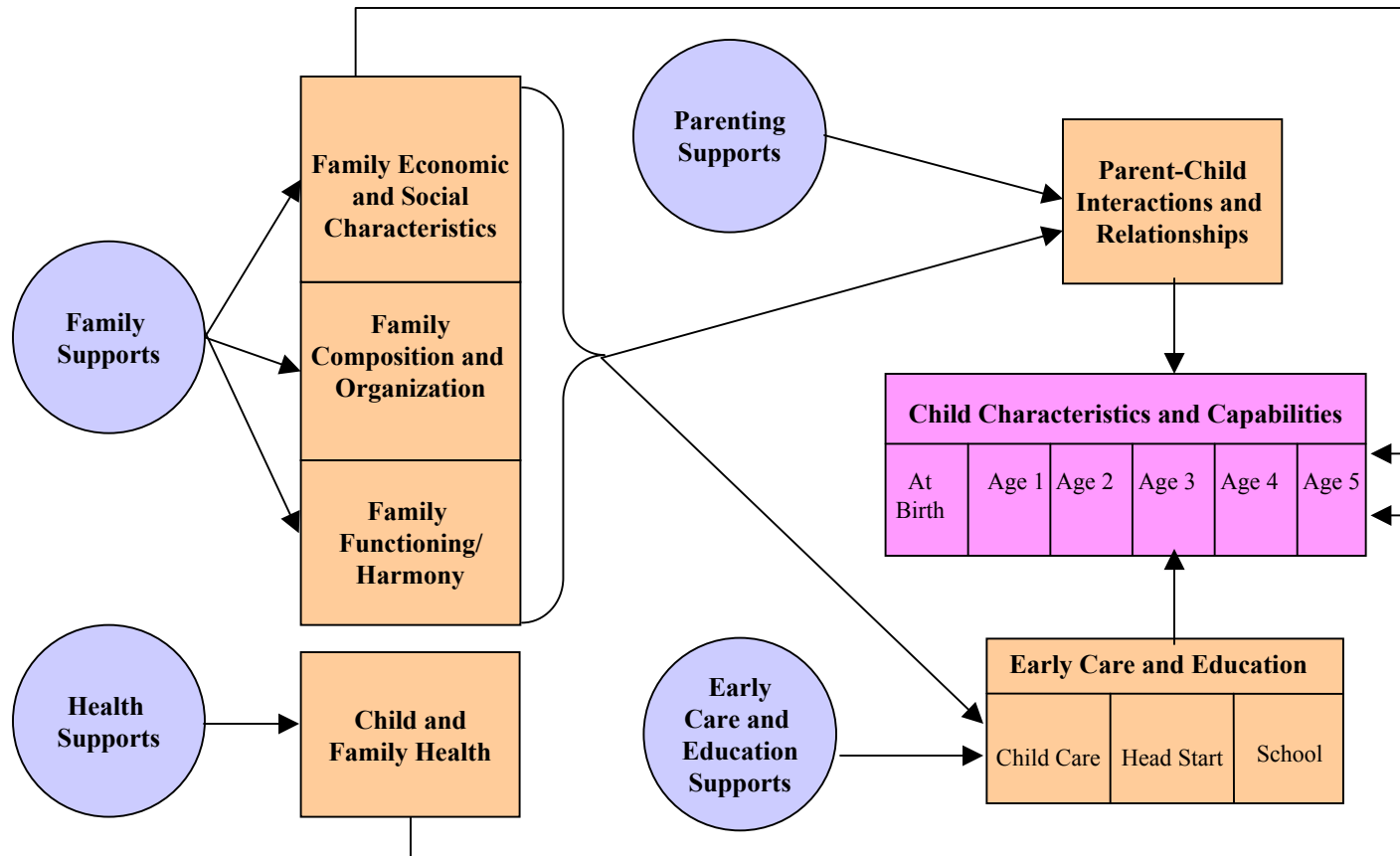


## Appendix E

### Major Influences on Child Outcomes During the First Five Years of Life \*



\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

**FAMILY SUPPORTS**  
Available for Child Well-Being/School Readiness

- **Adult Education and Literacy Programs**
- **Economic Resources**
  - Living wage jobs available in the community
  - Employment training and placement assistance
  - Economic assistance for the impoverished
- **Family Strengthening Services**
  - Family counseling
  - Intervention for family conflict & violence
  - Services to address social isolation (e.g., home visiting, community centers)
  - Respite and emergency care
  - Health and mental health services
- **Transportation**
  - Access to affordable, adequate transportation services
  - Coordination of transportation services
  - Transportation services integrated with other services
- **Linking Programs and Services**
  - Create linkages among community support services (health, family support, child care and early education services, etc.)
  - Integrated service delivery
- **Living Circumstances**
  - Availability of affordable housing
  - Safety of neighborhoods and housing
  - Communities with low poverty (< 10%)
  - Access to cultural and recreation services (libraries, parks, playgrounds)
- **Support Provided by Neighbors**
  - Mutual monitoring of children in neighborhood
  - Emotional and physical support network for families
- **Culture**
  - Concern for children
  - Concern for disadvantaged persons
  - Ethic of helping persons in need
  - Commitment to strong, healthy families

