindergarten. The lead measures were the activities to help achieve the goal. The outcomes were the results of the activities.

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CALIFORNIA (REGION IX)
LOS ANGELES COUNTY OFFICE OF EDUCATION & GARVEY SCHOOL
DISTRICT & POMONA UNIFIED SCHOOL DISTRICT

WIG – Develop and implement a transition to kindergarten event for every child and family transitioning to Garvey Bitely and Pomona Arroyo schools between July 1, 2019, and June 30, 2020.

LEAD MEASURES	HIGHLIGHTS OF OUTCOMES
1 – By June 30, 2019, identify work group stakeholders to participate in transitional event.	The workgroup was established and consists of a parent, two preschool and kindergarten teachers, two directors, two principals, a program manager, and the executive director. The workgroup meets once a month to discuss and plan transition activities.
2 – By September 15, 2019, identify activities that key staff will engage in and identify key dates for implementation (i.e., field trips, professional development, surveys)	Administrators met to establish goals and objectives for the transition events. Several meetings were conducted to discuss content for professional development training and child, parent, and teacher transition events.
3 – By September 19, 2019, develop and distribute a transition survey to Head Start and kindergarten teachers, administrators, and parents.	Transition workgroup conducted a comprehensive data analysis consisting of three studies—two qualitative and one quantitative—investigating the needs, concerns in the county regarding preschool to kindergarten transition. These studies included, 1) parent empathy interviews, 2) a school survey, and 3) parent and school district staff focus groups. Capturing and analyzing this information informed the Los Angeles County preschool to kindergarten transition framework. Overall, the survey responses indicated that while schools see transition as a priority, this does not always result in transition activities in schools and classrooms. For example, 90 percent of administrators agreed or strongly agreed that “preschool to kindergarten transition is a priority for our district or program.” However, only 70 percent of teachers answered the same.
4 – By January 31, 2020, design and schedule parent/child kindergarten field trips.	As part of the two-day joint professional development, programs had an opportunity to plan the parent/child kindergarten field trips.
5 – By January 30, 2019, deliver 2 Head Start and teacher professional development for three kindergarten and eight Head Start Pomona Arroyo teachers and three kindergarten and six Head Start Garvey Bitely Teachers.	January 30 - 31, 2020, Garvey and Pomona participated in a 2-day joint transition training. 35 staff were in attendance (14 kindergarten teachers, 12 Head Start teachers, 2 education specialists, 3 education managers, 2 principals, 2 program managers, and 1 director).
6 – Complete field trips between April and May 30, 2020.	<p>Garvey parent/child field trip activities took place on February 13 at Dewey and February 14 at Bitely. Parents participated in welcomes, introductions, and overviews of the proposed outcomes. The event highlighted what to expect from transition along with logistical information. HS children and parents participated in a joint rotation of activities hosted by the HS and kindergarten teachers in collaboration. A HS and kindergarten teacher paired up to lead the activity in the kindergarten classroom. HS children were buddied up with a kindergarten child and participated in four small group indoor and outdoor activities. Each kindergarten classroom activity was approximately 30 minutes with a total of 4 rotations.</p> <p>Pomona Unified School District was originally scheduled to host a transition event on April 22, 2020, for preschool and kindergarten teachers as well as all families whose children are transitioning from preschool. Due to the pandemic, Pomona had to rethink how this event could be facilitated through distance learning and hosted a grab-n-go at specific sites for parents to pick up transition back packs.</p>

7 – By June 30, 2020, host a parent development workshop for all parents.

A transition symposium will be held virtually on 9/11/2020.

Examples of changes in transition plans

- Created a Thursday transition bulletin for distance learning with hyperlinks that provide parents and teachers with transition activities, strategies, tips, and resources, such as parent/child curricula activities for social and emotional learning and center- and home-based programs.
- Provided professional development opportunities through virtual learning, for example Creative Curriculum training: “Going to Kindergarten Study,” mental health and inclusive early childhood education training, trauma-informed practices training, Zoom basic virtual/distance learning training.
- Provided transition kits to 4,000 children transitioning from pre-k to kindergarten—write-wipe lapboard, thin-line marker, stix alphabet center.

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**WASHINGTON (REGION X)
WEST VALLEY SCHOOL DISTRICT #208 (WVSD) & EDUCATIONAL SERVICE DISTRICT # 105**

WIG – The West Valley Pre-K Initiative will improve transitions for children and families by ensuring that all families from Head Start and *Early Childhood Education Assistance Program* (ECEAP) meet with their kindergarten teacher prior to April 1, 2020. The kindergarten teacher, with the preschool teacher, will participate in a home visit prior to June 1, 2020. Measures will be family member satisfaction as measured by survey in September and increased WaKIDS Kindergarten Readiness scores in each domain.

