APPENDIX U

LOGIC MODELS

FACES 2019 LOGIC MODEL

Exhibit U.1. FACES 2019 Logic Model

Plans and activities, services, and processes designed to achieve program goals	Direct, tangible results of program efforts, such as classroom quality and children's attendance	Benefits of program participation for children and families
Program processes Program supports for culture and language Professional development for teaching and other staff Fiscal management Evaluation Communication Record keeping and reporting (kindergarten transition) Supports for staff (e.g., mental health) Program leadership Community and report off accessment	Program functioning • Staff retention • Staff training • Organizational climate • Data-driven decision making • Quality of program processes • New initiatives and policies implemented • Staff competencies	 Child growth and development toward school readiness Approaches to learning, including executive function Social-emotional skills Language, communication, and literacy Cognition (math skills and scientific reasoning) Perceptual, motor, and physical development
 Ongoing monitoring and continuous improvement Program planning and service system design 	 Teacher-child interactions Exposure to culture and language Individualized/differentiated instruction Quality of instruction 	Family well-being and efficacy Family well-being (e.g., family physical and mental health) Families as lifelong educators (e.g., home environment and
Head Start classroom and teacher processes Curricula and assessments Type/frequency of instruction Language environment Culture and language experiences Peer groupings and interactions	Family, community, and tribal engagement • Engagement of families • Children's attendance • Coordinated, complementary, and culturally responsive services	 book reading) Family connections to peers and community Families as learners Positive parent-child relationships Family engagement in transitions
Family, community, and tribal partnerships	 Parent-star relationships Partnerships and linkages Ease of access to needed services Data-based individualized services 	 Families as advocates and leaders
 Parenting education Home visits Comprehensive services, including child development and family support services Family partnerships Referrals 	may directly influence othe For example, child and family	r parts of the framework. y outcomes may influence
	processes designed to achieve program goals Program processes Program supports for culture and language Professional development for teaching and other staff Fiscal management Evaluation Communication Record keeping and reporting (kindergarten transition) Supports for staff (e.g., mental health) Program leadership Community and self-assessment Ongoing monitoring and continuous improvement Program leadership Curricula and assessments Type/frequency of instruction Language environment Culture and language experiences Peer groupings and interactions Family, community, and tribal partnerships Parenting education Home visits Comprehensive services, including child development and family support services	 Indicating and basis processes designed to achieve program goals Program processes Program processes Program supports for culture and language Professional development for teaching and other staff Fiscal management Evaluation Record keeping and reporting (kindergarten transition) Supports for staff (e.g., mental health) Program planning and service system design Courricula and assessments Type/frequency of instruction Curricula and assessments Type/frequency of instruction Curticula and assessments Type/frequency of instruction Curture and language experiences Pere groupings and interactions Engagement of families Community, and tribal partnerships Parenting education Home visits Comprehensive services, including child development and family support services Family partnerships Family partnerships

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.

AIAN FACES 2019 LOGIC MODEL

Exhibit U.2. AIAN FACES 2019 Logic Model

Inputs Resources, assets, contributions, and information available to achieve program goals	Activities Plans and activities, services, and processes designed to achieve program goals	Outputs Direct, tangible results of program efforts, such as classroom quality and children's attendance	Enhanced outcomes Benefits of program participation for children and families
Head Start program Population served Auspice Length of day and program year Resources and funding (e.g., blended resources) Manager credentials, background, and experience Participation in state/local systems (e.g., licensing) Technology and information systems Service option Presence of formal partnerships Program governance Facilities and physical learning environments Transportation Human resources	Program processes Program supports for culture and language Professional development for teaching and other staff Fiscal management Evaluation Communication Record keeping and reporting (kindergarten transition) Supports for staff (e.g., mental health) Program leadership Community and self-assessment Ongoing monitoring and continuous improvement	Program functioning • Staff retention • Staff training • Organizational climate • Data-driven decision making • Quality of program processes • New initiatives and policies implemented • Staff competencies Head Start classroom quality • Structural features and resources • Teacher-child interactions • Exposure to culture and language	 Child growth and development toward school readiness Approaches to learning, including executive function Social-emotional skills Language, communication, and literacy Cognition (math skills and scientific reasoning) Perceptual, motor, and physical development
Management and support systems Program policies Head Start classroom and teachers Demographics and skills of children in classroom Teacher credentials, background, and experience	Program planning and service system design Head Start classroom	 Individualized/differentiated instruction Quality of instruction Family, community, and 	 Family well-being and efficac Family well-being (e.g., family physical and mental health) Families as lifelong educators (e.g., home environment and book reading)
Teacher attitudes, beliefs, and knowledge Teacher race/ethnicity and language Teacher mental health Child, parent, family, community, and tribe Children's characteristics (e.g., health, sex,	and teacher processes Curricula and assessments Type/frequency of instruction Language environment Culture and language experiences Peer groupings and interactions	tribal engagement Engagement of families Children's attendance Coordinated, complementary, and culturally responsive services Parent-staff relationships	 Family connections to peers and community Families as learners Positive parent-child relationships Family engagement in transitions
race/ethnicity, disability status) Parent and family characteristics (e.g., home language environment, household composition and resources, financial strain, nationality) Cultural/community connections Personal resources and competencies (e.g., education and employment) Cultural background Community and neighborhood features	s (e.g., home Family, community, and tribal partnerships ld composition tribal partnerships • Parenting education encies t) • Comprehensive services, including child development and family support services eatures • Family partnerships	 Partnerships and linkages Ease of access to needed services Data-based individualized services Note: Some of the activities, outputs, and outcomes may directly influence other parts of the framework. For example, child and family outcomes may influence the inputs and the activities that programs engage in. 	
Available services and resources	Referrals		

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.