APPENDIX U LOGIC MODELS



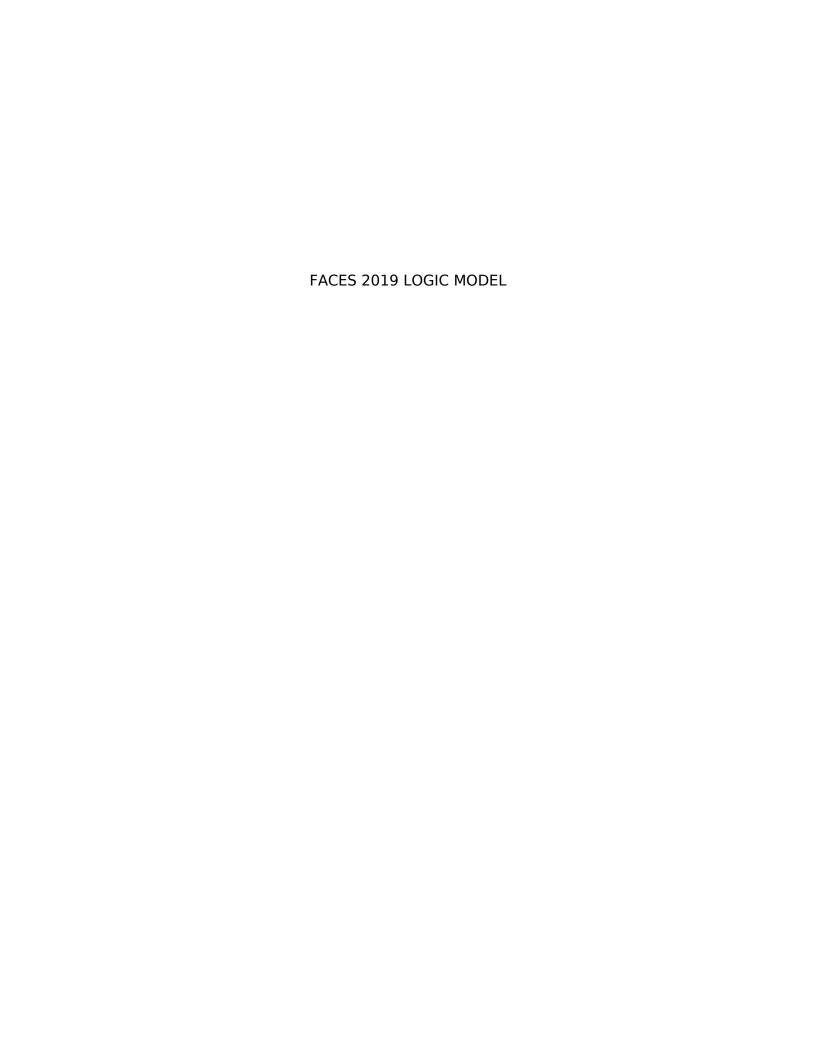




Exhibit U.1. FACES 2019 Logic Model

· Available services and resources

· Cultural background

Outputs Enhanced outcomes **Activities** Inputs Direct, tangible results of program Benefits of program Plans and activities, services, and Resources, assets, contributions, and information efforts, such as classroom quality participation for children processes designed to achieve available to achieve program goals and children's attendance and families program goals Child growth and development Program processes **Program functioning** Head Start program toward school readiness Program supports for culture and Population served Staff retention Approaches to learning, Auspice Staff training · Length of day and program year · Professional development for including executive function Organizational climate Resources and funding (e.g., blended resources) teaching and other staff Social-emotional skills Data-driven decision making · Manager credentials, background, and experience · Fiscal management Language, communication, Quality of program processes Participation in state/local systems (e.g., and literacy Evaluation New initiatives and policies licensing) Cognition (math skills and Communication implemented Technology and information systems scientific reasoning) · Record keeping and reporting Staff competencies · Service option (kindergarten transition) Perceptual, motor, and · Presence of formal partnerships physical development Supports for staff (e.g., mental health) · Program governance Head Start classroom quality · Program leadership Facilities and physical learning environments · Structural features and resources Community and self-assessment Transportation Family well-being Teacher-child interactions Ongoing monitoring and continuous Human resources and efficacy Exposure to culture and language improvement Management and support systems Family well-being (e.g., family Individualized/differentiated Program planning and service Program policies physical and mental health) instruction system design Families as lifelong educators Quality of instruction Head Start classroom and teachers (e.g., home environment and book reading) · Demographics and skills of children in classroom Head Start classroom Family, community, and · Teacher credentials, background, and experience Family connections to peers and teacher processes tribal engagement and community · Teacher attitudes, beliefs, and knowledge · Curricula and assessments Engagement of families · Families as learners · Teacher race/ethnicity and language Type/frequency of instruction Children's attendance Positive parent-child · Teacher mental health · Language environment Coordinated, complementary, and relationships Culture and language experiences culturally responsive services Family engagement in Child, parent, family, community, and tribe · Peer groupings and interactions Parent-staff relationships transitions · Children's characteristics (e.g., health, sex, Partnerships and linkages · Families as advocates race/ethnicity, disability status) · Ease of access to needed services and leaders Family, community, and · Parent and family characteristics (e.g., home tribal partnerships Data-based individualized services language environment, household composition Parenting education and resources, financial strain, nationality) · Home visits Personal resources and competencies Note: Some of the activities, outputs, and outcomes (e.g., education and employment) Comprehensive services, including may directly influence other parts of the framework. child development and family support Cultural/community connections For example, child and family outcomes may influence · Community and neighborhood features

