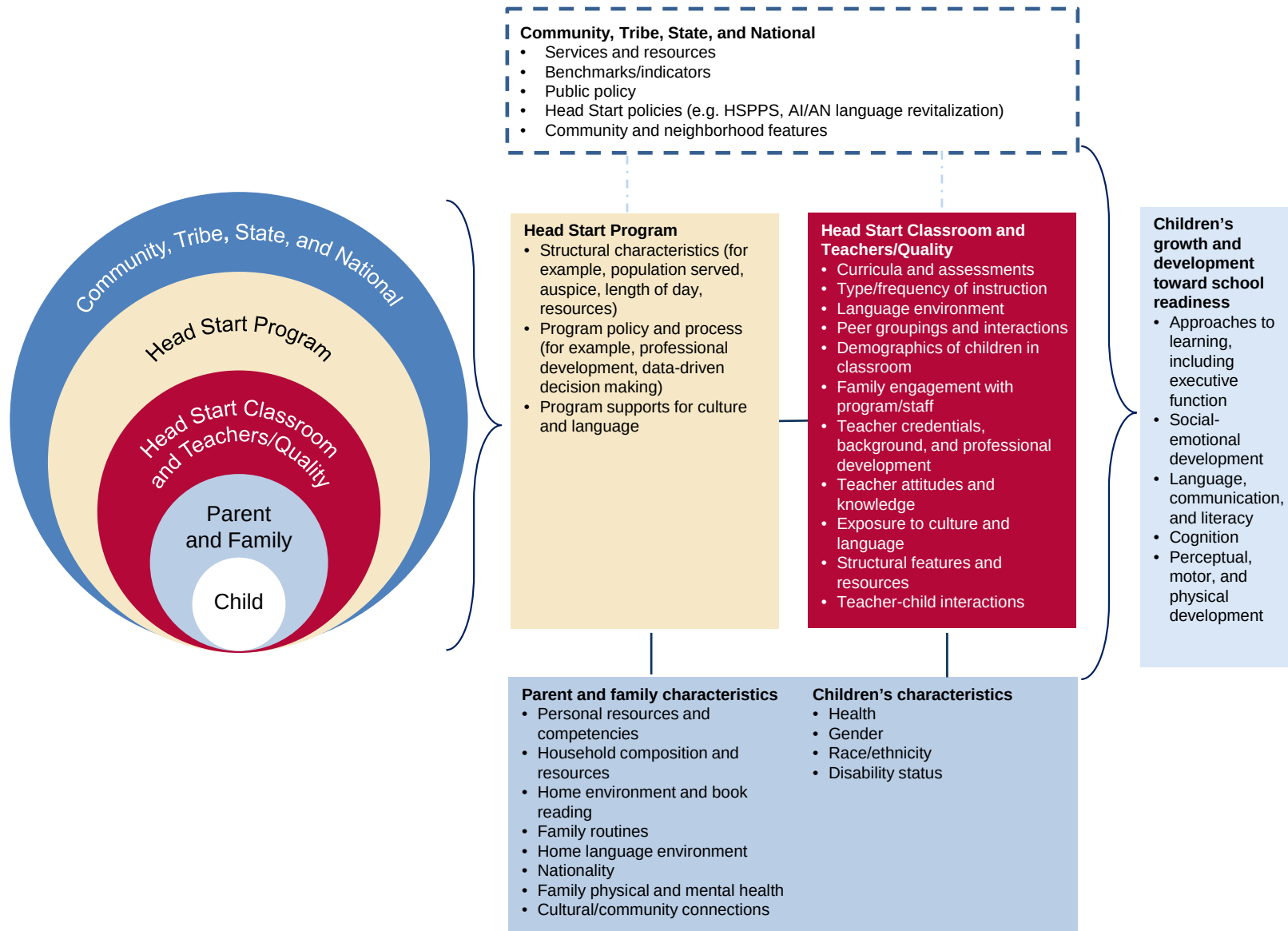**APPENDIX H**

CONCEPTUAL MODEL

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Figure H.1: Conceptual Model for FACES 2019 and AI/AN FACES 2019

Community, Tribe, State, and National
- Services and resources
- Benchmarks/indicators
- Public policy
- Head Start policies (e.g. HSPPS, AI/AN language revitalization)
- Community and neighborhood features

Head Start Program
- Structural characteristics (for example, population served, auspice, length of day, resources)
- Program policy and process (for example, professional development, data-driven decision making)
- Program supports for culture and language

Head Start Classroom and Teachers/Quality
- Curricula and assessments
- Type/frequency of instruction
- Language environment
- Peer groupings and interactions
- Demographics of children in classroom
- Family engagement with program/staff
- Teacher credentials, background, and professional development
- Teacher attitudes and knowledge
- Exposure to culture and language
- Structural features and resources
- Teacher-child interactions

Children's growth and development toward school readiness
- Approaches to learning, including executive function
- Social-emotional development
- Language, communication, and literacy
- Cognition
- Perceptual, motor, and physical development

Parent and family characteristics
- Personal resources and competencies
- Household composition and resources
- Home environment and book reading
- Family routines
- Home language environment
- Nationality
- Family physical and mental health
- Cultural/community connections

Children's characteristics
- Health
- Gender
- Race/ethnicity
- Disability status

Note: Dashed lines illustrate constructs or relationships that are not currently measured in FACES 2019 and AI/AN FACES 2019.

H.1

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