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

# FAMILY

## Family Economic and Social Characteristics that Influence Child Well-Being and School Readiness

### • Economic Viability

- Family income adequate for family size
- Adequate parental employment
  - Living wages
  - Benefits
  - Sufficient hours
  - Stable work history
- Income transfers, including retirement income, social security, SSI/SSDI, veteran's payments, EITC
- Child support from noncustodial parent

### • Family Literacy and Education

- Parents' and grandparents' education and training
- Parents' cognitive attainment
- Parents' educational aspirations
- Family literacy habits

### • Parent Characteristics

- Age
- Ethnicity
- Gender

### • Extended Family Characteristics

- Age
- Ethnicity
- Gender

### • Family Immigration History

- Language spoken in the home
- Social and economic contacts

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

# FAMILY

## Family Composition and Organization that Influence Child Well-Being and School Readiness

- **Household Composition**
- **Parents' Marital and Cohabitation Status and History**
- **Parents' Childbearing History**
  - Age of parents at birth(s) (teen, young adult, older adult)
  - Family planning practices
  - Intendedness of pregnancy and parenthood
  - Number and age/spacing of children
- **Child's History of Living Arrangements, including Custody Arrangements**
- **Non-Custodial Parent**
  - Distance/accessibility to child
  - Responsibility toward child (financial and non-monetary forms of support)
  - Commitment to and engagement with child
- **Extended Family Network**
  - Number and composition of extended family network
  - Frequency of contact

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

## FAMILY

### Family Functioning/Harmony that Influence Child Well-Being and School Readiness

- **Family Harmony/Supportiveness**

- Parents' marital satisfaction
- Support for parent from spouse and other family members
- Family conflict and conflict resolution styles
- History of family aggression and violence

- **Parents' Feelings of Well-being, Competence and Control**

- **Sibling Relationships**

- Child adjustment to new sibling
- Cooperative, caring interaction and low conflict

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

**HEALTH SUPPORTS**  
Available for Child Well-Being/School Readiness

- **Health Insurance**
  - Affordable
  - Employer or public coverage
- **Available, Affordable Quality Health Services**
  - Medical homes
  - Acute care
  - Chronic care
  - Dental care
  - Screenings for hearing, vision, and disabilities
  - Immunization services
  - Mental health services for children and adults
- **Services to Optimize Functioning of Children with Disabilities**
- **Absence of Pollution and Safety Hazards in the Community**
  - Absence of lead and toxic materials in the environment
  - Neighborhood safety
- **Healthy Lifestyle Culture in the Community**
  - Beliefs and regulations against smoking, drugs, and excessive drinking
  - Support for child and family safety (e.g., effective car restraints)
  - Healthy lifestyles in nutrition, exercise, hygiene, etc.
- **Supports for Healthy Practices in Child Care Settings**
- **Food Programs (public and private)**
  - Food banks
  - Food Stamps, WIC

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

# HEALTH

## Child and Family Health that Influence Child Well-Being and School Readiness

- **Parental Health and Health Care Practices**

- Maternal health status and health risk behaviors during pregnancy
- Parents' health-related risk behaviors (smoking, drug use, excessive drinking, dangerous driving, etc.)
- Parents' physical health free from chronic conditions and disabilities
- Parents' mental health (depression, stress, anxieties, phobias)

- **Nutrition**

- Obtaining adequate nutrition
- Breastfeeding

- **Child Injuries**

- **Child's Disabilities and Chronic Conditions**

- **Utilization of Medical Services for Child**

- Utilization of regular source of well-child care (medical home)
- Routine developmental screenings
- Screening for hearing and vision
- Dental care
- Following recommended immunization schedule
- Utilizing available care and services for children with disabilities and chronic conditions
- Appropriate treatment for injury and illness

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

**PARENTING SUPPORTS**  
**Available for Child Well-Being/School Readiness**

• **Parenting Education Programs: Content**

- Basic parenting
- Health and safety
- Nurturance
- Discipline
- Literacy
- Cognitive stimulation
- Family activities
- Character development
- How to utilize community supports

• **Parenting Education Programs: Delivery**

- Home visits
- Group sessions
- Infused in services
- Community organizations
- Secondary school training
- Media

