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.

291
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 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

- **Parent Characteristics**
  - Age
  - Ethnicity
  - Gender

- **Extended Family Characteristics**
  - Age
  - Ethnicity
  - Gender

- **Family Literacy and Education**
  - Parents’ and grandparents’ education and training
  - Parents’ cognitive attainment
  - Parents’ educational aspirations
  - Family literacy habits

- **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 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 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

• **Sibling Relationships**
  – Child adjustment to new sibling
  – Cooperative, caring interaction and low conflict

• **Parents’ Feelings of Well-being, Competence and Control**

*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 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

- **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.*
**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.
• **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.
• **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.