Community, tribe, state, and national context

Family partnerships

Referrals

Note: The logic model depicts Head Start more generally, beyond what the FACES studies can measure. Black font indicates constructs that are measured in FACES 2019. Blue font indicates constructs that are not measured.

the inputs and the activities that programs engage in.







Exhibit U.2. AIAN FACES 2019 Logic Model

Outputs Inputs **Activities** Enhanced outcomes Direct, tangible results of program Resources, assets, contributions, and information Plans and activities, services, and Benefits of program available to achieve program goals efforts, such as classroom quality processes designed to achieve participation for children and children's attendance program goals and families Child growth and development Program processes Head Start program Program functioning toward school readiness Population served Program supports for culture and Staff retention Approaches to learning. language Auspice Staff training · Length of day and program year · Professional development for including executive function · Organizational climate Resources and funding (e.g., blended resources) teaching and other staff Data-driven decision making Social-emotional skills · Manager credentials, background, and experience Fiscal management Quality of program processes Language, communication, Participation in state/local systems (e.g., Evaluation and literacy New initiatives and policies Communication Cognition (math skills and implemented Technology and information systems · Record keeping and reporting Staff competencies scientific reasoning) Service option (kindergarten transition) Perceptual, motor, and · Presence of formal partnerships Supports for staff (e.g., mental health) physical development · Program governance Head Start classroom quality Program leadership Facilities and physical learning environments Structural features and resources Community and self-assessment Transportation Teacher-child interactions · Ongoing monitoring and continuous Human resources Exposure to culture and language improvement · Management and support systems Family well-being and efficacy · Individualized/differentiated · Program planning and service Program policies · Family well-being (e.g., family instruction system design physical and mental health) Quality of instruction Head Start classroom and teachers Families as lifelong educators (e.g., home environment and · Demographics and skills of children in classroom **Head Start classroom** Family, community, and • Teacher credentials, background, and experience book reading) and teacher processes tribal engagement Family connections to peers · Teacher attitudes, beliefs, and knowledge · Curricula and assessments Engagement of families and community · Teacher race/ethnicity and language Type/frequency of instruction Children's attendance Families as learners · Teacher mental health Language environment Positive parent-child Coordinated, complementary, and Culture and language experiences relationships culturally responsive services Child, parent, family, community, and tribe · Peer groupings and interactions Family engagement in Parent-staff relationships · Children's characteristics (e.g., health, sex, transitions Partnerships and linkages race/ethnicity, disability status) Families as advocates Ease of access to needed services Family, community, and · Parent and family characteristics (e.g., home and leaders tribal partnerships · Data-based individualized services language environment, household composition Parenting education and resources, financial strain, nationality) · Cultural/community connections Home visits Note: Some of the activities, outputs, and outcomes · Personal resources and competencies Comprehensive services, including may directly influence other parts of the framework. child development and family support (e.g., education and employment) For example, child and family outcomes may influence · Cultural background services the inputs and the activities that programs engage in. Family partnerships · Community and neighborhood features Referrals · Available services and resources

Note: The logic model depicts Head Start more generally, beyond what the AIAN FACES studies can measure. Items shown in black font indicates constructs that are measured in AIAN FACES 2019: items shown in red font indicates constructs not measured.