LEAD MEASURE	HIGHLIGHTS OF OUTCOMES
1 – Head Start director and assistant superintendent will meet with kindergarten teachers at each school to review the transition plan prior to Oct. 1, 2019.	6 meetings
2 – WVSD family engagement coordinator and Head Start family advocate will complete interviews with families from Head Start and ECEAP regarding their transition experience by Oct. 1, 2019.	30 interviews
3 – Head Start and ECEAP will assist families as they fill out student record information by Nov. 1, 2019.	30 student registrations
4 – Principals will assign students to kindergarten classrooms prior to Jan. 1, 2020.	30 students assigned
5 – Kindergarten teachers will meet with preschool teachers prior to Feb. 1, 2020.	6 kindergarten teachers meet with Head Start and 6 kindergarten teachers meet with ECEAP
6 – Kindergarten teachers will meet with families prior to April 1, 2020.	6 kindergarten teachers meet with Head Start families and 6 kindergarten teachers meet with ECEAP families

Examples of changes in transition plans

- Due to COVID-19, kindergarten teachers did not participate in home visits as originally planned.

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ALASKA (REGION X)
ANCHORAGE SCHOOL DISTRICT (ASD) & RURAL ALASKA COMMUNITY
ACTION PROGRAM, INC. & KIDS CORPS, INC.

WIG – Families’ reports of positive kindergarten transitions will increase by 10% from fall 2019 to fall 2020, as measured by a family survey.

LEAD MEASURE	HIGHLIGHTS OF OUTCOMES
1 – Update the kindergarten survey.	The initial transition survey contained events from fall 2019 that did not occur due to COVID-19. Fall activities may also look different for families. The survey will be tweaked by August to reflect these changes. HS grantee policy councils and the ASD Preschool Advisory will review the survey for ease of use and understanding. Initial discussion with local stakeholder team occurred on 5/19.
2 – Strengthen kindergarten round-up and other transition events. Improve resources available in ASD and the consistency of delivery of events.	This plan was significantly impacted by COVID-19. Schools were closed, so families were unable to visit schools. This was no longer a priority activity. An ASD team is currently working to redesign the kindergarten webpage for families that includes specific language describing ASD transition activities and quick links to ASD and community resources. ASD made kindergarten transition packets available to families and the community.
3 – Survey transitioning families in the fall 2020.	The updated survey will be available for families in October. iPads will be provided at parent-teacher conferences for families who have not yet completed the survey. Teachers will encourage families to complete surveys. Due to the low number of responses from Head Start and Title I families, a pilot to increase participation and responses will happen.
4 – Collaborate with HS to create and distribute kindergarten transition resources.	ASD developed kindergarten transition packets for all HS grantee families.
5 – Improve the Countdown to Kindergarten webpage. Include a live page with links and family feedback.	Current webpage with helpful links to ASD and local community resources being refined and expanded. Greater emphasis on kindergarten transition supports and resources for families.
6 – AK Department of Education and Early Development (DEED) automates Teaching Strategies Gold (TSG) reports to ASD. Create a system for GOLD Individual Child Reports to be sent to districts	Requesting that DEED develop a system that sends TSG reports directly to districts, thereby ensuring transfer of preschool student records to kindergarten teachers.
<p>Examples of changes in transition plans</p> <ul style="list-style-type: none"> ▪ Common goals and family engagement activities for kindergarten round-up events and the beginning of the year. Late start orientation activities were clarified and aligned with preschool. 	

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APPENDIX G

ADDITIONAL RESOURCES

LEADERS IN SCHOOL READINESS

<https://eclkc.ohs.acf.hhs.gov/about-us/article/leaders-school-readiness>

The Leaders in School Readiness ECLKC page was developed to support OHS's national campaign to engage school leaders in transitions to kindergarten in their communities. Resources on this page encourage Head Start directors and school principals to collaborate for children's success.

COLLABORATION DEMONSTRATION PROJECT: SUCCESSFUL STRATEGIES FROM THE FIELD

(Link TBA)

This document includes lessons learned from the CDP Project. It begins with a brief introduction to four points of connection critical to support transitions to kindergarten and includes brief descriptions of the CDP teams' most successful TTK strategies used during the CDP project.

TRANSITIONS TO KINDERGARTEN

<https://eclkc.ohs.acf.hhs.gov/transitions/article/transition-kindergarten>

The transition to kindergarten resources on this ECLKC page include tips for education staff and families, presentation slides and facilitation guides for hosting transition to kindergarten events, videos outlining effective transition practices, and activity calendars for educators and families. Use these resources to support your collaboration efforts between Head Start and receiving elementary school stakeholders and guide the implementation of evidence-based transition practices.

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