• **Parenting Norms, Practices, and Supports**

- Extended family
- Neighbors
- Broader community

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

## PARENTING

### Parent-Child and Family Relationships that Influence Child Well-Being and School Readiness

- **Nurturance**
  - Provision of basic needs (food, shelter, etc.)
  - Healthy emotional climate in the home
  - Parental warmth & sensitivity in interactions with child
  - Consistency of family routines
- **Parents' Attitudes and Expectations for Child's Development**
  - Parental knowledge and awareness of infant and child development
  - Parents' aspirations and expectations for child
- **Modeling and Developing Positive Behaviors**
  - Parental modeling of good behavior
  - Modeling and communicating morals and ethical behavior
  - Provide a positive sense of culture and ethnicity
  - Incorporate children into family routines and assign valued roles and responsibilities
- **Cognitive Stimulation**
  - Provide stimulating activities, materials, and opportunities to explore the environment
  - Parental modeling of school-relevant behaviors such as reading, problem-solving
  - Literacy activities with child
- **Relationship with Parent-Figures**
  - Opportunities for positive interactions between child and parent-figures
- **Parents' Motivation for Involvement**
- **Activities**
  - Frequent positive parent-child interactions (e.g., talking, meals together, play, outings)
  - Utilize libraries, parks, playgrounds, etc.
- **Developing Positive Media Habits**
  - Minimizing passive viewing
  - Guide children to positive media content and activities
  - Minimize inappropriate influences (violence, language, sex, stereotypes, etc.)
- **Discipline and Control**
  - Noncoercive discipline practices (e.g., reasoned explanations)
  - Making and enforcing rules effectively and reasonably/flexibly
- **Supervision and Protection**
  - Parents create a safe home environment
  - Parents monitor children to assure safety and health
  - Parents model positive health and safety practices
- **Relationship with Noncustodial Parent**
  - Opportunities for positive interactions between child and noncustodial parent

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

**EARLY CARE AND  
EDUCATION SUPPORTS**  
Available for Child Well-Being/School Readiness

• **Availability in the Community**

- Adequate number of slots, including full-day
- Care for disabled children
- Adequate slots for infants and toddlers
- Adequate hours of operation (weekends, holidays)
- Sick child care
- Back-up care when regular caregiver is ill or not available

• **Affordability**

- Subsidies for high proportion of needy families
- Copayment not burdensome for low-income families (less than 10% of family income)
- Delivery system of subsidies not a barrier
- Special financial supports for infants and children with disabilities

• **Quality**

- Inspections of child care facilities
- Staff education and training
- Salary and wage supports
- Supports for healthy practices
- Provision of resources to informal care providers
- Tiered reimbursement tied to licensure/accreditation
- Financial supports for pursuing accreditation

• **Resource and Referral Services**

- Information about available slots, provider quality, and how to choose quality care

• **Community Understanding of Quality Care**

• **Linkages with**

- Parents and families
- K-12 schools
- Health and family services

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

**EARLY CARE AND  
EDUCATION SUPPORTS**  
Available for Child Well-Being/School Readiness  
School and Head Start

- **Availability in the Community**

- Number of preschool slots
- Number of full-day slots
- Accessible to disabled children

- **Quality**

- Staff education and training (preservice and continuing professional development)
- Wage and salary competitiveness
- Effective curriculum
- Programming tailored to developmental level of children
- Monitoring quality and effectiveness
- Supports for health and safety practices
- Appropriate assessment of readiness

- **Community Understanding of Quality  
Preschool Services**

- **School Linkages with**

- Parents and families
- Child care
- Health and family services

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

## EARLY CARE AND EDUCATION

### Early Care and Education that Influence Child Well-Being and School Readiness

- **Child Care Utilization: Past and Present**
  - Type(s) of child care received
  - Age of entry into child care
  - Hours per week in nonparental care
  - Use of extended services (e.g., beyond 8-5 Monday-Friday)
  - Participation in quality full day preschool
- **Special Services Received by Children with Disabilities**
- **Receipt of Child Care Subsidies or Financial Supports**
- **Appropriate Assessment of Child Development and Readiness**
- **Parent Involvement**
- **Quality of Early Care and Education Received: Past and Present**
  - Group size
  - Caregiver-child ratio
  - Qualifications/training of staff
  - Experience of staff
  - Length of teacher tenure in program
  - Continuity of care (low staff turnover)
  - Positive staff-child interaction (nurturance, discipline, instruction)
  - Licensing/accreditation of program
  - Curriculum (educational/developmental, i.e., promotes readiness)
  - Quality of facilities (organization, safety, stimulating materials)
  - Caregivers' childrearing attitudes
  - Teachers' teaching philosophy

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.

## Early Child Characteristics

- **Health**

- Health status at birth
- Birth weight & gestational age
- Early growth patterns
- Overall health and fitness
- Physical limitations or disabilities
- Developmental delays
- Chronic conditions

- **Temperament**

- Activity level
- Emotionality
- Inhibition
- Sociability

- **Gender**

- **Race/Ethnicity**

\* This diagram is adapted from the Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) and a literature review by Child Trends for the Knight Foundation.